

November 15, 2006

Dear Board Members:

The weeks are flying by just like the yellow maple leaves outside my window. Yesterday a number of us attended the Washington Learns Education Summit. The word accountability came up a lot!

Bill Gates spoke to the group about the need for high standards, clear accountability, flexibility for school personnel and the need for innovation. Some of his key points included the need for four years of mathematics and four years for science in high school; accountability with real consequences (such as state intervention) for those in the system who do not meet goals; differential pay for teachers with strong performance; and the ability to innovate through charter schools and ways to attract highly qualified teachers.

The Governor also addressed the crowd on issues of personalized education; accountability (reduce dropout rates, measure and pay for results, develop a performance-based system, and align our performance with the Global Challenge States); the importance of early learning; and the ability to attract the best and brightest teachers.

So we have our work cut out for us! And now turning to our November Board meeting —

**Monday, November 27<sup>th</sup>**

### **Washington Learns**

Judy Hartmann will brief you on the final report. We are sending you a copy of the Washington Learns Report. The key assignments for us are as follows:

- Page 25 – By December 2007, the State Board of Education (SBE) will adopt international performance standards for math and science benchmarked to the Trends in International Mathematics and Science Study (TIMSS) or the Program for International Student Assessment (PISA) and will adopt high school graduation requirements aligned with those standards.
- Page 25 – By December 2007 the SBE will incorporate into their accountability plan the requirement that schools must use one of the state curricula, with exceptions granted by waiver from the SBE for districts that demonstrate outstanding student performance in math and science.

- Page 25 – By July 2008 for math and July 2009 for science, OSPI and the SBE will identify no more than three curricula for elementary, middle and high school along with diagnostic and other material that are aligned with the new standards.
  - Page 35 – By December 2007, the SBE will amend high school graduation requirements to include a minimum of three years of math, which may include applied math.
  - Page 38 – The SBE executive director will serve on the P-20 Council
  - Page 40 – By December 2007, the SBE will develop a comprehensive set of recommendations for an accountability system.

### **Mathematics**

There are a number of pieces for the mathematics discussion you will have over the two days. I am sending you a policy memo I have prepared for you using the framework we have in our joint action plan. The memo provides information on TIMSS, PISA, recent research reports, and implementation pieces OSPI is working on.

You will receive briefings on the mathematics needed for college and work from our higher education colleagues as well as the workforce and career and technical education people.

You will have two emailed versions of the Joint Action Mathematics Plan and the CAA options that the subcommittee is working on with OSPI and PESB. The first version I hope comes out before you receive this packet. The second will be ready right before Thanksgiving. I hope you will be able to contact our subcommittee members (Steve Floyd, Dr. Sheila Fox, Amy Bragdon, and Tiffany Thompson) about your thoughts. We will make the second version of the joint action plan and CAA options on mathematics available to the public next week as well. We are asking people to comment on our proposals at the meeting.

### **SAT/ACT/PSAT Mathematics Cutscores**

The cutscores determination is the final piece to the alternative assessment package that the Legislature asked you to approve. You are “to identify the scores students must achieve on the mathematics portion of the PSAT, SAT, or ACT to meet or exceed the state standard for mathematics.” You are also asked to determine that this alternative assessment be “comparable in rigor” to the skills and knowledge measured on the WASL. OSPI will present their latest thinking on how to determine these cutscores based on an Equipercenile linking, which basically uses the class of 2003 who took the math SAT and WASL. OSPI will look at the students who met or exceeded the WASL standard and then see where their scores fell on the SAT tests to determine an “equivalency”. So for the Class of 2008 and future classes, students who do well on the math SAT, but not on the WASL will be deemed to have “met” standard.

### **English Language Learners Update**

Dr. Anaya from OSPI will follow up with us on issues raised at the Yakima meeting in August both at our November and January meetings. In November, he will discuss the following questions we posed:

1. Can you explain the test taking requirements for ELL students in the No Child Left Behind Act and how they relate to the test taking requirements for ELL students in Washington?
2. Can you provide information on why the WLPT cutscore was changed this year, and the criteria used for setting the new cutscores?
3. Has the number of students who are eligible for the Transitional Bilingual Education program changed as a result of the new cutscores? What is the trend in the past three years?

### **Recognitions**

Bob Butts has returned to OSPI. He has done so much work to help all of us. Mary Jean will recognize (and all of you!) him at our meeting.

Andrea Peterson is the Teacher of the Year. She is a music teacher at Monte Crisco Elementary in Granite Falls. She was the first music teacher in Washington to receive her National Board Professional Certification (in 2002). Mary Jean will recognize her at the meeting.

Bob, Andrea and her husband will join us for a social half hour at 5:30 p.m. at Mercato's and then dinner at 6:00 p.m.

**Tuesday, November 28<sup>th</sup>**

### **Collection of Evidence Implementation**

OSPI staff will give us an update on their implementation of the Collection of Evidence. You have the letter in your Board packet that asks OSPI to address some specific implementation issues in terms of what was heard at our last Board meeting.

### **Mathematics Action Plan and Certificate of Academic Achievement (CAA) Options**

You will have time on Friday morning to discuss with each other your thoughts on the joint action plan and CAA Options.

### **Business Items**

One item of note is that Auburn School District is asking for two days under the 180-day waiver process. We, as staff, recommend you do not approve their request because they already have a large number of days for staff development. We think it is important

for the students not to give up school time for additional training opportunities. Linda Cowan, the Auburn Superintendent, would like to address the Board.

### **GED Study**

We are required to do a review of the GED rules shared among the SBE, the State Board for Community and Technical Colleges (SBCTC) and OSPI. We do not think they should be as all agencies currently are collaborating well with their assigned responsibilities. Pat will share some information with you.

### **Washington Association of Student Councils Conference**

Zac has asked to make a presentation to you.

### **Board Work Plan for Accountability**

I have drafted a work plan with time lines and topics for you to examine and provide your feedback to me as we jump deeper into accountability.

### **Board Reflections**

I hope you will still have some good energy to think about how the fall has been for you – what is working and not working for you at our meetings. We aim for continuous improvement how we serve you. We also need to look ahead to our winter meetings and how to organize our work in between those meetings as well as address the upcoming legislative session.

### **Closing Comments**

I am interviewing 5 candidates for the research associate position next week. I have some great people. I look forward to getting some additional policy help.

Our staff has done an incredible job managing many different tasks plus preparing for monthly meetings this fall. I have really appreciated their hard work.

I hope you all have a wonderful Thanksgiving with your family and friends. I am thankful for the opportunity to work with all of you!

Sincerely,

Edie Harding



## State Board of Education Meeting

Phoenix Inn Suites  
417 Capitol Way N, Olympia  
November 27: 9:00 a.m. — 5:15 p.m.  
November 28: 9:00 a.m. — 3:30 p.m.

### Agenda

#### **November 27, 2006**

**9:00 a.m. Call to Order and Welcome**

Pledge of Allegiance

Agenda Overview

Approval of Minutes from the October 26–27, 2006, meeting (**Action Item**)

**9:10 a.m. Washington Learns: The Final Report**—Judy Hartmann, Governor's Policy Staff

**9:40 a.m. Mathematics – Preparation for College and Work**

- College Minimum Entry Requirement Proposal—Dr. James Sulton Jr., Executive Director for the Higher Education Coordinating (HEC) Board
- Math Transition Project—Bill Moore, State Board for Community and Technical Colleges (SBCTC), and Ron Donovan, Office of Superintendent of Public Instruction (OSPI)

**10:30a.m. Break**

**10:45 a.m. Math for the Work Force**—Wes Pruitt, Workforce Training and Education Coordinating Board, and Kathleen Lopp, Washington Association of Career and Technical Educators

**11:15 a.m. Report on Joint Mathematics Action Plan and Certificate of Academic Achievement (CAA) Options**

- SBE Subcommittee Report
- OSPI
- PESB

**12:15 Noon Lunch**

**1:00 p.m. Public comment on the Joint Mathematics Action Plan and CAA Options**

**2:00 p.m. Board questions and reflections on Joint Mathematics Action Plan and CAA Options**

**2:45 p.m. Break**

- 3:30 p.m. PSAT/SAT/ACT Mathematics Cutscores**
- Results of the analysis and recommended cutscores—Dr. Joe Willhoft, OSPI
  - Public Hearing
- 4:15 p.m. Update on English Language Learners—Dr. Alfonso Anaya, OSPI**
- 4:45 p.m. Honoring of Bob Butts for his service to the Board**
- 5:00 p.m. Teacher of the Year Recognition—Andrea Peterson, Monte Cristo Elementary  
Granite Falls School District**

**5:15 p.m. Recess**

**November 28, 2006**

**9:00 a.m. Collection of Evidence Implementation Update—Dr. Joe Willhoft and  
Dr. Lesley Klenk, OSPI**

**9:45 a.m. Mathematics Action Plan and CAA Options—Board Discussion**

**10:30 a.m. Break**

**10:45 a.m. Business Items:**  
 SAT/ACT/PSAT Mathematics Cutscores (**Action Item**)  
 Mathematics Action Plan (**Action Item**)  
 CAA Options (**Action Item**)  
 Auburn School District 180-Day Waiver Request (**Action Item**)

- Pat Eirish, SBE Staff
- Linda Cowan, Superintendent, Auburn School District, and Staff

**12:15 p.m. Lunch**

**1:00 p.m. GED Study Update**

**1:15 p.m. Update on Washington Association of Student Councils Conference—  
Zac Kinman, State Board of Ed Student Representative**

**1:30 p.m. Board Work Plan for Accountability**

**2:30 p.m. Break**

**2:45 p.m. Board Reflections on Fall Meetings  
Planning for Winter Meetings and Legislative Session**

**3:30 p.m. Adjourn**

**PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Laura Moore at the Board office (360-725-6025). This meeting site is barrier free. Emergency contact number during the meeting is 360-412-4400.**



# STATE BOARD OF EDUCATION

**HEARING TYPE:**       X   INFORMATION/ACTION

**DATE:**               NOVEMBER 27–28, 2006

**SUBJECT:**            **REPORT ON JOINT MATHEMATICS ACTION PLAN AND  
CERTIFICATE OF ACADEMIC ACHIEVEMENT OPTIONS**

**SERVICE UNIT:**     State Board of Education  
Edie Harding, Executive Director

**PRESENTER:**         Steve Floyd, Chair of Mathematics Subcommittee  
State Board of Education

## **RECOMMENDATION:**

The Board will be asked if they approve the section of the Joint Action Plan that pertains to the high school graduation requirements. The Board will also decide which option (the subcommittee was asked not to provide a recommendation) on the Certificate of Academic Achievement (CAA) Options it would recommend to the Legislature.

