The Washington State Board of Education
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Educational Service District 105
33 South Second Avenue
Yakima, Washington
509-454-5312

May 8-9, 2012

AGENDA

Tuesday, May 8, 2012

8:30 a.m. **Call to Order**
Pledge of Allegiance
Agenda Overview
Announcements
Oath of Office

- Private School Representative, Ms. Judy Jennings
- Eastern Washington Student Member, Elias Ulmer

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 March 14-15, 2012 Meeting **(*Action Item*)**

8:45 a.m. **Strategic Plan Dashboard**
Mr. Aaron Wyatt, Communications Director

9:00 a.m. **Legislative Perspective**
Senator Curtis King

9:30 a.m. **Incorporating Student Growth into Statewide Accountability Systems – Colorado Student Growth Model**
Dr. Richard J. Wenning, RJW Advisors, Inc.

10:00 a.m. Board Member Questions of Presenter and Discussion

10:15 a.m. Board Discussion – Utilizing Concepts of Student Growth in Developing Next Generation Accountability Models

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

11:00 a.m. **Option One Waiver Requests and Discussion of WaKIDS 180-Day Waiver Implementation**
Mr. Jack Archer, Sr. Policy Analyst

11:15 a.m. **Washington ForWArd Discussion – Lead System Indicators**
Mr. Aaron Wyatt, Communications Director
Ms. Sarah Rich, Policy Director

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

1:15 p.m. **Public Comment**

1:30 p.m. **Standard Setting for End of Course Biology**
Ms. Cinda Parton, Director, Assessment and Student Information, OSPI
Dr. Tom Hirsch, Co-founder, Assessment and Evaluation Services

1:45 p.m. Board Discussion

2:00 p.m. **Basic Education Waiver Criteria – Options Moving Forward**
Ms. Sarah Rich, Policy Director

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

3:00 p.m. **Common Core and Next Generation Science Standards and Implications for Assessment and Graduation Requirement Policies**
Dr. Alan Burke, Deputy Superintendent, OSPI
Ms. Cinda Parton, Director, Assessment and Student Information, OSPI

3:20 p.m. Board Member Questions of Presenter and Discussion

3:40 p.m. Board Discussion

4:00 p.m. **Student Musical Performance**
The Selah High School Combo

4:30 p.m. **Adjourn**

<u>Wednesday, May 9, 2012</u>

8:00 a.m. **Welcome**
Mr. Steve Myers, Superintendent, ESD 105

8:15 a.m. **Before and After: Where I Started, Where I Am, and Where I'm Going**
Mr. Jared Costanzo, Student Board Member

8:30 a.m. **ESEA Waiver Update**
Ms. Sarah Rich, Policy Director

9:00 a.m. **Legislative Update/Wrap-Up**
Mr. Jack Archer, Sr. Policy Analyst

9:30 a.m. **Center for Reinventing Public Education, SIG Report**
Ms. Robin J. Lake, Director, Center on Reinventing Public Education
Ms. Sarah Yatsko, Research Analyst, Center on Reinventing Public Education

9:50 a.m. Board Member Questions of Presenter and Discussion

10:00 a.m. Board Discussion

10:15 a.m. **Break**

10:30 a.m. **Public Comment**

10:45 a.m. **Washington ForWArd Discussion – Lead System Indicators**
Mr. Aaron Wyatt, Communications Director
Ms. Sarah Rich, Policy Director

11:45 p.m. **Lunch and Recognition of Jared Costanzo**

12:45 p.m. **School Improvement Grant Panel**
Mr. Dave Chaplin, Principal, Washington Middle School, Yakima
Mr. Lee Maras, Principal, Adams Elementary, Yakima
Mr. Chuck Salina, Principal, Sunnyside High School, Sunnyside
Ms. Heidi Hellner-Gomez, Director, School Improvement, Sunnyside
Mr. Ryan Maxwell, Assistant Principal, Sunnyside High School, Sunnyside

1:30 p.m. **Board Discussion and Reflection on Presentations**
Mr. Ben Rarick, Executive Director

Primary Focus: Washington ForWArd Discussion – Lead System Indicators and Introduction to Foundation Indicators

2:15 p.m. **Business Items**
- Option One Waivers and WaKIDS Waiver Requests ***(Action Item)***
- End of Course Biology Standard Setting Process ***(Action Item)***
- CR 101 for Waivers ***(Action Item)***

2:45 p.m. **Adjourn**

The Washington State Board of Education

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

Green River Community College
Lindbloom Student Center
Glacier Room
12401 SE 320th Street
Auburn, Washington

March 14-15, 2012
Green River Community College
Auburn, Washington

MINUTES

Wednesday, March 14, 2012

Members Attending: Chair Jeff Vincent, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Mr. Jack Schuster (14)

Members Excused: Mr. Randy Dorn, Dr. Bernal Baca (2)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Ms. Loy McColm, Mr. Aaron Wyatt, Ms. Colleen Warren, Mr. Jack Archer (6)

The meeting was called to order at 8:33 a.m. by Chair Vincent.

Ms. Edith Bannister, Interim Vice President of Instruction and Vice President of Extended Learning and Economic Development, Green River Community College welcomed the Board to the College. Members asked clarifying questions about the programs at the College.

Ms. Connie Fletcher was given the Oath of Office for her gubernatorial appointment to the Board in Position Four. Ms. Fletcher's appointment began on January 23, 2012.

Consent Agenda

Motion was made to approve the Consent Agenda:
- Approval of Minutes from the January 11-12, 2012
- Approval of Minutes from the February 23, 2012 Special Meeting

Motion seconded

Motion carried

Washington Science Standards, the Fordham Foundation Review, and Preparing for Next Generation Science Standards and National Trends in STEM Education
Mr. David Heil, President, Heil and Associates, Inc.

The 2012 Fordham Report on the State of State Science Standards scored Washington's standards with a grade of 'C.' Twelve states and the District of Columbia fared better and 27 states fared worse. Mr. Heil, who led the Boards review of Washington's science standards in

2008, provided a perspective on the meaning of the Fordham Report's assessment. He previewed the issues the Board may want to explore as Washington considers the next wave of science standards.

Washington is one of 26 lead states providing input and reactions to the work of the writers of the Next Generation Science Standards (NGSS). The NGSS are based on the Framework of K-12 Science Education, released in July 2011 by the National Research Council of the National Academy of Sciences. The NGSS are scheduled to be released in fall 2012. Washington, as a lead state, has committed to giving "serious consideration" to adopting the new standards.

Mr. Heil joined representatives from the Office of Superintendent of Public Instruction in previewing issues the Board may want to explore in consideration of the Next Generation Science Standards.

Washington Next Generation Science Standards

Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI
Ms. Ellen Ebert, Science Director, OSPI
Dr. Craig Gabler, Regional Science Coordinator, ESD 113

Washington's common core implementation timeline focusing on the foundation includes the following phases:

1. Common Core State Standards (CCSS) exploration and adoption.
2. Build awareness and begin building statewide capacity.
3. Build state capacity and classroom transitions.
4. Statewide application and assessment.
5. Statewide coordination and collaboration to support implementation.

The key components of Washington's process include:

Exploration

- Engagement of state content leadership associations and educators in reviewing and providing input on drafts.
- Conducting targeted outreach for input during development.
- Once finalized, conduct comparisons and seek widespread input through a variety of methods.

Adoption

- The state Superintendent makes the final adoption decision only after the following:
  - ✓ Engagement throughout the process of key statewide partners and stakeholder groups.
  - ✓ Recommendation from the State Curriculum Advisory and Review Committee (CARC).
  - ✓ Consideration of the current state contact around recent standard adoptions, assessment changes needed for system-wide capacity to support implementation.

The K-12 framework for science education is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in science and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.

The next generation science standards include the following dimensions:

1. Scientific and engineering practices.
2. Crosscutting concepts.
3. Disciplinary core ideas.

Washington's role as the lead state partner includes:

K-12 Framework Dissemination

- Building Capacity for State Science Education (BCSSE).
- Information and implementation across the state is just beginning.
- Washington STEM grant opportunities.
- Potential MSP opportunities.

Next Generation Science Standards (NGSS)

- Lead state meetings with Achieve.
- Confidential draft reviews.
- Public draft review.
- Anticipated timeline to finalize.

The implications at the state, regional, and local levels for NGSS include:

- Increased professional learning needs.
- Infusion of engineering processes and content.
- Material/kit alignment.
- 21st century curriculum.
- Learning progressions over K-12 span.
- Improves STEM opportunities.
- Science in kindergarten.
- High school requirements.

Dr. Craig Gabler joined the presenters to discuss reflections on NGSS in Washington and discussion followed.

ESEA Waiver Status and Future Work of the Joint Select Committee on Education Accountability

Ms. Sarah Rich, Research Director
Mr. Jack Archer, Policy Associate
Dr. Alan Burke, Deputy Superintendent, OSPI

In September 2011, the U.S. Department of Education (ED) announced guidelines for state educational agencies wishing to apply for flexibility waivers. The waivers would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system. On February 27, 2012, the Office of Superintendent of Public Instruction submitted an ESEA Flexibility Request to the U.S. Department of Education. The request was developed in partnership with SBE and was aligned with the expectations of RCW 28A.657.110, which directed OSPI and SBE to seek approval from the ED to use the Achievement Index to replace the federal accountability system known as No Child Left Behind.

Four required principles were established by the Education Department for states to meet, which include:

1. College- and career-ready expectations for all students for Washington.
2. State-developed differentiated recognition, accountability, and support.

3. Supporting effective instruction and leadership.
4. Reducing duplication and unnecessary burden.

Explanations of the four principles were provided in the packet for the Board's review.

The E2SSB 6696 requires the Legislature to consider what should happen if a Required Action District continues not to make improvement after an extended period of time. To answer this question, the Legislature created the Joint Select Committee on Education Accountability made up of four members from each of the largest caucuses of the Senate and the House of Representatives. The Committee is scheduled to convene after May 2012. The Committee is required to produce an interim report to the Legislature in September 2012 and a final report, with recommendations by September 2012. The Committee was directed to:

- Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a Required Action District.
- Identify appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level.
- Examine models and experiences in other states.
- Identify the circumstances under which significant state action may be required.
- Analyze the financial, legal, and practical considerations that would accompany significant state action.

A committee of SBE members will take the lead on accountability work with support from staff. Members of the SBE ESEA Committee include: Kris Mayer, Bernal Baca, Amy Bragdon, Sheila Fox, and Bob Hughes. Their charge will be to:

- Become familiar with the ESEA Flexibility request.
- Be knowledgeable of the Education Department's feedback and revisions to the request.
- Be familiar with developments of the Joint Select Committee on Education Accountability and potentially participate in Joint Select Committee meetings.
- Contribute to Board member discussions during Board meetings.

A letter to the Joint Select Committee on Education Accountability was provided for review. Discussion will continue during the Business Items on Thursday for approval to move forward with the letter.

Timelines are as follows:

	Spring/Summer 2012	September-December 2012	January-August 2013	September-December 2013	January-March 2014
SBE and OSPI	May-September 2012, engage stakeholders to develop updated Achievement Index	OSPI and SBE pilot updated Achievement Index to determine Reward, Priority, and Focus schools	OSPI and SBE monitor and adjust updated Index as needed	OSPI fully implements updated Achievement Index to determine Reward, Priority, and Focus schools	Legislative approval and/or implementation of State Accountability System (Incorporating the Joint Select Committee recommendations)

	Spring/Summer 2012	September-December 2012	January-August 2013	September-December 2013	January-March 2014
Joint Select Committee	May 2012: Joint Select Committee convenes September 2012: Joint Select Committee interim report due			September 2013: Joint Select Committee final report due	

Call for Additional Nominations for Vice-Chair Election
Mr. Jeff Vincent, Chair

Chair Vincent announced the names submitted for nomination for the currently vacant Vice-chair position. They are: Dr. Kris Mayer, Ms. Phyllis Frank, and Ms. Connie Fletcher. Chair Vincent added Ms. Amy Bragdon as an additional nominee for the position. This election is to fill out the existing term of Dr. Dal Porto through September 2012. At the retreat meeting in September, elections will be conducted for all members on the Executive Committee. Chair Vincent asked the nominees to indicate whether they accept or decline the nomination to fill out the current term. Dr. Mayer, Ms. Frank, and Ms. Fletcher respectfully declined the nomination and voiced their support for Ms. Bragdon to fill out the remainder of the Vice-chair position through September 2012. Action will be taken during Business Items on Thursday.

