



WASHINGTON STATE BOARD OF EDUCATION

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

August 31, 2007

Dear Board Members:

I want to thank you all for attending the retreat. I really appreciate the huge time investment you continue to make for our Board's work. It was great to have some dialogue about the challenging work we have done and to think about the bigger challenges we have ahead. Some of the key pieces include: 1) more time to develop our big issues in detail and do a full vetting with our public (although we have some project deadlines we must meet this year, and 2) a different way to organize ourselves to work out the details of our projects with Board leads and staff project managers.

Dee worked with us on two helpful frameworks—charters and meeting discussions. I have attached the retreat notes to serve as a reminder to you of these and other topics we discussed.

I look forward to listening to you do a little downloading and a lot of dialoguing at our September Board meeting in Wenatchee. I want to thank Loy and Ashley for all the behind the scenes organizing for our retreat.

And now a quick update on your Board meeting (I am bit by the vacation bug)!

Tuesday September 18

Charter on Science and End of Course

Kathe and I have been working on charters. We have two of them -- science and end-of-course assessments to discuss. As you know, we are advertising a request for proposals to do the science standards this month and plan to begin work in October. I informed you of my decision to hire Education First Consulting for the End-of-Course study earlier this week. I expect a great work product from them. We need to stress with them the importance of an objective review. I will be very involved with the project management due to the political nature of the work.

System Performance Accountability

Evelyn and I have reworked the paper and have taken a lot of the details out for now. It seemed that folks were getting too focused on those details, which still need a lot of work. Many details will change! We hope you will dialogue on the big concepts being proposed to give us direction for how we proceed. Please read the full paper including the appendices carefully so that you can understand the laws for our work, as well as the problems we have identified. Our plan will be to develop proposals for the 2009 legislative session.

Mathematics

We have made the rounds with newspapers about our consultant's math report and Joint Math Action Plan. We sent you the Strategic Teaching final report, some talking points APCO prepared, and the newspaper articles by email. A copy of Linda's paper is included here. Steve Floyd is preparing a letter on recommended action for the final report before we hand it off to OSPI. Steve's letter will be handed out at the meeting.

ESD 171 has been working in its region with 22 of the 29 districts on a **Math Leadership Alliance**, which is funded entirely by the member districts. The intent is to leverage staff (both local and ESD) for teacher training, with the goal of improving mathematics achievement by 20% across all student subgroups (race, ethnicity, low income, ELL and special education) over the next three years. Several of the districts will present the work they have been doing, which they believe is leading edge, innovative, and replicable...but most important has deep buy-in from districts. That buy-in is evident by a three year commitment totaling nearly \$1 million dollars, the leveraging of staff training dollars, and aligning of materials and power standards across an entire region.

180 Day Waiver Process

We have revised the rules to reflect the new process that staff briefed you on last May. Before you decide to adopt those rules, we will have a public hearing.

P20 Council and Basic Education Funding Study

The first meetings of these two groups will be the week of September 10th. We will update you on those events at our Board meeting.

Executive Director Performance Evaluation

This provides you with an opportunity to discuss my performance over the year and to think about guidance for next year.

Wednesday September 19

Meaningful High School Diploma

Kathe is developing some framework policy options for you to discuss, and is building them around the legislation that directs the Board to propose a revised definition for a diploma. We need to take a step back from the details of credits and see what direction you want to us head in. We look forward to a robust discussion. We will have a Navigation 101 presentation in November as we ran out of time to do it here.

Board Work Plan Priorities and Budget for 2007-08

I am enclosing the budget revenues and planned expenditures for 2007-08 with all the different fund sources. I have also included the work plan and list of required projects that we handed out at the retreat. I do not have an overall work plan ready although you will have a sense of next steps for work in our two big project areas from the papers we have prepared. When I return from vacation I will develop the grand work plan scheme to share with you at our Board meeting.

Board Outreach and Legislative Strategies

We are discussing with APCO what to do this fall and next spring for outreach. They have some interesting proposals. I will have more details at the meeting. We will also talk about legislative strategies for this year and next. Mary Jean and Steve Floyd will be presenting an update to the Senate and House Education Committees on September 27th. If you wish to attend those meetings, let me know. We also provided a required quarterly report to the Legislature and Governor on our math and science activities. We will have a copy of that report in your FYI folders at the meeting.

Odds and Ends

Warren, Steve Dal Porto, and I will be going to the annual NASBE conference in October. We plan to network and bring back lots of information about what other states are doing. Several of the topics at the conference will address accountability and ELL students.

There will be no Meaningful High School Diploma (MHSD) or System Performance Accountability (SPA) meetings in September.

Okay, its vacation time. We're heading off to get my 47 year old bachelor brother married, celebrate our 31st wedding anniversary in Cape May, and hang out with my 89 year old dad and assorted family members! Kathe is in charge while I am away. I will be back September 11th.



State Board of Education Meeting

Educational Service District 171

430 Old Station Road

Wenatchee, WA 98801

September 18: 9:00 a.m. — 5:00 p.m.

September 19: 8:30 a.m. — 3:45 p.m.

AGENDA

September 18, Tuesday

- 9:00 a.m. Call to Order and Welcome**
Pledge of Allegiance
Welcome from ESD 171, Ms. Cindy Duncan, Assistant Superintendent
Introduction of New Staff
Agenda Overview
Approval of Minutes from the July 19-20, 2007 Meeting (**Action Item**)
Approval of Minutes from the August 13, 2007 Special Meeting (**Action Item**)
Review of Retreat Discussion
- 9:30 a.m. Charter Proposals for Board Work on Science Review and End of Course Study**
Dr. Kathe Taylor, Policy Director and Ms. Edie Harding, Executive Director
- 10:15 a.m. System Performance Accountability Framework and Next Steps**
Dr. Kristina Mayer, Board Lead on Accountability and Ms. Edie Harding, Executive Director
- 10:45 a.m. Break**
- 11:00 a.m. Board Discussion on System Performance Accountability**
- 12:00 p.m. Lunch**
- 12:45 p.m. Final Report on Independent Review of K-12 Mathematics Standards and Board Discussion**
Mr. Steve Floyd, Board Lead on Mathematics
- 1:30 p.m. Presentation from ESD 171/Surrounding School Districts on Math Leadership Alliance**
Superintendent Rich McBride, ESD 171, Superintendent Glenn Johnson, Cashmere School District, Superintendent John Adkins, Soap Lake School District
- 2:15 p.m. Break**
- 2:30 p.m. Presentation on Proposed Rules Change and Public Hearing on WAC 180-18-030-060 (180 Day Waivers)**
Dr. Evelyn Hawkins, Research Associate

- 3:00 p.m. Update on P-20 Council and Basic Education Funding Study**
Chair Mary Jean Ryan, Ms. Edie Harding, Executive Director and Mr. Brad Burnham,
Policy and Legislative Specialist
- 4:00 p.m. Executive Director Performance (*Executive Session*)**
- 5:00 p.m. Adjourn**

September 19, Wednesday

- 8:30 a.m. Meaningful High School Diploma Framework and Next Steps**
Mr. Eric Liu, Board Lead on Diploma Project and Dr. Kathe Taylor, Policy Director
- 9:15 a.m. Board Discussion on Meaningful High School Diploma**
- 10: 15 a.m. Break**
- 10:30 a.m. Public Comment**
- 11:00 a.m. Business Items**
- Math Standards Report/Recommendations (***Action Item***)
 - Draft Concepts of Meaningful High School Diploma (***Action Item***)
 - Draft Concepts of System Performance Accountability (***Action Item***)
 - 180-Day Rule Approval (***Action Item***)
Dr. Evelyn Hawkins, Research Associate
 - Approval of Private Schools (***Action Item***)
Dr. Kathe Taylor, Policy Director
 - Approval of End-of-Course Assessment Charter (***Action Item***)
 - Approval of Science Charter (***Action Item***)
- 12:00 p.m. Lunch**
- 12:45 p.m. Board Work Plan Priorities and Budget for the 2007-08 Year**
Ms. Edie Harding, Executive Director
- 1:30 p.m. Board Discussion of Work Plan and Budget**
- 2:15 p.m. Break**
- 2:30 p.m. Board Outreach and Legislative Strategies for 2008 and 2009**
Ms. Edie Harding, Executive Director
- 3: 15 p.m. Next steps from the Board meeting**
- 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 Loy McColm at the Board office (360-725-6027). This meeting site is barrier free. Emergency contact number during the meeting is 509-665-2610.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: September 18, 2007

SUBJECT: **END OF COURSE ASSESSMENT STUDY
SCIENCE STANDARDS REVIEW**

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

PRESENTER: Edie Harding, Executive Director
State Board of Education

Kathe Taylor, Policy Director
State Board of Education

BACKGROUND:

At the August Retreat, the Board discussed strategies for chartering current projects and committees. The enclosed charters for End of Course Assessment and Science Standards are draft models and our first attempt to follow the structure suggested at the Retreat.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

End of Course Assessment Study

CHARTER

Background/Project Purpose

Currently 25 states, including Washington, require, or plan to soon require, students to pass exit tests for high school graduation. Seven of these states use a series of “end-of course” (EOC) assessments, where students take the test(s) after completing a course(s). Senate Bill 6023 directed the Washington SBE to examine and recommend changes to high school assessments with a limited series of end-of-course assessments. The Governor vetoed the language because she felt that the study should not predetermine that end-of-course assessments would be implemented. She asked the SBE to conduct a study that would examine:

- What are the various EOC assessment systems used by other states and their purposes?
- What subjects are assessed and how do they align with state standards?
- What is the impact of EOC on curriculum and instruction?
- Are exams used singly or in combination with other assessments for graduation decisions?
- How do EOC exams integrate with the entire assessment system across all grades and subjects?
- What are the implementation issues, costs and lessons learned?

In addition, The Office of the Superintendent of Public Instruction (OSPI) is directed to request that vendors bidding on its upcoming new testing contract address cost and technical aspects of implementing EOC assessments.

An additional section of the law passed, directs the SBE to examine opportunities for approved alternatives for the CAA assessment system to include one or more standardized norm-referenced student achievement tests and the possible use of reading, writing, or mathematics portions of the ACT ASSET and ACT COMPASS tests and how they relate to state standards. This review will be conducted as a part of this overall study on alternative assessments.

The Washington State Board of Education hereafter called "SBE," is initiating this Request for Proposals (RFP) to solicit proposals from Consultants interested in performing an independent study of End-of-Course student assessments.

The purpose of this study is to advise the SBE on the following questions:

1. What are the strengths and weaknesses of Washington moving in the direction of EOCs, which may be used in conjunction with the WASL or in place of the WASL at the high school level, including: experiences in other states with a specific focus on lessons learned and how those lessons would apply to Washington for end-of-course alternatives and detailed information on what it would take in terms of steps and schedule to implement math and science EOCs if Washington decides to pursue that direction?
2. What role do norm reference tests have as alternative tests for graduation?

Scope of Work

The project manager will:

1. Supervise the execution of the RFP and work with a small team to guide the consultant's work;
2. Give feedback on the interim and final report; and
3. Ensure the Board and Board members are informed of the work.

The contractor will examine three major areas for the end of course assessment study:

1. A thorough review of the primary and secondary literature on EOCs and high school assessment systems and a documentation of what states are using EOCs and norm referenced tests currently and in what capacity
2. A set of in depth case studies of states with extensive experience implementing EOCs
3. A discussion of policy implications for Washington's high school assessment system based on lessons learned from states with EOCs

Deliverables

October 20, 2007	Interim report due
January 4, 2008	Final report due

Timeline

Mid September 2007	Begin work
October 20, 2007	Submit report to the SBE
Late October 2007	Meet with SBE staff and others to discuss draft report in Seattle area
January 4, 2008	Submit final report to SBE
January 9 or 10, 2008	Present findings to SBE at Board meeting in Olympia
January 15, 2008	Report due to the Governor

Communication Plan

The SBE will work with OSPI, legislative staff, and the Governor's staff to keep them informed of the work and share progress with key stakeholders including legislators.

Connection to Other Board Work

This work is connected to the math and science standards and curriculum review that the Board is conducting. Legislators have a keen interest in implementing the EOCs in math and science for high school students.

Staff Project Manager

Edie Harding, Executive Director

Board Leads



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Science Standards and Curriculum Review

CHARTER

Purpose/Background

The legislature asked the Board to review K-10 science standards and to provide feedback and recommendations to the superintendent of public instruction on recommended basic science curricula the superintendent will bring to the Board. The impetus for the work comes from two sources: *Washington Learns* and student performance on the WASL.

The Governor commissioned a Committee, "Washington Learns," to review the entire education system. The report, issued in 2006, called for the State Board of Education to adopt international performance standards for math and science benchmarked to the Trends in International Mathematics and Science Study (TIMSS) or the Programme for International Student Assessment (PISA) and to adopt high school graduation requirements aligned with international standards.

One reason for this call to higher standards was students' performance on the science WASL. From 2003-2006, performance of students who took the 10th grade science Washington Assessment of Student Learning (WASL) remained essentially flat, with approximately 35 percent of students meeting the standard needed for high school graduation.

The purpose of the standards review is to analyze the strengths and weaknesses of Washington's current K-10 science standards (defined as science essential academic learning requirements and grade level expectations), and recommend ways to strengthen them. A secondary purpose is to recommend appropriate grade level expectations for grades 11 and 12.

The Board will review the science curricula recommended by OSPI to help assure that the curricula best fits Washington's revised standards. Fewer curricula will assure greater consistency in implementation, streamline professional development, and increase the likelihood that students transferring across (or even within) districts will experience fewer disruptions in their learning from facing new and unfamiliar curriculum.

The ultimate goal is to ensure that Washington students are prepared through their K-12 education to successfully enter the world of work and postsecondary training with the science knowledge and skills needed.

Scope of Work

The legislature directs the Board to review the science standards, provide official comment and recommendations on basic science curricula proposed by the superintendent of public instruction, and establish a science advisory panel to provide review and formal comment on proposed recommendations for revised standards and proposed curricula. The Board will need to:

1. Write an RFP, procure a consultant, and supervise the consultant's work;
2. Design a process for soliciting applications for the science panel, select panel members, and hold four meetings in the first year for the panel to respond to the consultant's work;
3. Conduct three focus groups to solicit feedback from stakeholders;
4. Receive and provide feedback on the consultant's reports;
5. Receive and provide feedback on the curricula recommendations; and
6. Publicize the work.