## **BACKGROUND:**

At the October meeting, the State Board of Education heard from a variety of legislators, parents, and school district staff on how to address system challenges to help students improve in mathematics. The Board decided to develop joint recommendations with the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) to address the actions needed to provide support for students. The Board also wanted to examine options for the CAA for students in the Class of 2008–2010.

A subcommittee was appointed (Steve Floyd, Amy Bragdon, Dr. Sheila Fox, and Tiffany Thompson) to work on both issues and report back to the Board at the November meeting. The subcommittee has worked with OSPI and PESB on the joint action plan and will present the joint plan to the Board with a focus on the high school graduation requirements section. The subcommittee will also present options for the Board to consider recommending to the Legislature on the CAA for students in the Classes of 2008, 2009, and 2010.

November 11, 2007

To: State Board of Education Members

From: Edie Harding

Subject: Background for Mathematics Discussion – Not for Circulation

I have drafted this “Framing the Issue” background piece for you all to read. I have presented some of the issues and research on the mathematics challenges you have heard. This is not a comprehensive and “vetted” piece. It is an outline of what I would envision would be greatly expanded for a part of our final report on a meaningful diploma. It would have nice charts and more information and would have lots of people review the points, but alas I do not have the time to do more for right now. I shared this with subcommittee last week and have added a few more pieces.

### **Why Should the Board Respond to the Mathematics Challenge?**

You have new duties under your reconstitution – “Provide advocacy and strategic oversight of public education” in other words you have a bully pulpit to discuss big issues for education. Clearly what will happen to our students in the class of 2008 and beyond if they cannot pass the WASL or alternative assessments is a big issue. Legislators and the public want to know what you think.

Secondly, you are responsible for creating an accountability system. Requiring our students to meet the standards in mathematics (reading and writing) creates the foundation of our accountability system. If we are holding students accountable, we also need to hold the K-12 system accountable that the standards, curriculum, assessments, teacher preparation and professional development, and teaching strategies are in place and aligned to ensure student success. The State Board of Education needs to make sure these foundations for accountability are strong.

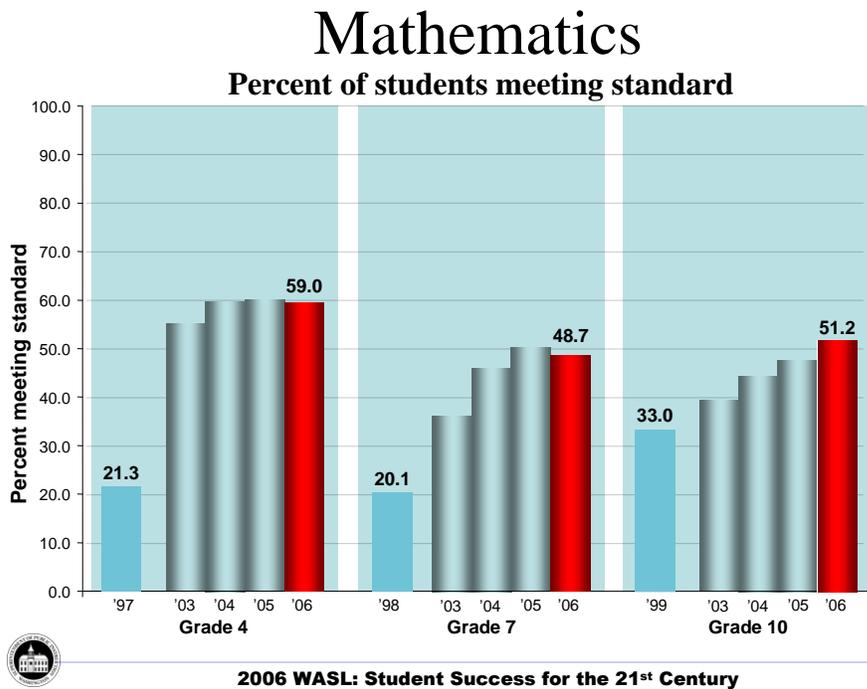
Third, you establish high school graduation requirements or equivalencies for students. The Certificate of Academic Achievement is one of the high school graduation requirements.

This paper outlines some of the problems, studies and solutions that have been proposed to help you as you think through the issues of mathematics. I am not covering reading and writing standards. There has been tremendous success in those areas for many students (but not all) in those areas. We should be proud of the work that has enabled so many students do succeed. Science is another big issue we will need to examine next year.

## The Problem

### *Short Term Issues*

Fifty-one percent of all the Class of 2008 students passed the mathematics WASL. Many subcategories of students – low income, Native American, African America, Hispanic, Special Education, Bilingual and Migrant were even less successful with passage rates ranging from 12 percent to 30 percent. While these students will have additional opportunities to retake the WASL or use the alternative assessments, a number of them will still not meet standard thus not obtain a Certificate of Academic Achievement to obtain a high school diploma. While progress has continued to be made over the last six years, the results show much work needs to be done. Results are slightly better in the elementary levels than middle school and high school, but progress has been relatively flat for the last few years. The chart below shows the spring results. 9,686 students also took the August 10<sup>th</sup> grade WASL (8,306 of those were retakes, the rest were new students or those who had to do a make up because they did not take it this spring). Of those who took the mathematics 10<sup>th</sup> grade WASL in August, 26.7% met standard.



The percent of students meeting the 10th grade standards (in all three subjects) increased 3% from last year when passing the WASL was not required (42% of students passed all three subjects) to this year when the WASL is required (45% of students passed all three subjects).<sup>1</sup> In Massachusetts, the percent of student meeting their assessment for 10th

<sup>1</sup> Does not include August retake data.

grade increased 20% between the year when the MCAS was not required and the following year when it was required. This suggests that it may be more difficult for greater numbers of our students to pass the WASL successfully than the experience in Massachusetts.

### *Long Term Issues*

#### **What are the reasons for this problem?**

There are multiple perspectives on where the problem lies: the current standards, annual assessments, curriculum, teacher quality, high school graduation requirements, and appropriate interventions. You heard and read recommendations from the Snohomish County Superintendents that highlight the need to align our standards, curriculum, instructional materials and teacher preservice and professional development. This is a common theme with many people including researchers such as Bill Schmidt, Director of the U.S. National Research Center for TIMMS.

Below is a short background overview to some very complex issues. There are many papers and books written on these issues. This overview only touches the surface to provide a framework for Board members initial thinking with the anticipation that a more detailed report would be a part of the meaningful high school diploma study.

A particular emphasis on the issues of standards, curriculum and assessment is provided in this briefing paper because they are the basis for our high stakes accountability system and determine whether or not our students will graduate from high school. Much of the information discussed this fall at Washington Learns and the Board meetings has also focused standards, curriculum and the WASL.

### **Standards, Assessment, and Curriculum**

**Washington’s Essential Academic Learnings (EARLs) and Grade Level Expectations (GLEs)** set the standards for mathematics. These are based on the 1989 National Council of Teachers (NCTM) “Curriculum and Evaluations Standards for School Principals and Standards”. These NCTM standards were different from previous ones because they recommended more emphasis on how students learn mathematics.<sup>2</sup> The NCTM has made recommendations in its recent review “Focal Points” on K-8 curriculum. One of the new recommendations was that more computational fluency is needed. The Board also heard some legislators and parents<sup>3</sup> express this concern: 1) the

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<sup>2</sup>“A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades”. Specifically, “a well-articulated curriculum gives teachers guidance regarding important ideas or major themes, which receive special attention at different points in time. It also gives guidance about the depth of study warranted at particular times and when closure is expected for particular skills or concepts.”

[http://www.nctm.org/focalpoints/intro\\_what.asp](http://www.nctm.org/focalpoints/intro_what.asp)

<sup>3</sup> A group of Washington parents called “Where’s the Math?” has been very active in their concerns about the current standards. The subcommittee on mathematic received many letter from them. They want an independent advisory council made up for people who are mathematics experts and independent of OSPI to recommend standards.

need for more skill and drill (computation fluency and less reliance on calculators at an early age); 2) the standards are too process oriented and vague, and 3) the explanations of how to reach a problem are far too complex. Others (OSPI staff and teachers) assert that the Washington standards provide students with the conceptual framework they need to understand and perform mathematics, but that some tweaking of the standards, EARLs and GLEs may be needed to address issues such as computational fluency.

