

January 11-12, 2012

## AGENDA

### Wednesday, January 11, 2012

**8:00 a.m.**

**Call to Order**

Pledge of Allegiance

Welcome – Dr. Bill Keim, Superintendent, ESD 113

Administration of the oath of office for new Board members:

- Cynthia McMullen, Region One
- Kevin Laverty, Region Three

Agenda Overview

Announcements

**Consent Agenda**

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

- Approval of Minutes from the November 9-10, 2011 Meeting (**Action Item**)

**8:15 a.m.**

**NCLB Waiver – Discussion of Options/Timelines**

Ms. Sarah Rich, Research Director

Mr. Bob Harmon, Assistant Superintendent, OSPI

**10:00 a.m.**

**Break**

**10:30 a.m.**

**BEA Waivers**

Ms. Sarah Rich, Research Director

**12:00 p.m.**

**School Levy Proposal**

Representative Ross Hunter

**1:00 p.m.**

**Lunch**

**Recognition of Award Winners:**

Ms. Barbara Franz, North Elementary, Moses Lake, 2010 Presidential Awardee for Excellence in Mathematics,

Ms. Dawn Sparks, Thorp Elementary, Thorp, 2010 Presidential Awardee for Excellence in Science

Dan Alderson, Lake Stevens High School, Lake Stevens, 2011 Milken Educator

**1:45 p.m. Education System Governance**

Dr. Aims C. McGuinness, Jr., National Center for Higher Education Management Systems (NCHEMS)

**Board Discussion:** Higher Education Steering Committee Recommendations and Legislative Agenda

**4:15 p.m. Public Comment**

**4:30 p.m. Board Small Group Discussion – Reflection on Presentations of the Day**

**5:00 p.m. Adjourn**

**Thursday, January 12, 2012**

**8:00 a.m. Lessons**

Mr. Jared Costanzo, Student Board Member

**8:15 p.m. SBE Strategic Plan Work Session**

Mr. Ben Rarick, Executive Director

- Staff Overview
- Small Group Discussions
- Larger Group Discussion – Recommendations

*(This will be a more informally structured discussion and small group deliberation session)*

**10:30 p.m. Legislative Update/SBE Legislative Agenda Discussion**

Mr. Ben Rarick, Executive Director

**12:00 p.m. Public Comment**

**12:30 p.m. Business Items**

- Amendment to WAC 180-18-040

**1:00 p.m. Lunch**

**1:30 p.m. Board Member Legislator Meetings**

**5:00 p.m. Adjourn**

# The Washington State Board of Education

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

January 11-12, 2012  
Educational Service District 113  
Tumwater, Washington

## MINUTES

### **Wednesday, January 11, 2012**

Members Attending: Chair Jeff Vincent, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Mr. Kevin Laverty, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan (video conference), Mr. Tre' Maxie, Mr. Matthew Spencer, Mr. Jack Schuster, Ms. Cindy McMullen (15)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Ashley Harris, Mr. Aaron Wyatt, Ms. Colleen Warren, Mr. Jack Archer (8)

The meeting was called to order by Chair Vincent at 8:00 a.m.

Dr. Bill Keim, Superintendent of the Educational Service District 113, welcomed the Board to the new facility.

Ms. Cynthia McMullen and Mr. Kevin Laverty were sworn in as new members to the Board in Positions One and Three, respectively.

Chair Vincent read a letter received from former Vice-chair, Steve Dal Porto thanking the Board Members for the work of the past six years. He talked about the many accomplishments the Board worked together on to do what was best for the education system. He thanked the staff for their continued excellent work in support of the Board.

Chair Vincent asked the Members to send nominations for the Vice-chair position to replace Dr. Dal Porto to Loy McColm by the end of February. The successful candidate for this position will need to run again for the main election in September. The regular election for all Executive Committee members will occur at the September planning meeting. Nominations for officers should be submitted to Loy McColm beginning in July and nominations will be accepted through August for the September election.

### **Consent Agenda**

**Motion** was made to approve the November 9-10, 2011 Board meeting minutes

**Motion** seconded

**Motion** carried

### **NCLB Waiver – Discussion of Options/Timelines**

Ms. Sarah Rich, Research Director  
Mr. Bob Harmon, Assistant Superintendent, OSPI

The Office of Superintendent of Public Instruction (OSPI) is moving forward with writing an application for an Elementary and Secondary Education Act (ESEA) waiver that will be ready for submission on February 21, 2012. The SBE is participating in this effort and the Achievement Index is being seen as the unifying accountability tool. The waiver is an opportunity to create a state accountability system as described in HB 2261 and HB 6696. The Board was assigned responsibility to create and oversee an accountability framework, with or without a waiver. The waiver provides additional incentive and momentum to create and implement such a system with our education partners, specifically OSPI and school districts. The four principles needed to receive a waiver are:

1. College and career ready standards and assessments for all students.
2. State developed, differentiated systems of recognition, accountability, and support.
3. Supporting effective instruction and leadership through educator evaluation.
4. States must reduce unnecessary burden of reporting and ensure that what is required impacts student achievement and is not duplicative.

The timeline for applying is:

Early January 2012	Internal OSPI and SBE vetting of draft application.
January 11	SBE Board meeting.
Late January/Early February	Posting of draft application for public comment and stakeholder meetings for input.
January 23	Council of Chief State School Officers peer review.
February 21	Final application due.

For the past three years, districts and schools have been able to assess their progress with the Washington Achievement Index. The Index was developed using a set of guiding principles as follows:

The Index should:

- Be transparent and easy to understand.
- Use existing data.
- Rely on multiple measures.
- Include assessment results from grades 3-8 and 10 and subjects tested statewide in reading, writing, mathematics, and science.
- Use concepts of the federal NCLB Act and its Adequate Yearly Progress (AYP) system when appropriate.
- Be fair, reasonable, and consistent.
- Be valid and produce accurate results.
- Focus at both the school and district levels.
- Apply to as many schools and districts as possible.
- Use familiar concepts when possible.
- Rely mainly on criterion-referenced measures instead of norm-referenced measures.
- Provide multiple ways to reward success.
- Be flexible enough to accommodate future changes.

Updates to the structure of the Index should include the following along with the above principles:

- Inclusion of disaggregated subgroup data.

- Once available, inclusion of student growth data.
- An updated look at achievement gaps.

As a part of the accountability system, Washington needs to choose one of the following new Annual Measureable Objectives (AMOs):

1. One hundred percent proficiency for all students by 2020.
2. New goal of reducing, by half, the percent of students in each subgroup not meeting standard within six years.
3. Another goal that is educationally sound, ambitious, and achievable.

In addition to the existing recognition system, the Index will be used to produce data to identify the 5 percent lowest-performing Title I schools (Priority Schools) and the 10 percent of Title I schools with the largest achievement gaps (Focus Schools). The waiver application needs to provide a phased-in timeline for a system of differentiated support to help all schools; most urgently those that find themselves in the Priority or Focus school categories.

The process for flexibility to improve student achievement and increase the quality of instruction includes:

1. The 2013-2014 timeline for Adequate Yearly Progress (AYP):
  - Flexibility to develop new ambitious, but achievable, Annual Measureable Objectives (AMOs) in reading/language arts and mathematics.
  - Eliminates AYP.
2. Implementation of School Improvement requirements:
  - Flexibility from requirement for school districts to identify or take improvement actions in schools identified for improvement, corrective action, or restructuring.
  - Eliminates Public School Choice (PSC) as a mandate.
  - Eliminates Supplemental Education Services (SES) as a mandate.
  - Eliminates the 20 percent district Title I set aside to fund PSC and SES.
  - Eliminates the 10 percent set aside for professional development for schools.
3. Implementation of district improvement requirements:
  - Flexibility from requirement for states to identify or take improvement action for districts identified for improvement or corrective action.
  - Eliminates the 10 percent set aside for professional development for districts.
4. Rural districts:
  - Flexibility to use rural and low-income school program funds or small rural school achievement programs for any authorized purpose regardless of AYP status.
5. School-wide programs:
  - Flexibility to operate a school-wide program in a Title I school that does not meet the 40 percent poverty threshold if the state has identified the school as a priority school or a focus school.
6. Support school improvement:
  - Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any focus or priority schools.
7. Reward schools:
  - Flexibility to use funds reserved under ESEA section 1117(C)(2)(A) to provide financial rewards to any reward school.
8. Highly Qualified Teacher (HQT) improvement plans.
  - Flexibility from the requirements regarding HQT improvement plans.
9. Transfer of certain funds:

- Flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A.

10. Use of the School Improvement Grant (SIG) funds to support priority schools:

- Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school.

The USED Secretary intends to grant waivers included through the end of the 2013-2014 school year. An SEA may request an extension for the initial period of this flexibility prior to the start of the 2014-2015 school year unless it is superseded by reauthorization of the ESEA.

In order to provide flexibility to states by the end of the 2011-2012 school year, there are two submission windows:

1. Submit request by November 14, 2011 for December 2011 peer review, which has passed at the time of this writing.
2. Submit request by February 21, 2012 for a spring 2012 peer review.

Ms. Rich, Mr. Harmon, and other OSPI staff are attending a pre-review meeting sponsored by the Council of Chief State School Officers on January 23, 2012.

The pros and challenges were discussed as follows:

#### Pros

- Elimination of costly set asides.
- Elimination of AYP and 100 percent proficiency in 2014.
- Washington's accountability system, not the feds.

#### Challenges

- Prescriptive teacher and principal evaluation.
- Funding (state/federal).
- Timing of ESEA Reauthorization.
- Possible legal challenges.

#### BEA Waivers

Ms. Sarah Rich, Research Director

**The Board continued its deliberations on waivers and their statutory responsibility to establish criteria in W.A.C. for evaluating school district waiver applications. At the conclusion of the discussion, the Board opted to table the issue until May.**

At the November 2011 meeting, the Board directed staff to outline what specific criteria should be applied to waiver requests in order to move forward with establishing criteria to apply to waiver requests. Waiver principles and recommendations in response to that direction are as follows:

1. The Legislature has defined basic education as 1,000 instructional hours and 180 school days.
  - There are legal definitions for each. SBE's role is ensuring compliance with these minimums and granting exceptions when warranted. While a conversation about what is the best way to structure basic education is valuable and important, SBE's role is not to define basic education minimums. The Legislature has that role and responsibility and the SBE role is to grant waivers from those basic minimums.
2. Waivers should not be granted to back-fill legislative cuts to Learning Improvement Days (LIDs) or other budget constraints.

- Opportunities for districts to provide professional development and parent teacher conferences are critically important and are also universal. All districts conduct parent teacher conferences. These are legitimate and important activities but should not be part of a waiver process. SBE should not grant waivers for a basic, routine part of an educational program. Universal components of the system should be supported and funded by the Legislature as part of basic education.
3. Waivers should only be granted to districts in response to local characteristics or circumstances.
    - Waivers should not be granted for activities that all districts need to conduct. To grant waivers for these universal purposes is to re-define basic education. Some districts have circumstances that warrant a waiver and it is up to SBE to define these criteria.
  4. Innovation should be encouraged through the New Innovative Schools application process established in HB 1546.
    - SBE supports and encourages innovation. Clearly the Legislature does as well, which is why HB 1546 was created last year. Rather than having the concept of innovation vaguely permeating all waiver options, staff proposes steering innovative proposals through this option in order to provide them with the most rigorous review and the highest public attention. SBE is exploring possible revisions to the Bill to make this an annual application process and to ensure it is open to existing innovative schools.
  5. Waivers can only be renewed if the district can make a compelling argument that they have made significant progress that is clearly demonstrated through data, but additional time is needed to achieve their goals. New local characteristics/circumstances could also warrant a new waiver.
    - The recommendation for requiring districts to provide a summary report is directly tied to this issue. The Board may ask districts requesting a waiver to come before the Board, review their progress toward achieving their goals, explain why their initial waiver period was not adequate to achieve goals, and why an extension on their waiver will directly result in achievement of their goals.

The following is the review of Board Input since July 2011:

	<b>July</b>	<b>September</b>	<b>November</b>
<b>Summary</b>	Keep all options.	Keep all options.	Staff is directed to develop criteria and return for further discussion.
<b>Proposed RCW/WAC changes</b>	Revise rules to cap Option One at five days.	Do not cap Option One. Any number of days may be granted as long as the 1,000 instructional hours are protected.	First, establish criteria then make decisions about capping days.  Add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.

If the above-mentioned principles are acceptable to the Board, recommendations are to:

1. Eliminate Option One.
2. Revise Option Three.
3. Keep Option Two.
4. Advocate to the Legislature for the following changes:

- Clarify whether a school day is inclusive of full-day parent teacher conferences.
  - Fund professional development time for teachers.
  - Revise the Innovative Schools application process to be conducted annually and to include existing schools.
5. Consider a phase-in plan to implement these recommendations by July 2013.

Other alternatives include:

- Alternative A: Review Option One and cap this Option at a specific number of days below 180, which reflects Board member direction to staff from the July 2011 meeting.
- Alternative B: Continue to issue waivers to districts according to the established process, which reflects Board direction to staff at the September 2011 meeting.
- Alternative C: Review Option One but do not cap the number of days, which reflects Board direction to staff at the November 2011 meeting.

### Rule Revision

In November, the Board directed staff to move forward with the rules revision process, which would enact changes to WAC 180-18-040 as follows:

- Change one would put into rule the waiver motion the Board has in place for waivers issued in March 2011 and beyond. The proposed amendment to WAC-18-040 would make it explicit that if state law authorizes a school district to operate on less than the current statutory requirement of 180 school days and a school district reduces the number of school days in response to that change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced.
- Change two constitutes a new direction for the Board. This change would extend the reach of the proportional reduction in waiver days to Option Three waivers. The motion language has only so far applied to Option One waivers. Putting this language into WAC 180-18-040 would extend the proportional reduction of waiver days to Option Three waivers, which so far have been unaffected by motion language.
- Change three deletes section three due to a change in legislation, which renders the language obsolete.

### School Levy Proposal

Representative Ross Hunter, Chairman, House Ways and Means Committee

Rep. Hunter introduced legislation to change the way schools are funded in Washington. The new approach would expand statewide property tax rate collections for support of the common schools and enact corresponding reductions in local excess levy collections. Although the purpose of the proposal is to maintain some degree of "revenue neutrality," the proposal does have meaningful impacts on the tax rates paid in each school district, and the total amount that could potentially be raised locally by the districts themselves.

The Levy Proposal:

1. Increases the state property tax by \$1.17 per \$1,000 of value starting in 2013 and makes the new rate permanent.
2. Distributes the new state property tax revenue to school districts in proportion to the previous year's general apportionment allocations.
3. Offsets previously approved local excess levies by the amount of the school district's distribution of new state property tax revenue.
4. Creates new school district excess levy caps for maintenance and operation levies at \$2,500 per student.



Representative Hunter gave examples of school impact (for Yakima, Goldendale, Seattle, and Bellevue) before and after the Levy Proposal. The distribution of a new state tax based on basic education allotments was discussed.

### **Recognition of Award Winners**

The Board honored the recent teacher awardees as follows:

#### **Ms. Barbara Franz**

North Elementary, Moses Lake, 2010 Presidential Awardee for Excellence in Mathematics

#### **Ms. Dawn Sparks**

Thorp Elementary, Thorp, 2010 Presidential Awardee for Excellence in Science

The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) was established in 1983. Administered nationally by the National Science Foundation, the PAEMST is the highest honor in the country for a K-12 math or science teacher and alternates between elementary and secondary teachers. Award winners receive a \$10,000 cash prize, a trip to the nation's capital, and a signed commendation from President Obama.

#### **Dan Alderson**

Lake Stevens High School, Lake Stevens, 2011 Milken Educator

The Milken Educator award is the largest recognition program in the country. The award winner receives a \$25,000 cash prize and professional and leadership development from the Milken Family Foundation.

The teachers addressed the Board and talked about their experiences as teachers and parents of children in the Washington State school system.

### **Education System Governance**

Dr. Aims C. McGuinness, Jr., National Center for Higher Education Management Systems (NCHEMS)

Dr. McGuinness presented and led a discussion on the Higher Education Steering Committee proposals and possible legislative priorities in the area of governance and ways that the Board is uniquely positioned to lead reform in Washington State.

The "*State Coordination of Higher Education: Washington State in a Comparative Perspective*," was presented at the September 19, 2011 meeting of the Higher Education Steering Committee. The Principles to guide deliberations about governance were discussed as follows:

- Focus first on ends, not means.
- Be explicit about specific problems that are catalysts for reorganization proposals.
- Ask if reorganization is the only, or the most, effective means for addressing the identified problems.
- Weigh the costs of reorganization against the short- and long-term benefits.
- Distinguish between state coordination and system/institutional governance.
- Examine the total policy structure and process, including the roles of the Governor, executive branch agencies and the Legislature, rather than only the Formal Post-secondary Education Structure.

The December 2011 Higher Education Steering Committee final report was provided for the members.

## Board Discussion

What are some things we need to change in Washington? What are the gaps and why do we need to focus on them?

- Persistence.
- Funding for students' seat time.
- Prepare students to be competitive once they get there. Remediation data indicates this need.
- Linkage between P-20, as well as Pre-Kindergarten.
- Agreeing and meeting goals that aren't broad.
- Communication issues with the public and the severity of the issues.
- Denying Washington students enrollment into universities and accepting out of state students due to tuition revenue.
- Leaders having relationships and parameters.
- States need to coordinate with bordering states on enrollment into college.
- Expectations from higher education aren't clear, nor are they the same from one institution to another – they have different cut scores and assessments.
- When transferring, which courses actually count towards a degree?
- GPA requirements are broad across colleges.
- Lack of communication between K-12 and college faculty. Faculty need to iron out the issues and facilitation is needed.
- We need to do a better job at preparing our high school students to have “life thinking” skills to help them when they get to college.
- Are transfer policies in place or not?
- A lot of decisions are being made based on finances.
- What are the meaningful differences between P-13 and P-20? What is seamlessness?
- The system seems focused on those kids who know what they want to do after high school and not so much on those that don't. We aren't looking at ALL the students. There isn't a linear progression amongst all students.
- Good systems are out there but they aren't statewide and they aren't being replicated.
- A group of seven or eight top-notch educational leaders in K-12 and higher education are needed to create goals and a matrix to measure the system. But the resources aren't there right now.
- No uniform allowance for full-day kindergarten.
- No across the board assessments until third grade.
- More urgency on the importance of rigor and what's going on in the world.
- How would authority be used in the operational context?
- Who has authority to make financial allocations to this group and that group?
- Lack of data.
- Thought leadership is needed in finding a solution.
- Postsecondary attainment. We have data that people seem to brush aside.
- Fragmented at the state level. Diffused and can't take advantage to move ahead.

Key characteristics of a successful structure were discussed:

- What are the Board's goals and how are they measured? What are our resources? Are we holding the system accountable for achievement? Who is setting the goals and who is being held accountable? Who decides on the measure and is there consensus on it?

- Someone has to step up and provide that role. The Board could do this and be visible on their progress or lack of. We have done this with the graduation requirements. Should we work on getting stakeholders invested with the possibility of elimination on the table? This may be the right time to do this. The Quality Education Council (QEC) has reached out to the Board on this; do we accept the invitation and are we ready to move forward?
- Put a plan on the table. It's hard to start with structure; start with clarity on what we want to do. It will take major leadership to move the agenda forward. The Board is as good a group as any to take this on.
- Compartmentalize the goals on the table.
- Identify three or four major gaps that need to be identified. Two or three parties must be involved to get a solution. On the action agenda: what will the State Board do to be involved in those issues and get them moving forward? Define roles that are unique to the Board and be the one to campaign for those goals. Be clear about the "what" first. Use the public communication as a means of accountability.
- The accountability index shows that it can be done. The Board is successful when it gets the thought leadership and engages others in it.
- Focus group and financing.
- Don't go backwards; move forward.
- The Board is connected, but not beholden to, which is an advantage when it comes to goal setting.
- Collaborate with early learning and higher education. Honor the other agencies in their responsibility and role and start bringing people together to identify the problems. Listen to the issues from other agencies and let them discuss ways to solve the issues; work as a facilitator and make goals from there.

### **Public Comment**

#### **Jonelle Adams, Washington State School Directors' Association (WSSDA)**

Ms. Adams presented a letter from the Paramount Duty Coalition that expressed deep concern over the breach of trust that resulted from the November 11, 2011 action of the Board to increase graduation requirements without appropriate funding. The letter was signed by the following Coalition members:

- Gary Kipp, Executive Director, Association of Washington School Principals
- George Dockins, Executive Director, Public School Employees of Washington
- Paul Rosier, Executive Director, Washington Association of School Administrators
- John Okamoto, Executive Director, Washington Education Association
- Jonelle Adams, Executive Director, Washington State School Directors' Association

The letter was filed with the Official Copy Agenda for this meeting.

The meeting was adjourned by Chair Vincent at 4:30 p.m.

## **Thursday, January 12, 2012**

Members Attending: Chair Jeff Vincent, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Mr. Kevin Laverty, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan (video conference), Mr. Tre' Maxie, Mr. Matthew Spencer, Mr. Jack Schuster, Ms. Cindy McMullen (15)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Ashley Harris, Mr. Aaron Wyatt, Mr. Jack Archer, Ms. Colleen Warren (8)

The meeting was called to order by Chair Vincent at 8:00 a.m.

Mr. Jack Archer was introduced as the new Policy Associate for the Board. He is assisting with the ESEA waiver application and governance proposals.

### **Lessons of Impact**

Mr. Jared Costanzo, Student Board Member

In his presentation to the Board, student Board Member, Jared Costanzo, presented on lessons of impact from his experiences as a public school student. Lessons learned include:

1. Never be too proud to ask for help.
2. Model the best. Mentor others to be the best.
3. Don't let others hold you back. Everything is possible.
4. Don't let failures influence your dreams. They're only speed bumps.

### **SBE Strategic Plan Work Session**

Mr. Ben Rarick, Executive Director

At the request of the Board, staff prepared a revision and update of the Board's Strategic Plan. Results of the staff-level review were discussed for potential key areas of focus for the next six months. The major issues that surfaced during the staff review include:

1. Vision for education system governance:
  - K-12 versus P-13 versus P-20.
  - How do we view the parameters of effective governance?
2. Governance versus Government:
  - July 2011 retreat – focus shifted from structure of the system towards effective attributes of the system.
  - Proposals from the Higher Education Steering Committee may force the issue of 'government' in near term.
3. State Education Plan versus establishment of performance improvement goals:
  - State Education Plan never got off the ground.
  - Performance Improvement Goals is language in the Board statute.
  - Possible collaboration with the Quality Education Council (QEC).
4. System transition and seamlessness:
  - Broaden the focus on transition points beyond just secondary/post-secondary.
  - SBE statute specifies that it will work with early learning and higher education to ensure articulation throughout the system.
5. Nationally and internationally competitive in math and science:

- Fidelity of goals to objectives – if our goal is international competitiveness, we need a way to measure that.
- We currently participate only on a small scale in Trend in International Math and Science (TIMSS) and the Programme for International Student Assessment.

The seven potential priorities were provided for the Board as noted below. Discussion followed.

1. Setting performance improvement goals/success metrics for system.
2. Effective P-13 governance.
3. K-12 Accountability System Framework.
4. Basic education waivers.
5. Graduation requirements.
6. Legislative advocacy for basic education and HB 2261 implementation.
7. Common core standards implementation.

The summary of suggested changes are as follows:

1. Structural changes:
  - Recommend eliminating the strategic roles framework and dashboard found at the end of the Plan. Staff prefers a shorter version.
2. Clean Up:
  - Eliminate or modify strategies or deliverables that have since past.
  - Reconcile existing language to updated conversations of the Board.
3. Seek congruity of goals to objectives:
  - Avoid setting goals that cannot be measured.
  - Use language that is reflective of our roles, duties, and powers.

Suggestions for possible six month priorities were discussed.

### **Legislative Update/SBE Legislative Agenda Discussion**

Mr. Ben Rarick, Executive Director

Dr. Kathe Taylor, Policy Director

Mr. Jack Archer, Policy Associate

The Governor's proposed budget makes major reductions, which could have significant impacts on instructional quality in school districts:

1. The proposed cut and deferment of levy equalization payments (\$152 million):
  - \$82 million in actual cuts.
  - Remaining \$70 million is deferred into the next fiscal year (payment delay).
2. The elimination of four school days (\$99.2 million).
3. Apportionment delay (\$340 million).
4. Bus depreciation delay (\$49 million) permanent not temporary.
5. Over \$450 million in payment delays.

The Governor included two new STEM related initiatives in the budget totaling \$700,000. They include:

1. Promote aerospace competitiveness through the Launch Year (\$450,000).
2. Promote aerospace competitiveness through Project Lead the Way (\$250,000).

The following legislation impacting SBE and its strategic priorities includes:

1. HB 5475 – would assign the SBE responsibility for making phase-in recommendations for the new program of basic education outlined in HB 2776. However, the bill also strips out many of the phase-in timelines for some of the major funding enhancements established in the underlying bill.

2. HB 2111 – did not pass last year, but is re-introduced for the 2012 Legislative Session. The bill implements various recommendations of the Quality Education Council. Those that pertain to the SBE are:
  - Requires each school district to adopt a policy on defining a high school credit and charges SBE and WSSDA with developing a model policy for districts.
  - Encourages the SBE to adopt rules repealing the seat-time requirement for high school credit.
3. Higher Education Steering Committee Legislation (not yet filed) – The report includes two recommended options. Both options would create an Office of Student Achievement in the Office of the Governor, which would also staff an Advisory Board to the Office of Student Achievement. In Option A, the Office and Board would take on a P-13 focus, and would essentially replace the State Board of Education. In option B, the Office and Board would focus on secondary-to-post-secondary transitions and the State Board of Education would be preserved. The proposal includes:
  - House Bill 2215 – makes two significant changes to economy and efficiency waivers: eliminates current restrictions on renewals of economy and efficiency waivers, and removes the limit of five districts.
  - Senate Bill 6020 – requires SBE to extend economy and efficiency waivers to 2014 unless student achievement suffers as a result of the initial waiver.
  - House Bill 2170 – programs in CTE are added to the state’s basic education program. The SBE, and others, must add strategy of increasing secondary and post-secondary graduates to strategic plan and/or goals. All materials and communication materials related to graduation requirements must illustrate multiple pathways, (including a non-baccalaureate pathway). The Workforce Training Board shall now make recommendations to SBE on what it considers to be core competencies in K-12 education. SBE cannot require waivers, permissions, or something similar for students who wish to be removed from a four-year college prep pathway.
  - House Bill 2205 – allows eligible youth at least 16 years of age to register to vote; they would not be able to vote until 18.
  - House Bill 3170 – establishes high school graduation requirements for the Class of 2016 and sets those directly in statute. The bill requires a total of 18 credits for graduation rather than the current 20. It strikes reference to 24 credit requirements in the basic education statutes. The bill is silent on the culminating project but keeps the high school and beyond plan.

Other Board related legislation includes:

- House Bill 2165 – facilitates implementation of a revised teacher and principal evaluation system and requires statewide training during the 2012-2014 school years.
- House Bill 2209 – adds a new definition of “Contract Learning,” essentially mandating at least five hours of face to face time per week for students in grades 9-12. It also makes clear that students in ALE are not exempt from state assessments. It stipulates that contract learning programs would not be affected by the 15 percent ALE cut.
- House Bill 2199 – changes compulsory school attendance requirements for children six and seven years of age. Moves that children six years of age or older are required to be enrolled in school, but maintains that districts must only act on the truancy of students eight years of age or older.
- Senate Bill 5142 – requires districts to communicate distinctions between home-schooling and ALE programs.

- Senate Bill 6029 – requires high schools to inform students of three-year baccalaureate degree programs, and requires state colleges to make information about accelerated degree programs and other materials available on their websites.
- House Bill 2231 – removes various state testing requirements to save money. Includes Washington KIDS, End-of-Course tests, and others.

### Graduation Requirements Phase-in: Next Steps and Associated Funding Requirements

The Legislature redefined basic education and created a new funding model with ESHB 2261 and SHB 2776. The Bills:

- Established legislative intent that implementation of the new funding structure and a new instructional program should occur together.
- Defined the program of basic education as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship.
- Required instruction that provides students the opportunity to complete 24 credits for high school graduation.

The Supreme Court ruling affirms the need for basic education funding reforms. The Legislature recently enacted a promising reform package under ESHB 2261, which, if fully funded, will remedy deficiencies in the K-12 funding system. Several state officials testified that full implementation of the funding for ESHB 2261 will remedy the deficiencies in the prior funding system. At that time, the SBE Chair expressed her opinion that full implementation of ESHB 2261 would go a long way toward giving students an opportunity to meet the state's academic learning goals.

A chart showing the fiscal analysis of costs provided by OSPI was provided for the Board's review. In the fiscal analysis, changes that have fiscal impact shall take effect only if formally authorized and funded by the Legislature through the omnibus appropriations act or other authorized legislation.

The Board was presented with two potential ways to think about the phase-in approach:

1. Begin phase-in of graduation requirements when the Legislature funds materials, supplies, operating costs (MSOC) enhancements to a pre-determined level.
2. Phase-in credit requirements only when the Legislature provides new funding for increased 9-12 staff allocations consistent with the QEC recommendations.

### **Public Comment**

#### Jonelle Adams, Washington State School Directors' Association (WSSDA)

Ms. Adams asked the Board to think about all the waivers and processes and encouraged the Board to slow down and make sure it gets public comment and feedback on the waiver process before moving forward. She asked the Board not to move forward with the CR101s, CR102s, and CR103s. She said that waivers are very serious for school districts and to jerk the rug out from underneath them right now would not be a good idea. She asked the Board to think about the impact to schools. She encouraged the Board to make sure school districts are protected. She hopes that if the Board does this it will gain some trust back from education stakeholders.

#### Marie Sullivan, Washington State School Directors' Association (WSSDA)

Ms. Sullivan gave a briefing on three bills being introduced that will affect the SBE as follows: 1) currently, when the Board adopts a rule it is not required to do a fiscal analysis. This bill would ask for a fiscal analysis of rule making and would be part of the CR102 process; 2) due to the November 2011 action of the Board regarding graduation requirements, there is a bill for graduation requirements to become voluntary. The bill would make credit changes voluntary unless they're funded by the Legislature or authorized by the Legislature. When there are fiscal impacts and if a school district believes there is a fiscal impact, they need to present that to the Board; 3) This bill would reconfigure the Board and would be more modeled after the Professional Educator Standards Board (PESB) with a broader representation of people who are even more close to the ground than the SBE members might be currently. It also includes financial analysis. These bills are being worked by education stakeholders.

#### Tim Brittell, Northshore Education Association

Mr. Brittell talked about the waiver process, saying collaborative time is crucial in working with teachers to continue the process in their development as educators. Mentoring time has been used in the District since 2000 and the Northshore School District is diligent in the effort to mentor both veteran and new teachers. It's vital as a district to meet the success of students. Mr. Brittell was a dropout who was guided by three teachers who looked at him as a student needing help in the system. Because of collaborative time with his teachers he has moved forward in his education and has become a success story. Mr. Brittell encouraged the Board to do their homework and talk to teachers about the need of waivers and collaborative time. He invited members to meet with him anytime. As state budgets continue to be cut, waivers are the only avenue to take.

#### Art Jarvis, Tacoma School District

Mr. Jarvis thanked the Board for their work through the years. He asked the Board to think about when action is taken, is the Board helping people to tackle the problems and be different and innovative? Or is the Board applying rules with little flexibility and holding people accountable? Tacoma has beautiful and innovative ideas and programs and has lots of struggles and issues that are being tackled. He asked the Board to use a filter that will open the door and ask how the SBE can help and not dictate. This isn't a criticism to the SBE. He encouraged the Board to visit public schools in Tacoma to see a good system.

#### **Business Items**

The **motion** to file the CR102 with the proposed amendments to WAC 180-18-040 was tabled until the May 2012 Board meeting in Yakima.

The meeting was adjourned at 1:00 p.m. by Chair Vincent to allow Board members time to meet with legislators regarding the 2012 Legislative Session.



# The Washington State Board of Education

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

<b>Title:</b>	<b>ESEA Waiver</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	The updating of the Achievement Index, establishment of new Annual Measureable Objectives, and a system for differentiated support will be reviewed.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	An overview of the ESEA waiver process is provided, and key policy questions regarding the Achievement Index and Washington's accountability system will be presented. Board members will review recommended enhancements to the Achievement Index.	

## ELEMENTARY AND SECONDARY EDUCATION ACT WAIVERS

### BACKGROUND

Congress has attempted to reauthorize the Elementary and Secondary Education Act (ESEA) since it expired in 2007. Enthusiasm for reauthorization was rekindled in the spring of 2010 and again in the fall of 2011 but all efforts have stalled. In response, the U.S. Department of Education (USED) announced in September that they would begin to grant waivers to states from some ESEA requirements in exchange for a series of reforms.

The ESEA provisions that will be waived include:

- The 2014 deadline for all students to be proficient. Instead, states would set ‘ambitious but achievable’ goals.
- Sanctions built in to school improvement ‘steps’, including corrective action, restructuring, school choice, and supplemental educational services (SES, also referred to as tutoring), parental notification, and required set-asides for professional development. In the 2009-10 school year, according to OSPI, districts spent more than \$12 million on required sanctions including supplemental tutoring (\$10.7 million) and public school choice (\$1.7 million). If Washington receives a waiver, districts would not be required to spend these funds on required sanctions but would still have the flexibility to do so.
- Lower poverty thresholds for establishing a Title I school-wide program (versus focused assistance).
- More flexibility in using federal funds for rural schools and greater transferability to move federal funds among programs.

The Office of Superintendent of Public Instruction has not made a final determination of whether or not they will apply, but at this point is moving ahead with writing an application that will be ready to submit on February 21, 2012. SBE is an important partner in this effort and the Achievement Index is being seen as the unifying accountability tool. The waiver is an opportunity to create a state accountability system as described in HB 2261 and HB 6696 (see Appendix A). The SBE was assigned responsibility to create and oversee an accountability framework, with or without a waiver. The waiver provides additional incentive and momentum to create and implement such a system with our education partners, specifically OSPI and school districts.

*The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support.<sup>1</sup>*

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<sup>1</sup> House Bill 6696

States are required to meet four principles to receive a waiver:

## Principles

## Washington Readiness

- ✓ = already in place
- ✗ = needs additional work or time

<p><b>1. College and Career Ready Standards and Assessments for all Students</b></p> <ul style="list-style-type: none"> <li>• Adopt college and career ready standards and assessments for all students in language arts and math.</li> <li>• Adopt new English Language Proficiency standards.</li> <li>• Articulate a plan for implementing new standards by the 2013-14 school year, including how all students, including English Language Learners and students with disabilities, will access the learning aligned to standards.</li> <li>• Transition to new assessments and assess in grades 3-8 and at least once in high school by 2014-15. Include a student growth measure.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adoption of Common Core State Standards (CCSS).</li> <li>✓ New English Language proficiency standards.</li> <li>✓ Implementation plan for CCSS.</li> <li>✓ New assessment system via participation in the Smarter Balanced Assessment Consortium (SBAC).</li> <li>✓ Participation in SBAC will meet the requirement of a student growth measure.</li> </ul>
<p><b>2. State-Developed, Differentiated Systems of Recognition, Accountability, and Support</b></p> <p>a) Design accountability system promoting career- and college readiness:</p> <ul style="list-style-type: none"> <li>• Use multiple measures, including assessments and graduation rates.</li> <li>• Recognize student growth and school progress.</li> <li>• Align accountability with capacity-building efforts.</li> <li>• Provide interventions focused on lowest-performing schools and schools with the largest gaps (see CCSSO accountability principles).</li> <li>• Plan for implementation by 2012-13.</li> <li>• Report annually college going and college credit-accumulation rates for all students and subgroups in each district and high school.</li> </ul> <p>b) Three new options for annual measurable objectives:</p> <ul style="list-style-type: none"> <li>• Annual increments toward reducing achievement gap within six years.</li> <li>• Equal increments with result of 100 percent proficiency by 2020.</li> </ul>	<p>The Index:</p> <ul style="list-style-type: none"> <li>✓ Already includes multiple measures including assessments and graduation rates.</li> <li>✓ Already measures school progress (Improvement).</li> <li>✗ Index needs data disaggregated by race/ethnicity, special education and English Language Learner status, as well as student growth.</li> <li>✓ College going and college-credit accumulation rates for all students and subgroups – provided by ERDC.</li> </ul> <p>✗ Identify new annual measurable objectives to replace 100 percent proficient by 2014.</p>

<ul style="list-style-type: none"> <li>• Or other ambitious but achievable goals.</li> </ul> <p>c) Reward schools for highest performance and high progress.</p> <p>d) Identify Priority Schools - lowest-performing five percent of Title I schools - and implement interventions beginning 2012-13. SIG schools must still use one of four SIG turnaround models; however other Priority schools may use other turnaround strategies.</p> <p>e) Identify Focus Schools – 10 percent lowest Title I schools with largest gaps, lowest performing subgroups, or low graduation rates. States must require rigorous interventions by 2012-13.</p> <p>f) Incentives and support for other Title I schools for continuous improvement.</p>	<ul style="list-style-type: none"> <li>✗ State accountability system to identify Priority, Focus, Reward schools.</li> <li>✗ System of interventions focused on Priority and Focus schools.</li> <li>✗ Rapid implementation timeline by 12-13.</li> <li>✗ Incentives and support for continuous improvement (similar language to HB 6696).</li> </ul>
<p><b>3. Supporting Effective Instruction and Leadership through Educator Evaluation</b></p> <ul style="list-style-type: none"> <li>• That is used for continual improvement of instruction.</li> <li>• Meaningfully differentiates performance using at least three levels.</li> <li>• Use multiple valid measures including student growth as a significant factor.</li> <li>• Provide timely, clear, and useful feedback to guide professional development.</li> <li>• Inform personnel decisions.</li> </ul>	<p>Teacher Principal Evaluation Pilot is a starting point:</p> <ul style="list-style-type: none"> <li>✓ Differentiates using at least three levels.</li> <li>✗ Uses student growth as a significant factor.</li> <li>✗ Evaluations provide feedback to guide professional development and inform personnel decisions.</li> </ul>
<p>4. States must reduce unnecessary burden of reporting. Ensure that what states require directly impacts student achievement and is not duplicative.</p> <p>States must engage stakeholders (teachers, students parents, organizations representing ELLs and disabilities, etc.) as they develop their application.</p>	<ul style="list-style-type: none"> <li>✓ Washington has recently reviewed reporting requirements as required under state law.</li> <li>✗ Outreach strategy to include teachers, students, parents, organizations representing students with disabilities and English Language Learners.</li> </ul>

**SUMMARY**

The U.S. Department of Education (USED) has clearly stated that their intent is to provide relief from the less effective elements of ESEA, but is not intended as a retreat from accountability. The intent is that states build their own robust accountability systems.

Eleven states applied for waivers in November<sup>2</sup> and at the time of this writing are waiting to hear from the USED whether their waivers will be accepted (see Appendix B for a Center for American Progress summary of these applications). An additional 29 states and territories<sup>3</sup> have expressed intent to apply in February. A panel of peer reviewers will read and score the applications and will provide non-binding feedback to USED. This is not a competitive process but states must meet a high bar to win approval of their waiver requests. States that apply but are not approved will be given specific feedback and multiple opportunities to revise their applications.

### **Timeline**

Early January:	Internal OSPI and SBE vetting of draft application
January 11:	SBE Meeting
Late January/Early February:	Posting of draft application for public comment; stakeholder meetings for input
January 23:	Council of Chief State School Officers peer review
February 21:	Final application due

### **POLICY CONSIDERATION**

#### The Index

The Washington Achievement Index has been produced for the past three years and is increasingly utilized by districts and schools to assess their progress. Districts (notably Highline and Renton) are using the Index to differentiate support for their lower performing buildings and to recognize success and improvement. The Index was developed using a set of guiding principles, which are still valid and relevant today:

*To be effective, the Index should:*

- *Be transparent and easy to understand*
- *Use existing data*
- *Rely on multiple measures*
- *Include assessment results from all grades (3-8, 10) and subjects tested statewide (reading, writing, mathematics, science)*
- *Use concepts of the federal No Child Left Behind (NCLB) Act and its Adequate Yearly Progress (AYP) system when appropriate*
- *Be fair, reasonable, and consistent*
- *Be valid and produce accurate results*
- *Focus at both the school and district levels*
- *Apply to as many schools and districts as possible*
- *Use familiar concepts when possible*
- *Rely mainly on criterion-referenced measures instead of norm-referenced measures*
- *Provide multiple ways to reward success*

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<sup>2</sup> Colorado, Florida, Georgia, Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, New Mexico, Oklahoma, Tennessee

<sup>3</sup> Arkansas, Arizona, Connecticut, D.C., Delaware, Hawaii, Idaho, Illinois, Iowa, Kansas, Maine, Maryland, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New York, North Carolina, Ohio, Oregon, Puerto Rico, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Virginia, and Washington.

- *Be flexible enough to accommodate future changes<sup>4</sup>*

While maintaining each of these principals, updates to the structure of the Index itself should include:

- Inclusion of English Language Learner data.
- Once available, inclusion of student growth data.
- An updated look at achievement gaps.

#### Annual Measureable Objectives

Washington will need, as part of its accountability system, to choose one of the following new Annual Measureable Objectives (AMOs):

1. 100percent proficiency for all students (and students in each subgroup) by 2020 (0 of 11 states that already applied selected this).
2. New goal of reducing by half the percent of students in each subgroup not meeting standard within six years.
3. Another goal that is educationally sound, ambitious, and achievable.

Of the 11 states that have already applied for a waiver, none chose Option One, three chose Option Two, and eight chose Option Three (Tennessee, for example, set goals of 3-5 percent annual growth for all students and a 6 percent annual gap closure across subgroups).

#### Differentiated Support Systems

In addition to the existing recognition system (the Washington Achievement Awards) the Index will be used to produce data to identify the 5 percent lowest performing schools (Priority Schools), and the 10 percent of schools with the largest achievement gaps (Focus Schools). The waiver application will need to provide a phased-in timeline for a system of differentiated support to help buildings that find themselves in the Priority or Focus school categories.

#### **EXPECTED ACTION**

No action; for discussion only.

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<sup>4</sup> State Accountability Index Final Report to the State Board of Education, February 16, 2010, Pete Bylsma

## Appendix A: Relevant Legislation

### House Bill 2261

NEW SECTION. Sec. 503. A new section is added to chapter 28A.305 RCW to read as follows:

(1) The state board of education shall continue to refine the development of an accountability framework that creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The state board of education shall develop an accountability index to identify schools and districts for recognition and for additional state support. The index shall be based on criteria that are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. The index shall be developed in such a way as to be easily understood by both employees within the schools and districts, as well as parents and community members. It is the legislature's intent that the index provide feedback to schools and districts to self-assess their progress, and enable the identification of schools with exemplary student performance and those that need assistance to overcome challenges in order to achieve exemplary student performance. Once the accountability index has identified schools that need additional help, a more thorough analysis will be done to analyze specific conditions in the district including but not limited to the level of state resources a school or school district receives in support of the basic education system, achievement gaps for different groups of students, and community support.

### House Bill 6696

#### PART I

#### ACCOUNTABILITY FRAMEWORK

NEW SECTION. Sec. 101. The legislature finds that it is the state's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.

The office of the superintendent of public instruction is responsible for developing and implementing the accountability tools to build district capacity and working within federal and state guidelines. The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support. For a specific group of challenged schools, defined as persistently lowest-achieving schools, and their districts, it is necessary to provide a required action process that creates a partnership between the state and local district to target funds and assistance to turn around the identified lowest-achieving schools.

Phase I of this accountability system will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps using the state board of education's accountability index. The state board of education shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used

to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also target the lowest five percent of persistently lowest-achieving schools defined under federal guidelines to provide federal funds and federal intervention models through a voluntary option in 2010, and for those who do not volunteer and have not improved student achievement, a required action process beginning in 2011.

Phase II of this accountability system will work toward implementing the state board of education's accountability index for identification of schools in need of improvement, including those that are not Title I schools, and the use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently lowest-achieving schools will continue to be used.



**Appendix B:  
Center for American Progress summary of waiver applications**

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# **ESEA FLEXIBILITY WAIVERS**

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January 11, 2012

State Board of Education Meeting

Sarah Rich, SBE Research Director

Bob Harmon, Assistant Superintendent

# CONTENTS

- Overview of the waiver/flexibility proposal
- What could be waived
- What are the conditions (What would we have to demonstrate or commit to in order to meet them? Which ones pose more of a challenge?)
- What are pros/cons of applying for a waiver?
- Discussion/your input

## ESEA FLEXIBILITY

“We’re going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future.”

– President Obama  
September 23, 2011

## RELEVANCE TO SBE WORK

1. House Bill 2261 (2009) directed the State Board of Education to create an accountability framework that “creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions” and to develop an accountability index to identify schools for recognition and additional support.

## RELEVANCE TO SBE WORK CONT.

2. House Bill 6696 (2010) affirmed the role of the SBE in accountability.

- Phase I:
  - Recognition of schools for exemplary achievement and closing achievement gaps using the Achievement Index; and
  - Establishing the RAD process
- Phase II:
  - Use the Achievement Index to identify schools in need of improvement; and
  - Develop state and local intervention models through a required action process in addition to the federal system. Seek federal approval for the Achievement Index for this purpose.

## **PRINCIPLES FOR IMPROVING STUDENT ACHIEVEMENT AND INCREASING THE QUALITY OF INSTRUCTION**

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

## Principle 1: College- and Career-Ready Expectations for All Students

To support states in continuing the work of transitioning students, teachers, and schools to higher standards

- Adopt and implement **college- and career-ready (CCR) standards** in at least reading/language arts and mathematics
- Develop and administer **high-quality assessments** that measure student growth
- Adopt and implement corresponding **English Language Proficiency** standards and aligned assessments



## Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

To support states' efforts to move forward with next-generation accountability systems

- Set ambitious but achievable AMOs
- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools and implement interventions aligned with the **turnaround principles**
- **Focus schools:** Identify and implement interventions in schools with the largest achievement gaps or low graduation rates
- Provide incentives and support for other Title I schools
- Build state, district, and school capacity
- **Opportunity to use the Achievement Index to fulfill SBE and OSPI charge in HB 2261 and HB 6696**

## **Ambitious but Achievable Annual Measurable Objectives (AMOs)**

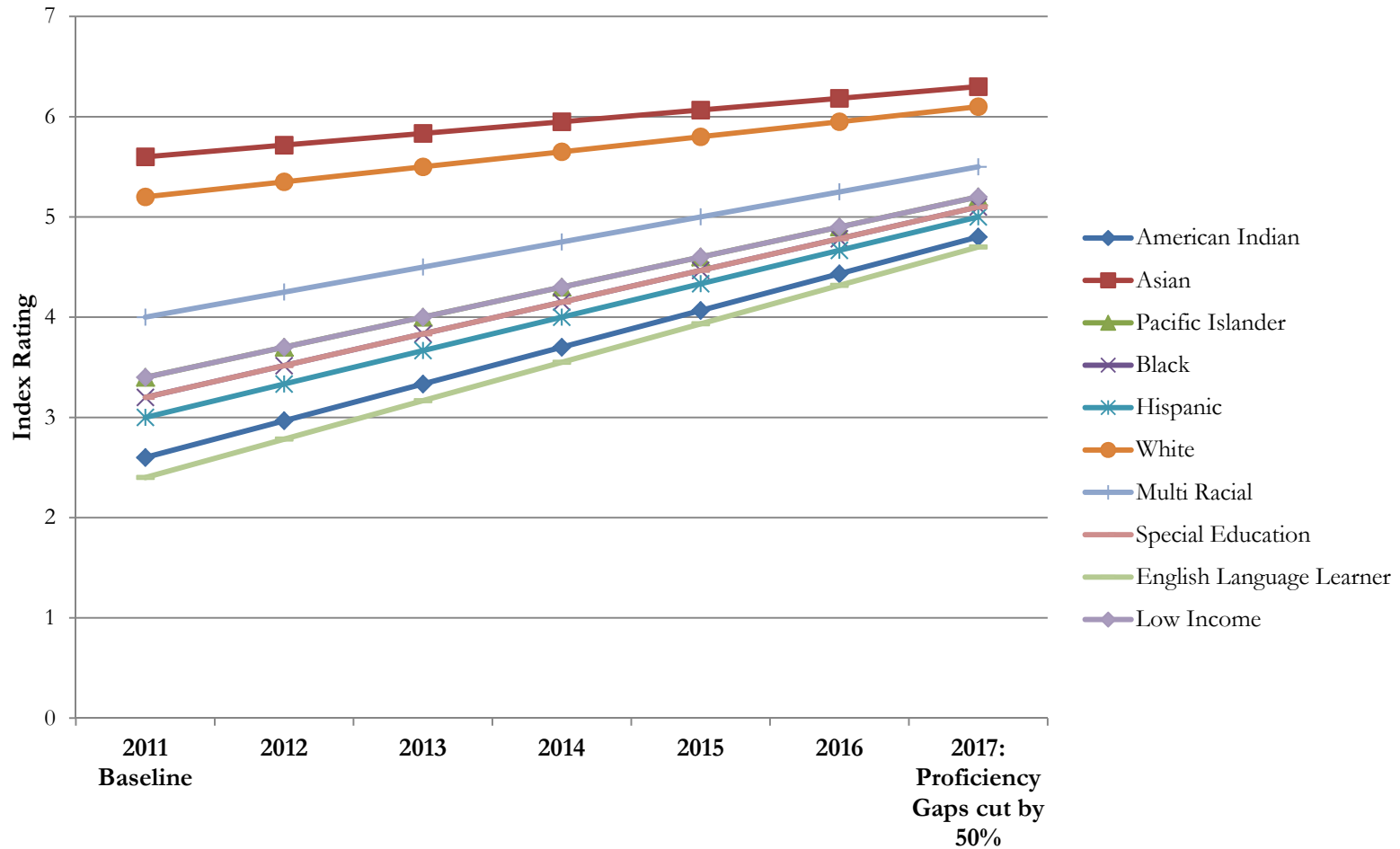
Current AMO: 100 percent proficient by 2014

Three Choices:

1. 100 percent proficient by 2020
2. Annual equal increments toward goal of reducing by half the percent of students who are not proficient within six years
3. Another AMO that is educationally sound and results in ambitious and achievement AMOs

# Ambitious but Achievable Annual Measurable Objectives (AMOs)

Annual Targets for Closing Proficiency Gaps by 50 Percent by 2018  
(Sample High School)



## REWARD SCHOOLS

- Building on Washington Achievement Awards
- **Highest-performing schools:**
  - High performance and high graduation rates. Must be making AYP for all students and each subgroup; can't have significant achievement gaps
- **High-progress school:**
  - Making the most progress in improving the performance of the “all students” group or making the most progress in increasing graduation rates; can't have significant achievement gaps

## PRIORITY SCHOOLS

- What is a Priority school?
  - Lowest 5 percent of Title I and Title I eligible schools and schools with <60 percent graduation rate
- Proposing: use the Index to identify lowest performing schools (rather than just reading and math)
- Districts with Priority schools ensure the schools implement turnaround principles using a set-aside of 20 percent of district Title I funds

## TURNAROUND PRINCIPLES

- Review the performance of the current principal and replace if necessary.
- Provide the principal with operational flexibility.
- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Prevent ineffective teachers from transferring to these schools.
- Provide job-embedded, ongoing professional development.
- Redesign the day or school year to provide additional time for student learning and teacher collaboration.
- Ensure instructional program is research-based, rigorous, and aligned with standards.
- Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
- Improve school safety and discipline and other non-academic factors, such as students' social, emotional, and health needs.
- Provide ongoing mechanisms for family and community engagement.

## FOCUS SCHOOLS

- What is a Focus school?
  - 10 percent of Title I schools with the lowest subgroup achievement and biggest gaps among subgroups; may also include non-Title I schools (middle or high performing, non low income schools with large achievement gaps)
- Proposing: update the Index to include each subgroup separately; when a subgroup would be invisible due to a low n size, include that subgroup with the next smallest subgroup
- Districts with Focus schools must implement a plan to improve the performance of subgroups who are furthest behind using a set-aside of 20 percent of district Title I funds

# ACHIEVEMENT GAP CALCULATION

Consider moving from this...

2010-11 Achievement Gap										
INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic stds	7	6	7	5	5	7	4	4	3	5.33
Achievement of white and Asian students	7	5	6	6	4	7	7	4	5	5.67
<b>Achievement Gap</b>										<b>0.34</b>

To this...

Sample High School	Index Ratings					Average Rating (2011 Baseline)
	Reading	Writing	Math	Science	Ext Grad Rate	
American Indian	4	3	2	1	3	2.6
Asian	6	5	6	5	6	5.6
Pacific Islander	4	5	1	2	5	3.4
Black	3	5	1	2	5	3.2
Hispanic	3	4	1	3	4	3
White	6	6	4	4	6	5.2
Multi Racial	4	4	2	4	6	4
Special Education	2	3	2	4	5	3.2
English Language Learner	1	2	3	2	4	2.4
Low Income	4	3	1	4	5	3.4
<b>Average</b>	<b>3.7</b>	<b>4</b>	<b>2.3</b>	<b>3.1</b>	<b>4.9</b>	<b>3.6</b>

Includes all subgroups, writing and science



## Principle 3: Supporting Effective Instruction and Leadership

To support SEA and LEA development of evaluation systems that go beyond NCLB's minimum HQT standards

- Develop and adopt state guidelines for local teacher and principal evaluation and support systems.
- Ensure school districts implement teacher and principal evaluation and support systems that are consistent with state guidelines.
- A significant component must be student growth.