Deliverables

By June 30, 2008, for the standards review:

1. A preliminary report that summarizes reviewer findings of the strengths and weaknesses of the current K-12 science standards and previews likely areas for recommended changes
2. An interim report that summarizes overall reviewer findings of the strengths and weaknesses of the current K-10 science standards along each of the nine dimensions (clarity, rigor, content, depth, coherence from grade to grade, specificity, accessibility, and measurability), makes specific recommendations for changes to the current standards, and recommends grade level expectations for grades 11-12;
3. A final report that synthesizes and evaluates the themes that emerged from public comment and testimony, taking them into consideration in the consultant's final recommendations for changes to the current standards.

By June 30, 2009 for the curricula review:

1. Provide official comment and recommendations to the superintendent of public instruction regarding the recommended science curricula

Timeline

Dates	Task
October 2007	Review RFPs
October 2007	Sign contract
October 2007 – April 2008	Review standards and hold three meetings with science advisory panel
January 2008	Receive preliminary report, from consultant, and present update on project to full Board
March 2008	Receive from consultant interim report and present update on project to full Board
March/April 2008	Gather public input and testimony at three focus groups across the state
May 2008	Receive from consultant final report and present to full Board
December 2008	Receive revised standards from OSPI and review with science advisory panel
May 2009	Receive from OSPI recommendations for basic science curricula
June 2009	Provide official comment to OSPI regarding the recommended science curricula

Communication Plan

Conduct focus groups, place reports on the Board website, and contact editorial boards to publicize the results of the work.

Connection to Other Board Work

Work on science standards will inform the Board as it considers revisions to high school graduation requirements and addresses the question of how much science 21st century graduates will need, and whether additional lab science is needed.

Staff Project Manager

Kathe Taylor

Board Lead(s)

DRAFT

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: September 18, 2007

SUBJECT: **STATE BOARD OF EDUCATION
SYSTEM PERFORMANCE ACCOUNTABILITY**

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

PRESENTER: Kris Mayer, Board Lead
State Board of Education

BACKGROUND:

Staff has prepared a revised draft paper that takes into account what we have heard from you and others so far. The suggestions in this paper are provided as examples for context, but will change as our work evolves so we need to stress this is a DRAFT. As we develop the details of these concepts, we will hold work sessions with you and our advisors as well as reach out with a broad public engagement strategy. This paper, including the appendices, will provide a framework for our work, with some ideas of next action steps and ideas. The three big concepts are:

- 1. Performance Improvement Goals and Indicators to Measure System Progress** Development of performance goals and objectives, tracking indicators on report card, and enhancement of current student and teacher data system.
- 2. A Tiered System of Continuous Improvement for All Schools**
A tiered system of tools to address the varying needs of all schools and districts in improving student achievement.
- 3. Targeted Strategies for Chronically Underperforming Schools**
A new approach to address chronically underperforming schools, called Summit Schools. This will require new authority for the state to intervene in specific cases.

Together, the three components recognize that all schools can improve student achievement, but some schools need to improve student achievement dramatically.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Washington State Board of Education System Performance Accountability Staff Revisions August 31, 2007

NOTE: THIS IS A DRAFT PAPER FOR DISCUSSION PURPOSES. WHILE THERE ARE DETAILS TO ILLUSTRATE THE CONCEPTS THEY ARE ILLUSTRATIVE RATHER THAN DEFINITIVE. STAFF WILL WORK WITH THE BOARD AND OTHERS TO REFINE ALL DETAILS AND ENGAGE IN PUBLIC OUTREACH OVER THE NEXT 9 MONTHS.

INTRODUCTION

The State Board of Education has a deep sense of urgency to help all Washington students attain a 21st century education. Washington is at a critical juncture in its commitment to improve the quality of education for all its K-12 students. While great progress has been made in reading and writing, progress is uneven among the different subcategories of students and much work remains in both math and science.

The state needs a focused, coordinated accountability system to target resources in radically different ways. We have a responsibility to put students at the center of our work and seek new ways to make a difference. It is a moral and economic imperative to address the achievement gap issues and ensure that all students reach their potential and develop the skills and knowledge they need to go on to attend post-secondary education and/or have a family-wage job and lead productive lives.

In 2005, the legislature charged the newly reconstituted Washington State Board of Education with the task of creating a statewide accountability system. The Board adopted two overall goals to frame its work with accountability and the review of high school graduation requirements. The goals are:

- » Improve student performance dramatically; and
- » Provide all Washington students the opportunity to succeed in post-secondary education, the 21st century world of work, and citizenship.

Key Accountability Policy Questions

Some of the key accountability policy questions under the Board's consideration are:

1. What are clear, appropriate goals for education outcomes for students and the system?
2. What measures are aligned with those goals?
3. How do we build a system of local capacity and a statewide system of assistance, incentives, and consequences needed to achieve those goals and outcomes?
4. How do we change the culture of public education to influence these outcomes?

THE CURRENT ACCOUNTABILITY SYSTEM

Local

Local school boards are accountable to their constituents for the continuous improvement of their students' performance. They are also accountable for meeting a myriad of federal and state requirements, including proper expenditures of funds, offering 180 days of instruction, meeting specified teacher-to-student ratios, assuring special education student procedures, meeting the requirements of No Child Left Behind.

State

The Washington state accountability system is presently defined by: 1) annual measurement of student academic performance on the Washington Assessment of Student Learning (WASL) in reading and mathematics for grades 3-8 and 10, as well as science and writing for selected grades, and 2) the high school graduation requirement that students meet the state standards for reading and writing by passing the 10th grade WASL. Beyond public reporting of the WASL scores by different student subgroups at the school, district, and state level there are no consequences for schools' or districts' poor performance. While there are some rewards programs, they are independent of each other and inconsistently used from year to year.

The legislature has defined the Board's accountability responsibilities (see Appendix B for statutory language) to include:

- » Setting performance improvement goals;
- » Identifying criteria for successful schools and districts;
- » Identifying criteria for schools and districts where intervention is needed;
- » Identifying possible state interventions;
- » Creating performance incentives; and
- » Reviewing the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity.

Board members have raised additional accountability issues including – level of responsibility, models to provide and build capacity, data systems to track educational outcomes, opportunity to learn (e.g., teacher quality, courses taken, extended learning time), public school accreditation, and performance pay.

Federal

Accountability for student achievement is strongly influenced by the federal “No Child Left Behind” (NCLB) law, which requires schools and districts in each state to make “Adequate Yearly Progress” (AYP)¹ to increase the academic proficiency of all students. Washington’s accountability system presently mirrors these federal measures. See Appendix C for details on AYP.

NCLB requires a state to implement a system of corrective action for all schools and districts receiving Title I federal funds². Some of the corrective actions include:

- » Providing school choice;
- » Providing supplemental services;
- » Providing technical assistance;
- » Replacing school personnel;
- » Taking over specific schools for governance; and
- » Taking over a district for governance.

NCLB encourages states to provide a system of rewards, assistance, and interventions; however, it falls short of compelling such actions.³ In Washington, the legislature has not authorized any state interventions to address poor student achievement except to permit the withholding of federal funds and providing professional development. Washington has used a voluntary approach of technical assistance to work with struggling schools since 2002.

COMMITTEE KEY CONCEPTS WITH STAFF REVISIONS FOR A STATE ACCOUNTABILITY FRAMEWORK

In January 2007, the Board created a System Performance Accountability (SPA) Committee consisting of seven Board members as well as an advisory committee of stakeholders to guide its work. (See Appendix A for a roster of all committee members.)

The SPA Committee staff drafted a state accountability framework consisting of four distinct, but interrelated parts, for Board consideration at the July 2007 meeting. Staff has revised the July draft reducing the recommendations to three to reflect the Board and advisor discussions as well as the staff and consultant work provided at previous Board meetings.

¹Adequate Yearly Progress is defined by a baseline and increments of improvement in student performance on a state test in reading and math (Washington uses the WASL) so that by 2014 all students by all subgroups (race and ethnicity, special education, low income, English Language Learners) will reach proficiency. On-time graduation for high school and unexcused absences for elementary and middle school are also included as federal accountability measures.

²Title I of the Elementary and Secondary Education Act (the current reauthorization is No Child Left Behind) provides states with additional funding to be distributed to schools and districts based on poverty as measured by having 40 percent or more students on free and reduced lunch.

³Up to 20 percent of Title I or other funds are available to pay transportation for students who choose to go to another school or for supplemental education “tutoring services.”

- 1. Performance Improvement Goals and Indicators to Measure System Progress**
Development of performance goals and objectives, tracking indicators on report card, and enhancement of current student and teacher data system.
- 2. A Tiered System of Continuous Improvement for All Schools**
A tiered system of tools to address the varying needs of all schools and districts in improving student achievement.
- 3. Targeted Strategies for Chronically Underperforming Schools**
A new approach to address chronically underperforming schools, called Summit Schools. This will require new authority for the state to intervene in specific cases.

Together, the three components recognize that all schools can improve student achievement, but some schools need to improve student achievement dramatically.

1. Performance Improvement Goals and Indicators to Measure System Progress

Definition/Purpose: Performance improvement goals and indicators are measures of system health. Key indicators would provide information to parents, educators, legislators, and community members about the performance of students in a given school or district as well as about progress through our educational system. An integrated data system would track the progress of individual students from preschool through college.

Rationale: A critical part of an accountability system is reliable data at the state, district and school levels so that policy makers, educators, and parents can understand how well students, schools, and districts are doing and assist students in early grades when lack of progress is identified. The advisory committee members strongly recommended the use of multiple indicators rather than just the WASL to create a state accountability system.

After considering various performance indicators of system health, the accountability reporting requirements of the federal No Child Left Behind Act and the availability of reliable data sources, the SPA Committee believes that our state's accountability system should include student and school/district performance indicators at the state level.

The current data system has many gaps that limit the ability of the Board and others to adequately assess the progress of our students. For example, there is no single student identification number to track students from preschool through college to determine how successfully students move through the educational system. Nor do we know on a state level, the qualifications (endorsements, length of service, etc.) of teachers teaching in our schools and what classes or courses they teach.

Suggestions for Key Concept Refinement:

1. Adopt performance improvement goals for reading, writing, math, and science for all students as well as subcategories of students and create an early warning data system for groups of students who are not on track with performance goals.
2. Adopt and track the following potential indicators for student and school/district performance on the State Report Card:
 - » **Academic Achievement:** The data will include performance on the WASL in the content areas of mathematics, reading, writing, and science, with other subjects to be determined in 2008.
 - » **Graduation and Dropout Rates:** The data reported will be for both on-time and extended graduation rates, as well as annual dropout rates by high school grade.

The following indicators will be included, contingent on the availability of highly-reliable data and acceptable measures:

- » **Teaching Quality:** The data will include teacher qualifications and length of service.
- » **Post-secondary and Workforce Participation:** The participation data will be based on the actions taken by high school graduates in the year immediately following graduation.
- » **Post-secondary Remedial Course Enrollment:** Information on students enrolling in remedial courses in mathematics and English will be reported. The information on post-secondary remedial course taking is based on what is reported by Washington's public two and four-year post-secondary institutions.
- » **Fiscal Responsibility:** School expenditure data by program area will be collected to ensure that money is being spent on high priority school programs.
- » **Opportunity to Learn:** Information on what schools are providing to students in addition to the current school day.

The Board has identified additional potential performance indicators for tracking and reporting. Information on these indicators is provided in Appendix D.

3. Enhance current data system for students and teachers. The Board, in collaboration with the Office of the Superintendent of Public Instruction, Office of Financial Management, the Professional Educators Standards Board, and the P-20 Council, should identify data elements that inform accountability and tracking of student outcomes over time that are not available currently and create a more robust student data system that is linked to a more comprehensive teacher data system.

Next Steps

All work below will be done with stakeholders and public outreach over the next 12 months

Recommendations	Actions	Due
Adopt performance improvement goals		
	Review and revise reading, math, and high school graduation performance improvement goals.	2008
	Adopt writing performance improvement goals.	2008
	Adopt science performance improvement goals.	2010?
Adopt mechanisms for reporting student and school/district performance		
	Determine how proposed SBE report card could work with OSPI current report card and district report cards	2007
	Develop sample report card templates	2007
Enhance current data system for students and teachers	Work with P-20 Council, PESB, OSPI, and other key stakeholders	2007-08

2. A Tiered System of Continuous School Improvement for All Schools

Definition/Purpose: A tiered system uses clearly defined criteria to identify schools that need different levels of assistance and intervention. Schools classified at “tier 1” might require relatively little intervention because student achievement, though not perfect, is reasonably high. Conversely, schools classified as “tier 3” might need higher levels of intervention because student achievement overall or for certain subgroups is stalled.

Rationale: Washington is one of the few states with a voluntary program for school improvement assistance. Over the last five years, the OSPI “focused assistance” or School Improvement Assistance Program has served 128 schools. Schools must participate for three years and the number of schools participating has steadily increased; in 2006-07, OSPI served 75 schools. Nine million dollars, from federal, state, and foundation grant sources, was invested in 2007 School Improvement Assistance program schools. An additional \$2 million is provided

for the High School Initiative and the District Assistance program—each school receives between \$100,000 and \$135,000 per year based on size and grade levels. The support of a school improvement facilitator is included in the school funding.

In the 2006-07 school year, 353 schools⁴ did not make AYP. These schools served 243,000 students or one in four public school students in the state. Only 40% of these schools are Title I, which means that 60% of the schools not making AYP are not required to be served. The number is expected to double next year.

Why Schools Did Not Make AYP in 2006⁵

Reason	Percent of Schools
Math Performance	47%
Reading Performance	1%
Math and Reading Performance	10%
Special Education Students or English Language Learners Performance	7%
Multiple Reasons	35%

Based on outside evaluations, the success of the OSPI School Improvement Assistance Program has been mixed in terms of improvement of student achievement as measured by the WASL.⁶ The program has contributed to the success of 30 schools exiting school improvement after making AYP two years in a row. Some of the challenges include: districts are not viewed as partners in the school improvement process, a lack of continuity in facilitation, and a lack of sustainability of change once the three years of state service has concluded.

The Board contracted with Mass Insight Education, a nonprofit research organization in Boston, to examine Washington's current school improvement assistance program. Mass Insight Education staff has been doing extensive research nationally to address the issues with schools that are chronically underperforming.

⁴This is out of a total of about 2,200 schools based on the spring 2006 administration of the WASL.

