

January 11, 2007

Dear Board Members:

There is nothing more exhilarating than sharing space with 4,300 teachers who dedicate themselves every day to helping our students succeed. That was how I spent today in Seattle at the Office of Superintendent of Public Instruction (OSPI) January conference. I will try to write up my notes for you later on.

One thing I took away from the conference was a paradigm shift in how to think about motivating people to do their best. Uri Treisman (the math whiz from the Dana Center in Texas-remember my December notes about him?) spoke about reengaging disengaged youth. He shared information about a program in Chicago that picked half a dozen students from each 8<sup>th</sup> grade class who were going into 9<sup>th</sup> grade (8,000 students!). They were kids who attended school regularly but did not have good grades. These kids all went to summer school and learned how to become “quiet leaders”. For the first time in their lives, they were treated as powerful learners. What a great feeling that was for them! They learned to be an expert in a particular math concept (imagine how powerful they felt being an expert) and also how to work with their peers in the classroom and engage them.

The “researchers” found those quiet leaders made a huge difference in the quality of what went on in the classroom in 9<sup>th</sup> grade that fall and had a large impact on student achievement. Uri also discussed his work with asset coaching for teachers – those teachers who had coaches who focused on their strengths rather than their weaknesses became much more successful in their teaching. The bottom line from these two examples, for me, was thinking about how to work with the good in everyone (student, teacher and our peers) to make a difference rather than pointing out the weaknesses and trying to “fix” them.

Nice job you all did with the special meeting – you were all there (Amy tried to make it but her plane was late) in spite of the short notice. Huge kudos to our staff that arranged this meeting and made it seem effortless. Thanks so much!

Now for the next Board meeting coming up in January! Let’s hope we have easy traveling weather for all of you!

### **Wednesday, January 24<sup>th</sup>**

For those of you who can make it, we will be touring Timberline High School in North Thurston School District – talking to the principal, teachers and students about high school issues. We will begin our journey at 11:00 a.m. Becky Downey (briefly with OSPI and a former teacher/administrator with North Thurston Public Schools) is arranging our tour. We need a head count of how many of you plan to attend. Details will follow.

**Thursday, January 25<sup>th</sup>**

**Meaningful High School Diploma**

Eric Liu will be chairing our subcommittee! Eric is already thinking outside the box and sharing great creative thoughts with me. I have prepared a briefing memo for you on the status of Washington State and other states' high school graduation requirements, alignment with college admission requirements, and different diplomas. I have also pulled several frameworks to think about for our work. Eric has developed some vision questions for you to get clear on what the purpose of our work will be. Clarity of purpose will be important as we begin this work. I also included a PowerPoint from the Education Trust on the critical need to address inequality in student achievement in our country.

We also have some great high school principals coming to share their experiences with current high school graduation requirements and what policies the Board should consider in its work ahead.

We will also have a discussion about next steps in our Joint Math Action Plan, which includes an independent review of the mathematics standards. The State Board will take the lead and work closely with OSPI and others to get guidance on key issues to focus on.

**Update on the 2007 Legislative Session and Governor's Budget**

The pace has picked up significantly around here. I have just had great visits with Senator McAuliffe and Representative Quall. They are very impressed with the excellent work you all have done so far. Mary Jean will make another presentation with Terry Bergeson and PESB Chair Jill Van Glubt on our Joint Math Action Plan January 15<sup>th</sup> to the Senate Early Learning and K–12 Education Committee. The Governor has provided a very generous education budget for the 2007–09 biennium (including full funding for our budget request!).

Pat Eirish will be “our woman on the hill” – our eyes and ears for tracking legislation. This is a new responsibility for her and I appreciate her attention to detail already. The executive committee will now have weekly phone calls every Friday to go over key bills. Pat will do a summary for the full board every week to keep you all up-to-date. Mary Jean and I plan to visit with key legislators through the session. I have provided a bit of detail on the Governor's budget and political process (remember the House and Senate will each have their own and have to agree on one by April 23<sup>rd</sup>).

**Proposed Rule Clarification on Graduation Requirements and Transfer Changes**

This seems like a sleeper, but it is the most significant thing you will have done and has a far reaching impact! As part of the Joint Math Action Plan, you agreed to clarify your rules to indicate that the two high school graduation credits in mathematics must be aligned to the 9<sup>th</sup> and 10<sup>th</sup> grade, Grade Level Expectations (GLEs) (currently the rule says aligned with Benchmark 3, which was replaced in 2004 with these GLEs). This means that for students taking general mathematics, business mathematics or any other course that is not aligned with the 9<sup>th</sup> and 10<sup>th</sup> grade GLEs, that course cannot count as one of the two mathematics credits. We are also proposing that you amend the other subject areas to ensure credits align with the GLEs. English and science were also done in 2004. It seems like common sense that our students should take classes that help them meet the standards. The other subjects will be

ready shortly. You also have some technical amendments in rules for responsibilities that have been transferred to OSPI. We will have a public hearing and initial discussion on these issues.

### **Data Systems**

Our brand new researcher, Evelyn Hawkins, has hit the ground running on data. She is looking at what data we need to have for improving student achievement. She has invited OSPI, the Joint Legislative Audit and Review Committee (JLARC), the University of Washington, and the PESB to discuss what we have and what we need to meet the National Data Quality Campaign and other good education performance indicators. This will be a great way to start thinking about our accountability work.

### **No Child Left Behind (NCLB) Reauthorization**

NICKLEBEE? Well, it has a rather affectionate term for something that is causing some major contortions for implementation in our state and others. NCLB is up for reauthorization in Congress this year. I have done a brief reminder memo of what is in NCLB. I have also attached a nice paper about the changes needed under reauthorization by Shirley McCune from OSPI. She will be back in D.C. lobbying on the reauthorization bill. Karen Davis from the Washington Education Association and Leslie Goldstein from OSPI have sent us a memorial (also enclosed), which they hope our legislators will adopt. Do we want to sign on and or create our own letter to send to our Congressional Delegation?

Dinner at Mercato's – Social Hour at 5:30 p.m.

## **Friday, January 26<sup>th</sup>**

### **Accountability or System Performance**

Kris Mayer will be chairing our subcommittee! She is in search of a new name since accountability has not had much luck in previous iterations. We are trying on System Performance. Have you other suggestions? Kris will have her first subcommittee meeting on January 17<sup>th</sup>. I am sending you the same policy briefing memo that I prepared for her subcommittee. Kris is doing a lot of great systems thinking on this tough issue. She will also go to a conference on Education Accountability before our January Board meeting so I expect she will have much to share with you. Again we will want to have clarity from you as a Board about what your consensus is on our purpose and priorities in this area.

We are very fortunate to have Janell Newman from OSPI who leads the School Improvement Process and will be sharing her work to assist schools and districts with major achievement gap challenges. Many schools and districts that do not meet state and federal standards have chosen not to seek help. The Board may want to look into incentives and interventions with some of these schools and districts to help them improve their student achievement. She will also share information on college work ready curricula.

### **Executive Session Lunch**

Help! I want you all to review my goals for the 2006–07 year and give me guidance about your expectations of me (since my first year is almost half over it might be good). I have included my

draft goals. You all will have lunch together to discuss these and make any changes or clarifications. I have included the strategic plan, your work plan and September agenda planner as reminders of what you have set out for yourselves and for me this year.

### **Board Study Session**

Many of you returned the Board evaluations. A summary of all those comments and ratings will be shared with Warren and Mary Jean. MJ and Warren will lead a discussion and focus on themes from those surveys. This is really important work for all of you to do together. You have not had much time to discuss how the Board processes are going. We have used this instrument to help bring out some issues for discussion. I really hope we can take at least one full day this summer at our July meeting to go into retreat mode and have a more in depth discussion and reflection time.

### **180-Day Waiver and General Education Development (GED) Studies**

Evelyn and Pat have worked on these studies and would like to update you on their work. Evelyn will share her thinking about how to proceed with the 180-Day Waiver study and how to work with schools and districts over the next year. Pat has completed the legislatively-required GED study and will share highlights with you.

### **Update on Collection of Evidence (COE)**

No board meeting would be complete without having Lesley Klenk and Joe Willhoft share how things are going for the COE work. They have work samples to share and will talk about what is happening for school district implementation.

I look forward to seeing you soon. Please feel free to pick up the phone and call me if you have questions!



**State Board of Education Meeting**  
Board Room, North Thurston Public Schools  
305 College St. NE, Lacey  
January 25: 9:00 a.m. — 5:00 p.m.  
January 26: 9:00 a.m. — 3:30 p.m.

## AGENDA

### January 25, 2007

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

Pledge of Allegiance

Welcome from Jim Koval, Superintendent of North Thurston Public Schools

Agenda Overview

New Staff Introduction

New Equipment

Approval of Minutes from the November 27–28, 2006, meeting and the January 9, 2007, Special K-20 Video Conference meeting (**Action Item**)

**9:10 a.m. Meaningful High School Diploma: Overview and Committee Update – Eric Liu, Chair of Meaningful High School Diploma Committee, and Edie Harding**

**Charge and Process for an Independent Review of the K–12 Mathematics Standards**

**Current Washington State (and other states) High School Graduation Requirements: Opportunities and Challenges**

**High School Principals' Perspectives on Policy Issues for High School Graduation Requirements – Kathy Everidge, Principal, Hudson's Bay High School (Vancouver SD); Sharon Collins, Principal, Interlake High School (Bellevue SD); Rob Friese, Principal, Willapa Valley Middle/High School**

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

**10:45 a.m. Continue Discussion and Board Dialogue on Meaningful High School Diploma**

**11:30 a.m. Public Comment**

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

**1:00 p.m. Update on 2007 Legislative Session and Governor's Education Budget, Board's Role During Session – Edie Harding**

**2:00 p.m. Update on Proposed Rule Changes – Edie Harding and Pat Eirish**  
Clarify minimum high school graduation requirements to reflect 9th and 10th grade, Grade Level Expectations (GLEs)  
Transfer of additional rules to OSPI

**2:15 pm. Public Hearing on Rules**

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

**3:00 p.m. Data Systems for Education Accountability:**

- **National Data Quality Campaign and Other States’ Indicators – Evelyn Hawkins**
- **Joint Legislative Audit and Review Committee: Preliminary Report on K–12 Performance and Resource Data Study – Nina Oman and John Bowden, Joint Legislative Audit and Review Committee**
- **OSPI Overview of Current Data Systems and Next Steps – Joe Egan, Information Technology, OSPI**
- **University of Washington College of Education – Teacher Data System – Marge Plecki, University of Washington**
- **Professional Educator Standards Board (PESB) Perspective on Teacher Data Systems – Dr. Lin Douglas, PESB**

**4:30 p.m. No Child Left Behind Reauthorization Update and Board Response – Mary Jean Ryan and Edie Harding**

**5:00 p.m. Recess**

**January 26, 2007**

**9:00 a.m. System Performance Work Plan and Update from System Performance/Accountability Committee – Dr. Kris Mayer, Chair of System Performance/Accountability Committee, and Edie Harding**

**9:30 a.m. School Improvement Policy Issues – Janell Newman, District and School Improvement & Accountability, OSPI**

- **Status of Washington Schools’ Performance**
- **Achievement Gaps**
- **College Work Ready Curricula**

**10:45 a.m. Break**

**11:00 a.m. Accountability Issues Continued**

**11:30 a.m. Continued Discussion and Board Dialogue on Accountability**

**12:00 p.m. Business Items:**

Basic Education Compliance Report/Approval (**Action Item**)

Adoption of Charge and Process for an Independent Review of the K–12 Mathematics Standards (**Action Item**)

**12:30 p.m. Lunch – Executive Session on Performance Goals for Executive Director**

**1:15 p.m. Board Study Session: Board Member Reflections on Work Progress  
– Mary Jean Ryan and Warren T. Smith Sr.**

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

**2:45 p.m. 180-Day Waiver Study Update and Future Waiver Petition Process  
– Evelyn Hawkins and Pat Eirish**

**3:00 p.m. General Education Development (GED) Study – Pat Eirish**

**3:15 p.m. Update on Collection of Evidence Implementation  
– Dr. Joe Willhoft and Dr. Lesley Klenk, Assessment of Student Learning, OSPI**

**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/NO ACTION

**DATE:**             JANUARY 25–26, 2007

**SUBJECT:**           **MEANINGFUL HIGH SCHOOL DIPLOMA**

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

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

## **BACKGROUND:**

The Board is required to provide recommendations on a Meaningful High School Diploma to the Legislature by December 2007. This requirement grew out of concerns that career and technical education programs may be getting squeezed out of high school programs with the current focus on English and mathematics. In the Board work plan last fall, the Board decided to expand this topic area (which was not specifically cited in the law) to look at the “who” in topics such as mathematics, science, creativity and the arts, and tribal history. In addition, as part of the Gates grant, the Board will be looking in depth at our current mathematics and science standards and high school graduation requirements to determine what changes we might want to make. We will also engage in a public outreach effort on all of these issues.