Another topic Board members heard about is that Washington's standards do not meet "international standards". **International standards** are loosely defined, but usually refer to those of countries where students do well on international tests such as Singapore and China Taipei. Studies of these countries show that there is less breadth and more depth to their standards. Measures for international success are benchmarked to the TIMSS (Trends in International Mathematics and Science Study)<sup>4</sup>, which is given to students in 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade equivalents in 46 countries including the U.S. In 2003 the U.S. students in 8<sup>th</sup> grade mathematics ranked "14<sup>th</sup>" with students in Singapore, Korea Republic, Hong Kong, China Taipei, and Japan ranking 1<sup>st</sup> through 5<sup>th</sup>. The students in these top ranking countries are more homogeneous with different cultural expectations for succeeding in mathematics than in the U.S.

The Program for International Student Assessment (PISA)<sup>5</sup> is another assessment, which focuses on 15-year-olds' capabilities in mathematics literacy with a focus on real world material. "In 2003, U.S. performance in mathematics literacy and problem solving was lower than the average performance for most Organization for Economic Cooperation and Development (OECD) countries<sup>6</sup>. The United States also performed below the OECD average on each mathematics literacy subscale representing a specific content area (space and shape, change and relationships, quantity, and uncertainty)."<sup>7</sup>

While concerns are expressed about how our students perform as a whole with other countries, Washington students are at or above average in performance compared to other states based on **national tests**. There are many caveats with how to interpret this data

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4 The Trends in International Mathematics and Science Study (TIMSS) was developed by the International Association for the Evaluation of Educational Achievement (IEA) to measure trends in students' mathematics and science achievement. Offered in 1995, 1999, and 2003, TIMSS provides participating countries with an opportunity to measure students' progress in mathematics and science achievement on a regular 4-year cycle. Through participation in TIMSS, the United States has gained reliable and timely data on the mathematics and science achievement of our students compared to that of students in other countries. The next cycle of TIMSS is scheduled for 2007.

<http://nces.ed.gov/timss/faq.asp>

5 PISA measures things differently than other assessments. PISA emphasizes the application of knowledge by presenting students with tasks that involve interpretation of real-world material as much as possible. These tasks reflect the underlying assumption of PISA: as 15-year-olds begin to make the transition to adult life, they need to know not only how to read, or particular mathematical formulas or scientific concepts, but also how to apply this knowledge and these skills in the many different situations they will encounter in their lives. PISA also measures different things than other assessments. PISA content is not drawn specifically from school curricula, but rather from broad content areas reflecting the knowledge young people will need for their futures. PISA also assesses a different age level than other studies. PISA's focus on age 15 allows countries to measure outcomes of learning that reflect both societal and education system influences, and measure students' preparedness for adult life as they near the end of compulsory schooling. <http://nces.ed.gov/surveys/pisa/faq.asp?FAQType=2>

<sup>6</sup> Countries with a commitment to democratic government and market economy.

<sup>7</sup> [http://nces.ed.gov/surveys/pisa/pisa2003highlights\\_2.asp](http://nces.ed.gov/surveys/pisa/pisa2003highlights_2.asp)

depending on who takes the test and the difference in what actual scores means, so please treat these gingerly. Washington ranked 25<sup>th</sup> for SAT scores (both verbal and mathematics) for 2006, however it is vital to note that the students in states who ranked above Washington had less than 30% of their students taking the test. (Washington had 54%). Massachusetts ranked 29<sup>th</sup> (testing 85% of their students) and California ranked 35<sup>th</sup> (testing 49% of their students). Washington's 8<sup>th</sup> graders were slightly above average for the NAEP mathematics scores for 2005. California 8<sup>th</sup> graders were below average and Massachusetts 8<sup>th</sup> graders were above average and higher than Washington students.<sup>8</sup>

Some of the studies and articles that provide critical reviews of Washington standards and curriculum as well as other states are highlighted below:

- Bill Schmidt (Director of the U.S. National Research Center for TIMMS) in reviewing TIMMS data finds that math and science content in the U.S. is a long laundry list of seemingly endless topics that are “highly repetitive, unfocused, unchallenging, and incoherent, especially in the middle grades.”<sup>9</sup>
- The Achieve study in 2004 “How Do Washington’s Graduation Tests Measure Up?” found that: 1) the 10<sup>th</sup> grade WASL was not overly demanding; 2) tests need to be strengthened over time to better measure the knowledge and skills high school graduate need to success in the real world, and 3) Washington needs to develop a more comprehensive set of measures beyond the WASL “on demand” test. Specifically on mathematics, the report says, “even though in the case of the WASL the mathematical content of the items may not be as advanced as that on other state tests, the format of the questions may be challenging for student because there is not a set of answers to choose from. In addition some of the times require a substantial amount of reading and students often have to work through multiple steps to answer<sup>10</sup> the questions.”
- The Fordham Foundation gives Washington mathematics standard an “F” because “they are poorly written, unclear, and needlessly long, often have little apparent connection with math. Students focus too much on their own invented algorithms and using calculators. Algebra and geometry are seriously deficient.”<sup>11</sup> It grades California, Indiana, and Massachusetts Mathematics standards as “A” because of their clear and rigorous standards; students can demonstrate the ability to master the basic number facts and have facility with the standard algorithms of arithmetic, demonstrate strong mathematical reasoning, and do not overly rely on manipulatives and calculators.

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<sup>8</sup> <http://nces.ed.gov/programs/stateprofiles/>

<sup>9</sup> A Coherent Curriculum: The Case of Mathematics. American Educator Summer 2002

<sup>10</sup> How Do Washington’s Graduation Tests Measure Up? Achieve Inc. 2005 p. 35

<sup>11</sup> <http://www.edexcellence.net/doc/Washington.pdf>

The **Washington Assessment for Student Learning (WASL)** is a one time test (although students can take it up to five times) to measure how our students do in meeting the mathematics standards for 10<sup>th</sup> grade. Students receive credit both for the correct answer and for showing how their work was used to obtain the answer. Washington has provided alternative assessments for students who do not meet the WASL standard through the Collection of Evidence portfolios, the GPA/WASL comparison and the PSAT, SAT, and ACT/WASL comparison. The National Technical Advisory Committee and the State Board of Education determined that the WASL for 10<sup>th</sup> grade mathematics and the Collection of Evidence<sup>12</sup> are reliable and valid. If Washington decides to change its standards, the revision process would take at least one year with another two-three years to create a new assessment that is reliable and valid.

While the current mathematics WASL is deemed valid and reliable, questions remain about whether our students have had sufficient opportunity to learn with the current curricula available and teacher expertise in mathematics. In Washington, there is **no standard curriculum** school districts must follow unlike states such as California or Texas. It is up to the local school board to adopt the curriculum it finds most appropriate for its students. On average, school districts spend approximately \$200 million to adopt new curriculum in all subjects each year. There is no earmark amount for curriculum in the apportionment formula the state uses to fund schools (although there is funding provided to fund all non-employee related cost such as utilities, books, computers, and supplies).

Currently OSPI provides a K-12 Instructional Materials Review, which examines publishers' materials and rates them for how they align with Washington's standards. Based on the review of 12 different high school texts and instructional materials (which were submitted by the publishers) that OSPI did in January 2006, less than half of the materials were rated highly in terms of how they aligned with our mathematics grade level expectations<sup>13</sup>. Teachers may be using supplementary materials that have more alignments.

According to reports from school districts and OSPI, **classroom time** allocated for mathematics may be insufficient. For example, students spend one class per day mathematics. In a recent survey OSPI found that middle school teachers spent an average of 35-50 minutes a day teaching mathematics. Some districts and schools rely on WASL Wednesday or only spend a week. In addition, there is little time for teacher to plan collaborative for quality lessons and examine student work.

### **Teacher Quality**

A second area of concern is that some mathematics teachers lack the understanding of state standards in mathematics. Countries such as Singapore and China have different

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<sup>12</sup> “Analysis and Recommendations for Alternatives to the Washington Assessment of Student Learning” report by Linda Darling-Hammond September 2006 also found that all of the alternative assessments hold promise for including in a multiple measures system. <http://www.schoolredesign.org/>

<sup>13</sup> <http://www.k12.wa.us/CurriculumInstruct/K12InstructionalMaterialsReview.aspx>

teacher preparation and development than the U.S. Math skills required to teach are higher for elementary school teachers in Singapore. By 3<sup>rd</sup> grade, China has math specialist teachers. Professional development provided to mathematics teachers is higher (100 hours a year in Singapore). In the U.S. teachers particularly in the middle school may be teaching without a mathematics endorsement. High school teachers with an endorsement in science may teach mathematics. The PESB has done significant work in reexamining the standard for middle school mathematics teachers and K-8 endorsed teachers. However, there is variability across the 22 Washington teacher preparation programs about the amount of mathematics needed for elementary and middle school teachers.

Currently, there is no statewide data system ready to provide the types of teachers who are teaching outside their endorsement area in mathematics. The state must rely on field reports to obtain the information. Thus we do not know systematically whether students in rural or poor urban schools have fewer qualified teachers for mathematics. Some teachers do not have a clear knowledge of how students learn mathematics and how to diagnose and intervene with their deficits.

### **Graduation Requirements**

You have heard from people that the amount of mathematics students take in high school is not sufficient for them to meet the standards.

There is a strong connection between how much mathematics a 10<sup>th</sup> grader takes and how well she or he does on the WASL. For example, the Olympia school district shared with you that 94% of the students who took algebra I, geometry, and algebra II met the 10<sup>th</sup> grade mathematics standard when they took the WASL as opposed to 24% who had only taken pre-algebra and algebra I. However, there are other skills and knowledge not taught in these courses that students need to have to meet the standard such as probability and statistics.