## Principle 4: Reducing Duplication and Unnecessary Burden

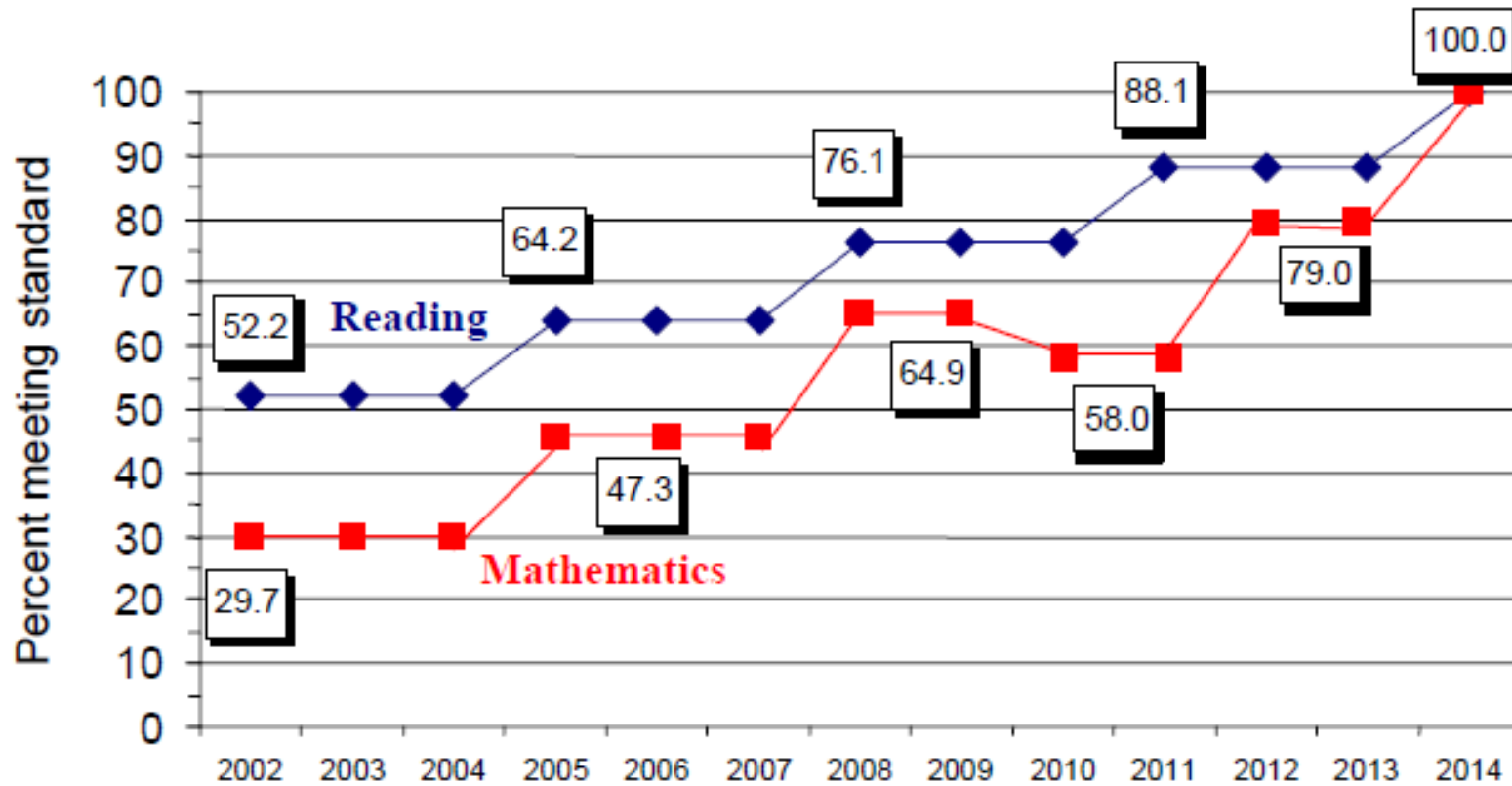
To provide an environment in which schools and districts have the flexibility to focus on what is best for students

- Remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes
- Evaluate and revise state administrative requirements to reduce duplication and unnecessary burden on school districts and schools

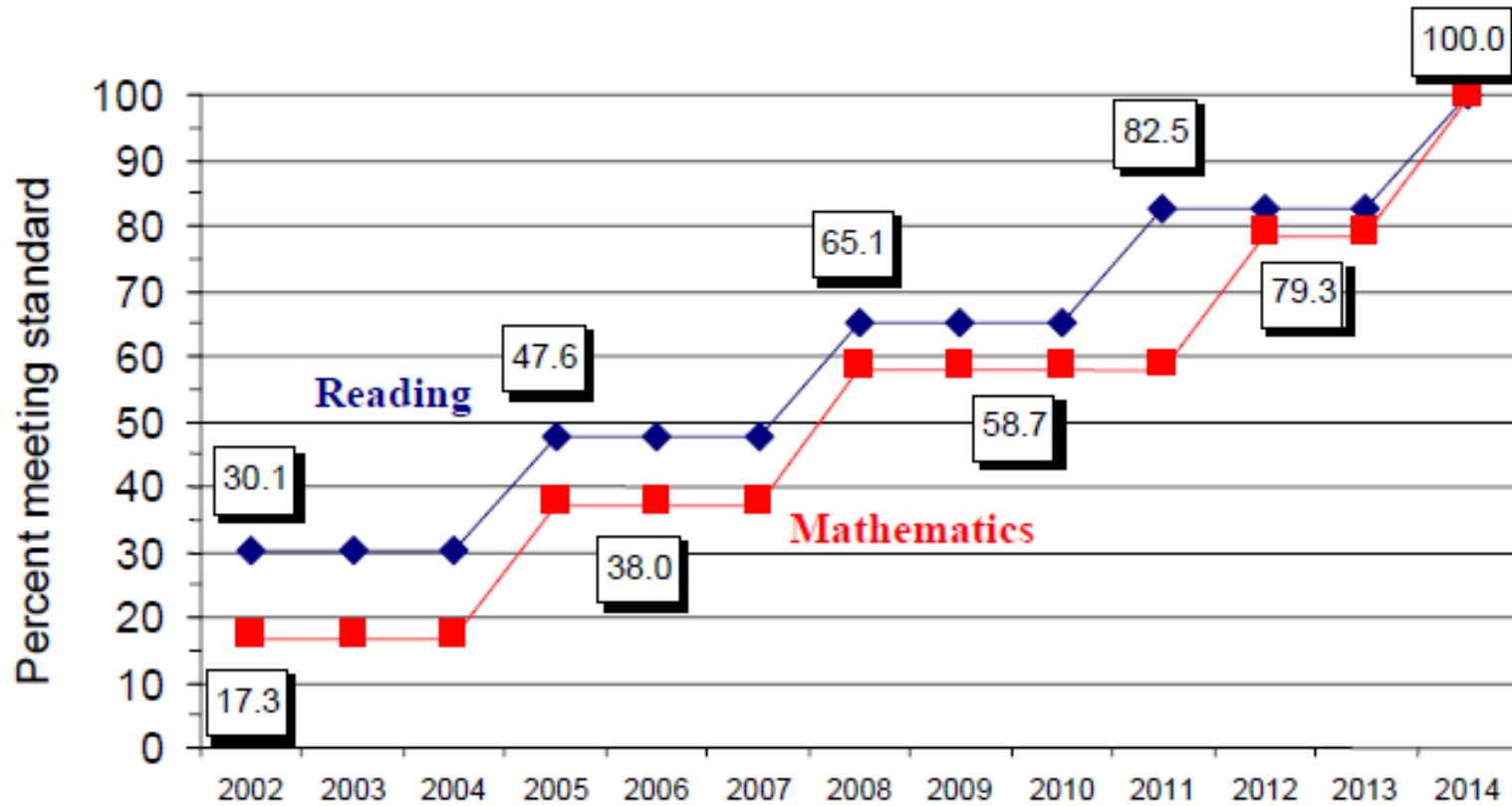
## **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**

1. 2013–2014 Timeline for Adequate Yearly Progress (AYP)
  - Flexibility to develop new ambitious but achievable Annual Measurable Objectives (AMOs) in reading/language arts and mathematics
  - Eliminates AYP

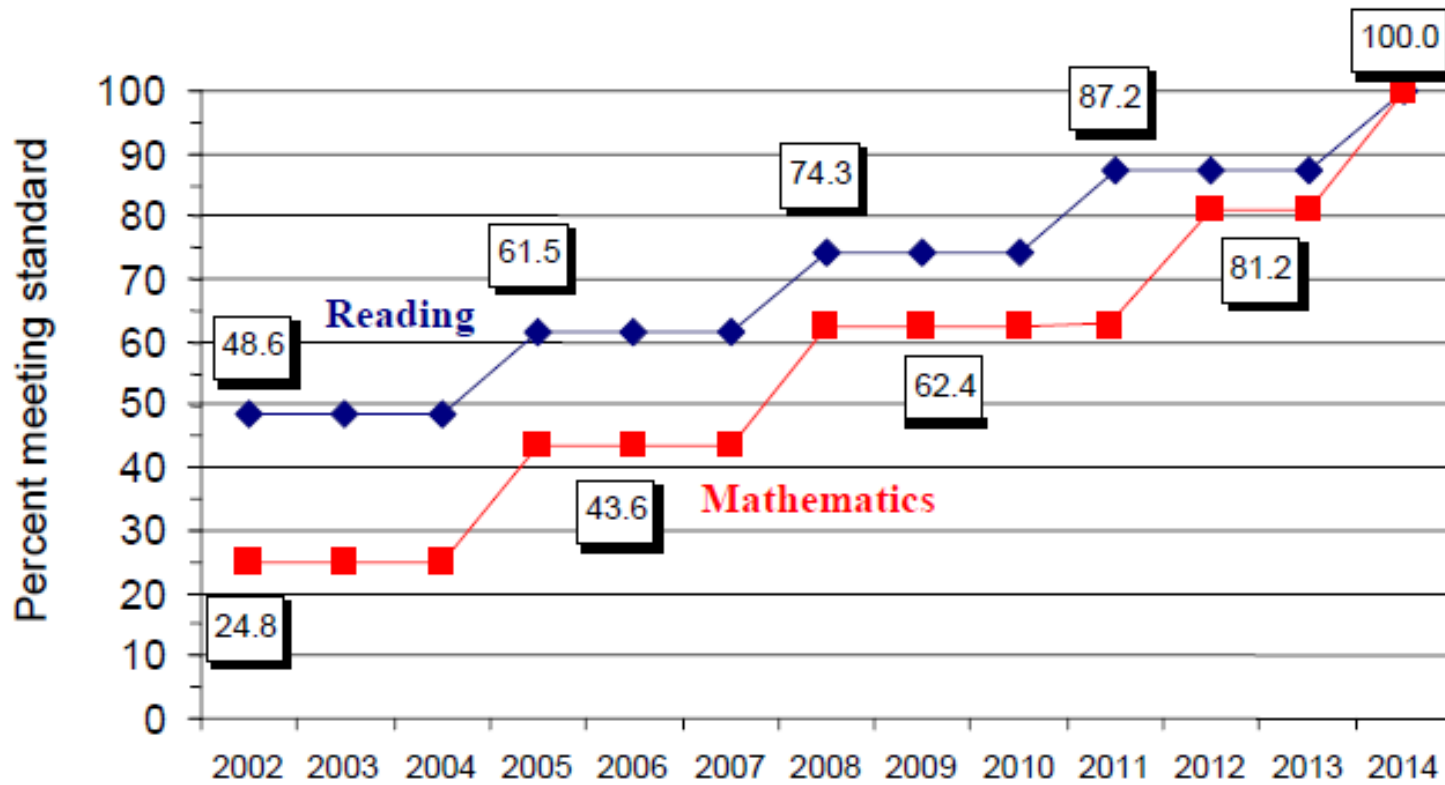
# ELEMENTARY SCHOOL STATE UNIFORM BAR



# MIDDLE SCHOOL STATE UNIFORM BAR



# HIGH SCHOOL STATE UNIFORM BAR



# **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**










## 2. Implementation of School Improvement Requirements

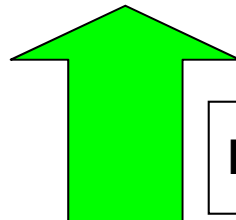
- Flexibility from requirement for school districts to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring
- Eliminates Public School Choice (PSC) as a mandate
- Eliminates Supplemental Educational Services (SES) as a mandate
- Eliminates the 20 percent district Title I set aside to fund PSC and SES
- Eliminates the 10 percent set aside for professional development for schools

# AYP TIMELINE FOR SCHOOLS

(Consequences apply only to schools receiving Title I funds)

Sanctions are a District Responsibility

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



Identified for School Improvement



## **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**



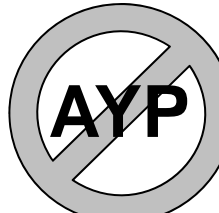
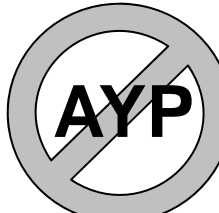
### 3. Implementation of District Improvement Requirements

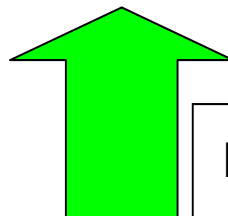
- Flexibility from requirement for states to identify or take improvement action for districts identified for improvement or corrective action
- Eliminates the 10 percent set aside for professional development for districts

# AYP TIMELINE FOR DISTRICTS

(Consequences apply only to districts receiving Title I funds)

## State Responsibility

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



**Identified for District Improvement**

## FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

### 4. Rural Districts

- Flexibility to use Rural and Low-Income School Program funds or Small, Rural School Achievement Program for any authorized purpose regardless of AYP status

### 5. School-wide Programs

- Flexibility to operate a school-wide program in a Title I school that does not meet the 40 percent poverty threshold if the state has identified the school as a **priority school** or a **focus school**

## **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**

### 6. Support School Improvement

- Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any **focus** or **priority school**

### 7. Reward Schools

- Flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any **reward school**

### 8. Highly Qualified Teacher (HQT) Improvement Plans

- Flexibility from the requirements regarding HQT improvement plans

## **FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**

### 9. Transfer of Certain Funds

- Flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A.

### 10. Use of School Improvement Grant (SIG) Funds to Support Priority Schools

- Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school.

## IMPLEMENTATION TIMELINES

- The Secretary intends to grant waivers included in this flexibility through the end of the 2013–2014 school year.
- An SEA may request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless it is superseded by reauthorization of the ESEA.

# CONSULTATION

- An SEA must engage diverse stakeholders and communities in the development of its request.
- Engage and solicit input from:
  - teachers and their representatives.
  - diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.
- Consult with the State's Title I Committee of Practitioners.

# TIMELINE FOR SUBMISSION

**IN ORDER TO PROVIDE FLEXIBILITY TO STATES BY THE END OF THE 2011-2012 SCHOOL YEAR, THERE ARE TWO SUBMISSION WINDOWS**

- Submit request by **November 14, 2011** for December 2011 peer review.
- Submit request by **February 21, 2012** for a Spring 2012 peer review.



## WASHINGTON STATE

- OSPI is investigating our options about whether to apply for ESEA flexibility. If we do apply, we will target the February 21, 2012 due date.

## The Washington State Board of Education

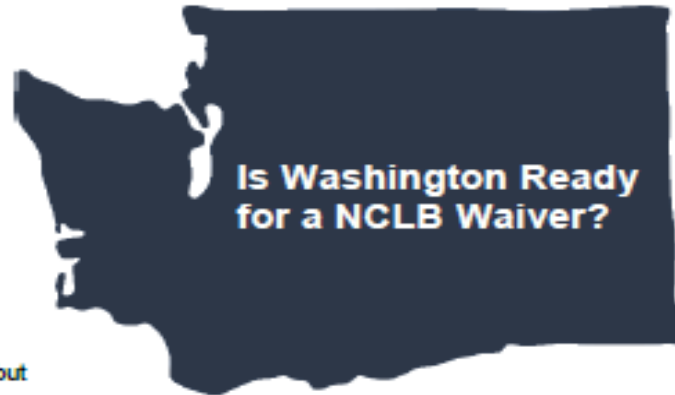
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

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

### Is Washington State Ready to Seek a Waiver From the Elementary and Secondary Education Act?

#### Adoption of College and Career-Ready Standards

- ✓ Involved in Smarter Balanced Assessment Consortium
- ✓ Adoption of the Common Core State Standards



#### State-Developed Differentiated Systems of Recognition, Accountability, and Support

- ✓ Achievement Index is a good start, but Washington would need to:
- ✗ Refine the Achievement Index and include student growth
- ✗ Develop a methodology to identify and support lowest performing schools (also required by SB 6896)
- ✗ Set annual measurable objectives in at least reading and mathematics



#### Teacher and Principal Evaluation

- ✓ Pilot evaluation is a good start, but Washington would need to:
- ✗ Use student growth as a significant factor
- ✗ Use data as a factor in personnel decisions.



#### Reduce Duplication and Unnecessary Burden of Reporting

- ✓ Washington has recently reviewed reporting requirements per state law
- ✗ Washington would need to develop an outreach strategy to include diverse stakeholders



## PROS AND CONS

- Upsides:
  - Elimination of costly set asides (20 percent—PSC + SES; 10 percent—PD for districts; 10 percent—PD for schools).
  - Elimination of AYP and 100 percent proficiency in 2014.
  - Washington’s accountability system, not the fed’s
- Challenges:
  - Prescriptive teacher and principal evaluation.
  - Funding (state/federal).
  - Timing of ESEA Reauthorization.
  - Possible legal challenges (Rep. Kline).

## JOINT SELECT COMMITTEE

on Educational Accountability (SB 6696, Sec. 114):

- Beginning no earlier than May 1, 2012.
- Options for a complete system of education accountability, particularly consequences for a RAD.
  - Appropriate decision-making responsibilities and consequences at the school, district, and state levels.
- Interim report September 1, 2012.
- Final report and recommendations September 1, 2013.

# STAKEHOLDER INPUT/NEXT STEPS

- Completed:
  - December 7—Title I Committee of Practitioners
  - January 5—ESEA Waivers Stakeholders Group
  - January 6—Tribal Leaders Congress
- January 11—State Board of Education meeting
- January 16—application posted on OSPI website for public comment
- February 9—Special Education Advisory Council

## Next Steps:

- Looking at what other states submit, what Department of Education approves/denies
- January 23—CCSSO pre-review

# DISCUSSION/INPUT

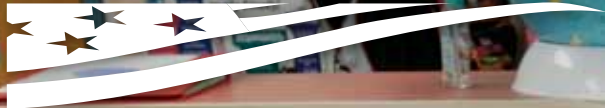
- Questions?
- Your input:
  - What is your recommendation to Superintendent Dorn?

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# ESEA FLEXIBILITY WAIVERS

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January 11, 2012  
State Board of Education Meeting  
Bob Harmon, Assistant Superintendent  
[bob.harmon@k12.wa.us](mailto:bob.harmon@k12.wa.us)



# No Child Left Behind Waiver Applications

Are They Ambitious and Achievable?

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Jeremy Ayers December 2011



Center for American Progress



# No Child Left Behind Waiver Applications

Are They Ambitious and Achievable?

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Jeremy Ayers December 2011

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# Introduction and summary

The Obama administration has offered states the chance to waive some requirements of the No Child Left Behind Act. States are required, however, to make specific reforms in exchange for increased flexibility. The administration has been clear it wants states to engage in “ambitious but achievable” reforms rather than merely asking for a pass from the law.

We reviewed applications submitted for the first round of waivers by 11 states to get a feel for how ambitious and achievable they are. The Department of Education is examining each application in detail, which is beyond the scope of this paper. But in taking a qualitative snapshot of the applications, a few findings emerged:

- **Clarity of goals.** Some states proposed clear, quantifiable goals for school progress. Others proposed goals that were difficult to understand and may complicate how well schools and the public understand them or use them to improve.
- **Clarity of school ratings.** Some states proposed clear and rigorous systems for holding schools accountable. Others proposed complex schemes that rely on too many factors and diffuse attention from key achievement measures.
- **Inclusion of subgroups.** Some states maintained goals and accountability for student subgroups that face challenges. Others proposed accountability systems that may deflect attention from each group of challenged students.
- **Readiness to evaluate educators.** Some states have the data and policy infrastructure they need to implement new evaluation systems right away. Others are starting from scratch and need to clarify how they will create and execute brand new systems.
- **Reduction of burden.** Few states shared specific plans for reducing administrative burdens placed on districts and schools.

We then took a look at two aspects of state applications: their evaluation and accountability systems. From that review two states—Tennessee and Massachusetts—“stand out” for articulating clear and challenging goals, proposing focused school-rating systems, and having data infrastructure that will help them implement evaluation systems. Their applications certainly can improve, but they possess notable strengths. Georgia, Kentucky, New Jersey, and Oklahoma could strengthen their application by providing “more detail” about their plans, and we pose observations and questions for each. Lastly, the remaining five states fall in between, in the “middle of the pack.” We identify some pros and cons of their plans at the end of this document.

 <p><b>Stand out</b></p> <p>While we did not rank or grade the states, the applications from these two states stood out from the rest for their clear goals and ready-to-implement evaluation systems.</p> <p><b>Massachusetts, Tennessee</b></p>	 <p><b>Middle of the pack</b></p> <p>Although we didn't use a strict rubric to evaluate the states on a point-by-point basis, we found these applications had some positives and some negatives.</p> <p><b>Colorado, Florida, Indiana, Minnesota, New Mexico</b></p>	 <p><b>Needs more detail</b></p> <p>After reading the applications we still had a lot of questions about how these applications would work. These states should provide more detail before they're approved.</p> <p><b>Georgia, Kentucky, New Jersey, Oklahoma</b></p>
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In the pages that follow, this report outlines what states must submit in their applications and summarizes some key elements of what states proposed or did not propose. We scanned each application to see how ambitious and achievable their accountability and evaluation proposals were, identifying some strengths, weaknesses, or questions left unanswered. The report concludes with findings that span the applications and recommendations for the Department of Education (summarized below).

1. **Do not rush to approve every application.** States are clamoring for relief from federal requirements, but the department should keep the bar high so that states indeed make ambitious reforms.
2. **Ask for more information.** Some states should clarify how they will treat student subgroups in accountability systems, how prepared they are to implement evaluation reforms, and how they plan to reduce administrative burden on districts and schools. No state described specific plans for reducing burden.

3. **Proceed with caution.** States have proposed new ways to treat student subgroups and to rate schools in accountability systems. This could provide better focus for school improvement efforts or divert crucial attention from historically disadvantaged students or key achievement measures. The secretary should carefully distinguish those plans that enhance subgroup and school accountability from those that backtrack.

# The what and why of waivers

The No Child Left Behind Act, or NCLB, like almost all federal laws, allows states to forego, or waive, certain requirements as long as they receive permission from the federal government—in this case the Department of Education. Some aspects of the law cannot be waived, such as civil rights protections, programs for parent involvement, and certain fiscal requirements around the allocation of funds. But the rest is fair game.

In the case of NCLB, Secretary of Education Arne Duncan has asked states to specify actions they will take to reform their education systems in exchange for receiving waivers from 10 parts of the law. Those reforms fall under four principles:

- Ensuring students are college and career ready
- Developing state-defined accountability systems
- Enhancing teacher and principal evaluation policies
- Reducing administrative burden on districts and schools

States will receive a waiver lasting two years, after which they may reapply for another two-year waiver.

Eleven states submitted applications in November for the first round of waivers. Independent peer reviewers are examining the applications, will engage in dialogue with states, can request additional information or improvements, and will provide nonbinding feedback to the department. Department officials may also request additional information and improvements. The final decision rests with the secretary who will announce his decisions, perhaps on a rolling basis, during the winter of 2012.

Waivers are needed because NCLB is broken in some significant ways.<sup>1</sup> The law identifies schools as “in need of improvement” whether they missed achievement targets by a little or a lot. The law prescribes interventions for those schools, but the interventions are not working as well as they could. The law ensures teachers

have credentials to enter the profession but does not ensure they are effective with students in the classroom.

Congress must revise NCLB, originally called the Elementary and Secondary Education Act, to solve such problems permanently. But lawmakers have not been able to move a comprehensive bill to the Senate or House floor. Republicans have proposed highly partisan bills that would scale back the federal government's role in schools and even limit accountability for how states and districts use taxpayer funds.<sup>2</sup> The Senate Health, Education, Labor, and Pensions Committee passed a compromise bill in October that took some positive steps forward but also some significant steps backward.<sup>3</sup> That bill has not seen further action.

With little prospect for bipartisan cooperation in sight, the Obama administration is wise to take action now to ensure states, districts, and schools move forward in education reform. The administration has offered states the chance to waive some requirements. States are required, however, to make specific reforms in exchange for increased flexibility, among them adopting new standards, accountability, and evaluation systems. The administration has been clear it wants states to engage in “ambitious but achievable” reforms rather than merely asking for a pass from the law.

# A new approach to waivers: Flexibility *and* reform

The Department of Education offered states a waiver from 10 provisions in NCLB and one optional provision around increasing learning time for students.<sup>4</sup> States were advised to seek flexibility for all provisions, not just some. The first round of applicants requested a waiver for all 10 areas and agreed to reform. All but three—Colorado, Georgia, and Minnesota—sought the optional waiver. Let’s look at the two aspects of waivers in turn.

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## Flexibility

States receive flexibility from current requirements such as setting annual targets for student achievement, how they identify and act in low-performing schools, and what actions they take to ensure teachers are qualified. Appendix A outlines the flexibility opportunities in detail.

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## Reform

States must agree to implement reforms according to four principles in order to receive greater flexibility.<sup>5</sup> Under each principle the department asked states to describe specific steps they will take to address that principle. The principles include:

- Adopting college- and career-ready standards
- Creating state-defined accountability systems that reward success and promote improvement
- Strengthening teacher and principal practice through evaluation systems
- Reducing duplication and administration burden placed on districts and schools

Appendix B outlines the requirements in detail.



It should be noted that the reforms serve the purpose of, and in some cases enhance, the federal policy being waived. The federal government, for example, would waive a federally defined course of action in low-performing schools in exchange for states describing how *they* will identify, support, and spur action in low-performing schools.

Another example is the teacher quality waiver. Current law requires teachers to be highly qualified, or to have credentials, in order to ensure all students have good teachers. The waiver process would allow states to identify good teachers based on how well they do in the classroom, rather than acquiring paper credentials. States would then ensure poor and minority students have fair access to effective teachers. This is an enhancement of current law but is wholly consonant with the goals of equity and excellence in current law.

# State applications: What do they propose?

The 11 state applications vary in their scope and contents, though all follow the four required principles. Chart 1 below summarizes each state’s plan for key requirements, and this report elaborates on each below.

**Chart 1: Summary of state waiver proposals**

	College and Career Ready Standards	College and Career Ready Assessments	Subjects in New Accountability System	New Annual Goals for Schools	Teacher and Principal Evaluations	Reducing duplication and burden on districts and schools	Requesting optional waiver?
<b>Colorado</b>	Adopting Common Core Standards	Participating in PARCC, SMARTER Balanced Assessment Consortium	Reading, Math, Writing, Science, English language proficiency, and Science	Schools must achieve and grow at specified levels, compared to their peers and compared to a standard	Adopted all guidelines	No explanation	No
<b>Florida</b>	Adopting Common Core Standards	Participating in PARCC	Reading, Math, Writing, and Science	Reduce by half the percentage of students in two lowest achievement levels by 2016-17. Increase by half the percentage of students in the two highest levels.	Adopted all guidelines	No explanation	Yes
<b>Georgia</b>	Adopting Common Core Standards	Participating in PARCC	Reading, Math, Science, Social Studies, and high school end-of-course exams	Cut in half the percentage of students below proficiency	Adopted some guidelines	No explanation	No
<b>Indiana</b>	Adopting Common Core Standards	Participating in PARCC but using ACT/SAT tests to measure college readiness in the interim	Reading and Math	All schools and subgroups within the school must receive an 'A' or improve by two letter grades by 2020.	Adopted all guidelines	No explanation	Yes
<b>Kentucky</b>	Adopting Common Core Standards	State assessments based on Common Core for grades 3-8. The ACT will be the capstone high school assessment.	Reading, Math, Science, Social Studies, Writing, high school end-of-course exams	Schools below proficient must improve a full standard deviation in a 5-year period. Schools at proficient must improve half a standard deviation in a 5-year period.	Adopted no guidelines	No explanation	Yes
<b>Massachusetts</b>	Adopting Common Core Standards	Participating in PARCC	Reading, Math, and Science	Reduce the proficiency gap by half by 2017	Adopted all guidelines	State-defined school plans will replace those mandated by NCLB.	Yes

	College and Career Ready Standards	College and Career Ready Assessments	Subjects in New Accountability System	New Annual Goals for Schools	Teacher and Principal Evaluations	Reducing duplication and burden on districts and schools	Requesting optional waiver?
<b>Minnesota</b>	State standards are aligned with Common Core and approved by state institutions of higher education.	State assessments based on Common Core for English/language arts; math assessments are approved by state institutions of higher education.	Reading and Math	Cut in half the percentage of students below proficiency	Adopted no guidelines	No explanation	No
<b>New Jersey</b>	Adopting Common Core Standards	Participating in PARCC	Reading and Math	Cut in half the percentage of students below proficiency	Adopted no guidelines	Charged task force to identify unnecessary regulations	Yes
<b>New Mexico</b>	Adopting Common Core Standards	Participating in PARCC	Reading and Math	All schools will improve so that their grade would reach the 90 <sup>th</sup> percentile score in the base year.	Adopted no guidelines	No explanation	Yes
<b>Oklahoma</b>	Adopting Common Core Standards	Participating in PARCC	Reading, Math, Science, Social Studies, and Writing	Schools meet goal if they score 300 or above on an achievement index. Or schools must improve 15% in math/reading, reach 95% for test participation, and graduate 82% of students (or make a 10% improvement).	Adopted some guidelines	No explanation	Yes
<b>Tennessee</b>	Adopting Common Core Standards	Participating in PARCC	Reading, Math, and Science	Cut in half the percentage of students below proficiency in 8 years. Cut in half the achievement gap between student groups in 8 years.	Adopted all guidelines	No explanation	Yes

## New standards and assessments

The waiver process requires states to adopt college- and career-ready standards along with assessments that measure student growth based on those standards. Nine of the early states have adopted the Common Core standards and are participating in the Partnership for Assessment of Readiness for College and Careers, or PARCC, a federally funded consortium of 24 states developing common assessments in English and math.<sup>6</sup> Colorado participates in PARCC and the other assessment consortium, the SMARTER Balanced Assessment Consortium.<sup>7</sup>

Two states diverge slightly from this path. Kentucky will use the Common Core standards for grades 3–8 but use the ACT assessment and planning tools for eighth grade and high schools. It will also devise its own state assessments, based on Common Core standards, for the lower grades. Minnesota will use the Common Core English/language arts standards but its own state standards and assessment for math. The state has worked closely with the American Diploma Project, a national-standards initiative sponsored by Achieve, to enhance its assessments.

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## New subjects tested for accountability purposes

Seven of the early states plan to administer additional tests besides reading and math in order to rate school performance. Most states will add science and/or writing assessments, while some would include social studies. Colorado would add English language proficiency to the mix, and Georgia and Kentucky plan to use standardized end-of-course exams in high school.

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## New ways to rate schools

States are not just planning to change their standards and tests. They would alter the way they use such information to rate schools. Each of the early states is unique in its proposed rating system, but a few common approaches emerge across states:

### Growth measures

Every state would measure student-learning gains over time (student growth) in addition to single test scores obtained at the end of the school year (proficiency). Florida would split the difference 50-50 between proficiency and growth in grading schools. Minnesota would rate how well schools close gaps between student groups based on growth, not just proficiency.

### Whole school measures

Several states would rate schools based on a variety of factors besides test scores. Kentucky would require all schools to undergo program reviews by the district and state that count for 20 percent of their rating, and it would eventually make results from new teacher and principal evaluations count for 10 percent. Oklahoma would make 33 percent of a school's rating based on factors like attendance, parent engagement, school culture, and other unspecified indicators. New Mexico would evaluate schools partly on an "opportunity to learn" survey but did not specify what that survey would entail.

## College and career measures

Early states also proposed rating high schools based on indicators of college or career readiness. Indiana and Florida would use scores from Advanced Placement exams and industry certification. Kentucky already uses a suite of ACT assessments, a state occupational-skills test, and a military-aptitude test to track college and career readiness beginning in middle school.

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## New annual goals for school improvement

The waiver process would also allow states to significantly change their annual achievement goals. The department provided states three options for making the change:

- **Reduce by half** the percentage of students, including student subgroups, who are not proficient, the so-called gap-cutting option.
- **Ensure 100 percent** of students reach proficiency by 2020 (rather than 2014, as NCLB requires).
- **Use another sound method** to define ambitious but achievable goals for all districts, schools, and student subgroups.

No state chose the second option, but three states chose the gap-cutting option. Eight states chose the last or “other” option. Massachusetts essentially proposed the gap-cutting option but over five years instead of six. Tennessee promised to cut its gaps in half over *eight* years, pledging to improve proficiency by 3 percent to 5 percent each year and to close achievement gaps between student groups by approximately 6 percent annually—rates that would outpace the progress most states have made over the past few years under NCLB.<sup>8</sup>

Colorado and Oklahoma had complicated goals that were difficult to understand (see below). The increased complexity could mean that states are taking more sophisticated approaches to accountability, or they could be gaming the system with lots of indicators to reduce the impact of certain tests.

Chart 1 on page 8 summarizes each state’s new annual goals, but a few bear mentioning here:

- **The hybrid.** Florida proposed cutting in half the percentage of students not on grade level, and increasing by half the number of students above grade level.
- **The 100 percent twist.** Indiana proposed rating their schools on an A-to-F scale and then to ensure all schools become A schools, or improve two letter grades, by 2020. Depending on the rigor of the grading scale, of course, such a goal could be hefty or wimpy.<sup>9</sup>
- **It's all relative.** Kentucky would norm all schools. Low-performing schools must then improve by one-fifth of a standard deviation annually for five years in order to reach the 70th percentile. New Mexico would take six years to get every school up to the level of the top 10 percent of schools, as defined by a base-year norming of schools.
- **The growth model.** Colorado proposed setting annual goals for academic growth. To start the state would use data from the 2009-10 school year to determine the average rate of improvement, or growth, for each school. Then they would determine the state average. Schools would then meet their annual goal if they improve student learning at or above the state average (50th percentile) calculated in 2009-10.
- **The complex.** Oklahoma would create a student-achievement index for math, reading, test-participation rates, and graduation rates. Schools would meet their goal if they scored a certain number on those indexes or if they improved by 15 percent in math and reading, achieved 95 percent participation on state tests, and graduated 82 percent of students or made at least a 10 percent improvement.

Sound confusing? That's because some of the new goals and ratings systems are. The beauty of NCLB is that it standardized expectations across states, even while allowing them to create their own tests and to decide what counts for passing those tests. The increased complexity of goals and school ratings means some educators, parents, and advocates will have difficulty understanding why their school performs the way it does or how to improve it.<sup>10</sup>

Adding factors to school ratings will also water down the traditional impact of reading and math tests and perhaps divert attention to a diffuse number of test and indicators. Lastly, using growth measures always carries the danger of giving schools credit for making a little improvement but never really reaching the ultimate proficiency standard that students should.

Yet the education field has come to agree that schools should get credit for how students improve over the course of a year, not just how they perform at one point in time. And learning surely involves more than two subjects. The waiver process heralds state experimentation, which will create new opportunities as well as challenges for holding schools accountable. And it will certainly increase the demands placed on the Department of Education to monitor state efforts.

# State applications: Is anything missing?

Early applications are missing some things one would expect to find or information that would be helpful in determining how ambitious and achievable the state waiver plans are. A few examples stand out, and they are discussed below.

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## Traditional accountability for student subgroups

The waiver process requires states to monitor, report, and hold schools accountable for the academic progress of student subgroups named by NCLB.<sup>11</sup> All the early states would collect and report subgroup data as they have in the past, but a number of states would take a new approach to subgroup accountability.<sup>12</sup>

Florida, Indiana, New Mexico, and Oklahoma would combine subgroups by focusing on the bottom 25 percent of students in each school, whether or not they belong to a subgroup. Massachusetts would create a “high-needs” subgroup that combines special education, low-income, and English-learner students. Kentucky would create a “student-gap group” that combines other smaller subgroups. Minnesota would give greater weight to larger subgroups.

Such proposals seem reasonable enough, but the question is how states will hold schools accountable for subgroup progress. Tennessee would focus on closing gaps rather than specifying goals for each individual subgroup, assuming gap closing will ensure the rising tide lifts all boats. Oklahoma would use subgroup performance to determine if a school’s letter grade (its rating) receives a plus or minus. Georgia would attach colored flags to school ratings to indicate how subgroups perform, and the flags would trigger action accordingly.

States claim that combining groups will capture more schools and students in the accountability system. Currently, small or rural schools may have too few students in a subgroup to include in the accountability system without violating student privacy. Every school, however, has a “bottom 25 percent” that could cover more students and students who belong to multiple subgroups.



Yet schools would not necessarily set goals or face consequences for the progress of *each individual* group. This could inadvertently leave some students out. Or schools could receive credit for improving the performance of their “super group” yet not make progress for individual subgroups. This is a technical issue which states could address by running a preliminary data analysis to ensure their systems do not neglect the achievement of traditionally underperforming groups. States should also make this data public so that independent observers can verify the claims. Until then it is difficult to assess this new approach.

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## Capacity to implement teacher and principal evaluation systems

States must engage in hard work to get their new systems in place quickly, especially as they transition to new standards and assessments that will be used to evaluate educators. Thus, states should make a clear case they are poised to do this work, especially those states that may be starting from, or close to, scratch. Few states, however, outlined their capacity for engaging in evaluation reform in detail, and some seem to be missing key information.

Kentucky plans to evaluate educators in four domains but has not decided what will be used to measure success in those domains or how those measures will be weighted. Indiana and Minnesota also did not specify how educators will be rated.<sup>13</sup> Three states cannot link student-learning data to more than one teacher, and two states do not train educators to use data to improve instruction. Georgia lacks full ability to connect student data to teachers, is still developing some of its evaluation guidelines, and will require legislative action to enact reforms.

To help clarify state capacity we gathered a few data points to shed light on states’ preparedness (See Chart 2 on page 16). We drew from the annual survey of the Data Quality Campaign to see which states can connect student-achievement data to teachers and which states train educators in using data to improve instruction. We also pulled information from *Education Week*, which asked states if they needed to pass legislation to carry out their waiver plans, including evaluations. Combined, these data points provide an imperfect but nevertheless helpful picture of state capacity to enhance teacher and principal evaluation systems. Given that numerous states face data and policy obstacles, the department would be wise to ask for detailed information on how states can achieve these reforms. Some states contend, however, that their data plans, produced to receive support from the State Fiscal Stabilization Fund, are a more appropriate description of their capacity in this regard.

**Chart 2: State approaches to teacher and principal evaluation systems**

	Has the state adopted evaluation guidelines? <sup>1</sup>	Factors used to rate teachers	Can the state connect students to teachers by course and/or subject or by subject tested? <sup>2</sup>	Can the state connect more than 1 teacher to a student for a particular course? <sup>3</sup>	Do teachers receive tailored reports using student data? <sup>4</sup>	Are educators trained to use data to improve instruction and school policies? <sup>5</sup>	State will pass legislation to implement evaluations? <sup>6</sup>
<b>Colorado</b>	All guidelines	50% student growth, 50% professional practice	No <sup>7</sup>	No	Yes	Yes	No
<b>Florida</b>	All guidelines	50% student growth, 50% professional practice	Yes	Yes	Yes	Yes	No
<b>Georgia</b>	Some guidelines <sup>8</sup>	At least 50% based on student progress	Yes (but not in elementary courses or subjects)	No	Yes	Yes	Yes
<b>Indiana</b>	All guidelines	Not specified	Yes	Yes	No	Yes	No
<b>Kentucky</b>	No guidelines	Not specified	Yes for course/subject for all levels; No for statewide assessments for all levels	Yes	No	No	No
<b>Massachusetts</b>	All guidelines	Professional practice and impact on student learning	Yes	Yes	No	Yes	No
<b>Minnesota</b>	No guidelines	35% student growth; various options for the remainder	No (but yes for high school course/subject)	Yes	Yes	Yes	No
<b>New Jersey</b>	No guidelines	50% student achievement, 50% teacher practice	No <sup>9</sup>	No	Yes	Yes	Yes (New Jersey indicates this was incorrectly reported by Education Week.)
<b>New Mexico</b>	No guidelines	For tested grades or subjects: 50% student growth, 25% observation, 25% local measures <sup>10</sup>	Yes	Yes	No	Yes	Yes
<b>Oklahoma</b>	Some guidelines	50% qualitative assessment, 35% student growth, 15% other measures	Yes	Yes	No	No	No
<b>Tennessee</b>	All guidelines	50% observation, 35% student growth, 15% other measures	Yes	Yes	Yes	Yes	No

1 The waiver application asks states to indicate if they have adopted all, some, or none of the federally required guidelines for teacher and principal evaluation systems.

2 Data Quality Campaign, "2010 DQC State Analysis: Element 5" (2010). 2010 is the most recent survey that includes this information.

3 Ibid.

4 Data Quality Campaign, "DQC State Analysis Responses by State" (2011).

5 Data Quality Campaign, "DQC State Analysis by Action" (2011).

6 Michele McNeil, "NCLB Waiver Plans Offer Hodgepodge of Grading Systems", Education Week, December 2, 2011, available at [http://www.edweek.org/ew/articles/2011/12/02/13waivers\\_ep.h31.html?r=1740683738](http://www.edweek.org/ew/articles/2011/12/02/13waivers_ep.h31.html?r=1740683738).

7 Further, Colorado is one of only six states that does not have a statewide teacher identifier with a teacher-student match. See Data Quality Campaign, "2011 DQC State Analysis: Element 5" (2011).

8 Georgia has been developing its Teacher Keys Evaluation System over the last twelve months with support from the Race to the Top. The evaluation system will be piloted from January through May of 2012. By school year 2014-2015, all Georgia districts will have implemented the new system.

9 Further, New Jersey is one of only six states that does not have a statewide teacher identifier with a teacher-student match. See Data Quality Campaign, "2011 DQC State Analysis: Element 5" (2011). However New Jersey indicates that it does have this capability and that its data system is poised to support its evaluation reforms.

10 For teachers in untested grades and subjects, the components of their evaluation will include 25% based on a school's A-F school grade, 25% based on observations, and 50% based on locally adopted multiple measures.

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## New school-improvement models

States and districts have loudly complained that federal models for improving low-performing schools are impractical and constraining. States, however, did not propose wildly different approaches to school turnaround in their applications. To be fair, the department required states to follow certain guidelines, but few states went beyond those guidelines. Minnesota would require new upfront “diagnostic assessments” to determine a course of action. New Jersey would similarly ask all priority schools to undergo a quality school review conducted by seven regional turnaround centers. Tennessee and Minnesota have interesting plans to connect high-performing schools with low-performing schools to share best practices. And almost all states outlined how they would provide schools with greater autonomy over budget and staffing.

Few states devoted significant attention to accountability, however. A report from the Center for American Progress this year found that states and districts must clearly and continually communicate their expectations and goals to schools, monitor progress, adapt goals in response to data, and articulate rewards and consequences early in the process.<sup>14</sup> Many states explained their monitoring process, but few articulated goals, rewards, and consequences. Tennessee is an exception. The state set clearly defined goals, outlined a plan for tracking progress, and specified a range of supports and actions that occur if low-performing schools do not meet their targets.

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## Reducing duplication and administrative burden

Reducing burden is the fourth principle of reform in the waiver package, but few states discussed this principle at length. Massachusetts said it would substitute state-required school plans and report cards for those required by Title I of NCLB. Florida law requires the state education agency and school districts to annually review and reduce reporting burdens. New Jersey charged a task force with identifying unnecessary regulations, and the state will act on its recommendations in 2012. Lightening the load for districts and schools is a worthy goal that deserves more attention and detail before state plans are approved. The department sent states a mock application that did not request specific information on duplication, which probably explains the lack of detail in the proposals. More guidance on the topic could stimulate more information from states.

# Are state proposals ambitious and achievable?

The Department of Education wants states to engage in “ambitious but achievable” reform. Yet the secretary will face serious pressure to approve as many applications as possible in order to provide relief from NCLB. We caution the department to resist this pressure because it could easily lead to lowering standards. The department and peer reviewers are wise to engage in substantive dialogue with states to improve their applications over time.

It is beyond the scope of this report to conduct a comprehensive scoring of all applications. The department is taking months to do so with the help of 21 external peer reviewers and dozens of internal staff. This snapshot, instead, makes brief qualitative observations concerning two aspects of state plans: accountability goals and ratings, and evaluation systems. We examined state applications with a few questions in mind:

- **How clear and challenging were states’ annual achievement goals?** Clarity helps secure buy-in from districts and schools and enables action more easily than confusing or complicated goals. Goals should also be rigorous but attainable, so that schools stretch to grow but don’t give up, thinking state expectations are unrealistic.
- **How many factors are included in school-rating systems?** Too many factors can lead to confusion and could divert attention from key priorities by which to judge and act in schools. Too few goals can lead to overly simple judgments.
- **How rigorous are teacher and principal evaluations?** Student-learning gains must be a significant factor, but each state sets its own percentage (See Chart 2 on page 16). We looked to see how much weight states gave to various factors and made a call about whether states ensured student outcomes drive the process or if they used other factors to mute their effect.

- **How prepared are states to implement evaluations?** We used independent information on state data systems to get a sense of how much capacity they have to implement their evaluation plans. And we assumed states requiring legislation to enact reform will have greater difficulty compared to those that can move ahead without legislative action.

Two states stand out—Tennessee and Massachusetts—for articulating clear and challenging goals, proposing focused school-rating systems, and having data infrastructure that will help them implement evaluation systems. Four other states—Georgia, Kentucky, New Jersey, and Oklahoma—have proposals that lack clarity or require more detail that would strengthen their plans. The remaining five states have pros and cons in their proposal that are worth mentioning.

The comments below represent a qualitative, journalistic review. They are by no means exhaustive, empirical, or final. No comment should be taken as an endorsement or a recommendation for rejection. But the observations do merit consideration during deliberations by the department.

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## Stand out

While we did not rank or grade the states, the applications from these two states stood out from the rest for their challenging goals and ready-to-implement evaluation systems.

## Massachusetts

Massachusetts proposed a clear accountability goal of cutting the proficiency gap in half by 2017. The state claims many of its schools have achieved this, making the goal achievable in addition to ambitious. It proposed clear and straightforward factors in school ratings including test participation, achievement, growth, and graduation rates; and it will continue to use its five-level rating system to categorize schools based on those factors. The state's combining of subgroups, however, deserves careful scrutiny to ensure schools are held accountable for the progress of all student groups.

Massachusetts has adopted all required evaluation guidelines, having recently approved new state regulations in this area, and it has a fairly robust data system

that can support them. Massachusetts identified the factors that contribute to educator ratings, but it has yet to define their percentages or weight. The state should clarify this before approval.

## Tennessee

Tennessee proposed raising achievement in schools by 3 to 5 percentage points a year and closing gaps between student groups by 6 percent a year. The Education Trust has analyzed average growth rates across states and it appears to us that Tennessee falls in that range.<sup>16</sup> The state deserves credit for articulating clear and rigorous goals. Tennessee has a well-developed longitudinal data system that will support evaluation reforms and the state has developed all guidelines set forth in the waiver application.

Tennessee has experienced some hiccups in implementing its evaluation system funded by Race to the Top, though, and student learning counts for only 35 percent of ratings. But the state seems to be making course corrections. And there certainly is no science in deciding what weight to give student growth, though we wonder if teachers in tested subjects and grades might have greater weight placed on student learning.

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## Middle of the pack

Although we didn't use a strict rubric to evaluate the states on a point-by-point basis, we found these applications had some positives and some negatives.

## Colorado

Colorado is a pioneer in using student growth data. It will rate schools based on college readiness, achievement, and student growth—how students perform compared to their peers across the state and compared to a state-defined standard. It is difficult to discern how objective the state-defined standard is, making it confusing to identify quantifiable annual school goals. Colorado has adopted all evaluation guidelines, has a statewide definition of teacher and principal effectiveness, and clearly articulated factors for rating educators—student growth and professional practice. The state data system, however, cannot link student data to individual or multiple teachers.

## Florida

Florida would award school grades based on achievement and growth, but would also include the performance of a “bottom 25 percent” of students. This has pros and cons as discussed above, and the state would give schools credit for making as little as 5 percent gains with this group. It is also unclear whether Florida would simply report this data or use it to hold schools accountable for subgroup progress.<sup>17</sup> Florida will base educator ratings half on student growth and half on professional practice. The state has already developed evaluation guidelines required by the waiver application, and its longitudinal data system and state policies support their evaluation reforms. Plus, Florida participates in the Teacher-Student Data Link Project that works to accurately attribute student learning to the appropriate teachers.<sup>18</sup>

## Indiana

Indiana set a clear goal of getting all schools to become A-schools or to improve two letter grades. The state quantified what that improvement will require each year and will set interim goals for each school. Indiana would hold each school accountable for the bottom 25 percent of its students, potentially masking the progress of individual subgroups. But the state claims, using current data, that such an approach will cover more low-performing students than current subgroup policy does. The state should make its data publicly available to verify its claim. Indiana has adopted all required evaluation guidelines and does not require legislation to carry out its plans. In addition, its longitudinal data system appears robust. That said, the state did not specify what factors will be considered in evaluating educators, which should be clarified before final approval.

## Minnesota

Minnesota identified four equally weighted factors for school ratings. One factor measures how well schools improve the rate of growth between student subgroups, and subgroups factor into proficiency ratings according to their size. This approach appears unique among states and seems to treat subgroups in a fairly traditional way. But the application was comparatively short in detail and did not make a data-based case that its accountability approach is ambitious. Minnesota benefits from having a relatively robust data system to support its evaluation

reforms. But the state has not finished adopting all required guidelines, has not specified what factors contribute to teacher and principal ratings, and has some limitations in its ability to link student and teacher data.

## New Mexico

New Mexico identified a few key factors for school ratings and how much weight each factor carries. Five percent would come from an undefined “opportunity to learn” survey that could provide impetus for improving equity or be nebulous. Schools would receive separate grades for achievement and growth in order to distinguish between those on track and those off track but improving. Accountability would focus on a bottom 25 percent category, which entails the pros and cons discussed above. New Mexico has adopted all required evaluation guidelines and requires student achievement to be a significant factor in teacher ratings. The state’s data infrastructure appears to be strong, but it must pass legislation to enact its reforms.

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## Needs more detail

After reading the applications from the following states we still had a lot of questions about how these applications would work. These states should provide more detail before they’re approved.

## Georgia

Georgia set a clear goal of cutting both its proficiency and achievement gaps in half. The state will rate schools on a variety of factors including achievement, growth, gap closing, school climate, participation, and financial efficiency. The inclusion of efficiency is interesting given the growing recognition of how important educational productivity is.<sup>19</sup>

But it is unclear how these factors will be weighted, and the state does not yet have an operational statewide growth model. Georgia would hold schools accountable for the bottom 25 percent of performers, potentially masking the progress of each subgroup. The state will label schools with performance flags that identify achievement gaps and trigger action. This proposal is intriguing because it could potentially heighten attention to subgroups, but it lacks sufficient detail or supporting data to verify its claims.



Georgia has an ambitious plan to make student growth at least 50 percent of a teacher’s evaluation and it has almost finalized its policy for accurately attributing student learning to the appropriate teachers. But the state lacks full ability to connect student data to teachers, is still developing some of its evaluation guidelines, and will require legislative action to enact their reforms.

## Kentucky

Kentucky is clear about how it will rate schools and will grant partial credit to schools depending on their performance. The state will eventually make teacher and principal ratings count for 10 percent of school accountability. This could direct schools to focus more on educator quality. But the state has set confusing goals, asking struggling schools to improve by one-fifth of a standard deviation each year. The state should quantify the goals so that schools and the public can understand them.

The state has proposed a combined “super group” of historically disadvantaged students, but it did not make a data-rich case that such a move will hold schools accountable for the growth of every subgroup. Also the state has proposed several measurements that could count for the student-learning factor in school ratings, but it did not specify their weight. That should be clarified to ensure the bar remains high for evaluating schools.

Kentucky is just beginning to change its educator-evaluation system and must do significant amounts of work including specifying what factors will be used to rate teachers and principals and how those factors will be weighted. The state has rightly pledged not to publicly publish individual teacher ratings,<sup>20</sup> but it did not mention how it will use that data to ensure poor and minority students have fair access to effective teachers.

## New Jersey

New Jersey chose the straightforward gap-cutting approach to yearly goals and would retain accountability for subgroups reaching those goals. The state proposed a new report card that would rate schools in four categories—achievement, college and career readiness, graduation and postsecondary success rates, and closing achievement gaps.<sup>21</sup> New Jersey would maintain traditional subgroup accountability for the achievement measure, and it would evaluate how well schools close achieve-

ment gaps between the bottom 25 percent of students and the top 75 percent for the gap-closing measure.

Yet the state has proposed a new school grading system that will not be finalized until the spring of 2012, meaning how the state grades schools and holds them accountable could change in the coming months. New Jersey should clarify how final the new grading proposal is and how likely the new measures are to pass. In the meantime, the Department of Education should consider delaying approval until the issue is clarified.

In terms of evaluations, the state has not developed the evaluation guidelines required by the waiver application, and it will finalize linking student performance and class rosters for all schools by September 2012. One union affiliate has recently expressed strong opposition to evaluation changes, forcing the Newark superintendent to scale back her plans. But the state has moved ahead in 10 other school districts.<sup>22</sup>

## Oklahoma

Oklahoma plans to grade schools on an A to F scale, and schools will get their grade based on four factors. One factor is a “whole school improvement” category made up of several subcategories. Then, schools receive a “+” or “-” next to their grade based on whether or not they meet additional annual goals. This seems potentially confusing to stakeholders and a bit complex to translate into action at the school or district level. Yet Oklahoma’s system could be a sophisticated look at the many factors that make schools successful. The state should clarify how it will maintain focus and how it will work with districts and states to clearly understand and improve school ratings.

Oklahoma lacks some data capacity to implement its teacher-evaluation plans, which are yet to be finalized. Oklahoma has only adopted some of the required guidelines for educator evaluations while others are still in development. Fifteen percent of teacher ratings, for example, would derive from “other measures” teachers choose with their administrator. The other measures could, but not necessarily, include state assessments, school assessments, “off the shelf” assessments, ACT and AP scores, or graduation rates. Some of these measures would be rigorous and consistent across schools in a district. Others like school assessments are nebulous and could be potentially inconsistent. We think the state should clarify how the “other” category would work in practice and whether or not it would diffuse the impact of student growth.

# Findings

States vary in their approach to accountability and evaluation systems in their applications. A few observations stand out and merit consideration:

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## Clarity of goals

Some states proposed clear, quantifiable goals for school progress. Others proposed goals that were difficult to understand and may complicate how well schools and the public understand them or use them to improve. Clarity is key to securing buy-in from schools and, more importantly, to ensuring that goals can be used to support and spur improvement.

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## Clarity of school ratings

Some states proposed clear and rigorous systems for holding schools accountable. Others proposed complex schemes that rely on too many factors and diffuse attention from key achievement measures. The field does not agree on any one approach, but there is surely a happy medium between current law and a confusing constellation of factors.

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## Inclusion of subgroups

Some states maintained goals and accountability for student subgroups that face challenges. Others proposed accountability systems that may deflect attention from each group of challenged students. Several states proposed combining subgroups into “super groups” in order to include more students and schools in the accountability system. States could bolster their plans by making a data-driven case that they are correct and by making such data public for independent observers to verify.

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## Readiness to evaluate educators

Some states appear to have the data and policy infrastructure needed to implement new evaluation systems right away. Others are just beginning and need to clarify how they will create and execute brand new systems. Some states have clearly defined factors they will use to rate educators, while some have not. This is a wide variance that deserves careful scrutiny. States should not be penalized for starting from scratch, but they should enhance their plans with an analysis of capacity.

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## Reduction of burden

Few states shared specific plans for reducing administrative burdens placed on districts and schools, though the department gave minimal direction for doing so. States should clarify their thinking on this topic and the department could help by providing guidance or at least asking for more information.

# Recommendations

The Department of Education has stated it will work with states and peer reviewers to enhance state plans. That is a wise move given the variance among applications. States are proposing new or experimental policies, so there is plenty of room for improvement. As the department enters new territory in monitoring and overseeing state reforms, it should keep the following recommendations in mind:

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## Do not rush to approve every application

States are clamoring for relief from federal requirements, but not every plan is as solid as it could be. The department should keep the bar high so that states indeed make ambitious reforms. The stakes are lower in the first round because states have time before the end of the school year to make adjustments. But the department will need to remain firm as the spring approaches and the pressure mounts to offer relief.

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## Ask for more information

Some states should clarify how they will treat student subgroups in accountability systems, how prepared they are to implement evaluation reforms, and how they plan to reduce administrative burden on districts and schools. Few states described specific plans for reducing burden. And there is wide variance in how states treat subgroups. Equity is a key principle of federal education law, so the department has a critical role to play in ensuring states meet the needs of all students.

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## Proceed with caution

States have proposed new ways to treat student subgroups in accountability systems. This could provide better focus for school improvement efforts or divert crucial attention from historically disadvantaged students. States have

also proposed increasing the factors used to rate school progress. Such changes can improve the sophistication of evaluating schools or distract from a few key measures. The secretary should carefully distinguish those plans that enhance subgroup and school accountability from those that backtrack.

# Conclusion

Some states have submitted thoughtful waiver applications that deserve serious consideration, while some have submitted applications that deserve serious conversation about how to improve. Our analysis is a modest and brief snapshot of the first 11 proposals, which raises questions more than providing definitive answers about the merits of each application. We commend these early states for re-envisioning their education systems in a transparent way and for engaging in a dialogue with the Department of Education to enhance their plans. Much work lies ahead, however, in refining, evaluating, and ultimately implementing these applications.

We know from past experience that the inertia of the status quo can hinder even the best-laid plans. So we urge the department to set the bar high in the approval process, even as it works with states to enhance their plans. Given the lack of immediate congressional action to reauthorize No Child Left Behind, these plans form the blueprint for the next few years of education reform. The pressure is on, rightfully, to ensure such reforms are indeed ambitious and achievable.