Public Comment

Wendy Rader-Konafalski, Washington Education Association (WEA)
Science: The Board's conversation today revolved around how to make our system ready for the New Generation Science Standards. Our science teachers are also very enthusiastic about more emphasis put on a broad and rich science curriculum. The reality is that currently there is one, and only one, assessment for science and that is the End of Course biology. Originally there were two planned, one in biology and one in chemistry, but funding prevents the development of the second test. Moreover, this test is being used as a high stakes graduation requirement starting with this year's freshmen. Two things result: 1) students taking biology in the 9th grade have not had a grounding in biology in the earlier grades and expecting them to pass this year is unrealistic. Teachers predict a train wreck with most kids not passing the test for no fault of their own or of their teachers. There is simply not enough time to get the kids up to speed on the new standards in such a short time; 2) with funding short and priorities needing to be set, many schools are reducing other parts of their science programs, eliminating physics, chemistry, astronomy, etc. in favor of biology only. This is not preparing a fertile ground from the New Generation of Science. WEA believes the Board should put this issue on their list of things to change. By delaying the use of this test as a graduation requirement we allow time to let the new standards come in and align assessments in a common sense way at the appropriate time and in a way that does not engineer artificial focus on only one area of science.
The Joint Select Committee on Accountability: Ms. Rader-Konfalski reminded the Board that this provision was written into SB 6696 specifically in answer to "what if the Required Action Districts do not perform well even after intervention and assistance?" The first, and probably only RAD cohort, is still in its second year. If the RAD experience is anything like the School Improvement

Grants (SIGs), then we have no reason to believe that these schools will not make great strides and the interventions planned in the Joint Select Committee will be moot. RADs must have federal money to be implemented and that money is not forthcoming, so there will likely be only this one cohort of RADs. It doesn't seem like this Committee really has much to do and seems unnecessary. The real issue is how do we continue the funding and resources that the RADs currently have for three years in order to continue the good work. An accountability committee in place of true support and funding seems a questionable trade-off.
Finally, a call for inviting teachers to come and speak formally to the Board on issues at hand: The practitioners are the ones who know what is happening, are trained to provide insight and guidance, and need to see the value of policy changes in order to be able to implement them. WaKIDS, waivers, accountability, science—our teachers need to be able to come before you to provide you with up to date information and for you to ask questions of.

Peggy Douglas, Paterson School District
The Paterson School District has been blessed to be part of the modified calendar pilot for the past three years. The modified calendar has shown that that students are missing less school time and test scores have increased. More than 60 percent of students in the District are English language learners and due to the modified calendar teachers are able to spend more time with them and other struggling students. Ms. Douglas thanked the Board for the opportunity to be on the modified schedule and asked them to consider continuing the schedule for the District.

Lauri Hawker, Paterson School District
Ms. Hawker spoke about the many benefits of the four-day school week, which includes: higher test scores, fewer missed school days, longer instruction time, and more family time. She encouraged the Board to continue giving Paterson School District the opportunity to continue on the four-day school week schedule. She spoke with many parents before attending today's meeting who are in favor of the four-day school week and who said that going back to the five-day school week would be very detrimental to children and the community. Paterson School District has shown that the four-day school week is a good program in every aspect.

River Hawker, Paterson School District Student
Ms. Hawker asked the Board to continue the four-day school week because she has more time for family and more time to study. She thanked the Board for allowing Paterson School District to have the shorter school week.

Lori Keener, Paterson School District
Even though Ms. Keener has taken a pay cut with the four-day school week, the extra time for student interaction has been very beneficial. The four days a week has allowed staff to schedule appointments on the fifth day rather than taking away from the classroom to do that. The benefit allows for a lot of wonderful things in the District.

Dawn Steinmetz, Paterson School District
Families in the Paterson School District live in a very rural area and the closest town for families to shop, see doctors, etc. is 30 or more miles away. Most families would have to pull their child out of school for a day to go for appointments and staff would have to do the same. With the four-day school week this is not necessary. A modified schedule also allows many other benefits other than personal ones. It allows for a shorter school year, alleviating the costs to operate on the fifth day. Working in the classroom since the modified schedule started, she has noticed a difference with children's learning experiences. Teachers are able to spend a little longer on one subject and go in depth with the explanations for their subjects. Students are

getting more information and better involvement with the tasks on hand. They have never had a problem adjusting to the longer school day and are eager to learn and are well adapted.

Ric Palmer, Bickleton School District
Thanked Ms. Douglas from the Paterson School District for her work on getting the modified calendar pilot in place, which benefitted Bickleton School District as well. In his School District, the community has to drive 25 miles to get gas or other amenities. The pilot has saved money for the District, which was redirected back to the classroom. The District is still use the Reading First model, which is highly effective. Due to the cost savings with the modified calendar, the District can continue using it. With the modified calendar, student attendance has increased and staff absenteeism is very low. The District English language learners and struggling students are benefitting from the extra attention die to the schedule. Mr. Palmer stated that he and Ms. Douglas look forward to approaching the Legislature to get language in the rules for the modified calendar.

Option One, Option Two, and Graduation Requirement Waiver Requests
Ms. Sarah Rich, Research Director
Mr. Jack Archer, Policy Associate

The Board has the statutory authority to grant waivers from the basic education requirement for a 180-day school year to districts that propose to operate schools on a flexible calendar for purposes of economy and efficiency. No more than five waivers may be granted at any time, including no more than two districts with student enrollment of less than 150, and no more than three districts with student enrollment of 150-500.

At its special Board meeting on February 23, the Board reviewed a presentation on Option Two waivers and discussed a framework for consideration of waiver requests. Staff presented a recommended three-point framework for members' consideration. Based on the discussion at the February meeting, the framework was revised as follows:

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data and that can be substantiated by external data to the extent available?
2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?
3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:
    - Impact on children who rely on free and reduced price nutrition services.
    - Impact on the ability to recruit and retain employees in support positions.
    - Impact on children whose parents work during the missed school day.
    - Other concerns raised by the community at the required public hearing.

Three districts have applied for Option Two waivers and their applications were analyzed in light of the three-point framework for approval. The districts include: Bickleton School District, Mill A School District, and Paterson School District. Applications were provided in the member packets for review and a summary was provided during the meeting for Board discussion.

Option One waiver requests were presented for approval as follows:

District	Days	Years	New/Renew
Eastmont	5	3	New
Granger	5	3	Renew
Snohomish	4	3	New
South Bend	3	3	Renew

The credit-based graduation requirements request includes:

Existing waivers:

- Highline School District, Odyssey High School – expires after 2018-19.
- Highline School District, Big Picture High School – expires after 2011-12.
- Federal Way School District, Truman High School – expires after 2012-13.

Current waiver request:

1. High School District, Big Picture High School – through 2014-15.

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

Understanding the Changing Workforce Needs in Washington's Economy

Ms. Eleni Papadakis, Executive Director, Washington Workforce Training and Education Coordinating Board (WTECB)

By statute, the Board is required to continue ongoing collaboration with workforce representatives. RCW 28A.305130 lists among the Boards duties the responsibility to *"articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system."*

The Workforce Board is lined directly to the intent of HB 2170 – the Career Pathways Act. The Board has taken particular interest in this bill due to its inclusion of language pertaining to the opt-out procedures associated with Algebra II coursework and the third math credit graduation requirement.

The WTECB places a high priority on weaving workforce experience into a student's high school coursework and is working on a grant from the U.S. Department of Labor designed to match schools with employers through a web-based database.

Ms. Papadakis presented on how to best define the workforce problem in key data points. The WTECB co-sponsored a study released in 2011 entitled *A Skilled and Educated Workforce and* a slide from that report on 2010 wages and unemployment education level was provided for the Boards review.

The Workforce Training and Education Coordinating Board consists of two parts:

1. Improving youth outcomes.
2. Performance accountability considerations from a workforce development perspective.

Ms. Papadakis presented information to improve outcomes as a top priority of the WTECB for 2012. She reviewed the United States unemployment rate from July 1980-2010 for youths 16-24 and adults 25 and over.

WTECB has a two-pronged strategy, which includes:

1. Advocating for policy reform regarding pathways to prosperity strategies.
2. Programmatic research, development, and demonstration using a U.S. Department of Labor Workforce Innovation Fund Grant for work-integrated learning and positive youth development.

A summary of the Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century was provided for members review. Discussion followed with clarifying questions from Members.

The meeting was adjourned at 5:00 p.m. by Chair Vincent.

Thursday, March 15, 2012

Members Attending: Chair Jeff Vincent, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Mr. Jack Schuster (14)

Members Excused: Mr. Randy Dorn, Dr. Bernal Baca (2)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Ms. Loy McColm, Mr. Aaron Wyatt, Mr. Jack Archer (5)

Staff Excused: Ms. Colleen Warren (1)

The meeting was called to order at 8:17 a.m. by Chair Vincent.

Student Presentation

Mr. Matthew Spencer, Student Board Member

Mr. Spencer presented on improvement of K-12 education in Washington State. He offered the following ideas to help improvement:

Student-teacher Communication

1. Teachers clearly communicate standards to hold students accountable.
2. Create time to allow students to approach teachers during school hours.
3. Hold teachers accountable for grades.
4. Post current grades online for students and parents.

SBE Steps to Improve Communication

1. Continue to promote innovation both on a smaller and larger scale.
2. Encourage districts to incorporate an online grading system.
3. Encourage flexible schedules – promote the idea of an "Options Period."

Mr. Spencer encouraged the Board to move ahead on instituting a 24 credit requirement. He suggested bringing in school districts that are already doing this to a future Board meeting to share their experiences and then to promote those shared ideas on the SBE website or through communication materials.

Call for Election of Vacant Vice-Chair Position
Mr. Jeff Vincent, Chair

Motion, by acclamation, was made to appoint Ms. Amy Bragdon as the Vice-chair filling the term vacated by Dr. Dal Porto through September 2012.

Motion seconded

Motion carried

Auburn School District -- Washington Achievement Award Schools and Discussion of Reform Efforts
Dr. Kip Herren, Superintendent, Auburn School District

Dr. Herren highlighted reform efforts in the Auburn School District and gave an overview of the District's strategic plan. Teacher Leadership Academies were implemented in the District as a key strategy for improving the quality of instruction. Dr. Herren presented statistics in the District and answered clarifying questions from the Board. A copy of the District strategic plan goals were provided for the Boards review.

P-13 System Goals-Setting – Lead System Indicators
Mr. Ben Rarick, Executive Director

SBE has initiated a goals-setting project for the purpose of helping the P-20 system to define success and track improvement. Members discussed the consideration of potential Leading System Indicators (LSIs) with which to gauge the health of the system and set P-20 goals.

SBE will solicit stakeholder feedback on potential LSIs in anticipation of a May Board meeting adoption. In May, the Board will also explore additional data points instrumental to improving performance on LSIs.

Staff has developed the following timeline of stakeholder engagement and Board action leading to final adoption of a complete set of indicators and goals in November 2012.