A briefing memo is provided for you on the status in Washington State and other states on: high school graduation requirements, alignment with college admission requirements, and different kinds of diplomas. In addition, descriptions of several frameworks are provided that the Board and Meaningful High School Diploma Subcommittee may want to consider in more detail. Finally, some vision and policy questions are posed for the Board and Subcommittee’s consideration.

We have also included a PowerPoint by the Education Trust on “No Time to Waste: Getting Serious about High School Transformation.” Katy Haycock from the Education Trust just presented much of this information at the OSPI January Conference. The bottom line: we have a moral imperative to address the achievement gap between students.

# STATE BOARD OF EDUCATION

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

**DATE:**             JANUARY 25–26, 2007

**SUBJECT:**         **GOVERNOR’S BUDGET  
LEGISLATIVE SESSION 2007**

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

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

## **BACKGROUND:**

Attached to this Tab is a memo outlining the proposed operating budget for 2007–09 that Governor Gregoire has submitted to the Legislature. The memo lists proposed expenditures by the following categories: Math and Science, Teacher Salaries and Funding, Assistance for Students, and Miscellaneous.

Following the budget information is a section on the Legislative Process and Leadership which includes information on the sessions key education policy issues for 2007, and the leadership for key committees dealing with education and the budget. We have also included our legislative handout we will use when we visit legislators.

We have also done a comparison of what is in our joint math action plan and what the Governor has requested in terms of dollars in her budget.

## MEMORANDUM

**DATE:** January 11, 2007  
**TO:** Board Members  
**FROM:** Edie Harding  
**RE:** The Governor's Budget and Legislative Session 2007

### I. Governor's Budget

Governor Gregoire released her two-year budget proposal on December 19<sup>th</sup> for the 2007 Legislature to consider. Her \$29.94 billion dollar budget request includes \$12.3 billion for K-12 education (which is 41% of the state general fund expenditures). K-12 education is the largest spending category of the budget. Following up on her Washington Learns report, the Governor proposes over a billion dollars for K-12 -- an increase of \$372 million plus \$923 for ongoing costs expected in maintenance level<sup>1</sup>.

A highlight for us is that she granted the State Board of Education its full budget request, including an enhancement of \$801,000, which includes one staff person.

Governor's 2007-09, K-12 operating education budget proposal details include:

Mathematics and Science: \$163 million
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- \$90.2 million to reduce middle school and high school mathematics and science classes to 25 students for each teacher.
- \$17.5 million to provide for specialized professional development (5 days per school), modeled after Advanced Placement/International Baccalaureate classes, to allow enhanced rigor in mathematics and science classes.
- \$13.1 million to add 3 days of professional development for middle school and high school mathematics and science teachers.
- \$12.1 million to expand the Leadership and Assistance for Science Education Reform (LASER) program into 1,000 additional classrooms.
- \$8.9 million to provide professional development for 4<sup>th</sup> and 5<sup>th</sup> grade teachers in mathematics and science.

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<sup>1</sup> The "maintenance level" indicates the funding required to carry on the same activities from one biennium to the next, adjusted for inflationary changes, or caseload/enrollment changes.

- \$6.6 million to provide funding to expand the Alternative Routes to Teacher Certification Program for mathematics and science (\$5.8 million); establish a new Pipeline for Para-Educators Program to provide incentives for para-educators to achieve their AA degree and then transfer into the alternative routes program to pursue a mathematics endorsement (\$300,000); and establish the Retooling to Teach Mathematics Program to support certificated teachers in pursuing a mathematics endorsement (\$488,000).
- \$5.5 million to hire specialists at each Educational Service District to provide regional support for additional mathematics and science teacher professional development.
- \$5.4 million to provide for demonstration projects (25 people in 50 schools) to institute an instructional coaches program for mathematics and science teaching.
- \$3.3 million to fund the development of international science standards and curriculum. Funding would provide for the research and evaluation of science textbooks and other materials and for the development of WASL knowledge and skill learning modules.
- \$400,000 to fund grants to assist community-based programs, linked with schools, to assist in the provision of after-school mathematics programs.
- \$282,000 to allow 20 middle school and high school teachers per year to attend training and implement an integrated mathematics, science, technology and engineering program in their schools.
- \$100,000 to assist OSPI in adopting state standards in mathematics that reflect international content and performance levels.

Teachers Salaries and Funding: \$67 million
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- \$59.9 million to provide funding to begin addressing teacher, administrator and classified staff salary grandfathering. In addition to the K-12 cost-of-living adjustments required by Initiative 732 (3.4 percent in the 2007-08 school year and 2.6 percent in the 2008-09 school year), additional funding would be provided to begin reducing the salary gap between districts that are grandfathered and those that are not.
- \$7.5 million to provide a ten percent salary bonus to teachers who earn certification from the National Board for Professional Teaching Standards; plus another salary bonus for National Board certified teachers teaching in schools with students needing the most help; plus another bonus if the teacher is certified in mathematics or science (for a total bonus of \$15,000).
- \$20,000 to allow the Office of Financial Management to develop a new performance-based professional educator salary system.

Assistance for Students: \$129 million

- \$63.4 million to enhance Special Education funding. Funding would be provided for 3- and 4-year-olds, allowing schools to serve these students without being limited by the current Special Education cap (\$50.5 million). Additional funding would be provided (\$10 million) to add a new Safety Net category to assist districts that attract a large number of special needs students. Funding would be provided to eliminate the state deduction of school districts' federal Medicaid funding (\$2.4 million). Funding would also be provided to pay for additional safety net reviewers and trainers.
- \$41.6 million to expand all-day Kindergarten. Funding would be provided to begin phasing in voluntary all-day kindergarten, beginning first in schools with high-poverty levels.
- \$12.1 million to enhance the Promoting Academic Success (PAS) program adopted in 2006. Additional funding would be provided to allow last year's 11<sup>th</sup> graders to continue using the program in the 12<sup>th</sup> grade.
- \$9.5 million to fund 10 demonstration projects using best practices to provide students in Kindergarten through third grade with varied experiences to develop their learning skills in reading, mathematics, science, art, social studies, and foreign language.
- \$2.2 million to identify essential competencies that all teachers need to assist English-language learners. Three pilot programs would be created to evaluate emerging best practices and provide time for bilingual education teachers and classroom teachers to coordinate.

Miscellaneous: \$13 million

- \$1.8 million to develop and implement a school financial health monitoring system.
- \$1.5 million to fund to expand the reduced-price student breakfast program to include more low-income students.
- \$1.4 million to fund Washington State Institute for Public Policy research on effectiveness.
- \$1.3 million to continue state funding of the Digital Learning Commons.
- \$1.3 million to assist WASA, AWSP and others, in establishing a Leadership Academy to provide leadership development and growth opportunities for school administrators.
- \$1.1 million to create a Washington Youth Academy, an alternative school, to assist at-risk youth who would otherwise not be enrolled in school.

- \$1 million to establish Health Career Academies. Funding would be provided to begin a grant program in 4 high schools (\$250,000 per school) offering 11<sup>th</sup> and 12<sup>th</sup> graders the opportunity to focus their studies and training on a health-related occupational field.
- \$811,000 to address the presumed impact on Local Effort Assistance (LEA or levy equalization), if a constitutional amendment allowing the simple majority passage of school district levies was adopted.
- **\$801,000 to fund the State Board of Education's work on accountability and meaningful high school diploma.**
- \$675,000 to allow 11<sup>th</sup> graders to voluntarily take a college readiness test.
- \$626,000 to allow the Professional Educator Standards Board to develop and pilot a statewide educator professional certification assessment and to cover the cost of the assessment for up to 500 candidates.
- \$280,000 to allow the Office of Financial Management to hire national experts to develop a new student transportation funding formula.

## **LEGISLATIVE PROCESS & LEADERSHIP**

The Senate and House of Representatives meets in regular session each year beginning on the second Monday in January to adopt operating and capital budgets, create new laws, and change existing laws. In the odd-numbered years (2007), the session lasts for a maximum of 105 days. In even-numbered years (2008) the session lasts a maximum of 90 days. The session this year is a long session and begins on January 8<sup>h</sup> and will end on April 22<sup>nd</sup>. If the Legislature needs to go beyond the time allotted for a regular session, the Governor may call for an extraordinary session (there is no limit to these). Extraordinary sessions last no more than 30 days. For details on the 2007 legislative schedule see: <http://www1.leg.wa.gov/legislature/calendar/>

When the Legislative session begins, legislators will begin reviewing Governor Gregoire's budget proposal. They will also begin developing and debating their own competing plans. In the 2007 session the Democrats control both the houses – in the Senate 32 Democrats to 17 Republicans and the House of Representatives 62 Democrats to 36 Republicans. While many of the key education faces (see the list below) remain the same there are a few key changes. In the Senate, higher education has split off from the K-12 committee. In the House there are new sub-appropriation committees including one for K-12, chaired by Representative Kathy Haigh.

The members of the House and Senate offer legislation, which is drafted into bills for consideration. The ideas for bills may originate from a particular issue such as charter schools or a legislator may want to address an issue that is specific to his or her constituents. The member then introduces the bill and it goes through a number of steps, which include review by a committee in the house in which the bill is introduced.

The majority of policy bills are heard in the House Education Committee or the Senate Education Committee. The budget bills are heard in the House Capital Committee, the Senate Ways and Means Committee, and House Appropriations Committees. The majority of bills heard do not pass out of committee. If a bill passes the committee, a majority in the House or Senate (this is known as floor action) must pass it. If the bill passes one of either the Senate or the House, it must pass the other one through the same process – committee hearing and floor action.

If the bill passes both the Senate and the House, it goes to the Governor for his/her signature. The Governor can choose to approve the bill, or veto the bill or a section of the bill. For more details on bills as they move through the different committees and the House and Senate floor action see:

<http://apps.leg.wa.gov/billinfo/>.