⁵Greg Lobdell, Center for Educational Effectiveness, State Board of Education presentation in January 2007.

⁶Evaluations of the OSPI School Improvement Assistance Program have been conducted by the BERC Group and Northwest Regional Educational Lab.

The consultants highlighted the following as strengths of the current Washington School Improvement Assistance Program of which any new state assistance program should build on:

- » Well-regarded facilitator network;
- » State targeted effort for improvement for those schools that volunteer;
- » Partially integrated approach with the nine elements of a high performing school; and
- » Collaborative nature.

The consultants noted problems with current school improvement initiatives across the nation, including Washington's. These include:

- » No incentives or disincentives to drive major change at the local level;
- » No means to change local operating conditions;
- » No comprehensive strategy to address deeper needs of high poverty students;
- » Lack of comprehensiveness, intensity, and sustainability; and
- » Lack of highly visible public and private sector commitment.

Committee Board members affirmed many of these findings from their spring field visits to selected schools across the state.

Based on investigations of other states, including Massachusetts, Kentucky, and North Carolina, research on effective schools, and input from its advisors, the Committee identified characteristics of high-performing schools and districts:

- » Strong leadership in schools and/or districts;
- » A talented pool of effective educators to assist schools and districts;
- » Knowledge or access to knowledge about successful schools and districts;
- » School and district specific challenging goals and effective on-going feedback;
- » A viable district curriculum and instruction aligned to state standards;
- » Use of curriculum-based formative assessments to inform instruction;
- » Use of data to improve instruction;
- » Professional development aligned to school and district strategic plans;
- » Professional development that is job-embedded and on-going; and
- » Use of a cycle of inquiry and reflection.

Suggestions of Key Concept for Refinement:

1. Work with OSPI to revise the current school improvement plan template. Revise the Board's rule criteria for school improvement plans to enhance the foundation for local district accountability. See Appendix E

2. Create a state accountability index to identify and prioritize schools and districts into tiers for differing levels of assistance, consequences, and recognition. The Board's accountability index will include student achievement data⁷ from the writing, science, reading, and mathematics WASL; student academic performance growth over time; non-academic indicators, including graduation rates; and AYP status. A proposed accountability index is included in Appendix F for consideration of the overall concept. The specifics of the measures included and the criteria for classifying the schools into tiers will need substantially more work as well as a plan for implementation over time.
3. Create the tiers for continuous school improvement that detail partners' responsibilities, state expectations, assistance, state consequences, and funding. The tiers would differentiate levels of need for improvement, including schools/districts that will receive rewards as well as underperforming schools that are subject to greater focus.
4. Require all schools and districts to participate in continuous school improvement with tiers that will provide recognition and progressively greater assistance and consequences for not making improvements. Develop plans to build district capacity

Next Steps

All work below will be done with stakeholders and public outreach over the next 12 months:

Recommendations	Actions	Due
Review and revise school improvement plan (SIP) template, examine school performance reviews, and SBE rule criteria for school improvement plans		
	SBE reviews and revises current rule criteria for school improvement plans.	October-November 2007
	SBE works with OSPI and others to revise templates for school improvement plans for all schools.	January 2008
	SBE and OSPI may request funds from legislature to create on-line template for schools to use for school improvement plan.	2007-08
	SBE reviews and determines need for public school accreditation process using school improvement.	January 2008

⁷Issues such as whether to use continuously enrolled students versus all students will need to be discussed.

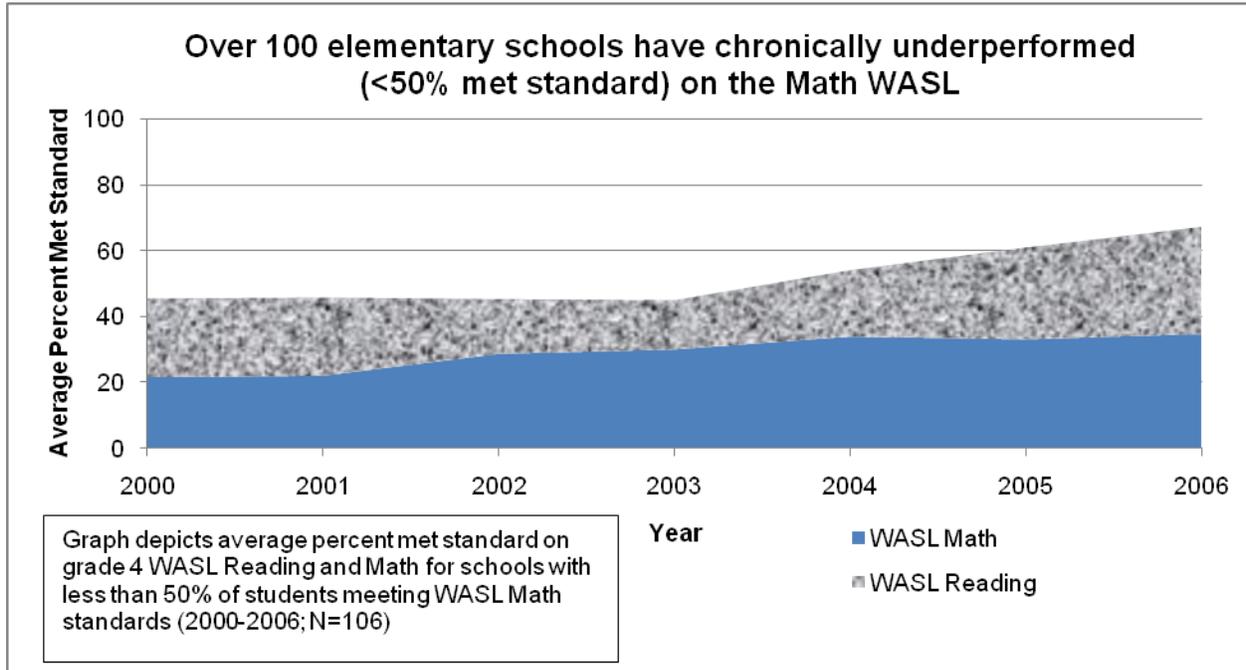
	Pilot new on-line school improvement plan submittal.	School year 2008-09
	Implement on-line school improvement plan.	School year 2009-10
	Establish criteria when school district must select from state curriculum menu.	2008
	SBE and OSPI decide when and how plans will be reviewed beyond district level.	2008
	SBE review OSPI's school performance review (audit)	2008
Create state accountability index		
	SBE develops several alternatives for state accountability index to review with OSPI (in progress).	September-October 2007
	SBE contracts with national expert to review the accountability index.	2007
Create tiers for continuous school improvement	SBE defines tiers in more detail to include: <ul style="list-style-type: none"> • Roles and responsibilities • Expectations • Incentives and consequences • Capacity building and partnerships 	January 2008
	SBE develops package for incentives and consequences for 2009 legislative session.	July 2008
Require all schools and districts to participate in school improvement	SBE and OSPI 2009 legislative request.	September 2008

3. Targeted Strategies for Chronically Underperforming Schools

Definition/Purpose: Chronically underperforming schools, or “Summit Schools,” are schools where students have underachieved for a period of five years or more, and will require transformative strategies to turn them around.

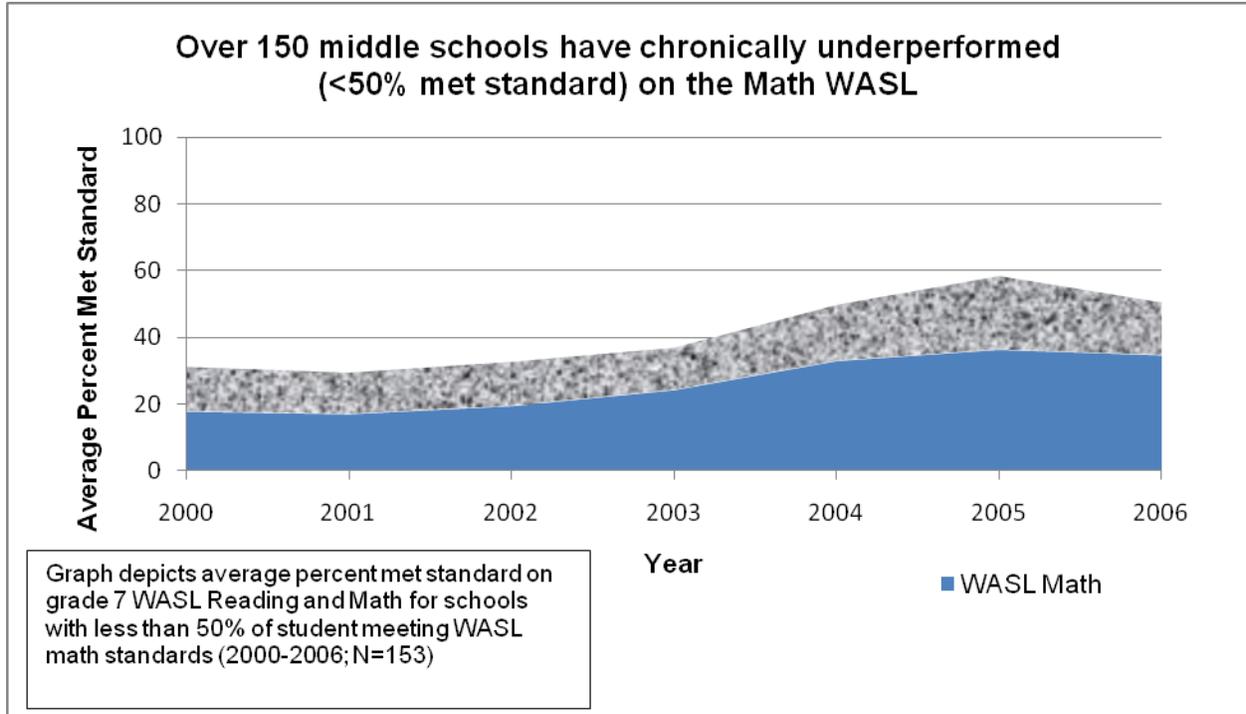
Rationale: The Board finds it unacceptable that so many of our students attend schools that continue not to make significant progress. Over the last seven years (2000 to 2006):

106 elementary schools (with 46,335 students) had fewer than 50% of their students meet standard on the **4th grade mathematics WASL**; 12 elementary schools (with 5,175 students) had fewer than 60% of their students meet standards on both the 4th grade reading and mathematics WASL.⁸



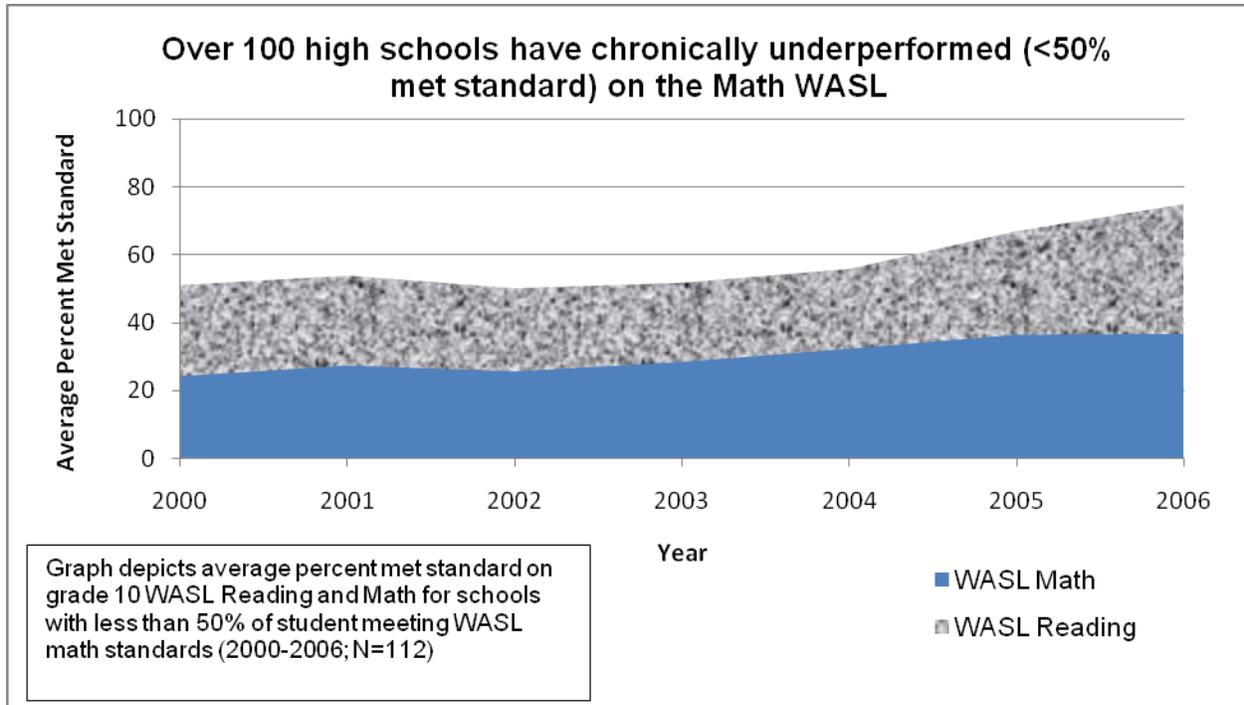
⁸There were 976 elementary schools that served 4th graders and had 7 years of reading and mathematics WASL data. The analysis excludes alternative schools. Some of these schools have seen some significant gains, but their overall math performance is still below 50%.

153 middle schools (with 83,163 students) had fewer than 50% of their students meet standard on the **7th grade mathematics WASL**; 80 middle schools (with 41,070 students) had fewer than 60% of their students meet standards on both the 7th grade reading and mathematics WASL.⁹



⁹There were 379 middle schools that served 7th graders and had 7 years of reading and mathematics WASL data. The analysis excludes alternative schools. Some of these schools have seen some significant gains, but their overall math performance is still below 50%.

112 high schools (with 102,518 students) had fewer than 50% of their students meet standard on the **10th grade mathematics WASL**.¹⁰ Five high schools (with 7,364 students) had fewer than 60% of their students meet standards on both the 10th grade reading and mathematics WASL.