Timeline	Action/Topic
March Board Meeting	• Propose/adopt timeline engagement of stakeholders. • Propose/adopt committee of the Board to work the project between meetings. • Propose initial set of Lead System Indicators (no adoption).
Between March and May Board Meeting	• Two stakeholder engagement meetings. • One to two sub-committee discussions.
May Board Meeting	• Adopt LSIs as foundation of goals-setting structure. • Propose goals on LSIs. • Propose initial set of Foundation Indicators. • Discuss link between Achievement Index, AMO's required for ESEA and the Boards goals.
Between May and July Board Meeting	• Two stakeholder engagement meetings. • One to two sub-committee discussions.
July Board meeting	• Adopt LSI goals (ten year). • Adopt Foundation Indicators.

Timeline	Action/Topic
Between July and September Board Meeting	• Seek stakeholder input on initial package of goals, website construction, usability, etc.
September Board Meeting	• Board reviews product in its entirety. • Makes suggestions and modifications to reflect last wave of feedback.
Between September and November Board Meeting	• Raise awareness among key stakeholders. • Communications plan/publicity.
November Board Meeting	• Final adoption of set of goals. • Initiate discussion on policy implications and best practices that help the state achieve the goals.

The Lead System Indicators, recommended by staff, include:

1. Third grade reading.
2. High school graduation.
3. Postsecondary attainment rates of credential, certificates, or degrees.

Other Lead System Indicators considered but not initially recommended are:

1. The achievement gap.
2. A whole child indicator.
3. Kindergarten readiness.
4. Middle school math performance.

Following is feedback received by staff from the recent meeting of the Graduation – a Team Effort (G.A.T.E) group:

1. What about the whole child? Why isn't there a dedicated LSI for the whole child?
2. Concerns about health and social service indicators; as well as socio-emotional learning. The vision is to include these as foundation indicators.
3. Why isn't kindergarten readiness an LSI? When does the system begin? What are we accountable for? Data availability? Classic foundation indicator?
4. Why the gap between third grade reading and graduation rate? What about middle school math and science?
5. Why is the Board building a separate website?
    - OSPI report card, ERDC site.
    - Ultimate long-term plan could be to 'turn over' the website to the SLDS initiative.
    - We want to set the goals, but we don't want to become a 'data administration' agency.

The SBE Washington Forward Committee includes: Connie Fletcher, Tre' Maxie, Kevin Laverty, Cindy McMullen. The Committee will:

1. Maintain continuity and member engagement and guidance on the project between meetings.
2. Help shape the work product and how it can leverage change.
3. Facilitate and engage in stakeholder input process.

Committees have no formalized powers.

Green River Community College Math Transcript Placement System
Dr. Joyce Hammer, Dean of Transfer Education, Green River Community College
Ms. Christie Gilliland, Dean of Transfer Education, Green River Community College

The Board reviewed Green Rivers Community College's (GRCC) innovative mathematics course placement method. Instead of relying on ACCUPLACER and COMPASS tests solely, GRCC developed a multiple-measures approach to course placement, factoring students' school coursework, the proximity of that coursework to community college enrollments, and grades. This approach develops strong collaborative relationships between community colleges and neighboring districts. It appears to offer an incentive to students to take more math courses, since doing so potentially gives them more control over their course placement at the community college level.

The transcript placement methodology is part of the Transitions Math Project at the State Board for Community and Technical College and is also a focus of the K-12/higher education summit, initiated by Superintendent Randy Dorn last fall.

Implications of the *McCleary* Decision for the Washington State Legislature
Representative Pat Sullivan, House Majority Leader

Representative Sullivan was unable to present at the meeting due to the 2012 Special Session.

Legislative Review
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Policy Associate

The proposed 2012 supplemental budget spreadsheet was provided for the Members' review. A summary of the budget was provided and discussion followed.

The current legislative activity was provided and discussion followed.

Public Comment

Natasha Mckibben, Eatonville School District
For her senior project, Ms. Mckibben participated in a flexible schedule committee designed to investigate the possible implication of a four-day school week in the Eatonville School District. The committee found that not only would the flexible schedule save the District money to reallocate back to the District, the off day would also provide valuable time for teachers needing professional development, meeting in teams to support struggling students, and curriculum alignment with the Common Core State Standards. It would potentially save the District's current programs and continue the upward trend the District is seeing in the classrooms. The committee expected that by eliminating one day of food service, utility bills, and buses, the District would be able to add free full day kindergarten in addition to other programs. After calculating the deduction, the committee determined that the flexible schedule would not be practical for the 2012-2013 school year but might still be a possibility in future years. Ms. Mckibben thanked the Board for the opportunity to speak.

Marie Sullivan, Washington State School Districts' Association (WSSDA)
Ms. Sullivan encouraged the Board to review bills that are currently being considered. She gave a brief overview of the bills.

Jeff Petty, Highline Big Picture
Big Picture's waiver was approved four years ago and if the waiver is renewed, the School will have another four years. When Big Picture got the initial waiver there was no contact with the Board, which doesn't give the Board an opportunity to push the School in its work or give the School an opportunity to push the Board in its work as. Mr. Petty feels like the School is implementing a model that goes against leading with the standards and doesn't address in a specific way the use of EALRs. It's not serving kids well when they drop out. There is a great risk of moving students through the day and then they go on to do it in college as well. Where's the depth in their education? Mr. Petty suggested that if their waiver is approved for another four years, that they see the Board once a year to be accountable and offer some dialog with the Members.

Sandy Zimmerman, Highline Big Picture
Ms. Zimmerman spoke on her experience in the school's internship program, which is based on participating in the program two out of five days a week. She distributed a copy of her resume to the Members. Her internship experience is during the school year as well as in the summer. Ms. Zimmerman was accepted in to corporate internships at Starbucks and the Port of Seattle. She stated that she's not sure she would've been given the same opportunities without the internship in school. She has been accepted at four colleges and is looking forward to having the opportunity to choose the best school for her future.

Samanth Ayala, Highline Big Picture
Ms. Ayala interns at two law firms and has learned a lot of social skills and working with other adults. The internship is preparing her for the future to be independent and learn early on. The teacher/student connections are a benefit. Teachers are welcoming and are great advisors. The environment makes her motivated and gives her the opportunity to make plans for herself.

Loren Demeroutis, Highline Big Picture
Mr. Demeroutis thanked the board for the time to speak. He explained that Big Picture is the only school that he's worked at that every single student has made significant progress. Students have connections to learning and an understanding of where they want to go in their lives. Students that weren't going to school at all and enrolled in Big Picture are now attending college. Mr. Demeroutis invited the Board to visit Big Picture. He said that he is happy to come to the Board meetings to make periodic reports, which would be a benefit to the school as well as the Board Members.

Business Items

Waivers: 180 School Day (Option One/Economy and Efficiency); and Credit-Based Graduation Requirements

(a) Approval of Economy and Efficiency Waivers (RCW 28A.305.141)

Motion was made to approve Bickleton and Paterson School Districts applications for an economy and efficiency waiver under RCW 28A.305.141 from the 180 day school year for school years 2012-13 and 2013-14 for the number of days requested.

Motion seconded

Motion carried

(b) Approval of Option One Waivers (RCW 28A.150.220; RCW 28A.305.140; WAC 180-18-040)

Motion was made to approve Eastmont, Granger, Snohomish, and South Bend School Districts from the 180 day school year requirement for the number of days and school years requested in their applications to the Board, subject to the following condition:

If a state law is enacted authorizing or mandating that a school district operate on less than a 180 day school year, 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 be automatically reduced by a number equal to the total number of school days a district reduces its school calendar for that year below the current 180 school day requirement.

Motion seconded

Motion carried

(c) Approval of Credit-Based Graduation Requirement (WAC 180-18-055

Motion was made to approve Highline School Districts Big Picture High School application for a waiver from the credit-based graduation requirements in WAC 180-51-061; WAC 180-51-066; and WAC 180-51-067 for school years 2012-13 through 2014-15.

Motion seconded

Discussion

Amended Motion was made to approve Highline School Districts Big Picture High School application for a waiver from the credit-based graduation requirements in WAC 180-51-061; WAC 180-51-066; and WAC 180-51-067 for school years 2012-13 ~~through 2014-15~~.

Amended Motion seconded

Discussion

Amended Motion denied

Discussion

Original Motion carried

SBE Strategic Plan Modifications

Motion was made to approve the plan modifications to the State Board of Education's Strategic Plan.

Motion was seconded

Motion carried

SBE Letter to Joint Selection Committee on Accountability

Motion was made to approve the State Board of Education's letter to the Joint Select Committee on Education Accountability.

Motion was seconded

Motion carried

SBE Committees:

(a) Goal Setting/Washington Forward Committee

Motion was made to approve the establishment of the State Board of Education Goal Setting/Washington Forward Committee composed of the following members:

1. Connie Fletcher
2. Kevin Laverty
3. Tre' Maxie
4. Cindy McMullen

Motion seconded

Motion carried

(b) Accountability Committee

Motion was made to approve the establishment of the State Board of Education Accountability Committee composed of the following members:

1. Bernal Baca
2. Amy Bragdon
3. Sheila Fox
4. Bob Hughes
5. Kris Mayer

Motion seconded

Motion carried

Meeting was adjourned at 3:21 p.m. by Chair Vincent.

The Washington State Board of Education

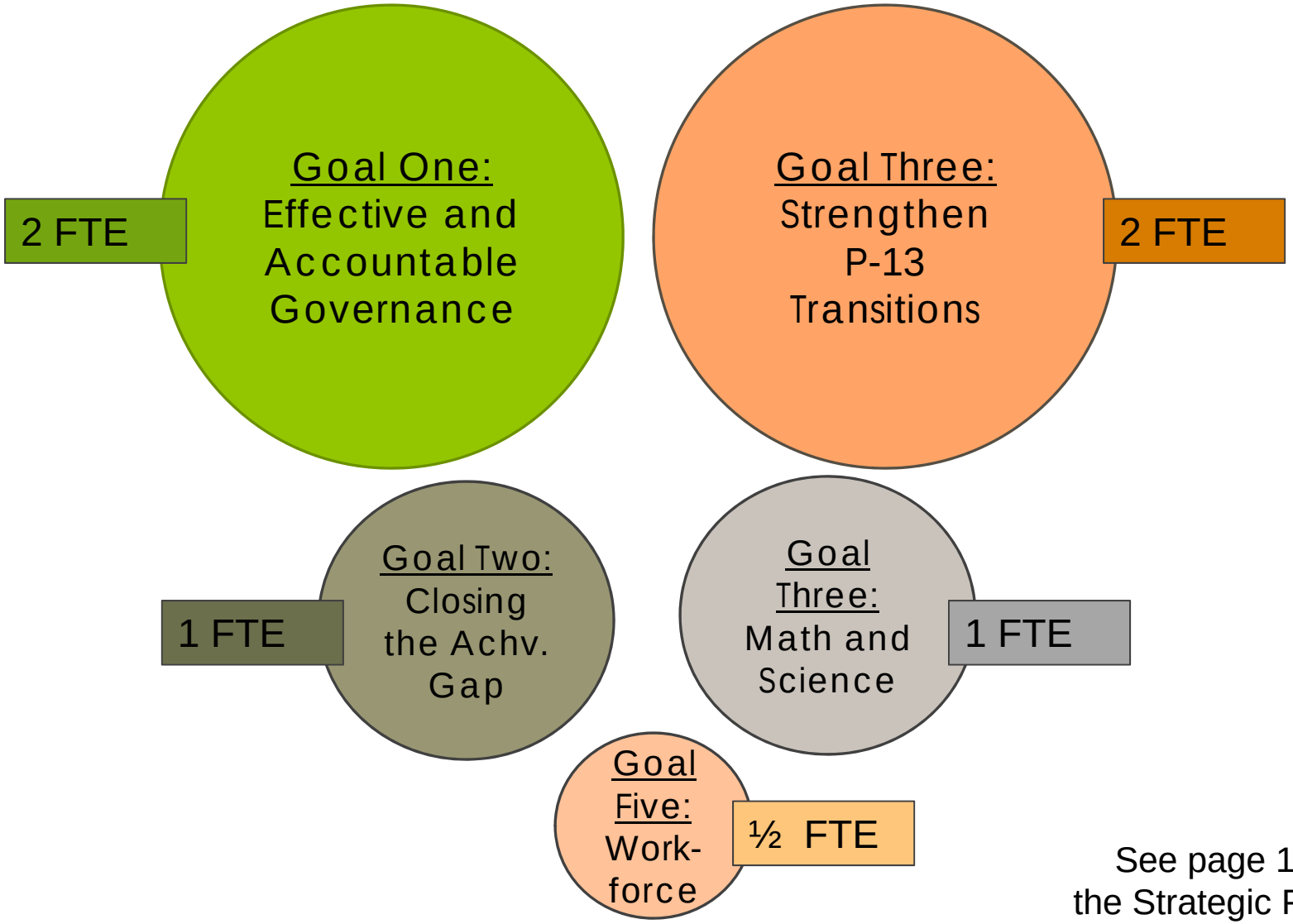
Governance | Achievement | Transitions | Math & Science | Effective Workforce

Title:	**Strategic Plan Dashboard**	
As Related To:	☒ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☒ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Board members will review the current work on the 2012-2014 Strategic Plan goals.	