Currently **Washington's high school graduation requirements for mathematics** are two credits with no specificity for content or competencies<sup>14</sup>. 27 states require three or more credits, 20 of those require some specific courses (typically Algebra I and Geometry). In a 2005 State Board of Education survey, 60 districts (35%) of the 170 who responded said that they require 3 credits of mathematics for graduation.

There continues to be some pressure on states with exit exams required for students to receive high school diplomas. The Center for Education Policy's report on "State High School Exit Exams: A Challenging Year" found that 22 states in 2006<sup>15</sup> required students to pass an exit exam to receive a high school diploma. The Center maintains: 1) the controversy about exit exams diminishes after diplomas are withheld for several years, 2)

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<sup>14</sup> Although the requirement for the Certificate of Academic Achievement to meet the 10th grade mathematics standards implies competencies in certain knowledge and skills.

<sup>15</sup> The number will be 25 by 2012, including Washington.

states provide additional ways for students to obtain a diploma, and 3) state funding for remediation decline after exam requirement is in effect for several years.

One major project nationwide sponsored by Achieve, Inc. is under way to address these issues is The American Diploma Project (ADP) Network, which is a coalition of 26 states dedicated to aligning K–12 curriculum, standards, assessments and accountability policies with the demands of college and work. Based on their surveys and research, they maintain that “employers and college leaders say that graduates from high school need to master higher-level mathematics and communications skills than ever before. New research reveals that the best ticket for student success in work or future learning is taking high school courses in math beyond Algebra II and advanced courses in English and science. But few states expect students to take these courses or master these skills.” were significant gaps in their preparation. Professors and employers agree, estimating that four out of 10 graduates are not ready for college or employment.”

55% of our high school graduates students<sup>16</sup> go on to post secondary directly from high school. The other 45% will not go to college directly. Should we expect our high school mathematics graduation requirements to be the same? Several studies provide conflicting advice. In a recent study by the Educational Testing Services, “High School Reform and Work: Facing Labor Market Realities” by Paul Barton. The report says that to earn a middle class wage in the United States, a ninth grade level of mathematics (and reading) is needed.<sup>17</sup> A study by ACT “Ready for College and Ready for Work: Same or Different” recommends that “high school students need to be educated to a comparable level of readiness in reading and mathematics whether they are attending college or going to work”<sup>18</sup>. Students should be ready and have the opportunity to take a rigorous core preparatory program in high school.<sup>19</sup> There are other researchers who have looked at this issue- Uri Treisman at the University of Texas Dana Center and Cliff Adelman from the U.S. Department of Education who say that more rigorous mathematics in high school pays off in terms of college preparation and performance.

All of this assumes that our students graduate from high school. Nationally only 70 out of students in ninth grade<sup>20</sup> will graduate from high school on time, 40 will go to college, and 34 will graduate prepared for a four-year college. For African American and Hispanic students: only about half of African Americans (51.6 percent) and Hispanics (55.6 percent) graduate from high school with their freshman classmates. These students are even less likely to take challenging mathematics course. Of the 1.3 million U.S. students who took an Advanced Placement (AP) exam in 2006, 6 percent identified themselves as

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<sup>16</sup> Washington State University’s Graduate Follow Up Study 2004- please note this study only tracks students on whom they have social security numbers which is about two thirds of the students who graduate.  
[http://www.sesrc.wsu.edu/gfs/GFS\\_Reports/reports\\_by\\_class.asp](http://www.sesrc.wsu.edu/gfs/GFS_Reports/reports_by_class.asp)

<sup>17</sup> High School Reform and Work: Facing Labor Market Realities by Paul Barton Educational Testing Services June 2006

<sup>18</sup> Ready for College and Ready for Work: Same or Different. ACT 2006 p.1

<sup>19</sup> Ready for College and Ready for Work: Same or Different. ACT 2006 p.2

<sup>20</sup> The Washington Institute for Public Policy 2005 report on high school graduates also found that 70% of Washington high school students who started in 9th grade graduate and that this percentage has been static for 40 years.

African American (less than half of the 14 percent of 2004 seniors who were African American), 12.7 percent as Hispanic (equivalent to their 13.8 percent of 2004 seniors), and 0.5 percent as Native American (less than their 1.2 percent of 2004 seniors).<sup>21</sup> The Manhattan Institute for Policy Research found that only 32% of the students who graduate from high school are prepared to attend a four-year college<sup>22</sup>. Those from African American and Hispanic students are even less ready to attend a four-year college. If we raise our standards for more rigorous mathematics, what strategies do we need in place to help struggling students?

Currently our public baccalaureate institutions require high school students who plan to attend to take 3 credits of mathematics, including algebra, geometry and advanced mathematics. The six baccalaureates have a common placement test. The community college and technical colleges have three different placement tests students can take. Students need to pass Algebra II on one of the above tests or else they will need to take a remedial course.

### **Interventions**

School districts receive funding through federal programs (Title I of the Elementary and Secondary Act) and state programs (Learning Assistance, Initiative 728 Funding, and Promoting Academic Success “PAS”). At this point I can tell you that the legislature provided PAS Program with \$28 million (\$990 for each student) to provide extended learning opportunities for students who have not met the standards on the 10<sup>th</sup> grade WASL. In addition, the legislature provided \$25 million in additional funding for LAP students who also did not meet the 10<sup>th</sup> grade WASL.

OSPI has created learning modules for teaching mathematics during summer school. The purpose of the summer school class was to help students develop the mathematical skills necessary to meet standard on the WASL. The activities were aligned with the EALRs and GLEs, along with the item characteristics that define the WASL. Assessment questions were also included. Approximately 4300 students participated in a PAS mathematics intervention this summer. OSPI is still analyzing the data (as is the Washington State Institute for Public Policy) to determine if the interventions made a difference in the number of students who passed the August WASL retakes. Note: Federal Way district results look promising.

One critical area that does not get a lot of attention, but could significantly help students is the use of regular in class assessments of student work to determine their progress. Many teachers lack the tools to do ongoing appropriate diagnosis and target intervention opportunities.

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<sup>21</sup> <http://www.collegeboard.com/press/releases/150224.html>,

<sup>22</sup> <http://www.manhattan-institute.org/cgi-bin/apMI/print.cgi>

The above discussion provides a very high level overview of some complex issues, but still boils down to the need for our K-12 system to work with higher education and early learning to develop a comprehensive strategy to align standards, curriculum, assessments, teaching skills and knowledge, high school requirements and interventions. A first step is proposed through the Joint Action Plan proposed by the State Board of Education, the Office of the Superintendent for Public Instruction and the Professional Standards board as well as our education partners. As a part of our work, this joint action plan, must set up ways we will measure our progress through selected performance indicators that can let us know if we are on track. This diagnostic tool will provide a feedback loop and hold us accountable for our work.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**      X   INFORMATION/ACTION

**DATE:**               NOVEMBER 27–28, 2006

**SUBJECT:**           **APPROVAL OF PSAT/SAT/ACT MATHEMATICS CUTSCORES**

**SERVICE UNIT:**    OSPI Assessment and Research

**PRESENTER:**        Dr. Joe Willhoft, Assistant Superintendent for Assessment and Research, Office of Superintendent of Public Instruction (OSPI)

## **RECOMMENDATION**

It is recommended by OSPI that the State Board approve the following cutscores for purposes of the SAT/ACT/PSAT mathematics alternative assessment option commencing with the Class of 2008:

- PSAT 47
- SAT: 470
- ACT: 19

## **BACKGROUND:**

ESSB 6475 (2006 Session) authorized the use of three alternative methods to meet standards for purposes of receiving a Certificate of Academic Achievement (CAA). One of these methods allows students to meet the mathematics standard based on their scores on the PSAT, the SAT, and the ACT assessments.

The specific provision in the legislation states that:

“A student's score on the mathematics portion of the Preliminary Scholastic Assessment test (PSAT), the Scholastic Assessment Test (SAT), or the American College Test (ACT) may be used as an objective alternative assessment under this section for demonstrating that a student has met or exceeded the mathematics standards for the certificate of academic achievement. The State Board of Education shall identify the scores students must achieve on the mathematics portion of the PSAT, SAT, or ACT to meet or exceed the state standard for mathematics. The State Board of Education shall identify the first scores by December 1, 2006, and thereafter may increase but not decrease the scores required for students to meet or exceed the state standard for mathematics.” (Section 4 (10) (b))

As specified above, the State Board of Education is to “identify the scores students must achieve on the mathematics portion of the PSAT, SAT, or ACT to meet or exceed the state standard for mathematics.” Subsection (10) (a) of the same section also requires that alternative assessments be “comparable in rigor” to the skills and knowledge measured on the WASL.

At the September meeting of the State Board of Education, representatives of OSPI presented four options for setting the cutscores: 1) Adaptation of the WASL/GPA cohort model; 2) Conditional probability of passing the WASL; 3) Least squares regression; and 4) Equipercentile linking. Based on OSPI's initial analysis, the WASL/GPA Cohort model appeared—on balance—to be the best choice.

At the Board meeting, OSPI staff indicated they would be taking the results of the analysis to the National Technical Advisory Committee (NTAC), which would review the four options and make a recommendation to Board. After reviewing the options, the NTAC recommended using the Equipercentile linking option instead of the WASL/GPA cohort model.