Furthermore, for the past three years (2002-2003 to 2004-2005):

Four high schools (with 1,187 students) had **on-time graduation rates** of less than 50%; 15 more high schools (with 21,302 students) had on-time graduation rates of less than 50% for one or more of its student subgroups.¹¹ **Seven high schools** (4,198 students) had **annual dropout rates** of greater than 10%; 25 more high schools (with 30,911 students) had annual dropout rates of greater than 10% for one or more of its student subgroups.¹²

¹⁰There were 288 high schools that served 10th graders and had 7 years of reading and mathematics WASL data. The analysis excludes alternative schools. Some of these schools have seen some significant gains, but their overall math performance is still below 50%.

¹¹The student subgroups analyzed are the five major racial/ethnic groups: African American, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, and Caucasian; and English Language Learner and low-income status. There were 319 high schools that had 3 years of on-time graduation rate data. The analysis excludes alternative schools.

¹²There were 367 high schools that had 3 years of annual average dropout rates. The analysis excludes alternative schools.

To move forward, Mass Insight Education suggests that “The state is right to emphasize educator buy-in, a crucial element in school improvement of any kind, but it must seek ways to transform buy-in into fundamental change, more so than marginal improvements that meet status quo.” The consultants recommended that the Board consider the following turnaround strategies for schools that are chronically underperforming:

- » Create new rules for turnaround schools and provide incentives for fundamental change through school turnaround zones;
- » Focus resources on cohorts (up to 25 schools per year in three regional clusters);
- » Build internal capacity in schools and districts for turnaround;
- » Build external capacity to help lead the process of school turnaround;
- » Create an entrepreneurial agency with leverage and resources to establish the turnaround criteria and partnerships and lead the turnaround efforts;
- » Give the lowest performing schools a restructuring option; and
- » Attract and retain effective teachers and leaders (added from advisors).

Washington must find ways to make significant changes in schools that continue to underperform and enable schools and districts to cultivate effective leaders and strategies for sustainability. Based upon the schools’ performance, regional clusters of similar schools (e.g., feeder schools, ELL schools, or other kinds) could be created for assistance. All schools identified as a Summit School would be required to participate with their districts.

Suggestions of Key Concept for Refinement:

1. Adopt strategies for up to 25 Summit Schools with a cluster approach to maximize resources and collaboration.
2. Ask the legislature to give the Board authority to address chronically underperforming schools. The Board would identify schools that continue to struggle and create strong incentives for them to join the Summit Schools turnaround process (see process highlighted in table below).

Next Steps

All work below will be done with stakeholders and public outreach over the next 12 months:

Recommendations	Actions	Due
Adopt strategies for 25 Summit Schools		
	Define schools and districts using the accountability index as well as more detailed probe of local information.	2008
	Examine teacher distribution data in selected school districts (in progress).	September 2007
	Hold symposium on issues related to turnaround strategies with national experts.	Spring 2008
	Participate in national consortium to develop strategies for capacity and implementation issues: <ul style="list-style-type: none"> • Roles and responsibilities for funding, reporting, hiring, instructional approach, monitoring and reporting; • Operating conditions; • Performance objectives and milestones; and • Incentives and consequences. 	2007-09
	Develop legislative request package for 2009 session.	September 2009

APPENDIX A – Roster Board Committee Members and Staff

Dr. Kristina Mayer, Chair	Phyllis Bunker Frank
Dr. Steve Dal Porto	Zac Kinman
Steve Floyd	Jeff Vincent
Dr. Sheila Fox	Edie Harding (staff)
Dr. Evelyn Hawkins (staff)	

Advisory Committee Members

Mike Bernard Association of Washington Business	Don Rash AWSP
Karen Davis WEA	Martha Rice WSSDA
Roger Erskine PESB	Ben Soria, Superintendent Yakima School District
Bob Harmon OSPI	Ted Thomas WSSDA
Melissa Heaton Partnership for Learning	Marc Cummings Washington Roundtable
Glenn Johnson, Superintendent Cashmere School District (WASA)	Anne Walker Wiley Elementary School
Bruce Kelly ESD 113	Steven Warren Centralia Middle School
Janell Newman OSPI	

APPENDIX B - State Board of Education Statewide Accountability Duties Defined by Statute

RCW 28A.305.130 (4)

Powers and duties — Purpose.

The state board of education shall

(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;

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Appendix C

No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP)

In 2002, the No Child Left Behind legislation reauthorized the Elementary and Secondary Education Act (ESEA). The reauthorization strengthened the accountability provisions of Title 1 of ESEA. It requires states to set definitive timelines for improving student achievement and closing achievement gaps experienced by low-income and minority students (compared to non low-income and non-minority students, respectively). These requirements are the Adequate Yearly Progress (AYP) provisions. Further, NCLB ensured that parents and the public would have access to information on how schools are doing through state, district, and school report cards.

Adequate Yearly Progress: NCLB requires that all (100%) students be proficient in reading and mathematics by 2014. To attain this goal, Washington State established baseline performance levels from 2000, 2001, and 2002 WASL data and annual targets (a.k.a. annual measurable objectives or state uniform bars). In addition to WASL performance goals, schools must meet annual targets for an “other performance indicator”: in Washington, this other indicator is the unexcused absence rate goal for elementary and middle schools and the graduation rate goal for high schools. Finally, school districts and schools must meet a 95% participation rate goal on both the reading and mathematics WASL. The WASL performance and the participation rate goals must be met by all students as well as by the following student subgroups: African Americans, American Indians or Alaskan Natives, Hispanics, Asians and Pacific Islanders, Caucasians, English Language Learners, Low-Income students, and special education students. Therefore, in total, there are 37 different cells for which a school or school district must meet the annual target in order to be designated as making AYP.¹³

School Improvement: Schools are identified for improvement when any group does not make AYP in two consecutive years for the same measure; that is, reading proficiency, math proficiency, reading participation, math participation) or the other school-wide indicator. Districts are identified as needing improvement if all their grades do not meet AYP for the same measure—reading or math proficiency or participation or other indicator—in two consecutive years. Not meeting AYP targets—same group for same measure—for the first two consecutive years puts a school or district in Step 1 of school improvement. A school or district advances to the next step of school improvement (i.e., steps 2, 3, 4, 5) if it continues not to make AYP for the same group and measure. If a school or district makes AYP, it remains at its current step of school improvement. Making AYP two years in a row gets a school or district out of steps of school improvement.

¹³ There are many numerous details with regard to calculating AYP. For example, there are requirements for the minimum number of students tested to do a calculation; the use of performance data for students enrolled for a “full academic year” only, and the application of margins of error to the percent proficient numbers. There are also Safe Harbor stipulations through which a student group makes AYP even though it does not make the math or reading AYP targets or a school makes AYP even though it does not make the other indicator target.

Although all schools are identified as making or not making AYP, only Title I schools are subject to federal requirements for not making AYP. School identified in step one must develop a 2-year plan to improve. The school receives technical assistance through the school district as it develops and implements its improvement plan. The plan must include research-based strategies, a 10 percent set-aside of Title I dollars for professional development, extended learning time, strategies to promote effective parental involvement, and mentoring for new teachers. Students in step one schools must be offered the option of transferring to another public school in the district that has not been identified as needing school improvement. In Washington, some of these schools are invited to participate in the state's 3-year School Improvement Assistance Program (SIAP).

The school district must continue to offer public school choice to the students in schools in step two. In addition, students from low-income families are eligible to receive supplemental educational services, such as tutoring or remedial classes, from a state-approved provider.

The school district must implement corrective actions to improve schools in step three. Corrective actions may include replacing certain staff, fully implementing a new curriculum, significantly decreasing management authority at the school level, extending the school day or year, appointing an outside expert to advise the school on its progress toward making AYP in accordance with its school plan, or internal reorganization of the school. Districts must continue to offer public school choice and supplemental educational services for low-income students.

A district must initiate plans for restructuring a school in step four. Restructuring may include reopening the school as a charter school, replacing a principal and all or most of the school staff, turning over school operations either to the state or to a private company with a demonstrated record of effectiveness, or any other major restructuring of school governance.

For schools in step five, the district must implement an alternative governance plan no later than the first day of the following school year.

States must institute corrective action immediately for districts receiving Title I funds and identified in step one for improvement. Such districts are required to create an improvement plan within three months, allocate 10 percent of their Title I, Part A funding for professional development, and receive technical assistance.

Reporting: NCLB requires each school district to disseminate annual local report cards that include information on how students in the district and in each school performance on state assessments. The report cards must state student performance in terms of three levels: basic, proficient, and advance. The achievement data must be disaggregated by subgroups: race, ethnicity, gender, English language proficiency, migrant status, disability status, and low-income status. The report cards must also tell which schools have been identified as needing improvement and the step of improvement. The report card for each school will include:

- State assessment results by performance level, including: 1) two-year trend data for each subject and grade tested; and 2) a comparison between annual objectives and actual performance for each student group.

- Percent of each group of students not tested.
- Graduation rates for secondary school students disaggregated by student subgroups.
- Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students disaggregated by student subgroups. Washington has chosen unexcused absence rates for schools with elementary or middle school grades.
- Performance of school districts on adequate yearly progress measures, including the number and names of schools identified as needing improvement.
- Professional qualifications of teachers in the state, including the percentage of teachers in the classroom with only emergency or provisional credentials and the percentage of classes in the state that are not taught by highly qualified teachers, including a comparison between high- and low-income schools.

States must also issue report cards for their level. In Washington, OSPI provides the NCLB-required and other information for the state, districts, and schools on its website. The report cards include WASL, NCLB AYP, student demographic, teacher information, and financial data.

Rewards: NCLB requires states to provide academic achievement awards to schools that close achievement gaps between groups of students or that exceed academic achievement goals. States are allowed to use Title I funds to reward teachers in such schools. States must designate as distinguished schools, those that have made the greatest gains in closing the achievement gap or in exceeding achievement goals.

APPENDIX D – Performance Indicators of System Health

Indicators of System Health	Account-ability Index	Report Card	Data Available?
Teaching Quality Distribution of teachers by highly qualified, novice, etc.		✓	
WASL Performance By all students and by subgroups Reading, Mathematics, Science, Writing	✓	✓	✓
On-Time and Extended Graduation Rates By all students and by subgroups	✓	✓	✓
ELL Student Proficiency Rates on WLPT II		✓	
Annual Dropout Rate by Grade By all students and by subgroups Grades 7, 8, 9, 10, 11, and 12		✓	✓
Post-Secondary Participation and Employment Participation High school graduates in the year immediately after graduation by all students and subgroups		✓	
Post-Secondary Remedial Course Enrollment Enrollment of high school graduates enrolled in post-secondary education in the year immediately after graduation in remedial courses by all students and subgroups		✓	
Fiscal Responsibility School expenditure data by program area will be collected to ensure that money is being spent on high priority school programs		✓	
Beat-the-Odds or Similar School Comparisons		✓	✓

Indicators of System Health	Account-ability Index	Report Card	Data Available?
<p>Access to Rigorous Course Offerings</p> <p>Eighth graders taking math courses at the level of Algebra I Students taking a full-year of science in middle school</p> <p>Advance Placement – courses offered, # taking exams and scoring ≥ 3, and course taking by subgroups</p> <p>International Baccalaureate - courses offered, subgroup course taking</p> <p>Career & Technical Education – program completers</p> <p>High school graduation requirements – exceeding state minimums, meeting college admission requirements</p>		✓	
<p>Opportunity to Learn</p> <p>Information on additional learning opportunities provided to students</p>		✓	
<p>Global Challenge States – for Comparisons to Washington</p> <p>State Demographics</p> <p>Children in homes where head of household is a high school dropout Children ages 5-12 who speak English less than “very well”</p> <p>Early Childhood Education</p> <p>Programs accredited by NAEYC Enrollment in state-funded pre-school (ages 3-4) State full-day kindergarten policy</p> <p>K-12 Expenditures (data available from NCES)</p> <p>State and local expenditures per pupil Operations expenditures</p> <p>K-12 teachers with a master’s degree in a content area</p> <p>NAEP Performance (data available from NCES)</p> <p>Grades 4 and 8 Reading and mathematics</p>		✓	

APPENDIX E - School Improvement Plan Criteria

WAC 180-16-220

Supplemental basic education program approval requirements.

The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by WAC 180-79A-140 to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC 180-82-105, 180-82-120, and 180-82-125, respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

(i) Supporting the goal of basic education under RCW 28A.150.210, "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";

(ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and

(iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

(d) The school improvement plan shall address, but is not limited to:

(i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;

(ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

(3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.

(5) Non-waiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

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APPENDIX F - A Proposed Accountability Index Framework

A major piece of the accountability framework is the tiers of assistance and Summit schools. The SPA committee has recommended that all schools participate in continuous improvement and what is expected or required of schools/districts or the level of assistance provided would depend on the tier in which a school is placed and whether it is identified as a Summit school. There are over two thousand schools in the state. How will schools be classified into a tier or identified as a Summit school? We are recommending an accountability index to classify our schools into one of the three tiers; additional data on schools in tier three will be used to identify Summit schools.

The accountability index consists of three components: AYP (NCLB Adequate Yearly Progress) status, achievement status, and improvement status. These are described below.

AYP Status: Annually since 2001, schools have been required by the federal No Child Left Behind (NCLB) law to make adequate yearly progress (AYP) in bringing all students (in specific grades) to proficiency in reading and mathematics. With federal approval, states set their annual AYP targets, called state uniform bars, that project reaching 100% proficiency by 2014. If schools do not meet their AYP targets for more than one year in a row, they are placed in steps of school improvement; e.g., step one means that a school did not meet AYP for two years in a row. The steps of school improvement have federal requirements that Title I schools must address in efforts to improve student learning.

AYP status in our accountability index is based on whether a school met or did not meet the required AYP targets for the year and the step of school improvement it is in. In 2006, step five of school improvement was the highest step a school could be identified as being in; this means that the school did not meet AYP targets for six years in a row.

Achievement Status: Achievement status is based on the percent-proficient performance on the WASL. On-time graduation rate is also factored into the percent-proficient performance for schools with high school level grades.¹⁴ The WASL percent-proficient performance includes all tests required to be taken in the school. For example, for a K-8 school, in 2006 it would include reading and math for grades 3-8 and 10; writing for grades 4, 7, and 10; and science for grades 5, 8, and 10. The WASL and on-time graduation rate performance of low income students are weighted more than that of the non-low income students¹⁵

¹⁴ We considered including the unexcused absence rate for elementary and middle schools. However, the variability of the rate among schools is relatively small, which means that its impact on the achievement status would be minimal. Further, advisory group members remind us that the definition of an unexcused absence differs across schools; that is, a relatively higher rate at one school may be the result of how it defines unexcused compared to how a school with a relatively low rate defines unexcused. The weights proposed are 0.75 for the WASL performance and 0.25 for the on-time graduation rate. The combined performance is what the achievement status is based on.