Strategic Plan Update

Aaron Wyatt
Communications Director

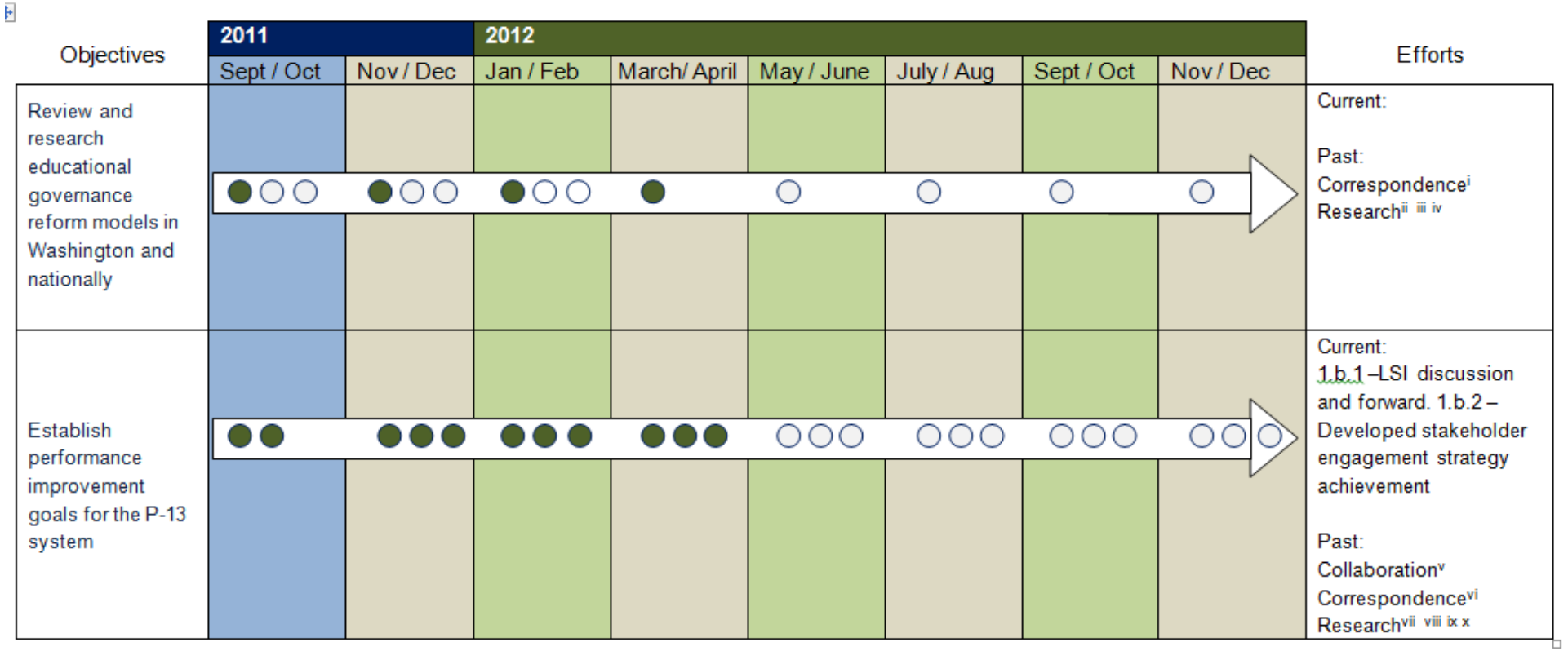
Division of Labor



See page 14 in the Strategic Plan

Understanding the Dashboard – Part One

Goal 1: Advocate for Effective and Accountable P-13 Governance in Public Education



○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone calls/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

See page 2 of the Dashboard

Understanding the Dashboard – Part Two

A. Review and research educational governance reform models in Washington and Nationally

1. Define the issues around governance.
   - Create a synopsis of literature on governance reform.
   - Provide systems map to demonstrate the current Washington K-12 governance structure.
   - Examine other states' education governance models and national trends.
   - 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 groups 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 an education governance communications plan.

ACHIEVEMENTS:

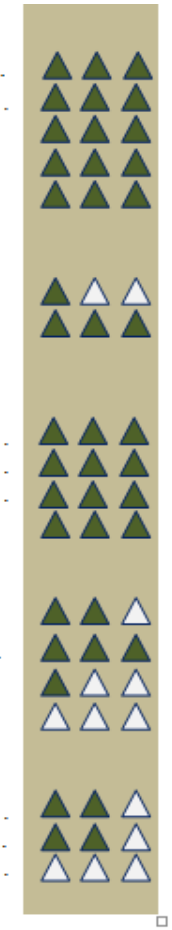
- Produce a literature review on education governance.
- Create a systems map of the current education governance/government framework.
- Develop three state case studies to review models of education governance.
- Complete an education governance communications plan.

B. 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 Indicators and Foundation Indicators.
3. Use SBE meetings as a venue to explore best practice models aligned with Indicators.
4. Prioritize a future legislative agenda around the performance improvement goals

ACHIEVEMENTS:

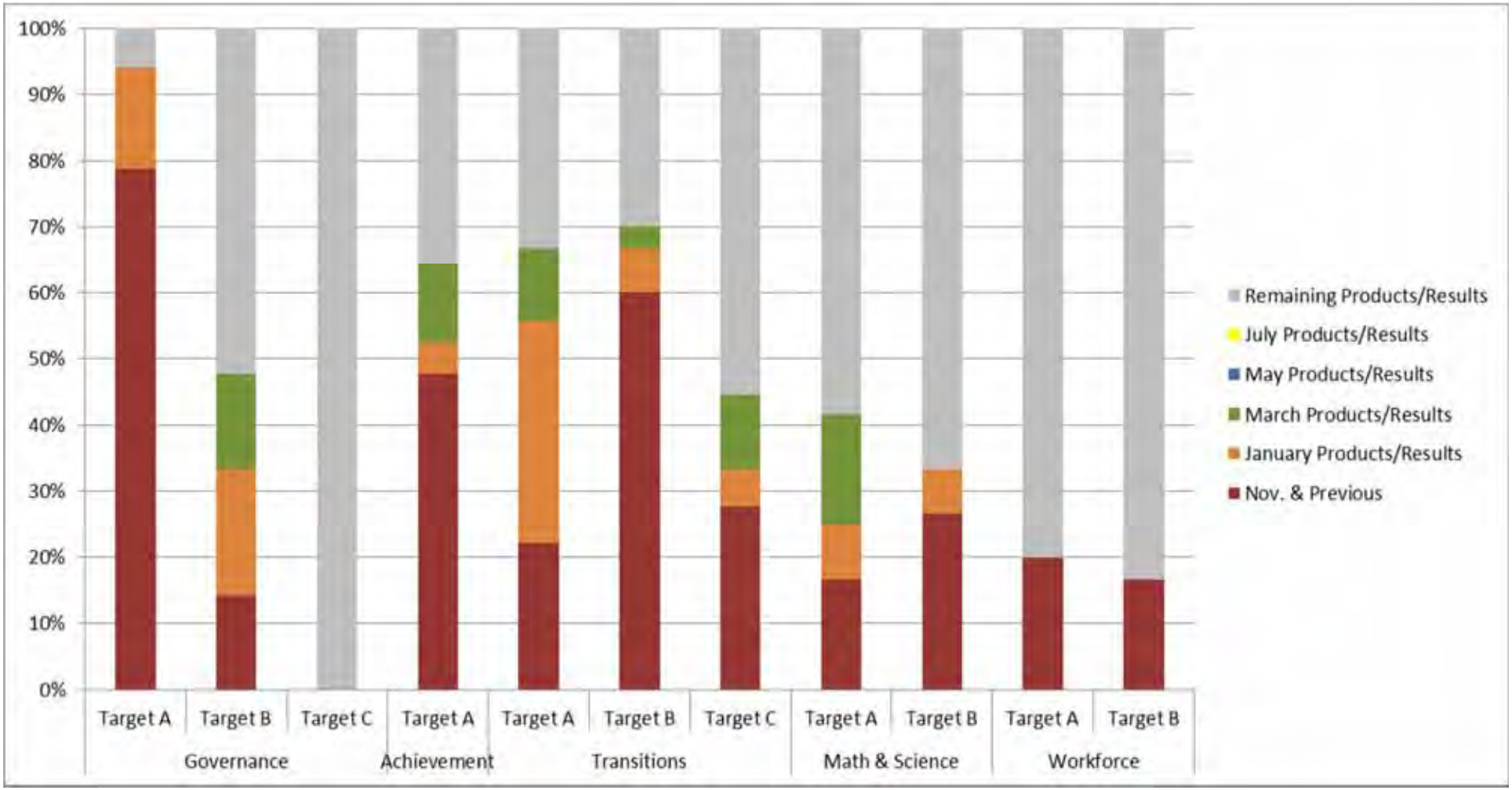
- No more than five P-13 Leading System Indicators identified.
- Development of a website to facilitate analysis and discussion.
- Legislative agenda based on the performance improvement goals completed.



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

See page 4 of the Dashboard

Understanding the Dashboard – Part Three



See page 1 of the Dashboard

March/April Work

Governance	Achievement	Transitions	Math and Science
• ForWArd Project	• Forward • ESEA Waiver • RAD Presentations	• WaKIDS • Multiple Pathways • CCSS assessments	• Science Standards Review • Prep for July NGSS work

See pages 3-13 in the Dashboard

Title:	**Legislative Perspective**
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Policy leadership for closing the academic achievement gap. ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system. ☒ Goal Four: Promote effiective strategies to make Washington's students nationally and internationally competitive in math and science. ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 eacher and leader workforce int he ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	How should we assess the work of the Quality Education Council, after two years of operation? How successful has it been in carrying out the mandate given it in ESHB 2261 to "recommend and inform the ongoing implementation by the Legislature of an evolving program of basic education and the financing necessary to support such program?" What role should it have moving forward, as the Legislature considers the best ways to fund ESHB 2261 and SHB 2776, in response to the Supreme Court decision *in McCleary* v. *State of Washington*? HB 2824, 2012 First Special Session, creates a Joint Task Force on Education Funding and directs it to make recommendations on how the Legislature can meet the requirements outlined in ESHB 2261 and SHB 2776. "In particular," the bill states, "the task force shall develop a proposal for a reliable and dependable funding mechanism to support basic education." What are options the task force should be considering in a proposal for a reliable and dependable funding mechanism to support basic education? What is the most effective and appropriate role for the SBE in supporting the Legislature in the work directed by HB 2824, and in meeting the requirements of the *McCleary* decision?
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Sen. Curtis King of the 14th District will address remarks to SBE on the Quality Education Council, the results of the 2012 legislative session, and the funding of basic education. Sen. King is a past member of the QEC and a member of the Early Learning & K-12 Education Committee.