# Appendix A

## Flexibility from No Child Left Behind requirements<sup>23</sup>

1. **Flexibility regarding the 2013–14 timeline for determining adequate yearly progress.** Current law requires states to ensure 100 percent of students are reading and doing math at grade level by 2013–14. Each year states set achievement targets that lead to that goal. A waiver would allow states to push the deadline back and to set new yearly goals that are more practical.

2. **Flexibility in school improvement requirements.** Current law requires schools that repeatedly miss their yearly targets to take federally defined actions to improve, with actions becoming increasingly severe each year schools miss their targets. Such actions have not proven effective on a large scale. A waiver would allow states to develop their own schedule and actions.

3. **Flexibility in district-improvement requirements.** Current law requires school districts, like schools, to take federally specified actions when they miss their yearly targets. A waiver would allow states to create their own improvement system for districts.

4. **Flexibility for rural districts.** Current law allows rural districts some leeway in the use of federal funds. A waiver would increase that leeway.

5. **Flexibility for schoolwide programs.** Current law allows districts with enrollments of at least 40 percent low-income students to use federal funds for whole school programs. A waiver would allow districts to expand that option to any school that is a priority or focus school (see Appendix B for a definition).

6. **Flexibility to support school improvement.** Current law sets aside funds targeted to low-performing schools but restricts their use to Title I schools. A waiver would allow districts to more broadly use those funds but within low-performing schools.

7. **Flexibility for rewarding schools.** Current law outlines how states and districts can reward schools making progress. A waiver would increase their ability to do so.

8. **Flexibility regarding highly qualified teachers.** Current law requires that teachers in core subjects have certain credentials to be deemed highly qualified. Districts that cannot or do not meet the requirement must set aside a percent of federal funds in order to improve teacher qualifications. A waiver would allow states and districts to forego these requirements and instead focus on improving how effective teachers are with students in the classroom. A state would not be exempt, however, from ensuring poor and minority children are not taught at higher rates by inexperienced, unqualified, or out-of-field teachers, a key civil rights protection for disadvantaged students.

9. **Flexibility to transfer funds.** Current law allows states and districts to transfer funds between various federal programs. A waiver would increase their ability to do so.

10. **Flexibility to use School Improvement Grant funds.** Current law sets aside funds for improving chronically low-performing schools but only schools eligible for Title I funds. A waiver would allow states more leeway to use that money in priority schools (see page 5 for a definition).

### Optional flexibility

11. **Flexibility for increasing learning time.** Current law provides approximately \$1 billion for improving learning outside of the regular school day, such as afterschool and summer school programs, through the 21st Century Community Learning Centers program. Research and good practice have shown that expanding the school day or year to increase learning time can improve student outcomes. A waiver would allow states to use federal money for increasing learning time in addition to programming outside the regular school day and year.



# Appendix B

## Reforms required to receive flexibility<sup>24</sup>

College- and career-ready expectations for all students

**The Department of Education requires states to:**

- Adopt college- and career-ready standards in at least reading and math
- Implement the new standards by the 2013–14 school year
- Adopt and administer assessments that measure student growth in grades 3–8 and once in high school
- Adopt English language proficiency standards
- Annually report the college-going and college credit-accumulation rates for all students and subgroups of students

State-developed accountability systems that recognize success and support schools that struggle

**The Department of Education requires states to:**

- Develop new accountability systems based on reading and math, graduation rates, and student growth over time
  - Option A:** Include only reading and math scores.
  - Option B:** Include subjects other than reading and math.
- Set ambitious but achievable annual goals in at least reading and math
  - Option A:** Reduce by half the percentage of students who are not at grade level (i.e., proficient) within six years.
  - Option B:** Ensure 100 percent of students are on grade level by 2020.
  - Option C:** Use another sound method that results in ambitious but achievable goals for all students.
- Recognizing “reward schools” that make progress on those goals
- Identify the bottom 5 percent of low-performing schools as “priority schools” and effect systemic change by following federal turnaround parameters
- Identify an extra 10 percent of schools that have the greatest achievement gaps between student groups as “focus schools” and work to close the gaps
- Provide incentives and supports to ensure improvement in all schools not making their yearly goals
- Build state, district, and school capacity to improve student learning

Supporting effective instruction and leadership

**The Department of Education requires teacher and principal evaluation systems that:**

- Are used for improving instruction and meaningfully differentiating educator performance
- Use multiple factors to rate educators with student growth being a significant factor
- Regularly evaluate educators and provide usefully, timely feedback
- Use evaluation ratings to inform professional development and personnel decisions

Reducing duplication and unnecessary burden

**The Department of Education requires states to** assure that they will evaluate and revise administrative requirements to reduce duplication and unnecessary burden on districts and schools.

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## About the author

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## Disclosure

Cynthia G. Brown, Vice President for Education Policy at the Center for American Progress, served as an alternate peer reviewer for the first round of NCLB waivers. She reviewed a draft of this brief. But she did not share information or engage in conversation about the waiver application she read with the author or staff at the Center for American Progress.

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## Endnotes

- 1 See Jeremy Ayers and Cynthia G. Brown, "A Way Forward" (Washington, DC: Center for American Progress, 2011).
- 2 Jeremy Ayers, "Republican Education Bills Appease the Right but Do Little to Help Struggling Students," *ThinkProgress Economy*, September 16, 2011, available at <http://thinkprogress.org/education/2011/09/16/321589/republican-education-bills-struggling/>.
- 3 Center for American Progress Action Fund, "Podesta and Brown on Senate HELP Committee's Bill to Revise No Child Left Behind," Press release, October 19, 2011, available at [http://www.americanprogressaction.org/pressroom/2011/10/statement\\_esea](http://www.americanprogressaction.org/pressroom/2011/10/statement_esea).
- 4 Information for this section comes from U.S. Department of Education, "ESEA Flexibility" (2011). For more information on the optional waiver, see Isabel Owen, "Take Your Time: Why States Should Use Education Waivers to Increase Learning Time" (Washington, DC: Center for American Progress, 2011).
- 5 Information for this section comes from U.S. Department of Education, "ESEA Flexibility" and "ESEA Flexibility Request" (2011).
- 6 "Partnership for Assessment of Readiness for College and Careers," available at [www.parcconline.org/](http://www.parcconline.org/) (last accessed December 6, 2011).
- 7 "SMARTER Balanced Assessment Consortium," available at <http://www.k12.wa.us/smarter/> (last accessed December 13, 2011).
- 8 See Naomi Chudowsky and Victor Chudowsky, "State Test Score Trends Through 2008-09, Part 1: Rising Scores on State Tests and NAEP" (Washington, DC: Center on Education Policy, 2010). The Education Trust used data from ten states to determine that reducing by half the percentage of students not at grade level (i.e., the gap-cutting goal in the waiver package) is an achievable goal because it is being met by a "substantial number of schools" in those states. See Natasha Ushomirsky, Daria Hall, and Katie Haycock, "Getting It Right: Crafting Federal Accountability for Higher Student Performance and a Stronger America," (Washington, DC: The Education Trust, 2011).
- 9 Indiana estimates in its application that improving two letter grades would require increasing proficiency rates by 20 percentage points by 2020.
- 10 Perhaps this is why a number of states have moved to giving schools letter grades.
- 11 NCLB requires states, districts, and schools to collect and report student achievement data for all students, as well as for low-income students, ethnic minority groups, students with disabilities, English language learners, and by gender.
- 12 See Michele McNeil, "NCLB Waiver Plans Offer Hodgepodge of Grading Systems," *Education Week*, December 2, 2011, available at [http://www.edweek.org/ew/articles/2011/12/02/13waivers\\_ep.h31.html?r=1740683738](http://www.edweek.org/ew/articles/2011/12/02/13waivers_ep.h31.html?r=1740683738).
- 13 Minnesota will base 35 percent of probationary and tenured teachers' evaluations on student growth. Remaining factors, with unspecified weight, can include observations, portfolios of work, and measures of student engagement.
- 14 Jeremy Ayers and Melissa Lazarin, "Incentivizing School Turnaround: A Proposal for Reauthorizing the Elementary and Secondary Education Act" (Washington, DC: Center for American Progress, 2011).
- 15 See Chuck Edwards, "The Fourth Certification," *Title I-derland*, September 30, 2011, available at <http://titleonderland.blogs.thompson.com/2011/09/30/the-fourth-certification/>.
- 16 Ushomirsky, Hall, and Haycock, "Getting It Right."
- 17 Florida would use this data to identify 15 percent of its schools as low-performing schools. But that would not necessarily hold the remaining 85 percent of schools accountable for subgroup progress.
- 18 See "Teacher Student Data Link Project: Participating States and Districts," available at <http://www.tsdl.org/ParticipatingStatesSchools.aspx> (last accessed December 14, 2011).
- 19 See Ulrich Boser, "Return on Educational Investment" (Washington, DC: Center for American Progress, 2011).
- 20 See Diana Epstein and Raegen Miller, "Subtraction by Distraction: Publishing Value-Added Estimates of Teachers by Name Hinders Education Reform" (Washington, DC: Center for American Progress, 2011).
- 21 If approved, New Jersey's new report card would rate schools based on achievement, graduation and postsecondary success rates, closing achievement gaps, and college and career readiness. It would also track student-level progress including early warning indicators, college and career readiness, and how successfully high school graduates fare in college.
- 22 John Mooney, "Pilot Teacher Evaluation System Slow to Gain Traction in Newark," *NJ Spotlight*, December 8, 2011, available at <http://www.njspotlight.com/stories/11/1208/0032/>.
- 23 Information for this section comes from U.S. Department of Education, "ESEA Flexibility" (2011).
- 24 Information for this section comes from U.S. Department of Education, "ESEA Flexibility" and "ESEA Flexibility Request" (2011).

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Center for American Progress



# The Washington State Board of Education

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

<b>Title:</b>	180 Day Waiver	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	SBE is asked to consider establishing criteria for 180 day waivers.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	In November 2011, Board Members directed staff to outline what specific criteria should be applied to waiver requests in order to move forward with establishing criteria to apply to waiver requests. Background information is provided in the memorandum, and staff present a series of Waiver Principles and recommendations in the final four pages beginning with the header "Policy Discussion."	

## **BASIC EDUCATION PROGRAM REQUIREMENTS: REVIEW OF 180-DAY WAIVER CRITERIA AND RECOMMENDATIONS**

### **BACKGROUND**

SBE has authority (see Appendix A) to grant waivers from the basic education minimum 180-day school year. SBE has granted these waiver days using three options, and a fourth was just added by the 2011 Legislature:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may request the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. SBE may grant waivers to up to two districts with fewer than 150 students and up to two additional waivers to districts with between 150 and 500 students. Two districts with fewer than 150 students were approved for this option in 2009 and these waivers will expire after 2011-12. New Option Two waiver applications will be reviewed at the March 2012 Board meeting.

There are currently three bills to change these types of waivers:

- HB 2215 removes the cap of five waivers, removes the requirement that districts be small, removes the expiration date of August 2014, and removes the requirement that SBE make a recommendation whether the waivers should be continued.
  - SB 6020 maintains the cap of five and the small district size but directs SBE to extend any initial waiver to August 2014 unless SBE finds that student learning is adversely affected. If this bill passes, it would not be necessary to review any applications for these waivers in March and no additional districts with fewer than 150 students would be able to receive a waiver.
  - A third bill (not yet given a bill number) adds eligibility for districts between 500 and 2,200 students. SBE could grant waivers to up to 20 of these larger districts.
- **Option Three** is a fast track process implemented in 2010 that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review but applications are not seen by the Board members because this is essentially pre-approval for specific activities.
  - **Innovation Waivers** are a result of House Bill 1546. Statewide, up to 34 applications for designation as innovation schools/innovation zones will be approved by Educational Service Districts and the Office of Superintendent of Public Instruction. Two types of

schools, zones, and programs are authorized in the legislation: those focused on the arts, science, technology, engineering, and mathematics (A-STEM); and other innovative schools, zones, and models that implement instructional delivery methods that are engaging, rigorous, and culturally relevant at each grade. The SBE has scheduled a special meeting for February 23, 2012, to review waiver requests that are included in the innovation applications. According to HB 1546, SBE shall grant these waivers unless it is likely to result in a decrease in student achievement. More information on these waivers can be found in the September 2011 Board packet.

**Table A: Summary of Types of 180-day Waivers**

Type of 180 Day Waiver	Purpose	Current Criteria	Date Began	Authority	Limit of Days	Eligibility	Current # Districts are Using
<b>Option 1</b> "Regular Request"	To implement local plan to provide for all students an effective education; designed to enhance the educational program for each student.	1. Complete application form. 2. District board resolution.	1995	RCW 28A.305.140  WAC 180-18-010 180-18-040 180-18-050 (1) and (2)	No limit	All districts	50
<b>Option 2</b> "Economy and Efficiency"	For districts to operate a flexible calendar for purposes of economy and efficiency.	1. Complete application form. 2. District board resolution.	2009; pilot expires August 2014	RCW 28A.305.141	No limit	Up to two districts with fewer than 150 students; up to three districts between 150 and 500 students.	2 <150
<b>Option 3</b> "Fast Track"	Limited to specific activities outlined in WAC.	1. Complete notification form. 2. District board resolution.	2010	RCW 28A.305.140 180-18-010 180-18-040 WAC 180-18-050 (3)	Max of three	Only districts without a PLA*	30
<b>Innovation School/Zone</b>	To implement an innovation school or zone.	May be denied if it is likely to result in decreased academic achievement, would jeopardize state or federal funds, or would violate a law that SBE has no authority to waive.	SY 2012-13	RCW 28A.630.083  RCW 28A.655.180	No limit	Competitive application process through OSPI and ESDs; up to 34 statewide.	Special Board Meeting set for February 23, 2012 to review.

\*Persistently Lowest Achieving school per annual list produced by OSPI.



**Table B: Numbers of Option One and Three Waivers Over Time**

Option One waivers have decreased in 2011-2012 but Option Three waivers increased. Option Three waivers were available beginning in 2010-2011.

	School Years						
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Districts with Option One Waivers	29	67	69	66	50	40	35
# Districts with Option Three Waivers	0	0	0	6	30	27	19
Total Districts with Option One and Three Waivers	29	67	69	72	80	67	54
% of Districts with Waivers (295 districts)	10%	23%	23%	24%	27%	23%	18%

**Table C: Waivers for Parent Teacher Conferences**

Overall, Option One Waivers decreased in 2011-12 as the number of waivers for parent teacher conferences has increased. The proportion of districts seeking waivers for parent teacher conferences has increased.

	School Years						
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Districts with Option One Waivers	29	67	69	66	50	40	35
# Districts with Waivers for Parent Teacher Conferences	1 (3%)	2 (3%)	2 (3%)	2 (3%)	18 (36%)	16 (40%)	15 (43%)
# of Districts with Waivers <i>Solely</i> for Parent Teacher Conferences	1 (3%)	1 (1%)	1 (1%)	1 (2%)	11 (22%)	10 (25%)	10 (29%)

**Table D: Waiver Days**

The number of total days waived per year has increased to an all-time high of 323 in 2011-12, but that is the result of a decreased number of those days used for professional development and many more days used for conferences.

	School Years						
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Waiver Days for Parent Teacher Conferences	3	8	8	8	64	56	54
# Waiver Days for All Other Purposes	109	239	243	294	259	184	148
# Total Waiver Days	112	247	251	302	323	240	202

**Review of Board Input for the Waiver Process**

In response to recurring Board member concerns, staff has suggested alternative processes and frameworks that began at the July 2011 meeting. Direction from the Board is summarized in the table below.

	July Direction	September Direction	November Direction
<b>Summary</b>	Keep all Options.	Keep all Options.	Staff is directed to develop criteria and return for further discussion.
<b>Proposed RCW/WAC Changes</b>	Revise rules to cap Option One at five days.	Do not cap Option One. Any number of days may be granted as long as the 1,000 instructional hours are protected.	Do not cap Option One without clear criteria for review. First establish criteria, then make decisions about capping days.  Add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.

## **POLICY DISCUSSION**

In November 2011, Board Members directed staff to outline what specific criteria should be applied to waiver requests. The Waiver Principles and recommendation below are a response to that direction.

### **Waiver Principles:**

- 1. The Legislature has defined basic education as 1,000 instructional hours and 180 school days.** There are legal definitions for each. SBE's role is ensuring compliance with these minimums, and granting exceptions when warranted. While a conversation about what is the best way to structure basic education is valuable and important (e.g. do days matter if districts provide 1,000 hours? Is seat time still relevant?), SBE's role is not to define basic education minimums. The Legislature has that role and that responsibility, and the SBE role is to grant waivers from those basic minimums.
- 2. Waivers should not be granted to back-fill legislative cuts to Learning Improvement Days or other budget constraints.** Opportunities for districts to provide professional development and parent teacher conferences are critically important. However, they are also universal. All districts need to build a system to support new teachers, implement new initiatives, and improve instruction. All districts conduct parent teacher conferences. These are legitimate and important activities but should not be part of a waiver process. SBE should not grant waivers for a basic, routine part of an educational program. Universal components of the system should be supported and funded by the Legislature as part of basic education.
- 3. Waivers should only be granted to districts in response to local characteristics/circumstances.** Waivers should *not* be granted for activities that all districts need to conduct. To grant waivers for these universal purposes is to re-define basic education. Some districts have circumstances that warrant a waiver, and it is up to SBE to define these criteria.

This framework proposes criteria as follows: the district must have an unusual or unique circumstance which can be remediated or improved in a relatively short period of time. In this framework, the SBE would grant no more than three waiver days for no more than three years. The overarching purpose of a waiver still must be to improve student achievement (see Appendix A). However, that is only a component of the full criteria, to include all the elements listed in the recommendation section below.

Example: a district is experiencing a sudden and dramatic rise in homeless students and requests three days for each of the next three years for staff to retool in order to meet students' needs. The plan for the nine total days will fully address the stated need. This is waiver-eligible because it is a local characteristic/circumstance and it is limited in time.

Example: one of a district's elementary buildings has been sold to a local non-profit to start an early childhood center. The remaining elementary buildings will absorb the students and staff from the building that is closing. Staff need time to build common expectations and align curriculum. They request two waiver days for a single year. The goals of the waiver can be accomplished in this two-day period. This is waiver-eligible because it is a local circumstance and is time bound.

Non-example: a district requests three days for each of the next three years for professional development to improve instruction. The need for professional development for teachers is common across districts so this is not a local characteristic/circumstance. This is not waiver-eligible.

Non-example: a district requests four days for parent teacher conferences. This is not waiver-eligible because all districts conduct conferences. Waiving school days for parent teacher conferences constitutes a re-defining of basic education to be fewer than 180 days.

4. **Innovation should be encouraged through the New Innovative Schools application process established in HB 1546.** SBE supports and encourages innovation. Clearly the Legislature does as well, which is why HB 1546 was created last year. Rather than having the concept of innovation vaguely permeating all waiver options, staff proposes steering innovative proposals through this option in order to provide them with the most rigorous review and highest public attention. SBE is exploring possible revisions to the bill to make this an annual application process and to ensure it is open to existing innovative schools.
5. **Waivers can only be renewed if the district can make a compelling argument that they have made significant progress that is clearly demonstrated through data, but need additional time to achieve their goals. New local characteristics/circumstances could also warrant a new waiver.** The recommendation for requiring districts to provide a summary report is directly tied to this issue. The Board may ask districts requesting a waiver to come before the Board, review their progress toward achieving their goals, explain why their initial waiver period was not adequate to achieve goals, and explain why an extension on their waiver will directly result in achievement of their goals.

To grant waivers on an ongoing basis creates an entitlement to a waiver, which constitutes a re-writing of basic education on the part of SBE. We recommend using the framework of no more than three days for no more than three years, after which the plan to address the issue should have been effective. New local characteristics/circumstances could be presented to SBE in a new waiver request.

Example: a district has very low math achievement and therefore implements a new math curriculum and needs to provide professional development for teachers for three days for the next two years. After this waiver period is complete, the district experiences a decline in the graduation rate and requests a new waiver for staff to implement a Dropout Early Warning and Intervention System.

**Recommendation:**

- A. Eliminate Option One. This option is open-ended and has no criteria. The granting of Option One waivers essentially amounts to a re-definition of basic education.
- B. Revise Option Three so that it is no longer a 'fast track' option intended to backfill LID days (no longer an automatic approval). Detailed review of each application should be conducted by a panel of SBE Board members who provide a recommendation to the Board as a whole. Review of these applications using the above criteria would involve significant scrutiny and application of judgment by the panel of SBE Board members and eventually the entire Board (see Draft Rubric, Appendix D). There will be grey areas and members may disagree. There is no 'formula' for approval of these requests; no rubric will ever cover every situation as presented. However, this debate is healthy and appropriate. . The Legislature has assigned this task to SBE, and clearer criteria and additional scrutiny are appropriate.

Additionally, since Option One would be eliminated, SBE should allow districts with PLAs to apply for this revised Option Three.

Apply the following criteria to the waiver applications:

1. The requesting school district has local characteristics/circumstances that warrant exception to the basic education minimums as defined by the state Legislature.

*The following items (except number 4) are already contained within the application but are not currently evaluated and have no impact on waiver decisions.*

2. The district has identified expected goals that are related to raising student achievement (including specific tools or metrics used).
3. The district will collect evidence to show whether the goal(s) were attained.
4. The strategies used are evidence- or research-based and likely to lead to attainment of the stated goal (new).
5. Activities in subsequent years are connected to those in the first year of the waiver, and strategies will be modified as needed throughout the waiver request.
6. The waiver request directly supports the district and school improvement plans.
7. Administrators, teachers, other staff, parents, students, and the community were involved in the development of the waiver request and will have continued input on the implementation of the waiver.
8. If the waiver is a renewal, require an explanation of how much progress was made with the first waiver, why the goals as described in the first application were not fully achieved, and what will be different in the implementation or execution of the renewed waiver. This should be a high standard for districts to meet in order to receive a renewal. Renewals are not guaranteed.
9. For renewals, there is meaningful, ongoing engagement of parents and the community.

C. Keep Option Two (as required by legislation), but adopt criteria for evaluating and selecting applications.

D. Advocate to the Legislature for the following changes:

- a. Clarify whether a school day is inclusive of full-day parent teacher conferences.
- b. Fund professional development time (LID) for teachers.
- c. Revise the Innovative Schools application process to be conducted annually and to include existing schools.

E. Consider a phase-in plan to implement these recommendations as of July, 2013.

#### **Other Alternatives:**

Alternative A: Review Option One using criteria 2-7 and cap this Option at a specific number of days below 180. This reflects Board member direction to staff from July 2011. Selection of this Option would reflect lack of agreement with Waiver Principles 1-5.

Alternative B: Continue to issue waivers to districts according to the established process. This reflects Board direction to staff in September 2011. Selection of this Option would reflect lack of agreement with Waiver Principles 1-5 and would maximize local control.

#### **For additional discussion:**

What impact will the possible reduction to 176 days have on this process as we move forward? If the Board prefers Alternative A or B, what implications do these choices have?

**EXPECTED ACTION**

Board members will be asked to pass a motion in support of the recommendation or an alternative so that staff can return in March with draft rules to reflect those changes.

## Appendix A: RCW and WAC Language

### RCW [28A.305.140](#)

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized. (*Effective until June 30, 2019.*)

- (1) The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to:
  - (a) Implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program; or
  - (b) Implement an innovation school or innovation zone designated under RCW [28A.630.081](#).
- (2) The state board shall adopt criteria to evaluate the need for the waiver or waivers.

### RCW [28A.305.141](#)

Waiver from one hundred eighty-day school year requirement — Criteria — Recommendation to the legislature. (Expires August 31, 2014.)

- (1) In addition to waivers authorized under RCW [28A.305.140](#) and [28A.655.180](#), the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW [28A.150.220](#) and [\\*28A.150.250](#) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW [28A.150.220](#) that school districts offer an annual average instructional hour offering of at least one thousand hours shall not be waived.
- (2) A school district seeking a waiver under this section must submit an application that includes:
  - (a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;
  - (b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;
  - (c) An explanation of how monetary savings from the proposal will be redirected to support student learning;
  - (d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;
  - (e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;
  - (f) An explanation of the impact on the ability to recruit and retain employees in education support positions;
  - (g) An explanation of the impact on students whose parents work during the missed school day; and
- (3) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.
- (4) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2014.
  - (a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.
  - (b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.
    - (i) The state board of education shall examine the waivers granted under this section and make a recommendation to the education committees of the legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or allowed to terminate. This recommendation should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. Such evidence includes, but is not limited to: Improved scores on the Washington assessment of student learning, results of the dynamic indicators of basic early literacy skills, student grades, and attendance.
      - (a) This section expires August 31, 2014.

RCW [28A.630.083](#)

Waivers for Innovation schools and Innovation Zones (Expires June 30, 2019).

- (1) (a) The superintendent of public instruction and the state board of education, each within the scope of their statutory authority, may grant waivers of state statutes and administrative rules for designated innovation schools and innovation zones as follows:
  - (ii) Waivers may be granted under RCW [28A.655.180](#) and [28A.305.140](#);
  - (iii) Waivers may be granted to permit the commingling of funds appropriated by the legislature on a categorical basis for such programs as, but not limited to, highly capable students, transitional bilingual instruction, and learning assistance; and
  - (iv) Waivers may be granted of other administrative rules that in the opinion of the superintendent of public instruction or the state board of education are necessary to be waived to implement an innovation school or innovation zone.
- (b) State administrative rules dealing with public health, safety, and civil rights, including accessibility for individuals with disabilities, may not be waived.
- (2) At the request of a school district, the superintendent of public instruction may petition the United States department of education or other federal agencies to waive federal regulations necessary to implement an innovation school or innovation zone.
- (3) The state board of education may grant waivers for innovation schools or innovation zones of administrative rules pertaining to calculation of course credits for high school courses.
- (4) Waivers may be granted under this section for a period not to exceed the duration of the designation of the innovation school or innovation zone.
- (5) The superintendent of public instruction and the state board of education shall provide an expedited review of requests for waivers for designated innovation schools and innovation zones. Requests may be denied if the superintendent of public instruction or the state board of education conclude that the waiver:
  - (a) Is likely to result in a decrease in academic achievement in the innovation school or innovation zone;
  - (b) Would jeopardize the receipt of state or federal funds that a school district would otherwise be eligible to receive, unless the school district submits a written authorization for the waiver acknowledging that receipt of these funds could be jeopardized; or

RCW [28A.655.180](#)

Waivers for educational restructuring programs (Effective until June 30, 2019)

- (1) The state board of education, where appropriate, or the superintendent of public instruction, where appropriate, may grant waivers to districts from the provisions of statutes or rules relating to: The length of the school year; student-to-teacher ratios; and other administrative rules that in the opinion of the state board of education or the opinion of the superintendent of public instruction may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district or to implement an innovation school or innovation zone designated under RCW 28A.630.081.
- (2) School districts may use the application process in RCW 28A.305.140 to apply for the waivers under this section.



## WAC [180-18-010](#)

### Purpose and Authority

- (1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.
- (2) The authority for this chapter is RCW [28A.305.140](#) and [28A.655.180](#)(1).

## WAC [180-18-030](#)

### Waivers from total instructional hours requirements

- (1) A district desiring to 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.

## 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 improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) 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 that is not otherwise ineligible as identified under WAC [180-18-050](#) (3)(b) may develop and implement a plan that meets the program requirements identified under WAC [180-18-050](#)(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) 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.
- (3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the 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.

## WAC [180-18-050](#)

### Procedure to obtain waiver

- (1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) (1) and (3) 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. 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 fifty 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.
- (3) (a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#). The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual

schools in the district 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. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

- (b) A district is not eligible to develop and implement a plan under this section if:
  - (i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or
  - (ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC [180-18-040](#).
- (c) A district shall involve staff, parents, and community members in the development of the plan.
- (d) The plan can span a maximum of three school years.
- (e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.
- (f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.
- (g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

Scenario	Number of learning improvement days funded by the state for a given school year	Maximum number of waived days allowed under this section for the same school year
A	0	3
B	1	2
C	2	1
D	3 or more	0

- (h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:
- (i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;
  - (ii) Reducing the achievement gap for student subgroups;
  - (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).
- (i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:
- (i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;
  - (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;
  - (iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;
  - (iv) Implement strategies designed to recruit, place, and retain effective staff
  - (v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
  - (vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;
  - (vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;
  - (viii) Institute a system for measuring changes in instructional practices resulting from professional development;
  - (ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;
  - (x) Develop teacher and school leader effectiveness;
  - (xi) Implement a school-wide "response-to-intervention" model;
  - (xii) Implement a new or revised instructional program;
  - (xiii) Improve student transition from middle to high school through transition programs or freshman academies;
  - (xiv) Develop comprehensive instructional strategies;
  - (xv) Extend learning time and community oriented schools.
- (j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.
- (k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:
- (i) Members of the plan's development team;
  - (ii) Dates and locations of public hearings;
  - (iii) Number of school days to be waived and for which school years;
  - (iv) Number of late-start and early-release days to be eliminated, if applicable;
  - (v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;
  - (vi) Description of how the plan aligns with the district and school improvement plans;
  - (vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;
  - (viii) Description of the innovative nature of the proposed strategies;
  - (ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other non-instruction time; and
  - (x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.
- (l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.

- (m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:
  - (i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;
  - (ii) Reducing the achievement gap for student subgroups;
  - (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).
- (n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.
- (o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC [180-18-040](#)(1) and subsections (1) and (2) of this section.

## Appendix B: Conferences

### Why Waivers have been granted for Full-Day Parent-Teacher Conferences

SBE has approved waivers for full-day parent-teacher conferences since March 2007.

	2007-08	2008-09	2009-10	2010-11	2011-12
# districts with waivers for parent teacher conferences	1	2	2	2	18
Total # of days waived for parent teacher conferences*	3	8	8	8	64
# districts with waivers <i>solely</i> for parent teacher conferences	1 Waitsburg	1 Waitsburg	1 Waitsburg	1 Waitsburg	11 Bainbridge Deer Park Entiat Kettle Falls Medical Lake North Kitsap Oak Harbor Okanogan Omak Orondo Waitsburg

\*When a district has more than one waiver for conferences the average number of days is used (e.g. District X has four waiver days for elementary conferences and two waiver days for secondary conferences; for this table, that district is counted as having three waiver days for conferences).

The rationale for requiring waivers for full-day parent-teacher conferences lies in the definition of a school day, cited below.

**New definition of a school day (Effective on September 1, 2011).** *"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.* (RCW [28A.150.203](#))

Under this definition, full-day parent-teacher conferences do not count toward the required 180 days because all students are not present on a parent-teacher conference day. While the definition does not specifically say all pupils, 'all' is implicit. If the language read 'some' pupils, then that would permit school schedules where some students are scheduled for fewer than 180 days and on any given day only some students are present (e.g. a calendar where all students attend four days and only students needing intervention attend on the fifth day of the week).

The confusion about parent-teacher conferences stems from the definition of an instructional hour: *"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and **teacher/parent-guardian conferences** that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.* (RCW [28A.150.205](#))

Parent-teacher conferences are explicitly included in the definition of instructional hours and can be counted toward the required 1,000 hours of instruction. The definitions are related (instructional hours comprise a school day) but distinct (a school day must be available to all students).

### Appendix C: Waiver History

No Highlighting Indicates Option One Waivers

Green Highlighting Indicates Option Three Waivers

Yellow Highlighting Indicates Parent Teacher Conferences (see final column for details)

District Name	Specific Schools	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	# Days for Parent Teacher Conferences
Adna			4	4	4	3	3	3	
Arlington			3	3	3	3	3	3	
Asotin/Anatone						2	2		
Auburn		5	5	5	5	5			
Bainbridge	K-6					4	4	4	4/4 for parent teacher conferences
Bainbridge	7-8					2	2	2	2/2 for parent teacher conferences
Battle Ground				3	3	3			
Bellingham					3	3	3		
Bethel			2	2	2	2	2	2	
Blaine			3	3	3	3	3	3	
Bremerton			4	4	4				
Burlington-Edison	K-8		2	2	2				
Burlington-Edison	9-12		3	3	3				
Cle Elum			3	3	3	3	3	3	
Colfax				2	2	2			
College Place			3	3	3				
Colton					2	2	2	2	
Columbia (Hunters)				3	3	3	3		
Columbia (Walla Walla)			3	3	3	3	3		
Curlew					2	2	2		
Cusick		4	4	4					
Davenport					2	2	2		
Deer Park						4	4	4	4/4 for parent teacher conferences
Edmonds		5	5	5	5	5	5	5	
Elma					3	3	3		
Endicott		5	5						
Entiat						4	4	4	4/4 for parent teacher conferences
Everett			3	3	3				
Federal Way			3	3	3	7	7	7	4/7 for parent teacher

District Name	Specific Schools	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	# Days for Parent Teacher Conferences
									conferences
Garfield						3	3	3	
Garfield and Palouse			3	3	3				
Granger				5	5	5			
Granite Falls		3	3	1	2	2			
Grapeview		2	2	2					
Highline	Elem	3							
Highline	All Schools		5	5	5				
Highline	Elem					4	4	4	3/4 for parent teacher conferences
Highline	Secondary					2	2	2	1/2 for parent teacher conferences
Hoquiam				1					
Inchelium			3	3	3				
Kettle Falls						4	4	4	4/4 for parent teacher conferences
Kittitas						3	3	3	
LaCrosse						1			
Lake Quinault			4	4	4	4	4	4	
Lake Stevens		1	1						
Longview						3	3	3	
Loon Lake		3	2	2					
Lopez Island			4	4	4	4	4	4	
Lyle			4	4					
Mary Walker		2	2	2	2	3	3	3	
Marysville			5			3			
Medical Lake			2	2	2	4	4	4	4/4 for parent teacher conferences
Methow Valley			6	6	6	6	6	6	
Monroe		4	4	4	4	4	4	4	
Morton		5	5	5	5				
Mount Baker			4	4	4	4	4	4	
Mount Vernon						1	1	1	
Mukilteo		2	2	2					
Naches Valley			2	2	2	2	2	2	
Napavine			4	4	4	4	4	4	
Nespelem		8	6	6	6	6	6		



District Name	Specific Schools	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	# Days for Parent Teacher Conferences
Newport		7	7	5	5	5	5	5	
North Kitsap			5	5	5	5	5	5	5/5 for parent teacher conferences
Northport		4	4	4	4				
Northshore			5	5	5	5	5	5	
Oak Harbor						4	4	4	4/4 for parent teacher conferences
Oakesdale					2	2	2	2	
Ocean Beach			2	2	2	2	2		
Odessa				5	5	5			
Okanogan						4	4	4	4/4 for parent teacher conferences
Olympia						3	3	3	
Omak						4	4	4	4/4 days for parent teacher conferences
Onalaska			2	2	2				
Onion Creek			5	5	5	5	5	5	
Orient			5	5	5	5	5	5	
Orondo					1	4			4/4 days parent teacher conferences
Oroville						3	3	3	
Othello			6	6	6	6	6	6	
Palouse						3	3	3	
Pe Ell		2	2	3					
Pomeroy		3	3	4	4	3			
Port Angeles			2	2	2	2	2	2	
Prescott			2	2	2				
Raymond		5	5	5	5	3	3	3	
Reardan-Edwall					3	3	3		
Riverside		2	2	2	1	6			4/6 for parent teacher conferences
Rosalia					2	2	2		
Seattle	Elementary	3	6	6	6	6	6		3/6 for parent teacher conferences
Seattle	High					1	1		1/1 for parent teacher conferences

District Name	Specific Schools	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	# Days for Parent Teacher Conferences
Sedro-Woolley						3	3	3	
Selkirk			4	4	4	3	3	3	
Sequim						4	4	4	2/4 for parent teacher conferences
Shoreline		5	5	5	5	5	5	5	
Snohomish		6	1						
South Bend		3	3	3	3	3			
St. John		5	5	5	5	5			
Sultan		5	4	4					
Sumner						3	3	3	
Sunnyside			7	7	7	7	7	7	4/7 for parent teacher conferences
Tacoma			4	3	2	2			
Tacoma	TSOTA				19	12			
Tacoma	SAMI				19	12			
Tacoma	Stewart Middle				11	8			
Tahoma		3	5	5	5	3	3	3	
Tekoa						2	2	2	
Thorp		3	2	2	2	2			
Valley			4	4	4	3	3	3	
Wahkiakum			4	4	4	4	4	4	
Waitsburg			2	2	2	2	2	2	2/2 for parent teacher conferences
Wellpinit			3	3	3				
White Pass					5				
Wishram		4							
Zillah			3	3	3	7	7	7	4/7 for parent teacher conferences

**Appendix D: Draft Rubric**

For use by a subcommittee of SBE Members; all elements must be rated at least “Acceptable” for approval

Waiver Criteria	Not Acceptable	Acceptable	Exceptional
Meet the required annual instructional hour offerings	Resolution does not state that the district will meet requirement	Resolution states that district will meet requirement and application provides evidence of the hours calculation	NA
Local characteristics or circumstances warrant exception to basic education minimum # of days	Application is for a universal or very common need; not a local circumstance	Some evidence of a local circumstance/characteristic	Clearly a local circumstance or characteristic and not a situation that every district must address
Goals are identified and are related to student achievement	Goals are unclear; not related to student achievement; not measureable using valid tools; goal does not represent meaningful change	Explains a goal related to student achievement and a valid and specific tool to measure is identified; goal is reasonably attainable and meaningful	Goal(s) related to student achievement are very clearly articulated and valid tool(s) are identified to measure whether the goal was attained
District will collect evidence to show if goals were attained	Does not include a state or locally-determined assessment system or data collection method that will provide information related to goals	Provides details of a state or locally-determined assessment system and one data collection method, if applicable, that will provide information related to goals	Provides details of a state or locally-determined assessment system and one data collection method, if applicable, that will provide information related to goals ; data collection is imbedded in systematic decision making process

Waiver Criteria	Not Acceptable	Acceptable	Exceptional
Strategies used are evidence- or research-based and likely to lead to the attainment of the stated goal(s)	Strategies are unclear, unstated, or unlikely to lead to attainment of the goal	Strategies are articulated, seem likely to lead to attainment of the goal; some evidence or research is presented to support the strategies	Strategies are clearly articulated; strategies are highly likely to lead to attainment of the goal; application clearly states the body of research or evidence upon which the strategies are based
Innovative nature of strategies	Does not provide information about how the strategies are innovative	Provides details of how the strategies are innovative to their district or are identified by state or known groups to be innovative best practices	"Acceptable" met; utilizes one or more of the strategies listed in WAC 180-16-050(3)(i); multiple strategies are identified as innovative best practices
Connections of activities from year to year , if applicable	Does not provide clear connections between activities from year to year; or restates identical activities from one year to the next	Provides details of how the activities are connected across the years of the waiver	Provides details of how the activities are connected across the years of the waiver; use of data to inform planning for subsequent years of waiver
Supports District or Schools Improvement Plans (DIP & SIP)	The purpose and goals do not parallel or connect with the DIP or SIPs; or no DIP or DIP is available for comparison	The purpose and goals of the waiver plan parallel or are strongly connected to the purpose and goals of the DIP or SIPs	The purpose and many of the goals are identical to the purpose and goals of the DIP or SIPs; the DIP or SIPs were used as the foundation of the waiver plan
Involvement of administrators, teachers, staff, parents, students, and the community	No clearly stated details of how the groups were involved, or groups were passively notified (e.g. newsletter or website) without active engagement	Provides details of how the groups were involved in the development of the plan	Provides details of how the groups were involved in the development of the plan; district has established planning team with representatives of the groups that participated in the development of plan

Waiver Criteria	Not Acceptable	Acceptable	Exceptional
For renewals, explain how much progress was made with the original waiver, why goals were not fully achieved, and what will be different in the implementation or execution of a new waiver	Unclear how much progress was made in original waiver; lacking analysis and reflection about why goals were not fully achieved and lacking description of what will be different with renewal	High degree of reflection and analysis about how much progress was made with original waiver, why goals were not fully achieved, and clear description of what will be different in the implementation or execution of the renewal waiver	
For Renewals- Meaningful ongoing engagement of the parents and the community	No clearly stated details of how the groups were involved or groups were involved passively (e.g. notified in a newsletter)	Provides details of how the groups were involved in a meaningful, ongoing manner about the use and impact of the waiver activities	Provides details of how the groups were involved in an ongoing manner about the use and impact of the waiver activities ; district has established planning team with representatives of the groups that participated in the development of plan

# State Board of Education 180-Day Waivers



Two separate 180-day waiver topics:

1. Rule Revision under way (page 121 of your packet)
2. Proposed criteria for waiver approval process (page 95 of your packet)

# Motion Language for Option One Waivers

From March 2011 – present  
motion language used to approve Option One  
waivers included:

*Move to grant the requests of X, Y, and Z School Districts for  
waivers from the 180 day school year requirement for the  
number of days and school years requested;*

*Provided, however, that if a state law is enacted authorizing or  
mandating that a school district operate on less than the  
current statutory requirement of 180 school days, and a school  
district reduces the number of school days in a year in  
response to the change in law, then the total number of days  
for which a waiver is granted in any year shall automatically be  
reduced by a number equal to the total number of school days  
a district reduces its school calendar for that year below the  
current statutory requirement.*

# Result of Potential Days Reductions Under *Current Motion Language*

Under current discussion is the Governor's proposal to reduce the 180-day school year to a 176-day school year. If that occurs:

- Any district whose Option One waiver was approved after March 1, 2011, *would be reduced by four days because of motion language.*
- Districts with Option One waivers that were approved prior to March 2011, *would not* have an automatic reduction in their number of waiver days.
- Districts with Option Two waivers (Economy and Efficiency) waivers *would not* have an automatic reduction because they were approved without motion language that would cause a reduction.
- Districts with Option Three waivers (“Fast Track”) *would not* have an automatic reduction in their waiver days because motions are not required to approve these waivers.



# Three Proposed Changes to WAC 180-18-040

1. Puts motion language into rule.  
This change would help districts by notifying them in advance of their waiver application submission, rather than after the fact in the approval motion language.
2. Extends reach of the reduction to Option Three waivers.
3. Deletes Section (3) because it is obsolete.

# Rule Changes Are Not Retroactive

If the rule is approved, and if the Legislature reduces days:

1. Option One waivers granted prior to March 2011 (eight districts) would *not* be reduced.
2. Existing Option Three waivers would *not* be reduced.
3. Option One and Three waivers approved *after* the rule language is finalized would be subject to this rule change.

# Timeline

## Completed:

- November 10, 2011: SBE directed staff to begin rule revision
- December 2, 2011: Staff filed CR 101
- December 15, 2011: Staff sent request for input statewide to superintendents, WSSDA Members

## *Proposed:*

- *January 12 2012: SBE considers approving filing with the Code Reviser the proposed amendment to the rule*
- *January 20, 2012: Staff files the CR 102\**
- *March 14-15, 2012: SBE holds public hearing and considers adoption of rule language*
- *April 1, 2012\*\*: Staff files the CR 103\**
- *May 1, 2012\*\*: WAC change takes effect*

\*contingent upon SBE approval at each step

\*\*these are approximate dates

# Current Types of 180-day Waivers



Type of Waiver	Purpose	Date Began	Day Limit	Eligibility	Current # Districts
<b>Option 1 “Regular Request”</b>	To provide for all students an effective education; to enhance the educational program for each student	1995	No limit	All districts	49
<b>Option 2 “Economy and Efficiency”</b>	For districts to operate a flexible calendar for purposes of economy and efficiency	2009; pilot expires 8/2014	No limit	Up to 2 districts with <150 students, Up to 3 districts between 150 and 500 students	2 <150
<b>Option 3 “Fast Track”</b>	Limited to specific activities outlined in WAC	2010	Max of 3	Only districts without a PLA*	30
<b>Innovation Waivers</b>	To allow for districts to implement innovative models in A-STEM; other models as well	SY 12-13	No limit	Competitive application process through OSPI and ESDs; max of 34	None yet--scheduled for February

# Review of Board Input



## Review of July – November Input

	July	September	November
Summary	Keep all Options.	Keep all Options.	Staff is directed to develop criteria and return for further discussion.
Proposed RCW/WAC Changes	Revise rules to cap Option One at five days.	Do not cap Option One. Any number of days may be granted as long as the 1,000 instructional hours are protected.	First establish criteria, then make decisions about capping days.  Add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.

# Waiver Principles



1. The Legislature has defined basic education as 1,000 instructional hours and 180 school days.
2. Waivers should not be granted to back-fill legislative cuts to Learning Improvement Days or other budget constraints.
3. Waivers should only be granted to districts in response to local characteristics/circumstances.
4. Innovation should be encouraged through the New Innovative Schools application process established in HB 1546.
5. Waivers should be renewed if the district can make a compelling argument that they have made significant progress that is clearly demonstrated through data, but need additional time to achieve their goals.

# Recommendation A and B:



- A. Eliminate Option One.
- B. Revise Option Three so that it is no longer a 'fast track' option intended to backfill LID days (no longer an automatic approval). Detailed review of each application should be conducted by a panel of SBE Board members who provide a recommendation to the Board as a whole. Allow districts with a persistently lowest achieving school to apply.

# Recommendation C: Waiver Criteria



## C. Apply specific criteria to the waiver applications:

1. The requesting school district has local characteristics/circumstances that warrant exception to BEA minimums.
2. The district has identified goals related to raising student achievement (including specific tools or metrics used).\*
3. The district will collect evidence to show whether the goal(s) were attained.\*
4. The strategies used are evidence- or research-based and likely to lead to attainment of the stated goal.
5. Activities in subsequent years are connected to those in the first year of the waiver.\*
6. The waiver request directly supports the district and school improvement plans.\*
7. Administrators, teachers, other staff, parents, students, and the community were involved in the development of the waiver request and will have continued input on the implementation of the waiver.\*
8. Create a rigorous renewal process, including ongoing engagement of parents and the community.\*

\*these elements are already required in the application but are not evaluated



# Recommendation D – E:



C. Keep Option Two (as required by legislation), but adopt criteria for evaluating and selecting applications.

D. Advocate to the Legislature for the following changes:

- Clarify whether a school day is inclusive of full-day parent teacher conferences.
- Fund professional development time (LID) for teachers.
- Revise the Innovative Schools application process to be conducted annually and to include existing schools.

E. Consider a phase-in plan to implement these recommendations as of July, 2013.

# Other Alternatives:



Alternative A: Review Option One using criteria 2-7 and cap this Option at a specific number of days below 180. This reflects Board member direction to staff from July 2011.

Alternative B: Continue to issue waivers to districts according to the established process. This reflects Board direction to staff in September 2011.

Alternative C: Review Option One using criteria 2-7 (see Alternative A) but do not cap the number of days. This reflects Board direction to staff in November 2011.

# The Washington State Board of Education

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

<b>Title:</b>	Rule Revision Memo	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	SBE is asked to consider further rule making on WAC 180-18-040.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Following a November 2011 SBE discussion about potential revisions to the waiver process, SBE members directed staff to begin the rule revision process, which would enact three changes to WAC 180-18-040:</p> <ol style="list-style-type: none"> <li>1. The first change would put into rule the waiver motion the Board has had in place for waivers issued in March 2011 and beyond. The proposed amendment to <u>WAC 180-18-040</u> would make it explicit that if state law authorizes a school district to operate on less than the current statutory requirement of 180 school days, and a school district reduces the number of school days in response to that change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced.</li> <li>2. The second change constitutes a new direction for the Board. This change would extend the reach of the proportional reduction in waiver days to Option Three waivers. The motion language has only so far applied to Option One waivers. Putting this language into <u>WAC 180-18-040</u> would extend the proportional reduction of waiver days to Option Three waivers, which so far have been unaffected by motion language.</li> <li>3. The third change is to delete section (3) due to a change in legislation which renders the language obsolete.</li> </ol> <p>Reductions would apply only to Option One and Option Three waivers. Option Two waivers (Economy and Efficiency) would not be affected. This rule change would not be retroactive. Districts with Option One waivers that were granted prior to March 2011 will continue to be allowed to use the number of waiver days granted. Districts with Option One waivers that were granted using the above-described motion language would have a proportional reduction of waiver days because of the motion language itself. If the rule is revised, waivers that are approved after the rule language is finalized would be subject to this rule change.</p>	

# The Washington State Board of Education

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

## 180-DAY WAIVER RULE REVISION

### BACKGROUND

WAC 180-18-040 provides districts the opportunity to apply for waivers from the basic education minimum 180-day school year requirement. The State Board of Education (SBE) conducts regular reviews of districts' waiver applications and has granted multiple waivers (a list of waivers granted is available on the SBE website).

Beginning in March 2011, the Board has stated in the motion language used to approve Option One waivers that if the Legislature reduces school days there will be an automatic proportional reduction in the number of waiver days granted. Option One waivers approved beginning in March, 2011 have all included specific language that reads:

*Move to grant the requests of X, Y, and Z School Districts for waivers from the 180 day school year requirement for the number of days and school years requested;*

*Provided, however, that if a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of 180 school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its school calendar for that year below the current statutory requirement.*

In other words, for each day that the Legislature cuts from the 180 days, a district's approved waiver would be reduced by a day.

### Result of Potential Days Reductions Under Current Motion Language

Under current discussion is the Governor's proposal to reduce the 180-day school year to a 176-day school year. If that occurs:

- Any district whose Option One waiver was approved after March 1, 2011, would be reduced by four days (see Appendix A).
- Districts with Option One waivers that were approved prior to March, 2011, would *not* have an automatic reduction in their number of waiver days.
- Districts with Option Two waivers (Economy and Efficiency) waivers would *not* have an automatic reduction because they were approved without motion language that would cause a reduction.
- Districts with Option Three waivers ("Fast Track") would *not* have an automatic reduction in their waiver days because motions are not required to approve these waivers.

## **POLICY CONSIDERATION**

Following a November 2011 SBE discussion about potential revisions to the waiver process, SBE Members directed staff to begin the rule revision process, which would enact three changes to WAC 180-18-040:

1. The first change would put into rule the waiver motion the Board has had in place for waivers issued March 2011 and beyond. The proposed amendment to WAC 180-18-040 would make it explicit that if state law authorizes a school district to operate on less than the current statutory requirement of 180 school days, and a school district reduces the number of school days in response to that change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced. This change would help districts by notifying them in advance of their waiver application submission, rather than after the fact in the approval motion language.
2. The second change constitutes a new direction for the Board. This change would extend the reach of the proportional reduction in waiver days to Option Three waivers. The motion language has only so far applied to Option One waivers. Putting this language into WAC 180-18-040 would extend the proportional reduction of waiver days to Option Three waivers, which so far have been unaffected by motion language.
3. Additionally, the Board will be amending WAC 180-18-040 to delete section (3) due to a change in legislation which renders the language obsolete. In 2009, the Legislature amended RCW 28A.150.250 to delete the requirement for the student/teacher ratio for grades K-3. The prior version of RCW 28A.150.250 (effective until September 2011) read as follows:

*“Operation of a program approved by the state board of education, for the purposes of this section, shall include a finding that the ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students per classroom teacher in grades four and above for such district . . .”*

Reductions would apply only to Option One and Option Three waivers. Option Two waivers (Economy and Efficiency) would not be affected.

This rule change would not be retroactive. Districts with Option One waivers that were granted prior to March, 2011, will continue to be allowed to use the number of waiver days granted. Districts with Option One waivers that were granted using the above-described motion language would have a proportional reduction of waiver days because of the motion language itself. If the rule is revised, waivers that are approved after the rule language is finalized would be subject to this rule change.

## **PROPOSED RULE AMENDMENT**

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 improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 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. If a state law is enacted authorizing or mandating that a school district operate on less than 180 school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its school calendar for that year below 180 days.

(2) A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 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.

~~(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the 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.~~

## **RULE REVISION TIMELINE**

### **Completed:**

November 10, 2011: SBE directed staff to begin the rule revision process  
December 2, 2011: Staff filed CR 101 (see Appendix B)  
December 15, 2011: Staff sent request for input statewide to superintendents, WSSDA Members

### **Proposed:**

January 12 2012: *SBE considers approving filing with the Code Reviser the proposed amendment to the rule*  
January 20, 2012: *Staff files the CR 102\**  
March 14-15, 2012: *SBE holds public hearing and considers adoption of rule language*  
April 1, 2012\*\*: *Staff files the CR 103\**  
May 1, 2012\*\*: *WAC change takes effect*

\*contingent upon SBE approval at each step

\*\*these are approximate dates

## **EXPECTED ACTION**

SBE Members will be asked to consider the proposed amendment to the rule language and direct staff on next steps.

**Appendix A**

Districts with Option One Waivers That Will Be Reduced if the Legislature Reduces the School Year to 176 Days (per Motion Language)

District	# of Waiver Days Granted	Date Granted	Exp. Date	Net Waiver Days if School Days Are Reduced to 176
Auburn	5	9/15/2011	2011-12	1
Bainbridge - Elem	4	9/15/2011	2013-14	0
Bainbridge - Secondary	2	9/15/2011	2013-14	0
Bethel	2	3/10/2011	2013-14	0
Deer Park	4	9/15/2011	2013-14	0
Edmonds	5	3/10/2011	2013-14	1
Entiat	4	9/15/2011	2013-14	0
Federal Way	7	7/14/2011	2013-14	3
Highline - Elementary	4	9/15/2011	2013-14	0
Highline - Secondary	2	9/15/2011	2013-14	0
Kettle Falls	4	9/15/2011	2013-14	0
Lake Quinault	4	5/12/2011	2013-14	0
Longview	3	5/12/2011	2013-14	0
Lopez Island	4	5/12/2011	2013-14	0
Medical Lake	4	9/15/2011	2013-14	0
Methow Valley	6	3/10/2011	2013-14	2
Monroe	4	3/10/2011	2013-14	0
Mount Baker	4	7/14/2011	2013-14	0
Mount Vernon	1	9/15/2011	2013-14	0
Napavine	4	5/12/2011	2013-14	0
Newport	5	3/10/2011	2013-14	1
North Kitsap	5	9/15/2011	2013-14	1
Northshore	5	3/10/2011	2013-14	1
Oak Harbor	4	9/15/2011	2013-14	0
Okanogan	4	9/15/2011	2013-14	0
Omak	4	7/14/2011	2013-14	0
Onion Creek	5	5/12/2011	2013-14	1
Orient	4	5/12/2011	2013-14	0
Orondo	4	9/15/2011	2011-12	0
Oroville	3	7/14/2011	2013-14	0
Othello	6	5/12/2011	2013-14	2
Riverside	6	7/14/2011	2011-12	2
Saint John-Endicott	5	5/12/2011	2011-12	1
Seattle	3	3/10/2011	2012-13	0
Seattle Elementary	3	3/10/2011	2012-13	0
Seattle Middle/High	1	3/10/2011	2012-13	0

<b>District</b>	<b># of Waiver Days Granted</b>	<b>Date Granted</b>	<b>Exp. Date</b>	<b>Net Waiver Days if School Days Are Reduced to 176</b>
Sedro Wooley	3	3/10/2011	2013-14	0
Sequim	4	7/14/2011	2013-14	0
Shoreline	5	3/10/2011	2013-14	1
Sunnyside	7	9/15/2011	2013-14	3
Tacoma	varies by school	5/12/2011	2013-14	varies by school
Tacoma	2	7/14/2011	2011-12	0
Thorp	2	9/15/2011	2011-12	0
Wahkiakum	4	9/15/2011	2013-14	0
Waitsburg	2	7/14/2011	2013-14	0
Zillah	7	5/12/2011	2013-14	3





# PREPROPOSAL STATEMENT OF INQUIRY

**CR-101 (June 2004)**  
**(Implements RCW 34.05.310)**  
Do **NOT** use for expedited rule making

**Agency:** Washington State Board of Education

**Subject of possible rule making:**  
Amending WAC 180-18-040 governing reduction in waiver days authorized under the rule if the Washington State Legislature enacts legislation reducing the number of school days to less than 180 school days; and deleting section (3) of the rule in its entirety.