Members of the NTAC concluded that the results from the Equipercentile linking option and the WASL/GPA cohort model were generally similar with the results of the WASL/GPA model consistently setting a slightly higher cutscore when multiple years of data were considered. However, two concerns were raised with the WASL/GPA model: 1) the Equipercentile linking option for any year was based on approximately 25,000 students while the WASL/GPA model was based on approximately 600 students a year, making the Equipercentile option likely to be more stable over time, and 2) because the two approaches were consistently similar, it would be difficult for the state to provide a compelling rationale for denying a diploma to a student if the state chose to use the slightly more rigorous standard.

After the SAT cutscore was established, the ACT cutscore was determined by using the 1999 mathematics concordance table created by the College Entrance Examination Board that links SAT mathematics scores with ACT mathematics scores. Although there have been some changes in the types of mathematics questions on the SAT since 1999, the scaling has been adjusted to take these changes into consideration.

The PSAT scoring scale is equivalent to the SAT scoring scale without the last digit, which is always a "0." Thus, a score of 530 on the SAT is equivalent to a 53 on the PSAT.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**      X   INFORMATION/NO ACTION

**DATE:**               NOVEMBER 27–28, 2006

**SUBJECT:**           **COLLECTION OF EVIDENCE IMPLEMENTATION PLAN**

**SERVICE UNIT:**     State Board of Education  
                          Edie Harding, Executive Director

**PRESENTER:**        Dr. Joe Willhoft and Dr. Lesley Klenk, Assessment and Research  
                          Office of Superintendent of Public Instruction

## **BACKGROUND:**

At the October meeting, the State Board of Education heard from a variety of educators on the Collection of Evidence guidelines, protocols, and scoring criteria. The educators raised concerns about the challenges of meeting the March deadline, the complexity of compiling the mathematics collection, and resources—both money and staff—to assist with the collection. Although the Board adopted Collection of Evidence as valid and reliable, it listed the following: 1) Extend the deadline for the initial submittal of student work from March to June 15th, 2007; 2) Post quality work samples on the OSPI Web site for teachers to use; and 3) The Board will send a letter to the Superintendent from the chair requesting an implementation plan be created with input from teachers and administrators, then presented to the Board.

The chair of the Board has sent the letter (attached) to the Superintendent requesting that she address specific issues raised at the Board meeting in her implementation plan and report back to the Board. Board members are deeply concerned that school districts have the help they need to get this work done and make it a viable option for their students.



## WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. BOX 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

DATE: November 3, 2006

TO: Terry Bergeson  
Superintendent of Public Instruction

FROM: Mary Jean Ryan  
Chair, State Board of Education 

SUBJECT: Implementation Plan for the Collection of Evidence

First, I want to thank you and your staff for the dedication and hard work that has gone into creating the Collection of Evidence alternative option.

As we discussed at the State Board of Education meeting on October 27, 2006, the process for implementing the Collection of Evidence will be critical to its success. Principals, teachers, counselors, and students in all our high schools will need extensive information regarding who is likely to be successful in submitting a collection, how to provide opportunities for students to compile collections, and the requirements for completing a sufficient and proficient collection.

As you recommended, the board's motion approving the reading, writing and mathematics collection requires OSPI to develop an implementation plan. It also was agreed that the plan be developed in coordination with teachers, principals, and school district superintendents.

The purpose of this letter is to formally request that an implementation plan be developed and shared with the board, and to identify specific questions that need to be addressed in the plan (see attached). The questions are based largely on the issues raised at the board's meeting in October.

Given the sense of urgency that educators and students in the Class of 2008 feel, it would be helpful to have OSPI representatives present a status report on the plan at the board's November 27-28 meeting, with regular updates on your implementation plan and execution at our upcoming meetings.

If you have questions or concerns, please do not hesitate to contact me or Edie Harding at 360 725-6025.

### Attachment

Chair- Mary Jean Ryan • Vice Chair- Warren T. Smith Sr. • Dr. Terry Bergeson, *Superintendent of Public Instruction*  
Dr. Bernal Baca • Amy Bragdon • Dr. Steve Dal Porto • Steve Floyd • Dr. Sheila Fox • Phyllis Bunker Frank • Zachary Kinman  
Linda W. Lamb • Eric Liu • Dr. Kristina Mayer • John C. "Jack" Schuster • Jeff Vincent • Tiffany Thompson  
Edie Harding, Executive Director • Bob Butts, *Interim Policy Director* • Pat Eirish, Program Manager, BEA  
Laura Moore, Executive Assistant • Sarah Bland, Secretary Admin./Web Development  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 566-2357 • Email: sbe@k12.wa.us • www:sbe.wa.gov

**Collection of Evidence  
State Board of Education  
Implementation Plan Components**

*As was discussed during the State Board of Education's meetings on the Collection of Evidence (COE), carefully considered and sound implementation of the Collection of Evidence assessment will be critical to ensure students have an opportunity to access this option. If implementation is not done properly, students will be deprived of an opportunity to achieve the standards and educators will be frustrated and angry.*

*We would like to see the following issues addressed in your plan:*

1. Your plans and timeline for convening a COE Implementation Task Force to assist OSPI in addressing school/district implementation issues to respond to the concerns expressed on October 26 at the State Board meeting.
2. The kinds of assistance that will be provided to help counselors, teachers, and other educators in providing guidance to students regarding whether a student should compile a collection of evidence.
3. The date when specific actions will be taken to ensure there is at least one counselor, principal, vice-principal, teacher, or other person in each building who is knowledgeable about the Collection of Evidence requirements:
  - a. Your plans for professional development, including informing principals, counselors, and teachers of the COE requirements
  - b. The role for regional assistance (e.g., through the ESDs)?
  - c. Please report on the extent to which every high school has participated directly or has an arrangement in place with a regional provider.
4. The strategies that will be available within buildings for providing students opportunities to successfully compile collections. Will they be done in conjunction with "intervention" classes? If there are not enough students for a class, should a language arts or mathematics teacher be assigned to assist the students? In general, what will schools need to do to get this job done?
5. The funding available to school districts to compensate for the cost of compiling collections. The method for funding allocation. Will it be sufficient? May PAS funds be used for this purpose? In a worst case scenario, how will a district secure additional funds?
6. OSPI staff indicated that there are plans to have "performance tasks" available on the Web that could be used by teachers when assigning work samples. How many of these tasks will be posted by December 22? January 30? Are you planning to have sample performance tasks in all content areas?
7. Several speakers expressed concerns about the apparent inability of students who transfer from one school to another to take their collections with them. Is there a way to make this possible?
8. Please list the specific actions that will be taken by January 1 to inform parents and students of this option. Is OSPI planning to produce a parent/student pamphlet in the parent's native language that describes the process and requirements in a manner that would be understandable to parents and students?
9. Please capture relevant data on the actual implementation so the system can learn from it and improve rapidly.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**  X  ACTION

**DATE:** NOVEMBER 27–28, 2006

**SUBJECT:** **REQUEST FOR WAIVER OF THE 180-DAY SCHOOL YEAR REQUIREMENT FOR AUBURN SCHOOL DISTRICT**

**SERVICE UNIT:** Edie Harding, Executive Director  
State Board of Education

**PRESENTER:** Pat Eirish, Program Manager  
State Board of Education

## **RECOMMENDATION:**

Staff does not recommend that the State Board of Education (SBE) approve the waiver request from the minimum 180-day school year for the school district listed above for school year 2006–07.

## **BACKGROUND:**

Based on Legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement by offering the equivalent in annual minimum instructional hour offerings in such grades as are conducted by the school district as prescribed in RCW 28A.150.220.

## **AUBURN SCHOOL DISTRICT:**

King County – 13,870 students  
2 waiver days requested

Auburn School District is requesting two waiver days to provide time for staff professional development. Auburn has not utilized late arrivals or early release days in their school calendars. “The district is at a point where additional professional development time is needed in order to have all students progress towards achieving the state standards.”

“School improvement teams have developed detailed plans that increase the professional capacity of teachers and refine the applications of core curriculum to assist individual students in academic performance. This has resulted in well-defined core curricula and strategic planning at the school level. Statistically, only

Page Two  
180-Day Waiver Request

30 percent of students in the fifth grade will remain in the Auburn School District when they reach the 12<sup>th</sup> grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in concert with standards. Restructured delivery models are essential to close the achievement gap that sidelines low-income and minority students.”

The professional development time will be used for whole staff release to provide more opportunities for teachers to articulate instruction and to collaborate through professional learning communities.

School Improvement Plans stress the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with English Language Learner (ELL) families is significant. Waiver days are needed to increase parent involvement for students who come from families of poverty. Over 50 percent of the district’s elementary student body qualify for free and reduced lunch.

“The district strategic plan for closing the achievement gap includes a focus on math and science, improvement in literacy, and development of instructional models that address student mobility and use of technology for differentiated instruction. Almost 600 students in the Class of 2008 are below WASL standards for graduation. The Auburn School District targets the alignment and delivery of math between the seventh and 10<sup>th</sup> grade as critical for addressing the achievement of students to the high standards of math. Math and science intervention models will be developed that address the challenges of mobility and low-income demographics. Currently, individual School Improvement Plans need time to implement goals and strategies into every classroom structure.”

The waiver time will be used for teachers to implement school-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to state standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

Auburn has the support of the District’s Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members for additional professional development time to further develop instructional practices which support the goal of all students progressing toward achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness. The request for the waiver days has strong endorsements from the School Board, School Improvement Plan teams, the Auburn Education Association, Parent Teacher Association, and the Classified Inservice Advisory Committee.