Title:	**Incorporating Student Growth into Statewide Accountability Systems**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	There are several critical issues for SBE to consider when designing the new Washington Achievement Index and accountability system. 1. What is student growth data, and how should it be incorporated into the new Index? 2. What are best practices for building stakeholder engagement regarding accountability systems and student growth? 3. What should be considered when making decisions about using the Index and the new Annual Measurable Objectives to identify schools in need of intervention? 4. What should Washington consider, related to student growth, when transitioning to new assessments (Smarter Balanced Assessment Consortium)?	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	OSPI will begin to calculate student growth percentile data using the Colorado Growth Model this summer. Building-level data will be available by fall 2012, for inclusion in a new draft Achievement Index aligned with ESEA flexibility principles. Richard Wenning was invited to present as a national expert on the design and implementation of education accountability and performance management systems. He served until June 2011 as the Associate Commissioner of the Colorado Department of Education and led its Office of Performance and Policy. While there, Richard led public policy development resulting in enacted statutes for standards and assessments, education accountability, and educator effectiveness. He also led the design and implementation of Colorado's new education accountability system, including the SchoolView® data system and Colorado Growth Model. Dr. Wenning serves as a peer reviewer for the US Department of Education in the ESEA Flexibility request process.	

Accountability 2.0
Next-Generation Design & Performance

Richard J. Wenning
rwenning99@gmail.com
www.twitter.com/rwenning

www.schoolview.org

OVERVIEW

- Accountability 2.0
- Understanding school performance
- Importance of coherent & collaborative design
- Differentiated accountability and support
- Policy considerations

Accountability Complexity

- Accountability for educator effectiveness now layered onto systems for student, school, district, state & federal accountability
- Better when these multiple layers are aligned to support the business we are in

Our Business

- Maximize student progress toward & attainment of college and career readiness
  - Bright line: **all kids ready by exit**
  - Requires a definition of readiness & the content & performance standards leading there
  - Requires measurement system that determines how well students are progressing toward & reaching the destination

Policy Perspective on Growth

- **Why is measuring student growth so important?**
  - NCLB (Accountability 1.0) had right intent but…
    - AYP metric not useful for school performance management
    - Incentives focused on short-term increases in percent proficient, on "bubble" kids, invited moral hazard
    - Instead of long-term effectiveness and progress for all kids toward college & career readiness
  - ESEA waivers & design of educator effectiveness systems provides opportunity to get the measures & incentives right

5

Next Generation Performance

- Dramatic, not incremental improvements required for students that need to catch up to become college & career ready (CCR)
  - **From a system where most students that start behind stay behind to a system where most catch up**
- Implies that our accountability systems should provide information that fuels a consensus for change & capacity for improvement

6

Desired System: Accountability 2.0

- Coherent system focused on learning and building performance management capacity at all levels
  - Student, educator, school, district, state and federal
  - Maximize local ownership of high quality information to drive insight and action
- We should ensure educator effectiveness system design not stuck in Accountability 1.0
  - But is that where we are heading?

7

Consequential Validity

- Henry Braun (2008)
  - *Assessment practices and systems of accountability are consequentially valid if they generate useful information and constructive responses that support one or more policy goals without causing undue deterioration with respect to other goals.*

8

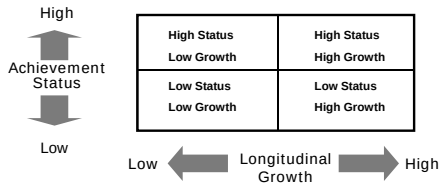
Marshaling a Consensus for Change

There is a difference between retrospectively identifying fault and blame-worthiness and a prospective strategy for corrective actions and building a consensus for a vision of change.

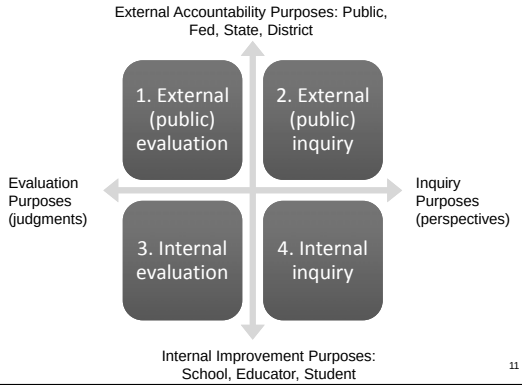
Christopher Edley (2006)

9

Understanding Performance



Coherent Design Serves Multiple Purposes



11

What Models?

- What statistical models of longitudinal student growth will promote the most coherence and alignment in our accountability system?

12

Questions Set the Table

- Growth models address specific questions
  - Different techniques are good at answering different questions
  - Different questions lead to different conversations which lead to different uses and outcomes
  - Starting with the right questions simplifies development and motivates the proper use of the growth model results

13

Some Framing Ideas

- *We understand best those things we see emerge from their very beginnings.*

  --Aristotle
- *All Models are wrong but some are useful.*

  --George E. P. Box
- *It is better to have an approximate answer to the right question than a precise answer to the wrong question.*

  --John Tukey

14

Ed Effectiveness Policy Questions

- Answers to policy questions about purpose, values, use, and desired impact should shape the SEA's design approach and selection of technical solutions
  - Rather than the other way around, which seems to be happening quite a bit

Some Key Policy Questions

- What questions do we want to answer about growth rates of students associated with educators?
  - Normative and criterion-referenced growth?
  - Individual and collective attribution?
- How many categories of effectiveness and ineffectiveness are important and which are consequential?
- What body of evidence will be combined to infer educator effectiveness individually and collectively?
  - How will evidence be weighted and combined and by whom?
  - How will stakeholders be involved in reviewing simulations of options?
- How will evidence about educator effectiveness be communicated to the public and what is its connection to information received by parents about their students' and schools' performance?

16

How much growth did a student make and is it good enough?

- **Describing** growth versus **ascribing** responsibility
  - The Colorado Growth Model began by separating the description of growth from discussions of responsibility/ accountability
  - Incorporating growth into accountability followed from the accepted description of growth
  - The description of growth facilitated stakeholder engagement and investigations of responsibility for good/bad growth
  - That in turn led to greater stakeholder support

17

Describing Student Growth

- Discussing student growth, even with a vertical scale, is not a simple task
- Growth and change require context. Consider, for example, height:
  - A child might grow 4 inches between ages 3 and 4
    - 4 inches is a well understood quantity
  - The 4 inch increase becomes meaningful only when understood alongside the growth of other 3 to 4 year olds
- Student growth percentiles were developed to provide a norm-referenced basis for describing student growth

18

Who/What is Responsible for Student Growth?

- Some analyses of student growth attempt to determine the amount of student progress that can be attributed to the school or teacher
  - Called value-added analyses, these techniques attempt to estimate the teacher/school contribution to student academic growth
- Value added is an inference – a causal conclusion drawn from the data
- All growth models can be used for value-added purposes

19

Colorado Growth Model Asks…

What is?	⇨	How much growth did a child make in one year?
What should be?	⇨	How much growth is enough to reach college & career readiness?
What could be?	⇨	How much growth have other students made with the same starting point?

20

Student Growth Percentiles

- Should we be surprised with a child's current achievement given their prior achievement?
  - Student growth percentiles answer this question
- Consider a low achieving student with 90th percentile growth and a high achieving student with 10th percentile growth
  - The low achieving student grew at a rate exceeding 90 percent of similar students
  - The high achieving student grew at a rate exceeding just 10 percent of similar students
  - The low achiever's growth is more exemplary than the high achiever's
- Judgments about the adequacy of student growth require external criteria together with standard setting

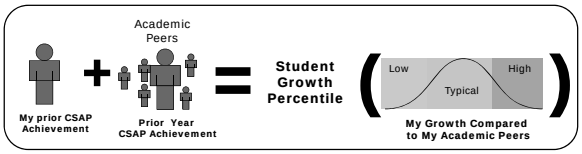
21

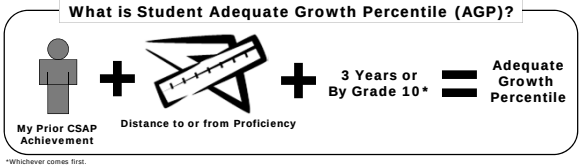
Establishing Growth Standards Based Upon Growth Norms

- The most common adequacy criterion is judging growth toward an achievement goal (i.e., growth-to-standard)
- Results from student growth percentile analyses can be used to calculate growth trajectories for each student
- These trajectories indicate what future rates of growth will lead to and are used to make adequacy judgments
- This growth-to-standard approach was approved as part of Colorado's successful application to the Growth Model Pilot Program and ESEA Flexibility Request

22

Understanding Student Growth Percentiles



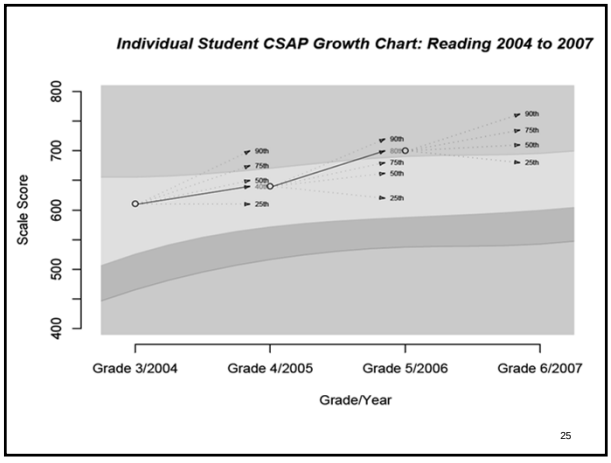


*Whichever comes first.