¹⁵ The weights proposed are 0.90 of the performance of all students (including low income) plus 0.10 of the performance of low income students only. We considered weighting the performance of other subgroups of students. However, these weights in addition to that of low-income students were only minimally influential. Therefore, we recommend that the consideration of the performance of subgroups of students be required at the level of the performance reviews that would inform the school improvement plans.

The resulting percentage (for high school is the combined percentage of WASL performance and on-time graduation rate) is grouped into four categories: 90%-100%, 70%-89%, 50%-69%, and below 50%. Schools are assigned the category in which their performance falls.

Improvement Status: On the WASL tests, students are scored as performing at one of four levels: Level 1, Level 2, Level 3, or Level 4. Students who score at levels 3 or 4 are considered proficient. The improvement status is based on the gains in the percentage of students performing at higher levels on the WASL from one year to the next.

The calculation of the gain uses the Learning Index developed by the Commission on Student Learning and refined by the A+ Commission. The index takes into consideration the percent of students performing at the different WASL levels 1-4; it also includes those students who were required to take the test but for some unexcused reason did not. When available for years under consideration, we recommend that the index include performance on all of the tests required to be taken in a school.¹⁶ For the improvement status, we subtracted the index for a prior year's performance from that of the current year.¹⁷ For this analysis, we simply used gain or loss (having the same index score for the two years is considered a gain).¹⁸

The following example shows how the Learning Index is calculated. The example is for students in School A for 2006. The percentages refer to students' performance on all WASL tests (reading, mathematics, writing, and science in the relevant grades) taken:

Level 0 (tests that were required to be taken but were not and were not excused): 5%

Level 1 (percent of tests performed at Level 1): 15%

Level 2 (percent of tests performed at Level 2): 20%

Level 3 (percent of tests performed at Level 3): 40%

Level 4 (percent of tests performed at Level 4): 20%

Learning Index = $(0 \times 0.05) + (1 \times 0.15) + (2 \times 0.20) + (3 \times 0.40) + (4 \times 0.20) = 2.55$

To calculate the gain, the Learning Index for a prior year is similarly calculated and the gain is the difference between the 2006 and the prior year's indexes.

¹⁶ What tests are available will depend on which years we want to use for calculating the gain. For example, we can use as a prior year, the most recent past year or we can use two years ago or we can go back to the beginning of AYP, which is 2001.

¹⁷ For this analysis, we used 2005 and 2006, mainly due to the availability of data. For the future, we might determine that a two-year or three-year gain measure would indicate a more stable growth measure. However, in the future, we may also have the capacity to calculate an individual student growth measure and decide to use that instead. Other states have used growth measures that compare a student's prior performance trajectory to determine if the student will reach proficiency at a future time (Ohio uses when the student gets to the grade level of their next school or for high school students, when the student reaches 11th grade). The decision to use individual student growth will require decisions such as which gains and how the measure feeds into the accountability index.

¹⁸ The range of the difference between one year's index and another can range from -4.0 to +4.0. For simplicity in explanation here we use "gain" or "loss" only. Differences can, however, be categorized into a number of categories. For example, we could have three categories: gains are differences greater than +0.05; losses are differences greater than -0.05; and remaining the same would include differences between -0.05 and +0.05.

The following table lays out the tier assignment based on levels of the three components:

Tier	AYP Status	Achievement Status	Improvement Status
	Met or Not Met (Step in School Improvement)	Percent Proficient All Tests + On-time Grad Rate for High Schools	Change in Learning Index: 2005 to 2006 Gain = ≥ 0.0
1	Met	70-89%	Gain or Loss
1	Met	50-69%	Gain
1	Met (≥ 1)	90-100%	Gain or Loss
1	Not (0)	90-100% or 70-89%	Gain or Loss
1	Not (1-2)	90-100%	Gain or Loss
1	Not (1-2)	70-89%	Gain
2	Met	50-69%	Loss
2	Met	<50%	Gain or Loss
2	Met (1-2)	70-89% or 50-69%	Gain or Loss
2	Met (≥ 3)	70-89%	Gain or Loss
2	Met (≥ 3)	50-69%	Gain
2	Not (0)	50-69%	Gain or Loss
2	Not (0)	<50%	Gain
2	Not (1-2)	70-89%	Loss
2	Not (1-2)	50-69%	Gain
2	Not (≥ 3)	90-100%	Gain or Loss
2	Not (≥ 3)	70-89%	Gain
3	Met (1-2) or Met (≥ 3)	<50%	Gain or Loss
3	Met (≥ 3) or Not (1-2)	50-69%	Loss
3	Not (0)	<50%	Loss
3	Not (1-2)	<50%	Gain or Loss
3	Not (≥ 3)	70-89%	Loss
3	Not (≥ 3)	50-69% or <50%	Gain or Loss

The following table shows the distribution by Tier using school-level data for 2006 and 2005 provided on the OSPI website and the criteria described above.¹⁹

¹⁹ The analysis did not include all of the schools mainly for the reason of not making the $n \geq 30$ requirement (note that the requirement for AYP for ELL and special education populations is 40) that we set for this analysis. The minimum “n” requirement was placed on each of three measures – the 2006 WASL, the 2005 WASL, and the cohort size for graduation rate for high schools. If we had had access to all of the data, some of the excluded schools would have been included. We excluded those grade-by-content area tests where less than 10 students were tested because results for those tests were suppressed.

Distribution of School by Tier Status: Based on 2006 WASL Performance		
Tier Status	Number of Schools	Percent of Schools
Tier 1	1,006	58.2%
Tier 2	530	30.6%
Tier 3	194	11.2%
Total	1,730	

DRAFT

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: September 18, 2007

SUBJECT: **ESD 171 SURROUNDING SCHOOL DISTRICTS
ON MATH LEADERSHIP**

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

PRESENTER: Superintendent Glenn Johnson
Cashmere School District

Superintendent John Adkins
Soap Lake School District

BACKGROUND:

The ESD 171 has been working as an entire region (22 to 29 districts currently involved with four additional districts, pending budgets) on a Math Leadership Alliance, which is funded entirely by the member districts with the intent of leveraging staff (both local and ESD), teacher training with the goal of improving mathematics achievement by 20% across all student demographics – WASL cells, including ESL and Special Education) over the next three years.

The ESD 171 believes that it is leading edge, innovative, and replicable; however, most important it has deep buy-in from districts not only financially (a three year commitment totaling nearly \$1 million dollars), but also has the significant advantage of leveraging staff training dollars, aligning materials, and power standards across an entire region.

The district has gone one step further, as a region, to begin deeply imbedding our ESL, migrant and bilingual program, and strategies into the Alliance as we already know that the strategies that help teachers reach children are the same strategies that help teachers with all kids. This is further leveraged by key work, building parent capacity as well as the addition of “graduation specialists” in two of our districts as a pilot project specifically targeted at increasing graduation rates within this demographic. The district believes this will develop as an important template that we can adapt to our coming work in science as well.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: September 18, 2007

SUBJECT: **STATE BOARD OF EDUCATION
AMENDMENTS TO CHAPTER 180-18 WAC**

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

PRESENTER: Evelyn Hawkins, Research Associate
State Board of Education

BACKGROUND:

The State Board of Education formed a committee of Board members and educators to study the 180-day waiver process. Recommendations from the committee were to revise the process to make waivers more directly linked to student academic achievement, school and district improvement plans, and to increase accountability for district and school use of waivers. The Board accepted the committee's recommendation.

Attached are the proposed amendments to WAC 180-18 that reflect the accepted recommendations. Specifically, proposed amendments are made to WAC 180-18-030 and WAC 180-18-040 to refine the purpose of these waivers and to WAC 180-18-050 to reflect the recommendations for a new waiver-request process. Further, staff proposes to repeal WAC 180-19-060; the requirements in this sub-section will be covered in the amended sub-section WAC 180-18-050.

Also, included in the attachments are the draft guidelines and application form that will be posted on the State Board of Education's website to inform districts and schools of the requirements for an initial and renewal waiver request.

The Board is asked to consider these proposals, make changes if it so desires, and adopt the amended rules. The adopted amendments will become effective 31 days after the date of filing with the State Code Reviser pursuant to RCW 34.05.380.

AMENDATORY SECTION (Amending WSR 01-24-092, filed 12/4/01, effective 1/4/02)

WAC 180-18-030 Waiver from total instructional hour requirements. A district desiring to (~~implement a local restructuring plan to provide an effective educational system to enhance~~) improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW 28A.305.140 and WAC 180-18-050 for up to three school years.

[Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

AMENDATORY SECTION (Amending WSR 95-20-054, filed 10/2/95, effective 11/2/95)

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.

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

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

teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

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

AMENDATORY SECTION (Amending WSR 04-04-093, filed 2/3/04, effective 3/5/04)

WAC 180-18-050 ((Local restructuring plan requirements))

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

- ~~(a) Identification of the requirements to be waived;~~
- ~~(b) Specific standards for increased student learning that the district expects to achieve;~~
- ~~(c) How the district plans to achieve the higher standards, including timelines for implementation;~~
- ~~(d) How the district plans to determine if the higher standards are met;~~
- ~~(e) Evidence that the board of directors, teachers,~~

~~administrators, and classified employees are committed to working cooperatively in implementing the plan; and~~

~~(f) Evidence that opportunities were provided for families, parents, and citizens to be involved in the development of the plan.~~

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

~~(3))~~. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

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

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

95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 180-18-060

Waiver renewal procedure.

Waiver Application Guidelines

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

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

Directions for Requesting Waivers:

1. Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least thirty (30) days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board’s meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6025 or emailing to sbe@k12.wa.us.
2. The waiver request shall be in the form of a resolution adopted and signed by the district board of directors. The resolution shall identify the basic education requirements for which the waiver is requested and include information on how the waiver will support increasing student achievement. The resolution shall be accompanied by documentation that includes the following information:
 - a. Baseline student achievement data underlying the purpose and goals of the waiver.
 - b. How the district and/or schools will collect evidence that the goals were attained.
 - c. How the waiver directly supports the district and/or school improvement plans.
 - d. Evidence of how administrators, teachers, other staff, parents, students, and the community were involved in the development of the request for the waiver.
 - e. For 180-day waiver requests, assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).
 - f. For 180-day waiver requests, whether waiver days will result in a school calendar with fewer half-days.

3. A renewal request shall also be in the form of a resolution signed by the district board of directors. The supporting documents shall include the following additional information:
 - a. Whether your district or schools used the waiver as planned and reported in your prior request; if not, an explanation of why and how the waiver was used instead.
 - b. Student achievement data and other evidence as to whether the purpose and goals for the previous waiver were met.
 - c. Evidence of how parents and the community were kept informed on an on-going basis about the uses and impacts of the waiver.
4. At the end of each school year, a randomly selected number of districts/schools may be asked to do a presentation at a State Board of Education meeting. The presentation will include at least the following information:
 - a. A description of the activities that were implemented as a result of the waiver, including the purposes and goals of these activities.
 - b. An explanation of how the waiver activities directly supported your district and/or school improvement plans.
 - c. Provide evidence on how waiver-day activities impacted the district or school improvement plans. Were the plans reviewed and revised as a result of the waiver time? Did waiver-day activities enable the district to establish new strategic and building action plans for making changes that will significantly increase student learning?
 - d. Provide evidence of any positive impact on teaching quality and student learning.

Waiver Application Form

District or School Requesting the Waiver _____

Name of District/School Contact _____

Email of District/School Contact _____

Telephone Number _____

Requirements to be Waived _____

For 180-Day Waivers:

Number of Requested Waiver Days Per Year _____

School Years for which Waiver Requested _____

Please attach the signed Resolution requesting a waiver and all supporting documentation.

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Waiver Application Guidelines

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

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

Directions for Requesting Waivers:

5. Waiver requests must use the Waiver Application Form and be submitted electronically to the State Board of Education at least thirty (30) days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board’s meeting schedule is posted on its website—<http://www.sbe.wa.gov>—or may be obtained by contacting the Board by calling 360.725.6025 or emailing to sbe@k12.wa.us.
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 - a. Baseline student achievement data underlying the purpose and goals of the waiver.
 - b. How the district and/or schools will collect evidence that the goals were attained.
 - c. How the waiver directly supports the district and/or school improvement plans.
 - d. Evidence of how administrators, teachers, other staff, parents, students, and the community were involved in the development of the request for the waiver.
 - e. For 180-day waiver requests, assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).
 - f. For 180-day waiver requests, whether waiver days will result in a school calendar with fewer half-days.
7. A renewal request shall also be in the form of a resolution signed by the district board of directors. The supporting documents shall include the following additional information:

- a. Whether your district or schools used the waiver as planned and reported in your prior request; if not, an explanation of why and how the waiver was used instead.
 - b. Student achievement data and other evidence as to whether the purpose and goals for the previous waiver were met.
 - c. Evidence of how parents and the community were kept informed on an on-going basis about the uses and impacts of the waiver.
8. At the end of each school year, a randomly selected number of districts/schools will be asked to do a presentation at a State Board of Education meeting. The presentation will include at least the following information:
- a. A description of the activities that were implemented as a result of the waiver, including the purposes and goals of these activities.
 - b. An explanation of how the waiver activities directly supported your district and/or school improvement plans.
 - c. Provide evidence on how waiver-day activities impacted your district or school improvement plans. Were the plans reviewed and revised as a result of the waiver time? Did waiver-day activities enable the district to establish new strategic and building action plans for making changes that will significantly increase student learning?
 - d. Provide evidence of any positive impact on teaching quality and student learning.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: **September 18-19, 2007**

SUBJECT: **Meaningful High School Diploma Policy Questions**

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

PRESENTERS: Eric Liu, Board Lead
 State Board of Education

 Kathe Taylor, Policy Director
 State Board of Education

BACKGROUND:

This paper provides background to assist the Board in moving forward with its meaningful high school diploma work. It is intended to be a catalyst for discussion of three key policy questions:

1. What is the purpose of a diploma?
2. Does the purpose of a diploma apply to all students?
3. What guiding principles will shape the Board's decisions about the content of diploma requirements and the methods used to measure student performance?

One of the Board's tasks is to propose a revised definition of a diploma to the legislature by December 1, 2007. Staff is seeking preliminary agreement on answers to these questions—agreements that will provide the basis for an outreach initiative this fall to elicit input from the public. In November, the Board will have an opportunity to consider that input, and deepen and refine its perspectives before responding to the legislature.