Page Three  
180-Day Waiver Request

While utilizing this waiver, the district will continue to meet the program hour requirements as prescribed in RCW 28A.150.220.

**SUMMARY:**

The SBE may grant waivers if the district demonstrates the need for these waivers by meeting the procedural criteria as specified in Chapter 180-18 WAC. This district has met the procedural requirements outlined in SBE policy. However, because Auburn School District currently provides an additional 21 Time/Resources/Incentive (TRI) days, staff does not recommend the waiver be granted for the 2006–07 school year. See attached three pages of TRI activities provided by Auburn staff.

See attachments for further detailed information.

180-18-030 << 180-18-040 >> 180-18-050

**WAC 180-18-040**

**Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.**

(1) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.150.220(5) and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

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

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

180-18-040 << 180-18-050 >> 180-18-055

## WAC 180-18-050

### Local restructuring plan requirements to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more schools which consists of at least the following information:

- (a) Identification of the requirements to be waived;
- (b) Specific standards for increased student learning that the district expects to achieve;
- (c) How the district plans to achieve the higher standards, including timelines for implementation;
- (d) How the district plans to determine if the higher standards are met;
- (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan; and
- (f) Evidence that opportunities were provided for families, parents, and citizens to be involved in the development of the plan.

(2) The district plan for restructuring the educational program of one or more schools in the district may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (1)(a) through (d) of this section.

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

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130 (6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

October 25, 2006

State Board of Education  
Old Capital Building  
Post Office Box 47200  
Olympia, Washington 98504-7200

Dear State Board of Education Members:

Enclosed is a copy of Resolution 1078 of the Auburn School District Board of Directors requesting a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2006-07 school year for students in pre-kindergarten through grade 12 and a five-day waiver from the 180-day requirement for the two subsequent school years.

As noted in the enclosed information, the Auburn School District has not used late arrivals or early releases in order to do the significant work of education reform. The district is now at a point where additional professional development time is needed in order to have all students progress towards achieving the state standards. The school board recognizes that this reduction of student days does result in a waiver request but is confident that assessment results will show enhanced student learning.

Thank you for your consideration of this waiver. Please feel free to contact me should you have any questions or concerns.

Sincerely



Linda S. Cowan  
Superintendent and Secretary, Board of Directors

rj  
Enclosures

AUBURN SCHOOL DISTRICT NO. 408  
KING COUNTY, WASHINGTON

RESOLUTION NO. 1078  
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS, the Auburn School District School Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of serving students in a safe environment so that all of the students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners; and

WHEREAS, the District's Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members have determined that staff need the additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness; and

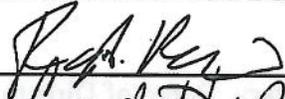
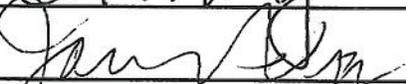
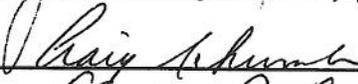
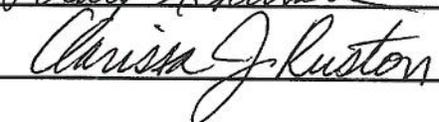
WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the assessment results will show enhanced student learning.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Auburn School District No. 408 hereby requests a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2006-07 school year resulting in a 178-day school year for students in grades pre-kindergarten through twelve; and a five-day waiver from the minimum 180-day school year for students pre-kindergarten through grade twelve for the 2007-08 school year and the 2008-09 school year.

Adopted at a regular open public meeting of the Board of Directors held on October 23, 2006, the following Directors being present and voting therefore.

AUBURN SCHOOL DISTRICT NO. 408

  
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Secretary, Board of Directors

**AUBURN SCHOOL DISTRICT No. 408  
STATE BOARD OF EDUCATION WAIVER APPLICATION**

**Introduction and Identification of Requirement to be Waived**

The Auburn School District, pursuant to WAC 180.18.040 requests a waiver from the minimum 180-day school year requirement. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The Auburn School District requests two (2) student waiver days during the spring of the 2006-2007 school year, five (5) waiver days during the 2007-2008 school year, and five (5) days during the 2008-2009 school year, for a total of twelve (12) days over the next three years, with specific dates to be determined. This request will not compromise the total instructional hour requirements for WAC 180.16.200. In accordance with WAC 180.18.050, the Auburn School Board submits a resolution for waiver requests and a district plan for restructuring district programming.

**Auburn School District Education Reform Background and Progress**

The Auburn School District has completed several curricular and instructional alignments to State goals and Grade Level Expectations and has developed a long-range strategic plan for educational reform, Futurescape – The Next Generation. Additionally, district and classroom-based assessments were developed and adopted that ensure that each student is progressing to the high standards of educational reform in reading, writing, math and science. Teachers also work to implement Goal 2 curriculum-based assessments, including social studies, arts and health and fitness.

School Improvement Plans are developed and implemented through school-based leadership teams that address the learning demographics of each school. Follow-up and revision of these plans have resulted in steady progress in student achievement despite dramatic increases in populations of ELL and low socioeconomic learners. This progress has been accomplished without compromise to the total instructional hour requirement or the 180-day school year requirement by utilizing district designated, building determined and individualized teacher days.

To this point, school improvement teams have developed detailed plans that increase the professional capacity of teachers and refine the applications of core curriculum to assist individual students in academic performance. This has resulted in well-defined core curricula and strategic planning at the school level. Statistically, only 30% of students in the fifth grade will remain in the Auburn School District when they reach the 12<sup>th</sup> grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in concert with high standards. The request for twelve (12) waiver days over the next three (3) years is central to the development of restructured delivery models at grade level, across grade level and in individual classrooms. Restructured delivery models are essential to close the achievement gap that sidelines low-income and minority students.

## **Statement of Need for Waiver Days to Restructure the Auburn School District Delivery Model**

Schools need time to implement School Improvement Plans that call for deep alignment of instruction to State standards. The Auburn School District provides systemic assessment that monitors academic progress and produces diagnostic data for teachers to use in the classroom. Aligning classroom instruction to State standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities.

School Improvement Plans call for the restructuring of school time towards recommended OSPI models of tiered interventions. This should result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. School Improvement Plans stress the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver Days are needed to increase parent involvement for students who come from families of poverty. Over 50 percent of the district's elementary student body qualify for free and reduced lunch.

## **Waiver Day Targets for Restructure and Plan for Reform**

The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science, improvement in literacy, development of instructional models that address student mobility and use of technology for differentiated instruction. Over the next three years, waiver days will be utilized in these targeted areas for restructuring.

The implementation of school math and science improvement plans is paramount. Almost 600 students in the class of 2008 are below WASL standards for graduation. The Auburn School District targets the alignment and delivery of mathematics between the seventh and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. Math and science intervention models will be developed that address the challenges of mobility and low-income demographics.

A different system of delivering math instruction is warranted to address not only the class of 2008 but all future classes of students who need a better system that addresses their mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with grade-level expectations and addresses the episodic learning needs of a transitory, low-income demographic. Currently, individual School Improvement Plans need the time to implement goals and strategies into every classroom structure.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focus on literacy, result in significant gains and close achievement gap. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level.

The development of delivery models to address the learning needs of low-income populations is significant in the district's local restructuring plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level.

The use of technology for the purpose of improving instruction and parent communication is important in the individualization of student learning and involvement of parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great import for the development of individualized learning plans for student performance as well as frequent communication with parents on student progress towards achievement standards.

### **Restructure Process**

As mentioned previously, the Auburn School District has invested in a school improvement plan process that incorporates the characteristics of high-performing schools. These school plans provide opportunities for parent, community and teacher involvement in decision-making that drives improvement in student performance. The request for waiver days has strong endorsements from the School Board, School Improvement Plan teams, the Auburn Education Association, PTA, the District Advisory Inservice Committee, the Classified Inservice Advisory Committee, principals and the district Curriculum Instruction and Assessment Committee. These committee and community components represent stakeholder leadership across the Auburn School District and community. The School Board resolution for Waiver Days Plan is a culmination of faculty, staff and community support for improvement of student learning via a restructuring effort.

### **Evaluation of Restructure**

The utilization of MAPs assessments, in conjunction with other standardized assessments and WASL, will provide ongoing data on the academic progress of students. The MAPs assessment provides feedback within 24 hours on the progress of students. Given the high mobility of student populations of students in the Auburn School District, it is critical that accurate placement and diagnosis of new student learners be expeditious and targeted.

Restructuring efforts will require strategic interventions at the classroom level that address Tier 2 and Tier 3 student learners and the development of intensive efforts for Tier 1 learners. The Washington Assessment of Student Learning will be the ultimate measurement of restructuring success via intense restructuring efforts in reading and math for ELL and low socioeconomic learners. Student performance on the WASL will demonstrate dramatic improvements in the low socioeconomic and highly mobile segments of district populations, with significant progress made in closing the achievement gap.

Teachers will develop their skills by restructuring the OSPI collection of evidence and curriculum-based assessments to align with graduation required culminating portfolios, alternative learning and Goal 2 content achievement. Individual teachers will create instructional plans that are differentiated and targeted for learners below grade level expectations. Student work will reflect vestiges of the changes in classroom culture that not only address the core goals of learning but also the supplemental and individualized demands for all students to achieve high standards. The Auburn School District will formalize the development of these restructures to promote sustainability for future years.

Parents will be surveyed on an annual basis to assess the success and improvement of restructuring. Parents will articulate high levels of satisfaction with the Auburn School District restructuring efforts as a measure of their involvement and success in student achievement.