23

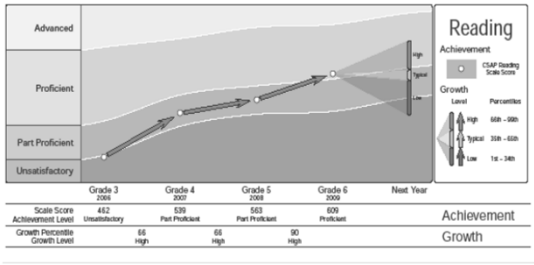
Development of Student Growth Percentiles

- The SGP methodology (The Colorado Growth Model) was developed by the Colorado Department of Education in partnership with Dr. Damian Betebenner of the Center for Assessment and made available for free to public and private entities
  - Available on http://cran.r-project.org/
  - Creative Commons-Share Alike-Attribution-Commercial Use License
- The SchoolView® and R-based visualizations of SGPs can be used for free for public purposes and cannot be used for commercial purposes
  - Creative Commons–Share Alike-Attribution-Noncommercial License



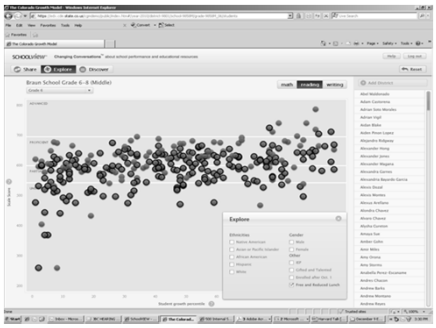
25

One Student's Growth Percentiles



26

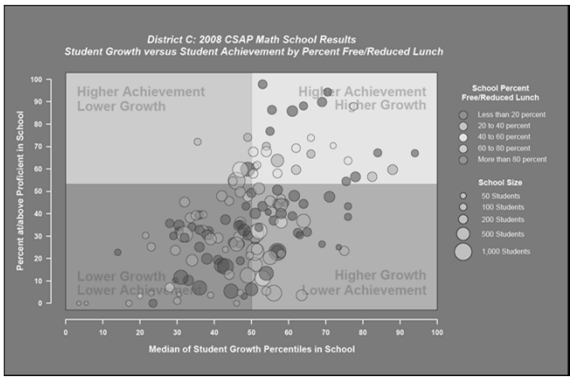
Students in a Grade in a School



27

Views of Schools within a District

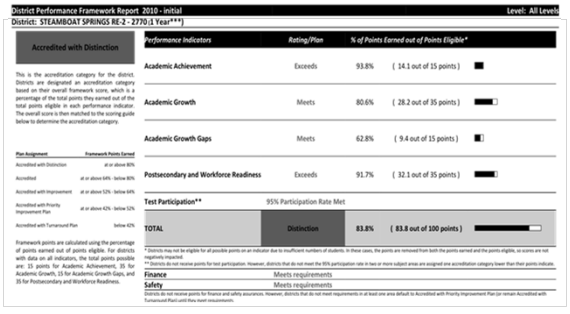
28



29

View of Districts

30



District Performance Framework Report 2010 - initial — Level: All Levels

District: STEAMBOAT SPRINGS RE-2 - 2770 (1 Year***)

Accredited with Distinction

This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.

Plan Assignment	Framework Points Earned
Accredited with Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accredited with Improvement	at or above 52% - below 64%
Accredited with Priority Improvement Plan	at or above 42% - below 52%
Accredited with Turnaround Plan	below 42%

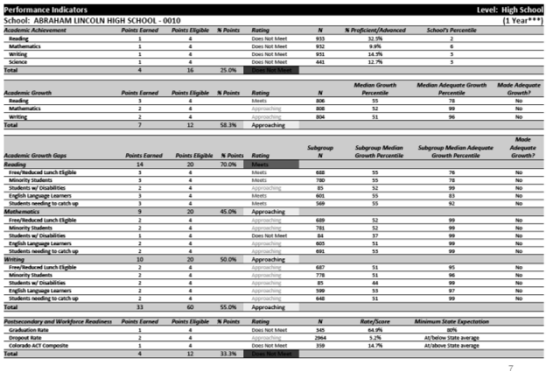
Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*	
Academic Achievement	Exceeds	93.8%	(14.1 out of 15 points)
Academic Growth	Meets	80.6%	(28.2 out of 35 points)
Academic Growth Gaps	Meets	62.8%	(9.4 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	91.7%	(32.1 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL	Distinction	83.8%	(83.8 out of 100 points)

* Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.
** Districts do not receive points for test participation. However, districts that do not meet the 95% participation rate in two or more subject areas are assigned one accreditation category lower than their points indicate.

Finance: Meets requirements
Safety: Meets requirements

Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement Plan (or remain Accredited with Turnaround Plan) until they meet requirements.



Performance Indicators — Level: High School

School: ABRAHAM LINCOLN HIGH SCHOOL - 0010 — [1 Year***]

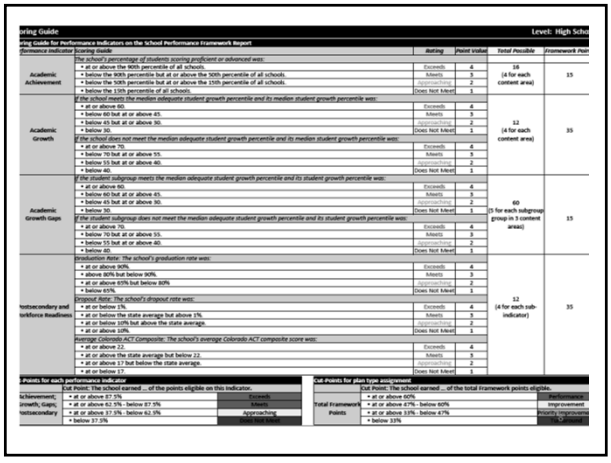
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	933	32.9%	2
Mathematics	1	4		Does Not Meet	932	9.8%	6
Writing	1	4		Does Not Meet	931	14.3%	3
Science	1	4		Does Not Meet	441	12.7%	3
Total	4	16	25.0%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	806	55	78	No
Mathematics	2	4		Approaching	808	52	99	No
Writing	2	4		Approaching	804	51	96	No
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	1.6	20	70.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	668	55	76	No
Minority Students	3	4		Meets	780	55	78	No
Students w/ Disabilities	2	4		Approaching	85	52	99	No
English Language Learners	3	4		Meets	601	55	83	No
Students needing to catch up	3	4		Meets	569	55	82	No
Mathematics	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	689	52	99	No
Minority Students	2	4		Approaching	781	52	99	No
Students w/ Disabilities	1	4		Does Not Meet	84	37	99	No
English Language Learners	2	4		Approaching	605	51	99	No
Students needing to catch up	2	4		Approaching	691	55	99	No
Writing	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	687	51	95	No
Minority Students	2	4		Approaching	778	51	96	No
Students w/ Disabilities	2	4		Approaching	85	44	99	No
English Language Learners	2	4		Approaching	599	53	97	No
Students needing to catch up	2	4		Approaching	640	51	99	No
Total	33	60	55.0%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate	1	4		Does Not Meet	545	64.9%	80%
Dropout Rate	2	4		Approaching	2964	5.2%	At/Below State Average
Colorado ACT Composite	1	4		Does Not Meet	359	14.7%	At/Above State Average
Total	4	12	33.3%	Does Not Meet			

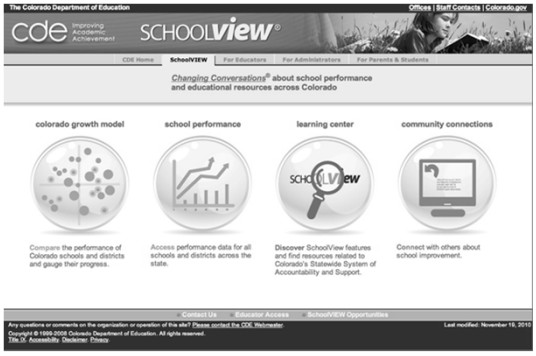
7



Scoring Guide					Level: High Schools
Scoring Guide for Performance Indicators on the School Performance Framework Report					
Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:				
	• at or above the 90th percentile of all schools.	Exceeds	4	16 (4 for each content area)	15
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
	• below the 15th percentile of all schools.	Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 60.	Exceeds	4	12 (4 for each content area)	35
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:				
	• at or above 60.	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Postsecondary and Workforce Readiness	Graduation Rate: The school's graduation rate was:				
	• at or above 90%.	Exceeds	4	12 (4 for each sub-indicator)	35
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1%.	Meets	3		
	• at or below 10% but above the state average.	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22.	Meets	3		
	• at or above 17 but below the state average.	Approaching	2		
	• at or below 17.	Does Not Meet	1		

Points for each performance indicator	Cut Point: The school earned ... of the points eligible on this indicator.	
Achievement, Growth, Gaps, Postsecondary	• at or above 87.5%	Exceeds
	• at or below 87.5% - below 62.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut Points for plan type assignment	Cut Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround



17 States with MOU

- 17 states have signed MOU to use the Student Growth Percentile methodology and SchoolView® display tools:
  - Arizona, Colorado, Georgia, Idaho, Indiana, Kansas, Massachusetts, Missouri, Nevada, New Hampshire, New York, Oregon, Rhode Island, Virginia, Washington, West Virginia, Wisconsin
  - Creative Commons-Attribution-Share Alike-Noncommercial Use http://creativecommons.org/licenses/

35

Differentiated Accountability & Support - Key Components

1. Key Performance Indicators
2. Multi-Measure Framework
3. Incentives for Change & Innovation
4. Unified Planning Process
5. Service Mix & Delivery
6. Evaluation & Validation
7. Rollout Strategy - Communications, Stakeholder Engagement, Training

36

Key Performance Indicators (KPIs)

- Establish KPI's and a multi-measure performance framework used for District, School, and educator accountability purposes.
  - Growth, Status, College & Career Readiness, Gaps & others…

37

Multi-Measure Framework

- Develop a multi-measure framework with measures, metrics, and targets for each big indicator
  - **Use the framework evidence to identify schools for Reward, Focus, Priority & other state categories**
- Balance normative and criterion-referenced growth & status evidence
  - Take note of variance in state assessment cutpoints by subject
  - Consider different normative & criterion-referenced weightings for teacher, school, district, state purposes

38

Multi-Measure Framework, cont.

At least two functions:

- **Improvement** - diagnostic feedback to support a solid planning process
- **Accountability** - summative evaluation with a set of performance categories that describe overall performance across KPIs & signal rewards (money, autonomy) and consequences (intervention)

39

Incentives for Change and Innovation

Rewards, sanctions, and disclosure

- Recognition and financial awards for high growth schools & incentives to replicate
- State authority to close schools
- Public access to engaging, insightful information about student, school, district & state performance
  - Shine light on best, worst by demographics and type of school & encourage productive social collaboration

40

Planning Process

- Develop a unified planning process based on the feedback from the multi-measure framework
  - Requires a robust qualitative review component
- Promote focused statewide inquiry into evidence, root causes, planning, and improvement

41

Service Mix

- Determine the differentiated service mix for tiers of schools based on the performance categories
  - Key support for all tiers is building solid district, school, educator performance management capacity (incorporates standards and assessments & cuts across federal program silos)
  - Service mix for middle tier?
  - Intervention mix for Gap schools? Measures matter a great deal in diagnosing the problem (status vs. growth gaps)
  - Intensive intervention for bottom 5% (Transformation, Turnaround, Replacement – consider grade span)

42

Service Delivery Strategy

- Role of SEA central (delivery across silos)
  - Regardless of local control context, foundation is quantitative & qualitative review of performance & practice with a consistent planning & evaluation process
- Role of regional delivery structures (education service agencies)?
- Role of Third Parties (EMOs, CMOs, Consultants) & SEA due diligence?