### **Key Education Policy Issues for 2007:**

Governor's Washington Learns Proposals

The Certificate of Academic Achievement requirements for the Classes of 2008 and beyond

The approval of school levies by a majority of voters (rather than 60%)

Rainy Day Reserve Fund

Kindergarten Readiness

Dropout Prevention to create a grant program for dropout prevention, intervention and retrieval

Joint Purchasing and Master Price Agreement (including textbooks)

Improved School Funding

Mathematics

Education Budget

## **STATE SENATE**

### **Early Learning & K-12 Committee**

Sen. Rosemary McAuliffe (Chair) – Bothell area  
Sen. Rodney Tom (Vice Chair) – Bellevue/Redmond area

### **Ways & Means Committee**

Sen. Magarita Prentice (Chair) – Seattle/Renton area  
Sen. Craig Pridemore (Vice Chair, Operating Budget) – Vancouver/Hazel Dell area  
Sen. Karen Fraser (Vice Chair, Capital Budget) – Olympia area

## **HOUSE OF REPRESENTATIVES**

### **Appropriations Committee**

Rep. Helen Sommers (Chair) – Seattle area  
Rep. Hans Dunshee (Vice Chair) – Snohomish Co. area

### **Appropriations Sub-Committee on Education**

Rep. Kathy Haigh (Chair) – Mason Co. area  
Rep. Pat Sullivan (Vice Chair) – Covington/Black Diamond area

### **Education Committee**

Rep. Dave Quall (Chair) – Mount Vernon area  
Rep. Don Barlow (Vice Chair) – Spokane area

**180-22-100**  
**Purpose and authority.**

(1) The purpose of this chapter is to establish the procedures for making changes in the number and boundaries of educational service districts, ~~and the procedures for electing the members of the boards of directors of the educational service districts.~~

(2) The authority for this chapter is RCW 28A.310.020 and 28A.310.080.

[06-19-033, recodified as § 180-22-100, filed 9/13/06, effective 9/13/06. Statutory Authority: 2006 c 263. 06-14-009, recodified as § 392-107-100, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.310.020, 28A.210.080. 02-18-052, § 180-22-100, filed 8/28/02, effective 9/28/02. Statutory Authority: 1990 c 33. 90-17-009, § 180-22-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.21.020. 84-21-001 (Order 9-84), § 180-22-100, filed 10/4/84.]

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**180-22-140**  
**Territorial organization of educational service districts.**

It shall be the purpose of the statewide territorial organization of educational service districts to more readily and efficiently adapt to the changing economic pattern and educational program in the state so that the children of the state will be provided more equal and equitable educational opportunities.

[06-19-033, recodified as § 180-22-140, filed 9/13/06, effective 9/13/06. Statutory Authority: 2006 c 263. 06-14-009, recodified as § 392-107-140, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.310.020, 28A.210.080. 02-18-052, § 180-22-140, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.21.020. 84-21-001 (Order 9-84), § 180-22-140, filed 10/4/84.]

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**180-22-150**  
**Educational service districts — Criteria for organization.**

The establishment of educational service districts shall be in accordance with the criteria set forth below. In making a determination about the boundaries of an educational service district, reasonable weight shall be given by the state board of education to each criterion individually and to all criteria

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collectively. Failure to meet any single criterion shall not necessarily prohibit the establishment of an educational service district, if in the judgment of the state board of education, the establishment of the educational service district is warranted by a collective consideration of all the criteria.

(1) Program and staff. An educational service district shall have the ability to support an administrative unit of sufficient staff to provide a program of educational services that meet the requirements of RCW 28A.310.010, 28A.310.180, 28A.310.190, and 28A.310.350.

(2) Size. An educational service district should have no more than a maximum area of 7,500 square miles nor less than a minimum area of 1,700 square miles.

(3) School enrollment. An educational service district should have a potential of 15,000 students or more.

(4) Topography and climate. In establishing the boundaries of an educational service district, consideration shall be given to topography and climate as these factors may affect the educational services to be provided and the economic efficiency of the program.

[06-19-033, recodified as § 180-22-150, filed 9/13/06, effective 9/13/06. Statutory Authority: 2006 c 263. 06-14-009, recodified as § 392-107-150, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.310.020, 28A.210.080. 02-18-052, § 180-22-150, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.310.020. 98-05-003, § 180-22-150, filed 2/4/98, effective 3/7/98. Statutory Authority: RCW 28A.21.020. 84-21-001 (Order 9-84), § 180-22-150, filed 10/4/84; Order 4-77, § 180-22-150, filed 6/2/77; Order 3-69, § 180-22-150, filed 6/27/69; Emergency Order 1-69, filed 5/1/69.]

# STATE BOARD OF EDUCATION

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

**DATE:**             JANUARY 25, 2007

**SUBJECT:**           **DATA SYSTEMS FOR EDUCATION ACCOUNTABILITY**

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

**PRESENTERS:**       Evelyn Hawkins, Research Associate, SBE  
Nina Oman & John Bowden, Research Analysts, JLARC  
Joe Egan, Chief Information Officer,  
Information Technology Services, OSPI  
Marge Plecki, Associate Professor, Educational Leadership and  
Policy Studies, College of Education, University of Washington  
Dr. Lin Douglas, Interim Executive Director, Professional Educator  
Standards Board (PESB)

## **BACKGROUND:**

These presentations are to inform the Board about the types of student and teacher data available in Washington for performance indicators that may be part of an accountability system.

Evelyn Hawkins will be presenting a brief description of the Data Quality Campaign, a national effort aimed at the development of statewide longitudinal data systems. A memo to the Board is included here.

Nina Oman and John Bowden from the Joint Legislative Audit and Review Committee (JLARC) recently completed a study of K–12 data. The purpose of the study was to identify data necessary to understand the relationship between expenditures and outcomes. Their presentation covers four categories of data: expenditures, teacher/staff, students, and community/school. They will speak about data that currently exists in our systems and recommendations for additional data. The summary of their report and a chart regarding student-level data are included.

Joe Egan from OSPI will be presenting an overview of current data systems at OSPI and the availability of data for accountability purposes. He will also present plans for next steps with regard to these data systems.

Marge Plecki from the University of Washington has conducted various studies of teachers in Washington. She will present these studies with a particular focus on the availability of data on Washington's teachers.

Dr. Lin Douglas will provide the PESB perspective on an educator work force database.

## MEMORANDUM

**DATE:** January 11, 2007  
**TO:** State Board of Education Members  
**FROM:** Evelyn Hawkins  
**RE:** Data Systems for Education Accountability

The purpose of this memorandum is to provide an overview of longitudinal data systems for student performance indicators for accountability with specific reference to the efforts of the National Center for Educational Accountability's Data Quality Campaign (DQC).<sup>1</sup>

### I. Background

Although the call for accountability is not new, current state and national efforts have promoted the desire for greater accountability. In 2005 Governor Gregoire signed Executive Order 05-02 directing state agencies to adopt a comprehensive government management, accountability, and performance (GMAP) system. GMAP asks agencies to identify performance indicators to be used to assess ongoing performance and inform the Governor of continuous improvement. The intent is that the performance indicators in GMAP will allow leaders to identify agency problems and make decisions with greater clarity and accuracy, give managers new tools to solve problems and improve services, and give the public a way to judge the effectiveness of government programs.

A national accountability effort is the Baldrige Education Criteria for Performance Excellence created to provide the basis for assessment and feedback to organizations and, as with GMAP, support continuous improvement. The criteria focuses on the following areas of organizational performance: student learning outcomes; student- and stakeholder-focused outcomes; budgetary, financial, and market outcomes, workforce-focused outcomes; process effectiveness outcomes; and leadership outcomes. The intent of the Baldrige Education Criteria is to help educators improve the quality of student learning and the effectiveness of their classrooms, schools, and districts.

More directly relevant to the State Board of Education is its mandate to "... implement a standards-based accountability system to improve academic achievement ..." (RCW 28A.305.130). Access to data on students and teachers will be necessary as the accountability system is implemented. The data will be expected to assess and track student performance overtime as well as answer policy questions posed by policymakers and educators. So, what would such a data system look like?

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<sup>1</sup> Information on the Data Quality Campaign and on elements of a longitudinal data system are from DQC's website: <http://www.dataqualitycampaign.org>.

## II. Data Quality Campaign

A national effort committed to the development of longitudinal data systems to inform and support improving student academic achievement is the Data Quality Campaign (DQC). The DQC was established in 2005 with support from The Bill and Melinda Gates Foundation and is managed by the National Center for Educational Accountability. The impetus behind its creation was to promote coordination and eliminate duplication by bringing together separate, but similar, efforts regarding educational data systems.

The goals of the DQC are threefold:

- To have longitudinal education data systems in 50 states by 2009.
- To increase understanding by policymakers and educators of how to use longitudinal and financial data in their efforts to improve student achievement.
- To promote data standards and efficient data transfer and exchange.

Why longitudinal data systems? Policymakers and educators need a longitudinal data system capable of providing timely, valid, and relevant data in order to answer key policy questions. With such a system, teachers would have information they need to tailor instruction to help each student improve; administrators would have information to effectively and efficiently manage; and policymakers would have information to evaluate which policy initiatives show the best evidence of increasing student achievement.

The DQC determined that a robust longitudinal data system that can be used for informing the improvement of student achievement should have the following ten essential elements:<sup>2</sup>

1. A unique statewide student identifier that connects student data across key databases across years.
2. Student-level enrollment, demographic, and program participation information.
3. The ability to match individual students' test records from year to year to measure academic growth.
4. Information on untested students and the reasons they were not tested.
5. A teacher identifier system with the ability to match teacher to students.
6. Student-level transcript information, including information on courses completed and grades earned.
7. Student-level college readiness test scores.
8. Student-level graduation and dropout data.
9. The ability to match student records between the P-12 and higher education systems.
10. A state data audit system assessing data quality, validity, and reliability.

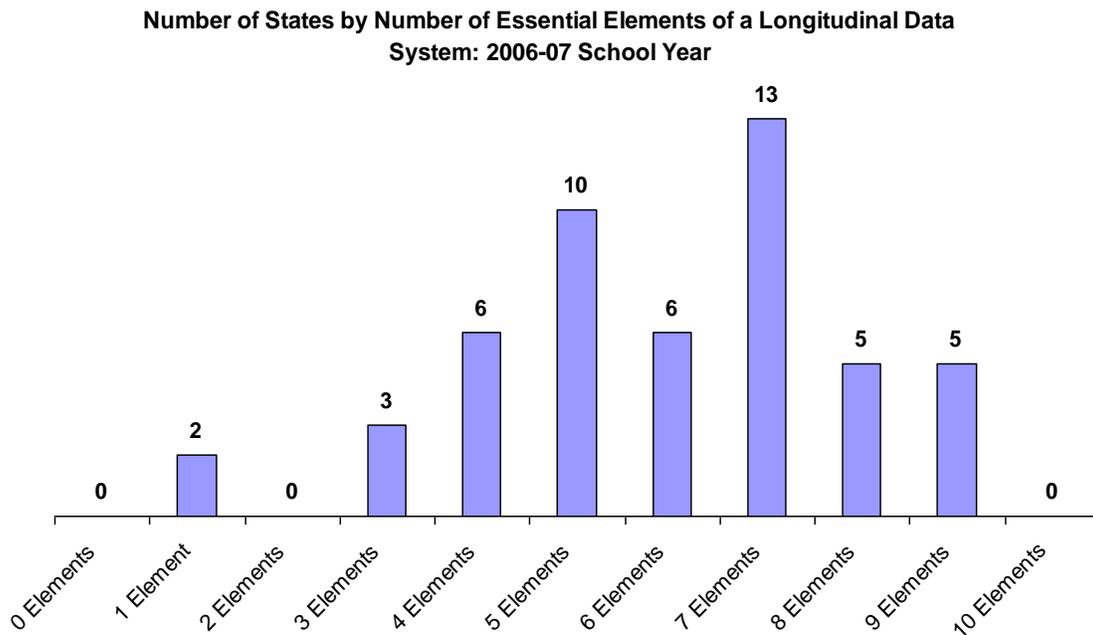
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<sup>2</sup> These ten essential elements are necessary but not sufficient for a robust longitudinal data system. In constructing a longitudinal data system, states also need to attend to privacy protection, data architecture, data warehousing, interoperability, portability, professional development around data processes and uses, and researcher access.