**Statutes authorizing the agency to adopt rules on this subject:**  
RCW 28A.305.140

**Reasons why rules on this subject may be needed and what they might accomplish:**  
WAC 180-18-040 provides the authority for school districts to apply for a waiver from the minimum one hundred eighty day school year requirement in RCW 28A.150.220. WAC 180-18-050(3) provides a process for eligible school districts to develop and implement a plan for a maximum waiver of 3 school days per year from the 180 school day requirement in RCW 28A.305.140 under prescribed circumstances. Unlike section (1) waivers, a waiver under section (3) of WAC 180-18-050 is not required to occur at a State Board of Education (SBE) meeting prior to implementation. The SBE has conditioned all section (1) waivers to provide for a reduction in waiver days granted in any year by a number equal to the total number of school days a district reduces its school calendar for that year below the current 180 day statutory requirement in response to a change in legislation authorizing the reduction as a consequence of the state's economic plight. An amendment to WAC 180-18-040 will make it explicit that waivers granted under sections (1) and (3) of WAC 180-18-050 will both be subject to the condition now placed on section (1) waivers. Additionally, the Board will be amending WAC 180-18-040 to delete section (3) due to a change in legislation eliminating the student teacher ratio under RCW 28A.150.250 effective September 1, 2011.

**Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies:**  
No other federal or state agencies regulate this subject.

Process for developing new rule (check all that apply):  
 Negotiated rule making  
 Pilot rule making  
 Agency study  
 Other (describe) The State Board of Education will notify school districts of the intended change to WAC 180-18-040 and give them an opportunity to provide comments prior to the filing of the CR 102.

How interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication:  
Contact person: Loy McColm  
Mailing Address: Washington State Board of Education, Old Capital Building, P.O. Box 47206, Olympia, Washington 98504  
Email address: loy.mccolm@k12.wa.us  
Phone number: 360-725-6025  
Fax number: 360-586-2357

**DATE**  
  
**NAME (TYPE OR PRINT)**  
Ben Rarick

**CODE REVISER USE ONLY**

**SIGNATURE**

*Ben Laro*

**TITLE**

Executive Director, Washington State Board of Education

**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 improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 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. If a state law is enacted authorizing or mandating that a school district operate on less than 180 school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its school calendar for that year below 180 days.

(2) A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 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.

~~(3) A district desiring to improve student achievement by~~

~~enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the 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.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040.

10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10.

Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory

Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-040, filed 9/24/07, effective

10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

# The Washington State Board of Education

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

<b>Title:</b>	<b>Representative Ross Hunter Proposal</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Presentation and Discussion of Representative Ross Hunter's school funding proposal.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Representative Ross Hunter (Chairman, House Ways and Means Committee) has introduced legislation to change the way schools are funded in Washington. The new approach would expand statewide property tax rate collections for support of the common schools, and enact corresponding reductions in local excess levy collections. Although the purpose of the proposal is to maintain some degree of "revenue neutrality" -- meaning that districts will not receive less in overall funding than they did before -- the proposal does have meaningful impacts on the tax rates paid in each school district, and the total amount that could potentially be raised locally by the districts themselves. Representative Hunter will present his proposal to the Board, seeking its support.</p>	

**Move a portion of Local M&O Levy collection to a uniform state property tax (\$1.17 additional rate)  
Distribution of new state tax based on basic ed allotments  
Table 2**

12.	13.	14.	15. (= 14. - Min(4., 6.))	16.	17.	18.	19.	20. (= 19. - 8.)	21. (=20. x 3.)	22.	23.
School District Number	District Name	New State Tax share paid in District	Diff (New State Tax Share less smaller of New State Distribution or CY12 Levy)	CY12 Levy Tax Rate	Remaini ng Levy Tax Rate	Total Levy Rate Change	New Local Levy Cap	Possible Additional Local Levy Per Student	Possible Additional Local Levy available under new per student cap	New Rate at \$2500 per student	Possible Additional Levy at same Rate as Current
		<b>1,090,500,000</b>	<b>36,652,953</b>	<b>2.23</b>	<b>1.06</b>	<b>-0.00</b>	<b>2,500</b>	<b>1,553</b>	<b>1,536,780,930</b>	<b>2.77</b>	<b>245,665,259</b>
14005	Aberdeen	1,491,534	-1,859,540	4.04	1.32	-1.55	2,500	1,954	5,816,997	6.04	1,909,401
21226	Adna	472,356	-123,798	1.50	0.00	-0.33	2,500	2,500	1,502,416	3.78	131,012
22017	Almira	87,233	-97,767	2.58	0.00	-1.41	2,500	2,500	209,150	2.92	101,253
29103	Anacortes	5,996,285	3,101,883	1.39	0.80	0.58	2,500	988	2,566,060	1.32	0
31016	Arlington	4,371,844	-1,118,052	3.00	1.47	-0.36	2,500	1,465	7,501,540	3.56	1,284,872
02420	Asotin-Anatone	473,262	-270,453	3.24	1.33	-0.75	2,500	1,666	1,030,921	3.98	289,365
17408	Auburn	11,553,757	-3,265,045	3.20	1.63	-0.39	2,500	1,369	18,755,297	3.61	3,726,383
18303	Bainbridge	7,725,611	3,533,310	1.37	0.71	0.51	2,500	1,324	5,076,036	1.51	0
06119	Battle Ground	7,666,439	-5,219,799	3.40	1.37	-0.87	2,500	1,787	21,662,272	4.79	5,487,438
17405	Bellevue	50,061,338	31,721,999	1.16	0.71	0.72	2,500	833	14,575,527	1.06	0
37501	Bellingham	16,091,035	4,617,536	2.02	1.15	0.30	2,500	1,070	11,393,713	2.02	0
01122	Benge	22,874	-2,126	1.33	0.00	-0.16	2,500	2,500	23,000	1.23	3,040
27403	Bethel	11,575,016	-6,901,467	3.21	1.27	-0.77	2,500	1,800	30,950,476	4.52	7,352,703
20203	Bickleton	437,208	372,208	0.18	0.00	0.99	2,500	2,500	191,000	0.53	0
37503	Blaine	5,333,868	3,010,192	1.23	0.70	0.64	2,500	1,050	2,213,626	1.20	0
21234	Boistfort	116,988	-23,363	2.14	0.92	-0.04	2,500	1,469	152,253	2.24	4,906
18100	Bremerton	4,763,061	-926,394	2.73	1.27	-0.29	2,500	1,508	7,569,108	3.21	1,116,374
24111	Brewster	434,473	-541,021	2.74	0.00	-1.57	2,500	2,500	2,238,106	6.28	558,244
09075	Bridgeport	148,253	-31,747	1.48	0.00	-0.31	2,500	2,500	1,864,845	15.33	37,670
16046	Brinnon	331,834	175,187	1.01	0.44	0.60	2,500	673	44,816	0.60	0

**Move a portion of Local M&O Levy collection to a uniform state property tax (\$1.17 additional rate)  
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29100	Burlington Edison	3,811,604	-300,698	2.37	1.05	-0.14	2,500	1,628	6,137,133	3.01	451,554
06117	Camas	4,648,343	-1,752,719	2.80	1.13	-0.51	2,500	1,778	10,588,449	3.90	1,933,864
05401	Cape Flattery	117,097	-232,903	2.52	0.00	-1.35	2,500	2,500	1,057,172	7.61	187,369
27019	Carbonado	98,455	-180,792	5.25	2.36	-1.72	2,500	1,537	363,209	6.11	166,168
04228	Cascade	2,871,039	1,500,830	1.03	0.45	0.59	2,500	1,642	2,021,729	1.31	0
04222	Cashmere	861,276	-719,630	3.31	1.08	-1.07	2,500	1,961	2,768,251	4.99	753,997
08401	Castle Rock	987,527	-380,334	2.30	0.64	-0.49	2,500	2,089	2,706,801	3.92	402,288
20215	Centerville	177,466	40,695	1.94	1.00	0.23	2,500	1,077	110,695	1.76	0
18401	Central Kitsap	8,840,612	-3,461,172	2.43	0.74	-0.52	2,500	2,020	22,493,540	3.83	3,809,670
32356	Central Valley	8,693,868	-4,428,298	3.32	1.48	-0.67	2,500	1,639	20,132,226	4.30	4,775,571
21401	Centralia	3,201,087	-503,711	1.87	0.46	-0.23	2,500	2,139	7,222,012	3.20	615,390
21302	Chehalis	2,223,331	-669,190	2.13	0.55	-0.41	2,500	2,117	5,573,220	3.59	749,424
32360	Cheney	3,329,011	-830,814	2.82	1.30	-0.35	2,500	1,575	6,027,391	3.50	963,675
33036	Chewelah	646,589	-289,294	1.97	0.22	-0.58	2,500	2,355	1,945,102	3.86	309,514
16049	Chimacum	2,702,129	1,484,897	1.01	0.46	0.62	2,500	1,568	1,736,846	1.25	0
02250	Clarkston	1,686,694	-1,233,668	2.95	0.84	-0.94	2,500	2,056	5,379,014	4.72	1,301,070
19404	Cle Elum-Roslyn	3,594,883	2,570,642	0.72	0.37	0.82	2,500	1,336	1,256,853	0.80	0
27400	Clover Park	7,113,445	-5,252,168	3.60	1.48	-0.95	2,500	1,737	19,659,760	4.85	5,534,630
38300	Colfax	452,863	-275,568	2.61	0.65	-0.79	2,500	2,111	1,309,429	4.17	293,665
36250	College Place	1,106,499	-102,396	2.84	1.51	-0.16	2,500	1,303	1,492,578	3.15	146,612
38306	Colton	155,483	-169,166	3.63	1.09	-1.37	2,500	1,687	287,706	3.34	175,379

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33206	Columbia (Stev)	112,650	27,650	0.90	0.00	0.27	2,500	2,500	521,238	5.50	0
36400	Columbia (Walla)	668,353	-242,016	3.56	1.90	-0.49	2,500	1,266	1,065,990	3.84	268,724
33115	Colville	1,326,325	-803,688	2.19	0.25	-0.77	2,500	2,360	4,556,305	4.40	847,324
29011	Concrete	623,051	-178,259	2.82	1.34	-0.31	2,500	1,347	844,790	2.90	167,555
29317	Conway	545,675	-86,602	2.78	1.37	-0.24	2,500	1,408	796,712	3.15	106,617
14099	Cosmopolis	195,993	-156,409	3.31	1.23	-0.91	2,500	1,813	548,196	4.46	154,290
13151	Coulee/Hartline	268,212	-79,030	1.81	0.23	-0.41	2,500	2,240	439,435	2.23	89,748
15204	Coupeville	2,593,534	1,527,827	1.04	0.54	0.67	2,500	1,331	1,317,721	1.16	0
05313	Crescent	416,264	110,337	1.12	0.23	0.29	2,500	2,125	461,646	1.57	0
22073	Creston	277,100	-25,468	1.39	0.05	-0.16	2,500	2,370	227,184	1.05	36,541
10050	Curlew	160,841	30,841	0.97	0.00	0.20	2,500	2,500	524,975	3.93	0
26059	Cusick	442,060	147,760	0.77	0.00	0.40	2,500	2,500	740,305	1.93	0
19007	Damman	118,031	-65,671	1.96	0.06	-0.73	2,500	2,444	275,540	2.91	70,341
31330	Darrington	447,616	-142,010	3.13	1.62	-0.34	2,500	1,145	535,411	2.99	131,579
22207	Davenport	310,472	-387,967	3.83	1.09	-1.57	2,500	2,007	1,124,586	5.50	400,373
07002	Dayton	683,653	82,760	2.32	1.26	0.10	2,500	997	468,072	2.09	0
32414	Deer Park	1,040,866	-921,799	2.29	0.00	-1.12	2,500	2,500	5,282,257	6.17	961,101
27343	Dieringer	1,970,951	-90,243	3.04	1.77	-0.10	2,500	966	1,801,641	2.88	168,734
36101	Dixie	79,006	-72,198	3.43	1.09	-1.16	2,500	1,408	91,553	2.51	75,316
32361	East Valley	3,215,624	-1,496,377	3.45	1.66	-0.62	2,500	1,472	6,281,002	4.04	1,624,102
39090	East Valley (Yak)	1,677,070	-1,342,268	2.74	0.54	-1.02	2,500	2,233	6,241,023	5.08	1,409,285



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09206	Eastmont	3,543,468	-2,358,012	2.62	0.59	-0.86	2,500	2,176	11,552,714	4.56	2,499,612
19028	Easton	595,475	298,182	0.75	0.16	0.57	2,500	1,553	127,393	0.41	0
27404	Eatonville	1,668,818	-477,433	2.87	1.36	-0.34	2,500	1,529	3,055,480	3.51	481,106
31015	Edmonds	25,534,016	4,262,629	2.20	1.18	0.15	2,500	1,238	24,299,388	2.34	0
19401	Ellensburg	2,632,937	-515,030	2.48	1.02	-0.28	2,500	1,731	4,976,154	3.32	615,894
14068	Elma	1,128,658	-528,873	3.11	1.35	-0.59	2,500	1,646	2,443,576	3.94	555,792
38308	Endicott	116,545	-113,455	2.41	0.00	-1.24	2,500	2,500	181,750	1.90	118,112
04127	Entiat	312,051	-186,425	2.05	0.10	-0.77	2,500	2,423	835,533	3.36	198,593
17216	Enumclaw	3,964,454	-922,909	2.84	1.37	-0.30	2,500	1,502	6,827,063	3.42	1,005,469
13165	Ephrata	999,132	-1,386,209	4.21	1.30	-1.74	2,500	2,023	4,518,777	6.81	1,426,136
21036	Evaline	254,012	64,012	0.91	0.00	0.26	2,500	2,500	304,325	1.46	0
31002	Everett	18,567,407	-2,002,493	2.84	1.49	-0.18	2,500	1,252	22,735,248	2.98	2,744,463
06114	Evergreen (Clark)	14,693,777	-13,097,014	3.44	1.14	-1.13	2,500	1,972	51,178,132	5.38	13,684,023
33205	Evergreen (Stev)	61,312	61,312	0.00	0.00	1.17	2,500	2,500	202,861	3.98	0
17210	Federal Way	15,514,210	-6,594,969	3.47	1.73	-0.57	2,500	1,448	30,388,282	4.12	7,214,904
37502	Ferndale	5,142,849	-562,868	2.67	1.32	-0.18	2,500	1,424	7,379,344	3.07	767,929
27417	Fife	4,051,331	455,337	2.27	1.19	0.09	2,500	1,320	4,424,951	2.52	0
03053	Finley	484,416	-579,962	3.65	0.97	-1.51	2,500	2,088	1,956,550	5.89	599,320
27402	Franklin Pierce	4,571,297	-3,206,949	3.77	1.70	-0.90	2,500	1,629	11,915,797	4.88	3,389,607
32358	Freeman	664,536	-270,361	2.69	0.98	-0.54	2,500	1,871	1,590,203	3.89	296,437
38302	Garfield	83,917	-136,083	3.19	0.00	-2.02	2,500	2,500	226,956	3.30	139,437

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20401	Glenwood	47,481	-62,519	2.34	0.00	-1.17	2,500	2,500	163,750	3.48	54,925
20404	Goldendale	1,293,563	223,712	2.03	1.03	0.17	2,500	1,366	1,336,244	2.28	0
13301	Grand Coulee Dam	317,925	-325,708	4.27	1.80	-1.30	2,500	1,668	942,276	5.41	338,380
39200	Grandview	917,361	-272,889	1.58	0.00	-0.41	2,500	2,500	8,462,260	11.24	309,547
39204	Granger	335,026	-291,657	2.28	0.00	-1.11	2,500	2,500	3,673,608	13.36	305,045
31332	Granite Falls	1,717,684	-632,115	3.12	1.47	-0.48	2,500	1,545	3,395,272	3.85	681,103
23054	Grapeview	871,050	557,045	0.81	0.37	0.73	2,500	1,581	457,507	1.01	0
32312	Great Northern	108,245	-18,003	1.79	0.37	-0.25	2,500	2,117	180,998	2.41	22,318
06103	Green Mountain	135,785	-60,871	3.48	1.77	-0.54	2,500	1,323	228,531	3.76	62,115
34324	Griffin	1,318,912	355,407	2.02	1.13	0.28	2,500	1,104	971,155	2.02	0
22204	Harrington	136,659	-166,009	4.14	1.44	-1.53	2,500	1,175	143,168	2.72	171,470
39203	Highland	523,308	-748,544	3.06	0.10	-1.79	2,500	2,464	2,824,372	6.67	769,276
17401	Highline	17,928,973	-816,819	2.96	1.69	-0.10	2,500	1,072	18,636,528	2.96	1,533,279
06098	Hockinson	1,157,648	-895,285	3.51	1.36	-0.98	2,500	1,840	3,619,461	5.15	935,234
23404	Hood Canal	1,404,857	829,200	0.98	0.50	0.69	2,500	1,272	624,243	1.02	0
14028	Hoquiam	768,602	-1,089,037	4.11	1.30	-1.63	2,500	1,997	3,434,204	6.49	1,082,170
10070	Inchelium	82,943	82,943	0.00	0.00	1.17	2,500	2,500	478,442	6.95	0
31063	Index	104,518	-758	1.91	0.77	0.03	2,500	730	29,334	1.09	0
17411	Issaquah	23,956,807	6,626,880	1.80	0.92	0.29	2,500	1,411	23,307,200	2.10	0
11056	Kahlotus	50,252	-99,748	3.64	0.00	-2.47	2,500	2,500	134,650	3.27	101,756
08402	Kalama	1,153,558	78,294	1.74	0.67	0.10	2,500	1,834	1,873,508	2.53	0

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10003	Keller	23,368	5,043	0.93	0.00	0.24	2,500	2,500	143,838	7.29	0
08458	Kelso	2,497,949	-2,658,330	3.45	1.01	-1.27	2,500	2,056	9,849,555	5.67	2,686,110
03017	Kennewick	7,697,536	-9,647,803	3.26	0.52	-1.58	2,500	2,293	35,959,323	6.21	9,955,404
17415	Kent	23,408,385	-4,226,030	3.07	1.63	-0.27	2,500	1,301	34,013,460	3.40	5,160,998
33212	Kettle Falls	603,193	-218,446	2.19	0.54	-0.48	2,500	2,138	1,594,899	3.74	238,833
03052	Kiona Benton	597,956	-935,783	4.64	1.51	-1.96	2,500	1,984	2,847,137	7.31	959,678
19403	Kittitas	593,107	-215,765	2.77	1.11	-0.49	2,500	1,691	1,129,670	3.43	239,151
20402	Klickitat	50,281	-39,719	2.12	0.00	-0.95	2,500	2,500	272,017	6.41	40,349
29311	La Conner	806,186	123,944	2.33	1.30	0.14	2,500	1,054	627,788	2.25	0
06101	Lacenter	985,933	-732,383	3.00	0.88	-0.95	2,500	2,042	3,176,837	4.80	770,606
38126	Lacrosse Joint	190,980	-108,670	3.18	1.27	-0.74	2,500	301	27,100	1.44	116,302
04129	Lake Chelan	2,744,809	1,171,232	1.22	0.52	0.47	2,500	1,587	2,027,257	1.42	0
31004	Lake Stevens	5,063,169	-3,229,682	2.95	0.95	-0.83	2,500	1,991	15,476,133	4.68	3,431,924
17414	Lake Washington	46,586,101	21,710,671	1.37	0.72	0.52	2,500	1,337	31,749,167	1.55	0
31306	Lakewood	2,384,980	-99,288	2.72	1.46	-0.10	2,500	1,282	2,999,574	2.99	194,435
38264	Lamont	48,651	-49,412	3.38	0.93	-1.29	2,500	1,269	38,063	1.88	51,356
32362	Liberty	644,533	31,062	2.47	1.31	0.01	2,500	1,009	468,381	2.19	0
01158	Lind	294,211	-59,834	2.48	1.01	-0.30	2,500	1,331	277,641	2.16	71,591
08122	Longview	5,896,190	-1,381,222	3.09	1.59	-0.33	2,500	1,333	8,806,922	3.41	1,605,871
33183	Loon Lake	464,902	243,099	0.59	0.01	0.59	2,500	2,480	513,919	1.35	0
28144	Lopez	1,852,045	1,454,895	0.52	0.26	0.91	2,500	640	137,421	0.35	0

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20406	Lyle	393,438	16,438	1.15	0.00	0.02	2,500	2,500	772,530	2.35	0
37504	Lynden	2,626,807	-392,114	2.09	0.69	-0.23	2,500	1,963	5,420,348	3.20	496,959
39120	Mabton	204,699	9,699	1.16	0.00	0.01	2,500	2,500	2,246,120	13.37	0
09207	Mansfield	71,475	-53,525	2.13	0.00	-0.96	2,500	2,500	180,325	3.07	56,382
04019	Manson	926,533	219,817	1.41	0.48	0.24	2,500	1,852	1,053,310	1.87	0
23311	Mary M Knight	193,709	-143,063	2.73	0.92	-0.63	2,500	1,543	278,122	2.41	118,280
33207	Mary Walker	200,362	-24,638	1.34	0.00	-0.17	2,500	2,500	1,051,547	6.28	29,081
31025	Marysville	8,021,280	-4,028,349	3.39	1.56	-0.66	2,500	1,569	17,250,873	4.18	4,348,299
14065	Mc Cleary	253,517	-152,223	2.50	0.57	-0.76	2,500	2,203	885,226	4.78	159,807
32354	Mead	6,176,614	-3,898,233	3.22	1.23	-0.82	2,500	1,830	16,990,316	4.58	4,144,370
32326	Medical Lake	704,012	-265,196	1.68	0.00	-0.51	2,500	2,500	4,818,223	8.34	293,135
17400	Mercer Island	11,390,480	7,062,619	1.24	0.77	0.71	2,500	720	2,918,532	1.08	0
37505	Meridian	1,418,789	136,945	2.44	1.34	0.07	2,500	1,198	1,433,388	2.57	0
24350	Methow Valley	1,927,802	1,235,754	0.98	0.54	0.73	2,500	938	515,335	0.87	0
30031	Mill A	60,502	60,502	0.00	0.00	1.17	2,500	2,500	188,875	3.59	0
31103	Monroe	5,821,493	-949,859	3.06	1.64	-0.25	2,500	1,264	8,003,559	3.31	1,180,276
14066	Montesano	775,824	-577,367	3.07	1.01	-0.89	2,500	1,965	2,439,740	4.72	583,147
21214	Morton	352,019	-119,105	1.95	0.57	-0.21	2,500	1,851	552,707	2.19	72,664
13161	Moses Lake	6,649,002	-1,185,293	2.00	0.56	-0.27	2,500	2,092	15,655,287	3.43	1,450,994
21206	Mossyrock	544,544	-5,456	1.11	0.00	0.06	2,500	2,500	1,420,949	2.88	0
39209	Mount Adams	200,317	84,317	0.70	0.00	0.47	2,500	2,500	2,520,434	15.22	0

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37507	Mount Baker	2,088,501	-138,811	2.49	1.22	-0.11	2,500	1,445	2,899,996	2.88	189,164
30029	Mount Pleasant	51,308	-48,692	2.37	0.00	-1.20	2,500	2,500	179,475	4.26	50,670
29320	Mt Vernon	4,259,784	-2,175,824	3.34	1.50	-0.67	2,500	1,612	9,521,778	4.22	2,345,950
31006	Mukilteo	16,603,243	783,665	2.52	1.36	0.01	2,500	1,229	17,906,713	2.67	0
39003	Naches Valley	984,557	-544,851	2.98	1.09	-0.72	2,500	1,878	2,658,627	4.37	581,936
21014	Napavine	482,664	-317,336	2.01	0.00	-0.84	2,500	2,500	1,841,658	4.64	335,359
25155	Naselle Grays Riv	218,516	-183,500	3.28	1.38	-0.73	2,500	1,406	376,490	3.16	154,195
24014	Nespelem	19,920	6,920	0.79	0.00	0.38	2,500	2,500	475,325	28.78	0
26056	Newport	1,029,569	-288,193	1.59	0.04	-0.37	2,500	2,467	2,775,473	3.29	317,575
32325	Nine Mile Falls	1,065,713	-712,083	2.74	0.71	-0.86	2,500	2,117	3,439,517	4.64	754,083
37506	Nooksack Valley	1,192,409	-475,068	3.01	1.31	-0.53	2,500	1,666	2,563,410	3.92	520,092
14064	North Beach	2,201,164	1,454,926	0.81	0.40	0.76	2,500	1,363	867,095	0.88	0
11051	North Franklin	896,056	-853,944	2.38	0.00	-1.21	2,500	2,500	4,769,331	6.49	889,752
18400	North Kitsap	8,639,176	1,529,350	1.92	0.92	0.17	2,500	1,496	9,676,643	2.28	0
23403	North Mason	2,670,679	479,175	1.68	0.69	0.18	2,500	1,756	3,583,128	2.31	0
25200	North River	37,766	37,766	0.00	0.00	1.17	2,500	2,500	116,639	2.58	0
34003	North Thurston	12,684,384	-2,308,757	2.77	1.33	-0.27	2,500	1,501	20,847,173	3.34	2,814,100
33211	Northport	183,850	-57,380	1.59	0.06	-0.37	2,500	2,444	385,727	2.52	57,765
17417	Northshore	26,368,376	5,546,457	2.02	1.06	0.21	2,500	1,278	24,024,616	2.17	0
15201	Oak Harbor	4,420,380	1,020,380	0.94	0.00	0.23	2,500	2,500	13,762,233	3.79	0
38324	Oakesdale	122,954	-189,962	3.42	0.32	-1.93	2,500	2,216	250,713	2.80	194,876

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14400	Oakville	192,761	-113,639	1.81	0.00	-0.64	2,500	2,500	643,117	3.80	108,216
25101	Ocean Beach	2,287,226	1,291,492	1.34	0.81	0.64	2,500	748	653,962	1.16	0
14172	Ocosta	961,728	194,081	2.18	1.22	0.21	2,500	1,032	688,250	2.08	0
22105	Odessa	231,663	-181,472	3.67	1.50	-1.00	2,500	1,209	266,729	2.90	190,730
24105	Okanogan	390,619	-528,971	2.87	0.00	-1.70	2,500	2,500	2,508,456	7.82	544,236
34111	Olympia	9,901,167	759,181	2.50	1.37	0.05	2,500	1,169	9,801,816	2.58	0
24019	Omak	895,159	-592,934	2.02	0.00	-0.85	2,500	2,500	3,695,303	5.03	628,080
21300	Onalaska	523,409	-317,174	2.02	0.27	-0.58	2,500	2,334	1,816,802	4.05	277,773
33030	Onion Creek	28,357	-21,643	2.06	0.00	-0.89	2,500	2,500	163,475	6.73	21,596
28137	Orcas	4,082,063	3,493,572	0.50	0.33	0.99	2,500	212	101,722	0.36	0
32123	Orchard Prairie	110,408	5,408	1.16	0.00	0.01	2,500	2,500	258,550	2.85	0
10065	Orient	119,662	119,662	0.00	0.00	1.17	2,500	2,500	96,043	0.95	0
09013	Orondo	466,360	97,565	1.89	0.93	0.21	2,500	1,241	350,118	1.84	0
24410	Oroville	909,525	181,319	2.01	1.03	0.19	2,500	1,222	735,001	2.01	0
27344	Orting	1,399,124	-928,108	3.31	1.29	-0.85	2,500	1,833	4,102,716	4.85	978,591
01147	Othello	1,303,270	-1,096,730	2.24	0.00	-1.07	2,500	2,500	8,908,640	8.33	1,148,810
09102	Palisades	62,118	-31,132	1.83	0.00	-0.66	2,500	2,500	88,675	1.74	33,614
38301	Palouse	133,433	-206,567	3.11	0.00	-1.94	2,500	2,500	462,000	4.22	211,899
11001	Pasco	5,423,699	-9,697,336	4.27	0.87	-2.23	2,500	2,232	32,244,184	8.12	9,914,072
24122	Pateros	271,658	-198,388	2.13	0.02	-0.94	2,500	2,483	743,662	3.35	208,970
03050	Paterson	459,486	320,128	0.37	0.00	0.80	2,500	2,500	309,750	0.82	0

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21301	Pe Ell	174,402	-225,598	1.76	0.00	-0.59	2,500	2,500	746,700	3.28	133,614
27401	Peninsula	13,764,739	3,820,355	1.59	0.71	0.29	2,500	1,605	14,472,982	2.00	0
23402	Pioneer	1,804,129	644,625	1.94	1.16	0.39	2,500	915	998,587	1.84	0
12110	Pomeroy	293,901	-168,574	2.70	0.81	-0.72	2,500	1,871	590,332	3.22	175,847
05121	Port Angeles	3,976,364	-455,603	2.50	1.15	-0.19	2,500	1,556	6,175,436	3.04	611,386
16050	Port Townsend	3,173,907	1,656,817	1.19	0.61	0.59	2,500	1,349	1,855,792	1.32	0
36402	Prescott	308,899	-46,138	2.31	0.91	-0.23	2,500	1,443	314,113	2.15	58,482
03116	Prosser	1,323,495	-1,809,103	3.19	0.31	-1.71	2,500	2,378	6,567,757	6.36	1,861,991
38267	Pullman	2,145,106	-317,624	2.47	1.07	-0.23	2,500	1,684	3,895,660	3.29	403,345
27003	Puyallup	16,204,376	-7,039,939	3.30	1.55	-0.58	2,500	1,530	32,442,257	3.99	7,686,785
16020	Queets-Clearwater	14,531	-60,469	2.87	0.00	-1.70	2,500	2,500	91,625	3.51	44,447
16048	Quilcene	411,395	174,901	1.42	0.73	0.48	2,500	1,124	202,862	1.32	0
05402	Quillayute Valley	504,227	-122,121	1.39	0.00	-0.22	2,500	2,500	2,887,121	6.41	98,973
14097	Quinalt	106,955	-196,505	4.06	1.44	-1.45	2,500	1,589	290,716	3.95	168,060
13144	Quincy	2,662,624	-76,568	2.72	1.47	-0.08	2,500	1,230	3,108,466	2.89	182,969
34307	Rainier	595,320	-370,782	2.90	0.95	-0.78	2,500	1,964	1,732,828	4.44	385,092
25116	Raymond	248,474	-302,501	3.84	1.38	-1.29	2,500	1,880	937,780	5.57	288,811
22009	Rear dan	510,622	-241,070	2.63	0.84	-0.62	2,500	1,957	1,267,603	3.86	261,385
17403	Renton	21,089,450	6,594,068	1.76	0.92	0.33	2,500	1,325	18,047,149	1.97	0
10309	Republic	347,713	-52,087	1.39	0.00	-0.22	2,500	2,500	945,024	3.29	63,826
03400	Richland	7,160,903	-4,207,752	3.12	1.19	-0.76	2,500	1,845	19,673,244	4.54	4,493,909

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06122	Ridgefield	2,388,990	82,339	1.94	0.76	-0.01	2,500	1,806	3,883,402	2.74	12,760
01160	Ritzville	387,152	-90,989	2.77	1.27	-0.34	2,500	1,303	438,365	2.65	106,460
32416	Riverside	1,098,629	-729,719	2.83	0.80	-0.85	2,500	2,069	3,488,982	4.67	771,457
17407	Riverview	3,902,365	613,683	2.12	1.09	0.15	2,500	1,361	4,204,880	2.40	0
34401	Rochester	1,359,016	-879,641	3.00	1.02	-0.81	2,500	1,951	4,088,182	4.63	915,442
20403	Roosevelt	152,044	152,044	0.00	0.00	1.17	2,500	2,500	105,925	0.85	0
38320	Rosalia	141,613	-258,362	4.53	1.09	-2.27	2,500	1,955	453,176	4.99	264,004
13160	Royal	614,559	-455,441	2.12	0.00	-0.95	2,500	2,500	3,572,345	7.08	479,999
28149	San Juan	4,714,615	3,788,225	0.50	0.26	0.93	2,500	1,286	1,064,720	0.53	0
14104	Satsop	48,398	-31,602	1.99	0.00	-0.82	2,500	2,500	227,500	5.65	32,869
17001	Seattle	161,008,830	111,693,458	1.16	0.79	0.80	2,500	186	8,371,962	0.85	0
29101	Sedro Woolley	3,333,135	-1,099,181	2.60	0.99	-0.44	2,500	1,834	7,479,641	3.70	1,210,549
39119	Selah	1,845,349	-1,798,516	3.31	0.91	-1.24	2,500	2,090	6,995,052	5.53	1,872,258
26070	Selkirk	299,897	-62,480	1.36	0.00	-0.19	2,500	2,500	670,395	2.52	51,462
05323	Sequim	5,302,615	2,212,628	1.12	0.42	0.46	2,500	1,865	5,311,713	1.63	0
28010	Shaw	303,706	303,706	0.00	0.00	1.17	2,500	2,500	52,850	0.21	0
23309	Shelton	2,450,917	-1,390,837	3.24	1.34	-0.72	2,500	1,720	6,014,070	4.31	1,465,980
17412	Shoreline	11,524,052	2,186,171	2.30	1.31	0.18	2,500	1,060	9,139,316	2.28	0
30002	Skamania	146,490	146,490	0.00	0.00	1.17	2,500	2,500	224,906	1.67	0
17404	Skykomish	200,176	-86,141	1.70	0.02	-0.51	2,500	2,434	105,139	0.64	87,402
31201	Snohomish	8,537,690	-1,862,879	2.80	1.32	-0.31	2,500	1,551	15,057,180	3.46	2,201,047



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17410	Snoqualmie Valley	7,870,667	1,685,529	1.95	1.00	0.22	2,500	1,405	8,302,721	2.27	0
13156	Soap Lake	241,831	-233,527	3.46	1.07	-1.23	2,500	1,930	715,427	4.67	243,191
25118	South Bend	202,815	-444,501	3.79	0.12	-2.50	2,500	2,458	1,263,416	7.28	440,807
18402	South Kitsap	8,784,405	-1,773,523	2.46	1.00	-0.29	2,500	1,764	17,234,837	3.39	2,118,525
15206	South Whidbey	5,178,829	3,300,823	0.92	0.48	0.73	2,500	1,272	2,095,649	0.97	0
23042	Southside	313,186	-78,007	2.17	0.66	-0.35	2,500	2,042	752,518	3.58	89,801
32081	Spokane	21,115,634	-10,451,188	3.54	1.72	-0.65	2,500	1,453	41,267,412	4.10	11,294,958
22008	Sprague	102,149	-143,918	3.40	0.46	-1.77	2,500	1,948	137,464	2.10	148,000
38322	St John	229,153	-63,872	1.76	0.20	-0.39	2,500	2,262	351,745	2.07	73,029
31401	Stanwood-Caman o	6,922,673	1,603,085	1.91	0.97	0.23	2,500	1,370	6,679,537	2.15	0
11054	Star	17,663	17,663	0.00	0.00	1.17	2,500	2,500	36,250	2.50	0
07035	Starbuck	32,609	32,609	0.00	0.00	1.17	2,500	2,500	65,675	2.45	0
04069	Stehekin	29,953	29,953	0.00	0.00	1.17	2,500	2,500	46,500	1.82	0
27001	Steilacoom Hist.	3,427,106	379,443	2.28	1.19	0.09	2,500	1,322	3,770,272	2.53	0
38304	Steptoe	42,306	-67,694	3.17	0.00	-2.00	2,500	2,500	106,675	3.07	69,384
30303	Stevenson-Carson	902,738	902,738	0.00	0.00	1.17	2,500	2,500	2,282,386	3.00	0
31311	Sultan	1,540,058	-568,603	3.39	1.75	-0.48	2,500	1,368	2,699,700	3.86	612,536
33202	Summit Valley	51,518	3,018	1.12	0.00	0.05	2,500	2,500	262,203	6.05	0
27320	Sumner	7,090,312	-1,464,895	2.99	1.52	-0.30	2,500	1,387	11,015,425	3.41	1,747,100
39201	Sunnyside	1,528,505	105,910	1.13	0.00	0.04	2,500	2,500	14,687,833	11.71	0
27010	Tacoma	26,957,459	-3,956,292	3.71	2.31	-0.23	2,500	660	18,342,172	3.14	5,033,540

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14077	Taholah	18,782	-81,218	5.41	0.00	-4.24	2,500	2,500	465,482	25.18	78,373
17409	Tahoma	6,050,937	-1,764,304	3.05	1.48	-0.40	2,500	1,482	10,711,080	3.63	1,996,882
38265	Tekoa	77,906	-212,094	4.53	0.00	-3.36	2,500	2,500	502,150	7.85	215,178
34402	Tenino	1,164,533	-177,315	2.83	1.45	-0.21	2,500	1,370	1,703,054	3.20	204,763
19400	Thorp	245,791	-88,208	3.00	1.37	-0.46	2,500	797	131,580	2.02	94,445
21237	Toledo	539,951	-383,563	2.01	0.14	-0.69	2,500	2,414	2,007,706	4.19	343,565
24404	Tonasket	624,748	-350,053	1.89	0.00	-0.72	2,500	2,500	2,619,983	5.09	372,851
39202	Toppenish	685,689	-427,311	1.98	0.00	-0.81	2,500	2,500	8,209,223	14.59	454,712
36300	Touchet	280,789	-173,440	2.97	1.00	-0.80	2,500	1,710	498,274	3.16	184,660
08130	Toutle Lake	406,072	-343,815	2.57	0.74	-0.66	2,500	2,007	1,241,181	3.77	269,851
20400	Trout Lake	197,569	-163,674	2.46	0.30	-0.99	2,500	2,242	441,369	2.94	165,533
17406	Tukwila	3,892,715	901,208	2.78	1.84	0.23	2,500	405	1,134,333	2.19	0
34033	Tumwater	5,758,512	-1,582,769	2.62	1.07	-0.38	2,500	1,732	11,417,340	3.48	1,799,994
39002	Union Gap	455,276	-323,324	2.68	0.59	-0.91	2,500	2,187	1,548,263	4.74	341,517
27083	University Place	3,763,642	-2,090,398	3.96	2.06	-0.73	2,500	1,331	7,263,946	4.42	2,240,794
33070	Valley	150,178	-1,822	1.21	0.00	-0.04	2,500	2,500	662,176	5.28	5,337
06037	Vancouver	16,023,032	-7,370,889	3.12	1.34	-0.61	2,500	1,685	36,392,025	4.11	8,011,164
17402	Vashon Island	3,092,151	1,434,638	1.37	0.71	0.52	2,500	1,309	1,986,503	1.50	0
35200	Wahkiakum	525,656	-61,021	2.08	0.79	-0.12	2,500	1,731	811,227	2.57	53,017
13073	Wahluke	651,989	-602,011	2.34	0.00	-1.17	2,500	2,500	4,825,989	9.02	628,065
36401	Waitsburg	151,300	-270,700	3.40	0.00	-2.23	2,500	2,500	762,050	6.14	276,692

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36140	Walla Walla	3,477,575	-2,742,050	3.50	1.32	-1.01	2,500	1,834	10,342,752	4.94	2,880,981
39207	Wapato	717,430	97,430	1.05	0.00	0.12	2,500	2,500	8,040,851	13.66	0
13146	Warden	410,793	-544,207	2.83	0.00	-1.66	2,500	2,500	2,349,310	6.97	560,623
06112	Washougal	2,416,047	-673,986	2.54	1.00	-0.37	2,500	1,810	5,249,031	3.61	740,123
01109	Washtucna	55,012	-94,988	3.32	0.00	-2.15	2,500	2,500	146,450	3.24	97,186
09209	Waterville	201,478	-180,002	3.61	1.30	-1.14	2,500	1,656	422,872	3.86	188,053
33049	Wellpinit	19,443	19,443	0.00	0.00	1.17	2,500	2,500	1,292,672	80.46	0
04246	Wenatchee	5,156,231	-3,177,875	2.48	0.51	-0.80	2,500	2,211	16,523,500	4.42	3,383,815
32363	West Valley (Spo)	2,249,750	-1,545,832	4.17	2.12	-0.89	2,500	1,390	4,886,097	4.76	1,635,716
39208	West Valley (Yak)	3,092,884	-2,187,786	2.72	0.64	-0.91	2,500	2,171	10,695,923	4.85	2,310,753
21303	White Pass	608,417	42,513	1.68	0.69	0.18	2,500	1,551	651,256	1.83	0
27416	White River	3,163,781	-835,830	3.10	1.59	-0.34	2,500	1,351	4,935,620	3.45	903,042
20405	White Salmon	1,352,506	88,969	2.14	1.01	0.04	2,500	1,521	1,757,756	2.58	0
22200	Wilbur	196,218	-193,629	2.92	0.50	-1.25	2,500	2,165	518,495	3.72	201,470
25160	Willapa Valley	192,894	-270,523	3.14	0.77	-1.20	2,500	2,021	631,212	4.00	234,827
13167	Wilson Creek	81,341	-155,659	3.55	0.00	-2.38	2,500	2,500	371,450	5.57	158,909
21232	Winlock	461,078	-238,922	1.83	0.00	-0.66	2,500	2,500	1,811,177	4.73	251,602
14117	Wishkah Valley	82,425	-214,766	4.17	0.47	-2.53	2,500	2,193	269,608	3.83	203,284
20094	Wishram	49,085	49,085	0.00	0.00	1.17	2,500	2,500	158,500	3.94	0
08404	Woodland	1,736,607	-569,987	2.08	0.53	-0.38	2,500	2,124	4,481,244	3.54	562,741
39007	Yakima	5,700,697	-7,357,390	2.79	0.00	-1.62	2,500	2,500	35,978,597	7.69	7,585,195

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34002	Yelm	3,415,307	-2,269,422	3.09	1.09	-0.83	2,500	1,922	10,261,767	4.71	2,367,267
39205	Zillah	458,205	-266,795	1.93	0.00	-0.76	2,500	2,500	3,278,684	8.72	285,105

# Representative Hunter's School Levy Proposal

## Brief Summary:

- Increases the state property tax rate by \$1.17 per \$1,000 of value starting in 2013 and makes new rate permanent.
- Distributes the new state property tax revenue to school districts in proportion to the previous year's general apportionment allocations.
- Offsets previously approved local excess levies by the amount of the school district's distribution of new state property tax revenue.
- Creates new school district excess levy cap for maintenance and operation levies at \$2500 per student.

## Background:

Property Taxes. All real and personal property in this state is subject to property tax each year based on its value, unless a specific exemption is provided by law. The property tax is subject to a number of constitutional and statutory requirements. The State Constitution (Constitution) requires all property taxes to be applied "uniformly;" this has been interpreted to mean that within any given taxing district, the district rate applied to each parcel of taxable property must be the same.

The Constitution limits the sum of property tax rates to a maximum of 1 percent of true and fair value, or \$10 per \$1,000 of market value. Levies that are subject to the 1 percent rate limitation are known as "regular" levies, and there is no constitutional voting requirement for regular levies. The Constitution does provide a procedure for voter approval for tax rates that exceed the 1 percent limit. These taxes are called "excess" levies.

Maintenance and operation (M&O) levies for school districts are the most common excess levies. School M&O levies are capped by a formula to a percentage, 28 percent in most cases, of prior year school funding from state and federal sources. School M&O levies may be authorized for two-year to four-year periods by a majority vote of the school district voters. School districts must wait until the current levy authorization is concluded before requesting another levy authorization. However, if the Legislature increases the levy cap a district may request new authorization before the current levy authorization is concluded.

In order to implement the 1 percent constitutional rate limit for regular levies, the Washington Legislature has adopted statutory rate limits for each individual type of district. The state levy rate is limited to \$3.60 per \$1,000 of value; county general levies are limited to \$1.80 per \$1,000; county road levies are limited to \$2.25 per \$1,000; and city levies are limited to \$3.375 per \$1,000. These districts are known as senior districts. Junior districts such as fire, library, and hospital districts each have specific rate limits as well.

In addition, there is an overall rate limit of \$5.90 per \$1,000 for most districts. The state property tax and a specific list of local levies, such as emergency medical services, conservation futures, affordable housing, and others are not subject to the \$5.90 limit. There is a complex system of prorating the

various levies so that the total rate for local levies does not exceed \$5.90. If the total rate exceeds \$10 after prorationing under the \$5.90 aggregate rate limit then another prorationing procedure reduces levy rates so that the total rate is below \$10 per \$1,000 of value.

In addition to the rate limitations, a district's regular property tax levy is limited by a statutory maximum growth rate in the amount of tax revenue that may be collected from year to year. Generally, the limit requires a reduction of property tax rates as necessary to limit the growth in the total amount of property tax revenue received to the lesser of 1 percent of inflation. The revenue limitation does not apply to new value placed on tax rolls attributable to new construction, to improvements to existing property, to changes in state-assessed valuation, or to construction of certain wind turbines. In districts where property values have grown more rapidly than 1 percent per year, the 101 percent revenue limit has caused district tax rates to decline below their maximum rate. The state property tax is subject to the 1 percent revenue limit. Over time the state property tax rate has declined from the \$3.60 rate. The state property tax rate in calendar year 2011 was \$2.06 per \$1,000 of value and is expected to be about \$2.27 in 2012.

Basic Education Allocations. State funding to support the Instructional Program of Basic Education is allocated to school districts according to funding formulas established in statute and additional provisions specified in the omnibus appropriations act. Beginning September 1, 2011, these formulas allocate funds based on a prototypical school funding method that specifies various assumptions about class size, school staffing levels, allocations for maintenance, supplies, and operating costs, phased-in implementation of full-day kindergarten, district-wide support, and central administration. The appropriations act provides this funding through appropriations for General Apportionment. For the 2011-12 school year, the statewide appropriation for General Apportionment is \$5.1 billion. Funding is allocated based on the number of full-time equivalent students who are enrolled in the district. Most students enrolled in a district also reside in that district, but school choice laws permit students to reside in one district but be enrolled in a different district.

### **Summary of Proposal:**

The state property tax rate is increased by \$1.17 per \$1,000 of value starting in 2013. The new total property tax rate is exempt from the 1 percent revenue limit.

Revenue from the new state property tax is allocated to school districts on a resident student basis in proportion to the previous year's general apportionment allocations.

School district maintenance and operation levies adopted before the effective date of the bill are reduced by the allocation from the new state property tax. Levies adopted before the effective date of the bill may continue for the time period authorized by the voters.

The new cap on school district M&O levies is established at \$2,500 per student. The new cap applies to levies approved after the effective date of the bill. Levies adopted under the new \$2,500 per student cap are not reduced by the allocations from the new property tax. Districts with current levy authorizations may request a new authorization under the new levy cap before the current authorization is concluded.

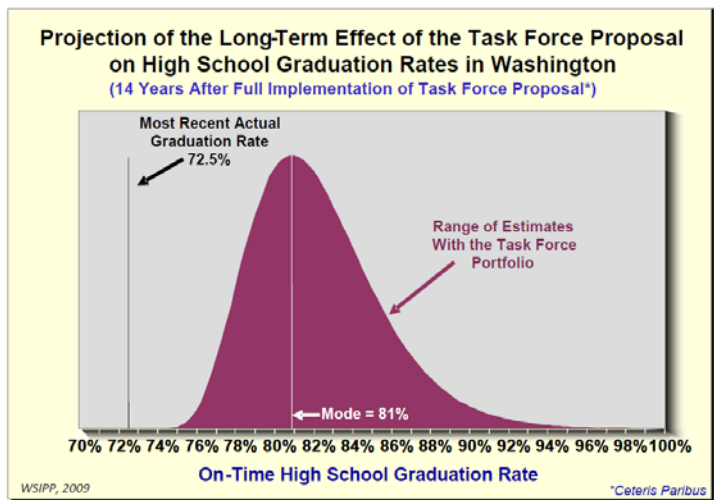
## Just Fix It – School Funding

Rep. Ross Hunter  
Ways and Means Committee, Chair  
January 1, 2012

### FY 2011-13 Budget Problems

- State faces deep reductions in spending as a result of historic revenue declines
- Constitutional limits (no “basic ed” cuts)
- Of \$724 million not basic ed, \$457 is Local Effort Assistance. \$82m is all-day kindergarten. **LEA is the only large non-“basic ed” cut available.**
- Cutting LEA would have a large impact on the equity of the system.

## Don't Be Confused: Funding Matters

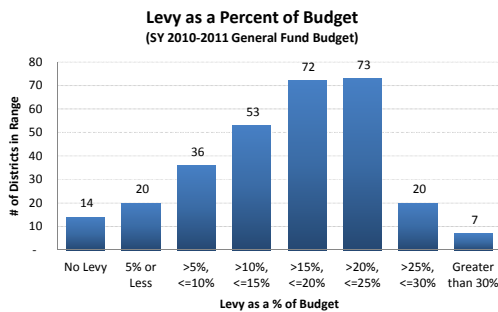


1/1/2012

3

## Increasing Inequity

Rising local levies are almost back to the late seventies, the levels that prompted the original school funding suits



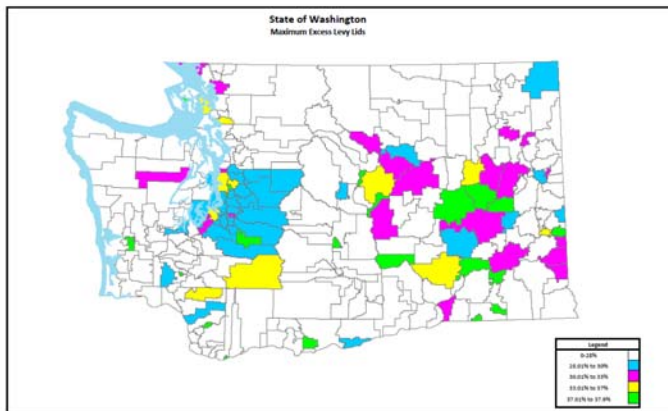
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# Increasing Inequity

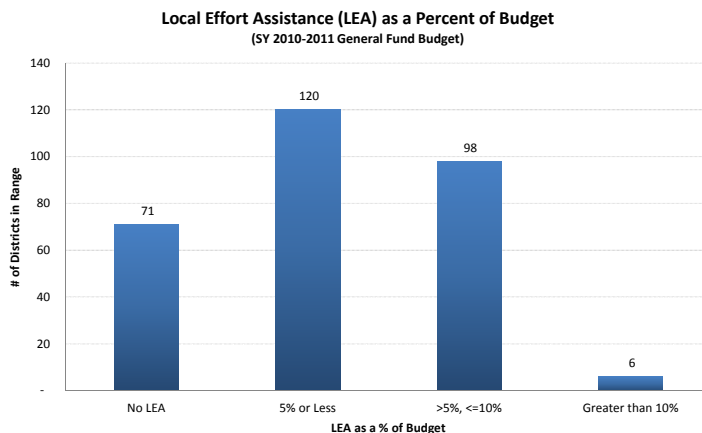
Levy capacity varies widely between districts, often for arbitrary reasons.



1/1/2012

5

# LEA affects some districts a LOT



1/1/2012

6

## What to Do?

### Just Fix It

- New system should be
  - **Fair.**
    - Basic ed funded by state, not locals.
    - Larger % of taxes collected statewide, not locally
  - **Adequate.**
    - Meet basic ed responsibility.
    - If not today, then ensure a growth path that does.
  - **Reliable and Stable**
    - More money “protected” as basic ed.
    - Levies not subject to elections every 4 years

1/1/2012

7

## Proposal: Local Levy Swap

1. Revenue-Neutral swap of local levies for common school levy
  - Use new basic ed distribution model to drive out new money
2. Allow growth greater than 1% of the common school levy as we recover from the recession
3. Reset levy caps at \$2500 per student
4. Make levies reliable by making them permanent

1/1/2012

8

## Why?

- Common School Levy works better than LEA.
- More money is basic ed, and protected.
- Growth starts to pay for constitutional requirement of ample funding
- Eliminates all grandfathering, a huge problem in Puget Sound districts.

1/1/2012

9

## School Impact : Yakima

Before:	
Resident School Population	14,908
CY 2012 Levy	\$13,058,087
Levy per student	\$876

After:	
New State basic ed money	\$16,492,774
Reduced Levy	\$0
Reduced levy per student	\$0
Reduced levy as a percentage of current	0.0%
Change in funds	\$3,434,687

1/1/2012

10

## Taxpayer Impact: Yakima

State Taxes Paid	
New State Tax share paid in District	\$5,687,401
Difference (New – Reduced Levy)	\$-7,370,686

Possible Local Levies	
New Local Levy Cap	\$2,500
Possible Additional Local Levy Per Student	\$2,500
Possible Additional Local Levy	\$37,270,497
CY12 Levy Tax Rate	\$2.79 per thousand
Reduced Levy Tax Rate	\$0.00 per thousand
New Rate at \$2500 Per student	\$7.97 per thousand

1/1/2012

11

## School Impact : Goldendale

Before:	
Resident School Population	973
CY 2012 Levy	\$2,179,000
Levy per student	\$2,240

After:	
New State basic ed money	\$1,078,089
Reduced Levy	\$1,100,911
Reduced levy per student	\$1,132
Reduced levy as a percentage of current	50.5%
Change in funds	\$0

1/1/2012

12

## Taxpayer Impact: Goldendale

State Taxes Paid	
New State Tax share paid in District	\$1,306,685
Difference (New – Reduced Levy)	\$228,596

Possible Local Levies	
New Local Levy Cap	\$2,500
Possible Additional Local Levy Per Student	\$1,368
Possible Additional Local Levy	\$1,331,083
CY12 Levy Tax Rate	\$2.03 per thousand
Reduced Levy Tax Rate	\$1.02 per thousand
New Rate at \$2500 Per student	\$2.26 per thousand

1/1/2012

13

## School Impact: Seattle

Before:	
Resident School Population	45,078
CY 2012 Levy	\$154,938,359
Levy per student	\$3,437

After:	
New State basic ed money	\$49,420,037
Reduced Levy	\$105,518,322
Reduced levy per student	\$2,341
Reduced levy as a percentage of current	68.1%
Change in funds	\$0

1/1/2012

14

## Taxpayer Impact: Seattle

State Taxes Paid	
New State Tax share paid in District	\$160,632,988
Difference (New – Reduced Levy)	\$111,212,951

Possible Local Levies	
New Local Levy Cap	\$2,500
Possible Additional Local Levy Per Student	\$159
Possible Additional Local Levy	\$7,177,701
CY12 Levy Tax Rate	\$1.17 per thousand
Reduced Levy Tax Rate	\$0.80 per thousand
New Rate at \$2500 Per student	\$0.85 per thousand

1/1/2012

15

## School Impact : Bellevue

Before:	
Resident School Population	17,305
CY 2012 Levy	\$47,315,624
Levy per student	\$2,734

After:	
New State basic ed money	\$18,381,058
Reduced Levy	\$28,934,566
Reduced levy per student	\$1,672
Reduced levy as a percentage of current	61.1%
Change in funds	\$0

1/1/2012

16

## Taxpayer Impact: Bellevue

State Taxes Paid	
New State Tax share paid in District	\$49,944,578
Difference (New – Reduced Levy)	\$31,563,520

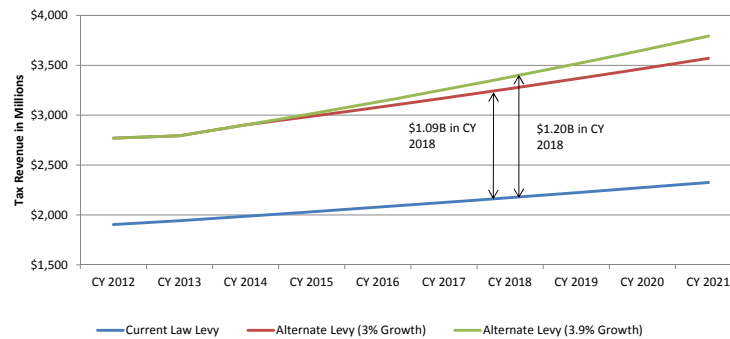
Possible Local Levies	
New Local Levy Cap	\$2,500
Possible Additional Local Levy Per Student	\$828
Possible Additional Local Levy	\$14,327,772
CY12 Levy Tax Rate	\$1.15 per thousand
Reduced Levy Tax Rate	\$0.70 per thousand
New Rate at \$2500 Per student	\$1.05 per thousand

1/1/2012

17

## Long-Term Growth

**Common School Levy**  
 Current Law v. Fixed Rate Levy (\$3.20)  
 at 3% and 3.9% Growth



1/1/2012

18

# Reforming School Funding in Washington

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By Rep. Ross Hunter

30 years ago, Washington State's system of financing education was ruled unconstitutional for the same set of conditions that have re-emerged and again exist today. The budget situation we face this year is likely to result in additional reductions that will exacerbate the problems in the system.