43

Evaluation Strategy

- Multi-measure framework, implementation benchmarks, qualitative reviews provide formative & summative feedback on success of support & interventions
- Key validation of measures:
  - extent of regular, constructive, and coherent use in discourse & practice across system levels
  - observed improvement in what different growth rates obtain in proficiency and CCR @ exit
- Establish a third-party evaluation process to compliment internal review of evidence

44

Rollout Strategy Considerations

- Plan to bring all stakeholders along, establishing ownership, setting expectations that the SEA & they can deliver on
- Rollout of evidence: Is there time for sequence of no, low, then high stakes implementation?
- Sequence of statewide & local communications & training

45

Title:	**Option One Waiver Request and WaKIDS Option One Waivers**
As Related To:	☐ Goal One: Advocate for effective and accountable P -13 governance in public education. ☐ Goal Two: Provide policy leadership for closing the academic achievement gap. ☐ Goal Three: Provide policy leadership to strengthen students' transitions with the P-13 system. ☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science. ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation. ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will be asked to approve expedited Option One waivers of the minimum 180-day school year for districts required by law to implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) in the 2012-13 school year.
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Colville School District requests five waiver days for three years for the purpose of professional development for teachers and administrators. SBE will also take action on requests made for Option One waivers through an expedited process for districts implementing the legislatively mandated program called WaKIDS. In the landmark school finance legislation of 2009 and 2010, the Legislature extended the definition of basic education to full-day Kindergarten, and set a timetable for phased-in funding of this new obligation, beginning with high-poverty schools. The Legislature has also made successive initiatives to promote Kindergarten readiness. Legislation passed in the last two years directs the use of an assessment to identify readiness called the Washington Kindergarten Inventory of Developing Skills, or WaKIDS. WaKIDS is voluntary for districts receiving state support for full-day Kindergarten in 2011-12, and becomes mandatory in 2012-13. A required component of WaKIDS is family-teacher conferences called Family Connections. In this activity teachers meet at the beginning of the school year with each child enrolling in Kindergarten and his or her parents or guardians in order to gain information that will help in the child's transition to Kindergarten and inform instruction. Under state law, an entire day used for the purpose of parent-teacher conferences does not meet the definition of "school day" for the purpose of compliance with the basic education requirement of a minimum 180-day school year. Recognizing that the Legislature has mandated implementation of WaKIDS for all districts with state funding for full-day Kindergarten, and that administering Family Connections through a series of partial days may be undesirable for many districts, the State Board of Education has developed a expedited process for districts to request Option One waivers of the minimum 180-day school year. The deadline for waiver applications is May 8. The waivers may be granted by for one year only. The SBE will work with the Legislature for a permanent solution so that districts will not continue to need basic education waivers to implement WaKIDS.

WaKIDS Option One Waiver

- What is WaKIDS?
- Why a BEA waiver issue for SBE?
- How has SBE addressed the issue?
- What are the waiver requests?

Basic education expanded to full-day Kindergarten

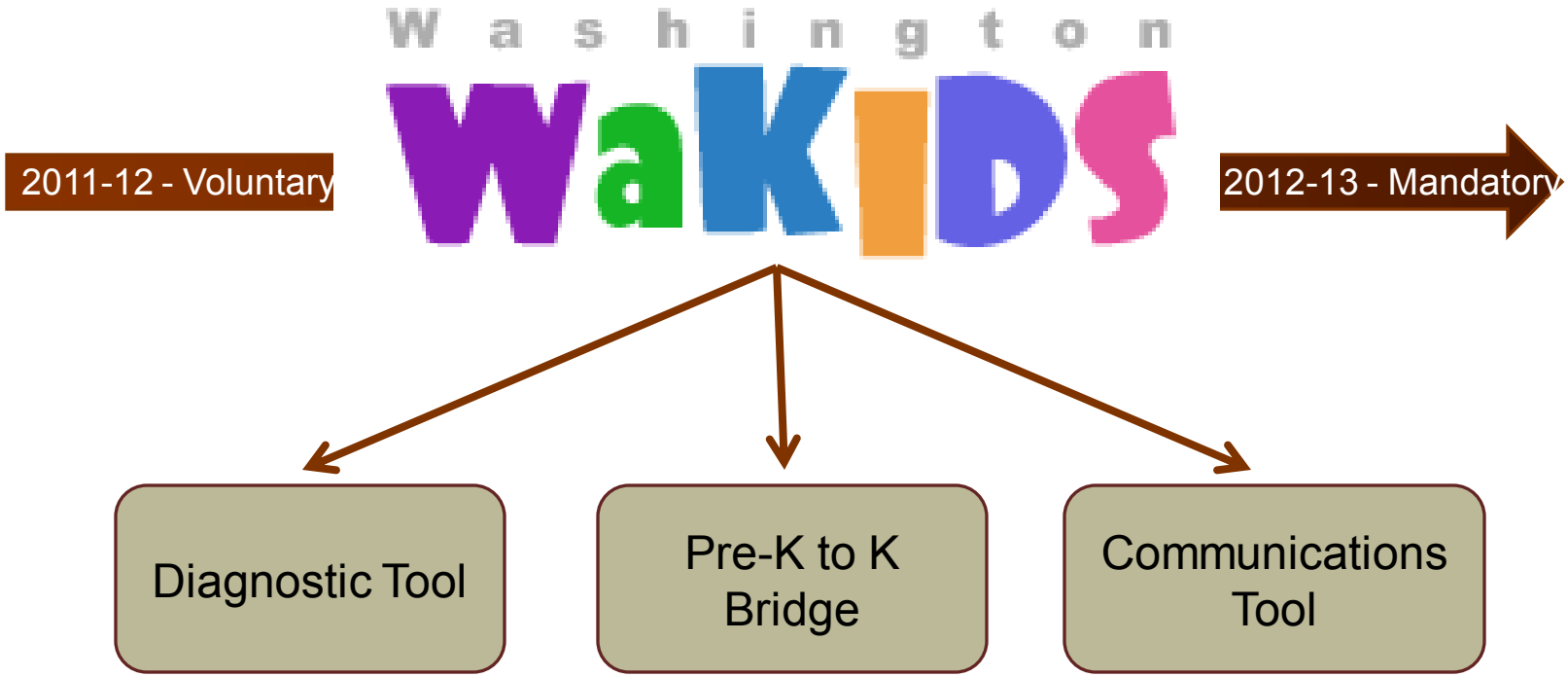
- ESHB 2261 (2009) – Kindergarten basic education program increased from 180 half days to 180 school days.
- SHB 2776 (2010) – Funding of full-day Kindergarten to be phased in until complete in 2017-18.

Implementation Costs, Full-Day K Provisions of SHB 2776
Near General Fund-State, $000s

	Fiscal Year					
2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
$1,136	$3,887	$28,361	$63,106	$99,484	$136,283	$174,067

Office of Program Research. Preliminary estimates, Jan. 2012.

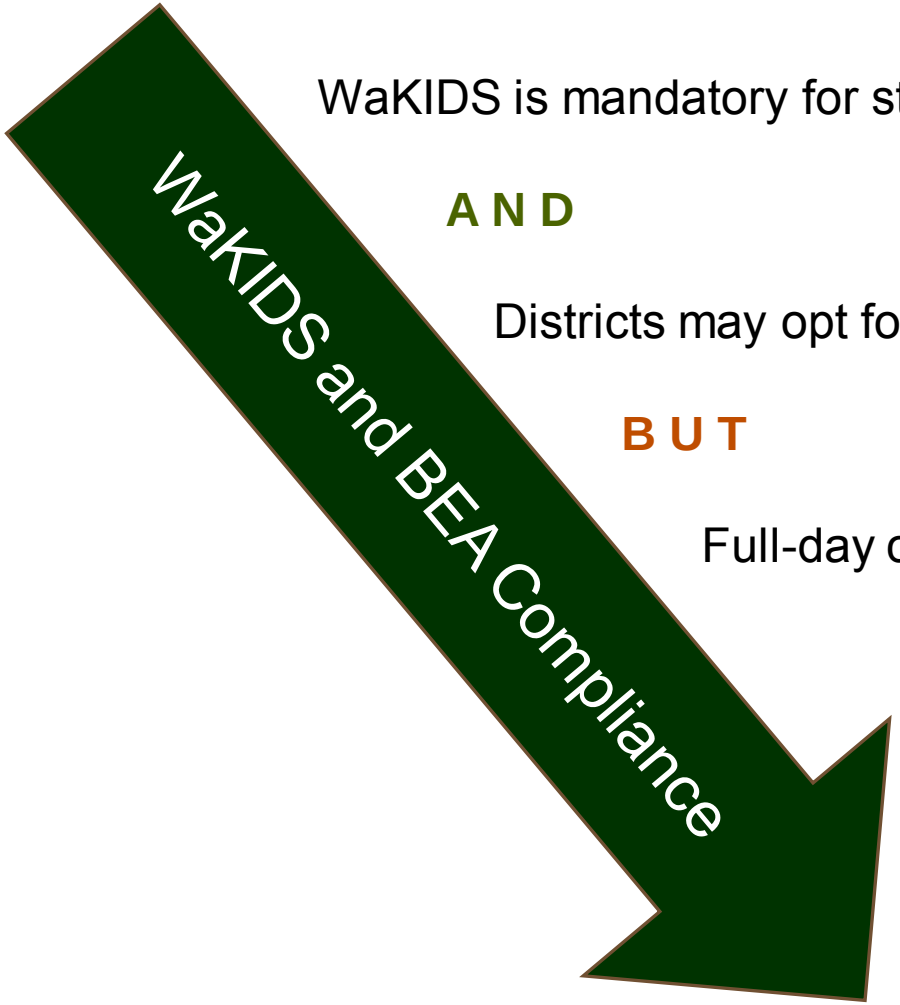
What is WaKIDS?



Family Connections

- A required component
- Family-teacher conferences

SBE and District Issue



WaKIDS is mandatory for state-funded full-day K

A N D

Districts may opt for full-day implementation

B U T

Full-day conferences are not a “school day.”

"School Day"

"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

Understood to mean *all* pupils.

The WaKIDS Waiver

One-year waiver for districts electing full-day Family Connections implementation

WaKIDS Waiver Requests

District	Days	Schools
Edmonds	3	1
Everett	3	9
Federal Way	1	6
Highline	2	8
Royal City	2	1

Washington WaKIDS
Kindergarten Inventory of Developing Skills

Family Connection

Every child entering kindergarten — including yours — has unique skills and abilities. The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is designed to help you build a relationship with your child's kindergarten teacher and share information about your child.

What Families Can Expect from WaKIDS:

Collaboration with the Teacher

- You will be invited to meet with your kindergarten teacher before school starts or at the beginning of the school year. This meeting may be at the school or at another community location that you and the teacher agree upon.
- During this family connection meeting, you will share information about your child and get to know one another. You will be asked to fill out a booklet called "Introducing Me! / ¡Yo me presento!" (English / Spanish version), which allows you to share information about your child's likes, dislikes, family culture and more. This booklet will be available in additional languages by fall 2012.

Teacher Observation

As the school year begins, your child will be observed by the teacher. This will help the teacher find out what your child already knows how to do. The teacher will be observing for:

- **Physical development, well-being, health and motor skills**: for example, can your child run smoothly, fold paper with some help, and use a fork and spoon?
- **Social and emotional development**: for example, does your child give social support to others and follow rules in different settings?
- **Cognition and general knowledge**: for example, can your child identify characteristics for comparison, such as size and color, and understand the concept of "same" and "different"?
- **Language, communication and literacy**: for example, can your child point to the title of a book when asked, and does your child know that print conveys meaning?
- **Mathematics**: for example, can your child count to 10 and beyond?

This information will be used to inform teacher instruction. It will not be used to make decisions about whether a child can enter kindergarten or to which classroom the child is assigned.