### **Summary**

In summary, for the purpose of local restructure, the Auburn School Board requests a waiver of twelve (12) school days to be implemented over a three-year period, with two days in the school year of 2006-2007, five days in the school year of 2007-2008, and five days in the school year 2009-2010. School Improvement Plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction and assessments to State standards, develop intervention models across grade levels and promote cultural competency and ELL accommodations in classroom learning.

The time will be used for teachers to implement school-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to State standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

## Time/Responsibility/Incentive (TRI) Hours and Days

**At the July 2006 board meeting a member asked the question:** "How are TRI hours or days typically used in schools and districts?" The following information is provided for clarification.

**Time:** Used for such things as parent conferences, chess club, drama coach, sports coach, and curriculum development.

**Responsibility:** Not time driven. Used for such things as committee work or serving as head of a department.

**Incentive:** Used for such things as special skills or qualifications that a district may find valuable. An example of incentive pay would be a National Board Certified individual.

These hours/days are supplemental payment beyond the base 182 days provided by the State (180 school day plus two Learning Improvement Days).

Reference: RCW 28A.400.200 (4). *"Salaries and benefits for certificated instructional staff may exceed the limitations in subsection (3) of this section only by separate contract for additional time, additional responsibilities, or incentives. Supplemental contracts shall not cause the state to incur any present or future funding obligation. Supplemental contracts shall be subject to the collective bargaining provisions of chapter 41.59 RCW and the provisions of RCW 28A.405.240, shall not exceed one year, and if not renewed shall not constitute adverse change in accordance with RCW 28A.405.300 through 28A.405.380. No district may enter into a supplemental contract under this subsection for the provision of services which are a part of the basic education program required by Article IX, section 3 of the state Constitution."*

August 2006

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Hi Pat,

Attached please find the information requested regarding Auburn School District's use of TRI days. The district has 21 TRI days. Please let me know if there are additional information needs or questions. Thank you for your assistance in facilitating this process. It is most appreciated. If there are any changes, I will apprise you this afternoon. Thank you.

Linda Cowan  
11-9-06

### **TRI Day Activities by Auburn Educators**

- Hazardous materials training
- Blood Born Pathogens training
- First Aid
- CPR
- Safe Interactions with Students
- Restraint Training
- Computerized IEP's
- Aligning IEP's with Washington State EALR's and GLE's
- Training in Adaptive PE Techniques
- Developmentally Appropriate WASL Implementation
- Classroom Based Assessments for Social Studies
- Classroom Based Assessments for Health, PE
- Classroom Based Assessments for Music and Arts
- Six Trait Writing Training
- Scoring student writing on rubrics
- Developing Writing Lessons aligned with Writing EALR's and GLE's
- FOSS Science Kits
- Harcourt Reading Materials
- Implementation of WA State Tiered Reading Model
- Individual Reading Assessments
- Dynamic Indicators Basic Early Literacy Skills (DIBELS)
- Reading Group Planning- instruction
- Meeting with grade level teams to discuss Tier I, II and III student placements
- Intervention Strategies-instruction planning for students at Tier I
- WASL Stem questions, aligning with reading materials
- Accelerated Reader
- WASL Math Stems, aligning with district adopted materials
- Math Tool Kit
- Math -a- Minute Training and implementation
- Every Day Math Material implementation
- Collection of Evidence of Learning
- Portfolio Assessment
- School to Home Connection; parent newsletter; parent training preparation
- Adapting materials for English Language Learners

- Training for “WASLettes” in secondary
- Integration of Advanced Placement coursework with state EALRs
- Math coaching training
- Training and Implementation of Anti-Bullying Curriculum
- Training and Implementation of technology into lesson design (Avervisions)
- Monitoring academic progress assessments of student learnings
- Diversity book clubs for educators
- Development and implementation of functional behavior plans
- Curriculum nights
- Open houses
- Attendance area committees
- Ad Hoc citizen committees
- School board and community presentations
- District-wide training on “Every Teacher, A Teacher of Reading and Writing”
- Video conferencing on OSPI topics related to education reform
- Participation in OSPI range finding, item writing, scoring and assessment leadership teams including WALT, RALT, and SALT
- District, building, and community advisory committee participation
- Planning and preparing for student advisory (secondary- ROAR, etc)
- Aligning instruction from “School to Work” with WA state EALR’s and GLE’s
- Student Learning Plans
- Planning and Preparation for 9<sup>th</sup> Grade Academy
- Implementing Best Practices for Guidance and Counseling
- Planning and Preparing High School and Beyond Plans
- Preparing, planning, implementing culminating projects
- Aligning Career and Technical Educational coursework with WA State EALR’s and GLE’s
- Helping students with career guidance or Running Start options
- Planning professional development for the year
- Planning and preparing for Home-Based Instruction
- DARE curriculum
- Planning and preparing for the Washington Language Proficiency Test
- Specialized assessments for highly capable students
- Development and implementation of the culminating project
- Student-led conferences
- Alignment of GLE with grading systems
- Development and maintenance of OSPI required technology plans
- Extended learning activity alignment with WASL
- Teacher training for Promoting Academic Success (PAS) program
- Instructional support model training
- Implementing WASL-release items
- Emergency preparedness training and plan development
- On-line parent involvement project
- Grade level and department team meetings

- On-line grading systems
- 504 student learning plan training
- Second year teacher induction program
- New educator orientation
- Early learning projects with community daycare providers
- Full day kindergarten training
- Grant writing
- Development of community partnership (career conferences, Junior Achievement, Camp Auburn, White River Museum)
- After-school tutoring
- Set up of classrooms prior to start of school year in August
- Attendance at OSPI conferences during the summer
- Summer school improvement plan meetings
- Summer school set up and design



Summary | WASL | AYP | WAAS

Summary Auburn School District

> Washington State



Tools: Compare My School

Search:  School  District

Print Friendly

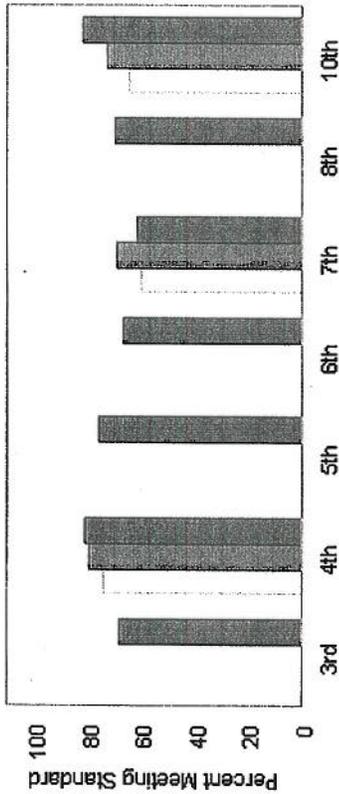
**Office of Superintendent of Public Instruction** OSPI Web site  
 Superintendent Dr. Terry Bergeson  
 Old Capitol Building 600 South Washington Olympia 98504  
 (360) 725-6000

Select year: 2005-06

**2005-06 WASL Results (Administration Info)**

Grade Level	Reading	Math	Writing	Science
3rd Grade	68.3%	64.2%		
4th Grade	81.2%	58.9%	60.4%	
5th Grade	76.3%	55.8%		35.7%
6th Grade	66.7%	49.5%		
7th Grade	61.5%	48.5%	64.6%	
8th Grade	70.1%	48.9%		42.9%
10th Grade	82.0%	51.0%	79.8%	35.0%

Reading

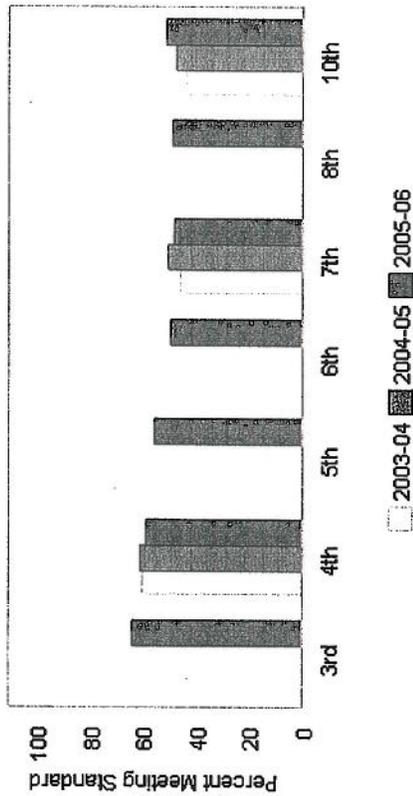


2003-04  2004-05  2005-06

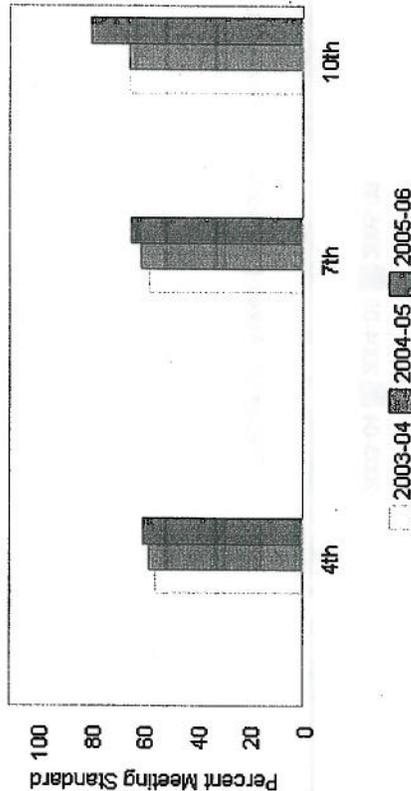
Student Demographics	
Enrollment	
October 2005 Student Count	1,013,189
Gender (October 2005)	
Male	51.8%
Female	48.8%
Ethnicity (October 2005)	
American Indian/Alaskan Native	2.8%
Asian	7.9%
Black	5.7%
Hispanic	13.7%
White	69.2%
Special Programs	
Free or Reduced-Price Meals (May 2006)	36.7%
Special Education (May 2006)	12.4%
Transitional Bilingual (May 2006)	7.4%
Migrant (May 2006)	2.0%
Other Information (more info)	
Unexcused Absence Rate (2005-06)	0.4%
Annual Dropout Rate (2004-05)	5.1%
On-Time Graduation Rate (2004-05)	74%
Extended Graduation Rate (2004-05)	79%