**Washington State Board of Education
Meaningful High School Diploma
Staff Recommendations September 6, 2007**

BACKGROUND

This paper provides background to assist the Board in moving forward with its meaningful high school diploma work. It is intended to be a catalyst for discussion of three key policy questions:

1. What is the purpose of a diploma?
2. Does the purpose of a diploma apply to all students?
3. What guiding principles will shape the Board's decisions about the content of diploma requirements and the methods used to measure student performance?

One of the Board's tasks is to propose a revised definition of a diploma to the legislature by December 1, 2007. Staff is seeking preliminary agreement on answers to these questions—agreements that will provide the basis for an outreach initiative this fall to elicit input from the public. In November, the Board will have an opportunity to consider that input, and deepen and refine its perspectives before responding to the legislature.

LEGISLATION

The legislation¹ directs the Board as follows:

The State Board of Education shall develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools in Washington state. The revised definition shall address whether attainment of a high school diploma is intended to signify that a student is ready for success in college, ready for successful and gainful employment in the workplace, or some combination of these and other objectives. The revised definition shall focus on the knowledge, skills, and abilities that students are expected to demonstrate to receive a high school diploma, as well as the various methods to be used to measure student performance, rather than focusing on courses, credits, seat time, and test scores.

¹ E2SHB 3098

POLICY QUESTIONS

Policy Question #1: What is the purpose of a diploma?

The legislation prompts the Board to consider three issues:

1. Should a diploma signify that a student is ready for success in college?
2. Should a diploma signify that a student is ready for successful and gainful employment in the workplace?
3. What other objective might a diploma meet?

The Board has already established an overall goal to guide its work: *Prepare all Washington state students for the opportunity to succeed in postsecondary education, the 21st century world of work, and citizenship.* The language of the goal suggests that the Board's answer to the first two questions outlined above would be "yes" and suggests, in response to question #3, that preparation for citizenship would be a third objective.

Staff recommendation: A diploma is intended to signify that a student is ready for success in postsecondary education, ready for successful and gainful employment in the 21st century workplace, and ready to assume the responsibilities of a participating member of a democratic society.

Policy Question #2: Does the purpose of a diploma apply to all students?

A decision on whether the purpose of the diploma is the same for all students will determine whether all students will be held to the same state-determined graduation requirements.

In an earlier paper prepared by staff and distributed to the Board, the status of differentiated diplomas nationally and in the state was explored. In that paper, it was noted that in Washington, school districts "issue diplomas to students signifying graduation from high school upon the students' satisfactory completion of all local and state graduation requirements." By law, *only* school districts and community and technical colleges may issue a high school diploma.² However, the Board sets the minimum graduation requirements required for students to earn those diplomas. Given

² (RCW 28A.230.120); (RCW 28B.50.535)

this authority, the Board could set graduation requirements and designate them for particular kinds of diplomas.³

A policy recommendation to move the state toward a differentiated diploma would need to consider what purpose the diploma would serve, and balance the value of that purpose against potentially negative consequences. Washington has cautiously explored, and then ultimately discarded the idea of differentiation in the past. For instance, the Legislature moved away from a form of differentiation by discontinuing the scholar designation on students' transcripts in 2007. Similarly, for a short period of time, students' WASL scores were placed on the transcript, but that practice was discontinued, as well.

Proponents of a differentiated diploma for Washington might argue:

- Differentiated diplomas that honor career and technical achievement provide public validity and recognition to students who pursue rigorous career and technical preparation.
- Differentiated diplomas can be a way of holding all students to high standards, while recognizing that there are multiple pathways to achievement.
- Differentiated diplomas that recognize academic or career and technical achievement provide motivation to students to pursue more rigorous curricular paths. (However, research evidence to support this assertion is limited to non-existent).

Detractors might assert:

- Differentiated diplomas that recognize career and technical achievements separately from academic achievements may have the unintended consequences of encouraging "tracking," diverting students who might otherwise head down a college preparatory path.
- A diploma is a diploma is a diploma. Most people outside education simply want to know if a student has earned a high school diploma. Anything else is confusing and inconsequential.
- Differentiated diplomas reinforce a false dichotomy of workplace readiness vs. college readiness and send mixed signals to students about what they need to succeed after high school.

The Meaningful High School Committee considered and declined to pursue a path of differentiated diplomas, preferring to focus instead on determining what core requirements were needed for all students to be successful.

³ The 23 states with some form of differentiation employ a variety of strategies: multiple diplomas, endorsements on diplomas, endorsements on transcripts and certificates separate from diplomas. Five states (Arkansas, Indiana, Oklahoma, South Dakota, Texas) have "opt-out" policies that permit students to pursue a less rigorous curriculum.

Staff Recommendation: The purpose and expectations of a diploma apply to all students.

Policy Question #3: What guiding principles will shape the Board’s decisions about the content of diploma requirements and the methods used to measure student performance?

Ultimately, the Board will need to make decisions about the exact content of graduation requirements, and that is where the tough questions the Board has already started to grapple with will emerge. The preliminary recommendations submitted in July reflected the Meaningful High School Diploma Committee’s first cut at these very difficult questions. Keep the same subjects that are currently required? Add subjects? Take some away? Narrow down to essentials? If so, which ones? What’s missing? What’s needed? What’s working? What isn’t?

And when the recommendations are finally completed, the Board will need to explain why—why *these* recommendations, for *this* time, for *our* students.

As the Board moves forward to consider graduation requirements and the strategies that will be needed to implement them, an agreed-upon set of guiding principles will serve as a point of reference—an anchor that will keep the focus on what matters.

Work to date. The seeds for many of the proposed principles have been evolving from the work of the MHSD Committee and its advisory group. The Committee discussed the importance of diploma requirements that would provide broad preparation to keep doors open for students after high school. The Committee thought graduates should have as many options open as possible, and as few foreclosed—for pathways are rarely straight and clear. Every student should be equipped with certain content areas and life skills to keep as many options open as possible after graduation.

The Committee also recognized that motivation and personal understanding are central to making high school meaningful, and relevance is key to motivation. Students need to be exposed to a variety of ways to learn. Similarly, a variety of ways to learn need to be accepted as viable pathways.

The Board has already established multiple methods for students to develop and demonstrate skills. In addition to earning 19 credits, the Board has required students to complete a High School and Beyond Plan and a Culminating Project, effective for all students beginning with the class of 2008. The MHSD Committee discussed the value of a full range of diploma requirements, and endorsed the High School and Beyond Plan and the Culminating Project for helping to ensure that students have many ways to pursue their interests. Similarly, students need a diversity of ways to demonstrate their

performance, both to address skills that are difficult to assess and to engage students more deeply in shaping their education and directing their learning.

Guiding principles: Six guiding principles emerge from the work to date and are brought forward for the Board to discuss, refine, and, if acceptable, endorse.

1. Endorse graduation requirements that broaden a student's experiences.

High school provides an opportunity for students to discover their interests by exploring a variety of subjects and to be exposed to the lenses through which different disciplines see the world (e.g., an historian's view of a world event may differ from the scientist's view of that same event). For this reason, high school graduation requirements should broaden, not narrow, students' experiences by encompassing a wide range of disciplines and experiences.

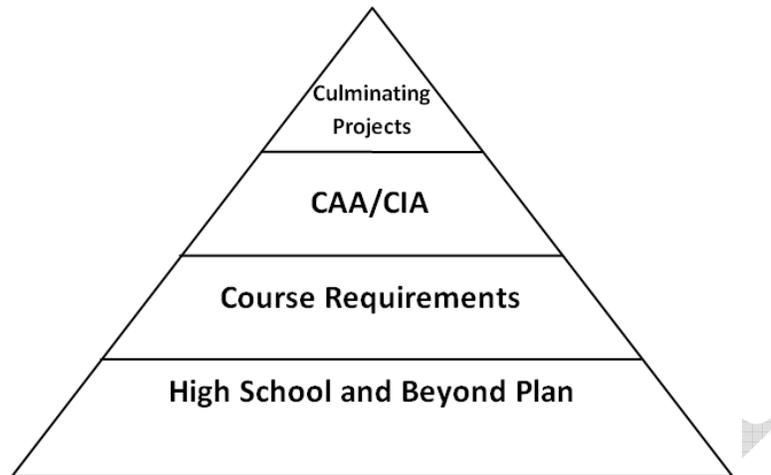
2. Balance prescription with flexibility to increase opportunities for students to pursue multiple pathways to earn a diploma.

The structure of graduation requirements should support, and not preclude, different courses of study. It should be possible for a student to pursue advanced placement courses, career and technical education courses—or both. Local decisions to cross-reference and cross-credit courses give students greater flexibility to pursue their goals in ways that most interest them.

3. Seek ways to expand opportunities to meet graduation requirements before high school.

For many students, middle school doesn't "count," in the sense that credits or grades earned in middle school aren't reported on a transcript. Finding meaningful ways to help students prepare for high school and connect middle and high school learning could ease the eighth/ninth grade transition, increase motivation and provide more flexibility of choice when students reach high school. Beginning work on the High School and Beyond Plan, taking courses that earn high school credit, or demonstrating proficiency on an essential skill are three examples of ways to make these connections.

4. **Strengthen and integrate the High School and Beyond Plan and Culminating Project so that students see all of the graduation requirements as one coherent whole.**



5. **Consider ways to increase opportunities for competency-based learning.** Competency-based learning requires a foundation of clear content and performance standards, reliable and valid assessment measures, and systems to monitor and record progress. It also requires a system that supports students and schools to earn credit through competency without jeopardizing school funding or taxing school resources unduly.
6. **Select a framework that will serve as a guide for the work of choosing diploma requirements.** Frameworks are established structures that provide a basis for comparison—touchstones against which to judge the adequacy of an approach. Frameworks are not definitive prescriptions and may, in fact, be incomplete. Still, they are guides that provide a structure and a rationale for decision making. As the Board considers the knowledge, skills and abilities students are expected to demonstrate, it may want to align fully or partially with graduation requirements recommended by credit-driven frameworks or skills-based frameworks. Examples of different types of frameworks are included in Appendix A.

Staff Recommendation: Endorse the guiding principles as a means to shape the Board's decisions about the content of diploma requirements and the methods used to measure student performance.

WORK PLAN AND NEXT STEPS

Decisions about the purpose, application, and guiding principles made at the September meeting will set the stage for public engagement on the meaning of a diploma—what it signifies, and what hopes and dreams it represents. That input, gathered this fall, along with the policy decisions the Board makes in response to the questions posed in this paper, will provide guidance to staff for the short-term work of developing the definition of a diploma and for the longer-term work of establishing revised graduation requirements.

The Board has a total of four MHSD-related tasks due by December 1. Staff will consult with Board members to move the work forward expeditiously on all of the tasks with imminent deadlines. Following is a proposed work plan with an outline of tasks, due dates, key action steps, and approximate timetable.

Meaningful High School Diploma Proposed Work Plan

Task	Due Date	Key Action Steps	Target Dates
Propose a revised definition of a diploma to legislature	December 1, 2007	Review draft purpose statement	September 2007
		Elicit public input	Fall 2007
		Review and approve final definition	November 2007
Reach a decision on Tribal history, culture, and government as a graduation requirement	December 1, 2007	Meet with Tribal Leader Congress	August 2007
		Meet with Tribal representatives	October 2007
		Hear from Tribal leader(s) at November Board meeting	November 2007
Increase math credits from 2 to 3 and prescribe content	December 1, 2007	Contract with external consultant to study and recommend math content	September-November 2007
		Consider recommendations and decide on content	October/November 2007
Evaluate graduation requirements for students in CTE programs	December 1, 2007	Contract with external consultant to analyze available data on CTE completers and graduation	September 2007
		Visit selected CTE programs	September/October 2007
		Review preliminary findings	November 2007

Task	Due Date	Key Action Steps	Target Dates
Recommend revised graduation requirements	July 2008	Revise proposed recommendations	November 2007
		Vet recommendations with interest groups/stakeholders (subject-specific groups, teachers, principals, school directors, parents, students, business)	November 2007 – March 2008
		Revise proposed recommendations	May 2008
		Approve final recommendations	July 2008
Consider adopting a rule that would reinstate the math WASL requirement for the CAA for the class of 2012	September 1, 2008	Formally declare intent to review reinstatement of math WASL by filing code revision notice	March 2008
		Hold public hearing	May 2008
		Make decision on reinstatement	July 2008

Frameworks for Comparison

Following are examples of three prominent, credit-based frameworks the Board might use to guide decisions about the content of graduation requirements. These frameworks provide a rationale for the selection of requirements and signal to the public key values that are driving decisions. Their usefulness is primarily as a point of reference. *Alignment with any one of them can be full or partial.*

Postsecondary education and work readiness convergence. Does the Board want to align with the graduation requirement standards of frameworks that assert the convergence of postsecondary education and work readiness skills? Considerable research has been conducted nationally by organizations such as the Southern Regional Education Board's High Schools That Work program⁴, ACT⁵, and Achieve's American Diploma Project (ADP)⁶ to determine where college and work ready skills overlap. All recommend very similar curriculum standards in core subject areas and prescribe math content. The ADP and ACT have both produced English and mathematics knowledge and skills standards. In addition, Achieve has identified 13 states that currently have college and work ready standards.⁷ (see table later in Appendix A).

College admissions. Does the Board want to align with the graduation requirement standards needed for admission to Washington's public four-year colleges? The Higher Education Coordinating Board recently updated the *minimum* College Admission Distribution Requirements (CADRs) that all students must meet in order to be admitted to public, four-year colleges in our state. Not all students may choose to attend a four-year institution or to attend college at all; the operative question would need to be, do the CADRs represent a standard all students should meet?

Global Challenge States. Does the Board want to align with the graduation requirement standards of the Global Challenge States? Washington Learns, the Governor-appointed committee that studied Washington's education system and recommended changes needed to build a world-class, learner-centered, seamless education system, suggested that Washington benchmark performance against the Global Challenge States⁸. In addition to Washington, five of the Global Challenge States (California, Connecticut, Maryland, New Jersey, Virginia) have state-mandated high school graduation requirements; Washington could use those states' requirements as a point of reference.

⁴ Southern Regional Education Board. (2006). Getting Students Ready for College and Careers.