- In the McCleary case two years ago Washington courts ruled that school funding was unconstitutionally inadequate. Since then the recession has resulted in even more reduced funding.
- The percent of the total funding for schools coming from local levies as is back up to near historic highs. This level of dependence on our current local tax system was found by the court to be unreliable and results in uneven distribution around the state.
- The state's contribution to K-12 education – due to the combined effects of initiatives and the mechanics of how our statewide property tax is collected – has also diminished over time. The original goal of setting aside \$3.60 per \$1,000 of property value is not even close to a reality.

The combined effects of these factors have led us to a funding system which is increasingly unstable and unreliable, and ultimately, unsustainable. This sets the stage for a replay of the types of devastating levy failures that crippled the system 30 years ago.

The legislature cannot add billions to the education budget in the worst economic downturn since the depression, but we can fix the structural elements of the system that will allow it to grow as we come out of the recession, and rebalance the dependence on local funding.

The basic idea is to do a **revenue-neutral** swap of state property tax for local levies, staying within the constitutional 1% limit for regular property taxes. This would make the statutory \$3.60 per 1,000 set aside for public education a meaningful, rather than hollow, commitment, and bring \$1 billion of existing local excess levies into a more regular and dependable tax structure – the statewide property tax.

- Raise the state property tax from the current \$2.03 per thousand dollars of property value to \$3.20, raising about \$1 billion in funding that is constitutionally dedicated to public school funding.
- Distribute the new money to school districts using the normal school funding formulas, and **simultaneously reduce each district's local levy by the amount of new money they receive**. This guarantees that each district will not be hurt financially by what is effectively a revenue neutral 'swap' of local for state tax collections in each school district.
- Allow state property tax collections to grow as property values recover from the downturn, helping us deliver on our constitutional requirements.
- Reset local levy lids in a simpler way, so that local communities better understand the relationship between their local levies and school programs and services. Set a simple per student levy lid that naturally adjusts for inflation and student growth in district.

With these changes we would no longer be as dependent on "levy equalization," hundreds of millions that we use to correct for the fact that some districts don't have the property base to collect similar amounts of levies. These districts will be better served by increased state funding and less reliance on levies. **We will still need some LEA system, but smaller and with a more focused formula.**

In addition, we should make local school levies more reliable, since they are likely to be a significant part of school funding well into the future. **Instead of voting to renew levies every 4 years we should amend the constitution to allow voters to approve levies that would stay in place until the district asks voters to increase them.**

Together these changes would result in a more stable system, a system that grows as we come out of the recession, and one that distributes funding more fairly across the state.



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**BILL REQUEST - CODE REVISER'S OFFICE**

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BILL REQ. #: H-3045.6/12 6th draft

ATTY/TYPIST: JA:crs

BRIEF DESCRIPTION: Modifying the state property tax for public schools.

1 AN ACT Relating to modifying the state property tax for public  
2 schools; amending RCW 84.52.065, 28A.545.030, 28A.545.050, 28A.545.070,  
3 and 84.52.053; reenacting and amending RCW 84.52.0531 and 84.52.0531;  
4 adding a new section to chapter 28A.150 RCW; adding a new section to  
5 chapter 84.52 RCW; adding a new section to chapter 84.55 RCW; providing  
6 an effective date; and providing an expiration date.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

8 **Sec. 1.** RCW 84.52.065 and 1991 sp.s. c 31 s 16 are each amended to  
9 read as follows:

10 ~~((Subject to the limitations in RCW 84.55.010))~~ (1) Beginning with  
11 property taxes levied for collection in 2013, in each year thereafter,  
12 the state ((shall)) must levy ((for collection in the following year))  
13 for the support of common schools of the state a tax ((of three dollars  
14 and sixty cents per thousand dollars of assessed value)) upon the  
15 assessed valuation of all taxable property within the state adjusted to  
16 the state equalized value in accordance with the indicated ratio fixed  
17 by the state department of revenue. The rate of tax for taxes  
18 collected in 2013, and every year thereafter, is the maximum rate that  
19 would be allowed under chapter 84.55 RCW in 2013.

1       (2) In addition to the tax authorized under subsection (1) of this  
2 section, the state must levy an additional tax, for collection  
3 beginning in 2013 and every year thereafter, for the support of the  
4 common schools of the state equal to one dollar and seventeen cents per  
5 thousand dollars of assessed value upon the assessed valuation of all  
6 taxable property within the state adjusted to the state equalized value  
7 in accordance with the indicated ratio fixed by the state department of  
8 revenue.

9       (3) As used in this section, "the support of common schools"  
10 includes the payment of the principal and interest on bonds issued for  
11 capital construction projects for the common schools.

12       NEW SECTION. Sec. 2. A new section is added to chapter 28A.150  
13 RCW to read as follows:

14       (1) Beginning with property taxes levied for collection in 2013 and  
15 thereafter, the state property tax under RCW 84.52.065(2) must be  
16 allocated to school districts according to the following formula: A  
17 school district's general apportionment allocation for the prior school  
18 year, divided by the number of annual average full-time equivalent  
19 students for the prior school year, multiplied by the ratio of the  
20 state property tax under this section to the statewide general  
21 apportionment allocation, multiplied by the number of annual average  
22 full-time equivalent students with residence in the district for the  
23 prior school year.

24       (2) The definitions in this subsection apply to this section unless  
25 the context clearly requires otherwise.

26       (a) "Number of annual average full-time equivalent students" has  
27 the same meaning as used in RCW 28A.150.260(13)(c).

28       (b) "General apportionment allocation" means the state allocation  
29 to school districts from the funding formulas under RCW 28A.150.250 and  
30 28A.150.260 (3) through (9) and associated provisions of the omnibus  
31 appropriations act pertaining to general apportionment.

32       (c) "Residence" means the physical location of a student's  
33 principal abode such as the home, house, apartment, facility,  
34 structure, or location where the student lives the majority of the  
35 time.

36       (d) "Prior school year" means the most recent school year completed  
37 prior to the year in which the levies are to be collected.

1       **Sec. 3.** RCW 84.52.0531 and 2010 c 237 s 1 and 2010 c 99 s 11 are  
2 each reenacted and amended to read as follows:

3       The maximum dollar amount which may be levied by or for any school  
4 district for maintenance and operation support under the provisions of  
5 RCW 84.52.053 (~~shall be~~) for levies approved prior to the effective  
6 date of this section is determined as follows:

7       (1) For excess levies for collection in calendar year 1997, the  
8 maximum dollar amount (~~shall be~~) is calculated pursuant to the laws  
9 and rules in effect in November 1996.

10       (2) For excess levies for collection in calendar year 1998 and  
11 thereafter, the maximum dollar amount (~~shall be~~) is the sum of (a)  
12 plus or minus (b), (c), and (d) of this subsection minus: (e) of this  
13 subsection, the amount allocated to the school district under section  
14 2 of this act, and the amount specified under subsection (13) of this  
15 section:

16       (a) The district's levy base as defined in subsections (3) and (4)  
17 of this section multiplied by the district's maximum levy percentage as  
18 defined in subsection (6) of this section;

19       (b) For districts in a high/nonhigh relationship, the high school  
20 district's maximum levy amount (~~shall~~) must be reduced and the  
21 nonhigh school district's maximum levy amount (~~shall~~) must be  
22 increased by an amount equal to the estimated amount of the nonhigh  
23 payment due to the high school district under RCW 28A.545.030(3) and  
24 28A.545.050 for the school year commencing the year of the levy;

25       (c) Except for nonhigh districts under (d) of this subsection, for  
26 districts in an interdistrict cooperative agreement, the nonresident  
27 school district's maximum levy amount (~~shall~~) must be reduced and the  
28 resident school district's maximum levy amount (~~shall~~) must be  
29 increased by an amount equal to the per pupil basic education  
30 allocation included in the nonresident district's levy base under  
31 subsection (3) of this section multiplied by:

32       (i) The number of full-time equivalent students served from the  
33 resident district in the prior school year; multiplied by:

34       (ii) The serving district's maximum levy percentage determined  
35 under subsection (6) of this section; increased by:

36       (iii) The percent increase per full-time equivalent student as  
37 stated in the state basic education appropriation section of the

1 biennial budget between the prior school year and the current school  
2 year divided by fifty-five percent;

3 (d) The levy bases of nonhigh districts participating in an  
4 innovation academy cooperative established under RCW 28A.340.080  
5 (~~shall~~) must be adjusted by the office of the superintendent of  
6 public instruction to reflect each district's proportional share of  
7 student enrollment in the cooperative;

8 (e) The district's maximum levy amount (~~shall~~) must be reduced by  
9 the maximum amount of state matching funds for which the district is  
10 eligible under RCW 28A.500.010.

11 (3) For excess levies for collection in calendar year 2005 and  
12 thereafter, a district's levy base (~~shall be~~) is the sum of  
13 allocations in (a) through (c) of this subsection received by the  
14 district for the prior school year and the amounts determined under  
15 subsection (4) of this section, including allocations for compensation  
16 increases, plus the sum of such allocations multiplied by the percent  
17 increase per full time equivalent student as stated in the state basic  
18 education appropriation section of the biennial budget between the  
19 prior school year and the current school year and divided by fifty-five  
20 percent. A district's levy base (~~shall~~) may not include local school  
21 district property tax levies or other local revenues, or state and  
22 federal allocations not identified in (a) through (c) of this  
23 subsection.

24 (a) The district's basic education allocation as determined  
25 pursuant to RCW 28A.150.250, 28A.150.260, and 28A.150.350;

26 (b) State and federal categorical allocations for the following  
27 programs:

28 (i) Pupil transportation;

29 (ii) Special education;

30 (iii) Education of highly capable students;

31 (iv) Compensatory education, including but not limited to learning  
32 assistance, migrant education, Indian education, refugee programs, and  
33 bilingual education;

34 (v) Food services; and

35 (vi) Statewide block grant programs; and

36 (c) Any other federal allocations for elementary and secondary  
37 school programs, including direct grants, other than federal impact aid  
38 funds and allocations in lieu of taxes.

1 (4) For levy collections in calendar years 2005 through 2017, in  
2 addition to the allocations included under subsection (3)(a) through  
3 (c) of this section, a district's levy base (~~shall~~) also includes the  
4 following:

5 (a)(i) For levy collections in calendar year 2010, the difference  
6 between the allocation the district would have received in the current  
7 school year had RCW 84.52.068 not been amended by chapter 19, Laws of  
8 2003 1st sp. sess. and the allocation the district received in the  
9 current school year pursuant to RCW 28A.505.220;

10 (ii) For levy collections in calendar years 2011 through 2017, the  
11 difference between the allocation rate the district would have received  
12 in the prior school year using the Initiative 728 rate and the  
13 allocation rate the district received in the prior school year pursuant  
14 to RCW 28A.505.220 multiplied by the full-time equivalent student  
15 enrollment used to calculate the Initiative 728 allocation for the  
16 prior school year; and

17 (b) The difference between the allocations the district would have  
18 received the prior school year using the Initiative 732 base and the  
19 allocations the district actually received the prior school year  
20 pursuant to RCW 28A.400.205.

21 (5) For levy collections in calendar years 2011 through 2017, in  
22 addition to the allocations included under subsections (3)(a) through  
23 (c) and (4)(a) and (b) of this section, a district's levy base  
24 (~~shall~~) also includes the difference between an allocation of fifty-  
25 three and two-tenths certificated instructional staff units per  
26 thousand full-time equivalent students in grades kindergarten through  
27 four enrolled in the prior school year and the allocation of  
28 certificated instructional staff units per thousand full-time  
29 equivalent students in grades kindergarten through four that the  
30 district actually received in the prior school year, except that the  
31 levy base for a school district whose allocation in the 2009-10 school  
32 year was less than fifty-three and two-tenths certificated  
33 instructional staff units per thousand full-time equivalent students in  
34 grades kindergarten through four shall include the difference between  
35 the allocation the district actually received in the 2009-10 school  
36 year and the allocation the district actually received in the prior  
37 school year.

1 (6)(a) A district's maximum levy percentage (~~(shall be)~~) is twenty-  
2 four percent in 2010 and twenty-eight percent in 2011 through 2017 and  
3 twenty-four percent every year thereafter;

4 (b) For qualifying districts, in addition to the percentage in (a)  
5 of this subsection the grandfathered percentage determined as follows:

6 (i) For 1997, the difference between the district's 1993 maximum  
7 levy percentage and twenty percent; and

8 (ii) For 2011 through 2017, the percentage calculated as follows:

9 (A) Multiply the grandfathered percentage for the prior year times  
10 the district's levy base determined under subsection (3) of this  
11 section;

12 (B) Reduce the result of (b)(ii)(A) of this subsection by any levy  
13 reduction funds as defined in subsection (7) of this section that are  
14 to be allocated to the district for the current school year;

15 (C) Divide the result of (b)(ii)(B) of this subsection by the  
16 district's levy base; and

17 (D) Take the greater of zero or the percentage calculated in  
18 (b)(ii)(C) of this subsection.

19 (7) "Levy reduction funds" (~~(shall)~~) means increases in state funds  
20 from the prior school year for programs included under subsections (3)  
21 and (4) of this section: (a) That are not attributable to enrollment  
22 changes, compensation increases, or inflationary adjustments; and (b)  
23 that are or were specifically identified as levy reduction funds in the  
24 appropriations act. If levy reduction funds are dependent on formula  
25 factors which would not be finalized until after the start of the  
26 current school year, the superintendent of public instruction (~~(shall)~~)  
27 must estimate the total amount of levy reduction funds by using prior  
28 school year data in place of current school year data. Levy reduction  
29 funds (~~(shall)~~) do not include moneys received by school districts from  
30 cities or counties.

31 (8) The definitions in this subsection apply throughout this  
32 section unless the context clearly requires otherwise.

33 (a) "Prior school year" means the most recent school year completed  
34 prior to the year in which the levies are to be collected.

35 (b) "Current school year" means the year immediately following the  
36 prior school year.

37 (c) "Initiative 728 rate" means the allocation rate at which the  
38 student achievement program would have been funded under chapter 3,

1 Laws of 2001, if all annual adjustments to the initial 2001 allocation  
2 rate had been made in previous years and in each subsequent year as  
3 provided for under chapter 3, Laws of 2001.

4 (d) "Initiative 732 base" means the prior year's state allocation  
5 for annual salary cost-of-living increases for district employees in  
6 the state-funded salary base as it would have been calculated under  
7 chapter 4, Laws of 2001, if each annual cost-of-living increase  
8 allocation had been provided in previous years and in each subsequent  
9 year.

10 (9) Funds collected from transportation vehicle fund tax levies  
11 shall not be subject to the levy limitations in this section.

12 (10) The superintendent of public instruction (~~shall~~) must  
13 develop rules and inform school districts of the pertinent data  
14 necessary to carry out the provisions of this section.

15 (11) For calendar year 2009, the office of the superintendent of  
16 public instruction (~~shall~~) must recalculate school district levy  
17 authority to reflect levy rates certified by school districts for  
18 calendar year 2009.

19 (12) The maximum dollar amount which may be levied by or for any  
20 school district for maintenance and operation support under the  
21 provisions of RCW 84.52.053 for levies approved after the effective  
22 date of this section must be determined in accordance with section 5 of  
23 this act.

24 (13) For school districts that levy a dollar amount below the  
25 maximum amount that is otherwise authorized under this section  
26 notwithstanding this subsection (13), the maximum dollar amount which  
27 may be levied by or for the school district must be further reduced by  
28 the difference of: (a) The maximum dollar amount otherwise authorized  
29 under this section notwithstanding this subsection (13); and (b) the  
30 actual dollar amount levied for collection.

31 (14) The amendments made to this section under chapter . . . .  
32 section 3, Laws of 2012 (section 3 of this act) must be disregarded for  
33 purposes of RCW 28A.500.020(1) (b) and (c).

34 **Sec. 4.** RCW 84.52.0531 and 2010 c 237 s 2 and 2010 c 99 s 11 are  
35 each reenacted and amended to read as follows:

36 The maximum dollar amount which may be levied by or for any school



1 district for maintenance and operation support under the provisions of  
2 RCW 84.52.053 (~~((shall be))~~) for levies approved prior to the effective  
3 date of this section is determined as follows:

4 (1) For excess levies for collection in calendar year 1997, the  
5 maximum dollar amount (~~((shall be))~~) is calculated pursuant to the laws  
6 and rules in effect in November 1996.

7 (2) For excess levies for collection in calendar year 1998 and  
8 thereafter, the maximum dollar amount (~~((shall be))~~) is the sum of (a)  
9 plus or minus (b), (c), and (d) of this subsection minus (e) of this  
10 subsection:

11 (a) The district's levy base as defined in subsection (3) of this  
12 section multiplied by the district's maximum levy percentage as defined  
13 in subsection (4) of this section;

14 (b) For districts in a high/nonhigh relationship, the high school  
15 district's maximum levy amount (~~((shall))~~) must be reduced and the  
16 nonhigh school district's maximum levy amount (~~((shall))~~) must be  
17 increased by an amount equal to the estimated amount of the nonhigh  
18 payment due to the high school district under RCW 28A.545.030(3) and  
19 28A.545.050 for the school year commencing the year of the levy;

20 (c) Except for nonhigh districts under (d) of this subsection, for  
21 districts in an interdistrict cooperative agreement, the nonresident  
22 school district's maximum levy amount (~~((shall))~~) must be reduced and the  
23 resident school district's maximum levy amount (~~((shall))~~) must be  
24 increased by an amount equal to the per pupil basic education  
25 allocation included in the nonresident district's levy base under  
26 subsection (3) of this section multiplied by:

27 (i) The number of full-time equivalent students served from the  
28 resident district in the prior school year; multiplied by:

29 (ii) The serving district's maximum levy percentage determined  
30 under subsection (4) of this section; increased by:

31 (iii) The percent increase per full-time equivalent student as  
32 stated in the state basic education appropriation section of the  
33 biennial budget between the prior school year and the current school  
34 year divided by fifty-five percent;

35 (d) The levy bases of nonhigh districts participating in an  
36 innovation academy cooperative established under RCW 28A.340.080  
37 (~~((shall))~~) must be adjusted by the office of the superintendent of

1 public instruction to reflect each district's proportional share of  
2 student enrollment in the cooperative;

3 (e) The district's maximum levy amount (~~(shall)~~) must be reduced by  
4 the maximum amount of state matching funds for which the district is  
5 eligible under RCW 28A.500.010.

6 (3) For excess levies for collection in calendar year 1998 and  
7 thereafter, a district's levy base (~~(shall-be)~~) is the sum of  
8 allocations in (a) through (c) of this subsection received by the  
9 district for the prior school year, including allocations for  
10 compensation increases, plus the sum of such allocations multiplied by  
11 the percent increase per full time equivalent student as stated in the  
12 state basic education appropriation section of the biennial budget  
13 between the prior school year and the current school year and divided  
14 by fifty-five percent. A district's levy base (~~(shall)~~) may not  
15 include local school district property tax levies or other local  
16 revenues, or state and federal allocations not identified in (a)  
17 through (c) of this subsection.

18 (a) The district's basic education allocation as determined  
19 pursuant to RCW 28A.150.250, 28A.150.260, and 28A.150.350;

20 (b) State and federal categorical allocations for the following  
21 programs:

22 (i) Pupil transportation;

23 (ii) Special education;

24 (iii) Education of highly capable students;

25 (iv) Compensatory education, including but not limited to learning  
26 assistance, migrant education, Indian education, refugee programs, and  
27 bilingual education;

28 (v) Food services; and

29 (vi) Statewide block grant programs; and

30 (c) Any other federal allocations for elementary and secondary  
31 school programs, including direct grants, other than federal impact aid  
32 funds and allocations in lieu of taxes.

33 (4)(a) A district's maximum levy percentage (~~(shall-be)~~) is twenty-  
34 four percent in 2010 and twenty-eight percent in 2011 through 2017 and  
35 twenty-four percent every year thereafter;

36 (b) For qualifying districts, in addition to the percentage in (a)  
37 of this subsection the grandfathered percentage determined as follows:

1 (i) For 1997, the difference between the district's 1993 maximum  
2 levy percentage and twenty percent; (~~and~~)  
3 (ii) For 2011 through 2017, the percentage calculated as follows:  
4 (A) Multiply the grandfathered percentage for the prior year times  
5 the district's levy base determined under subsection (3) of this  
6 section;  
7 (B) Reduce the result of (b)(ii)(A) of this subsection by any levy  
8 reduction funds as defined in subsection (5) of this section that are  
9 to be allocated to the district for the current school year;  
10 (C) Divide the result of (b)(ii)(B) of this subsection by the  
11 district's levy base; and  
12 (D) Take the greater of zero or the percentage calculated in  
13 (b)(ii)(C) of this subsection;  
14 (iii) For 2018 and thereafter, the percentage (~~shall be~~) is  
15 calculated as follows:  
16 (A) Multiply the grandfathered percentage for the prior year times  
17 the district's levy base determined under subsection (3) of this  
18 section;  
19 (B) Reduce the result of (b)(iii)(A) of this subsection by any levy  
20 reduction funds as defined in subsection (5) of this section that are  
21 to be allocated to the district for the current school year;  
22 (C) Divide the result of (b)(iii)(B) of this subsection by the  
23 district's levy base; and  
24 (D) Take the greater of zero or the percentage calculated in  
25 (b)(iii)(C) of this subsection.  
26 (5) "Levy reduction funds" (~~shall~~) means increases in state funds  
27 from the prior school year for programs included under subsection (3)  
28 of this section: (a) That are not attributable to enrollment changes,  
29 compensation increases, or inflationary adjustments; and (b) that are  
30 or were specifically identified as levy reduction funds in the  
31 appropriations act. If levy reduction funds are dependent on formula  
32 factors which would not be finalized until after the start of the  
33 current school year, the superintendent of public instruction (~~shall~~)  
34 must estimate the total amount of levy reduction funds by using prior  
35 school year data in place of current school year data. Levy reduction  
36 funds (~~shall~~) do not include moneys received by school districts from  
37 cities or counties.

1 (6) For the purposes of this section, "prior school year" means the  
2 most recent school year completed prior to the year in which the levies  
3 are to be collected.

4 (7) For the purposes of this section, "current school year" means  
5 the year immediately following the prior school year.

6 (8) Funds collected from transportation vehicle fund tax levies  
7 (~~shall~~) are not (~~be~~) subject to the levy limitations in this  
8 section.

9 (9) The superintendent of public instruction (~~shall~~) must develop  
10 rules and regulations and inform school districts of the pertinent data  
11 necessary to carry out the provisions of this section.

12 (10) The maximum dollar amount which may be levied by or for any  
13 school district for maintenance and operation support under the  
14 provisions of RCW 84.52.053 for levies approved after the effective  
15 date of this section must be determined in accordance with section 5 of  
16 this act.

17 NEW SECTION. Sec. 5. A new section is added to chapter 84.52 RCW  
18 to read as follows:

19 (1) Except as provided in subsection (2) of this section, for  
20 excess levies approved after the effective date of this section and set  
21 for collection in calendar year 2013 and thereafter, the maximum dollar  
22 amount that may be levied by or for any school district for maintenance  
23 and operation support under the provisions of RCW 84.52.053 is two  
24 thousand five hundred dollars multiplied by the number of annual  
25 average full-time equivalent students with residence in the district  
26 during the prior school year.

27 (2) Funds collected from transportation vehicle fund tax levies  
28 shall not be subject to the levy limitations in this section.

29 (3) The definitions in section 2 of this act apply to this section.

30 NEW SECTION. Sec. 6. A new section is added to chapter 84.55 RCW  
31 to read as follows:

32 Beginning with property taxes levied for collection in calendar  
33 year 2014, this chapter does not apply to the state property tax levy  
34 under RCW 84.52.065(1). This chapter does not apply to the state  
35 property tax levy under RCW 84.52.065(2).

1       **Sec. 7.** RCW 28A.545.030 and 1990 c 33 s 488 are each amended to  
2 read as follows:

3       The purposes of RCW 28A.545.030 through 28A.545.110, section 5 of  
4 this act, and 84.52.0531 are to:

5       (1) Simplify the annual process of determining and paying the  
6 amounts due by nonhigh school districts to high school districts for  
7 educating students residing in a nonhigh school district;

8       (2) Provide for a payment schedule that coincides to the extent  
9 practicable with the ability of nonhigh school districts to pay and the  
10 need of high school districts for payment; and

11       (3) Establish that the maximum amount due per annual average full-  
12 time equivalent student by a nonhigh school district for each school  
13 year is no greater than the maintenance and operation excess tax levy  
14 rate per annual average full-time equivalent student levied upon the  
15 taxpayers of the high school district.

16       **Sec. 8.** RCW 28A.545.050 and 1985 c 341 s 11 are each amended to  
17 read as follows:

18       Each year at such time as the superintendent of public instruction  
19 determines and certifies such maximum allowable amounts of school  
20 district levies under RCW 84.52.0531 or section 5 of this act he or she  
21 (~~shall~~) must also:

22       (1) Determine the extent to which the estimated amounts due by  
23 nonhigh school districts for the previous school year exceeded or fell  
24 short of the actual amounts due; and

25       (2) Determine the estimated amounts due by nonhigh school districts  
26 for the current school year and increase or decrease the same to the  
27 extent of overpayments or underpayments for the previous school year.

28       **Sec. 9.** RCW 28A.545.070 and 1990 c 33 s 491 are each amended to  
29 read as follows:

30       (1) The superintendent of public instruction (~~shall~~) must  
31 annually determine the estimated amount due by a nonhigh school  
32 district to a high school district for the school year as follows:

33       (a) The total of the high school district's maintenance and  
34 operation excess tax levy that has been authorized and determined by  
35 the superintendent of public instruction to be allowable pursuant to  
36 RCW 84.52.0531 or section 5 of this act, as now or hereafter amended,

1 for collection during the next calendar year, (~~shall~~) must first be  
2 divided by the total estimated number of annual average full-time  
3 equivalent students which the high school district superintendent or  
4 the superintendent of public instruction has certified pursuant to RCW  
5 28A.545.060 will be enrolled in the high school district during the  
6 school year;

7 (b) The result of the calculation provided for in subsection (1)(a)  
8 of this section (~~shall~~) must then be multiplied by the estimated  
9 number of annual average full-time equivalent students residing in the  
10 nonhigh school district that will be enrolled in the high school  
11 district during the school year which has been established pursuant to  
12 RCW 28A.545.060; and

13 (c) The result of the calculation provided for in subsection (1)(b)  
14 of this section (~~shall~~) must be adjusted upward to the extent the  
15 estimated amount due by a nonhigh school district for the prior school  
16 year was less than the actual amount due based upon actual annual  
17 average full-time equivalent student enrollments during the previous  
18 school year and the actual per annual average full-time equivalent  
19 student maintenance and operation excess tax levy rate for the current  
20 tax collection year, of the high school district, or adjusted downward  
21 to the extent the estimated amount due was greater than such actual  
22 amount due or greater than such lesser amount as a high school district  
23 may have elected to assess pursuant to RCW 28A.545.090.

24 (2) The amount arrived at pursuant to subsection (1)(c) of this  
25 subsection (~~shall~~) constitutes the estimated amount due by a nonhigh  
26 school district to a high school district for the school year.

27 **Sec. 10.** RCW 84.52.053 and 2010 c 237 s 4 are each amended to read  
28 as follows:

29 (1) The limitations imposed by RCW 84.52.050 through 84.52.056, and  
30 84.52.043 (~~shall~~) do not prevent the levy of taxes by school  
31 districts, when authorized so to do by the voters of such school  
32 district in the manner and for the purposes and number of years  
33 allowable under Article VII, section 2(a) of the Constitution of this  
34 state. Elections for such taxes (~~shall~~) must be held in the year in  
35 which the levy is made or, in the case of propositions authorizing two-  
36 year through four-year levies for maintenance and operation support of  
37 a school district, authorizing two-year levies for transportation

1 vehicle funds established in RCW 28A.160.130, or authorizing two-year  
2 through six-year levies to support the construction, modernization, or  
3 remodeling of school facilities, which includes the purposes of RCW  
4 28A.320.330(2) (f) and (g), in the year in which the first annual levy  
5 is made.

6 (2) Once additional tax levies have been authorized for maintenance  
7 and operation support of a school district for a two-year through four-  
8 year period as provided under subsection (1) of this section, no  
9 further additional tax levies for maintenance and operation support of  
10 the district for that period may be authorized, except for additional  
11 levies to provide for subsequently enacted increases affecting the  
12 district's levy base or maximum levy percentage or changes to the  
13 district's levy base resulting from changes under this act for property  
14 taxes collected in 2013, 2014, 2015, or 2016. For the purpose of  
15 applying the limitation of this subsection, a two-year through six-year  
16 levy to support the construction, modernization, or remodeling of  
17 school facilities (~~shall~~) are not (~~be~~) deemed to be a tax levy for  
18 maintenance and operation support of a school district.

19 (3) A special election may be called and the time therefor fixed by  
20 the board of school directors, by giving notice thereof by publication  
21 in the manner provided by law for giving notices of general elections,  
22 at which special election the proposition authorizing such excess levy  
23 (~~shall~~) must be submitted in such form as to enable the voters  
24 favoring the proposition to vote "yes" and those opposed thereto to  
25 vote "no".

26 NEW SECTION. **Sec. 11.** Section 3 of this act expires January 1,  
27 2018.

28 NEW SECTION. **Sec. 12.** Section 4 of this act takes effect January  
29 1, 2018.

--- END ---

**Move a portion of Local M&O Levy collection to a uniform state property tax (\$1.17 additional rate)  
Distribution of new state tax based on basic ed allotments  
Table 1**

1.	2.	3.	4.	5. (= 4./ 3.)	6.	7. (= 4. - 6.)	8. (= 7./ 3.)	9. (= 7./ 4.)	10. (= 6. + 7.)	11. (= 10. - 4.)
School District Number	District Name	Resident Student Population	CY2012 Levy (est)	Levy per student	State Tax Dist based on basic ed allotments	Remaining CY12 Levy (after reduction by new State Tax Dist)	Remaining Levy per student	Remaining Levy as percent of current	Sum of remaining levy and new distribution	Difference from Current
		<b>993,322</b>	<b>2,000,370,292</b>	<b>2,006</b>	<b>1,090,500,000</b>	<b>946,523,245</b>	<b>947</b>	<b>47.3%</b>	<b>2,037,023,245</b>	<b>36,652,954</b>
14005	Aberdeen	2,978	4,978,000	1,672	3,351,074	1,626,926	546	32.6%	4,978,000	0
21226	Adna	601	596,154	992	729,269	0	0	0.0%	729,269	133,115
22017	Almira	84	185,000	2,211	321,063	0	0	0.0%	321,063	136,063
29103	Anacortes	2,597	6,820,000	2,626	2,894,403	3,925,597	1,512	57.5%	6,820,000	0
31016	Arlington	5,120	10,787,849	2,107	5,489,896	5,297,953	1,035	49.1%	10,787,849	0
02420	Asotin-Anatone	619	1,260,000	2,036	743,715	516,285	834	40.9%	1,260,000	0
17408	Auburn	13,702	30,317,828	2,213	14,818,802	15,499,026	1,131	51.1%	30,317,828	0
18303	Bainbridge	3,833	8,700,000	2,269	4,192,301	4,507,699	1,176	51.8%	8,700,000	0
06119	Battle Ground	12,120	21,525,000	1,776	12,886,238	8,638,762	713	40.1%	21,525,000	0
17405	Bellevue	17,494	47,500,000	2,715	18,339,339	29,160,661	1,667	61.3%	47,500,000	0
37501	Bellingham	10,648	26,700,000	2,507	11,473,499	15,226,501	1,430	57.0%	26,700,000	0
01122	Benge	9	25,000	2,717	45,402	0	0	0.0%	45,402	20,402
27403	Bethel	17,198	30,520,000	1,775	18,476,483	12,043,517	700	39.4%	30,520,000	0
20203	Bickleton	76	65,000	851	275,325	0	0	0.0%	275,325	210,325
37503	Blaine	2,108	5,380,000	2,552	2,323,677	3,056,323	1,450	56.8%	5,380,000	0
21234	Boistfort	104	247,271	2,385	140,352	106,919	1,031	43.2%	247,271	0
18100	Bremerton	5,020	10,670,000	2,126	5,689,455	4,980,545	992	46.6%	10,670,000	0
24111	Brewster	895	975,494	1,090	1,041,043	0	0	0.0%	1,041,043	65,549
09075	Bridgeport	746	180,000	241	852,513	0	0	0.0%	852,513	672,513
16046	Brinnon	67	278,273	4,180	156,647	121,626	1,827	43.7%	278,273	0



**Move a portion of Local M&O Levy collection to a uniform state property tax (\$1.17 additional rate)  
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Table 1**

1.	2.	3.	4.	5. (= 4./ 3.)	6.	7. (= 4. - 6.)	8. (= 7./ 3.)	9. (= 7./ 4.)	10. (= 6. + 7.)	11. (= 10. - 4.)
School District Number	District Name	Resident Student Population	CY2012 Levy (est)	Levy per student	State Tax Dist based on basic ed allotments	Remaining CY12 Levy (after reduction by new State Tax Dist)	Remaining Levy per student	Remaining Levy as percent of current	Sum of remaining levy and new distribution	Difference from Current
29100	Burlington Edison	3,770	7,400,000	1,963	4,112,302	3,287,698	872	44.4%	7,400,000	0
06117	Camas	5,955	10,700,000	1,797	6,401,061	4,298,939	722	40.1%	10,700,000	0
05401	Cape Flattery	423	350,000	828	704,931	0	0	0.0%	704,931	354,931
27019	Carbonado	236	507,000	2,145	279,248	227,752	963	44.9%	507,000	0
04228	Cascade	1,232	2,427,449	1,971	1,370,209	1,057,240	858	43.5%	2,427,449	0
04222	Cashmere	1,411	2,341,000	1,659	1,580,907	760,093	539	32.4%	2,341,000	0
08401	Castle Rock	1,296	1,900,000	1,467	1,367,861	532,139	411	28.0%	1,900,000	0
20215	Centerville	103	283,000	2,754	136,770	146,230	1,423	51.6%	283,000	0
18401	Central Kitsap	11,133	17,640,000	1,585	12,301,784	5,338,216	480	30.2%	17,640,000	0
32356	Central Valley	12,283	23,697,033	1,929	13,122,166	10,574,867	861	44.6%	23,697,033	0
21401	Centralia	3,377	4,925,000	1,458	3,704,798	1,220,202	361	24.7%	4,925,000	0
21302	Chehalis	2,632	3,900,000	1,482	2,892,521	1,007,479	383	25.8%	3,900,000	0
32360	Cheney	3,827	7,700,000	2,012	4,159,825	3,540,175	925	45.9%	7,700,000	0
33036	Chewelah	826	1,056,000	1,278	935,883	120,117	145	11.3%	1,056,000	0
16049	Chimacum	1,108	2,250,000	2,031	1,217,232	1,032,768	932	45.9%	2,250,000	0
02250	Clarkston	2,616	4,080,397	1,560	2,920,362	1,160,035	444	28.4%	4,080,397	0
19404	Cle Elum-Roslyn	941	2,120,070	2,253	1,024,241	1,095,829	1,164	51.6%	2,120,070	0
27400	Clover Park	11,318	21,000,000	1,856	12,365,613	8,634,387	763	41.1%	21,000,000	0
38300	Colfax	620	970,000	1,564	728,432	241,568	389	24.9%	970,000	0
36250	College Place	1,145	2,580,000	2,252	1,208,895	1,371,105	1,197	53.1%	2,580,000	0
38306	Colton	170	463,179	2,717	324,649	138,530	813	29.9%	463,179	0

**Move a portion of Local M&O Levy collection to a uniform state property tax (\$1.17 additional rate)  
Distribution of new state tax based on basic ed allotments  
Table 1**

1.	2.	3.	4.	5. (= 4./ 3.)	6.	7. (= 4. - 6.)	8. (= 7./ 3.)	9. (= 7./ 4.)	10. (= 6. + 7.)	11. (= 10. - 4.)
School District Number	District Name	Resident Student Population	CY2012 Levy (est)	Levy per student	State Tax Dist based on basic ed allotments	Remaining CY12 Levy (after reduction by new State Tax Dist)	Remaining Levy per student	Remaining Levy as percent of current	Sum of remaining levy and new distribution	Difference from Current
33206	Columbia (Stev)	208	85,000	408	399,141	0	0	0.0%	399,141	314,141
36400	Columbia (Walla)	842	1,950,000	2,315	910,369	1,039,631	1,234	53.3%	1,950,000	0
33115	Colville	1,931	2,400,000	1,243	2,130,014	269,986	140	11.2%	2,400,000	0
29011	Concrete	627	1,525,000	2,431	801,309	723,691	1,153	47.4%	1,525,000	0
29317	Conway	566	1,250,000	2,209	632,277	617,723	1,092	49.4%	1,250,000	0
14099	Cosmopolis	302	560,000	1,852	352,402	207,598	687	37.0%	560,000	0
13151	Coulee/Hartline	196	398,281	2,030	347,241	51,040	260	12.8%	398,281	0
15204	Coupeville	990	2,223,211	2,245	1,065,707	1,157,504	1,169	52.0%	2,223,211	0
05313	Crescent	217	387,276	1,783	305,927	81,349	375	21.0%	387,276	0
22073	Creston	96	315,000	3,286	302,567	12,433	130	3.9%	315,000	0
10050	Curlew	210	130,000	619	340,068	0	0	0.0%	340,068	210,068
26059	Cusick	296	294,300	994	447,206	0	0	0.0%	447,206	152,906
19007	Damman	113	190,000	1,685	183,702	6,298	56	3.3%	190,000	0
31330	Darrington	468	1,223,467	2,616	589,626	633,841	1,355	51.8%	1,223,467	0
22207	Davenport	560	975,000	1,740	698,439	276,561	493	28.3%	975,000	0
07002	Dayton	469	1,306,071	2,783	600,893	705,178	1,503	53.9%	1,306,071	0
32414	Deer Park	2,113	1,962,665	929	2,277,118	0	0	0.0%	2,277,118	314,453
27343	Dieringer	1,865	4,922,207	2,639	2,061,193	2,861,014	1,534	58.1%	4,922,207	0
36101	Dixie	65	222,176	3,418	151,204	70,972	1,092	31.9%	222,176	0
32361	East Valley	4,267	9,097,948	2,132	4,712,001	4,385,947	1,028	48.2%	9,097,948	0
39090	East Valley (Yak)	2,795	3,764,930	1,347	3,019,338	745,592	267	19.8%	3,764,930	0

**Move a portion of Local M&O Levy collection to a uniform state property tax (\$1.17 additional rate)  
Distribution of new state tax based on basic ed allotments  
Table 1**

1.	2.	3.	4.	5. (= 4./ 3.)	6.	7. (= 4. - 6.)	8. (= 7./ 3.)	9. (= 7./ 4.)	10. (= 6. + 7.)	11. (= 10. - 4.)
School District Number	District Name	Resident Student Population	CY2012 Levy (est)	Levy per student	State Tax Dist based on basic ed allotments	Remaining CY12 Levy (after reduction by new State Tax Dist)	Remaining Levy per student	Remaining Levy as percent of current	Sum of remaining levy and new distribution	Difference from Current
09206	Eastmont	5,309	7,621,133	1,436	5,901,480	1,719,653	324	22.5%	7,621,133	0
19028	Easton	82	375,000	4,571	297,293	77,707	947	20.7%	375,000	0
27404	Eatonville	1,999	4,088,084	2,045	2,146,250	1,941,834	971	47.4%	4,088,084	0
31015	Edmonds	19,631	46,050,245	2,346	21,271,387	24,778,858	1,262	53.8%	46,050,245	0
19401	Ellensburg	2,875	5,360,498	1,864	3,147,967	2,212,531	769	41.2%	5,360,498	0
14068	Elma	1,484	2,925,000	1,970	1,657,531	1,267,469	854	43.3%	2,925,000	0
38308	Endicott	73	230,000	3,164	294,185	0	0	0.0%	294,185	64,185
04127	Entiat	345	525,000	1,523	498,475	26,525	77	5.0%	525,000	0
17216	Enumclaw	4,545	9,422,914	2,073	4,887,363	4,535,551	998	48.1%	9,422,914	0
13165	Ephrata	2,233	3,450,000	1,545	2,385,341	1,064,659	477	30.8%	3,450,000	0
21036	Evaline	122	190,000	1,561	249,355	0	0	0.0%	249,355	59,355
31002	Everett	18,161	43,237,189	2,381	20,569,899	22,667,290	1,248	52.4%	43,237,189	0
06114	Evergreen (Clark)	25,955	41,500,000	1,599	27,790,791	13,709,209	528	33.0%	41,500,000	0
33205	Evergreen (Stev)	81	0	0	270,980	0	0	.	270,980	270,980
17210	Federal Way	20,986	44,185,922	2,105	22,109,180	22,076,742	1,052	49.9%	44,185,922	0
37502	Ferndale	5,181	11,280,000	2,177	5,705,717	5,574,283	1,076	49.4%	11,280,000	0
27417	Fife	3,352	7,550,000	2,253	3,595,993	3,954,007	1,180	52.3%	7,550,000	0
03053	Finley	937	1,450,000	1,548	1,064,378	385,622	412	26.5%	1,450,000	0
27402	Franklin Pierce	7,316	14,151,323	1,934	7,778,246	6,373,077	871	45.0%	14,151,323	0
32358	Freeman	850	1,469,632	1,729	934,897	534,735	629	36.3%	1,469,632	0
38302	Garfield	91	220,000	2,423	289,988	0	0	0.0%	289,988	69,988

**Move a portion of Local M&O Levy collection to a uniform state property tax (\$1.17 additional rate)  
Distribution of new state tax based on basic ed allotments  
Table 1**

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20401	Glenwood	66	110,000	1,679	285,147	0	0	0.0%	285,147	175,147
20404	Goldendale	978	2,179,000	2,228	1,069,851	1,109,149	1,134	50.9%	2,179,000	0
13301	Grand Coulee Dam	565	1,113,410	1,971	643,633	469,777	832	42.1%	1,113,410	0
39200	Grandview	3,385	1,190,250	352	3,677,922	0	0	0.0%	3,677,922	2,487,672
39204	Granger	1,469	626,683	426	1,578,706	0	0	0.0%	1,578,706	952,023
31332	Granite Falls	2,198	4,449,366	2,024	2,349,798	2,099,568	955	47.1%	4,449,366	0
23054	Grapeview	289	580,000	2,004	314,005	265,995	919	45.8%	580,000	0
32312	Great Northern	86	159,000	1,860	126,248	32,752	383	20.5%	159,000	0
06103	Green Mountain	173	400,000	2,315	196,656	203,344	1,177	50.8%	400,000	0
34324	Griffin	880	2,191,563	2,491	963,505	1,228,058	1,396	56.0%	2,191,563	0
22204	Harrington	122	464,000	3,810	302,668	161,332	1,325	34.7%	464,000	0
39203	Highland	1,146	1,312,928	1,145	1,271,852	41,076	36	3.1%	1,312,928	0
17401	Highline	17,391	43,587,768	2,506	18,745,792	24,841,976	1,428	56.9%	43,587,768	0
06098	Hockinson	1,967	3,350,000	1,703	2,052,933	1,297,067	660	38.7%	3,350,000	0
23404	Hood Canal	491	1,178,475	2,401	575,657	602,818	1,228	51.1%	1,178,475	0
14028	Hoquiam	1,719	2,721,703	1,583	1,857,638	864,065	503	31.7%	2,721,703	0
10070	Inchelium	191	0	0	370,064	0	0	.	370,064	370,064
31063	Index	40	176,345	4,391	105,276	71,069	1,770	40.3%	176,345	0
17411	Issaquah	16,524	35,331,830	2,138	17,329,927	18,001,903	1,089	50.9%	35,331,830	0
11056	Kahlotus	54	150,000	2,785	295,612	0	0	0.0%	295,612	145,612
08402	Kalama	1,022	1,755,947	1,719	1,075,264	680,683	666	38.7%	1,755,947	0

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10003	Keller	58	18,325	319	135,609	0	0	0.0%	135,609	117,284
08458	Kelso	4,791	7,284,000	1,520	5,156,279	2,127,721	444	29.2%	7,284,000	0
03017	Kennewick	15,686	20,600,000	1,313	17,345,339	3,254,661	207	15.7%	20,600,000	0
17415	Kent	26,147	58,989,473	2,256	27,634,416	31,355,057	1,199	53.1%	58,989,473	0
33212	Kettle Falls	746	1,092,000	1,464	821,639	270,361	362	24.7%	1,092,000	0
03052	Kiona Benton	1,435	2,274,977	1,585	1,533,739	741,238	516	32.5%	2,274,977	0
19403	Kittitas	668	1,349,000	2,020	808,872	540,128	809	40.0%	1,349,000	0
20402	Klickitat	109	90,000	827	302,413	0	0	0.0%	302,413	212,413
29311	La Conner	596	1,543,834	2,591	682,242	861,592	1,446	55.8%	1,543,834	0
06101	Lacenter	1,556	2,431,013	1,563	1,718,317	712,696	458	29.3%	2,431,013	0
38126	Lacrosse Joint	90	498,000	5,522	299,650	198,350	2,199	39.8%	498,000	0
04129	Lake Chelan	1,278	2,740,740	2,145	1,573,578	1,167,162	913	42.5%	2,740,740	0
31004	Lake Stevens	7,773	12,250,000	1,576	8,292,851	3,957,149	509	32.3%	12,250,000	0
17414	Lake Washington	23,749	52,500,000	2,211	24,875,430	27,624,570	1,163	52.6%	52,500,000	0
31306	Lakewood	2,339	5,332,217	2,280	2,484,268	2,847,949	1,218	53.4%	5,332,217	0
38264	Lamont	30	135,000	4,500	98,063	36,937	1,231	27.3%	135,000	0
32362	Liberty	464	1,305,296	2,813	613,471	691,825	1,491	53.0%	1,305,296	0
01158	Lind	209	597,879	2,866	354,045	243,834	1,169	40.7%	597,879	0
08122	Longview	6,607	14,989,000	2,269	7,277,412	7,711,588	1,167	51.4%	14,989,000	0
33183	Loon Lake	207	226,000	1,090	221,804	4,196	20	1.8%	226,000	0
28144	Lopez	215	796,129	3,711	397,150	398,979	1,860	50.1%	796,129	0

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20406	Lyle	309	377,000	1,220	478,449	0	0	0.0%	478,449	101,449
37504	Lynden	2,761	4,500,000	1,630	3,018,922	1,481,078	537	32.9%	4,500,000	0
39120	Mabton	898	195,000	217	1,012,359	0	0	0.0%	1,012,359	817,359
09207	Mansfield	72	125,000	1,733	272,753	0	0	0.0%	272,753	147,753
04019	Manson	569	1,075,125	1,891	706,716	368,409	648	34.2%	1,075,125	0
23311	Mary M Knight	180	509,250	2,825	336,772	172,478	957	33.8%	509,250	0
33207	Mary Walker	421	225,000	535	514,729	0	0	0.0%	514,729	289,729
31025	Marysville	10,995	22,286,000	2,027	12,049,629	10,236,371	931	45.9%	22,286,000	0
14065	Mc Cleary	402	525,000	1,307	405,740	119,260	297	22.7%	525,000	0
32354	Mead	9,286	16,300,000	1,755	10,074,847	6,225,153	670	38.1%	16,300,000	0
32326	Medical Lake	1,927	969,208	503	2,064,856	0	0	0.0%	2,064,856	1,095,648
17400	Mercer Island	4,056	11,548,943	2,847	4,327,861	7,221,082	1,780	62.5%	11,548,943	0
37505	Meridian	1,197	2,840,000	2,373	1,281,844	1,558,156	1,302	54.8%	2,840,000	0
24350	Methow Valley	549	1,549,954	2,822	692,048	857,906	1,562	55.3%	1,549,954	0
30031	Mill A	76	0	0	121,350	0	0	.	121,350	121,350
31103	Monroe	6,333	14,600,000	2,305	6,771,352	7,828,648	1,236	53.6%	14,600,000	0
14066	Montesano	1,242	2,018,000	1,625	1,353,191	664,809	535	32.9%	2,018,000	0
21214	Morton	299	665,000	2,227	471,123	193,877	649	29.1%	665,000	0
13161	Moses Lake	7,482	10,884,598	1,455	7,834,295	3,050,303	408	28.0%	10,884,598	0
21206	Mossyrock	568	550,000	968	674,541	0	0	0.0%	674,541	124,541
39209	Mount Adams	1,008	116,000	115	1,120,261	0	0	0.0%	1,120,261	1,004,261

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37507	Mount Baker	2,007	4,345,000	2,165	2,227,311	2,117,689	1,055	48.7%	4,345,000	0
30029	Mount Pleasant	72	100,000	1,393	106,694	0	0	0.0%	106,694	6,694
29320	Mt Vernon	5,905	11,676,713	1,977	6,435,607	5,241,106	888	44.8%	11,676,713	0
31006	Mukilteo	14,572	34,342,179	2,357	15,819,578	18,522,601	1,271	53.9%	34,342,179	0
39003	Naches Valley	1,416	2,409,692	1,702	1,529,408	880,284	622	36.5%	2,409,692	0
21014	Napavine	737	800,000	1,086	867,404	0	0	0.0%	867,404	67,404
25155	Naselle Grays Riv	268	695,000	2,595	402,016	292,984	1,094	42.1%	695,000	0
24014	Nespelem	190	13,000	68	247,601	0	0	0.0%	247,601	234,601
26056	Newport	1,125	1,354,985	1,204	1,317,762	37,223	33	2.7%	1,354,985	0
32325	Nine Mile Falls	1,625	2,400,000	1,477	1,777,795	622,205	383	25.9%	2,400,000	0
37506	Nooksack Valley	1,538	2,950,000	1,918	1,667,477	1,282,523	834	43.4%	2,950,000	0
14064	North Beach	636	1,469,840	2,310	746,238	723,602	1,137	49.2%	1,469,840	0
11051	North Franklin	1,908	1,750,000	917	2,060,389	0	0	0.0%	2,060,389	310,389
18400	North Kitsap	6,467	13,600,000	2,103	7,109,825	6,490,175	1,004	47.7%	13,600,000	0
23403	North Mason	2,041	3,709,957	1,818	2,191,504	1,518,453	744	40.9%	3,709,957	0
25200	North River	47	0	0	253,426	0	0	.	253,426	253,426
34003	North Thurston	13,892	28,875,000	2,079	14,993,142	13,881,858	999	48.0%	28,875,000	0
33211	Northport	158	250,000	1,584	241,230	8,770	56	3.5%	250,000	0
17417	Northshore	18,801	43,800,000	2,330	20,821,920	22,978,080	1,222	52.4%	43,800,000	0
15201	Oak Harbor	5,505	3,400,000	618	5,939,273	0	0	0.0%	5,939,273	2,539,273
38324	Oakesdale	113	345,000	3,050	312,916	32,084	284	9.2%	345,000	0

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14400	Oakville	257	306,400	1,191	409,969	0	0	0.0%	409,969	103,569
25101	Ocean Beach	874	2,527,670	2,891	995,734	1,531,936	1,752	60.6%	2,527,670	0
14172	Ocosta	667	1,746,000	2,619	767,647	978,353	1,468	56.0%	1,746,000	0
22105	Odessa	221	698,000	3,164	413,135	284,865	1,291	40.8%	698,000	0
24105	Okanogan	1,003	919,590	916	1,087,906	0	0	0.0%	1,087,906	168,316
34111	Olympia	8,383	20,296,652	2,421	9,141,986	11,154,666	1,331	54.9%	20,296,652	0
24019	Omak	1,478	1,488,093	1,007	1,546,243	0	0	0.0%	1,546,243	58,150
21300	Onalaska	778	970,000	1,246	840,584	129,416	166	13.3%	970,000	0
33030	Onion Creek	65	50,000	765	129,057	0	0	0.0%	129,057	79,057
28137	Orcas	481	1,688,936	3,512	588,491	1,100,445	2,288	65.1%	1,688,936	0
32123	Orchard Prairie	103	105,000	1,015	153,469	0	0	0.0%	153,469	48,469
10065	Orient	38	0	0	39,891	0	0	.	39,891	39,891
09013	Orondo	282	723,966	2,566	368,795	355,171	1,259	49.0%	723,966	0
24410	Oroville	602	1,497,371	2,489	728,206	769,165	1,278	51.3%	1,497,371	0
27344	Orting	2,238	3,819,000	1,707	2,327,231	1,491,769	667	39.0%	3,819,000	0
01147	Othello	3,563	2,400,000	674	3,780,087	0	0	0.0%	3,780,087	1,380,087
09102	Palisades	35	93,250	2,629	112,628	0	0	0.0%	112,628	19,378
38301	Palouse	185	340,000	1,840	350,345	0	0	0.0%	350,345	10,345
11001	Pasco	14,449	19,000,000	1,315	15,121,034	3,878,966	268	20.4%	19,000,000	0
24122	Pateros	299	475,000	1,586	470,046	4,954	17	1.0%	475,000	0
03050	Paterson	124	139,358	1,125	148,873	0	0	0.0%	148,873	9,515



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21301	Pe Ell	299	400,000	1,339	430,056	0	0	0.0%	430,056	30,056
27401	Peninsula	9,020	18,020,983	1,998	9,944,384	8,076,599	895	44.8%	18,020,983	0
23402	Pioneer	1,091	2,888,784	2,647	1,159,503	1,729,281	1,585	59.8%	2,888,784	0
12110	Pomeroy	316	661,076	2,095	462,475	198,601	629	30.0%	661,076	0
05121	Port Angeles	3,969	8,178,067	2,061	4,431,966	3,746,101	944	45.8%	8,178,067	0
16050	Port Townsend	1,375	3,100,000	2,254	1,517,089	1,582,911	1,151	51.0%	3,100,000	0
36402	Prescott	218	585,000	2,688	355,038	229,962	1,057	39.3%	585,000	0
03116	Prosser	2,762	3,469,339	1,256	3,132,598	336,741	122	9.7%	3,469,339	0
38267	Pullman	2,313	4,350,000	1,881	2,462,730	1,887,270	816	43.3%	4,350,000	0
27003	Puyallup	21,207	43,818,581	2,066	23,244,314	20,574,267	970	46.9%	43,818,581	0
16020	Queets-Clearwater	37	75,000	2,046	133,491	0	0	0.0%	133,491	58,491
16048	Quilcene	181	485,000	2,686	236,494	248,506	1,376	51.2%	485,000	0
05402	Quillayute Valley	1,155	626,348	542	1,219,487	0	0	0.0%	1,219,487	593,139
14097	Quinault	183	470,000	2,570	303,460	166,540	911	35.4%	470,000	0
13144	Quincy	2,528	5,949,654	2,354	2,739,192	3,210,462	1,270	53.9%	5,949,654	0
34307	Rainier	882	1,439,136	1,631	966,103	473,033	536	32.8%	1,439,136	0
25116	Raymond	499	860,371	1,725	550,975	309,396	620	35.9%	860,371	0
22009	Reardan	648	1,103,000	1,703	751,692	351,308	543	31.8%	1,103,000	0
17403	Renton	13,621	30,500,000	2,239	14,495,381	16,004,619	1,175	52.4%	30,500,000	0
10309	Republic	378	399,800	1,058	501,941	0	0	0.0%	501,941	102,141
03400	Richland	10,660	18,346,000	1,721	11,368,656	6,977,344	655	38.0%	18,346,000	0