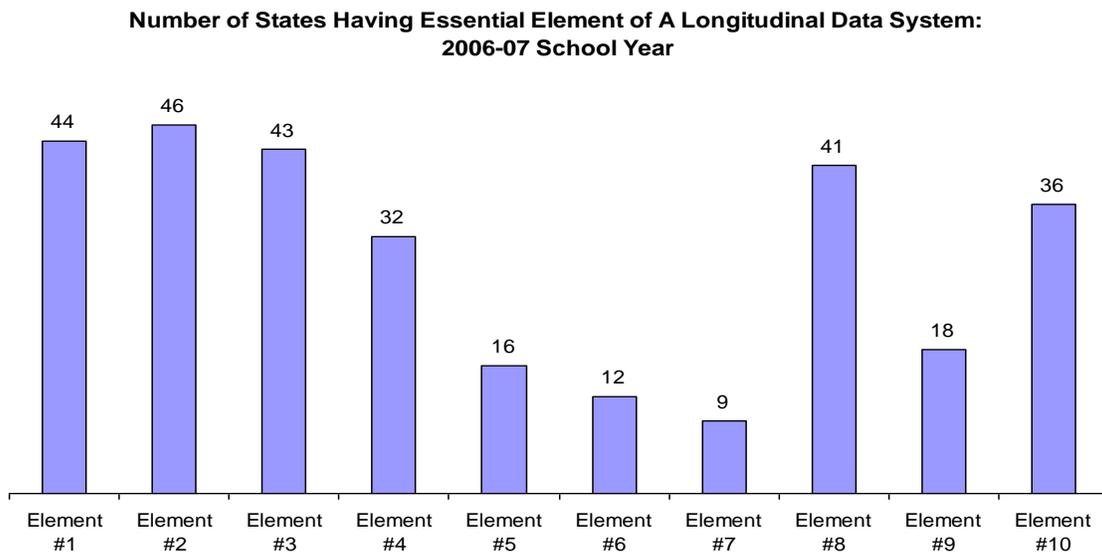
In August 2006 the DQC conducted a survey of states to determine which of the ten essential elements of a longitudinal student data system would be in place in a state as of the 2006–07 school year.

**Findings of Survey of Data Systems: National and Washington**

Based on states’ responses, the survey found that states ranged from having one to having nine of the essential elements; Washington has eight.



The elements that Washington does not have are #5-a teacher identifier system with the ability to match teachers to students and #7-student-level college readiness test scores. As shown in the chart below, these two elements, in addition to #6, are the three that the fewest states have.



### III. Uses of Data Systems: State Indicators

A well-designed and robust longitudinal data system as described by the DQC would provide data for performance indicators that are part of a state's accountability system and have the ability to answer key policy questions.

A study by the Education Commission of the States (ECS) found that states measure student achievement and school performance through a variety of indicators.<sup>3</sup> These indicators fall into four major categories related to:

1. Students, including assessment scores, demographics, dropout rate, and truancy.
2. Professional staff, including attendance, experience and salary levels.
3. Program information, such as curriculum, climate and parent involvement.
4. Expenditures and the use of resources.

The first category of indicators relate directly to student achievement. Indicators in the other three categories are perceived to have a relationship to student achievement. ECS found that states have used these indicators in two primary ways: 1) to inform the public about its schools and students; and 2) to determine whether a district or school qualifies for rewards or sanctions.

In addition to providing data for the performance indicators, the longitudinal data system should be able to answer key policy questions asked by policymakers and educators. Such questions include the following:

- Which schools, school programs, or school structures produce the strongest academic growth for their students?
- Which teacher preparation programs produce the graduates whose students the strongest academic growth?
- What achievement levels in middle school indicate that a student is on track to success in rigorous courses in high school?
- Are secondary students taking the rigorous courses needed to prepare them for college?
- What high school performance indicators (e.g., enrollment in rigorous courses or performance on state tests) are the best predictors of a students' success in college or the workplace?
- What is the relationship between high school course-taking patterns, remediation and success in college?
- What are the differences in college-going rates among certain groups of high school graduates (e.g., race, gender, income, etc.)?

As the State Board of Education proceeds with the development of an education accountability system, it is important to keep in mind the capacity of the statewide longitudinal data system.

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<sup>3</sup> Education Commission of the States, *State Performance Indicators*, January 2002.  
<http://www.ecs.org/clearinghouse/32/12/3212.htm>.

State of Washington  
Joint Legislative Audit and Review Committee (JLARC)



# K-12 Data Study

## Preliminary Report

January 4, 2007

*Upon request, this document is available  
in alternative formats for persons with disabilities.*

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## JOINT LEGISLATIVE AUDIT AND REVIEW COMMITTEE

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The Joint Legislative Audit and Review Committee (JLARC) carries out oversight, review, and evaluation of state-funded programs and activities on behalf of the Legislature and the citizens of Washington State. This joint, bipartisan committee consists of eight senators and eight representatives, equally divided between the two major political parties. Its statutory authority is established in RCW 44.28. This statutory direction requires the Legislative Auditor to ensure that performance audits are conducted in accordance with Government Auditing Standards as applicable to the scope of the audit.

JLARC staff, under the direction of the Committee and the Legislative Auditor, conduct performance audits, program evaluations, sunset reviews, and other policy and fiscal studies. These studies assess the efficiency and effectiveness of agency operations, impacts and outcomes of state programs, and levels of compliance with legislative direction and intent. The Committee makes recommendations to improve state government performance and to correct problems it identifies. The Committee also follows up on these recommendations to determine how they have been implemented. JLARC has, in recent years, received national recognition for a number of its major studies.

**K-12 DATA STUDY**  
**PRELIMINARY REPORT**

**REPORT DIGEST**

JANUARY 4, 2007



STATE OF WASHINGTON

JOINT LEGISLATIVE AUDIT AND  
REVIEW COMMITTEE

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## Study Background

The Joint Legislative Audit and Review Committee (JLARC) conducted this study to enhance both the Legislature's and school districts' ability to **make informed resource commitments**. A JLARC review of school spending and performance in November 2005 found that while schools are increasingly held accountable for the performance of their students, **school-level expenditures are not reported to the state**.

## Study Objectives

To explore the connection between school expenditures and student and school outcomes, this study focuses on the following four objectives:

1. Describe existing (and planned) data systems and accounting practices;
2. Identify data elements that may prove helpful for evaluating the relationship between resource commitments and performance;
3. Propose potential models for collecting and reporting resource and performance information; and
4. Describe associated changes to information systems and accounting practices under various data models.

## Types of Data that Are Necessary

**The relationship between expenditures and outcomes is complex.** To help explain why a dollar expended a certain way either produced or did not produce the desired outcome, four types of data are necessary:

1. School-Level Expenditure Data;
2. Descriptive Data about Teachers and Other Staff;
3. Descriptive Data about Students and Student Outcome Data; and
4. Descriptive Data about Schools and Communities.

## Conclusions

JLARC staff reviewed the literature, surveyed other states, and consulted with researchers, school staff and administrators, and state agency staff and concluded that:

**Fairly reliable data already exist that account for most staff salaries and benefits expended by school.** These data could be improved by:

- Requiring that the same set of school codes be used to report both salary and benefit expenditures and school outcomes; and
- Requiring that end of year, total expenditures be reported by school and by staff member for all salaries and benefits.

**Actual expenditures for activities related to teaching and its support should be reported by school. All other expenditures should be allocated to schools using a standardized statewide methodology.**

**Better data about teachers and staff are needed, including:**

- Teacher schedules, including grade(s) and subject area(s) for courses being taught;
- Types of certifications and endorsements;
- Academic degrees, majors, and routes to certification;
- Professional growth plans and progress toward meeting goals; and
- Reasons for additional pay for certificated staff.

**OSPI collects most of the student descriptive and outcome data identified in research literature as essential, but these data could be improved by adding:**

- Routine data audits to assess the comparability of student data collected from the districts;
- College readiness test scores; and
- Better information about courses, including course minutes and core coursework completed, and standard conventions for naming courses.

**Further consideration and analysis are needed to determine the costs and benefits of reporting additional school and community information.** Some of these data are now collected via surveys and not always collected by individual schools. Because of the complexities involved with collecting and reporting some of these data, we identify these data elements as “useful” rather than “necessary.”

**Summary of Recommendations:**

- OSPI, in consultation with others, should develop state standards and methodologies for reporting and allocating school-level expenditures.
- OSPI should collect improved information about teachers and staff, including teacher schedules, qualifications, professional growth, and reasons for additional pay.
- OSPI should conduct regular audits of the student data it collects.
- OSPI should collect better information about courses, including course minutes, and core coursework completed by students in preparation for college. OSPI should also develop statewide conventions that districts adhere to when naming courses.
- OSPI should conduct an analysis to determine the college readiness test that best fits the state’s needs.

The diagram shown on the following page provides a summary of the current status of K-12 data collected by the state, with the grey-shaded areas indicating a need to collect additional data. The diagram also shows how data could be linked together. By linking the different types of data together, researchers and policymakers can learn how teacher, staff, and student characteristics affect the relationship between expenditures and outcomes.

### School Expenditure Data

School ID
Employee ID
Expenditures for teacher/staff salaries and benefits (94%)
School ID
Object Code
Activity Code
Expenditures for teacher/staff salaries and benefits (6%)
Non-salary expenditures directly related to teaching and its support at a single school
Allocated expenditures for all other costs

Gray shaded = Missing data not available for every school

### Staff/Teacher Descriptive Data

School ID (Location Code)
Employee ID/Certification No.
Birth date, gender, race/ethnicity
Program assignment
Job duty code
Years of experience
Highest degree obtained
Institutions attended
Years degrees granted
Academic credits beyond highest degree
In-service credits
Grade span taught
Types of certification and years earned
Certifications and endorsements
Teacher subject knowledge test scores
Teacher schedules including courses or grades and subject areas taught
Academic majors, degrees, and routes to certification
Professional growth plan and record of professional development training completed
Additional pay for certificated staff

### Student Descriptive and Outcome

School ID
Teacher/Employee ID
Student ID
School Year
Grade level
<u>Demographic information</u> (e.g., race/ethnicity, gender, disability status)
<u>Program participation</u> (e.g., Title I, free/reduced lunch)
<u>Transcripts</u> : courses completed and grades (planned)
<u>Graduation/dropout data</u> : Expected graduation year Actual graduation year
<u>Test scores</u> WASL scores (grades 3-8 and 10) Kindergarten readiness (planned) K-3 outcomes (planned)
College readiness
Ability to match to baccalaureate records
Course minutes
Core courses completed

### School/Community Descriptive

School ID
School Size
Percentage of students by program
Student health and risk factors
Income/education (Census data)
Nine characteristics of effective schools
Percentage of students based
Volunteer hours
Student access to computers and Internet
Condition and use of school facilities

Source: JLARC.

Figure 5 – Summary of Student Descriptive and Outcome Data and Collection Status

Necessary Data Elements	Data Currently Collected by Districts and Reported to the State	Data Currently Collected by Districts, but NOT Reported to the State	Data NOT Currently Collected by Districts
A unique statewide student identifier that allows matching of student records from grade to grade and across campuses and/or districts	<input checked="" type="checkbox"/>		
Student-level enrollment, demographic and program participation information	<input checked="" type="checkbox"/>		
Information on untested students	<input checked="" type="checkbox"/>		
Student-level transcript information, including information on courses completed and grades earned	<input checked="" type="checkbox"/> (planned)		
Student-level graduation and dropout data	<input checked="" type="checkbox"/>		
A state data audit system assessing data quality, validity and reliability	<input checked="" type="checkbox"/> (technical standards only – no system in place to audit comparability of data)		
The ability to match individual students' test records from year to year to measure academic growth	<input checked="" type="checkbox"/> WASL results for grades 3-8 and grade 10.		
The ability to match student records between the K-12 and higher education systems	<input checked="" type="checkbox"/>		
Student-level college readiness test scores		<input checked="" type="checkbox"/> Some districts and schools may administer these tests for their own use	<input checked="" type="checkbox"/> Some districts and schools do not administer these tests
Family income (estimated using free/reduced lunch)	<input checked="" type="checkbox"/>		
Course minutes		<input checked="" type="checkbox"/> Some districts collect this information on student schedules.	<input checked="" type="checkbox"/> Some districts do not collect this information.
Core courses completed			OSPI is planning to collect transcript information from districts but there are no current conventions for naming courses.