⁵ ACT, Inc. (2006). Ready for College and Ready for Work:: Same or Different? ACT Policy Report. (2005). Courses Count: Preparing Students for Postsecondary Success.

⁶ The American Diploma Project (2004). Ready or Not—Creating a High School Diploma That Counts. Achieve, Inc.; American Diploma Project Network.

⁷ American Diploma Project Network. Closing the Expectations Gap 2007. Achieve, Inc. p. 10

⁸ The Global Challenge States are the eight top performers on the New Economy Index, a scale that compares states on 21 indicators that measure how well they are positioned to compete in the new economy.

Summary of credit-based frameworks. Both the convergence and college admissions frameworks specify math through Algebra II or Integrated Math III. Math requirements in the Global Challenge States vary, with some unspecified, and others naming Algebra I and geometry. The following summary table compares the credit requirements of the various frameworks against current Washington graduation requirements. Electives are not included in the table. One limitation of these particular frameworks is that none of them address physical education or career and technical education; consideration of these subjects would need to be addressed separately.

Comparison of Washington Requirements to Three Credit-based Curriculum Frameworks

	Eng.	Math	Science	Soc. St.	Arts	World Lang.	PE	CTE
Current Washington Graduation Requirements (non-elective)	3	2	2 (one lab)	2.5	1	0	2	1
Possible Frameworks								
Convergence of postsecondary education & work readiness	4	4	3	3		1-2		
Washington College Admissions	4	3 (one in senior year)	2 (both lab)	3	1 (or other core subj.)	2		
Global Challenge States	4	3	3	3	1	1-2		

Note: Numbers have been averaged for the 5 Global Challenge states with state-mandated requirements and rounded to the nearest whole number.

Skills-based Frameworks

The Meaningful High School Diploma Committee proposed an initial set of essential/lifelong learning skills the Board might consider for high school graduation requirements. The legislation also asks the Board specifically to consider knowledge, skills and abilities beyond credits and courses. Following are examples of two frameworks that speak directly to skills and provide specific guidance for thinking about the types of skills students may need in the 21st century.

Partnership for 21st Century Skills. The Partnership for 21st Century Skills provides a framework for categorizing essential knowledge, skills, and abilities students may need to prepare for success in postsecondary education, the workplace, and citizenship. Partnership for 21st Century Skills, an organization of private businesses and education foundations, advocates for “21st century student outcomes”--the “skills, knowledge and expertise students should master to succeed in work and life in the 21st century.”

Equipped for the Future. The National Center for Literacy Equipped for the Future (EFF) initiative began in 1994. It is a “national, standards-based educational improvement initiative for adult basic education and English language learning.” The organization has produced a national work readiness credential that establishes the skills needed for entry-level work, as well as standards that describe what adults do when they are effective in carrying out three primary roles in everyday life--citizen/community member, worker, and parent/family member.

These skill-based frameworks are summarized in the table below.

Summary of Two Skills-based Frameworks

Framework	Areas of Focus
Partnership for 21 st Century Skills	Focuses on skills needed by students in the 21 st century, including mastery of core subjects integrated with themes: global awareness, civic literacy, health literacy, and financial, economic, business and entrepreneurial literacy; life and career skills; learning and innovation skills; information, media and technology skills
Equipped for the Future	Focuses on skill areas needed in everyday adult life to become an effective citizen, worker, and family member. Organized around skills of communication, interpersonal, decision making and lifelong learning.

Resource tables and information about the frameworks are on the following pages.

High School Recommended or Mandatory Graduation Requirements for a Standard Diploma for the Class of 2008 and Beyond—Global Challenge States

State	Math	Type of Math	English	Social Studies	Science	Arts	World Language	PE	Elective	Comp. Tech	Voc Ed Career	Notes	Total
California	2	Algebra I	3	3	2	1 (or world lang)	1 (or arts)	2	0	0	0	State-mandated	13
Colorado	0		0	.5 (incl. hist. of minorities)	0	0	0	0	0	0	0	Locally-determined	.5
Connecticut	3	Not specified	4	3	2	1 (or voc)	0	1	0	0	1 (or arts)	6 credits Determined locally	20
Maryland	3	Algebra I/data analysis; geometry	4	3	3 (2 lab)	1	2 (world lang, adv tech, or CE)	1	3	1 + 2 world lang, adv tech, or CE)	2 (world lang, adv tech, or CE)	State-mandated	21
Massachusetts	4	See note	4	3	3 (lab)	0	2	2	6	0	0	Voluntary curriculum	24*
New Jersey	3	Not specified	4	3	3	1	1	.75	6	0	0	State-mandated	22
Virginia	3	See note	4	3	3 (lab)	1	0	2	6	0	0	State-mandated	22
Washington	2	Not specified	3	2.5	2	1	0	2	5.5	0	1	State-mandated	19

Note: Massachusetts: Massachusetts is recommending a voluntary set of requirements called the MassCore, effective with the class of 2009. The MassCore will recommend that students complete math through Algebra II and take a math course in their senior year. **Virginia:** Virginia has differentiated diplomas. To earn a standard diploma, students must complete 22 credits, of which 6 must be verified externally, either through end-of-course assessments or through other assessments approved by the Board. Courses completed to satisfy the math requirement must be at or above the level of algebra and include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. *Shaded rows represent American Diploma Project Network states.*

As States Raise High School Graduation Requirements in Math, Do Other Subjects Get Squeezed from the Curriculum?

Each of the 13 states that have raised graduation course requirements to the level recommended by ADP has raised the requirements primarily in math because deficiencies in high school graduates' math performance are most glaring to employers and postsecondary institutions. Many also have raised requirements in science. None of the states has cut back on requirements in the humanities to make room for more math and science. Because students need a well-rounded education, each of these states also established course-taking requirements in English, history/social studies and civics, and most specify requirements in foreign languages and the arts.

College- and Work-Ready High School Graduation Course Requirements

	AR	DE	IN	KY	MI	MN	MS	NM	NY	OH	OK	SD	TX
English	4.5	4	4	4	4	4	4	4	4	4	4	4	4.5
Mathematics (including Algebra II)	4	4	3	3	4	3	4	4	3	4	3	3	4
Science	3	3	3	3	3	3	4	3	3	3	3	3	4
Social studies	3	3	3	3	3	3.5	4	3.5	4	3	3	4	4
Fine arts	0.5	0		1	1	1	1	0	1		1	1	1
Foreign language	0	2	7	0	2	0	0		1	6			2
Career, electives and other courses	7	8		8	1	7	7	9.5	6		9	7	6.5
Total required courses	22	24	20	22	18	21.5	24	24	22	20	23	22	26
Year math and science raised	2010	2011	2011	2012	2016	2015	2012	2013	2010	2014	2010	2010	2011

Source: Achieve Survey/Research, 2007

* States approach elective requirements in a variety of ways. They may specify that students complete electives chosen from a set of prescribed courses or subjects that in some states includes fine arts and foreign language. They also may bundle electives into various course sequences or concentrations from which students choose. Finally, states simply may require students to take a number of electives without any structure of specificity. A number of states combine these options, requiring several prescribed elective courses or a choice from among several elective concentrations, while also providing students with flexibility in how they fulfill the remaining electives.

"Other courses" include health, physical education and other required non-academic courses.

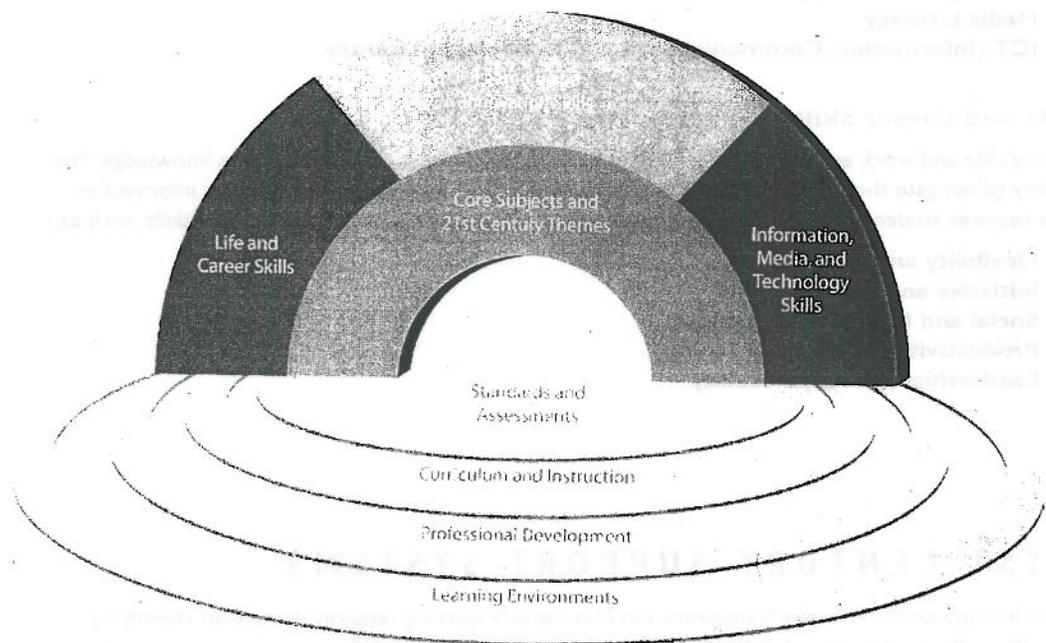
Framework for 21st Century Learning

Member Organizations

- Adobe Systems Inc.
- American Association of School Librarians
- Apple
- AT&T
- Blackboard Inc.
- Cable in the Classroom
- Cisco Systems Inc.
- Corporation for Public Broadcasting
- Davis Publications Inc.
- Dell Inc.
- Discovery Education
- EF Education
- Educational Testing Service
- Education Networks of America
- Ford Motor Company Fund
- Intel Foundation
- JA Worldwide
- KnowledgeWorks Foundation
- LeapFrog SchoolHouse
- McGraw-Hill Education
- Microsoft Corporation
- National Education Association
- Oracle Education Foundation
- Pearson Education
- PolyVision
- SAP
- SAS Institute
- Texas Instruments
- THINKronize
- Thomson Gale
- Verizon

The Partnership for 21st Century Skills has developed a vision for 21st century student success in the new global economy.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities required of them in the 21st century. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessment of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at www.21stcenturyskills.org.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: **September 18-19, 2007**

SUBJECT: **APPROVAL OF PRIVATE SCHOOLS FOR
2007-08 SCHOOL YEAR**

SERVICE UNIT: Martin T. Mueller, Assistant Superintendent/Student Support
Office of Superintendent of Public Instruction

PRESENTERS: Kathe Taylor, Policy Director
State Board of Education

RECOMMENDATION:

The 89 schools on the list (provided separately) submitted by OSPI, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2007-08 school year.

BACKGROUND:

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. A description of the criteria was included in the July Board materials.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the homeschool community through an extension program subject to the provisions of RCW28A.200. These students are counted for state purposes as private school students.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: September 19, 2007

SUBJECT: APPROVAL OF END-OF-COURSE ASSESSMENT CHARTER

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

PRESENTER: Edie Harding, Executive Director
State Board of Education

Kathe Taylor, Policy Director
State Board of Education

BACKGROUND:

Currently 25 states, including Washington, require, or plan to soon require, students to pass exit tests for high school graduation. Seven of these states use a series of "end-of course" (EOC) assessments, where students take the test(s) after completing a course(s). Senate Bill 6023 directed the Washington SBE to examine and recommend changes to high school assessments with a limited series of end-of-course assessments. The Governor vetoed the language because she felt that the study should not predetermine that end-of-course assessments would be implemented. She asked the SBE to conduct a study that would examine:

- What are the various EOC assessment systems used by other states and their purposes?
- What subjects are assessed and how do they align with state standards?
- What is the impact of EOC on curriculum and instruction?
- Are exams used singly or in combination with other assessments for graduation decisions?
- How do EOC exams integrate with the entire assessment system across all grades and subjects?
- What are the implementation issues, costs and lessons learned?

In addition, The Office of the Superintendent of Public Instruction (OSPI) is directed to request that vendors bidding on its upcoming new testing contract address cost and technical aspects of implementing EOC assessments.

An additional section of the law passed, directs the SBE to examine opportunities for approved alternatives for the CAA assessment system to include one or more standardized norm-referenced student achievement tests and the possible use of reading, writing, or mathematics portions of the ACT ASSET and ACT COMPASS tests and how they relate to state standards. This review will be conducted as a part of this overall study on alternative assessments.

The Washington State Board of Education hereafter called "SBE," is initiating this Request for Proposals (RFP) to solicit proposals from Consultants interested in performing an independent study of End-of-Course student assessments.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: September 19, 2007

SUBJECT: **APPROVAL OF SCIENCE CHARTER**

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

PRESENTER: Edie Harding, Executive Director
 State Board of Education

 Kathe Taylor, Policy Director
 State Board of Education

BACKGROUND:

The legislature asked the Board to review K-10 science standards and to provide feedback and recommendations to the Superintendent of Public Instruction on recommended basic science curricula the Superintendent will bring to the Board. The impetus for the work comes from two sources: *Washington Learns* and student performance on the WASL.

The Governor commissioned a Committee, "Washington Learns," to review the entire education system. The report, issued in 2006, called for the State Board of Education to adopt international performance standards for math and science benchmarked to the Trends in International Mathematics and Science Study (TIMSS) or the Programme for International Student Assessment (PISA) and to adopt high school graduation requirements aligned with international standards.

One reason for this call to higher standards was students' performance on the science WASL. From 2003-2006, performance of students who took the 10th grade science Washington Assessment of Student Learning (WASL) remained essentially flat, with approximately 35 percent of students meeting the standard needed for high school graduation.

The purpose of the standards review is to analyze the strengths and weaknesses of Washington's current K-10 science standards (defined as science essential academic learning requirements and grade level expectations), and recommend ways to strengthen them. A secondary purpose is to recommend appropriate grade level expectations for grades 11 and 12.

The Board will review the science curricula recommended by OSPI to help assure that the curricula best fits Washington's revised standards. Fewer curricula will assure greater consistency in implementation, streamline professional development, and increase the

likelihood that students transferring across (or even within) districts will experience fewer disruptions in their learning from facing new and unfamiliar curriculum.