Teacher Information (2005-06) (more info)

Math



Writing

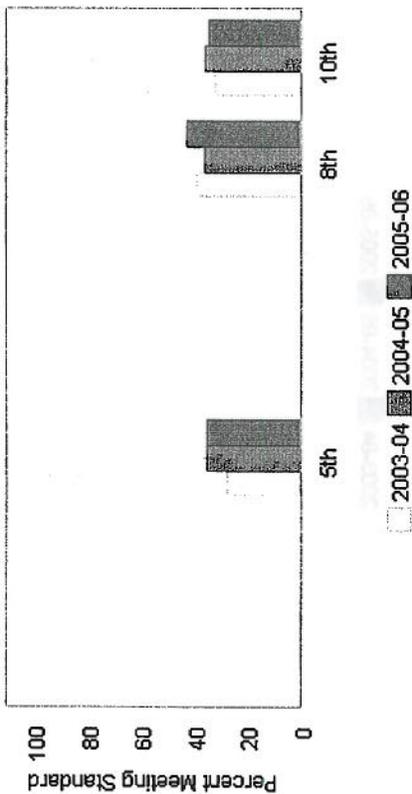


Classroom Teachers	58,011
Students per Teacher	17.4
Average Years of Teacher Experience	13.5
Teachers with at least a Master's Degree	61.4%
Total number of teachers who teach core academic classes	N/A
% of teachers teaching with an emergency certificate	N/A
% of teacher teaching with a conditional certificate	N/A
Total number of core academic classes	N/A
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	N/A
% of classes taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

Financial Data (2004-05)

	Per Student Amounts	Percent
Total Revenues	\$7897	100%
State	5470	69%
Federal	798	10%
Local Tax	1283	16%
Other Sources	346	4%
<hr/>		
Total Expenditures	\$7876	100%
Central Administration	533	7%
Building Administration	479	6%
Maintenance and Operations	680	9%
Food Services	259	3%
Transportation Services	289	4%
Teaching	5452	69%
Other	184	2%

Science



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Standard Data (2003-02)

# STATE BOARD OF EDUCATION

**HEARING TYPE:**       X   INFORMATION/NO ACTION

**DATE:**               NOVEMBER 27–28, 2006

**SUBJECT:**            **ACCOUNTABILITY WORK PLAN**

**SERVICE UNIT:**     State Board of Education  
                          Edie Harding, Executive Director

**PRESENTER:**         Edie Harding, Executive Director  
                          State Board of Education

## **BACKGROUND:**

In 2005, the Legislature transferred responsibility to create a statewide accountability system from the Academic Achievement, and Accountability (A+) Commission to the State Board of Education (SBE). The final report from Washington Learns asks the Board to create recommendations for this accountability system by December 2007. A work plan is attached to begin the accountability tasks. The plan includes a background piece on the accountability issues as well as specific activities and milestones.

Staff will conduct work to provide State Board members and Legislators with thoughtful, well-researched policy options and recommendations for improving Washington State's accountability and management systems to review educational outcomes and raise student achievement. This work is dependent on additional resources (especially for the use of consultants and public forums). We have requested funding from the Bill and Melinda Gates Foundation and the Legislature to complete the work.

## **DRAFT WORK PLAN FOR STATE BOARD OF EDUCATION ON ACCOUNTABILITY DISCUSSION FOR NOVEMBER 2006 BOARD MEETING**

### **The Board's Responsibility:**

In 2005, the Legislature transferred responsibility to create a statewide accountability system from the Academic Achievement and Accountability (A+) Commission to the State Board of Education (SBE). The final report from Washington Learns asks the Board to create recommendations for this accountability system by December 2007.

### **Statement of the Problem:**

The current accountability system based on the requirements of No Child Left Behind (NCLB) has made some progress but is incomplete—

- There is extensive information on the Office of Superintendent of Public Instruction (OSPI) Web site for school and district student performance for reading, writing, math, and science assessments by 20 categories of student demographics. Cutscores for the current Washington Assessment of Student Learning (WASL) have been adopted by the SBE. The SBE is in the process of approving alternative assessments to the 10th grade WASL. A school improvement planning process is in place at the school level. The Superintendent of Public Instruction recognizes schools and districts that meet reading and mathematics improvement targets despite the fact that they may not make their Annual Yearly Progress (AYP) targets.
- Other components have not been authorized or successfully implemented, such as developing mechanisms to strengthen school district management systems, identifying a process for intervening in school districts that persistently fail to take action to improve student achievement, and holding the Legislature and other state-level policy makers accountable for their responsibility to provide resources to assist with improving student achievement. Limited resources exist for incentives to encourage or reward improvement.
- The traditional authority for Washington's school system is built upon a strong system of local control. While the state provides the majority of funding to school districts and has created a standards-based system, generally, it does not dictate curriculum, types of professional development, and other key issues related to student achievement. Schools are required to develop school improvement plans, but they are not required to share them with the SBE or OSPI. OSPI cannot review those plans or intervene to help improve student achievement with school districts that do not want to engage. The Legislature does provide funding to help improve student achievement but school districts must access the fund voluntarily. It may be time to consider a greater role for the state to assess the return on their investment particularly when a district's achievement levels are persistently low with little sign of improvement. It may be not sufficient to have districts/schools 'volunteer' to get help when districts, schools, and student groups are failing.

- Reasons for the incomplete implementation of accountability systems include:
  - There is a lack of coherence with the imposition of NCLB on top of the prior state system, which has created a patchwork of different state and federal requirements. The state has little authority to intervene except to withhold funds under NCLB.
  - Unsuccessful efforts by the state's former A+ Commission in working with state policy makers and the public to adopt additional components of a statewide accountability system.
  - Tension between local and state control.
  - The state lacks the ability to intervene in failing districts except to withhold or redirect federal funding under NCLB.
  - Lack of articulated interventions by the state for districts/schools that are persistently failing under the federal and state systems.
- Components of the state law identified to develop a comprehensive statewide accountability system may include:
  - A system to integrate coherently both federal and state accountability systems.
  - Student performance improvement goals and statewide assessments in reading, writing, math, and science. Including performance goals for individual categories of students.
  - High school graduation and dropout reduction goals.
  - Objective, systematic criteria to identify successful schools and districts for improvements in student achievement (despite challenges) as well as objective systematic criteria to identify schools and school districts in need of assistance.
  - Range of appropriate state intervention strategies.
  - Performance incentive systems to improve student achievement and public recognition.
  - State resources to assist under-performing school districts; monitor, document, and report the performance of all schools; identify promising practices; examine the reliability and validity of alternative assessments; identify human resource issues and professional development needs.

**Objective for Board and Staff Work:**

Conduct work to provide State Board members and Legislators with thoughtful, well-researched policy options and recommendations for improving Washington State's accountability and management systems to review educational outcomes and raise student achievement.

Specific activities and milestones will include:

Activities	Milestones
<p>Form stakeholder advisory group to assist with project</p> <p>Hire research associate</p> <p>Review the Washington School Improvement process with OSPI</p> <p>Review funding available to assist schools and students with achievement gaps with OSPI</p> <p>Review highly-qualified teacher requirements under NCLB with OSPI</p> <p>Investigate other states' accountability systems and examine lessons learned in Washington State to create framework for proceeding</p> <p>Examine current and reauthorization efforts for NCLB to find ways to integrate federal and state efforts</p> <p>Develop a framework for statewide accountability system</p> <p>Review current statewide data available for tracking performance</p> <p>Examine accreditation of schools or use of education performance audits as an accountability tool</p>	<p>Fall 2006 – Winter 2007</p>
<p>Identify objective criteria for successful and under-performing schools and districts</p> <p>Identify potential intervention strategies</p> <p>Examine growth models</p> <p>Assess state capacity to provide assistance to school districts</p>	<p>Spring – Summer 2007</p>

Activities	Milestones
<p>Assess the quality of data available and needed management and information systems to improve flow of information and use of performance data for school districts as well as individual schools</p> <p>Identify incentives for rewarding performance</p> <p>Examine goals for dropout reduction and graduation improvement</p>	<p>Spring – Summer 2007</p>
<p>Draft recommendations</p>	<p>Late Summer 2007</p>
<p>3–5 regional forums for public engagement around state to convene interested education policy makers, parents, educators, and the business community in draft accountability policy options.</p>	<p>Fall 2007</p>
<p>Final recommendations/report to Legislature</p>	<p>Late Fall 2007</p>

**Project Outcomes:**

- o A proposed statewide accountability system with incentives and interventions to improve achievement dramatically for all students by December 2007.
- o An annual report to the citizens of our state that tracks educational outcomes for all students based on the accountability system.