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06122	Ridgefield	2,150	3,798,000	1,767	2,306,651	1,491,349	694	39.2%	3,798,000	0
01160	Ritzville	336	881,000	2,618	478,142	402,858	1,197	45.7%	881,000	0
32416	Riverside	1,686	2,555,000	1,515	1,828,349	726,651	431	28.4%	2,555,000	0
17407	Riverview	3,090	6,809,322	2,204	3,288,682	3,520,640	1,139	51.7%	6,809,322	0
34401	Rochester	2,095	3,388,000	1,617	2,238,657	1,149,343	549	33.9%	3,388,000	0
20403	Roosevelt	42	0	0	110,749	0	0	.	110,749	110,749
38320	Rosalia	232	526,301	2,270	399,975	126,326	545	24.0%	526,301	0
13160	Royal	1,429	1,070,000	749	1,565,613	0	0	0.0%	1,565,613	495,613
28149	San Juan	828	1,931,480	2,333	926,389	1,005,091	1,214	52.0%	1,931,480	0
14104	Satsop	91	80,000	879	140,506	0	0	0.0%	140,506	60,506
17001	Seattle	44,951	153,320,683	3,411	49,315,372	104,005,311	2,314	67.8%	153,320,683	0
29101	Sedro Woolley	4,079	7,150,000	1,753	4,432,316	2,717,684	666	38.0%	7,150,000	0
39119	Selah	3,347	5,017,395	1,499	3,643,865	1,373,530	410	27.3%	5,017,395	0
26070	Selkirk	268	362,377	1,351	431,092	0	0	0.0%	431,092	68,715
05323	Sequim	2,849	4,900,000	1,720	3,089,987	1,810,013	635	36.9%	4,900,000	0
28010	Shaw	21	0	0	76,705	0	0	.	76,705	76,705
23309	Shelton	3,497	6,570,000	1,879	3,841,754	2,728,246	780	41.5%	6,570,000	0
17412	Shoreline	8,621	21,750,000	2,523	9,337,880	12,412,120	1,440	57.0%	21,750,000	0
30002	Skamania	90	0	0	157,198	0	0	.	157,198	157,198
17404	Skykomish	43	289,178	6,694	286,317	2,861	66	0.9%	289,178	0
31201	Snohomish	9,711	19,620,000	2,020	10,400,569	9,219,431	949	46.9%	19,620,000	0

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17410	Snoqualmie Valley	5,908	12,652,015	2,142	6,185,138	6,466,877	1,095	51.1%	12,652,015	0
13156	Soap Lake	371	686,830	1,852	475,358	211,472	570	30.7%	686,830	0
25118	South Bend	514	669,000	1,301	647,316	21,684	42	3.2%	669,000	0
18402	South Kitsap	9,769	17,746,000	1,817	10,557,928	7,188,072	736	40.5%	17,746,000	0
15206	South Whidbey	1,647	3,900,000	2,368	1,878,005	2,021,995	1,228	51.8%	3,900,000	0
23042	Southside	369	560,000	1,520	391,193	168,807	458	30.1%	560,000	0
32081	Spokane	28,410	61,323,708	2,159	31,566,822	29,756,886	1,047	48.5%	61,323,708	0
22008	Sprague	71	285,000	4,039	246,067	38,933	552	13.6%	285,000	0
38322	St John	155	330,000	2,122	293,025	36,975	238	11.2%	330,000	0
31401	Stanwood-Camano	4,876	10,830,962	2,221	5,319,588	5,511,374	1,130	50.8%	10,830,962	0
11054	Star	15	0	0	53,571	0	0	.	53,571	53,571
07035	Starbuck	26	0	0	85,147	0	0	.	85,147	85,147
04069	Stehekin	19	0	0	78,622	0	0	.	78,622	78,622
27001	Steilacoom Hist.	2,851	6,406,105	2,247	3,047,663	3,358,442	1,178	52.4%	6,406,105	0
38304	Steptoe	43	110,000	2,578	117,714	0	0	0.0%	117,714	7,714
30303	Stevenson-Carson	913	0	0	994,707	0	0	.	994,707	994,707
31311	Sultan	1,973	4,341,193	2,200	2,108,661	2,232,532	1,132	51.4%	4,341,193	0
33202	Summit Valley	105	48,500	462	113,252	0	0	0.0%	113,252	64,752
27320	Sumner	7,942	17,394,234	2,190	8,555,208	8,839,026	1,113	50.8%	17,394,234	0
39201	Sunnyside	5,875	1,422,595	242	6,334,653	0	0	0.0%	6,334,653	4,912,058
27010	Tacoma	27,771	82,000,000	2,953	30,913,751	51,086,249	1,840	62.3%	82,000,000	0

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14077	Taholah	186	100,000	537	340,141	0	0	0.0%	340,141	240,141
17409	Tahoma	7,229	15,177,286	2,099	7,815,241	7,362,045	1,018	48.5%	15,177,286	0
38265	Tekoa	201	290,000	1,444	372,054	0	0	0.0%	372,054	82,054
34402	Tenino	1,243	2,746,860	2,209	1,341,848	1,405,012	1,130	51.1%	2,746,860	0
19400	Thorp	165	615,000	3,727	333,999	281,001	1,703	45.6%	615,000	0
21237	Toledo	832	995,000	1,196	923,514	71,486	86	7.1%	995,000	0
24404	Tonasket	1,048	974,801	930	1,175,650	0	0	0.0%	1,175,650	200,849
39202	Toppenish	3,284	1,113,000	339	3,566,506	0	0	0.0%	3,566,506	2,453,506
36300	Touchet	291	684,355	2,349	454,229	230,126	790	33.6%	684,355	0
08130	Toutle Lake	619	1,055,000	1,706	749,887	305,113	493	28.9%	1,055,000	0
20400	Trout Lake	197	412,000	2,093	361,244	50,756	258	12.3%	412,000	0
17406	Tukwila	2,804	8,866,601	3,162	2,991,507	5,875,094	2,095	66.2%	8,866,601	0
34033	Tumwater	6,590	12,400,000	1,882	7,341,281	5,058,719	768	40.7%	12,400,000	0
39002	Union Gap	708	999,808	1,413	778,599	221,209	313	22.1%	999,808	0
27083	University Place	5,456	12,230,870	2,242	5,854,040	6,376,830	1,169	52.1%	12,230,870	0
33070	Valley	265	152,000	574	306,165	0	0	0.0%	306,165	154,165
06037	Vancouver	21,599	41,000,000	1,898	23,393,922	17,606,078	815	42.9%	41,000,000	0
17402	Vashon Island	1,518	3,466,017	2,283	1,657,513	1,808,504	1,191	52.1%	3,466,017	0
35200	Wahkiakum	469	947,000	2,021	586,677	360,323	769	38.0%	947,000	0
13073	Wahluke	1,930	1,254,000	650	2,069,658	0	0	0.0%	2,069,658	815,658
36401	Waitsburg	305	422,000	1,384	436,976	0	0	0.0%	436,976	14,976

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36140	Walla Walla	5,640	9,978,000	1,769	6,219,625	3,758,375	666	37.6%	9,978,000	0
39207	Wapato	3,216	620,000	193	3,491,015	0	0	0.0%	3,491,015	2,871,015
13146	Warden	940	955,000	1,016	1,028,138	0	0	0.0%	1,028,138	73,138
06112	Washougal	2,900	5,092,212	1,756	3,090,032	2,002,180	690	39.3%	5,092,212	0
01109	Washtucna	59	150,000	2,561	294,558	0	0	0.0%	294,558	144,558
09209	Waterville	255	597,000	2,338	381,480	215,520	844	36.1%	597,000	0
33049	Wellpinit	517	0	0	570,855	0	0	.	570,855	570,855
04246	Wenatchee	7,473	10,492,000	1,404	8,334,106	2,157,894	289	20.5%	10,492,000	0
32363	West Valley (Spo)	3,516	7,700,000	2,190	3,795,582	3,904,418	1,110	50.7%	7,700,000	0
39208	West Valley (Yak)	4,926	6,900,000	1,401	5,280,670	1,619,330	329	23.4%	6,900,000	0
21303	White Pass	420	964,460	2,297	565,904	398,556	949	41.3%	964,460	0
27416	White River	3,653	8,197,568	2,244	3,999,611	4,197,957	1,149	51.2%	8,197,568	0
20405	White Salmon	1,156	2,395,000	2,072	1,263,537	1,131,463	979	47.2%	2,395,000	0
22200	Wilbur	239	470,000	1,963	389,848	80,152	335	17.0%	470,000	0
25160	Willapa Valley	312	613,000	1,963	463,417	149,583	479	24.4%	613,000	0
13167	Wilson Creek	149	237,000	1,595	388,513	0	0	0.0%	388,513	151,513
21232	Winlock	724	700,000	966	834,572	0	0	0.0%	834,572	134,572
14117	Wishkah Valley	123	335,000	2,724	297,191	37,809	307	11.2%	335,000	0
20094	Wishram	63	0	0	292,798	0	0	.	292,798	292,798
08404	Woodland	2,110	3,100,000	1,469	2,306,594	793,406	376	25.5%	3,100,000	0
39007	Yakima	14,391	13,058,087	907	16,341,377	0	0	0.0%	16,341,377	3,283,290

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34002	Yelm	5,340	8,772,000	1,643	5,684,730	3,087,270	578	35.1%	8,772,000	0
39205	Zillah	1,311	725,000	553	1,405,136	0	0	0.0%	1,405,136	680,136

# The Washington State Board of Education

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

<b>Title:</b>	<b>Teacher Recognition Luncheon</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	The January teacher recognition luncheon will honor the Milken Educator Award (Dan Alderson, Lake Stevens), and two recipients of the Presidential Award for Excellence in Mathematics and Science Teaching (Barbara Franz, Moses Lake and Dawn Sparks, Thorp).	

## TEACHER RECOGNITION LUNCHEON

### BACKGROUND

We are honoring three teachers who represent the winners of the following awards:

1. The Presidential Award for Excellence in Mathematics and Science Teaching.
2. The Milken Educator Award.

#### **Milken Educator Award (Background)**

- Largest teacher recognition program in the country.
- The award winner receives a \$25,000 cash prize and professional and leadership development from the Milken Family Foundation.

#### **This Year's Winner:**

Educator: Dan Alderson  
School: Lake Stevens High School  
District: Lake Stevens School District  
Quick Facts: Seven-year, National Board Certified Teacher who began as a grocery manager. Data and instructional leader in the school who successfully uses data to shape curriculum. Utilizes standards-based grading, empowering students to demonstrate standard in a variety of ways and within flexible time frames.

#### **Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) (Background)**

- Established in 1983 and administered nationally by the National Science Foundation, the PAEMST is the highest honor in the country for a K-12 math or science teacher. The award alternates between elementary and secondary teachers.
- Award winners receive a \$10,000 cash prize, a trip to the nation's capital, and a signed commendation from President Obama.

#### **This Year's Winner (Math):**

Educator: Barbara Franz  
School: North Elementary School  
District: Moses Lake School District  
Quick Facts: A National Board Certified Teacher with over 25 years in the classroom. Designed elementary mathematics curriculum that anticipates the standards of future grades and exceeds grade-level district learning targets. Mathematics and science instruction is integrated throughout the day, creating extensive mathematics learning opportunities for her students.



**This Year's Winner (Science):**

Educator: Dawn Sparks

School: Thorp Elementary School

District: Thorp School District

Quick Facts: Serves as both the science coordinator and sixth grade teacher for the Thorp School District. Has created family science nights, in addition to her work as faculty for the Washington State LASER Strategic Planning Institute.

**POLICY CONSIDERATION**

None

**EXPECTED ACTION**

None

# The Washington State Board of Education

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

<b>Title:</b>	<b>Governance Discussion</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Governance reform in the P-13 system and the role of the State Board of Education	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Dr. Aims McGuinness will lead a presentation and discussion of the Higher Education Steering Committee proposals (previously provided to the Board), and possible SBE legislative priorities in the area of governance for the 2012 Legislative Session. Dr. McGuinness will discuss best practices in education governance and ways in which the State Board of Education is uniquely positioned to lead reform in this area.</p>	

## **Aims McGuinness**

Aims McGuinness is a Senior Associate with the National Center for Higher Education Management Systems (NCHEMS), a private nonprofit policy center in Boulder, Colorado. At NCHEMS, he specializes in state governance and coordination of higher education; strategic planning and restructuring higher education systems; roles and responsibilities of public institutional and multi-campus system governing boards; and international comparison of education reform.

Over the past thirty-five years, McGuinness has advised many of the states that have conducted major studies of their higher education systems and undertaken higher education reforms. Recent projects (conducted through NCHEMS) include advising the Governance Commission on reorganizing higher education in Louisiana, an on-going project on higher education governance and accountability in Texas, and advising the states of California, Colorado, Oregon, Washington State, and Wisconsin on governance reform.

McGuinness is active at the international level in conducting policy reviews, primarily through the Organisation for Economic Co-operation and Development (OECD) and the World Bank. He chaired the international task force leading to the 2011 OECD report, *Strong Performers and Successful Reforms: Education Policy Advice to Greece*, and contributed to the new framework law enacted in August 2011 which makes far-reaching changes in the governance of Greek higher education.

McGuinness earned his undergraduate degree in political science from the University of Pennsylvania, an MBA from The George Washington University, and a Ph.D. in social science from the Maxwell School, Syracuse University.

November 2011



**State Capacity for Leadership:**  
Ensuring Meaningful Higher Education Involvement in  
State Implementation of New Assessments Aligned  
with the Common Core State Standards

Prepared by  
The National Center for Higher Education Management Systems for  
The William and Flora Hewlett Foundation  
The Lumina Foundation

December 2011

## Introduction

The Common Core State Standards (CCSS) and assessments aligned to them represent a significant milestone in public education reform in the U.S. Developed with consultation from higher education, the rigorous new standards and the assessments now being drafted by two consortia promise to help students reach higher levels of academic achievement and increase their likelihood of enrolling and succeeding in college.

The mission of the consortia is to create assessments that reflect the CCSS and accurately measure college readiness. This work could lead to significant improvements in the preparation of many students for postsecondary study and smooth their transition between high school and college. Higher education systems stand to benefit as well since better preparation should reduce the high proportion of students requiring developmental courses when they enroll, limit the costs associated with those classes, and cut the average time to a credential. Achieving those results, however, will require the support of higher education not only throughout the development of the exams but also into their full implementation.

As a first step toward encouraging higher education systems to endorse and base judgments about students' college readiness on the new assessments, the William and Flora Hewlett Foundation and Lumina Foundation requested the National Center for Higher Education Management Systems (NCHEMS) to identify the conditions that help build consensus between K-12 and postsecondary systems at a state level. In response, NCHEMS developed the following:

- ***Criteria Reflecting Capacity for Alignment:*** NCHEMS identified a set of characteristics that increase the likelihood a state will be able to gain broad acceptance and consistent application of the CCSS and aligned assessments within the higher education sector. Researchers then tested these criteria against actual state conditions based both on site visits and new data.
- ***Hallmarks of Higher Education Involvement:*** Using the criteria, NCHEMS offers recommendations for meaningful state-level involvement by higher education in the implementation of the CCSS and assessments.

This paper summarizes the criteria and describes how they play out in the context of specific state environments. It is designed as a guide to help educators and policymakers understand the conditions that must be met for a state to fully embrace the goals of the new Common Core State Standards and related assessments.

## Criteria for Gauging State Capacity for Higher Education Involvement in CCSS and Assessments

The fundamental design of the CCSS and aligned assessments is anchored in two principles:

- The standards reflect the progression of knowledge and skills that students need to acquire at the K-12 level in order to be ready for college; and
- The assessments serve to measure whether students are on track toward and, ultimately, reach college readiness.

If the CCSS and assessments accurately reflect these principles, then it stands to reason that states would do well to build a consensus between the K-12 and higher education sectors on how the standards and related tests can be used to track and support improved student outcomes. In turn, students and parents are more likely to embrace this demanding approach to education when it is commonly viewed as the best pathway to postsecondary and career success.

Consensus requires two key elements – ***broad acceptance*** and ***consistent application***. Broad acceptance reflects the recognition by most institutions statewide of the value of the CCSS and assessments in defining and measuring college readiness. Consistent application means all of those institutions are prepared to use the assessment results to determine whether a student is ready to take the first level of college credit bearing courses.

NCHEMS identified the following characteristics that increase the likelihood a state will be able to gain broad acceptance and consistent application within its higher education sector. At the outset, NCHEMS recognized that few, if any, states would meet all criteria. Those that exhibited a substantial number of these characteristics, however, would be best positioned to lead efforts to align K-12 and higher education around the CCSS and assessments.

1. ***State Level Policy Leadership of Post-Secondary Education:*** The state has a coordination/governance structure that provides policy leadership for all of postsecondary education, and, ideally, adult education. The stronger the statewide policy leadership the more conducive it is to broad acceptance and consistent application.
2. ***Statewide Experience in Post-Secondary Policy Change:*** The state has the capacity to make changes in policy and practice affecting the academic functions of colleges and universities statewide. At the same time, it has a track record that indicates its infrastructure can support the processes necessary to reach broad acceptance and consistent application. Such policy change experience can be evidenced by leadership on a variety of cross-institutional policy topics such as:
  - Development of admissions criteria for different types of institutions
  - Development of common college readiness standards
  - Policy regarding common and consistent placement exams that also set cutoff scores for mandatory placement in developmental education
  - New approaches to delivering developmental education
  - Statewide articulation and transfer arrangements
    - ⇒ An agreed upon general education core
    - ⇒ Transferable courses that count toward a major program of study in a specific subject
  - Curricula and course redesign, especially for entry-level credit bearing courses
  - Multi-institution collaboration on delivery of courses/programs
  - Reform of teacher education curricula.
3. ***Cross-Sector Collaboration Experience:*** The state has a successful track record of collaboration between higher education and K-12 education, showing familiarity with processes and an infrastructure necessary to build consensus between the two sectors. Such successful collaboration can be evidenced by a variety of cross-sector activities such as:
  - Active involvement by higher education in a P-20 council that is characterized by the following:
    - ⇒ Having an action agenda
    - ⇒ Undertaking tasks that effect higher education as well as K-12
  - Alignment of K-12 goals with postsecondary education practice, for example:
    - ⇒ College prep curricula as gatekeeper for state student financial aid

- ⇒ Effective arrangements for accelerated programs (dual credit, Advanced Placement (AP) or International Baccalaureate (IB))
- Sharing of data – high school feedback reports and collaborative efforts to address issues revealed by these data.
- Active involvement by higher education in the development of K-12 assessments with the purpose of clearly articulating expectations for college readiness.

## Observations regarding application of criteria to current state practice

As NCHEMS went through the process of testing the draft criteria through site visits and consultation with stakeholders, they developed a number of deeper observations about what can drive a state’s capacity to align K-12 and higher education on policy issues.

### 1. **The state has a coordination/governance structure that provides policy leadership for all postsecondary education, including community colleges, four-year institutions and, ideally, adult education.**

It is important for a state to have a higher education structure that can be a consistent and reliable partner for the state education agency and the K-12 system in developing collaborative initiatives. Currently fewer than half the states have higher education coordinating or governing structures for the public sector overall. In the remaining half, state-level governance responsibility is divided among two or more entities. Of particular significance is the governance of community colleges since these campuses tend to be the “open access” points of a state’s higher education system.

States with high levels of local control and fragmented governance of community colleges face a particularly difficult challenge in developing the policies needed for systemic engagement of higher education. In contrast, states with strong community college systems have a platform from which to pursue statewide initiatives, such as linking community colleges with school districts on a regional basis but within a larger policy framework.

The distressed economy has posed additional challenges to the effectiveness and capacity of state coordinating agencies and system offices. Faced with deep budget cuts, they tend to focus resources on internal priorities and staff reductions, which often leads to reduced capacity for new initiatives.

Postsecondary education agencies that have proved most effective in providing consistent, statewide policy leadership share several traits. These are:

- **Leadership at the Executive and Board levels:** Effective collaboration can only happen if key organizational leaders are committed to reaching workable outcomes. In the long run, consistent support from senior leadership at the level of the board and chief executive is essential for systemic change.
- **Education Attainment Mission:** The higher education agency should have a mission focused on meeting the postsecondary education needs of the state’s entire population, and raising education attainment levels. To the extent that agencies are still focused on traditional oversight and regulatory functions, they may not have the credibility or staff capacity needed to lead statewide change strategies, such as engaging the higher education community in the work of implementing the new assessments.

- ***Institutional and Regional Differentiation:*** The higher education system should identify as a priority the pursuit of strategies reflecting differences among regions of the state in terms of demographic and economic conditions, workforce needs, educational attainment, and postsecondary education participation. To be effective, it is especially important for states to promote strategies that link all postsecondary education sectors serving a region with efforts to improve postsecondary preparation, participation, and completion for the region's population.
- ***Linkage and Connection to Private Postsecondary Institutions:*** The higher education system should demonstrate a commitment to include private colleges and universities in planning and policy initiatives aimed at improving completion and increasing education levels. In many states, the private postsecondary education sector is an important source of educational opportunity, degree production in critical fields, and transfer opportunities for community college students. Yet, less than half of the states have structures that formally include the independent sector in their planning and policy development.
- ***Inclusion of Adult Education:*** In many states, the largest proportion of students who need developmental education are those who have been out of high school for more than a year. These students range from young adults who dropped out of high school to older adults who find themselves unemployed and needing to upgrade their basic skills. While much of the discussion about implementation of the CCSS and new assessments focuses on traditional-age students, educational programs and strategies that address the needs of these other groups also must be focused on college-readiness. They too should be aligned to the CCSS and, possibly, the new assessments. The revision of the GED to align with the new assessments is an important development to support this state-level work.

Among the states visited by NCHEMS, only Kentucky is deliberately focused on how to reach and ensure higher levels of college and career readiness preparation for adults and high school dropouts. Again, this is an issue of governance in some states, where the agency responsible for adult education is not linked to either elementary and secondary education or higher education.

Informal networks, supported by non-governmental organizations (e.g., associations of community colleges, or of public universities) also play important roles in complementing formal structures. In some cases, they stand in for formal structures where none exists. Where these informal networks exist, they can be strong allies in alignment work.

It is worth emphasizing that even states with a strong coordinating or governing structure face challenges in meeting the above criteria. Many still have not made the transition from their original primary role in coordinating and regulating institutions to a broader role of leading a public agenda. Several have experienced budget cutbacks that have reduced their capacity to support cross-sector linkages. In some instances senior leadership turnover has slowed the momentum of key collaborations. State level coordination alone is not sufficient. The challenge is to demonstrate real policy leadership.

## **2. The state has the capacity for making statewide changes in higher education policy and practice as well as a track record of success.**

It makes a difference to have a state higher education agency with experience in successfully leading statewide changes in policy and practice on academic functions of colleges and universities. Agencies that have experienced success in working with provosts and faculty teams across the state on common issues have established relationships that provide the foundation for CCSS and assessment alignment. Efforts to develop strong statewide articulation and transfer policies, for example, inevitably draw faculty into deep discussions about curriculum, student



performance and learning outcomes. These faculty often go on to become the strongest champions of the new systems developed with their participation. They also can be tapped as focal points for the type of faculty engagement essential to successful K-12/higher education alignment work.

This point is well illustrated by Kentucky. After working with faculty across the system on a common general education core for transfer purposes, the state found it had a ready pool of individuals who could be engaged in deliberations about alignment with the CCSS and the new assessments. Without this sort of experience and capacity, states face a challenge in engaging faculty in a manner that will affect the system as a whole—as opposed to single institutions or sectors.

Other types of collaborative endeavors also can contribute to identification of a core of faculty interested in, and willing to engage in, alignment work. Good examples include initiatives to redesign entry-level courses or efforts to transition to “competency based” approaches to granting course credit. Such issues foster deep engagement in policy questions and offer opportunities for state agencies to build credibility and trust among provosts and faculty.

In some states, it has been difficult to engage the provosts and arts and sciences faculty of major research universities in formal deliberations about improving college readiness. Typically the deans and faculty of schools of education are more likely to be the ones involved from these institutions. The need for broader engagement, however, is important to building stronger buy-in from these very important higher education actors.

While the goal should be to find ways to effectively engage these higher profile institutions, some states may have to move ahead with leaders from “access” institutions – especially community colleges and regional universities – as the initial participants. Research universities can be engaged through the participation of key individual faculty members (e.g., from math and English), the deans and faculty of schools of education, academic leaders involved in reform of undergraduate education, and staff members responsible for assessment of student learning, student advising, and academic support services.

### **3. The state has a successful track record of collaboration between higher education and K-12 education.**

It is not uncommon to find examples of higher education engaging with local school districts through the involvement of individual institutions, schools of education, or faculty members. However, there is a big difference between such isolated examples of collaboration and systemic, statewide involvement coordinated through a state higher education entity. A state’s successful experience in developing and implementing shared policies for the K-12 and higher education sectors at the system level is a strong indicator of its likelihood of success in alignment work. Evidence of collaboration may be found in a number of areas including:

- ***Shared assessments:*** Some states, most notably California, already have engaged in discussions across all sectors around the use of common college placement assessments and the setting of cut off scores (e.g., in end-of-course assessments) that define “college readiness.” However, many states give the responsibility for deciding on assessments and cut off scores to individual institutions or divide that responsibility between two or more systems. Without a statewide platform for making such decisions, there is no natural venue for considering alignment of college placement tests with the CCSS and new assessments.
- ***Early assessment and identification strategies:*** Another area of collaboration that is a logical lead-in to alignment around the CCSS and assessments is the development of statewide strategies for early assessment of students in high school and for providing supplemental

instruction for those identified as not on track for college readiness. There are good examples throughout the country of individual institutions that are working with their feeder high schools to offer early assessments and collaborating on supplemental instruction for students. To have a systemic impact, though, there should be a statewide policy framework and strategy for these early interventions.

- ***Dual enrollment:*** States with systemic strategies supporting dual enrollment as a means to engage higher education in improving the preparation of high school students have a natural foundation for a conversation on implementing the CCSS and new assessments. Here again, individual relationships between higher education institutions and nearby high schools are prevalent, but there can be huge variations among such arrangements within any given state. A real statewide strategy wrestles with issues of equitable access, common financing approaches, and consistent quality of the academic experience. A state's successful efforts in developing statewide guidelines and oversight mechanisms for dual enrollment can set the stage for other types of cross-sector conversations with the K-12 community.
- ***Teacher and principal preparation:*** The collaborative development of statewide strategies for human resource development aligned with the CCSS and new assessments also can lay a strong foundation for deeper collaborations around standards and assessments. To the extent that the state education department or state educator standards board is engaged in a fundamental redesign of teacher preparation and training, teacher and leader certification requirements and program approval requirements for schools of education, there is a natural platform for connecting with higher education in implementing the CCSS and new assessments. But if there is no higher education agency with program review and approval authority as well as the capacity to lead reform of teacher and school leader preparation, the state does not have a consistent statewide partner to work with K-12 in this area.

## **What does meaningful higher education involvement look like?**

The criteria discussed above describe the key characteristics, experiences, and capacities likely to lead to the effective engagement of higher education in CCSS and assessment alignment activities. Below is a compilation of the best practices in this field that NCHEMS found in leading states around the country.

### ***Multi-level strategy and commitment***

It is clear that states are in the early stages of understanding the breadth and depth of commitment required for full engagement of higher education in implementing the new assessments—and creating a truly comprehensive strategy to improve college and career readiness. When asked how they are engaged in implementing the new assessments, some states immediately cite the involvement of schools and colleges of education in efforts to reform teacher preparation programs. Still, they do not make the connections to a wider range of intersections with the K-12 system. What is required is a multi-level strategy involving commitments and engagement across the system, including, but not limited to:

- Commitments at the highest levels of state government: the governor and key legislative leaders
- Strong leadership and active collaboration between the chief state school officer (CSSO), the state higher education executive (SHEEO), and the leadership of the education professions standards entity (if separate from the state education department)
- Support from business and civic leadership organizations and engagement of business leaders at the state and regional levels

- Strong relationships between the state K-12 assessment staff and academic leaders at SHEEO agencies and higher education systems – both community colleges and universities
- Engagement of statewide disciplinary associations at the K-12 and higher education levels
- Support from college and university leaders as well as engagement of provosts, deans of the schools of education and arts and sciences, and faculty involved in reform of general education and entry-level mathematics and English courses
- Regional strategies linking higher education to change at the school level

### ***Sustainable P-20 strategies***

Alignment between higher education and K-12 around the CCSS and assessments should not be viewed as a “project” with a start date and an end date. Rather, it must be one step – and, for some states, perhaps the first step – in an ongoing commitment to collaboration between the two sectors. Recognizing the importance of shared P-20 policy development and planning is not new. Many examples exist of states that have experimented with P-20 councils or other collaborative structures. Those that have been successful have had strong buy-in and commitment from leaders. They often are aided by statutory language that establishes goals and mandates while specifying an explicit policy framework and timeline for K-12 and higher education to collaborate in improving college and career readiness.

The most comprehensive state legislation on issues related to college and career readiness was enacted by Colorado in 2008 and Kentucky in 2009, prior to any of the national developments on the CCSS. The depth of support from state policy leaders for these legislative initiatives contributes significantly to their sustainability. The breadth of commitment from a wide cross section of stakeholders also is important – especially when there is broad recognition that the work being done is high quality and credible, leading toward a clearly defined and compelling goal.

In some instances informal networks, developed over a number of years within the formal structures, now serve as a driving force to sustain momentum. For example, states participating in the American Diploma Project, led by Achieve, Inc., developed networks that give them a distinct advantage in sustaining reform through difficult economic times and political change.

Although several states have had strong P-20 initiatives based primarily in their university systems over the past decade, the extent of engagement of the community college systems varies significantly. In some cases, the community colleges are strong partners, especially if the state has a community college system. In others, the relationships are not well developed. The Complete College America project and other state initiatives to improve completion and reach state goals for degree production are serving as bridges for these inter-sector gaps.

### ***Commitment to building higher education capacity for collaboration***

States should pay deliberate attention to developing and sustaining state-level capacity to lead higher education in implementation of the new assessments. The need is not only for expanded staff capacity but also for support for convening and engaging faculty at the state, institutional, and regional levels. In some cases, additional funding may be required, perhaps allocated in a manner designed to support joint use between both K-12 and higher education. Even a small amount of funding can help catalyze collaboration at every level: disciplinary groups, schools and institutions, regions, and the state as a whole.

### ***Links between new assessments and on-going test reforms***

States that already have seen high levels of higher education involvement in reforming curricular frameworks and assessments for K-12 face a special challenge in implementing the new assessments. In many cases, states that are more predisposed to successful engagement in alignment work had taken steps to revise state curriculum frameworks and begin redesign of state assessments *even before* they committed to implementing the new CCSS or joined one of the assessment consortia. Now they must address how the new assessments will be implemented and/or dovetailed with their current and developing assessment policies. Key considerations include:

- Sequencing of, and setting implementation schedules for, revisions to K-12 assessments
- Selection or redesign of placement assessments
- Implementation or revision of existing state mandates which require all high school students to take the ACT, or the ACT Plan and Explore assessments.
- Revision of existing state mandates regarding use of admissions test scores (e.g., ACT or SAT) to identify students for mandatory placement in developmental education.

How the ACT and College Board products are aligned with the CCSS and new assessments will be an important issue in several states. These college admissions tests are well known to the public and parents and recognized by governors and legislators. They have a long history of being used by colleges and universities for various purposes. They also are better understood, especially among those not directly involved in education reform, than the assessments being developed by the two consortia – Partnership for the Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC). While both ACT and the College Board have been extensively involved in the development of the CCSS, it is not clear how they intend to change their assessments to make use of or align with the new assessments.

### ***Regional strategies within states***

Developing a sense of shared responsibility among school districts, community colleges, and universities for increasing the knowledge and skills of a region's students should be a cornerstone of a state's strategy to implement the new assessments. Kentucky stands out as a state that has developed strong regional connections through leadership networks involving state universities, community colleges, the independent sector, and the K-12 system. The Cal-PASS initiative in California is another excellent example of a regional strategy, but it currently is organized as a "bottom-up" voluntary project of participating institutions and is not statewide in reach.

Regional networks within a statewide P-20 strategy should be a central part of a state's implementation strategy. Attendance patterns in most states tend to be regional: a majority of students enroll in institutions within commuting distance of their homes. Often, the majority of teachers within a region's public schools will have graduated from higher education institutions within the region as well.

Recognizing this regional interdependence and fostering regional engagement among schools and higher education can promote a deeper sense of ownership and the sharing of responsibility to increase student success and raise regional educational attainment levels. Regions may be defined as a matter of state policy, or defined in a more organic way through the initiative of local business, civic, and educational leaders. States can support these regional activities by using state-level data projects to identify the flow of students from K-12 to postsecondary institutions, provide feedback on the success of students as they move through the system, and inform deliberations between K-12 and higher education on issues such as college readiness and the need for professional development of teachers and school leaders.

### ***Professional development for teachers and school leaders***

Professional development for existing teachers and school leaders is consistently identified as one of the most important prerequisites for effective implementation of the CCSS and especially the new assessments. Nevertheless, with the possible exception of Kentucky, no state appears to have a clear statewide strategy for addressing these needs by tapping the capacity of the state's higher education institutions. Defining constructive ways for higher education to address the professional development needs related to the new assessments should be a priority.

In many states, there appears to be a distinct bias against engaging schools of education in the work, perhaps based on a perception that schools of education are out of touch with today's education realities and the practical needs of districts. Interestingly, individual faculty members from these schools may be active in providing professional development, but as individual entrepreneurs or in affiliation with non-university providers. Schools of education must commit themselves to overcoming these perceptions and demonstrating their ability to make a valuable and practical contribution to a state's professional development efforts.

At the same time, several states visited by NCHEMS (e.g., Colorado, Kentucky, Massachusetts, and New Hampshire) are strong "local control" states where the definition of professional development needs and selection of providers is a responsibility of local school districts. As emphasized throughout this report, states need *statewide strategies* with policy backing from both the state education department and a lead state higher education agency in order to achieve the most effective implementation. Strategies for improved higher education involvement in professional development might include:

- Developing "learning communities" at a regional level, engaging both K-12 and postsecondary teachers/faculty
- Use of higher education faculty (perhaps through regional collaborative organizations) to assist school districts in assessing the readiness of their teachers and school leaders to implement new curricula and related assessments
- Commissioning faculty to design learning modules for use by school districts in professional development programs.

## **Conclusion**

Only a few states currently have the full capacity to lead meaningful involvement of higher education in the implementation of the new assessments being developed in alignment with the Common Core State Standards. The intent of this briefing paper is to provide a guide to the elements of statewide capacity that must be developed if a state intends to meet fully the goals of the new exams. That is not to say a state must have all these elements in order to succeed in creating a strong alignment. By understanding what is optimum, however, stakeholders can design approaches that work in sub-optimal settings.

With the right leadership and commitment by the right stakeholders, states can overcome the deficiencies they may face. In such cases, however, more diligence is needed to maintain and sustain the work. The payoff can be huge. States that are the most successful in pursuing a strong alignment strategy will position themselves and their citizens for increased post-secondary success that brings innumerable economic and community benefits.

## Washington – Education Goals & Metrics

1. All children will enter kindergarten healthy, and emotionally, socially, and cognitively ready to succeed in school and life
  - Percent of kindergarten age cohort students deemed ready for kindergarten based on their meeting early learning and development benchmarks and on the results of the kindergarten readiness assessment process.
2. All students will transition from the third grade with the ability to read well and do basic math, and with the ability to actively participate in a learning environment
  - Percent of students leaving 3rd grade who read at 3rd grade level as measured by CCSS assessments
  - Percent of students leaving 3rd grade who demonstrate grade-level competence in math as measured by CCSS assessments
  - Percent of students leaving 3rd grade who demonstrate ability to actively participate in a learning environment as judged by fourth grade teachers
3. All students will transition from 8th grade with demonstrated ability in core academic subjects, citizenship skills and an initial plan for high school and beyond
  - Percent of eighth graders deemed proficient in math and language arts as assessed by CCSS assessments
  - Percent of eighth graders deemed proficient in math and social studies as assessed by state exams
  - Percent of eighth graders who, along with their parents and school officials, have completed individual learning plans for education in high school and beyond.
4. All students will leave high school having demonstrated that they are college- and career-ready
  - Percent of students who demonstrate readiness by achieving high levels of performance on college placement exams (presumably the same as the CCSS high school exit exam)
5. College participation by recent high school graduates will be such that Washington ranks as one of the top ten states by 2025
  - Percent of students graduating from high school in each academic year who enroll in college anywhere in the U.S. during the following year
    - Washington compared with other states
    - Calculated from US Ed Department data
6. The number of college degrees and high-value certificates produced in Washington colleges and universities will increase 4.3 % each year until 2025
  - Calculated from IPEDS data as degrees and certificates granted by all Washington institutions in year X=1 divided by same number in year X.

- 
7. Degrees granted in high demand fields will be sufficient to meet 80% of the identified workforce shortage in each shortage area
    - Degrees produced relative to numbers of open positions are measured by either
      - State Labor Department
      - Analysis of job posting data (Monster or Burning Glass)
  8. The gaps between performance of the majority population and that of underserved populations will be reduced by 50% by 2025.
    - Underserved populations yet to be defined
    - Metrics same as all those above

# State Coordination of Higher Education: Washington State in a Comparative Perspective

Dennis Jones and Aims McGuinness  
National Center for Higher Education Management  
Systems

Higher Education Steering Committee  
Olympia, WA, September 19, 2011



# Principles to Guide Deliberations About Governance

- Focus First on Ends, Not Means
- Be Explicit about Specific Problems That Are Catalysts for Reorganization Proposals
- Ask If Reorganization Is The Only Or The Most Effective Means for Addressing The Identified Problems
- Weigh the Costs Of Reorganization Against the Short- and Long-term Benefits.

# Principles (Continued)

- Distinguish Between State Coordination and System/Institutional Governance
- Examine the Total Policy Structure and Process, Including the roles of the Governor, Executive Branch Agencies and the Legislature, rather than only the Formal Postsecondary Education Structure

# No “Ideal” Model

- Each State’s Structure Evolved in Response to Unique State Issues/Conditions
  - Modes of Provision (Public vs. Private)
  - History/Culture
  - Role of Government
    - Governor
    - State Legislature
  - Geo-Political Balance, Regional Disparities
  - Budgeting and Finance Policy and Process

Continued

# No “Ideal” Model (Continued)

- Not a Good Idea: Copying Another State’s Structure—Imposing on One State the Solutions to Another State’s Problems
- But:
  - Alignment of Governance (Decision-Making Authority) with State Priorities **Is** Important
  - States Can Learn from the Experience of Other States in Addressing Common Problems/Issues

# Coordination Versus Governance

- Authority and Functions of **Coordinating Boards** Are Distinctly Different From **Governing Boards** of Institutions and Systems
- Coordinating Boards:
  - Focus on Statewide Policy Leadership, Not on Governing/Managing Systems or Individual Institutions
  - Do Not Govern Institutions or Systems (e.g. Make Decisions Regarding Appointment of System and Institutional Presidents or Faculty and Other Personnel Issues)
- In Washington State Terminology:
  - Coordinating Boards: Higher Education Coordinating Board and State Board for Community and Technical Colleges
  - Governing Boards: UW, WSU, Eastern, Central, Western, and Evergreen State
  - Governing boards for Each Community and Technical College

# Comparative Perspective

- About Half of States are Coordinating Board/Agency States
  - Statewide Coordinating Board/Agency (Regulatory or Advisory)
  - Two or More System or Institutional Governing Boards
  - Tradition of Decentralized Governance
- Other Half are Consolidated Governing Board States:
  - All Public Institutions Governed by One or More Statewide Governing Boards
  - No Statewide Coordinating Board (with significant authority)
- 1 State (Pennsylvania) has State Agency with Limited Authority for Higher Education
- 1 State (Michigan has No Statewide Entity)

# Origin and Functions of Coordinating Boards

- Most Established in mid-20th Century (1960s)
- Original Purpose:
  - Orderly Development during Massive Expansion in 1960s
  - Promote Mission Differentiation
  - Curb Unnecessary Duplication
  - Counter Turf Battles
  - “Suitably Sensitive Mechanism” Between State and Academy
- 1972/73: Changes Related to Federal 1202 Legislation
- Mid-1980s on: Fundamental Shift in Roles

# Formal Authority Differs Among Coordinating Boards

- Significant Differences in Decision Authority
  - Budget and Finance Policy
  - Approval of Institutional Missions or Changes in Mission
  - Approval of New Campuses or New Academic Programs



# Board's "Power" Depends Less on Formal Authority Than on:

- Board and Executive Leadership:
  - Reputation for Objectivity, Fairness, and Timeliness of Analysis and Advice to Legislative and Executive Branches
  - Capacity to Gain Trust and Respect (but Not Always Agreement) of the State Political *and* Institutional Leaders

Continued

## Formal Versus Informal Authority (Continued)

- Institutional/System Leaders Who: Recognize and Support Effective Coordination To Address State and Regional Policy Issues that Cannot Be Addressed within Systems/Institutions or Only Through Voluntary Coordination

# Critical Functions of Today's Coordinating Boards

- Strategic planning/public agenda
  - Goals & priorities
  - For all aspects of education for adults
  - Lead activities to build awareness and consensus around goals
- Statewide Accountability
  - Define metrics
  - Annual report on progress/contributions towards goals
    - State
    - Sectors
    - Institutions
- Developing a strategic finance plan
  - Strategies for providing sufficient capacity while keeping higher education affordable
  - Simultaneous attention to
    - Allocation of state funds to institutions
    - Tuition
    - Student aid

# Critical Functions (Continued)

- Serving as Trusted Source of Policy Analyses Serving
  - Legislature
  - Executive branch
- Maintaining the Databases Necessary to Support These Analyses
- Serving As “Lead” for Higher Education with
  - P-12 education
  - Other branches of state government
  - Economic development
  - Labor
  - Social services
  - Federal government programs

# Critical Functions (Continued)

- Representing the Public Agenda and Higher Education Collectively to
  - Legislature
  - Executive branch
- Convening Meetings of Key Constituents about Critical Topics
  - Presidents
  - Board members
  - Lead “efficiency commission” discussions/activities
- Taking the lead in public information campaigns

# Other Functions

- Administration
  - Student Financial Aid
  - State and Federally Funded Projects
- Regulation
  - Licensure/Authorization of Non-Public Institutions

# Effective Coordinating Boards

- Focus on Developing and Gaining Broad Commitment to Long-Term Goals for the State (A Public Agenda)
- Link Finance and Accountability to State Goals
- Emphasize Use of Data to Inform Policy Development and Public Accountability
- Emphasize Mission Differentiation

Continued

# Effective Boards (Continued)

- Insist on Quality, Objectivity and Fairness in Analysis and Consultative Processes
- Exhibit Consistency and Integrity in Values, Focus, Policy Development, and Communications

Continued



# Effective Boards (Continued)

- Exhibit Balance in Processes and Decision-making:
  - Non-partisan
  - Legislative and Executive Branches
  - State and Institutions
  - Among All Sectors and Providers
  - Among All Regions
  - Across All Sectors of Higher Education (From Community Colleges to Research and Graduate Education)

Continued

# Effective Boards (Continued)

- Focus on Core Policy Functions  
(Planning/Policy Leadership, Budget/Resource Allocation, Evaluation and Accountability)
- Demonstrate Willingness to Take Stands on Matters of Principle

**Continued**

# Broad Trends in State Coordination

- Statewide Planning Focused on Public Agenda
  - Increasing the Educational Attainment of the Population
  - Quality of Life
  - Economy
- Decentralized Institutional Governance and Deregulation Balanced by Accountability for Performance/Outcomes Linked to Public Agenda
- Financing Policies that:
  - Use Incentives for Performance and Response to Public Agenda/Public Priorities
  - Align State Appropriations, Tuition Policy and Student Aid Policy

# Issues Facing Coordinating Boards Across the U.S. (Not Specifically WA)

- Strategic Plans/Master Plans that:
  - Lack Clear Goals and Related Metrics
  - Focus on Institutional Issues, not Public Agenda
  - Are Not Linked to Budget/Finance and Accountability
  - Are Ignored by Governor and State Legislature in Policy Making and Budget Process
  - Focus on Internal Institutional Issues, Not on Major State/Public Priorities

Continued

# Issues (Continued)

- Workload Dominated by Administrative and Regulatory Functions That Drive Out Attention to Policy Leadership
- Limited Policy Analysis Capacity
- Weak Board Appointments (Most Influential Appointments Made to Governing Boards)
- Turnover of Executive Leadership

# Issues (Continued)

- Lack of Capacity to Gain Trust and Respect of the State's Leaders (Governor and Legislature) as well as University Leaders for:
  - Objectivity and Fairness in Decision Processes
  - Transparency and Responsiveness to Data Requests from Governor and Legislature

Continued

# External Realities That Impede Effective Statewide Coordination

- Changes in Gubernatorial and Legislative Leaders: Loss of “Memory” of Rationale and Functions of Coordinating Board
- System and Institutional Lobbying That Undercuts the Coordinating Board’s Policy Recommendations
- State Budget Cuts That Limit Staff Capacity

Continued

# External Realities (Continued)

- Accumulation of Legislative Mandates (often outdated) That Sap Staff Time Away from Strategic Planning and Policy leadership
- Increasing Polarization in Policy Process That Makes Gaining Consensus on Goals and Priorities a Daunting Challenge
- State Reliance on Executive Branch Fiscal Agencies and Legislative Staff for Budget and Analysis Disconnected from the Strategic Plan/Public Agenda for Higher Education



# Recent Governance Debates and Changes

- 2010/2011:
  - 14 States Debated Changes in Statewide Coordination and Governance
  - 8 States Made Changes Either by Statute or Governor's Executive Order/Budget Action

# Themes in Recent Debates

(Issues Mostly State-Specific)

- Cutting State Budgets/Reducing State Bureaucracy
  - Eliminating Boards/Agencies Deemed Ineffective or Redundant
  - Consolidating Agencies
  - Consolidating Governance (Reducing Number of Boards)
- State-Specific Issues Related to Perceived Institutional or System Mismanagement
- Arguments for P-20 Seamless Policy as Rationale for:
  - Consolidating Agencies
  - Eliminating Elected Chief State School Officers
- Proposals for Deregulation
  - System-wide (e.g., Oregon, SUNY)
  - On Specific Issues (e.g., Tuition Policy)
- Governors' Interest in Increasing Executive Branch Control to Improve Efficiency and Responsiveness to State Priorities

# Themes (Continued)

- Proposals to Merge or Consolidate Institutions
- Pushes by Flagship Universities for Special Status (Public Corporations) and Separation from Systems

# Changes Actually Enacted

- Eliminating, De-Funding or Consolidating of State Coordinating Boards or State Agencies with Limited Authority
  - California: CPEC Budget Largely Eliminated
  - Delaware and New Hampshire: Postsecondary Education Commissions with Limited Service and Regulatory Functions Eliminated and Functions Transferred to Division of State Education Department
  - New Jersey: Governor's Executive Orders Eliminated the Commission on Higher Education and Established; New Governor's Higher Education Advisory Council
  - Washington State: Legislation Enacted to Eliminate the Washington Higher Education Coordinating Board in 2012; Governor's Steering Committee to Recommend Future Structure

# Changes (Continued)

- Consolidating Boards: Connecticut:
  - Centralized Governance under New Higher Education Board Responsible for Statewide Policy and Governance of State University System (not the University of Connecticut), State Community and Technical College System and Charter Oak College (a public non-traditional learning entity)
  - Eliminated Coordinating Board
  - Increased Governor's Control Through Appointment of New System President (on recommendation from new Board of Regents)

# Changes (Continued)

- Re-establishing State Planning Entity:
  - Florida: Florida Higher Education Coordinating Commission
- Comprehensive Restructuring: Oregon
  - Deregulated Oregon University System
  - Established New Higher Education Coordinating Commission
  - Established New Education Investment Board
  - Changed from Elected to Appointed Chief State School Officer

# Conclusion

- To Compete in the Global Economy, States Must Have Diversified Higher Education Enterprises with Capacity to:
  - Educate a Highly Skilled Workforce
  - Contribute to an Expanding and Innovating Economy

# Conclusion (Continued)

- Each State Should Have Broad-Based Public Entity with Clear Charge to Lead and Coordinate the Higher Education Enterprise in the Public Interest
  - Set Clear Long Term Goals
  - Align Finance Policy with Goals
  - Hold the Higher Education Enterprise Accountable for Progress Toward Goals



# HIGHER EDUCATION STEERING COMMITTEE

## Final Report



December 2011

## **MEMBERS**

**Governor Chris Gregoire, Chair**

Senator Randi Becker

Charlie Earl

Jim Gaudino

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Senator Derek Kilmer

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David Mitchell

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Representative Larry Seaquist

Michael Young

December 12, 2011

Members, Senate Early Learning & K-12 Education Committee  
Members, Senate Higher Education & Workforce Development Committee  
Members, House Early Learning & Human Services Committee  
Members, House Education Appropriations & Oversight Committee  
Members, House Education Committee  
Members, House Higher Education Committee

Dear Honorable Members,

We are pleased to present the Final Report of the Higher Education Steering Committee.

During the 2011 interim, the Steering Committee reviewed the state coordination, planning and communication for higher education, and looked at the functions and purpose of a new organization to replace the Higher Education Coordinating Board when it is abolished effective July 1, 2012. The Committee reviewed its statutory charge in Engrossed Second Substitute Senate Bill 5182, which included the review of the relationship of higher education with the other sectors of our education system.

The Committee reviewed the history of the Higher Education Coordinating Board in Washington and the precursor agencies, and looked at governance or coordinating structures in other states. The Committee determined that it was important to focus first on the problem that an entity at the state level should address and then determine the structure and duties of that entity to create the solution. We found that the problem facing Washington now and in the future is that our levels of educational attainment are too low. Simply put, we need more citizens with high school diplomas, postsecondary certificates, associate degrees, bachelor's degrees and graduate degrees. We must increase our levels of educational attainment. We found that no one entity was charged with achieving this goal.

The Committee is recommending two options. Under both options, an Office of Student Achievement would be created as well as an Advisory Board. One option presents a structure that would establish the statewide goal of increasing educational attainment and provide for coordination among all statewide education entities around reaching this goal. The other option also established the goal of increasing educational attainment but focuses on coordination between secondary and postsecondary education. Under both options, the Committee also recommends the creation of a Joint Legislative Committee on Student Achievement to connect the work of the Office with the legislative branch.

We believe that these recommendations are crucial in order for all Washingtonians to attain the skills and knowledge to secure a prosperous standard of living in an increasingly competitive world. Through the creation of the Office of Student Achievement, we are highlighting our commitment as a state to the goal of increasing educational attainment.

Sincerely,

Members of the Higher Education Steering Committee

## PART 1 – BACKGROUND

**LEGISLATION:** In 2011, Engrossed Second Substitute Senate Bill 5182, sponsored by Senator Scott White, was enacted. Senator White introduced similar legislation in 2010 when he was a member of the House of Representatives. The legislation does the following:

- Creates the Office of Student Financial Assistance effective July 1, 2012, to administer financial aid programs, including the Guaranteed Education Tuition program.
- Abolishes the Higher Education Coordinating Board effective July 1, 2012.
- Creates the Council for Higher Education. The structure, duties and functions of the Council are to be developed by the Higher Education Steering Committee, which submits recommendations and proposed legislation to the Legislature and the Governor.
- Creates the Higher Education Steering Committee.

The specific duties of the Higher Education Steering Committee are to:

- Review coordination, planning and communication for higher education in Washington.
- Establish the purpose and functions of the Council for Higher Education.
- Specifically consider options for the following:
  - Creating an effective and efficient higher education system and coordinating key sectors, including the P-20 system.
  - Improving the coordination of institutions of higher education and education sectors with specific attention to strategic planning, system design, and transfer and articulation.
  - Improving structures and functions related to administration and regulation of the state's higher education institutions and programs, including but not limited to financial aid, the Guaranteed Education Tuition program, federal grant administration, new degree program approval, authorization to offer degrees in the state, reporting performance data and minimum admissions standards.

The text of Section 302 of the legislation establishing the Committee is in Appendix B.

**COMMITTEE MEMBERS:** The committee was composed of the following members:

- Governor Chris Gregoire, Chair
- Senator Randi Becker, 2nd Legislative District
- Charlie Earl, Executive Director, State Board for Community and Technical Colleges
- Jim Gaudino, President, Central Washington University
- Representative Larry Haler, 8th Legislative District
- Bette Hyde, Director, Department of Early Learning
- Senator Derek Kilmer, 26th Legislative District
- Gary Kipp, Executive Director, Association of Washington School Principals
- David Mitchell, President, Olympic College
- Jane Noland, citizen
- Bill Robinson, citizen
- Representative Larry Seaquist, 26th Legislative District
- Michael Young, President, University of Washington

**COMMITTEE MEETINGS:** The Committee met four times in 2011: September 29, October 10, October 27 and November 15.

**MEETING MATERIALS:** Meeting materials are available at:  
<http://www.governor.wa.gov/priorities/education/committee.asp>.

**CONSULTANTS:** Dennis Jones and Aims McGuiness, national experts on higher education governance from the National Center for Higher Education Management Systems, assisted the Committee in its deliberations. The Committee wishes to thank and acknowledge the Lumina Foundation for providing the funding to support the consultants.

## PART 2 – DEVELOPMENT OF RECOMMENDATIONS

In developing its recommendations, the Committee reviewed policies in other states, discussed the problems it was trying to fix, focused on the purpose and duties, and then developed a structure. In building its recommendations, the Committee looked at structures around the country and even in other nations. National consultants synthesized lessons learned from their experiences, which can be summarized as follows:

- Be clear about what works in Washington and why. The solution needs to be designed based upon what works and does not work in Washington; otherwise, it is not sustainable. The solution needs to work with the total policy structure and process, including the roles of the Governor and the Legislature.
- Be explicit about the problems that are being fixed and avoid change just to make a change.
- States need entities that are concerned about how the connections among access, tuition and state support, financial aid and productivity relate to achieving the state’s goals specifically around degree attainment.
- There should be a focus on intersection issues, which means coordinating both among institutions and among economic development, the workplace and K-12 education.
- Critical functions include building consensus around the state’s future and goals, accountability and metrics, and planning connected to budgeting decisions and processes.
- To be effective, an entity must have one or more of the following: regulatory authority, financial power or moral authority.
- To implement long-term change, the entity must have the ability to bridge gaps between higher education and other education sectors and among the different sectors of higher education. This comes through knowledge, experience and trust.
- The entity must have the ability to implement the public agenda both through building pathways through educational systems and encouraging regional collaboration among K-12, community and technical colleges, and four-year institutions.
- Pitfalls include being a regulatory agency; centralizing governance of institutions; micromanagement by the Legislature; and avoiding adding so many “barnacles” that the entity is unable to concentrate on its core mission.

In discussing these principles and sorting out how they apply to Washington, the Committee made the threshold determination that it was crucial to have a state entity. The Committee’s next focus was to decide what the new entity should do. The Committee started to look at the possible functions of the new entity and realized that it needed to look first at some of the issues that prompted the passage of the legislation that abolished the Higher Education Coordinated Board. Next, the Committee decided to focus on the major goal or purpose of the new entity. Recommendations for the specific duties would flow from the purpose.

The Committee reviewed a 2002 survey of the Higher Education Coordinating Board conducted by the Washington State Institute for Public Policy and included in the Institute’s report, “Higher Education Coordination in Washington State.” Committee members also discussed current perceptions. Concerns included the following: 1) a vague role and mission; 2) a confusing mix of administrative and policy roles; and 3) an accumulation of assorted responsibilities and duties that made it hard to focus on key tasks. Another problem was lack of sufficient connection with the

Legislature, the Governor and all the educational institutions. The Committee emphasized that the staff of the Higher Education Coordinating Board does its work well, but the mission and functions need to be changed.

To determine what the goal of the new entity should be, the Committee reviewed the current educational goals. The Committee looked at goals from Washington Learns, the Department of Early Learning's early learning plan, the goals of basic education, the ten-year goals for the community and technical colleges, and the Higher Education Coordinating Board's Master Plan. The goals reflect the work of the individual sectors and, at times, overlap but are not connected. The Committee found that the overarching goal that connected all the individual sectors was the goal of increasing educational attainment for Washingtonians. This goal is implicit in the individual goals but is not explicit.

The Committee decided that increasing educational attainment was the right goal and it was crucial that a state entity be responsible for setting, measuring progress and developing a strategic plan to meet that goal. Improving student transitions is a vital part of meeting that goal.