The ultimate goal is to ensure that Washington students are prepared through their K-12 education to successfully enter the world of work and postsecondary training with the science knowledge and skills needed.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: September 18-19, 2007

SUBJECT: **BUDGET AND WORK PLAN**

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

PRESENTER: Edie Harding, Executive Director
 State Board of Education

BACKGROUND:

At the Board retreat, staff distributed several documents that presented an overview of the Board's work—what has been completed, what is still in progress, and what is yet to come. These documents are included in this section:

- Work Plans for 2006-2007 and 2007-08
- SBE 2006 and 2007 Legislative Assignments and Time Line

In addition, staff reviewed the state and private sources for the agency budget. Tables listing those budget details are behind this tab.

SBE 2006 and 2007 Legislative Assignments and Time Line June 7, 2007

Lead Agency	Assignment	Due Date
SBE	Status report on math and science reviews to legislature (HB 1906)	9/1/07
SBE	Recommend to the OSPI revised essential academic learning requirements and grade level expectations in mathematics with assistance of national consultant and Washington math panel. (HB 1906)	9/30/07
SBE	Revise the high school graduation requirements under RCW 28A.230.090 to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics and prescribe the mathematics content in the three required credits. (HB 1906) Status report on math and science reviews to legislature. (HB 1906) Set cut scores for SAT and ACT in reading and writing; PSAT for Math; (SB 6023- Section 2) Revise definition of purpose and expectations for high school diploma (HB 3098 Section 405) from 2006 Session Reevaluate graduation requirements for students in CTE programs to ensure students have opportunity to complete CTE program and earn CAA (HB 2973- Section 3)	12/1/07
SBE	Examine additional alternative assessments, including norm referenced tests to allow students to demonstrate meeting the WA standards for CAA. (SB 6023-Sec 6)	1/10/08
SBE	Consult with OSPI (SBE may contract out) to examine and recommend changes in high school WASL in math and science. Examine replacing current WASL with end of course assessments in math and science. (SB 6023 – Sec 9)	1/10/08 Note: Gov vetoed but requested SBE to do study on End of Course Assessments by 1/15/08 with recommendations
OSPI	Revise the essential academic learning requirements and the grade level expectations for mathematics and present the revised standards to the SBE and the education committees of the senate and the house as required by RCW 28A.655.070(4). (HB 1906)	1/31/08

SBE	Status report on math and science reviews to legislature. (HB 1906)	3/1/08
OSP I	Present to the SBE, recommendations for no more than three basic mathematics curricula each for elementary, middle, and, high school grade spans.	5/15/08
SBE	Recommend to the OSP I, revised essential academic learning requirements and grade level expectations in science with assistance of national consultant and Washington science panel. (HB 1906).	6/30/08
	Provide official comment on OSP I proposed math curricular menu.	
	Determine when state curriculum should be used by districts (HB 1906 section 9) in accountability plan – no date for completion	
SBE	Status report on math and science reviews to legislature. (HB 1906)	6/1/08
SBE	Status report on math and science reviews to legislature. (HB 1906)	9/1/08
SBE and PESB	Status joint report on progress of boards (HB 3098 from 2006 session) – due every even numbered year	10/15/08
SBE	Status report on math and science reviews to legislature. (HB 1906)	12/1/08
OSP I	Revise the essential academic learning requirements and the grade level expectations for science and present the revised standards to the SBE and education committees of the senate and the house as required by RCW 28A.655.070(4). (HB 1906)	12/1/08
OSP I	Present to the SBE, recommendations for no more than three basic science curricula each for elementary, middle, and high school grade spans. (HB 1906)	5/15/09
SBE	Provide official comment and recommendations to the OSP I regarding the recommended science curricula. (HB 1906)	6/30/09
	Determine when state curriculum should be used by districts (HB 1906- Sec 9) in accountability plan – no date for completion	
OSP I	Make any changes based on the comment and recommendations from the SBE and adopt the recommended curricula. (HB 1906)	6/30/09
SBE	Sunset Math and science panels with their work completed on standards and curriculum reviews.	6/30/12

**Status of State Board of Education Work Plans for
2006-07 and 2007-08
August 20, 2007**

VISION

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life. Adopted 9/06

BOARD GOALS:

1. Raise student achievement dramatically. Adopted 9/06
2. Prepare all Washington State students for the opportunity to succeed in post-secondary education in the 21st century world of work, and citizenship. Adopted 5/07

**Special Actions, Studies, and Reports
for September 2006–August 2007:**

New tasks not identified in fall 2006 original work plan have an asterisk by the task.

Actions, Studies, Reports	Update of Work	Goal 1, Goal 2 or Legislatively Required (LR)
Joint Professional Educator Standards Board (PESB) /State Board of Education Report	Submitted report to legislature 10/15/06 (due every even numbered year)	LR
Collection of Evidence	Approved guidelines, protocols, and scoring criteria for the Collection of Evidence based on Office of the Superintendent of Public Instruction (OSPI) recommendations at November 2006 Board meeting. Approved COE cut scores for math and proficiency for reading and writing at August 2007 Board meeting.	LR
Determine PSAT, SAT, and ACT mathematics cut scores	Adopted at November 2006 Board meeting.	LR

Actions, Studies, Reports	Update of Work	Goal 1, Goal 2 or Legislatively Required (LR)
*Joint Mathematics Action Plan define "world class" high school graduation requirements with OSPI and PESB	Presentations made to legislature and Board in December 2006, January 2007, March 2007, and May 2007.	Goals 1 and 2
Math and Science Report Update on Standards and Curriculum Reviews	September 1, 2007 and subsequent quarters (December 2007, March 2008, June 2008, September 2008, etc).	LR
*Math Standards Review	<ul style="list-style-type: none"> • Competitive RFP advertised in February. • Contractor hired March 2007. • Math Panel and Math Focus Groups provided input in spring and summer. • Draft report done July 10. Final report due August 30, 2007. • SBE decision at September 2007 Board meeting 	Goals 1 and 2
*Rule Clarification to Align Standards (GLEs) with High School Graduation Credits.	<ul style="list-style-type: none"> • Adopted at March 2007 Board meeting. • Revised basic education compliance form to address this issue May and July 2007 Board meetings. 	Goals 1 and 2
Accountability System	<ul style="list-style-type: none"> • Formed Committee and advisors. • Reviewed other states' systems, OSPI, and A+ Commission work. • Contracted with Mass Insight for Case Study on WA. • Had data presentation with PESB, OSPI, JLARC, and OFM at January 2007 Board meeting. • Presented four big draft concepts for statewide plan at July 2007 Board meeting: <ul style="list-style-type: none"> Tiers; Summit Schools; Education Report Card; Data enhancement. 	LR
GED Study	Submitted report to legislature 1/15/07.	LR
180 Day Waiver Study	<ul style="list-style-type: none"> • Formed Committee to review and present recommendations. • Adopted a revised 180 Day Waiver process at May 2007 	

Actions, Studies, Reports	Update of Work	Goal 1, Goal 2 or Legislatively Required (LR)
	Board meeting for 2008-09 school year. <ul style="list-style-type: none"> Will Bring rules to Board at September 2007 Board meeting. 	
State Board of Education Duties	Board has not discussed duties it wants to have "back." The issue of accreditation has come up as one to be examined.	LR
Education Gap Issues: English Language Learners (ELL) Action Plan	Examined ELL issues and received update from OSPI at November 2006 and March 2007 Board meetings. Several board members have met with OSPI to continue discussions. This will be a topic for the P-20 group to examine.	Goal 1
NCLB Reauthorization	Chair attended conference in D.C. on this issue. Discussed at March 2007 Board meeting	
*American Diploma Project	<ul style="list-style-type: none"> Board briefed on ADP at March 2007 meeting and agreed at May 2007 meeting to recommend to Governor that Washington join. Governor wrote letter July 2007 to join. 	Goal 2
Meaningful High School Diploma – Mathematics, Science, Arts, Career and Technical Ed Issues, Tribal History	<ul style="list-style-type: none"> Completed data base on high school graduation credit requirements in all 246 school districts with high schools in June 2007. Formed committee and advisors. Presented draft concepts on lifelong learning skills and 22 credits for diploma at July 2007 Board meeting. Board signed MOA to examine tribal history as part of graduation requirements by December 2007. Report due December 1, 2007. 	Goal 2
*End of Course Assessment Study	<ul style="list-style-type: none"> Advertised Initial RFP but did not obtain a successful bidder. Re-advertising the RFP with due date of August 27 for proposals. Report due to Governor January 15, 2008 	LR
New definition of Basic Education to align funding with K-12 learning goals	A legislative committee with several Governor appointees will be formed in fall 2007. Final report due September 2008. Work from Board Committees should feed into this task.	Goal 1

Ongoing Work:

Actions, Studies, Reports	Components of Task	Goal 1, Goal 2 or Legislatively Required (LR)
180 Day Waiver Requests	Review 180 day waiver requests from schools – new process for 2008-09 school year.	LR
Basic Education Compliance	Send out form annually to districts and collect signed forms back from 295 districts.	LR
Board Meetings, Committee Meetings, and Board Member Requests	Prepare for board meetings as well as advisory committees and panels.	
Meet and coordinate with Key Policy Makers	Meet with key stakeholders throughout year (legislators, WEA, WSSDA, WASA, AWSP, legislative and Governor staff).	
Private School Approval Process	Oversee the review of private school proposals.	LR
Rules	Transfer governance rules to Office of Superintendent of Public Instruction and Professional Educator Standards Board (September-October 2006); update rules as needed.	LR
Web and PR Communication	Continuously improve Web site, create press releases and media opportunities. Hired APCO in June 2007 to assist with media outreach summer and fall of 2007.	
Questions on SBE work	Answer constituent questions by phone and email (average of 30 per day).	

Special Actions, Studies, & Reports for September 2007–August 2008:

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2 or Legislatively Required (LR)
Joint Mathematics Action Plan - define "world class" high school graduation requirements with OSPI and PESB	We have prepared updates in January 2007, March 2007 and July 2007 for the Board.	Goals 1 and 2
SBE provide update to legislature and Governor on math and science standards and curricula reviews	September 1, 2007 (and every quarter after that – December 2007, March 2008, June 2008, etc) until 2012.	LR
SBE revise math high school graduation requirements to 3 credits (look at CTE)	Due December 1, 2007.	LR
*Science Standards Review	Competitive RFP will be completed in August 2007. Panel to be formed by October 2007. SBE decision by May 2008 Board meeting. Deadline is June 30, 2008.	LR
Examine math WASL implementation date to require CAA (meet standard in math, reading, and writing) from class of 2013 to class of 2012	This would need to be a decision for entering class of freshmen in September 2009.	LR
SBE Math Content Study of 3 high school credits	Due December 1, 2007.	LR
Review math standards writing process and OSPI curricular menu for new standards with Math Panel	Curricular review due by June 30, 2008.	LR
Science Curriculum Review	Due June 30, 2009.	LR
Support P-20 Council Work	First meeting September 13, 2007 in Olympia.	LR
Accountability – Continue to refine proposals and get up to speed on using OSPI data using appropriate soft ware Consider major policy forum on this issue?	Provide recommendation to legislature about when school districts need to choose from state curriculum.	LR
Meaningful High School Diploma – Continue to refine proposals	Due December 1, 2007.	LR

EOC Assessment Study Alternative norm referenced tests study	Due January 15, 2008. Due January 10, 2008.	Governor
Determine SAT and ACT reading and writing cut scores	Approve by December 1, 2007.	LR
Online learning study?		
Transcript analysis study?		
Special study on dropouts?		
Special study on private school issues?		
ELL issues – how do other states deal with AYP testing?		
Middle school programs that offer high school credit study?		

State Board of Education

State Funds

Board Members	FY 07	FY 08 Proposed	FY 2009	Total
Sal/wages	\$ 17,025.23	\$ 19,802.00		
Employee Bens	\$ 1,489.50	\$ 2,000.00		
Goods/Services	\$ 4,679.53	\$ 6,000.00		
Travel	\$ 63,292.56	\$ 62,600.00		
Total	\$ 86,486.82	\$ 90,402.00		

SBE Staff and Operations	FY 07	FY 08 Proposed	FY 2009	Total
Salaries/Wages	\$ 294,507.70	\$ 394,327.00		
Employee Benefits	\$ 70,208.00	\$ 101,327.00		
Contracts	\$ 10,170.21	\$ 61,000.00		
Goods/Services	\$ 32,655.89	\$ 35,000.00		
Travel	\$ 17,150.79	\$ 25,000.00		
Equipment	\$ 24,627.14			
Math Panel	\$ 2,752.00			
Other Committees	\$ 1,495.00			
SAS License		\$ 1,000.00		
Carry-over Equipment Fund		\$ 9,126.00		
Indirects	\$ 5,081.00	\$ 32,400.00		
DOP Payroll	\$ 233.55	\$ 800.00		
New Projects Math and Science		\$ 248,200.00		
New Projects Others		\$ 81,418.00		
Total	\$ 458,881.28	\$ 989,598.00		

	FY 07	FY 08 Proposed	FY 2009	Total
Annual Total	\$ 545,368.10	\$ 1,080,000.00		
Legislation Approp for SBE		\$ 1,080,000.00	\$ 815,000.00	\$ 1,895,000.00
Legislation Approp for Math and Science		\$ 250,000.00	\$ 50,000.00	\$ 300,000.00
Total Available		\$ 1,330,000.00	\$ 865,000.00	\$ 2,195,000.00

State Board of Education

State Funds

Continued

FY 2008 Math and Science Items Identified	
Math Content Study	\$ 14,700.00
Science RFP	\$ 200,000.00
Math Panel	\$ 6,000.00
Science Panel	\$ 7,500.00
Math Focus Groups	\$ 10,000.00
Science Focus Groups	\$ 10,000.00
Total	\$ 248,200.00

FY 2008 Other Projects	
Some of this could be requested under Gates	
Board Outreach	\$ 30,000.00
Additional consultant help	\$ 100,000.00
APCO+Video	\$ 215,000.00
Symposium	\$ 50,000.00
Transcript Study	\$ 50,000.00
Total	\$ 445,000.00

State Board of Education

Total Funds

	July 2007-June 2008	July 2008-June 2009	2007-09 Total
STATE FUNDING			
Legislation Approp for SBE Operations	\$ 1,080,000	\$ 815,000	\$ 1,895,000
Legislation Approp for Math and Science	\$ 250,000	\$ 50,000	\$ 300,000
Total Available	\$ 1,330,000	\$ 865,000	\$ 2,195,000

	December 2007- December 2008		
GATES FUNDING	\$ 449,750.00		
PARTNERSHIP4 LEARNING	\$ 50,000		