Source: JLARC.

Joint Legislative Audit & Review Committee

# K-12 Data Study Preliminary Report

Presentation to State Board of Education  
January 25, 2007

Nina Oman  
John Bowden

## Presentation Overview

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- Study Background
- Study Scope
- Methodology
- Conclusions & Recommendations

## Study Background

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- 2005 JLARC study (#05-19) found that expenditure information is reported at the district level
- Outcomes are reported at the school level
- JLARC members recognized there would be costs and challenges to collect uniform and reliable school spending information
- Committee addendum to 2005 study directed staff to propose ways to overcome challenges and improve data

## Study Scope

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- Work with Washington Learns staff and local school districts and boards to identify critical school performance data that would enhance informed resource commitments
- Address related changes to information systems and accounting practices

# Methodology

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- Interviews with over 140 people
  - School board members, superintendents, business officers, and principals
  - Legislature and Washington Learns
  - State and national researchers
  - Education associations and organizations
  - OSPI, State Board of Education, Professional Educator Standards Board, and OFM
- Review of educational research literature
- Survey of district business officers
- Survey of other states' accounting methods

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January 4, 2007

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# Data Categories

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The relationship between expenditures and outcomes is complex

Four types of data are needed:

1. School-level expenditures
2. Teacher & staff descriptive data
3. Student descriptive data and outcomes
4. School & community descriptive data

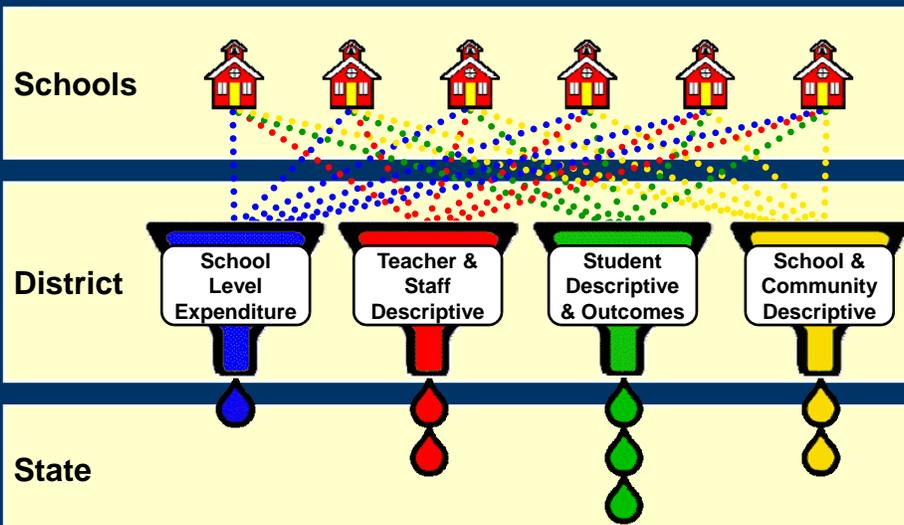
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## Districts Collect Substantial School Level Data but Not All Data are Reported to the State



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## 1. School Level Expenditures

- Per-pupil expenditures are required by RCW 28A.655.110
- For comparing schools, all expenditures should be consistently reported
- School codes used for reporting expenditures and outcomes should match

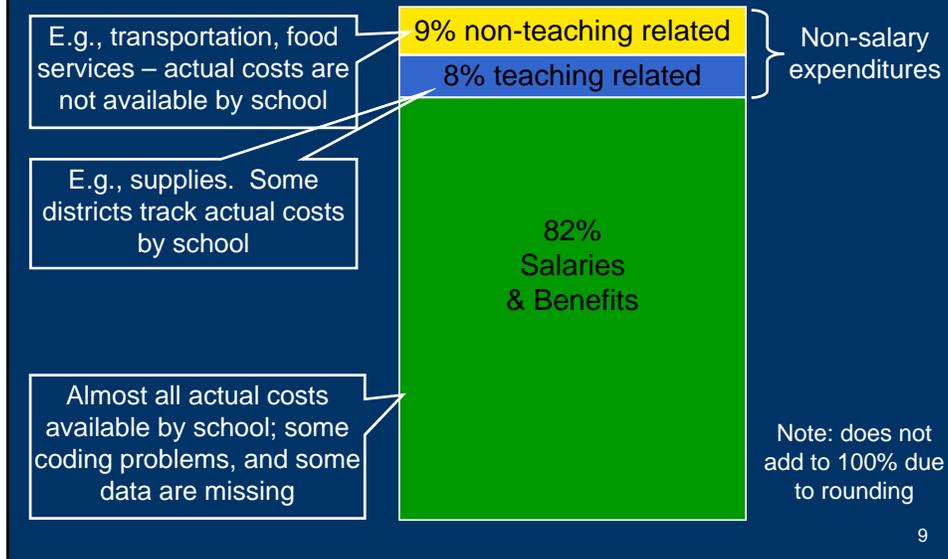
Report pp. 5-10

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## Expenditure Categories and Availability



## Recommendations: Expenditure Data

OSPI should:

- 1) Collect missing salary/benefit data, and use school codes that can be linked to outcomes
- 2) Collect teaching related non-salary expenditures by school using standard codes and definitions (and report back to JLARC by July 2007)
- 3) Develop a statewide standardized methodology for allocating all other expenditures to schools (and report back to JLARC by July 2007)

## 2. Teacher/Staff Descriptive Data

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- Teachers/staff are major share of expenditures
- Teacher effectiveness is most important factor in student outcomes within a district's control
- Descriptive data currently available include:
  - Work location (school or administrative building)
  - Compensation (salary and benefits)
  - Age, gender, and ethnicity
  - Job duties (e.g., teacher, aide, janitor)
  - Education and experience (for teachers)
  - Grade span taught

## What Teacher/Staff Data are Missing?

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- Teacher/staff descriptive data needed:
  - Specific grade(s) and subject area(s) taught
  - Teacher schedules, including courses taught and a teacher identifier that links to student schedules
  - Academic majors, degrees, and routes to certification
  - Professional growth plan and record of training completed
  - Reasons for additional pay
- Data spread across several data systems and hard to tie together

## Recommendations: Teacher/Staff Data

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- 4) OSPI should develop a plan for creating a unified staff data system that includes all descriptive data currently collected, plus the missing data identified by JLARC.

(Report plan, including timeline and costs, to JLARC by September 2007.)

## 3. Student Descriptive & Outcome Data

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OSPI is collecting most student data identified as essential via the Core Student Record System (CSRS), including:

- Participation in state or federally funded programs (e.g., bilingual instruction)
- Demographic characteristics (e.g., race/ethnicity, gender)
- WASL scores, graduation rates
- Transcripts (planned)

## What Student Data are Missing?

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- Better information about courses is important in understanding student outcomes
  - Course minutes
  - Core courses, with standard naming conventions for courses
- A college readiness test
- Routine data audits

## Recommendations: Student Data

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OSPI should:

- 5) Conduct regular audits of student data
- 6) Identify an appropriate college readiness test
- 7) Collect better information about courses, including:
  - Course minutes
  - Core coursework completed by students
  - A common course catalogue with standardized naming conventions for courses

## 4. School & Community Descriptive Data

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- School & community descriptive data are useful in explaining the teaching and learning environment
- Some data are already collected and JLARC supports use of existing data
- No consensus on importance of additional data
- Not recommending additional data collection at this time

## Priorities for Data Collection

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1. Focus first on collecting school-level expenditures (Recommendations 1-3)
2. Next, collect additional descriptive data about teachers and staff (Recommendation 4)
3. Then turn to collecting additional student data (Recommendations 5-7)
4. Lastly, address collection of additional school & community descriptive data (No Recommendation)

# After data are improved, then what?

Connect the four categories of data to answer detailed questions about the relationship between expenditures and outcomes.

School Expenditure Data	Staff/Teacher Descriptive Data	Student Descriptive and Outcome
School ID	School ID (Location Code)	School ID
Employee ID	Employee ID/Certification No.	Teacher/Employee ID
Expenditures for teacher/staff salaries and benefits (94%)	Birth date, gender, race/ethnicity	Student ID
School ID	Program assignment	School Year
Object Code	Job duty code	Grade level
Activity Code	Years of experience	Demographic information (e.g., race/ethnicity, gender, disability status)
Expenditures for teacher/staff salaries and benefits (6%)	Highest degree obtained	Program participation (e.g., Title I, free/reduced lunch)
Non-salary expenditures directly related to teaching and its support at a single school	Institutions attended	Transcripts: courses completed and grades (planned)
Allocated expenditures for all other costs	Years degrees granted	Graduation/dropout data:
	Academic credits beyond highest degree	Expected graduation year
	In-service credits	Actual graduation year
	Grade span taught	Test scores
	Types of certification and years earned	WASL scores (grades 3-8 and 10)
	Certifications and endorsements	Kindergarten readiness (planned)
	Teacher subject knowledge test scores	K-3 outcomes (planned)
	Teacher schedules including courses or grades and subject areas taught	College readiness
	Academic majors, degrees, and routes to certification	Ability to match to baccalaureate records
	Professional growth plan and record of professional development training completed	Course minutes
	Additional pay for certificated staff	Core courses completed
		School/Community Descriptive
		School ID
		School Size
		Percentage of students by program
		Student health and risk factors
		Income/education (Census data)
		Nine characteristics of effective schools
		Percentage of students bused
		Volunteer hours
		Student access to computers and Internet
		Condition and use of school facilities

Yellow shaded = Missing data not available for every school

## Study Timeline/Contact Information

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Proposed Final Report in February 2007

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Bowden.John@leg.wa.gov

# STATE BOARD OF EDUCATION

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

**DATE:**             JANUARY 25–26, 2007

**SUBJECT:**           **NO CHILD LEFT BEHIND REAUTHORIZATION**

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

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

## **BACKGROUND:**

The new Congress may take up the reauthorization of the No Child Left Behind Act (NCLB) (formerly the Elementary and Secondary Education Act) that was passed in 2001. Since the State Board is responsible for developing the statewide accountability system, you will want to review the current provisions of NCLB and may want to provide recommendations to our Congressional Delegation on policy issues you think they should address.

I am providing you with a very short background on NCLB. I am also providing you with a piece that Shirley McCune from OSPI has drafted on changes needed for NCLB. The Washington Education Association and members of the Legislature are preparing a memorial on NCLB to send to Congress and will ask the State Board for support. Our Chair, Mary Jean Ryan, is also interested in the Board sending a letter to our Congressional delegation.

## MEMORANDUM

**DATE:** January 9, 2007  
**TO:** Board Members  
**FROM:** Edie Harding  
**RE:** No Child Left Behind (NCLB) Act Reauthorization

### Background on NCLB

The NCLB was passed in Congress five years ago with bipartisan support. The purpose of the law was to make sure that “all children have a fair, equal, and significant opportunity to obtain a high quality education and reach proficiency on challenging state academic achievement standards and assessments.”

- Establish clear and consistent standards of learning for all students.
- Measure progress of students to reach those standards and provide information to the public.
- Ensure that students had highly qualified teachers in every classroom.
- Provide teachers with training and hold schools accountable for raising student achievement.