A crucial component of increasing educational attainment is decreasing the number of students who get lost in transitions such as those between preschool and kindergarten, between middle school and high school, between high school and postsecondary education, and between a community and technical college and a four-year institution. The Committee found that improving transitions for students is necessary to reach the overall goal of increasing all levels of educational attainment. The Committee next looked at recommendations for what the new entity should do. There was general agreement about a core list of functions, some of which focused on higher education but many of which, such as strategic planning and budget recommendations, had broader applicability. The Committee then asked itself the question whether it needs to go broader to make this organizational change work and improve education in Washington.

The Committee discussed the issue of going broader, and decided that it was crucial to go broader than a structure limited to higher education to achieve the goal of increasing educational attainment. The Committee looked at two options: an entity that looked at strategic planning and coordination from preschool through postsecondary education (or even kindergarten through postsecondary education) and an entity that was focused on strategic planning and coordination from high school through postsecondary education. The Committee looked at creating an entity that would support the work of the individual agencies but not create new, burdensome reporting requirements.

For the preschool through postsecondary structure (Option A in the report), the Committee looked at the current state-level organizational structure and the option of melding and reconstituting the State Board of Education and the Higher Education Coordinating Board to help streamline state-level education coordination and planning. These two boards would be reconstituted as the new Office of Student Achievement, with the talent and combined resources to focus on increasing educational attainment throughout the state's education system.

To provide the connection with the agencies and institutions, the Committee, under this option, would recommend creating an advisory board to the new office consisting of: 1) a majority of citizen members, appointed by the Governor with the confirmation of the Senate and chaired by a citizen; and 2) representatives of the Department of Early Learning, the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the four-year institutions and

the Workforce Training and Education Coordinating Board. Representatives of independent educational entities would sit on the board as nonvoting members. The Committee is recommending this structure to create the connections for state-level policy, improve transitions for students and create a single, student-focused organization with the goal of increasing educational attainment at all levels.

For the secondary through postsecondary structure (Option B in this report), the Committee would retain the State Board of Education and create a new Office of Student Achievement with an Advisory Board. The Advisory Board would be charged with focusing on increasing educational attainment with an emphasis on issues affecting the preparation for, and success in, postsecondary education as well as the transitions between high school and postsecondary education and between two-year and four-year institutions. Membership on the Advisory Board would be composed of seven citizen members and representatives of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the four-year institutions and the Workforce Training and Education Coordinating Board. Representatives of independent educational entities would sit on the board as nonvoting members. The Office of Student Achievement and the Advisory Board would coordinate closely with the State Board of Education.

The Committee looked at the need for this new entity to provide the research, data and analysis functions both to the Office and for the state. After hearing a presentation from the Educational Research and Data Center, the Committee would recommend the Center be moved to the new Office of Student Achievement if the option were chosen to create a preschool-through-postsecondary planning and coordination entity. However, if this option is not selected, the Committee would recommend leaving the Educational Research and Data Center within the Office of Financial Management as it serves as a resource for all levels of education in Washington. Under both options, financial aid would be placed in the new Office. Financial aid is a crucial ingredient that helps students in planning their future as well as provides students with access to postsecondary education or training. The Committee discussed the importance of the close connection between financial aid and planning and coordination, and would recommend placing both in the same agency.

These recommendations are based upon the identified need for research and the development of best practices. Student achievement from preschool through career can best be tracked if it is done in one place. The Committee found that there was a need for more comprehensive recommendations about budgets. These recommendations are based upon creating an organization that is more closely connected with the Governor and the Legislature to increase the accountability to the public as well as increase the utility of the policy and budget analysis and recommendations.

The following recommendations are based upon the Committee's desire to create a new organization that focuses on increasing educational attainment. This enhances the education of students throughout their educational careers and throughout the state.

Following the review of the draft options, Committee members asked to be able to submit written comment to reflect their concerns and thoughts as legislation is developed. See Appendix C for this information.



## PART 3 – RECOMMENDATIONS

The Steering Committee recommends either Option A or Option B below:

### OPTION A

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**Create the Office of Student Achievement (focusing on the education system from preschool through postsecondary education):** An Office of Student Achievement should be created. The director should be appointed by the Governor and confirmed by the Senate.

The purpose of the Office of Student Achievement should be to set and monitor progress toward the goal of increasing educational attainment of Washingtonians. This goal links the work of all our state's educational programs, schools and institutions from preschool through career. This new office should help connect the work of the Department of Early Learning, the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the public four-year institutions of higher education as well as the private, independent schools and colleges.

The Office of Student Achievement should have the following duties to increase educational attainment:

#### ***Planning, Goals, Performance and Data***

- Setting educational attainment goals both short and long term. Educational attainment goals should include not only reaching higher levels of educational attainment but earning certificates or degrees that meet workforce needs. These goals should be reviewed and revised every four years.
  - Work with the Department of Early Learning, Superintendent of Public Instruction, State Board for Community and Technical Colleges, the presidents of the four-year institutions, organizations of private education providers, and the Workforce Training and Education Coordinating Board for each to develop a set of integrated, measurable goals for each sector's contribution to the overarching goal of increasing educational attainment. Each agency will continue to have its individual goals and strategic plans within its sectors;
- Strategic planning for meeting the goal of increasing educational attainment;
- Developing performance plans and incentives;
- System design and coordination emphasizing review when an educational institution changes the types of degrees that it provides;
- Facilitating using innovative practices within, between and among the sectors to increase educational attainment, including accountability measures to determine the effectiveness of the innovations; and
- Performing educational data, research and analysis.

#### ***Strategic budget and financing recommendations***

- Developing budget recommendations based upon current funds and developing budget recommendations for the future based upon the strategic plan. These recommendations should

be for the whole education system. The individual sectors should continue to make budget recommendations within their sectors;

- Making financing recommendations based upon the strategic plan; and
- Reviewing and making recommendations on changes in roles or missions of educational institutions, if consistent with the strategic plan, to increase educational attainment.

### **State-level support for students**

- Improving student transitions, which includes but is not limited to:
  - Setting high school graduation standards;
  - Setting minimum college admission requirements;
  - Providing programs to encourage students to prepare for, understand how to access and pursue postsecondary college and career programs;
  - Implementing policies that require coordination between or among sectors, such as dual high school-college programs, awarding college credit for advanced high school work, and transfer between two- and four-year institutions or between different four-year institutions; and
  - Addressing transitions issues and solutions for students, including from preschool to kindergarten; from elementary school to middle school or junior high school; from 8th or 9th grade to high school; from high school to postsecondary education, including community and technical colleges, four-year institutions, apprenticeships, training or career; between two-year and four-year institutions; and from postsecondary education to career. These transitions may occur multiple times as students continue their education; and
- Administering student financial aid programs, including but not limited to the State Need Grant, College Bound and other scholarships, Guaranteed Education Tuition program and Work Study programs.

### **Consumer protection – approval of educational programs**

- Approving private schools consistent with existing statutory criteria;
- Approving private, degree-granting postsecondary institutions consistent with existing statutory criteria; and
- Approving programs that are eligible programs for students to use federal benefits such as veterans' benefits.

### **Other**

- Being designated as the state agency for the receipt of federal funds for higher education and
- Serving as primary point of contact for public inquiries on higher education.

### **Proposed statutory language creating the Office of Student Achievement**

Suggested draft language to be included in the legislation follows. This proposed language creates the Office, provides for the appointment of the executive director and establishes its purpose. (The proposed legislation will also include sections that set out other specific duties described in these recommendations.)

**NEW SECTION.** Sec. XXX. The office of student achievement is created. The executive director of the office of student

achievement shall be appointed by the governor, with the consent of the senate, and hold office at the pleasure of the governor.

**NEW SECTION.** Sec. XXX. (1) The office of student achievement shall focus on the goal of increasing the educational attainment of Washingtonians throughout the educational system. The office shall provide the strategic planning, data and research analysis, and budget and financing recommendations to increase educational attainment. Based upon research and analysis supported by data, the office shall make recommendations about best practices and innovative practices to increase educational attainment throughout the educational system from preschool through postsecondary training and education and support the work of the agencies and organizations responsible for each individual sector.

(2) Recognizing that educational attainment cannot be increased if students do not move from one educational sector to the other or if their progress is slowed by obstacles, the office shall specifically identify barriers, work with the applicable agencies or organizations to develop solutions, and develop the data to monitor and report on the progress.

(3) In conducting its work, the office shall work closely with the advisory board, the legislature and the governor."

### **Formation of the Office of Student Achievement**

The Office of Student Achievement should be formed through combining and integrating the State Board of Education, the Higher Education Coordinating Board (or Council on Higher Education), the Office of Student Financial Assistance (created in 2011 but effective July 1, 2012), and the Educational Research and Data Center (currently within the Office of Financial Management). To keep a clear focus on improving educational attainment, one of the initial responsibilities of the Office should be to recommend changes in statute to continue to eliminate or transfer duties formerly held by the boards or offices that are no longer applicable or detract from its role. For example, the requirement that a state agency approve higher education institutions degrees should be eliminated.

### **Create an Advisory Board to the Office of Student Achievement**

An Advisory Board to the Office of Student Achievement should be created. The purpose of the Board is to provide advice to the Office on strategic planning, including budget and financing recommendations, to facilitate coordination among the agencies, institutions and public, and to improve transitions for students. The Board should be composed of eleven voting members and two nonvoting members. The Governor should appoint six citizen members, who should be voting members. These appointments should be confirmed by the Senate. One of the citizen members should serve as the chair. The Board should select the chair.

Each of the following entities or groups should appoint one voting member: the Department of Early Learning, Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, the presidents of the public four-year institutions of higher education, and the Workforce Training and Education Coordinating Board. The appointees should either be the leader

of the entity or group, or the leader's designee. An association of independent schools and an association of independent colleges should each appoint one nonvoting member.

### **Sunset Evaluation of Office and Advisory Board**

The Joint Legislative Audit and Review Committee should conduct a review of the Office of Student Achievement and its functions. The review should address whether the office is meeting legislative intent and achieving expected performance goals. The Office must work with the Committee to develop performance measures and goals by which it will be evaluated. The Joint Committee should present its findings to the Legislature by December 1, 2019.

### **Create a Joint Select Committee**

A legislative Joint Committee on Student Achievement should be created. The Committee should review the work of the Office of Student Achievement and the Advisory Board, and make both policy and budget recommendations on improving educational attainment for Washingtonians. The Committee should be composed of eight members from each chamber. No more than four members from each chamber should be from the same political party. Members should be selected from those members serving on committees having jurisdiction over early learning, K-12 education, higher education, workforce development and the operating budget.

## **OPTION B:**

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**Create the Office of Student Achievement (focusing on secondary through postsecondary education):** An Office of Student Achievement should be created. The director should be appointed by the Governor and confirmed by the Senate.

The purpose of the Office of Student Achievement should be to set and monitor progress toward the goal of increasing educational attainment of Washingtonians. This goal links the work of all our state's educational programs, schools and institutions from postsecondary through career. This new office should help connect the work of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the public four-year institutions of higher education, as well as the independent schools and colleges.

The Office should have the following duties to increase educational attainment:

#### **Planning, Goals, Performance and Data**

- Setting educational attainment goals both short and long term. Educational attainment goals should include not only reaching higher levels of educational attainment but earning certificates or degrees that meet workforce needs. These goals should be reviewed and revised every four years.
  - Work with the Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, the presidents of the four-year institutions, organizations of independent colleges and degree-granting institutions, and the Workforce Training and Education Coordinating Board for each to develop a set of integrated measurable goals for each sector's contribution to the overarching goal of increasing

educational attainment. Each agency will continue to have its individual goals and strategic plans within its sectors;

- Strategic planning for meeting the goal of increasing educational attainment;
- Developing performance plans and incentives;
- System design and coordination emphasizing review when an educational institution changes the types of degrees that it provides;
- Facilitating using innovative practices within, between and among the sectors to increase educational attainment, including accountability measures to determine the effectiveness of the innovations; and
- Educational data, research and analysis in conjunction with the Educational Research and Data Center.

### ***Strategic budget and financing recommendations***

- Developing budget recommendations based upon current funds and developing budget recommendations for the future based upon the strategic plan. The individual sectors should continue to make budget recommendations within their sectors;
- Making financing recommendations based upon the strategic plan; and
- Reviewing and making recommendations on changes in roles or missions of educational institutions, if consistent with the strategic plan, to increase educational attainment.

### ***State-level support for students***

- Improving student transitions which includes but is not limited to:
  - Setting minimum college admission requirements;
  - Providing programs to encourage students to prepare for, understand how to access and pursue postsecondary college and career programs;
  - Implementing policies that require coordination between or among sectors such as dual high school-college programs, awarding college credit for advanced high school work, and transfer between two- and four-year institutions or between different four-year institutions; and
  - Addressing transitions issues and solutions for students, including from high school to postsecondary education, including community and technical colleges, four-year institutions, apprenticeships, training or career; between two-year and four-year institutions; and from postsecondary education to career. These transitions may occur multiple times as students continue their education; and
- Administering student financial aid programs, including but not limited to the State Need Grant, College Bound and other scholarships, the Guaranteed Education Tuition program and Work Study programs.

### ***Consumer protection — approval of educational programs***

- Approving private, degree-granting postsecondary institutions consistent with existing statutory criteria; and
- Approving programs that are eligible programs for students to use federal benefits such as veterans' benefits.

## **Other**

- Being designated as the state agency for the receipt of federal funds for higher education and
- Serving as primary point of contact for public inquiries on higher education.

### **Proposed statutory language creating the office:**

Suggested draft language that to be included in the legislation follows. This proposed language creates the Office, provides for the appointment of the executive director and establishes its purpose. (The proposed legislation will also include additional sections that set out the other specific duties described in these recommendations.)

**"NEW SECTION.** Sec. XXX. The office of student achievement is created. The executive director of the office of student achievement shall be appointed by the governor, with the consent of the senate, and hold office at the pleasure of the governor.

**NEW SECTION.** Sec. XXX. (1) The office of student achievement shall focus on the goal of increasing the educational attainment of Washingtonians. The office shall provide the strategic planning, data and research analysis, and budget and financing recommendations to increase educational attainment. Based upon research and analysis supported by data, the office shall make recommendations about best practices and innovative practices to increase educational attainment from secondary to postsecondary training and education and support the work of the agencies and organizations responsible for the individual sectors.

(2) Recognizing that educational attainment cannot be increased if students do not move from secondary to postsecondary education or between postsecondary education or training institutions if their progress is slowed by obstacles, the office shall specifically identify barriers, work with the applicable agencies or organizations to develop solutions, and develop the data to monitor and report on the progress in conjunction with the Education Research and Data Center.

(3) In conducting its work, the office shall work closely with the advisory board, the legislature and the governor."

### **Formation of the Office of Student Achievement**

The Office of Student Achievement should be formed through combining the Higher Education Coordination Board (or Council on Higher Education) and the Office of Student Financial Assistance (created in 2011 but effective July 1, 2012). To keep a clear focus on improving educational attainment, one of the initial responsibilities of the Office should be to recommend changes in statute to continue to eliminate or transfer duties formerly held by the Higher Education Coordinating Board that are no longer applicable or detract from its role. For example, the requirement that a state agency approve higher education institutions' degrees should be eliminated.

### **Create an Advisory Board to the Office of Student Achievement**

An Advisory Board to the Office of Student Achievement should be created. The purpose of the Board is to provide advice to the Office on strategic planning, including budget and financing recommendations, to facilitate coordination among the agencies, institutions and public, and to

improve transitions for students. The Board should be composed of eleven voting members and two nonvoting members. The Governor should appoint seven citizen members, who should be voting members. These appointments should be confirmed by the Senate. One of the citizen members should serve as the chair. The Board should select the chair.

Each of the following entities or groups should appoint one voting member: the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the presidents of the public four-year institutions of higher education, and the Workforce Training and Education Coordinating Board. The appointees should either be the leader of the entity or group, or the leader's designee. An association of independent schools and an association of independent colleges should each appoint one nonvoting member.

### **Sunset Evaluation of Office and Advisory Board**

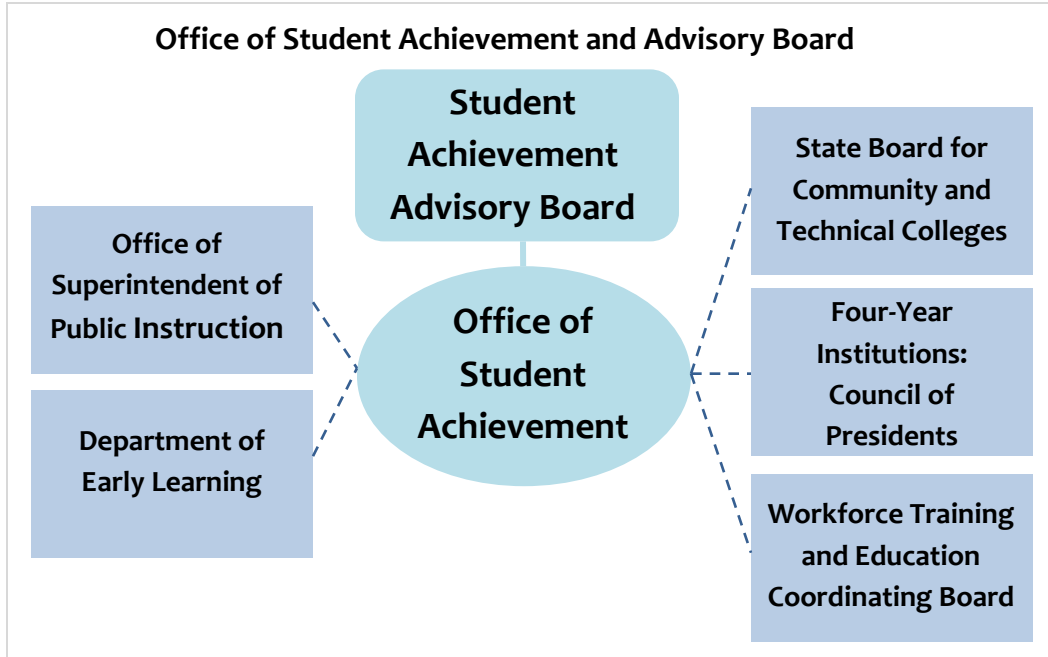
The Joint Legislative Audit and Review Committee should conduct a review of the Office of Student Achievement and its functions. The review should address whether the Office is meeting legislative intent and achieving expected performance goals. The Office must work with the Committee to develop performance measures and goals by which it will be evaluated. The Joint Committee should present its findings to the Legislature by December 1, 2019.

### **Create a Joint Select Committee**

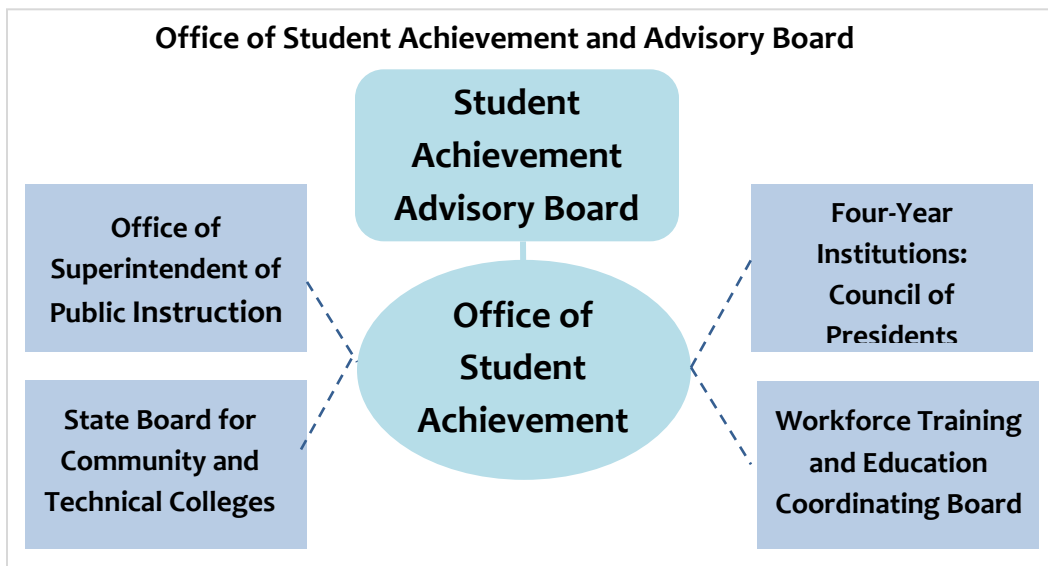
A legislative Joint Committee on Student Achievement should be created. The Committee should review the work of the Office of Student Achievement and the Advisory Board, and make both policy and budget recommendations on improving educational attainment for Washingtonians. The Committee should be composed of eight members from each chamber. No more than four members from each chamber should be from the same political party. Members should be selected from those members serving on committees having jurisdiction over K-12 education, higher education, workforce development and the operating budget.

# APPENDIX A

## Option A: Preschool through Postsecondary



## Option B: Secondary through Postsecondary





## APPENDIX B

### Legislation Creating Committee

#### **E2SSB 5182 Sec. 302.**

(1) The higher education steering committee is created.

(2) Members of the steering committee include: The governor or the governor's designee, who shall chair the committee; two members from the house of representatives, with one from each of the two major caucuses, appointed by the speaker of the house of representatives; two members from the senate, with one appointed from each of the two major caucuses, appointed by the president of the senate; an equal representation from the key sectors of the higher education system in the state; and at least two members representing the public as appointed by the governor.

(3) The steering committee shall review coordination, planning, and communication for higher education in the state and establish the purpose and functions of the council for higher education. Specifically, the steering committee shall consider options for the following:

(a) Creating an effective and efficient higher education system and coordinating key sectors including through the P-20 system;

(b) Improving the coordination of institutions of higher education and sectors with specific attention to strategic planning, system design, and transfer and articulation;

(c) Improving structures and functions related to administration and regulation of the state's higher education institutions and programs, including but not limited to financial aid, the advanced college tuition payment program, federal grant administration, new degree program approval, authorization to offer degrees in the state, reporting performance data, and minimum admission standards; and

(d) The composition and mission of the council for higher education.

(4) The steering committee shall consider input from higher education stakeholders, including but not limited to the higher education coordinating board, the state board for community and technical colleges, the community and technical colleges system, private, nonprofit baccalaureate degree-granting institutions, the office of the superintendent of public instruction, the workforce training and education coordinating board, the four-year institutions of higher education, students, faculty, business and labor organizations, and members of the public.

(5) Staff support for the steering committee must be provided by the office of financial management.

(6) The steering committee shall report its findings and recommendations, including proposed legislation, to the governor and appropriate committees of the legislature by December 1, 2011.

(7) This section expires July 1, 2012.

## APPENDIX C

The Honorable Governor Gregoire,

Thank you for the opportunity to offer comments about the December 4<sup>th</sup> draft of the Higher Education Steering Committee recommendations to the legislature. We appreciate your personal commitment to this process and, by and large, support Option A.

We fully support the overarching goal of increasing educational attainment by fixing the leaky pipeline from early learning through higher education. We believe that this would be best achieved through the creation of an independent P-20 lay board with the authority to hire their own executive director.

We also agree that financial aid administration follows financial aid policy and that both should be housed in the same organization.

We assume that the bullet points in Option A (State-level support for students) respond to the interests we expressed during the steering committee meetings regarding proportionality agreements between the 2- and 4-year public higher education sectors so that community and technical college transfer students are assured space in our four-year schools.

Again, we appreciate your leadership and that of the steering committee members in proposing a new policy structure for a system of public education in Washington.

David Mitchell, President  
Olympic College

Charlie Earl, Executive Director  
State Board for Community and Technical Colleges

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### Higher Education Steering Committee Draft Report Council of Presidents Comments December 9, 2011

The Council of Presidents prefer Option B in the report with the following comments or requests for clarification:

#### **Creation of the Office**

- We recommend that the office be titled “Office of Educational Attainment.”
- Some concern that the Governor appoints both the Director and the Advisory Board members.

#### **Advisory Board**

- We would seek additional clarifying language around citizen membership (i.e., business/industry, labor, faculty, alumni, etc).

## **Planning, Goals, Performance and Data**

- We recommend removal of the language “Developing performance plans and incentives.” The development of performance plans and plans to respond to incentives are institutional specific and are driven at the campus level. E2SHB 1795 directs us to develop performance plans with OFM, and that process is underway. The Office of Educational Attainment should have a multi-sector perspective and should focus on the issues that surround the intersections between sectors and not institutional specific initiatives.
- We recommend that the ERDC be more explicitly charged with the collection of educational data from the various sectors, and with conducting research and analysis. This would provide clarity that the new Office of Educational Attainment would not be responsible for these activities; rather they would use the data and analysis from the ERDC to develop recommendations.

## **Strategic budget and financing recommendations**

- We would like to be sure it is clear that the budget recommendations developed by the Office of Educational Attainment are for state-level goals and objectives, and not individual institutions budgets.

## **Other**

- Amend the language to say “education” and not “higher education.” If this is a multi-sector entity then it should not be focused only on higher education for public inquiries but for all sectors that are included in the scope of the entity.

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## **Comments on the DRAFT for the final report from the Higher Education Steering Committee**

The points below represent succinctly my responses to the DRAFT:

- The focus on transition points is critical. The P-20 committee meetings identified wide cracks through which far too many students fall in their journeys through the educational system. I think, however, Option 2 offers an opportunity to go deeper in addressing the high school to college and two-year to four-year legs of the educational trip.
- The joint select committee could give needed legislative attention to the transitions so important to higher education. This may turn out to be a good structure, particularly with Option 2.
- Statewide financial aid administration helps keep the focus on funding the students rather than the institutions. This approach recognizes the Governor’s concern that students be kept paramount in any system we choose.
- The advisory committee should distinguish between non-profit and for-profit independents and should make the former a voting member. The proposed classification places Washington’s independent colleges and universities in the wrong group. For example, in Eastern Washington, there are far more similarities between Gonzaga University and Eastern Washington University than there are between Gonzaga (along with Whitworth and Whitman) and any for-profit post-secondary school in that region. Cooperation between and among the publics and independents is essential if the State hopes to see its resources used efficiently and effectively. Further, the 10 Independent Colleges of Washington alone produce 20% of the degrees, 35% of the nurses,

20% of the engineers, 23% of the science majors and 36% of the math majors in the State of Washington. The proposed structure places this group of top tier contributors on the sidelines when they should be on the field.

I think this DRAFT represents a good step in the right direction, and I hope you will take my observations into consideration. I believe I speak for a very large group of higher education professionals. Thank you.

Bill Robinson

# P-20 State Policy: A Comparative Perspective

Washington State Board of Education

Aims McGuinness

National Center for Higher Education Management Systems

Boulder, Colorado

January 11, 2012

# Perspective

- Background
  - Primarily State Higher Education Policy
  - 17 Years at Education Commission of the States
  - Eight Years (Two Terms) as Elected School Board Member; Four Years as Board President
  - OECD and World Bank Throughout the World

# Role with Steering Committee

- Resource on Best Practice from Other States
- NOT as Expert on Washington State
- Funded by Lumina Foundation:
  - Lumina's Priority: Big Goal of Educational Attainment
  - Central Concern: Need for Capacity for Sustained Policy Leadership to Achieve Long-Term Improvements

# Steering Committee Charge: Senate Bill 5182

- Creates Office of Student Financial Assistance effective July 1, 2012
- Abolishes the Higher Education Coordinating Board (HECB) effective July 1, 2012
- Creates the Council for Higher Education (HEC) effective July 1, 2012
- Charges Higher Education Steering Committee to develop the duties and functions of HEC.
- Steering Commission also charged to consider options including “...coordinating key sectors, including the P-20 system.”



# Lessons from Other States

- Be Clear About What Works in Washington and Why
- Consider Total Policy Structure and Process, including Roles of Governor and Legislature
- Be Explicit about Problems that are Being Fixed; Avoid Change Just to Make a Change

# Lessons (Continued)

- Establish Entity Concerned about How Connections Among Access, Tuition And State Support, Financial Aid and Productivity relate to Achieving State's Goals Specifically around Degree Attainment
- Focus on Intersection Issues: Coordinating Both Among Institutions and Among Economic Development, the Workplace and K-12 Education
- Critical Functions include Building Consensus Around the State's Future and Goals, Accountability and Metrics, and Planning Connected To Budgeting Decisions and Processes

# Lessons (Continued)

- To Be Effective, an Entity Must Have One or More of the Following: Regulatory Authority, Financial Power or Moral Authority
- To Implement Long-term Change, the Entity Must Have The Ability to Bridge Gaps Between:
  - Higher Education and Other Education Sectors
  - Among The Different Sectors of Higher Education. This Comes Through Knowledge, Experience and Trust
- The Entity Must Have The Ability to Implement the Public Agenda Through Both:
  - Building Pathways Through Educational Systems
  - Encouraging Regional Collaboration Among K-12, Community And Technical Colleges, and Four-year Institutions

# Lessons (Continued)

- Pitfalls Include:
  - Being a Regulatory Agency
  - Centralizing Governance of Institutions
  - Micromanagement by the Legislature
  - Adding So Many “Barnacles” That The Entity is unable to Concentrate on its Core Mission

# Option A:

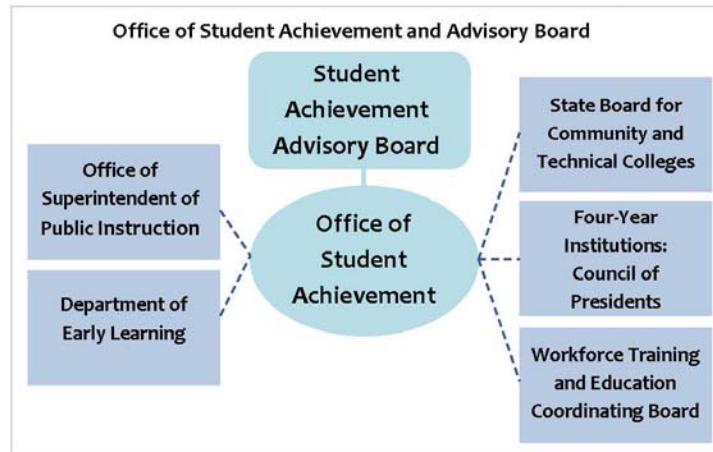
- **Create an Office of Student Achievement.** The director should be appointed by the Governor and confirmed by the Senate.
- The purpose of the Office of Student Achievement should be to:
  - Set and monitor progress toward the goal of increasing educational attainment of Washingtonians. This goal links the work of all our state's educational programs, schools and institutions from preschool through career.
  - Help connect the work of the Department of Early Learning, the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the public four-year institutions of higher education as well as the private, independent schools and colleges.

# Option B

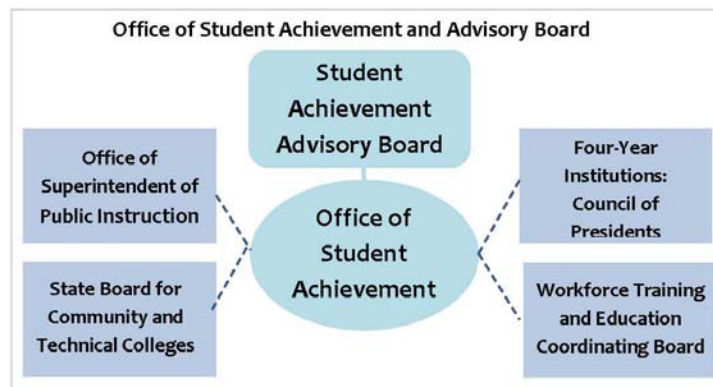
- **Create the Office of Student Achievement (focusing on secondary through postsecondary education):** The director should be appointed by the Governor and confirmed by the Senate.
- The purpose of the Office of Student Achievement should be to:
  - Set and monitor progress toward the goal of increasing educational attainment of Washingtonians. This goal links the work of all our state's educational programs, schools and institutions from postsecondary through career.
  - Help connect the work of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the public four-year institutions of higher education, as well as the independent schools and colleges.

## APPENDIX A

### Option A: Preschool through Postsecondary



### Option B: Secondary through Postsecondary



# Likely Remaining Issues

- Breadth/Scope:
  - P-20
  - Secondary through Postsecondary
  - Postsecondary
- Executive Branch Agency or Independent Board
- Executive Appointed by Governor or Board
- Composition of the Board



# Comparative Perspective on P-20

- Few (if Any) States Have P-20 Structure
- States with Formal Structure Do Not Function in P-20 Manner:
  - New York
  - Idaho
  - Florida
  - Pennsylvania

# P-20 (Continued)

- P-20 Structures Established Over Past 15 Years Have Been Difficult to Sustain
  - By Executive Order: Not Sustained Over Changes in Governor
  - Few by Statute
  - Obstacles in:
    - Constitution and Statute
    - Differences in Culture and Functions

# P-20 (Continued)

- New Examples:
  - Massachusetts
  - Oregon Investment Board

# Common Issues

- Span of Issues: Early Childhood through Graduate Education and Research
- Differences in State Role in K-12 and Higher Education
  - Complexity of K-12 Regulatory Roles
  - Autonomy and Culture of Higher Education
- Differences in Stakeholders

# Key Distinctions

- Statewide Policy Leadership/Advocacy and Inter-sector Coordination
- Regulation and Operations
- Governance of Schools and Institutions

# Key Role of Business/Civic Leadership

- Indiana Education Roundtable
- Pritchard Committee for Academic Excellence in Kentucky
- Massachusetts Business Alliance for Education

# Alternatives

- Changes in Formal Structure
- Public/Private Mechanisms to:
  - Establish and Gain Consensus Around Long-Term Goals
  - Monitor and Report on Progress
  - Advocate for Sustained, Systemic Reform
- Keys:
  - Leadership
  - Finance Policy

# The Washington State Board of Education

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

<b>Title:</b>	<b>Student Presentation – Lessons of Impact</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington’s student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington’s students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues. In his fourth presentation to the Board, student Board Member, Jared Costanzo, will discuss three to five lessons of impact from his experiences as a public school student.</p>	



# The Washington State Board of Education

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

## STUDENT PRESENTATION

### BACKGROUND

Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board Members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below:

### **Presentation Topics** (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K-High School).
2. One or two good ideas to improve K-12 education.
3. How the Board's work on: \_\_\_\_\_ (you pick) has impacted, or will impact K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Before and after: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2012.01.12	Jared	4
2012.03.15	Matthew	2
2012.05.9	Jared	5
2012.07.12	Matthew	3
2012.11.9	New Student A	1
2013.01.10	Matthew	4
2013.03.14	New Student A	2
2013.05.9	Matthew	5
2013.07.11	New Student A	3

### POLICY CONSIDERATION

None

### EXPECTED ACTION

None

# **LESSONS**

JARED COSTANZO

LESSONS THAT HAVE IMPACTED ME

AS A STUDENT

&

AS A PERSON

**AS A STUDENT**

**Never be too proud to ask for help**

**Model the best**

**AS A PERSON**

**There is nothing to hold you back,  
except yourself.**



**Don't let failures influence your dreams,  
they are only speed bumps.**

# The Washington State Board of Education

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

<b>Title:</b>	<b>SBE Strategic Plan Review</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Update of SBE Strategic Plan, and 6-month priorities.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	The Executive Director will lead a Board discussion on a "refresher look" at the State Board's Strategic Plan. The Chair has asked for a revision/update of the SBE Strategic Plan, and the Executive Director will share the results of that staff-level review, as well as some thoughts on potential key areas of focus for the next six months.	

# The Washington State Board of Education

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

## **SBE STRATEGIC PLAN DISCUSSION**

### **BACKGROUND**

At the request of the Board, the staff has invested significant time in re-examining the Board's strategic plan in the context of the results of the Board planning retreat, as well as the hiring of a new Executive Director. As part of this process, the Executive Director also examined current RCW and WAC language to understand the required functions of SBE versus the more advocacy-based roles the Board envisions.

Accompanying this memo is a copy of the strategic plan which has undergone a round of staff edits. The edited version was provided to the Board at the November 2011 meeting, with the suggestion to review the draft in advance of the January meeting. The edits are also accompanied by comments in the margin explaining some of the thinking underlying the suggested change.

#### **Purpose of today's work session:**

Today's purpose is not to have a full-scale planning retreat; those meetings are regularly scheduled annually in the summer months. The next one is scheduled for September, 2012. Today's purpose is to take a "refresher" look at the strategic plan in the context of staff's suggested edits and the Executive Director's first four months on the job. Several Board members have suggested some dedicated time for reflection and planning since the Executive Director transition took place.

#### **Goal of today's work session:**

Our hope is to emerge from today's work session with a body of discussion and feedback sufficient to produce a draft final SBE Strategic Plan between the January and March meetings. Staff would take the feedback and produce a final draft for members to review prior to the March meeting.

#### **Structure of today's work session:**

- Staff Overview of Suggested Edits (30 minutes) – The Executive Director will walk through the Plan and note instances where suggested initial edits are made, and why, as well as offer some general reflections on the first four months as Executive Director.
- Small Group Discussions (45 minutes) – The Board will break out into smaller groups of three-five to review the Strategic Plan, the suggested edits, and possible improvements.
  - Discuss/respond to specific edits, as shown.
  - Discuss what an effective State Board of Education looks like over the next six months. What initiatives should the Board concentrate on?
  - Significant goals/objectives which are not reflected in the draft before you.
  - Suggested modifications; expressing current goals differently, etc.

- Larger Group Discussion (45 minutes) – The Board will reconvene and discuss thoughts emerging out of the small group discussion. Key discussion points should include:
  - Discuss/respond to specific edits, as shown
  - Suggested modifications beyond staff edits
  - Rough outline of a six month plan - what initiatives should the Board concentrate on?

Summary of Suggested Changes:

It will be necessary to review the changes one-by-one, but overall the edits can be summarized into several major categories:

- Structural changes:
  - Recommend eliminating the strategic roles framework and dashboard found at the end of the document – staff preference for a shorter-hand version. It is important to seek a proper balance between the strategic documents *guiding* the work versus *becoming* the work.
- Clean up:
  - Eliminating or modifying strategies or deliverables that have since past.
  - Reconciling existing language to updated conversations of the Board (particularly annual retreat).
- Seeking Congruity of Goals to Objectives:
  - Avoid setting goals we cannot measure.
  - Use language that is reflective of our roles, duties, and powers.

Part of the discussion will center around six month goals. Please use the following list of possibilities in framing your own six month priorities in advance of our discussion.

Possible six month priorities:

- **Setting Performance Improvement Goals and Success Metrics for the K-12 System**  
- Partnership with Quality Education Council.
- **Effective P-13 Governance**– Advocating in the Legislature for Streamlined P-13 Governance Frameworks and Revised Structure for the Higher Education Coordinating Board.
- **Accountability System Framework**
  - ESEA Waiver Application.
  - Achievement Index.
  - SBE Statutory responsibility to develop *“unified system of support for challenged schools that ... increases the level of support based upon the magnitude of need, and uses data for decisions.”*
- **BEA Waivers** – Development/Adoption of Criteria.

- **Graduation Requirements**
  - Best Practice/Model Program development for CTE “Two-for-One” program.
  - Finance plan for phase-in of remaining requirements of the 24 credit package:
    - Science (lab)
    - Art
    - World Language
    - Career Concentration
  
- **Legislative Advocacy**
  - Basic Education funding.
  - Transitional Bilingual and Alternative Learning Experience Issues.
  
- **Common Core Standards Implementation**

## 1.0 +introduction: policy roles, authority, and policy context

### 1.1 SBE Mandate and Roles

In 2005, the Washington State Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, SBE is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education in the state. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education
- Implement a standards-based accountability system to improve student academic achievement
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles
- Promote achievement of the goals of RCW 28A.150.210, as stated below:

*The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be 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. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:*

1. *Read with comprehension, write with skill, communicate effectively and responsibly in a variety of ways and settings*
  2. *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness*
  3. *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems*
  4. *Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities*
- Approve private schools
  - Communicate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system

**SBE HAS FIVE ROLES.** With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 educational system. The Board's five roles are to provide:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

## ***1.2 Statutory Requirements and Ongoing SBE Work***

**STATUTORILY REQUIRED RESPONSIBILITIES.** SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. In fulfilling these responsibilities the Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- ***Development of a More Comprehensive Accountability Framework:*** SBE has created a framework for statewide accountability; developed a recognition program for schools using SBE's accountability index to measure school performance; and obtained state intervention authority through a Required Action process for the state's lowest achieving schools
- ***Revised High School Graduation Requirements:*** SBE developed the Core 24 Framework for High School Graduation Requirements, and continues to work towards creation of a set of graduation requirements that will best prepare today's graduates for success after high school
- ***Administrative Responsibilities:*** SBE also sets the cut scores for student proficiency and other performance levels on state assessments, approves private schools, monitors local school district compliance with the Basic Education Act, and approves waivers of the state-required 180 days of student instruction

**SPECIAL LEGISLATIVE ASSIGNMENTS.** In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule
- Completing a science standards and curriculum review; and a math standards and curriculum review

- Producing several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report
- Implementing a new efficiency waiver pilot program for small school districts to change their school calendar
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues

**PARTICIPATION ON OTHER BOARDS AND WORK GROUPS.** SBE also holds seats on the following boards and work groups: the Quality Education Council (QEC); the Data Governance Committee; the Education Research and Data Center Work Group; Building the Bridges Student Support Work Group; the Race to the Top Grant Steering and Coordinating Committees; and the Science, Technology, Engineering, and Mathematics (STEM) Work Group. In addition, SBE consults with the Achievement Gap and Oversight Committee and the Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

### ***1.3 SBE Has Many Stakeholders***

**DEFINING SBE'S STAKEHOLDERS.** SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations, to ensure that the perspectives of all stakeholders are fully understood by SBE.

**COORDINATING WITH OTHER STATE AGENCIES.** SBE works within a network of multiple agencies, including the Governor's Office, the Legislature and its committees, OSPI, PESB, and Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' education strategies and priorities are, the greater the benefit will be to the citizens of the state of Washington.



## ***1.4 The Federal Context - The Obama Administration Priorities***

The Obama education administration has promoted an agenda through the American Recovery and Reinvestment Act and its blueprint for action that embraces the following principles:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart, and transformation

The SBE participated in forming a coalition to obtain approval of Race to the Top grant funding and served on the Race to the Top Steering Committee. While the state was not successful in obtaining the grant funding in Round Two from the U.S. Department of Education, it will continue to finalize and implement the State Education Plan originally proposed in the Race to the Top.

The Board modeled its state intervention practice (Required Action) after the newly revised federal school improvement grant process. The state identifies the bottom five percent of lowest achieving schools based on three years of performance in combined math and reading student achievement scores. Several schools will be designated by the Board through their districts for required action. Schools must select one of the four federal intervention models and will be funded through federal school improvement grants.

The Board has provided input to the U.S. Department of Education and Congressional leadership on the reauthorization of No Child Left Behind/Elementary and Secondary Education Act by promoting its new state accountability index, which the Board believes is a more fair way to identify schools that are exemplary or struggling.

## 1.5 *The Draft State Context: Development of the Washington State Education Plan*

The 2010 draft State Education Plan is designed to significantly advance Washington's K-12 achievement levels. SBE has served as a catalyst to help define and create the Education Plan and move it forward. The Plan's Vision is:

*All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.*

### **THE DRAFT PLAN IDENTIFIES FOUR LARGE GOALS FOR WASHINGTON:**

5. Enter kindergarten prepared for success
6. Be competitive in math and science nationally and internationally
7. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps
8. Graduate able to succeed in college, training, and careers

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's progress in achieving its goals will be a major focus for SBE in the next several years.

## 1.6 *The Current State of Washington's K-12 Education Performance*

SBE staff has assembled data to create a picture of the state's current educational performance, to inform development of this Strategic Plan. The major conclusions from that work are that there are both:

Notable Successes	And Major Challenges
<ul style="list-style-type: none"> <li>• Washington performs above average on the National Assessment of Educational Progress (NAEP) Washington is ranked 16<sup>th</sup> in the nation for the percent of seniors (16%) who score a three or higher on an Advanced Placement exam</li> <li>• Washington students consistently score above national averages on the ACT</li> <li>• For the seventh consecutive year, Washington State SAT averages are the highest in the nation among states in which more than half of the eligible students took the tests</li> <li>• More Washington college students return for a second year and complete their two- or four-year studies than in other states: Washington outperformed 37 states in 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Our state's incoming kindergarteners are often underprepared for success in five major domains</li> <li>• There is a significant and persistent achievement gap demonstrated by assessment results and graduation rates</li> <li>• Funding for K-12 education has grown steadily, yet Washington is still ranked 45th in the nation on per pupil expenditures</li> <li>• Graduation and dropout rates have not improved over the past six years</li> <li>• Fewer Washington students go from high school directly to college than in most other states: Washington ranked 45th in the nation in 2006</li> </ul>

## 2.0 Vision, Mission, and Summary of Goals

### Vision

The State Board of Education 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.

### Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

### Summary of Goals

- GOAL 1:** ~~Advocate for an Effective, Accountable Governance Structure for Public Education in Washington~~ Advocate for Effective and Accountable P-13 Governance in Public Education.
- GOAL 2:** Provide Policy Leadership for Closing the Academic Achievement Gap
- GOAL 3:** ~~Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education~~ Provide Policy Leadership to Strengthen Students' Transition within the P-13 System
- GOAL 4:** ~~Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science~~ Promote Effective Strategies to Improve Student Achievement in Math and Science
- GOAL 5:** Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

### 3.0 Goals and action strategies

#### ~~Goal 1: Advocate for an effective, accountable governance structure for public education in Washington~~ **Advocate for Effective and Accountable P-13 Governance in Public Education.**

##### **A. Catalyze ~~Review and research~~ educational governance reform in Washington**

1. Define the issues around governance
  - Create a synopsis of literature on governance reform
  - Provide systems map to demonstrate the current Washington's K-12 governance structure
  - Examine other governance models for system reorganization and reform
  - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities
3. ~~Create a public awareness campaign around governance issues.~~ **Create an education governance communications plan.**
4. ~~Support process identified to examine and make governance recommendations~~

**TIMELINE:** 2011-14

**PRODUCTS/RESULTS:**

- **Produce a literature review on education governance**
- **Create a systems map of the current education governance/government framework**
- **Develop three state case studies review models of education governance**
- **Complete an education governance communications plan**
- ~~Produce a compelling set of materials on need for change in public education governance by 2011~~
- ~~Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature~~

**B. Use the State Education Plan to foster stronger relationships among education agencies— Establish performance improvement goals for the P-13 system**

1. Identify no more than five P-13 leading system indicators
2. Develop a stakeholder engagement strategy to receive input on the leading system and foundation indicators established by the Board ~~participate in the identification of preconditions to the five leading indicators~~
3. Convene stakeholders in the development of strategies aligned with leading system indicators
4. Prioritize a future legislative agenda around the performance improvement goals
5. ~~Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan~~
6. ~~Share the State Education Plan and solicit input from education stakeholders~~
7. ~~Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities~~
8. ~~Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities~~

**TIMELINE:** 2012-2018

**PRODUCTS/RESULTS:**

- No more than five P-13 leading system indicators identified
- Development of website to facilitate indicator analysis and discussion
- Legislative agenda based on the performance improvement completed
- ~~Incorporate stakeholder Education feedback on the State Education Plan~~
- ~~A visible, credible, and actionable State Education Plan by 2014~~
- ~~Implementation schedule prepared for State Education Plan~~
- ~~Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012~~

**C. Assist in oversight of online learning programs and other alternative learning experience programs and Washington State diploma-granting institutions**

1. Examine policy issues related to the oversight of online learning for high school credits

2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria
3. Examine the application of Basic Education Act requirements in an Alternative Learning Experiences setting

**TIMELINE:** 2011-2012

**PRODUCTS/RESULTS:**

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012
- ~~Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 20112~~
- Develop a legislative agenda around the relationship between online learning, high school graduation, and Basic Education Act compliance (by 2013)

## Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap

### A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners

1. ~~Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap~~ Develop performance improvement goals relating the achievement gap
2. Together with OSPI, implement the Required Action process for lowest achieving schools
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index
4. Work with stakeholders to assess the school improvement planning rules
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE
7. Reflect upon constructive alignment of allocated and supplemental opportunities to learn in a school calendar year that is efficient, effective, and equitable.

**TIMELINE:** 2012-14

**PRODUCTS/RESULTS:**

- ~~Use data to turn the spotlight on~~ Use the Achievement Index to recognize schools that are not closing the achievement gap
- Adopt Required Action (RA) rules
- Designate RA districts, approve RA plans, and monitor school progress in 2010-2011
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012<sup>3</sup>
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program
- Create district and state level data on SBE Accountability Index
- ~~Work with stakeholders on creating performance measures on college and career readiness~~
- ~~Revise school improvement plan rules~~
- ~~Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub-group analysis). Note: this work also pertains to SBE Goal #3~~

- ~~Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions~~
- ~~Incorporate stakeholders' perspectives on their educational experiences in SBE decisions~~



### **Goal 3: ~~Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education~~ Provide Policy Leadership to Strengthen Students' Transitions within the P-13 System**

#### **A. Advocate for high quality early learning experiences for all children along the K through 3<sup>rd</sup> grade educational continuum**

1. Advocate to the legislature for state funding of all-day Kindergarten and reduced class sizes as directed in HB 2776
2. Promote early prevention and intervention for pre-K through 3<sup>rd</sup> grade students at risk for academic difficulties

**TIMELINE:** 2010-2018

**PRODUCTS/RESULTS:**

- SBE will support bills legislation that increases access to high quality early learning experiences
- ~~Create case studies of schools that succeed in closing academic achievement gaps in grades K-3~~

#### **B. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21<sup>st</sup> century world of work, and citizenship**

1. Revise the Core 24 graduation requirements framework based on input received
2. Create a phased-in plan for the implementation of Washington career and college-ready graduation requirements
3. Advocate for funding to implement the new graduation requirements
4. Monitor and report the legislature's progress toward full implementation of the career and college-ready graduation requirements framework, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support
5. Advocate for implementation of school reforms outlined in HB 2261 and HB 2776
6. Examine multiple student pathways available in the career and college-ready graduation requirements

7. Complete analysis of career and college reading graduation requirements implementation issues for smaller districts.
8. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials
9. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn competency-based world language credit, and seek feedback on the adoption and implementation of district policies

**TIMELINE:** 2011-2018

**PRODUCTS/RESULTS:**

- Adopt new rules and related policies for the revised graduation requirements by 2011-12
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support
- Prepare case studies of districts that have successfully implemented rigorous graduation requirements
- Provide presentations to the Board pertaining to districts' work on developing multiple pathways for students
- Disseminate case studies of districts that have adopted world language competency credit policies and procedures through the SBE newsletter

**C. Create a statewide advocacy strategy Identify and advocate for strategies to increase post-secondary attainment**

1. Identify indicators of P-13 system seamlessness in order to increase postsecondary attainment
2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school
3. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies
4. Convene stakeholders to review the Common Core Standards assessments
5. Collaborate with the HECB stakeholders to examine the impact of college incentive programs on student course taking and participation in higher education

**TIMELINE:** 2011-2014

**PRODUCTS/RESULTS:**

- ~~Develop a “road map” an inventory of state strategies for improving Washington students’ chance for participation and success in post-secondary education; document progress annually~~
- ~~Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2~~
- ~~Conduct a transcript an ongoing analysis of middle and high school students’ course-taking patterns of students enrolled in college incentive programs~~
- ~~Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require~~
- ~~Develop middle school policy recommendations to SBE via advisory group~~
- ~~Development of P-13 leading system indicators to evaluate seamlessness in signification transition points~~

**D. Provide policy leadership to examine the role of middle school preparation as it relates to high school success**

1. ~~Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school~~
2. ~~Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school~~

**~~TIMELINE:~~** 2011-2013

**~~PRODUCTS/RESULTS:~~**

- ~~Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require~~
- ~~Develop middle school policy recommendations to SBE via advisory group by 2012~~

## **Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**

### **Promote Effective Strategies to Improve Student Achievement in Math and Science**

#### **A. Provide system oversight for math and science achievement**

1. Advocate for meeting the State Education Plan goals for improved math and science achievement
2. Research and communicate effective policy and evidenced-based practices in Washington and other states, resulting in improved math and science achievement. strategies within Washington and in other states that have seen improvements in math and science achievement
3. Establish performance improvement goals in science and mathematics on the state assessments
4. Monitor and report trends in Washington students' math and science performance relative to other states and countries

**TIMELINE:** 2010-2012

**PRODUCTS/RESULTS:**

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries
- Adopt performance goals and a timetable for improving achievement in math and science assessments
- Examine state strategies for improving math and science achievement

#### **B. Strengthen science high school graduation requirements**

1. Increase high school science graduation requirements from two to three science credits
2. Work with the HECB in requiring three science credits for four-year college admissions requirements
3. Consult with OSPI on the development of state science end-of-course assessments

**TIMELINE:** 2010-15

**PRODUCTS/RESULTS:**

- Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011
- Request funding for implementation of ~~as phase-in for new~~ science graduation requirements by 2013-15 biennium
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year

## Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

### A. In collaboration with the Professional Educator Standards Board, review state and local efforts to improve quality teaching and educational leadership for all students

1. Provide a forum for reporting on teacher and principal evaluation pilot programs
2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days

**TIMELINE:** 2010-18

**PRODUCTS/RESULTS:**

- Hold joint board meetings with the PESB to review progress and make recommendations on to discuss and recommend policies designed to strengthen the teacher and leader work force ~~on teacher and leader pilot and Merit school evaluations in 2011 and 2012~~
- ~~Discontinue~~ Advocate for the discontinuation of 180 day waivers by 2015 (contingent on state funding)
- Discuss methods to measure the quality of Washington's teacher and educational leader workforce relative other states'.

### B. In collaboration with the Professional Educator Standards Board, promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching

1. Examine issues and develop recommendations on state policies related to:
  - Effective models of teacher compensation
  - Equitable distribution of highly effective teachers, including those from diverse backgrounds
  - Effective new teacher induction systems
  - ~~Effective evaluation systems~~
  - ~~Reduction in out-of-endorsement teaching~~
  - ~~Effective math and science teachers~~

**TIMELINE:** 2010-14

**PRODUCTS/RESULTS:**

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance ~~in the 2011 and 2012 legislative sessions~~

## SBE Staff Designated Level of Effort

SBE staff reviewed the four-year strategic plan and designated the following level of effort for each of the objectives over the next one and two years:

Goal	Objective	Level of Effort	
		9/10-9/11	9/11-9/12
GOAL 1	A. Catalyze educational governance reform in Washington	***	**
	B. Use the State Education Plan to foster stronger relationships among education agencies	**	**
GOAL 2	A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners	***	***
	B. Advocate for high quality early learning experiences for all children along the K through 3 <sup>rd</sup> grade educational continuum	*	*
GOAL 3	A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21 <sup>st</sup> Century world of work, and citizenship	***	***
	B. Create a statewide advocacy strategy to increase post-secondary attainment	**	**
	C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success	***	**
	D. Assist in oversight of online learning programs and Washington State diploma-granting institutions	**	***
GOAL 4	A. Provide system oversight for math and science achievement	***	**
	B. Strengthen science high school graduation requirements	*	*
GOAL 5	A. Review state and local efforts to improve quality teaching and educational leadership for all students	*	*
	B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching.	*	*

\* = minimal amount of effort (e.g. phone call or e-mail to convene a meeting)

\*\* = medium (part time staff analysis)

\*\*\* = substantial (almost full time one staff work)



## 4.0 SBE Strategic Plan Alignment

### 4.1 Alignment with the Washington State Education Plan

The State Education Plan’s vision is that “All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship.” The Plan identifies four key goals for Washington.

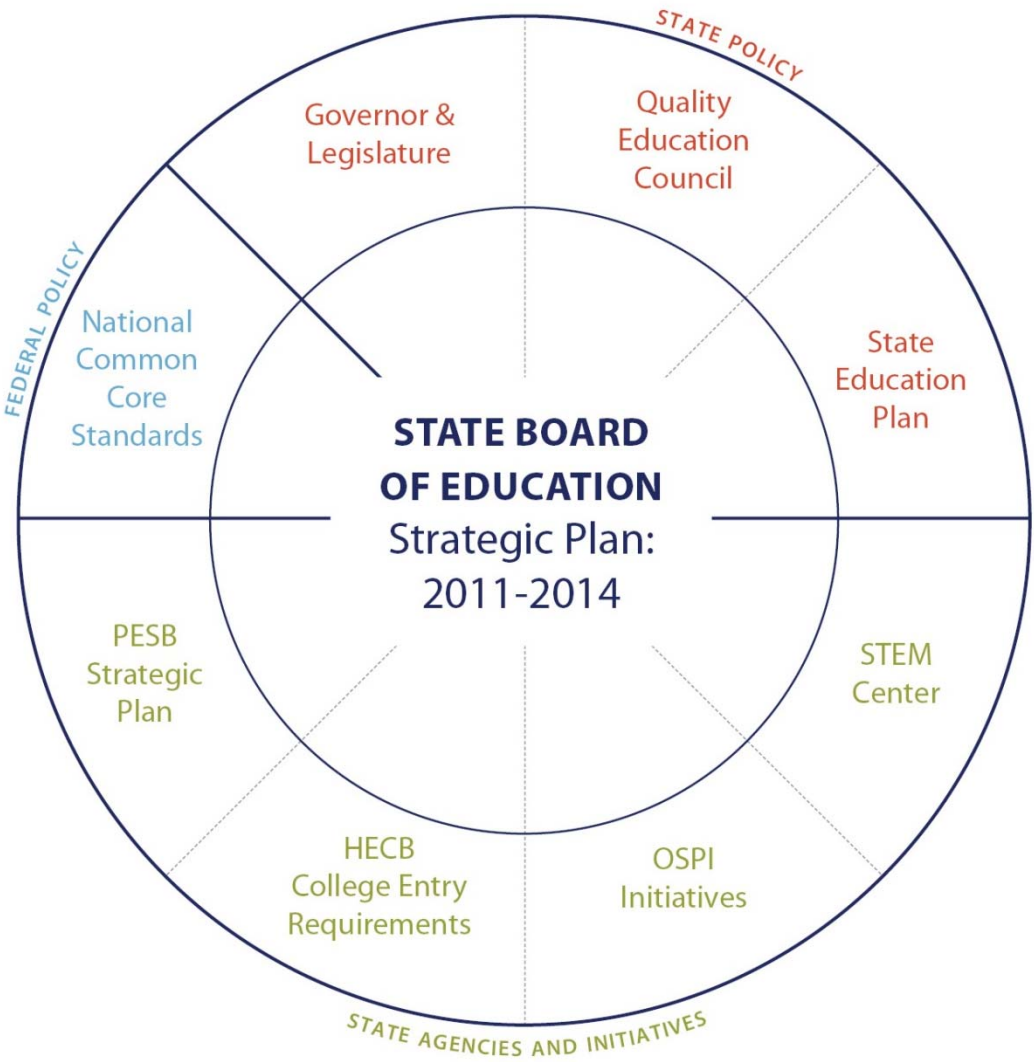
SBE’s four-year Strategic Plan is aligned with these four goals in the following manner:

#### Goal Alignment and Cross-Walk

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success	<b>GOAL 2. Objective B.</b> Advocate for high quality early learning experiences for all children along the K through 3 <sup>rd</sup> grade educational continuum
2. Be competitive in math and science nationally and internationally	<p><b>GOAL 4. Objective A.</b> Provide system oversight for math and science achievement</p> <p><b>GOAL 4. Objective B.</b> Strengthen science high school graduation requirements.</p>
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps	<p><b>GOAL 2. Objective A.</b> Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners</p> <p><b>GOAL 5. Objective A.</b> Review state and local efforts to improve quality teaching and educational leadership for all students</p>
4. Graduate able to succeed in college, training, and careers	<p><b>GOAL 3. Objective A.</b> Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21<sup>st</sup> Century world of work, and citizenship</p> <p><b>GOAL 3. Objective B.</b> Create a statewide advocacy strategy to increase post-secondary attainment</p> <p><b>GOAL 3. Objective C.</b> Provide policy leadership to examine the role of middle school preparation as it relates to high school success</p>

### 4.2 SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



Old Capitol Building, Room 253

P.O. Box 47206

600 Washington St. SE

Olympia, Washington 98504

## The Washington State Board of Education

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

# WASHINGTON STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

## Strategic Roles Framework

### SBE Roles Definitions

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

**GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON**

Action Strategies	Policy Leadership	System Oversight	Advocacy
<b>A. Catalyze educational governance reform in Washington</b>			
<ul style="list-style-type: none"> <li>Define the issues around governance</li> </ul>			☑
<ul style="list-style-type: none"> <li>Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities</li> </ul>			☑
<ul style="list-style-type: none"> <li>Support process identified to examine and make governance recommendations</li> </ul>	☑		
<b>B. Use the State Education Plan to foster stronger relationships among education agencies</b>			
<ul style="list-style-type: none"> <li>Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan</li> </ul>	☑		
<ul style="list-style-type: none"> <li>Share the Education Plan and solicit input from education stakeholders</li> </ul>			
<ul style="list-style-type: none"> <li>Collaborate with state agencies on a work plan for the Education Plan's implementation, delineating clear roles and responsibilities</li> </ul>	☑		
<ul style="list-style-type: none"> <li>Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities</li> </ul>			☑

**GOAL 2: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP**

Action Strategies	Policy Leadership	System Oversight	Advocacy
<b>A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, poverty, and English language learners</b>			
<ul style="list-style-type: none"> <li>Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap</li> </ul>		<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Together with OSPI, implement the Required Action process for lowest achieving schools</li> </ul>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index</li> </ul>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Work with stakeholders to assess the school improvement planning rules</li> </ul>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE</li> </ul>			
<b>B. Advocate for high quality early learning experiences for all children along the K through 3<sup>rd</sup> grade education</b>			
<ul style="list-style-type: none"> <li>Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes</li> </ul>			<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Promote early prevention and intervention for K-3<sup>rd</sup> students at risk for academic difficulties</li> </ul>			<input checked="" type="checkbox"/>

**GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN SECONDARY AND POST-SECONDARY EDUCATION**

Action Strategies	Policy Leadership	System Oversight	Advocacy
<b>C. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary 21st Century world of work, and citizenship</b>			
<ul style="list-style-type: none"> <li>Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements</li> </ul>	☑		☑
<ul style="list-style-type: none"> <li>Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support</li> </ul>			☑
<ul style="list-style-type: none"> <li>Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies</li> </ul>	☑		☑
<b>D. Create a statewide advocacy strategy to increase post-secondary attainment</b>			
<ul style="list-style-type: none"> <li>In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies</li> </ul>	☑		
<ul style="list-style-type: none"> <li>Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education</li> </ul>	☑		



Action Strategies	Policy Leadership	System Oversight	Advocacy
<b>E. Provide policy leadership to examine the role of middle school preparation as it relates to high school</b>			
<ul style="list-style-type: none"><li>Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school</li></ul>			<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school</li></ul>			
<b>F. Assist in oversight of online learning programs and Washington State diploma-granting institutions</b>			
<ul style="list-style-type: none"><li>Examine policy issues related to the oversight of online learning for high school credits</li></ul>		<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"><li>Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria</li></ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE**

Action Strategies	Policy Leadership	System Oversight	Advocacy
<b>G. Provide system oversight and advocacy for math and science achievement</b>			
<ul style="list-style-type: none"> <li>Advocate for meeting the State Education Plan goals for improved math and science achievement</li> </ul>			☑
<ul style="list-style-type: none"> <li>Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement</li> </ul>			
<ul style="list-style-type: none"> <li>Monitor and report trends in Washington students' math and science performance relative to other states and countries</li> </ul>			
<ul style="list-style-type: none"> <li>Establish performance improvement goals in science and mathematics on the state assessments</li> </ul>	☑		
<b>H. Strengthen science high school graduation requirements</b>			
<ul style="list-style-type: none"> <li>Increase high school science graduation requirements from two to three science credits</li> </ul>	☑	☑	
<ul style="list-style-type: none"> <li>Work with the HECB in requiring three science credits for four-year college admissions requirements</li> </ul>	☑	☑	
<ul style="list-style-type: none"> <li>Consult with OSPI on the development of state science end-of-course assessments</li> </ul>			



**GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE K-12 TEACHER AND LEADER WORKFORCE IN THE NATION**

Action Strategies	Policy Leadership	System Oversight	Advocacy
<b>I. Review state and local efforts to improve quality teaching and educational leadership for all students</b>			
<ul style="list-style-type: none"> <li>• Provide a forum for reporting on teacher and principal evaluation pilot programs</li> </ul>			
<ul style="list-style-type: none"> <li>• Support the QEC and Legislative action to restore and increase Learning Improvement Days (LID) funding for 5 professional days</li> </ul>			☑
<b>J. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving effective and quality teaching</b>			
<ul style="list-style-type: none"> <li>• Examine issues and develop recommendations on state policies related to:               <ul style="list-style-type: none"> <li>○ Effective models of teacher compensation</li> <li>○ Equitable distribution of highly effective teachers, including those from diverse backgrounds</li> <li>○ Effective new teacher induction systems</li> <li>○ Effective evaluation systems</li> <li>○ Reduction in out-of-endorsement teaching</li> <li>○ Effective math and science teachers</li> </ul> </li> </ul>			☑

JANUARY 12, 2012 STATE BOARD MEETING

# **STATE BOARD OF EDUCATION STRATEGIC PLAN & 6-MONTH PRIORITIES**

**BEN RARICK, EXECUTIVE DIRECTOR**

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# GOALS FOR TODAY

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- ✘ Review the staff's work on the SBE strategic plan.
  - + Hit the major suggestions and the issues they raise
- ✘ Discuss 6-month priorities leading up to the next planning retreat.
- ✘ In general - build some informal collaborative time into the Board meeting.

# LANDING POINT

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- ✘ Leave today with sufficient discussion and input to produce final draft of SBE Strategic Plan between January and March meetings.
- ✘ Leave today with list of 6-month priorities.
  - + Use to plan remaining meetings
  - + Use to guide work of the staff

# SOME GUIDING PRINCIPLES

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- ✘ Plan was written in 2010 – Time for a “refresher look”
- ✘ Staff review didn’t seek to fundamentally overhaul – just to make midcourse adjustments.
- ✘ Emerging events – ESEA Reauthorization, *McCleary*, Common Core, Governance Discussion, Legislative Session – Require us to re-think our short-term priorities.

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# PART I – SBE Strategic Plan Review

## 5 MAJOR ISSUES SURFACED IN THE REVIEW

- ✘ #1 (pg 246 of packet)-- Vision for education system governance
  - + K-12 versus P-13 versus P-20.
  - + How do we view the parameters of effective governance?

## 5 ISSUES (CONTINUED)

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- ✘ #2 (pg 247)– *Governance versus Government.*
  - + July 2011 Retreat – focus shift from structure of the system and towards effective attributes of the system.
  - + Proposals from the Higher Education Steering Committee may force the issue of ‘*government*’ in near term.



## 5 ISSUES (CONTINUED)

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- ✘ #3 (pg 248) – *‘State Education Plan’* versus establishment of *Performance Improvement Goals*.
  - + *State Education Plan* never got off the ground.
  - + *‘Performance Improvement Goals’* is language in the SBE statute
  - + Possible collaboration with *Quality Education Council*.

## 5 ISSUES (CONTINUED)

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- ✘ #4 (pg 252) – *System transitions & seamlessness*
  - + *Broaden the focus on transition points beyond just secondary/post-secondary*
  - + *SBE statute specifies that SBE will work with early learning and higher education to ensure articulation throughout the system.*

## 5 ISSUES (CONTINUED)

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- ✘ #5 (pg 255) – “...Nationally and Internationally Competitive in Math & Science”
  - + Fidelity of goals to objectives – if our goal is international competitiveness, we need a way to measure that.
  - + We currently don't participate in TIMSS (Trends in International Math & Science Study) and PISA (Programme for International Student Assessment)
  - + Others measures?

## **5 ISSUES – SUMMARY DISCUSSION**

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- ✘ Opportunity for Summary Discussion Prior to Moving Forward on 6-month Priorities.

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## PART 2 – SBE-6 month Priorities

# IDENTIFYING 6-MONTH PRIORITIES

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- ✘ Evaluate the List of Potential Priorities in Collaboration with Your Colleagues.
  1. Any that shouldn't be included?
  2. Any that should?
  3. Of the resulting list, which would you keep if you could only keep **four**?
  4. Which would you keep if you could only keep **two**?

# 7 POTENTIAL PRIORITIES

---

1. Setting performance improvement goals/success metrics for system
2. Effective P-13 Governance
3. K-12 Accountability System Framework
4. Basic Education Waivers
5. Graduation Requirements
6. Legislative Advocacy for Basic Education & HB 2261 Implementation
7. Common Core Standards Implementation

# BREAK-OUT TIME

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- ✘ 45 minutes in small groups
- ✘ Two discussion items
  - + Strategic Plan Edits
  - + Focus on 6-month priorities
- ✘ Appoint a group reporter to report back on highlights of discussion.
  - + Use the 4 framing questions on appendix
  - + Focus is on how we should spend Board meeting and staff time on, not what is important to the State overall.



# APPENDIX – FOR SMALL GROUP DISCUSSION

## Small Group Framing Questions:

1. Any that shouldn't be included?
2. Any that should?
3. Of the resulting list, which would you keep if you could only keep **four**?
4. Which would you keep if you could only keep **two**?

## Possible 6-mo. Priorities:

1. Setting performance improvement goals for system
2. Effective P-13 Governance
3. K-12 Accountability System Framework
4. Basic Education Waivers
5. Graduation Requirements
6. Legislative Advocacy for Basic Education & HB 2261 Implementation
7. Common Core Standards Implementation
8. Others?

# APPENDIX – FOR LARGE GROUP DISCUSSION

## Large Group Discussion Guidance:

1. Each Group Reporter – What We Chose and Why?
  - + Top 4 & Top 2
2. Whole Board, through Use of “Clickers”, Votes on Priorities
  - + Any to Add to the List?
3. Rank Each Priority 1-5 (5 is highest priority) to Reveal Top 4\*
4. Rank Each Priority 1-5 (5 is highest priority) to Reveal Top 2

\*The clickers are “A – E” so use ‘A’ as a 5, top priority

## Possible 6-mo. Priorities:

1. Setting performance improvement goals for system
2. Effective P-13 Governance
3. K-12 Accountability System Framework
4. Basic Education Waivers
5. Graduation Requirements
6. Legislative Advocacy for Basic Education & HB 2261 Implementation
7. Common Core Standards Implementation
8. Others?

# The Washington State Board of Education

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

<b>Title:</b>	<b>Legislative Update</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Review of upcoming legislative action on key issues impacting Board initiatives.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	The Executive Director will lead a discussion of bills and issues likely to surface during the 2012 Legislative Session. A particular focus will be placed on pre-filed bills of concern to the SBE, the budget situation, and policy proposals made by the Governor.	

# The Washington State Board of Education

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

## SBE LEGISLATIVE UPDATE

### BACKGROUND

In addition to the SBE's small agency budget, the various strategic priorities of the State Board of Education are also impacted by the budget enacted by the Legislature for the 2011 second special session, and the upcoming 2012 regular session.

This presentation will provide a general overview on the Governor's budget proposal, the Legislature's early action budget, other pre-filed bills of relevance in the Legislature, and the work of the Quality Education Council.

#### Governor's Proposed Budget:

Although the Governor's proposed 2011 budget clearly prioritizes and protects education relative to other functional budget areas, it nonetheless makes two major reductions which could have significant impacts on instructional quality in school districts. These include the proposed cut and deferment of levy equalization payments (\$152 million), and the elimination of four school days (\$99.2 million). Many observers believe that the reduction of four instructional days is a legally-prohibited cut to basic education. However, the Governor proposes restoring both of these cuts, contingent upon the successful passage of a ballot measure enacting a half cent sales tax.

To avoid further cuts, the Governor's budget also proposes a significant delay in the school apportionment payment schedule to school districts, which would have the effect of deferring expenses into the next biennium, and creating a bow-wave of costs in 2013-15 for the state. There are three delays proposed: two are proposed as temporary (general apportionment, and levy equalization) and one is permanent (bus depreciation). The permanent delay – the school bus depreciation payment – does not create a bow-wave of future costs.

Below are the budget notes included by the Governor to explain the mechanics of these three major reductions.

#### **Reduce levy equalization payments - \$151.9 million**

*Cuts equalization funds to eligible districts. Creates a four-tiered approach so districts with the lowest property values and highest local levy tax rates would receive the smallest cut. Those districts with local levy rates closest to the statewide average rate would lose program eligibility as they are better able to offset the state reduction through local tax collections.*

#### **Reduce the kindergarten-through-12th grade school year by four days - \$99.2 million**

*Shrinks the school year from 180 days to 176 days. School districts are directed to maintain 1,000 hours of instruction per year. This results in a reduction in annual salaries for school employees, by an equivalent of 2.2 percent, beginning in the 2012–13 school year.*

**Delay June 30, 2013, apportionment payment to July 1, 2013 - \$340.0 million**

*Extra day moves payment to the next biennium, which will not change total state payments to school districts for the 2012–13 school year. This delay is designed to build a state reserve in the current biennium to guard against the potential for additional state revenue losses before June 30, 2013. The delay could be reversed in the 2013 Legislative Session if current revenue forecasts hold steady or improve.*

**Shift bus depreciation payment from October to August - \$49.0 million**

*Delays state payments to school districts for bus replacement by ten months.*

The Governor also included two new STEM-related initiatives in the budget. The programs total \$700,000. They include the following:

- **Promote aerospace competitiveness through the Launch Year - \$450,000**  
Takes advantage of a high school student's Launch Year, or final year, by making grants to 12 high schools and two skills centers for an aerospace assembler program and manufacturing support. Students who complete the curriculum will be ready for entry-level aerospace jobs.
- **Promote aerospace competitiveness through Project Lead the Way - \$250,000**  
Provides start-up support for the creation of an advanced Project Lead the Way course in ten high schools. Project Lead the Way is a national program with a multi-disciplinary, hands-on, problem-solving approach to learning.

The Legislature convened in December to move an early action bill, which did not contain any substantive policy changes in K-12 education. The most significant move was the adoption of bus depreciation payment shift, which permanently shifts payments into the summer, but does not actually reduce the funding level.

**Important legislation impacting SBE and its strategic priorities:**

*(These were the bills SBE staff were aware had been pre-filed at the time of packet assembly – by the date of the Board meeting, this list will probably be twice as long)*

**House Bill 5475** – This bill would assign the SBE responsibility for making phase-in recommendations for the new program of basic education outlined in HB 2776. However, the bill also strips out many of the phase-in timelines for some of the major funding enhancements established in the underlying bill.

**House Bill 2111** – This bill did not pass last year, but is re-introduced for the 2012 session. The bill implements various recommendations of the Quality Education Council. Those that pertain to the SBE include:

- Requiring each school district to adopt a policy on defining a high school credit, and charges SBE and WSSDA with developing a model policy for districts.
- Encourages the SBE to adopt rules repealing the seat-time requirement for high school credit.

**Higher Education Steering Committee Legislation (Bill Not Yet Filed)** – The report includes two recommended options. Both options would create an Office of Student Achievement in the

Office of the Governor, which would also staff an Advisory Board to the Office of Student Achievement. In option A, the Office and Board would take on a P-13 focus, and would essentially replace the State Board of Education. In option B, the Office and Board would focus on secondary-to-postsecondary transitions and the State Board of Education would be preserved. The proposal includes:

**House Bill 2209** – This bill adds a new definition of “Contract Learning,” essentially mandating at least five hours of face to face time per week for students in grades 9-12. It also makes clear that students in ALE are not exempt from state assessments. It stipulates that contract learning programs would not be affected by the 15 percent ALE cut.

**House Bill 2215** – Makes two significant changes to economy and efficiency waivers: eliminates current restrictions on renewals of economy/efficiency waivers, and removes the limit of five districts.

**Senate Bill 6020** – Requires SBE to extend economy/efficiency waivers to 2014 unless student achievement suffers as a result of the initial waiver.

**House Bill 2170** - Programs in CTE are added to the state’s basic education program. The State Board of Education, and others, must add strategy of increasing secondary and post-secondary graduates to strategic plan and/or goals. All materials and communication materials related to graduation requirements must illustrate multiple pathways, (including a non-baccalaureate pathway). The Workforce Training Board shall now make recommendations to SBE on what it considers to be core competencies in K-12 education. SBE cannot require waivers, permissions, or something similar for students who wish to be removed from a four-year college prep pathway.

**Senate Bill 6029** - Requires high schools to inform students of three-year baccalaureate degree programs, and requires state colleges to make information about accelerated degree programs and other materials available on their websites.

**House Bill 2199** - Changing compulsory school attendance requirements for children six and seven years of age. Moves that children six years of age or older are required to be enrolled in school, but maintains that districts must only act on the truancy of students eight years of age or older.

**House Bill 2205** - Allowing eligible youth at least 16 years of age to register to vote; they would not be able to vote until 18.

### **The Work of the Quality Education Council**

The Quality Education Council met on December 19 to discuss the policy enacted during the last legislative session amending the Transitional Bilingual Instructional Program funding allocation. At the time of completing the Board packet, the actual language of the QEC recommendations is not yet available. However, the direction of the QEC appears to entail two fundamental changes to the original policy concept.

First, the Level Four allocation as proposed by Senator Zarelli would not be a “bonus” designed primarily to incentivize Level Three exits. Rather, it would be a needs-based allocation designed to provide transitional support to TBIP students for a two year period, and, unlike the

original premise, this funding would be available regardless of whether a Level Four student moved from one district to another during this time. The central idea is that the funding is not for the district (as in the case of a bonus) but for the student (as in the case of programmatic need).

Secondly, the QEC appears poised to recommend that Level Four bonuses would require new funding, as opposed to the original concept, which was to fund Level Four bonuses as a carve-out of the funding provided for Level One through Three services. Hold harmless funds would also be available to support districts adversely impacted by the formula change (likely to be districts with a disproportionate number of Level One students).

Also of note is that the QEC discussed inviting the SBE to work collaboratively on system-wide goals setting over the next six months. It is unknown at this point whether that suggestion will be included in the QEC final report, or some formal communiqué to the Board. At the meeting, Mary Jean Ryan communicated the SBE's interest in goals-setting but indicated that the Board would have to formally accept.

Impacts in Education

Education

Department of Early Learning

Reduce seasonal child care administration - \$2.1 million  
 Eliminates state funding through nonprofits to administer child care subsidies for seasonal agricultural workers. Maintains federal funds, which may not be used for undocumented children of seasonal workers.

Eliminate state funding for Child Care Resource and Referral program - \$1.3 million  
 Terminates state funding to provide child care resource information to parents. As federal funds are the predominant funding source, the state cut reduces services by 11 percent.

Reduce administration - \$950,000

Office of the Superintendent of Public Instruction

Delay June 30, 2013, apportionment payment to July 1, 2013 - \$340.0 million  
 Extra day moves payment to the next biennium, which will not change total state payments to school districts for the 2012-13 school year. This delay is designed to build a state reserve in the current biennium to guard against the potential for additional state revenue losses before June 30, 2013. The delay could be reversed in the 2013 legislative session if current revenue forecasts hold steady or improve.

Reduce levy equalization payments - \$151.9 million \*  
 Cuts equalization funds to eligible districts. Creates a four-tiered approach so districts with the lowest property values and highest local levy tax rates would receive the smallest cut. Those districts with local levy rates closest to the statewide average rate would lose program eligibility as they are better able to offset the state reduction through local tax collections.

Reduce the kindergarten-through-12<sup>th</sup> grade school year by four days - \$99.2 million \*  
 Shrinks the school year from 180 days to 176 days. School districts are directed to maintain 1,000 hours of instruction per year. This results in a reduction in annual salaries for school employees, by an equivalent of 2.2 percent, beginning in the 2012-13 school year.

Shift bus depreciation payment from October to August - \$49.0 million  
 Delays state payments to school districts for bus replacement by 10 months.

\* Indicates cut the Governor proposes to prevent with new revenue.

Education

Eliminate or reduce small grants and projects - \$8.8 million  
 Terminates a number of grants and projects administered through OSPI: Promoting Actual Student Success (PASS), Readiness to Learn, Beginning Educator Support Team (BEST), principal and superintendent internships, career and technical education start-up grants, STEM Lighthouses and nonviolence training. Cuts by 20 percent: Building Bridges, Jobs for America's Graduates (JAG), LASER, Washington Reading Corps, Leadership Academy, College Readiness, Achievers Scholars and IT Academy.

Reduce national board certification bonuses - \$8.6 million  
 Cuts annual bonuses from \$5,000 to \$4,000 for 5,800 teachers certified by the National Board for Professional Teaching Standards, including additional bonuses for board-certified teachers working in challenging schools.

Revise state attendance policy - \$6.5 million  
 Changes policy that considers a student withdrawn after he/she is absent unexcused for 20 consecutive days. Five, not 20 days will more accurately account for students who have dropped out of school and for whom the state continues to provide funding to the school district. Adds a school district enrollment count for June.

Reduce staffing for small high schools - \$4.4 million  
 Shrinks staffing formula for high schools serving fewer than 300 full-time students from a minimum of nine full-time teachers to a minimum of eight.

Reduce administration by 10 percent - \$600,000

Investments

Create financial contingency fund - \$10.0 million  
 Recognizes a potential for hardship on some districts due to the apportionment delay. A contingency fund is established for districts that meet certain financial hardship criteria during the 2012-13 school year.

Promote aerospace competitiveness through the Launch Year - \$450,000  
 Takes advantage of a high school student's Launch Year, or final year, by making grants to 12 high schools and two skills centers for an aerospace assembler program and manufacturing support. Students who complete the curriculum will be ready for entry-level aerospace jobs.

Promote aerospace competitiveness through Project Lead the Way - \$250,000  
 Provides start-up support for the creation of an advanced Project Lead the Way course in 10 high schools. Project Lead the Way is a national program with a multi-disciplinary, hands-on, problem-solving approach to learning.

Proposed Reduction  
 \$307.5 million





## Education

### School for the Blind and Center for Childhood Deafness and Hearing Loss

Reduce state support for the school and the center by 5 percent - \$693,000  
Cuts administrative support and services for 65 students served by the School for the Blind and 115 served by the Center for Childhood Deafness and Hearing Loss.

### Higher Education

#### Reduce state support to colleges and universities - \$160.1 million \*

Cuts support to the six public colleges and universities, and 34 community and technical colleges in the second year of the biennium. Support is reduced by: 17 percent at the University of Washington, Washington State University and Western Washington University; 16 percent at Eastern Washington University, Central Washington University and The Evergreen State College; and 13 percent at the community and technical colleges.

#### Suspend State Work Study program - \$8.1 million

Cuts state aid to 7,600 students at public and private colleges and universities beginning fall term 2012. Federally funded Work Study is not affected.

### Investment

#### Graduate more engineering students - \$7.6 million

Supports the high-cost portion of the enrollment of additional engineering students at the University of Washington and Washington State University to meet industry demands. Capacity will be expanded at the universities to graduate 775 more engineering students.

\* Indicates cut the Governor proposes to prevent with new revenue.



## GOVERNOR CHRIS GREGOIRE

2012 Policy Brief

[www.governor.wa.gov](http://www.governor.wa.gov)

December 2011

### NEXT STEPS FOR EDUCATION REFORM: PROMOTING HIGH-QUALITY TEACHING THROUGH RENEWED PROFESSIONAL GROWTH OPPORTUNITIES

Washington educators and leaders are instituting important reforms passed by the Legislature and signed into law by Governor Gregoire. While the faltering economy continues to pose challenges, progress continues. Educators are creating a meaningful evaluation system to develop distinguished teachers and accomplished learners. Educators, too, are helping more students acquire skills to begin working on their career dreams now, not having students wait until after they leave high school. Washington's commitment to students has never been as urgent or important as it is today.



The following recommendations are based on the premise that student learning and educational attainment are boosted by great teaching. They represent the hard work being done by pilot evaluation districts, and demonstrate our ability to make changes when needed. Through this process, we assure parents, the public, the business community and policy makers that real progress has been made.

In addition to great teaching, thoughtful coordination and better student transitions also contribute positively to student learning. Indeed, the action steps outlined below will position Washington for the competitive world our people and businesses work in by instituting meaningful reforms that promote student learning and achievement.

#### TEACHER AND PRINCIPAL EVALUATION

The items below describe current practice and provisions that will be effective in the 2013-14 school year:

- » Today, teachers and principals receive an overall evaluation of Satisfactory or Unsatisfactory.
- » Teachers and principals will receive a rating for each of the eight evaluation performance criteria as well as an overall evaluation summary rating. Four performance ratings are used:  
Level 1 – Unsatisfactory, Level 2 – Basic, Level 3 – Proficient, Level 4 – Distinguished.

Today, principals-in-training and administrators-in-training are not required to practice conducting and completing a full evaluation process, which will be key on-the-job responsibilities.

- » Principals-in-training and administrators-in-training will be required to practice conducting evaluations using the new evaluation system criteria, ratings and management tools in their preparation programs.

Today, educators are committed to implementing new, research-based, meaningful evaluation systems, but have not been prepared to effectively do so.

- » Principals and school administrators will participate in a robust set of training experiences that will provide them the knowledge and hands-on practice required to effectively evaluate teachers and principals.
- » Professional development work will include group activities and use of web-based information and exercises, as well as access to individual problem-solving support.

Today, no resources are specifically assigned to implement the new evaluation system statewide.

- » Resources will be provided for implementing professional development for the new evaluation system as its success depends upon the caliber of the evaluations conducted.

Today, teachers who earn a Satisfactory evaluation rating may not undergo a full evaluation for many years.

- » Teachers with ratings of Proficient and Distinguished (the top ratings in the new system) will be fully evaluated every three years. Teachers with these ratings in the intervening years will engage in professional development related to one of the eight evaluation criteria.

Today, no specific descriptions of instructional practice or leadership practice define performance.

- » School districts will adopt an instructional framework providing specific practices for each of the four evaluation levels for teachers and principals. These will also be integrated in professional development work.



Today, teachers and principals are placed on probation if they receive an Unsatisfactory evaluation.

- » Teachers and principals will be placed on probation if they: 1) receive an Unsatisfactory overall rating, or 2) receive a Basic rating for two consecutive years, or for two years in a three-year period, and have more than five years of experience.

Today, there is no maximum probationary period for teachers.

- » Teachers and principals must complete a probationary period within the school year of the evaluation.

Today, a procedural error may be used to invalidate the entire probation process and information about the teacher's or principal's performance.

- » A procedural error by a teacher, principal or evaluator, such as missing a deadline, must materially affect the evaluation outcome to stop the clock.

Today, when a teacher is being investigated for allegations of misconduct, he or she is assigned to home until the investigation is complete. This has resulted in employees drawing pay for extended periods while no work is performed.

- » When an investigation is being conducted that requires an education employee to be assigned to home, the initial home assignment will be for 15 days. Periodic investigation updates will be required to extend the home assignment. This will ensure that home assignments are used appropriately and judiciously.

#### TEACHER AND PRINCIPAL ASSIGNMENT

By July 1, 2012, school districts will be required to adopt updated policies for making staffing decisions. This includes assignments for newly created positions, combined positions, transfers, vacancies, reduction-in-force layoffs and call backs. At a minimum, these policies require consideration of the following variables: certification credentials, evaluation ratings, expertise and seniority. In this manner, we will identify the best candidates for the job. School districts, principals and teachers must work together on this issue.

#### OFFICE OF STUDENT ACHIEVEMENT

An Office of Student Achievement is created on July 1, 2012, to focus on the goal of increasing the educational attainment of Washingtonians for, and success in, postsecondary training and education. Improved transitions between high school and postsecondary education and training will help more students graduate from high school ready for careers or college. It will also reduce the need for, and expense of, remediation. Better transitions between two- and four-year institutions will help more students complete their college education and graduate on time.

The office will design a strategic plan for achieving the goal as well as provide a central place for research and development of best practices and student financial aid. Its work will be guided by appointed citizens and leaders of the Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, Workforce Education and Training Coordinating Board and the presidents of the four-year institutions of higher education.

#### PRIORITIZING TIME FOR STUDENT LEARNING

By taking the following actions, we will free up valuable time and resources that can more effectively be spent on student learning:



#### Eliminate the requirement for individual learning plans for students in the Learning Assistance Program

The Learning Assistance Program delivers additional academic support to students who are achieving below grade level on the state's assessment. As individual schools have a program plan, and instructional delivery involves recurring assessment and instruction cycles throughout the school year, requiring that individual students have one plan a year does not reflect high-quality instructional practice.

Dropping the requirement for a plan for individual students will free up time that can be more effectively used on classroom instruction.

#### Allow exemptions to the culminating project high school graduation requirement

The completion of a culminating — or senior — project is one of several requirements for graduation from high school. Each school district is charged with setting its own guidelines for the culminating project, which is intended to encourage students to think analytically, logically and creatively, and to integrate experience and knowledge to solve problems.

Allowing students to meet the culminating project requirement through one of these options gives them the experience intended by the culminating project requirement and prepares them for their paths after high school, whether that's a job, career training or college:

- » Running Start, in which students pursue both a high school diploma and an associate of arts degree concurrently;
- » Navigation 101, a life skills and planning program for students in grades 6 through 12 to help them develop a post-graduation plan;
- » AVID, which targets students who need an extra nudge to be successful, can begin as early as 4<sup>th</sup> grade and continues through the 12<sup>th</sup> grade;
- » Career and technical education certificate program completion. These courses are offered in the high school or local skills center in such fields as automotive technology, nursing and computer software.
- » College preparatory program completion, including Advanced Placement and International Baccalaureate.

#### CHANGE SCHEDULE OF DISTRICT AUDITS

Today, annual comprehensive school district audits require significant time. By shifting to an audit every three years for many educational programs, valuable time and resources would be freed up for those school districts that have had a "clear" audit. A school district with a poor audit outcome would still be required to have an annual audit.

#### CREATE UNIVERSITY LABORATORY SCHOOLS

Washington's colleges and universities prepare teachers and leaders for our schools. They also house the seeds of innovation and research of best practices. While improvements are occurring in our schools, many educators, students and parents are frustrated that too many students still are not meeting state academic standards and are not ready for career or college. The Governor proposes the following actions to nurture innovation and excellence to help students succeed:

- » Create six, university-led laboratory schools among the schools in the bottom 5 percent of persistently low-achieving schools.
- » Give the laboratory schools the same authority and flexibility to implement innovations as MERIT schools (schools now receiving federal improvement grant funds).

Through these actions, Governor Gregoire — with the support of the education community, families, businesses and the public — will ensure that our students will receive the top-notch teaching they need to become successful adults, and education professionals receive the training and support they need to help them at every step of that fulfilling journey.

**2012 Supplemental Omnibus Operating Budget**  
**PSSB 5883**  
(Dollars in Thousands)

December 12, 2011  
8:35 am

	NGF+OpPth	Total
<b>2011 Early Action Budget</b>		
The Next 2 Pages Include Budget Detail and Notes from <u>only the items acted upon in the Early Action Budget</u> . This includes mostly technical changes and virtually none of the policies proposed in the Governor's budget.		
<b>Public Schools</b>		
<b>OSPI &amp; Statewide Programs</b>		
<i>Policy Items</i>		
50. OSPI Administration Reduction	-600	-600
<b>General Apportionment</b>		
<i>Policy Items</i>		
51. Enrollment Reporting Change	-6,349	-6,349
52. Education Jobs Funding	-3,078	0
Total	<u>-9,427</u>	<u>-6,349</u>
<b>Pupil Transportation</b>		
<i>Policy Items</i>		
53. Shift Depreciation Payments	-48,981	-48,981
<b>Special Education</b>		
<i>Policy Items</i>		
54. Enrollment Reporting Change	4,750	4,750
<b>Education of Highly Capable Students</b>		
<i>Policy Items</i>		
55. Enrollment Reporting Change	-11	-11
<b>Transitional Bilingual Instruction</b>		
<i>Policy Items</i>		
56. Enrollment Reporting Change	337	337
<b>Learning Assistance Program (LAP)</b>		
<i>Policy Items</i>		
57. Enrollment Reporting Change	-69	-69
<b>Total Public Schools</b>	<u><u>-54,001</u></u>	<u><u>-50,923</u></u>

# 2012 Supplemental Omnibus Operating Budget

PSSB 5883

(Dollars in Thousands)

December 12, 2011  
8:35 am

	NGF+OpPth	Total
<b>Higher Education</b>		
<b>Office of Student Financial Assistance</b>		
<i>Policy Items</i>		
58. Aerospace Trng Scholarships & Loans	1,000	1,000
<b>Total Higher Education</b>	<u>1,000</u>	<u>1,000</u>

2012 Supplemental Omnibus Operating Budget  
PSSB 5883

December 12, 2011  
8:35 am

**Public Schools**

**OSPI & Statewide Programs**

50. **OSPI ADMINISTRATION REDUCTION** - The following units at the Office of the Superintendent of Public Instruction (OSPI) perform administrative, rather than programmatic, functions: the Superintendent's Office, Communications, Government Relations, Chief of Staff's Office, Audit Unit, Human Resources, Agency Financial Services, Information Technology Administration, and Agency Support. The estimated total cost is \$4 million per fiscal year. Starting January 1, 2012, OSPI administrative funding is reduced by 10 percent.

**General Apportionment**

51. **ENROLLMENT REPORTING CHANGE** - School districts calculate full-time equivalent enrollments using nine student counts, September through May. Beginning with the 2011-12 school year, enrollment reporting is adjusted to include an additional count in June (or on the last full day of class in May).
52. **EDUCATION JOBS FUNDING** - In September of 2011, the U.S. Department of Education allocated Washington State an additional \$3,078,000 for the Education Jobs Federal Grant. The budget incorporates the additional funding as part of the general apportionment payment to school districts for the 2011-12 school year. (General Fund-Federal)

**Pupil Transportation**

53. **SHIFT DEPRECIATION PAYMENTS** - The state provides funding to school districts to replace school buses under a depreciation schedule set by the Office of the Superintendent of Public Instruction. State allocations are deposited into the district's Transportation Vehicle Fund to be used only to purchase new buses or for major bus repairs. Annual payments are made to districts the year a bus is purchased and continue until the bus reaches the end of its scheduled lifecycle. Current practice is to allocate payments in October. Beginning in School Year 2012-13, the annual bus depreciation payments are made in August instead of the previous October, providing a one-time savings in Fiscal Year 2013.

**Special Education**

54. **ENROLLMENT REPORTING CHANGE** - School districts calculate full-time equivalent enrollments using nine student counts, September through May. Beginning with the 2011-12 school year, enrollment reporting is adjusted to include an additional count in June (or on the last full day of class in May).

**Education of Highly Capable Students**

55. **ENROLLMENT REPORTING CHANGE** - School districts calculate full-time equivalent enrollments using nine student counts, September through May. Beginning with the 2011-12 school year, enrollment reporting is adjusted to include an additional count in June (or on the last full day of class in May).

**Transitional Bilingual Instruction**

56. **ENROLLMENT REPORTING CHANGE** - School districts calculate full-time equivalent enrollments using nine student counts, September through May. Beginning with the 2011-12 school year, enrollment reporting is adjusted to include an additional count in June (or on the last full day of class in May).

**Learning Assistance Program (LAP)**

57. **ENROLLMENT REPORTING CHANGE** - School districts calculate full-time equivalent enrollments using nine student counts, September through May. Beginning with the 2011-12 school year, enrollment reporting is adjusted to include an additional count in June (or on the last full day of class in May).

**Higher Education**

**Office of Student Financial Assistance**

58. **AEROSPACE TRNG SCHOLARSHIPS & LOANS** - Additional funds are provided for the Aerospace Training Student Loan Program, established via Chapter 8, Laws of 2011 (ESHB 1846), for students in certain aerospace training or educational programs.

# Graduation Requirements Phase-in: Next Steps and Associated Funding Requirements

January 12, 2012

# Career and College Ready Diploma: Progress

Course	Class of 2013 Requirements	Class of 2016 Requirements	Credits Yet To Be Adopted
English	3	4	
Math	3	3	
Science	2 (1 lab)	2 (1 lab)	1 + lab
Social Studies	2.5	3	
Arts	1	1	1*
Health and Fitness	2	2	
Occupational Education	1	1	
World Language	0	0	2*
Career Concentration	0	0	2
Electives	5.5	4	2
Total	20	20	24

\* Other subjects may be substituted, based on student's High School and Beyond Plan



# The Legislature Redefined Basic Education and Created a New Funding Model

## ESHB 2261 and SHB 2776:

- Established legislative intent that implementation of the new funding structure and a new instructional program should occur together.
- “Defined the program of basic education...as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship.” (ESHB 2261, Section 101)
- Required instruction “that provides students the opportunity to complete 24 credits for high school graduation.” (ESHB 2261, Section 104)

# Supreme Court Ruling Affirms Need for Basic Education Funding Reforms

- “The legislature recently enacted a promising reform package under ESHB 2261...which, if fully funded, will remedy deficiencies in the K-12 funding system.” (p. 3)
- “Several state officials testified that full implementation and funding for ESHB 2261 will remedy the deficiencies in the prior funding system. The chair of the State Board of Education, for example, expressed her opinion that full implementation of ESHB 2261 would go a long way toward giving students an opportunity to meet the State’s academic learning goals.” (p. 73)

McCleary v. State of Washington, filed January 5, 2012

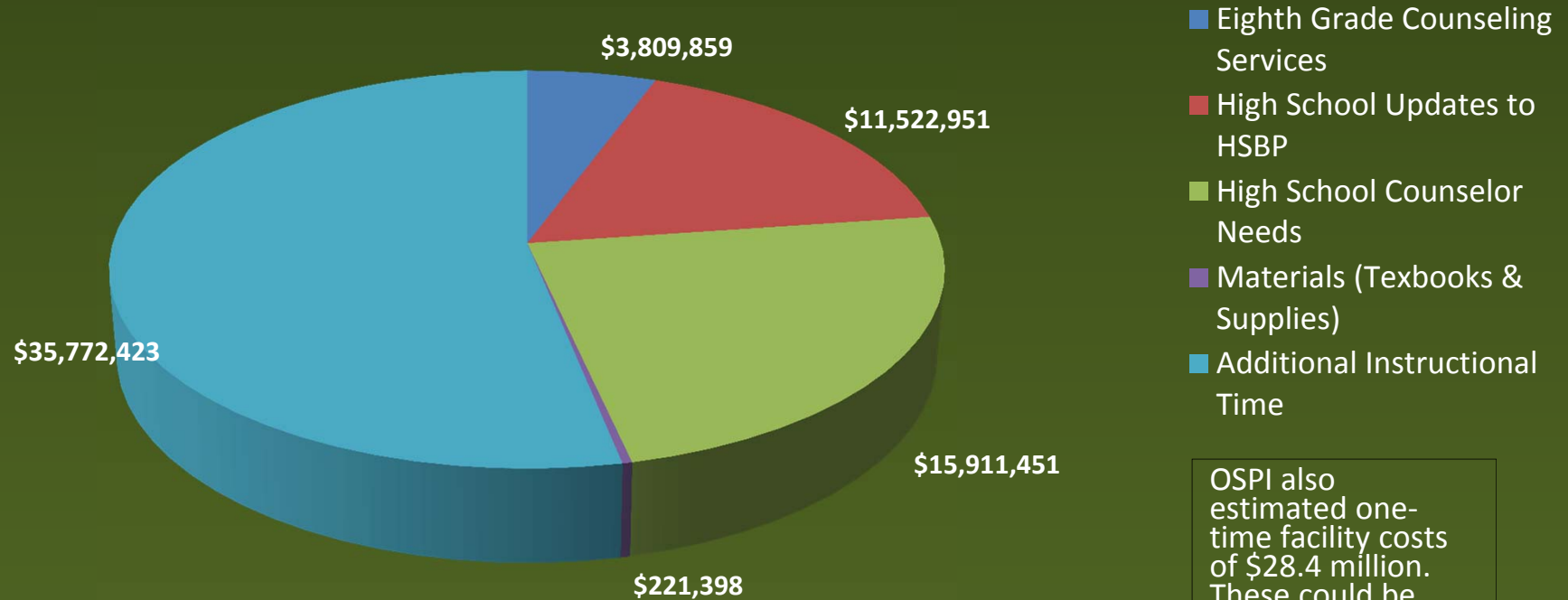
# Graduation Requirements Can Be Phased In When Funding Occurs

“Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other authorized legislation.” (ESHB 2261, Section 111)

# OSPI Provided a Fiscal Analysis of Costs

## Costs of Implementation of Proposed Graduation Requirements SY 2015-16

OSPI Analysis as of November 2, 2010



OSPI also estimated one-time facility costs of \$28.4 million. These could be incurred as early as the first year of implementation.

# Graduation Requirements-Related Costs Explicitly Funded by SHB 2776

- 109 percent increase in per pupil allocations for MSOCs (Materials, Supplies, Operating Costs) between 2012 and 2016.
  - Represents a very large increase in new money--\$2 billion over five years.
- While materials represent a small fraction of OSPI's fiscal analysis, some material costs are embedded in other components of the analysis.

# Graduation Requirements-Related Costs NOT Directly Identified by SHB 2776

- Operating Budget Costs:
  - Instructional time for high school grades
  - Counseling time
- Capital costs

# OSPI Estimated Annual Costs of \$67,230,084 When Fully Implemented

- Estimates are now a year old—likely that costs will now be higher.
- One-time capital costs not included in total.
- Fiscal analysis is based in part on incremental costs of additional staff time that some districts would need.
- Actual funding would be based on additional staff allocations in all districts.

# Potential Ways to Think About Phase-In Approaches

Approach 1: Begin phase-in of graduation requirements when Legislature funds MSOC enhancements to a pre-determined level.

Approach 2: Phase in credit requirements only when Legislature provides new money for increased 9-12 staff allocations (staff ratio or salary) consistent with Quality Education Council recommendations.

Approach 3: ??



# 2012 LEGISLATIVE SESSION

## PREVIEW

ISSUES OF INTEREST TO THE STATE BOARD OF  
EDUCATION

Ben Rarick – Executive Director

January 11-12, 2012

# Preview in 3 Parts



1. Proposed & Enacted Budgets
2. Proposed or Anticipated Legislation
3. *McCleary* Decision & the Impact on SBE's Agenda

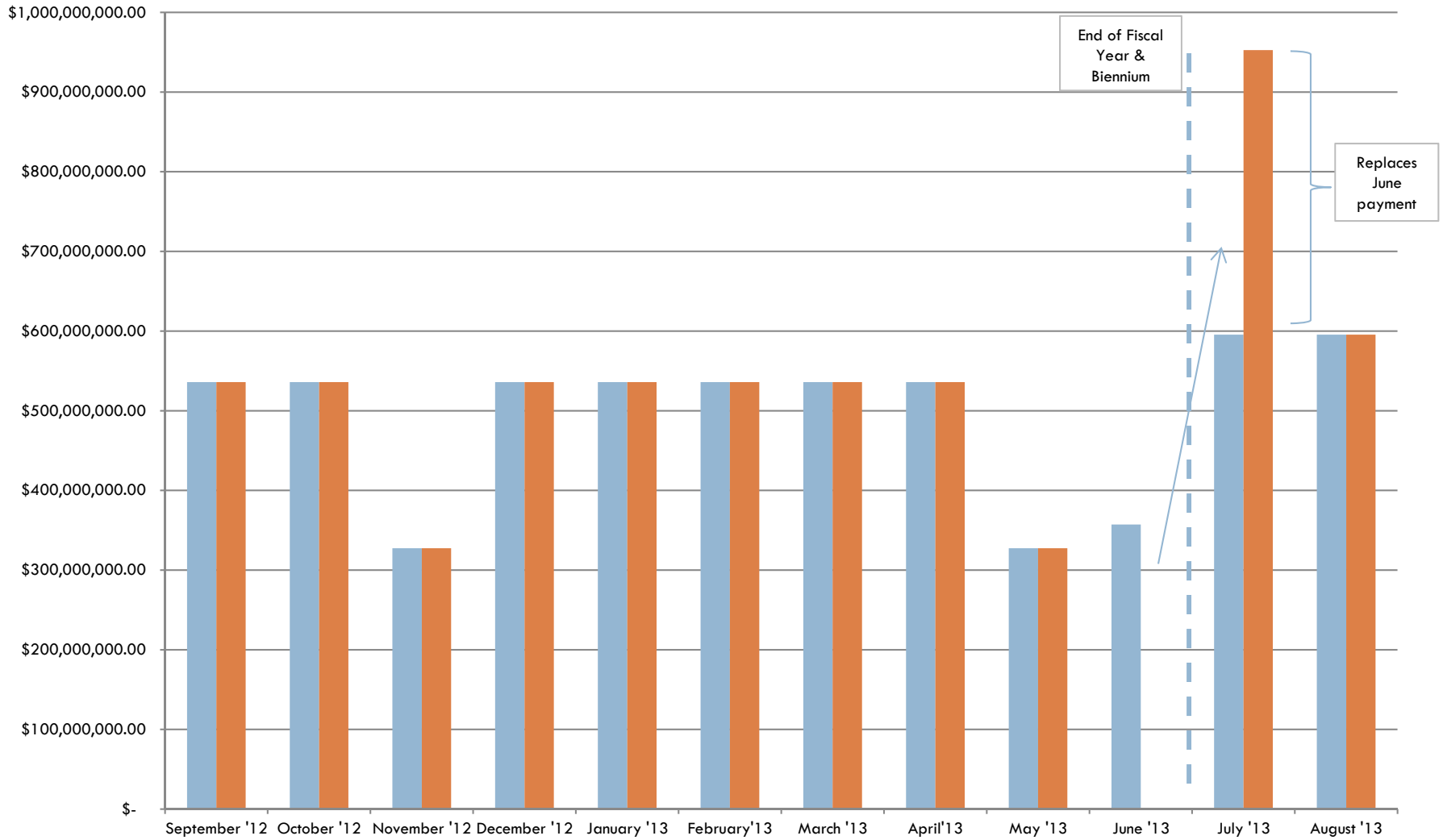
# Governor's Proposed Budget



- Eliminate 4 School Days -- \$99 million
- Reduce Levy Equalization -- \$152 million
  - \$82 million in actual cuts.
  - Remaining \$70 million is simply deferred into next fiscal year (payment delay).
- Apportionment Delay -- \$340 million
  - See next slide for visual.
- Bus Depreciation Delay -- \$49 million (permanent, not temporary)
- Over \$450 million in payment delays

# APPORTIONMENT PAYMENT DELAY – PERMANENT OR TEMPORARY?

“SKIP A PAYMENT IN JUNE, GET TWO IN JULY”



WA St Board of Education

Data based on estimated payment amounts from prior year apportionment schedules, for illustrative purposes only.

# Early Action Budget (Enacted)



- Legislature passed a budget just prior to recessing before the holidays
- Think of it as the “low-hanging fruit” budget
  - ▣ Just maintenance-level changes (adjustments for enrollment, etc.)
  - ▣ A few administrative-type reductions
  - ▣ Biggest item was adopting the bus depreciation payment deferment (\$49 million in delayed payments).

# SBE-Related Legislation

- SB 5475 – Education Funding (Murray)
  - *“Develops a realistic and practical implementation schedule for certain phased-in enhancements that, once fully implemented, will constitute the legislature's definition of basic education under Article IX of the state Constitution.” (bill digest)*
  - *Strikes existing 2262/2776 implementation deadlines.*
  - *Would assign SBE the role of synthesizing work of the various technical workgroups, and making recommendations on new phase-in.*

# SBE-Related Legislation

(continued)

- HB 2170 – Enhancing the Career Pathways Act (Probst)
  - *“Emphasizes the dignity and economic value of non-baccalaureate career pathways equally with baccalaureate pathways.” (bill digest)*
  - Explicitly adds CTE to program of basic education.
  - SBE cannot require waivers or permissions or something similar for students who wish to be removed from a college prep pathway (e.g. 3<sup>rd</sup> math credit can be something other than Algebra 2 without consultation).

# SBE-Related Legislation

(continued)

- **HB 3170\* – Related to Establishing High School Graduation Requirements (*Pre-filed/No Sponsor*)**
  - Establishes new graduation requirements for the Class of 2016, and sets those directly in statute.
  - Requires a total of 18 credits for graduation, rather than the current 20 (see chart)
  - Strikes reference to 24 credit requirement in the basic education statutes.
  - Silent on the culminating project, but keeps the high school and beyond plan.

\*Bill number could change after official filing



# Changes proposed in HB 3170\*

Subject	2016 SBE Requirement	2016 HB 3170	Change from SBE Requirements
English	4	4	Same
Math	3	3	Unclear whether Algebra and Geometry are specified; 3 <sup>rd</sup> credit is “chosen by the student based on the student’s interests and HSBP”
Science	2; one lab	2	Unclear whether or how many lab credits are included
Social Studies	3	3	Same
World Languages	0	2	Adds World Language
Arts	1	1	Same
Health and Fitness	2	1	Reduces by one credit
Career Concentration	0	2	Adds career concentration and defines it similarly to the definition proposed by SBE’s Core 24 ITF Task Force (“courses chosen by the student based on the student’s interests and HSBP, that may include CTE, and are intended to provide a focus for the student’s learning.”)
Occupational Education	1	0	Eliminates
Electives	4	0	Eliminates
HSBP	requires	requires	Same
Culminating Project	requires	silent	Does not mention culminating project
<b>TOTAL</b>	<b>20</b>	<b>18</b>	<b>Reduces state requirements by 2 credits</b>

# Other SBE-Related Legislation

(Second Tier Bills)

- HB 2165 – Facilitating implementation of revised teacher and principal evaluation system – requires statewide training during 2012-14.
- HB 2209 – Contract-based learning is defined as having at least 5 hrs of seat-time per week, and is no longer part of ALE programming (and therefore exempt from associated cuts).
- HB 2199 – Changes compulsory attendance laws to require students age 6 and older to attend (currently 8 years old).
- SB 5142 – Requires districts to communicate distinctions between home-schooling and ALE programs.
- SB 6029 – Requirement to provide public information on ways to achieve high school degree in 3 years.
- HB 2231 – Removes various state testing requirements to save money. Includes WA Kids, End-of-course tests, etc.

# Other Proposals of Interest

- Higher Education Steering Committee Report & Associated Governance Legislation
  - ▣ Creates office of Student Achievement, with an Advisory Board in the Governor's Office.
  - ▣ One option of the HESC eliminates the SBE, the other doesn't
- Representative Ross Hunter's Revenue Proposal
  - ▣ Bolsters the statewide property tax and simultaneously provides dollar-for-dollar levy relief so as to hold school districts harmless.
  - ▣ Key questions: 1) What's in it for Seattle? 2) What happens to LEA?

# McCleary Discussion

- On the continuum of strong to weak court decisions, the decision is arguably quite strong.
  - ▣ Court unequivocally upheld Ehrlich ruling on facts and retained jurisdiction to ensure progress; something Courts are usually reluctant to do.
  - ▣ Court was clear that “baby steps” from prior session were not meaningful steps towards full implementation in 2018.
  - ▣ Signaled that 2261/2776 is appropriate vehicle to fulfill Basic Education obligations (this presumably includes meaningful high school diploma/24 credits).
  - ▣ The decision uses strong language, and leaves no doubt of the Court’s intentions to remain engaged.
  - ▣ One theory is that the Legislature’s actions this session may help determine how the court chooses to “retain jurisdiction.”

# *Graduation Requirements*



- Transition to Kathe and Jack

# The Washington State Board of Education

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

<b>Title:</b>	<b>Outreach Materials Overview</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Staff has prepared outreach materials for the Board members. Please note that these materials will continue to be utilized in the future, so you will want to check online or with staff for the latest version.</p> <p>The outreach folder contains five copies of the following documents:</p> <p>On the lefthand side:</p> <ol style="list-style-type: none"> <li>2012 Legislative Priorities</li> <li>Overview of the State Board of Education</li> </ol> <p>On the righthand side:</p> <ol style="list-style-type: none"> <li>Comparison of the 2013, 2016, and November 2010 approved graduation requirements</li> <li>Class of 2016 graduation requirements</li> <li>Career and college-ready framework (as approved in November 2010)</li> </ol>	