### The key provisions of the law are as follows:

- **Standards:** States must adopt and define standards in reading and math.
- **Testing:** States must test their students each year in grades 3–8 and once in high school (Washington uses the 10<sup>th</sup> grade Washington Assessment of Student Learning (WASL)) beginning in 2005–06. States’ tests (or assessments) must be aligned to their standards.
- **Public Reporting/Data:** States must report student data for individual groups of students by race, poverty level, disability, English language learners and show how each group is making progress in meeting the standards. States must also report on the qualifications of teachers by school.
- **Adequate Yearly Progress<sup>1</sup>:** States must use a formula to show how they will determine the progress of each category of students with the goal of having all categories of students “proficient” at state standards in reading and math by 2014. There is a “state uniform bar” for the 9 groups in Washington: five racial and ethnic groups; students with disabilities; students with limited English; students from low income families. Washington must also increase its graduation

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<sup>1</sup> For more details on Washington’s AYP you may want to refer to your OSPI briefing materials from the September 2006 meeting.

rate from a baseline of 66 percent to 85 percent by 2014 in high schools and reduced unexcused absences grades 1–8.

Page 2

No Child Left Behind Law Reauthorization

- **School Improvement:** Schools that do not meet adequate yearly progress for two years in a row with one or more groups of students, will need to develop a school improvement plan. If schools have not made progress for two years, parents may choose to send their students to higher performing schools or obtain outside tutoring for free (paid from federal money).
- **Highly-Qualified Teachers:** States must define highly qualified teachers and ensure that low income and students of color are not taught disproportionately by unqualified teachers

### Changes Needed Under Reauthorization:

Some of the major concerns that states and education groups have are outlined in the attached paper from Shirley McCune at OSPI. A quick summary of those issues is:

- **Change the State Average Bar for progress.** The goal of reform is to institute processes to support continuous improvement of school programs. Currently the one-size fits all required use of the state average on assessments as the primary measure of accountability is unfair and decreases the motivations of both schools achieving at low levels and those schools already scoring above the state average.
- **Provide separate accountability systems for English language learners (ELL) and special education students.** Currently, ELL and special education students are assessed and included as groups held to the same levels of performance as other students. An analysis of schools identified as “in improvement” indicates that a majority of these schools are in this status as a result of the performance of ELL or special education students.
- **Provide meaningful choice for parents and support for school program interventions without weakening programs for students who are succeeding.** The choice provision should be limited to those students who have not succeeded to gain proficiency. This would eliminate problems of the overcrowding of successful schools which, in the long run decreases their chances of success if large numbers transfer, to their school. Requests for supplemental services should be limited to students who are unsuccessful in meeting proficiency requirements.
- **Obtain more Highly-Qualified Teachers.** Form federal-state partnerships with states to find effective ways of providing and retaining highly qualified teachers for all students.

# STATE BOARD OF EDUCATION

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

**DATE:**             JANUARY 25–26, 2007

**SUBJECT:**           **SYSTEM PERFORMANCE ACCOUNTABILITY**

**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 briefing memo is provided for you on the status of our current state accountability system as well as the federal requirements under No Child Left Behind, several frameworks for reviewing accountability and system performance and the some policy questions for Board members and the Subcommittee to consider for the work ahead.

The Subcommittee will meet on January 17<sup>th</sup> to prioritize its work for the upcoming year. The information will then be shared with the Board on January 26<sup>th</sup>.

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## MEMORANDUM

**DATE:** January 11, 2007  
**TO:** State Board of Education Members  
**FROM:** Edie Harding  
**RE:** Educational Accountability – System Performance

The purpose of this memorandum is to provide you with a background briefing on the status of our current state accountability system as well as the federal requirements under No Child Left Behind (NCLB). There are several frameworks for reviewing accountability and system performance and some policy questions for Board members to consider for the work ahead.

### I. Brief History

The Commission on Student Learning (CSL) was originally charged in 1993 with developing an accountability system proposal for the Legislature. It formed a task force, which developed some general ideas, but stopped short of developing concrete policy proposals for such a system. In 1999 the Legislature created the Academic Achievement and Accountability Commission (A+) to take over the development of a statewide accountability system from the CSL. The A+ Commission proposed legislation over several years (2000–2004), but the Legislature did not enact any of the recommendations except a provision of funds for a voluntary focused assistance program for struggling schools. Reasons for the lack of legislative action include enactment of the new federal law – NCLB in 2001; strong reservations by legislators about adopting top down approaches for state interventions<sup>1</sup>; and no strong commitment on the part of A+ Commission members to continue to work toward a state accountability system.

The A+ Commission did, however, create annual performance goals in reading and mathematics in grades four, seven and ten (WAC 180-105-020) requiring school districts to show continuous improvement beginning in 2003. And, it also established two other performance goals: 1) “on time” high school graduation goals to increase the rate of on-time graduation from a base year in 2005 of 66 percent to 85 percent in 2014 and 2) unexcused absences in middle and elementary school. (These are accountability measures under NCLB as well.)

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<sup>1</sup> RWC 28A.655.005 “The legislature further finds that the accountability system should rely on local responsibility and leadership. Districts should be expected to improve and be evaluated based on their improvement over time.”

## II. Current Status

### A. State Laws

While there are a variety of different kinds of accountability systems built into the K–12 system such as political, financial and staff qualifications; the main focus for the State Board of Education is building a statewide accountability system to improve student achievement. Currently, the accountability for student achievement rests on our students and their performance on the Washington Assessment of Student Learning (WASL) in grades 3–8 and 10 in mathematics and reading. When our students do not pass the 10<sup>th</sup> grade WASL, the results are significant: no high school diploma or Certificate of Academic Achievement. The schools and districts, on the other hand, do not suffer significant consequences.

Beyond publicly reporting WASL results by different populations of students as required by federal and state law, **there are no provisions in state law or administrative rule for mandatory state interventions in schools or school districts based on student achievement.** However, there are ways to assist schools and districts that request help. The state focused assistance program was created in 2003, but it remains a voluntary grant program. **Hence if schools or districts choose not to obtain help in spite of continuing poor student performance, they are not required to do so.** OSPI receives \$3 million a year for the focused assistance program<sup>2</sup> for schools and districts that volunteer for assistance. It serves an average cohort of 25 schools for three years. Currently they are serving 28 districts and 79 schools.

The State Board of Education requires the school districts' board of directors to approve a school improvement plan for each of their schools annually. The plans should be data driven, promote a positive impact on student learning, and provide a process to monitor improvement (WAC 180-16-220 (2) (a)). While the **districts** must indicate the approval of their plans to the State Board of Education to receive their state basic education funding, they **are not required to share their school improvement plans with the Board or OSPI.** Local schools are required to do annual performance reports to the public, which among other things requires a summary of student scores on all mandated tests, student attendance, dropout and graduation rates, and a brief description of their student learning plans (RCW 28A.665.110).

There are limited state programs to reward schools based on student performance, including the Apple Award (RCW 28A.655.185) to reward ten public elementary schools a year based on the highest average percent increase in WASL test scores. A state capital projects award of \$25,000 is made to each of the ten schools whose

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<sup>2</sup> There are other state funded programs to help schools and students in need – Promoting Academic Success, the Mathematics Helping Corps, Reading First, the Learning Assistance Program, the Bilingual Program, etc.

WASL performance significantly increased. In addition, schools whose students show annual improvement in reading, writing and mathematics in 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grade on the WASL receive a plaque from OSPI recognizing their accomplishments.

Washington also requires each school district to report annually on the number of dropouts by student population in grades 7–12 for ethnicity, gender, socioeconomic status, disability status, and provide the reasons for students dropping out of school (RCW 28A.175.010). The State (and NCLB) also requires school districts to report district-wide graduation rates beginning in 2006 based on nine categories of students.

The minimum graduation goals for each group start at 66 percent and must increase 2 percent each year from 2006–2009 and then increase 4 percent per year from 2010–2013. By 2014, the graduation goal is 85 percent (WAC 180-105-060). **Currently there are no consequences under state law for school districts that do not meet these on-time graduation requirements.** However, under federal law, the on-time graduation rates may determine if a high school makes Adequate Yearly Progress.

Another state agency, the Workforce Training and Education Coordinating Board (WTB), also has some requirements for student achievement. The WTB serves as the state board for the federal Carl D. Perkins Career and Technical Education Act (Perkins). Perkins requires the WTB to maintain a performance accountability system for secondary and postsecondary career and technical education (CTE). This accountability system applies to all CTE students, not just those funded by Perkins.

## **B. Federal Laws**

NCLB requires that each state publish a formula called Adequate Yearly Progress (AYP). This formula is used to determine how much progress each school makes annually in the student categories of race, ethnicity, disability, English language learners, and poverty. The schools and districts affected by the NCLB are those receiving Title I funds.

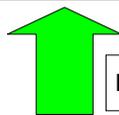
The goal is to have all students proficient in grades 3–8 and 10 as defined by state standards and assessments in reading and mathematics by 2014. Each state must raise a uniform bar for all categories of student in gradual increments from 2005–2014. If schools and districts do not meet proficiency in one or more categories of students listed above, those receiving Title I funds must meet the following consequences in the two charts on the following page:

### AYP TIMELINE FOR SCHOOLS

(Consequences apply only to schools receiving Title I funds)

#### District Responsibility

 WASL Results <b>1</b>	 WASL Results <b>2</b>	School Improvement Plan	Continue: Public School Choice	Continue: Public School Choice Supplemental	Continue: Public School Choice Supplemental Services	Implement Plan For Alternative Governance
		Public School Choice	Supplemental Services	Corrective Action	Plan for Alternative Governance	
		 Step <b>1</b>	 Step <b>2</b>	 Step <b>3</b>	 Step <b>4</b>	 Step <b>5</b>



Identified for School Improvement

### AYP TIMELINE FOR DISTRICTS

(Consequences apply only to districts receiving Title I funds)

#### State Responsibility

 WASL Results <b>1</b>	 WASL Results <b>2</b>	District Improvement Plan	District Improvement Plan
		State Offers Technical Assistance and <b>MAY</b> take Corrective Action	State <b>MUST</b> Take Corrective Action
		 Step <b>1</b>	 Step <b>2</b>



Identified for District Improvement

Source: OSPI Presentation to State Board of Education September 14, 2006

Washington does not currently have the authority to take over schools or districts that do not meet AYP. Currently, OSPI is working with schools and districts to assist them with their school improvement plans if the district is willing, but no other corrective action has been taken. For 2006 Washington has 17 districts in step 1 (indicating the district has not made AYP for two years in a row). Washington has 11 districts in step 2 (indicating the district has not made AYP for three years in a row).

**OSPI will provide information on the number of schools and districts that are not succeeding and not getting help.**

Additional elements for AYP include on-time graduation for high schools (discussed above) and unexcused absence rates in middle and elementary schools. AYP is a less visible process to the public about how well students perform. Schools and districts that do not “make” AYP have a number of consequences based on the number of years they have not made AYP. (See the charts on page 4.)

NCLB also requires “each State shall implement a system of corrective action”. Currently the only corrective action Washington state law permits is the withholding of federal funds. **Currently the State Superintendent, under Washington State law, has no authority to intervene with schools whose students have low performance nor is the State Superintendent required to participate in any school district improvement efforts.** The Legislature would need to approve any intervention authority (RCW 28A.305.130(9)(e)).

Although NCLB encourages states to provide a system of rewards, assistance and state intervention, NCLB does not by itself authorize the creation or operation of such systems. NCLB encourages – but cannot require – states to treat non-Title I and Title I schools the same. The sanctions included in NCLB do not apply to schools or school districts that do not receive Title I funds. While the number of districts in Washington not receiving such funds is quite small, a majority of schools statewide get no Title I funds, thus falling outside of the Title I program and outside its accountability provisions.

The appendices attached provide more detailed charts on Washington State and federal accountability provisions.

There are several federal incentive programs to recognize schools, including a Blue Ribbon Schools award and a Title I Distinguished School Award Program. The U.S. Department of Education recognizes Blue Ribbon Schools based on either of the following two assessment criteria: 1) schools must have at least 40 percent of their students from disadvantaged backgrounds dramatically improve student performance in accordance with state assessment systems; or 2) schools score in the top 10 percent on state assessments.

The Title I Distinguished Schools Award is based on the following criteria: Title I schools that: 1) have successfully met AYP standards in mathematics or reading for the past three school years; or 2) have shown significant progress in closing the achievement gap between student groups in reading or mathematics for the last three school years.

### **C. Frameworks to View Accountability and System Performance**

Several frameworks to examine accountability and system performance are proposed here. Consultants Scott Palmer and Jon Furr, from Holland and Knight, presented to the Board in October. They recommended a framework to create a statewide accountability system that would encompass the following: 1) establish clear, appropriate goals for educational outcomes (i.e. what should students know); 2) create measures aligned with these goals (i.e. growth models, integration with AYP and state criteria, use of multiple measures, assessment systems, and teacher performance); and 3) provide assistance and interventions to achieve these goals (i.e. differentiated supports and interventions).

The Consortium for Policy Research in Education (CPRE)<sup>3</sup> discusses new accountability systems that focus on school-level performance and consequences for that performance rather than district compliance with state regulations. To ensure that policy makers develop valid, fair and effective systems for accountability, the following should be taken into account: 1) technical information about assessment and accountability must be shared to know how the assessments align with the standards and what additional measures could be used; 2) system performance data is critical for schools (i.e., classroom-level curriculum and instruction, what are students being taught in schools so they have the opportunity to learn); 3) capacity building investment to help struggling schools; and 4) political stamina at the state level to support accountability policies adopted. Additional conversations with Dr. Richard Elmore from CPRE and Harvard, suggest the need to make big investments in building school capacity and ensure teachers have the ability to do the work in instruction and diagnostic assessments.

Dr. Andy Calkins from Mass Insight (a non profit organization in Boston) has worked with colleagues to review all research on what underperforming schools need to do to improve. His main interest is in focusing on interventions to help schools dramatically beat the odds based on their student demographics. He maintains that to turn a chronically underperforming school around, dramatic change is needed. The state must provide new approaches to allow the leadership at local schools that are not performing well to make significant changes including the ability to hire and remove teachers and staff to ensure students get the best teachers and staff to help them learn. He says state takeovers do not work; states must find ways to enable local schools and districts to make the changes themselves. Dr. Calkins is working with a number of schools in Massachusetts and some large urban school districts (including Philadelphia, Chicago and Miami Dade) to implement his recommendations, but widespread implementation has not yet occurred.

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<sup>3</sup> A CPRE article by Susan Furhman was provided to the subcommittee.

### **III. Next Steps**

What is the role of the State Board in addressing a statewide accountability performance system?

The Legislature has set out the following components for the Board to consider:

- Performance improvement goals
- Criteria for successful schools and districts
- Criteria for schools and districts where intervention is needed
- Possible state interventions
- Performance incentives
- Review of assessment reporting system – focus on special circumstances and unique populations

Board members have also raised additional issues including – level of responsibility, models to provide and build capacity, data systems to track educational outcomes, issues on the opportunity to learn (teacher quality, types of classes, extended learning time), public school accreditation, and performance pay.

### **IV. Policy questions the Subcommittee and Board may wish to consider:**

#### **A. What are clear appropriate goals for education outcomes?**

- What results do we want, in what areas and for whom? (Proficiency for all or fundamentals for all?)
  - Who is responsible?
  - What is the gap between the responsibility and the desired outcomes?
- Where are the gaps between what we want and the results we are getting – student achievement, graduation rates/dropout reduction?
  - What are the means for tracking the results? How effective are they at revealing the true picture of what is happening?
  - What is the system for setting expectations for results and the accompanying tracking mechanisms?
  - How do we know underperforming schools/districts are ‘on track’ to turn around and meet goals?
  - What additional indicators of school effectiveness do we need beyond AYP?
  - How do we identify the management and information systems needed to improve the flow of information and use of performance data to school districts as well as individual schools?
  - What kind of reporting do we want for English language learners, special education students, alternative programs and “late” high school graduates?

**B. What measures are aligned with those goals?**

- Are the standards, assessments, opportunity to learn and access to teaching talent fairly and equitably distributed?
  - How can we measure student progress over time as well as snap shot results? What is the value in doing so?
- Are the standards and assessments the best they can be? How can the independent review be utilized in this process?

**C. What system of assistance and interventions is needed to achieve those goals?**

- What should the priorities be for changing the system?
- What is the evidence our current interventions are producing results?
  - What are the levers for triggering additional supports or greater intervention? Whose responsibility?
  - At what point should the state say a school or district is NOT 'on track' to succeed and intervene? Whose responsibility?
  - What is our responsibility to the schools that are not receiving Title I funds under NCLB and are not volunteering to get assistance, and students are not achieving?
  - How do we support schools and districts to make significant changes?
  - How do we address schools that 'missed AYP by an inch, not a mile'?
- How can we build capacity in the system to improve?
  - Sanctions and incentives are known to not produce particularly impressive results – it is motivation + wherewithal = results; what will it take?
  - Who should provide capacity building and how do we assess their effectiveness?
- How can we hold the system (and the adults in it) accountable for performance to balance the individual student accountability we already have?

**D. What kind of an infrastructure system do we want?**

- How can we develop an inquiry model that has the right mechanisms for review, mid-course correction and continual improvement over time?

**E. Other Issues**

- Do we want to consider the accreditation process for public schools or use of education performance audits as an accountability tool?
- Do we want to examine the issues of extended learning time as a way to address some of our accountability issues?

## Status of Washington State Accountability Provisions

Revised Code of Washington (law) 28A.305.130, Section 4  
Washington Administrative Code (rules) 180-105

	<b>SBE Actions</b> (formerly A+ Commission or Commission on Student Learning)	<b>Comments</b>
<b>Adopt Performance Improvement Goals</b>		Goals must be presented to the legislative education committees before the SBE adopts
Reading	Adopted for Grades 4,7, and 10	
Mathematics	Adopted for Grades 4,7, and 10	
Writing		
Science (Class of 2010)		
Career and Tech Ed		
High School Graduation Rates	Adopted for Grades 7-12	
Student Attendance (to improve student learning)		
Drop out rates for grades 7-12		
<b>Set WASL cut scores to meet standards and performance below and above standard</b>		
Reading	Adopted Grades 4,7,10	Done 2003, adjustments 2004
	Adopted Grades 3,5,6,8	Done Summer 2006
Mathematics	Adopted Grades 4,7,10	Done 2003, adjustments 2004
	Adopted Grades 3,5,6,8	Done Summer 2006
Writing	Adopted Grades 4,7,10	Done 2003, adjustments 2004
Science (Class of 2010)	Adopted Grades 5,8, 10	Done 2004

	<b>SBE Actions</b> (formerly A+ Commission or Commission on Student Learning)	<b>Comments</b>
<b>Adopt objective systematic criteria to identify successful schools and school districts to SPI</b>		
<b>Adopt objective systematic criteria to identify schools and districts in need of assistance (defined by norm and criterion tests)</b>		OSPI does this using the No Child Left Behind (NCLB) Annual Yearly Progress measurements
<b>Identify schools and districts where intervention is needed and range of interventions to recommend to Leg</b>		OSPI requests a budget for focused assistance to help schools that are not making annual yearly progress as defined under No Child Left Behind
<b>Possible State Interventions (as Defined by the No Child Left Behind Law)</b>		Intervention strategies must be approved by the Legislature
Defer program or reduce administrative funding		While the state can use this intervention, it penalizes schools that need resources to improve
Institute new curriculum based on state and local standards		No current state authority available
Provide professional development		No current state authority available
Replace school personnel who are relevant to failure to make AYP		No current state authority available
Takeover specific schools for governance		No current state authority available
Takeover district for governance		No current state authority available

	<b>SBE Actions</b> (formerly A+ Commission or Commission on Student Learning)	<b>Comments</b>
Abolish district		No current state authority available
Authorize students to transfer from one district to another to high performing school		Current state law provides that students may transfer to another district if that district is willing to accept them ( transportation is not provided)
<b>Identify performance incentive systems to improve student achievement</b>		OSPI awards plaques to school districts based on school performance
<b>Annually review the assessment reporting system, especially for schools with special circumstances and unique populations</b>		

**Accountability: State & Federal Statutory Provisions**

R	=	Required
O	=	Optional
AYP	=	Annual Yearly Progress

	<b>SBE Accountability</b>	<b>No Child Left Behind (NCLB) Title I Schools</b>
<b>Adopt and Revise Performance Goals</b>		
Reading	R – 4,7, & 10 grades	R – all elementary and secondary; plus AYP in grades 3–8
Mathematics	R – 4,7,&10 grades	R – all elementary and secondary; plus AYP in grades 3–8
Writing	R – 4,7,10 grades	
Science (Class of 2010)	R – 5,8,10 grades	R – all elementary and secondary
Career and Tech Ed	R – secondary grades	
<b>Student Attendance (to improve student learning)</b>	R	R – Unexcused absence rates for K–8
<b>High School Grad Rates (grades 7–12 for school and district)</b>	O	R – on time high school graduation rates
<b>Drop Out Rates (grades 7–12 for school and district)</b>	O	
<b>Set scores on Assessments</b>		
to meet standard on WASL and CAA	R	R – proficient
Below and beyond standard	R	R – basic and advanced

	<b>SBE Accountability</b>	<b>No Child Left Behind (NCLB) Title I Schools</b>
<b>Adopt objective systematic criteria to identify successful schools and school districts to SPI</b>		
Increase in percent of students meeting standards	R	R – rewards to schools/teachers that exceed their AYP
Positive progress on improvement index for all levels	R	
Improvements despite challenges (mobility, poverty, ELL, special pop.)	R	R – rewards to schools/teachers that close the achievement gap
<b>Adopt objective systematic criteria to identify schools and districts in need of assistance (defined by norm and criterion tests)</b>	R	
<b>Identify schools and districts where intervention is needed and range of interventions to recommend to Leg</b>	R	R – State provides technical assistance to: schools/districts in corrective action, schools/districts in need of improvement
<b>State Corrective Action</b>		R/O – after 2nd year of identified as school in need of improvement (insufficient progress on AYP)
Defer program or reduce admin funding		R/O – 2 <sup>nd</sup> year no AYP
Institute new curriculum based on state and local standards		R/O – 2 <sup>nd</sup> year no AYP

	<b>SBE Accountability</b>	<b>No Child Left Behind (NCLB) Title I Schools</b>
Replace school personnel who are relevant to failure to make AYP		R/O – 2 <sup>nd</sup> year no AYP
Takeover specific schools for governance		R/O – 2 <sup>nd</sup> year no AYP
Takeover district for governance		R/O – 2 <sup>nd</sup> year no AYP
Abolish district		R/O – 2 <sup>nd</sup> year no AYP
Authorize students to transfer from one district to another to high performing school.		R/O – 2 <sup>nd</sup> year no AYP
<b>Identify performance incentive systems to improve student achievement</b>	R	R – Teacher bonuses
<b>Annually review the assessment reporting system, especially for schools with special circumstances and unique populations</b>	R	
<b>Accredit private schools</b>	R	
<b>Articulate with higher ed., work force, early learning</b>	R	
		<b>NCLB Title III</b>
Develop annual measurable achievement objectives for ELL students		R

	<b>SBE Accountability</b>	<b>No Child Left Behind (NCLB) Title I Schools</b>
Require district/school to modify curriculum, program, method of instruction		R – if no AYP for 4 years based on objectives created for ELL students
Determine whether district/school should continue to get funds		R – if no AYP for 4 years based on objectives created for ELL students
Require entity to replace educational personnel related to failure		R – if no AYP for 4 years based on objectives created for ELL students

**RCW 28A.305.130(4) State Board of Education Powers and Duties—Purpose for Accountability**

(4) For purposes of statewide accountability:

(a) **Adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level**, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the board deems appropriate to improve student learning. The goals shall be consistent with student privacy protection provisions of RCW [28A.655.090\(7\)](#) and shall not conflict with requirements contained in Title I of the federal elementary and secondary education act of 1965, or the requirements of the Carl D. Perkins vocational education act of 1998, each as amended. The goals may be established for all students, economically disadvantaged students, limited English proficient students, students with disabilities, and students from disproportionately academically underachieving racial and ethnic backgrounds. The board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve. The board shall adopt the goals by rule. However, before each goal is implemented, the board shall present the goal to the education committees of the house of representatives and the senate for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature;

(b) **Identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning** and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose. The initial performance standards and any changes recommended by the board in the performance standards for the tenth grade assessment shall be presented to the education committees of the house of representatives and the senate by November 30th of the school year in which the changes will take place to permit the legislature to take statutory action before the changes are implemented if such action is deemed warranted by the legislature. The legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards;

(c) **Adopt objective, systematic criteria to identify successful schools and school districts and recommend to the superintendent of public instruction schools and districts to be recognized for two types of accomplishments, student achievement and improvements in student achievement.** Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:

(i) **An increase in the percent of students meeting standards.** The level of achievement required for recognition may be based on the achievement goals established by the legislature and by the board under (a) of this subsection;

(ii) **Positive progress on an improvement index that measures improvement in all levels of the assessment;** and

(iii) **Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations** as measured by either the percent of students meeting the standard, or the improvement index. When determining the baseline year or years for recognizing individual schools, the board may use the assessment results from the initial years the assessments were administered, if doing so with individual schools would be appropriate;

(d) **Adopt objective, systematic criteria to identify schools and school districts in need of assistance and those in which significant numbers of students persistently fail to meet state standards.** In its deliberations, the board shall consider the use of all statewide mandated criterion-referenced and norm-referenced standardized tests;

(e) **Identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies after the legislature has authorized a set of intervention strategies.** After the legislature has authorized a set of intervention strategies, at the request of the board, the superintendent shall intervene in the school or school district and take corrective actions. This chapter does not provide additional authority for the board or the superintendent of public instruction to intervene in a school or school district;

(f) **Identify performance incentive systems that have improved or have the potential to improve student achievement;**

(g) **Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity,** especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction of any improvements needed to the system; and

(h) **Include in the biennial report required under RCW [28A.305.035](#), information on the progress that has been made in achieving goals adopted by the board.**

# STATE BOARD OF EDUCATION

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

**DATE:** JANUARY 26, 2007

**SUBJECT:** **SCHOOL IMPROVEMENT AND ACCOUNTABILITY  
OPPORTUNITY GAPS  
COLLEGE READINESS DEFINED**

**SERVICE UNIT:** School and District Improvement and Accountability  
Janell Newman, Ph.D.

**PRESENTERS:** Janell Newman, Ph.D., Duane Baker, Ed.D., Greg Lobdell

## **BACKGROUND:**

Based on conversations with Systems Performance chair Dr. Kristina Mayer and State Board Executive Director Edie Harding, this presentation will focus on the scope of school improvement assistance currently provided by OSPI and will examine the profiles of schools and students that have not participated in the School and District Improvement and Accountability (SIA) (DIA) Program. The discussion will address opportunity and achievement gaps and equity for all students. Based on the current work in SIA and DIA, the information provided may inform conversations of the State Board over the next several months regarding the development of a new state accountability system that will result in improved student achievement. Specifically, the presentation will provide the following:

1. An examination of the students and schools that have been served by the School Improvement Assistance Program and students and schools that have not met state/federal standards nor been served by the School Improvement Assistance Program; policy questions related to a range of voluntary or required appropriate interventions.

### Policy Questions and Considerations

- Currently, improvement plans are approved by local school boards without any provision requiring them to be seen by the State, no common template or unified system for approving them. Should the State Board strengthen its requirement on the development of School Improvement Plans by requiring a common template and a criterion-based system for external review or collaborative scoring to provide statewide data on schools' focus, to guide appropriate statewide technical assistance and professional development?

- Currently, districts are not required to demonstrate support matched to a plan of improvement or to report assistance efforts to the state. This group of schools includes those not being served by the School Improvement group at OSPI. Should the State Board require that School districts report the specific support and technical assistance they provide to schools that have not met state/federal standards on their annual Basic Education Report?
  - Currently, participation is voluntary. There are many districts that have not met their goals and have not volunteered. Should participation in the Washington State School Improvement Assistance Program or an approved alternative intervention be required when schools continue to fail to meet state/federal standards?
  - Currently, only Title I schools are required to receive assistance under NCLB – our state accountability system requires goal setting for reading and math but does not require low performers to receive assistance. Should all schools regardless of Title I designation be held to the same levels of accountability as required by NCLB?
2. College and workplace readiness in the 21<sup>st</sup> century based on college awareness, college eligibility and college preparation; Washington transcript analysis and findings on course of study, college and workplace readiness for students of color and poverty; policy questions related to graduation requirements and equitable access.

#### Policy Questions and Considerations

- One third of the districts in the state already require more math than the graduation requirement. Should the State Board adopt more rigorous graduation requirements that would give all students the knowledge and skills they need to succeed in college and in the 21<sup>st</sup> century workplace?
  - Currently, like-named courses differ in their rigor and substance. Should common statewide transcripts, course descriptions and course numbers be established to ensure equitable, consistent and comparable access to rigor for all children?
3. Examination of distribution of teachers based on experience, qualifications and out-of-field status and the resulting impact on the academic performance of students of color and poverty; examination of equity in funding by students in schools of poverty and high minority population, and policy questions related to equity for all students.

#### Policy Questions and Considerations

- Survey data from the University of Washington shows that new teachers are often given assignments in hard-to-staff schools. Should the State Board require the collection and monitoring of distribution patterns of teachers to ensure that poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers?
- Should the State Board recommend incentives to encourage highly qualified teachers and principals to serve in schools with the greatest needs?
- Should the State Board require districts to submit evidence of equitable distribution of all financial resources (including human resources) by school?

# STATE BOARD OF EDUCATION

**HEARING TYPE:**   X   INFORMATION/ACTION

**DATE:** JANUARY 25–26, 2007

**SUBJECT:** **SCHOOL DISTRICTS RECOMMENDED FOR CERTIFICATION AS IN COMPLIANCE WITH THE BASIC EDUCATION ALLOCATION ENTITLEMENT REQUIREMENTS FOR SCHOOL YEAR 2006-07**

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

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

**RECOMMENDATION:**

It is recommended that the State Board of Education (SBE) certify the 296 school districts in Washington as in compliance with the Basic Education Entitlement Requirements, for the 2006–07 school year, pursuant to WAC 180-16-195.

Attached: 296 school districts listed by county by Educational Service District  
(4 pages)

Aberdeen	Conway	Great Northern
Adna	Cosmopolis	Green Mountain
Almira	Coulee-Hartline	Griffin
Anacortes	Coupeville	Harrington
Arlington	Crescent	Highland
Asotin-Anatone	Creston	Highline
Auburn	Curlew	Hockinson
Bainbridge Island	Cusick	Hood Canal
Battle Ground	Damman	Hoquiam
Bellevue	Darrington	Inchelium
Bellingham	Davenport	Index
Benge	Dayton	Issaquah
Bethel	Deer Park	Kahlotus
Bickleton	Dieringer	Kalama
Blaine	Dixie	Keller
Boistfort	East Valley (Spokane)	Kelso
Bremerton	East Valley (Yakima)	Kennewick
Brewster	Eastmont	Kent
Bridgeport	Easton	Kettle Falls
Brinnon	Eatonville	Kiona-Benton City
Burlington-Edison	Edmonds	Kittitas
Camas	Ellensburg	Klickitat
Cape Flattery	Elma	LaCenter
Carbonado	Endicott	LaConner
Cascade	Entiat	LaCrosse
Cashmere	Enumclaw	Lake Chelan
Castle Rock	Ephrata	Lake Quinalt
Centerville	Evaline	Lake Stevens
Central Kitsap	Everett	Lake Washington
Central Valley	Evergreen (Clark)	Lakewood
Centralia	Evergreen (Stevens)	Lamont
Chehalis	Federal Way	Liberty
Cheney	Ferndale	Lind
Chewelah	Fife	Longview
Chimacum	Finley	Loon Lake
Clarkston	Franklin Pierce	Lopez
Cle Elum-Roslyn	Freeman	Lyle
Clover Park	Garfield	Lynden
Colfax	Glenwood	Mabton
College Place	Goldendale	Mansfield
Colton	Grand Coulee Dam	Manson
Columbia (Stevens)	Grandview	Mary M Knight
Columbia (Walla Walla)	Granger	Mary Walker
Colville	Granite Falls	Marysville
Concrete	Grapeview	McCleary

Mead	Oroville	Skamania
Medical Lake	Orting	Skykomish
Mercer Island	Othello	Snohomish
Meridian	Palisades	Snoqualmie Valley
Methow Valley	Palouse	Soap Lake
Mill A	Pasco	South Bend
Monroe	Pateros	South Kitsap
Montesano	Paterson	South Whidbey
Morton	Pe Ell	Southside
Moses Lake	Peninsula	Spokane
Mossyrock	Pioneer	Sprague
Mount Adams	Pomeroy	St. John
Mount Baker	Port Angeles	Stanwood-Camano
Mount Pleasant	Port Townsend	Star
Mount Vernon	Prescott	Starbuck
Mukilteo	Prosser	Stehekin
Naches Valley	Pullman	Steilacoom Historical
Napavine	Puyallup	Steptoe
Naselle-Grays River Val	Queets-Clearwater	Stevenson-Carson
Nespelem	Quilcene	Sultan
Newport	Quillayute Valley	Summit Valley
Nine Mile Falls	Quincy	Sumner
Nooksack	Rainier	Sunnyside
North Beach	Raymond	Tacoma
North Franklin	Reardan-Edwall	Taholah
North Kitsap	Renton	Tahoma
North Mason	Republic	Tekoa
North River	Richland	Tenino
North Thurston	Ridgefield	Thorp
Northport	Ritzville	Toledo
Northshore	Riverside	Tonasket
Oak Harbor	Riverview	Toppenish
Oakesdale	Rochester	Touchet
Oakville	Roosevelt	Toutle Lake
Ocean Beach	Rosalia	Trout Lake
Ocosta	Royal	Tukwila
Odessa	San Juan Island	Tumwater
Okanogan	Satsop	Union Gap
Olympia	Seattle	University Place
Omak	Sedro-Woolley	Vader
Onalaska	Selah	Valley
Onion Creek	Selkirk	Vancouver
Orcas Island	Sequim	Vashon Island
Orchard Prairie	Shaw Island	Wahkiakum
Orient	Shelton	Wahluke
Orondo	Shoreline	Waitsburg

Walla Walla  
Wapato  
Warden  
Washougal  
Washtucna  
Waterville  
Wellpinit  
Wenatchee

West Valley (Spokane)  
West Valley (Yakima)  
White Pass  
White River  
White Salmon Valley  
Wilbur  
Willapa Valley  
Wilson Creek

Winlock  
Wishkah Valley  
Wishram  
Woodland  
Yakima  
Yelm  
Zillah