Contact Us:
WaKIDS@k12.wa.us

State-Funded Full-Day Kindergarten Programs

State Funded Full-Day Kindergarten Programs
(2011-2012 School Year)

- Program Sites
- School Districts

Seattle, Tacoma, Vancouver & the Surrounding Areas

Yakima, Spokane, Tri-Cities & the Surrounding Areas

Cathy Walker, MS-GISc
GIS Data Administrator/Analyst
Office of the Superintendent of Public Instruction

Data Sources: OSPI Public Policy & Planning Staff
Map Location:\\...\OSPI_PublicPolicyAndPlanning\StateFundedFullDayKindergartenPrograms_Nov2011
Map ID: StateFundedFullDayKindergartenPrograms.mxd
Date: November 7, 2011

Appendix C

State-Funded Full-Day Kindergartens for the 2011-12 School Year (220 Schools Total)

	District	Building
1	Aberdeen	A J West Elementary
2	Aberdeen	Robert Gray Elementary
3	Aberdeen	Stevens Elementary
4	Anacortes	Whitney Elementary
5	Auburn	Gildo Rey Elementary
6	Auburn	Pioneer Elementary
7	Bremerton	Armin Jahr Elementary
8	Bremerton	Naval Avenue Elementary
9	Bremerton	View Ridge Elementary
10	Bremerton	West Hills Elementary
11	Brewster	Brewster Elementary
12	Bridgeport	Bridgeport Elementary
13	Burlington-Edison	West View Elementary
14	Cape Flattery	Neah Bay Elementary
15	Centralia	Jefferson Lincoln Elementary
16	Cheney	Sunset Elementary
17	Clarkston	Grantham Elementary
18	Clarkston	Highland Elementary
19	Clover Park	Custer Elementary
20	Clover Park	Dower Elementary
21	Clover Park	Hillside Elementary
22	Clover Park	Lakeview Elementary
23	Clover Park	Oakwood Elementary
24	Clover Park	Southgate Elementary
25	Clover Park	Tillicum Elementary
26	Clover Park	Tyee Park Elementary
27	Columbia (Stevens)	Columbia High And Elementary
28	East Valley (Spokane)	Trent Elementary
29	Eastmont	Robert E Lee Elementary
30	Eastmont	Rock Island Elementary
31	Edmonds	Cedar Valley Community School
32	Everett	Garfield Elementary
33	Everett	Hawthorne Elementary
34	Evergreen (Clark)	Orchards Elementary

Appendix C

State-Funded Full-Day Kindergartens for the 2011-12 School Year (220 Schools Total)

	District	Building
35	Federal Way	Lake Grove Elementary
36	Federal Way	Mark Twain Elementary
37	Federal Way	Mirror Lake Elementary
38	Federal Way	Olympic View Elementary
39	Federal Way	Sunnycrest Elementary
40	Federal Way	Wildwood Elementary
41	Ferndale	Central Elementary
42	Ferndale	Lummi Tribal Elementary
43	Finley	Finley Elementary
44	Franklin Pierce	Christensen Elementary
45	Franklin Pierce	Harvard Elementary
46	Franklin Pierce	James Sales Elementary
47	Grandview	McClure Elementary
48	Grandview	Smith Elementary
49	Grandview	Thompson Elementary
50	Granger	Roosevelt Elementary
51	Highland	Marcus Whitman-Cowiche Elementary
52	Highline	Beverly Park Elementary at Glendale
53	Highline	Cedarhurst Elementary
54	Highline	Hilltop Elementary
55	Highline	Madrona Elementary
56	Highline	Midway Elementary
57	Highline	Mount View Elementary
58	Highline	Seahurst Elementary
59	Highline	White Center Heights Elementary
60	Hood Canal	Hood Canal Elementary & Jr. High
61	Inchelium	Inchelium Elementary
62	Kelso	Wallace Elementary
63	Kennewick	Amistad Elementary
64	Kennewick	Eastgate Elementary
65	Kennewick	Edison Elementary
66	Kennewick	Hawthorne Elementary
67	Kennewick	Westgate Elementary

Appendix C

State-Funded Full-Day Kindergartens for the 2011-12 School Year (220 Schools Total)

	District	Building
68	Kent	George T. Daniel Elementary
69	Kent	Kent Elementary
70	Kent	Meadow Ridge Elementary
71	Kent	Park Orchard Elementary
72	Kent	Scenic Hill Elementary
73	Lake Quinault	Lake Quinault Elementary
74	Longview	Kessler Elementary
75	Longview	Saint Helens Elementary
76	Loon Lake	Loon Lake Elementary
77	Lyle	Dallesport Elementary
78	Mabton	Artz Fox Elementary
79	Manson	Manson Elementary
80	Mary Walker	Springdale Elementary
81	Marysville	Tulalip Elementary
82	Moses Lake	Larson Heights Elementary
83	Moses Lake	North Elementary
84	Mount Adams	Harrah Elementary
85	Mount Baker	Kendall Elementary
86	Mount Vernon	Centennial Elementary
87	Mount Vernon	Madison Elementary
88	Nespelem	Nespelem Elementary
89	Newport	Stratton Elementary
90	North Beach	Pacific Beach Elementary
91	North Franklin	Basin City Elementary
92	North Franklin	Connell Elementary
93	North Franklin	Mesa Elementary
94	Northport	Northport Elementary
95	Oakville	Oakville Elementary
96	Ocean Beach	Ocean Park Elementary
97	Orient	Orient Elementary
98	Orondo	Orondo Elementary
99	Oroville	Oroville Elementary
100	Othello	Hiawatha Elementary
101	Othello	Lutacaga Elementary

Appendix C

State-Funded Full-Day Kindergartens for the 2011-12 School Year (220 Schools Total)

	District	Building
102	Othello	Scootney Springs Elementary
103	Palisades	Palisades Elementary
104	Pasco	Captain Gray Early Learning Center (added School Year 2011-12)
105	Pasco	Virgie Robinson Elementary
106	Pasco	Whittier Elementary (added School Year 2011-12)
107	Pateros	Pateros Elementary
108	Prescott	Prescott Elementary
109	Prosser	Keene-Riverview Elementary
110	Prosser	Whitstran Elementary
111	Queets-Clearwater	Queets-Clearwater Elementary
112	Quillayute Valley	Forks Elementary
113	Quincy	George Elementary
114	Quincy	Mountain View Elementary
115	Raymond	Raymond Elementary
116	Renton	Campbell Hill Elementary
117	Renton	Hillcrest Special Services Center
118	Renton	Lakeridge Elementary
119	Renton	Renton Park Elementary
120	Renton	Tiffany Park Elementary
121	Republic	Republic Elementary
122	Roosevelt	Roosevelt Elementary
123	Royal	Red Rock Elementary
124	Seattle	Bailey Gatzert Elementary
125	Seattle	Beacon Hill Elementary
126	Seattle	Concord Elementary
127	Seattle	Dearborn Park Elementary
128	Seattle	Dunlap Elementary
129	Seattle	Emerson Elementary
130	Seattle	Hawthorne Elementary
131	Seattle	Highland Park Elementary
132	Seattle	Leschi Elementary
133	Seattle	Madrona K-8

Appendix C

State-Funded Full-Day Kindergartens for the 2011-12 School Year (220 Schools Total)

	District	Building
134	Seattle	Martin Luther King Jr. Elementary
135	Seattle	Northgate Elementary
136	Seattle	Olympic Hills Elementary
137	Seattle	Roxhill Elementary
138	Seattle	Thurgood Marshall Elementary
139	Seattle	Van Asselt Elementary
140	Seattle	West Seattle Elementary
141	Seattle	Wing Luke Elementary
142	Shelton	Evergreen Elementary
143	Soap Lake	Soap Lake Elementary
144	Spokane	Audubon Elementary
145	Spokane	Bemiss Elementary
146	Spokane	Cooper Elementary
147	Spokane	Grant Elementary
148	Spokane	Holmes Elementary
149	Spokane	Lidgerwood Elementary
150	Spokane	Logan Elementary
151	Spokane	Longfellow Elementary
152	Spokane	Regal Elementary
153	Spokane	Sheridan Elementary
154	Spokane	Stevens Elementary
155	Spokane	Whitman Elementary
156	Summit Valley	Summit Valley Elementary
157	Sunnyside	Sun Valley Elementary
158	Tacoma	Arlington Elementary
159	Tacoma	Birney Elementary
160	Tacoma	Blix Elementary
161	Tacoma	Boze Elementary
162	Tacoma	Edison Elementary
163	Tacoma	Fawcett Elementary
164	Tacoma	Fern Hill Elementary
165	Tacoma	Franklin Elementary
166	Tacoma	Helen B. Stafford Elementary
167	Tacoma	Larchmont Elementary

Appendix C

State-Funded Full-Day Kindergartens for the 2011-12 School Year (220 Schools Total)

	District	Building
168	Tacoma	Lister Elementary
169	Tacoma	Lyon Elementary
170	Tacoma	Manitou Park Elementary
171	Tacoma	Mann Elementary
172	Tacoma	McCarver Elementary
173	Tacoma	Reed Elementary
174	Tacoma	Roosevelt Elementary
175	Tacoma	Sheridan Elementary
176	Tacoma	Stanley Elementary
177	Tacoma	Whitman Elementary
178	Taholah	Taholah Elementary & Middle
179	Tonasket	Tonasket Elementary
180	Toppenish	Garfield Elementary
181	Toppenish	Kirkwood Elementary
182	Toppenish	Lincoln Elementary
183	Toppenish	Valley View Elementary
184	Tukwila	Cascade View Elementary
185	Tukwila	Thorndyke Elementary
186	Union Gap	Union Gap School
187	Valley	Valley Elementary & Middle
188	Vancouver	Fruit Valley Elementary
189	Vancouver	Harney Elementary
190	Vancouver	Martin Luther King Elementary
191	Vancouver	Peter S Ogden Elementary
192	Vancouver	Roosevelt Elementary
193	Vancouver	Washington Elementary
194	Wahluke	Mattawa Elementary
195	Wahluke	Morris Schott Elementary
196	Wahluke	Saddle Mountain Elementary
197	Walla Walla	Blue Ridge Elementary
198	Walla Walla	Green Park Elementary
199	Wapato	Adams Elementary
200	Wapato	Camas Elementary
201	Wapato	Satus Elementary

Appendix C

State-Funded Full-Day Kindergartens for the 2011-12 School Year (220 Schools Total)

	District	Building
202	Warden	Warden Elementary
203	Wellpinit	Wellpinit Elementary
204	Wenatchee	Abraham Lincoln Elementary
205	Wenatchee	Columbia Elementary
206	Wenatchee	Lewis & Clark Elementary
207	Wenatchee	Mission View Elementary
208	Wishram	Wishram High And Elementary
209	Yakima	Adams Elementary
210	Yakima	Barge-Lincoln Elementary
211	Yakima	Garfield Elementary
212	Yakima	Gilbert Elementary
213	Yakima	Hoover Elementary
214	Yakima	Martin Luther King Jr. Elementary
215	Yakima	McClure Elementary
216	Yakima	McKinley Elementary
217	Yakima	Ridgeview Elementary
218	Yakima	Robertson Elementary
219	Yakima	Roosevelt Elementary
220	Yakima	Whitney Elementary

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

Appendix D

Application for Waiver from the Minimum 180 School Day Requirement of the Basic Education Program Requirements

Application for Waiver for Administration of Washington Kindergarten Inventory of Developing Skills (WaKIDS)

Background:
SBE has developed an expedited application form for those districts seeking a waiver for compliance with Chapter 51, Laws of 2012 (Washington kindergarten inventory of developing skills). ***This waiver is for one year only***.

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

The SBE is working with the Legislature to explore options that might eliminate the need for WaKIDS 180 day waivers in future years.

Directions:
Districts must submit the application and the required resolution (see below) at least fifty days prior to the SBE meeting where consideration of the waiver will occur. For consideration by the July 2012 meeting, districts must submit materials by May 8, 2012.

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

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

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

Jack Archer
jack.archer@k12.wa.us
The Washington State Board of Education
360-725-6035

Frequently Asked Questions
To access the FAQs related to waivers for WaKIDS, please visit the State Board of Education website at www.sbe.wa.gov, and then click on “waivers” in the top menu.

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

Appendix D

WaKIDS 180-day Waiver Application

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

School District Information	
District	
Superintendent	
Email	
Phone	
Mailing Address	

Contact Person Information	
Name	
Title	
Phone	
Email	

How many days are being requested to be waived?	
Number of Days	

List the schools that will utilize these waiver days.

Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested? Yes or No

Describe the reasons the district is electing to use one or more entire school days, rather than portions of school days, for the WaKIDS family connection component.

Title:	**The ForWArd Project**	
As Related To:	☒ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☒ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What is an appropriate timeline for the Board as we move to develop ten-year performance improvement goals?	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	At the November 2011 Board meeting, Board Members initiated **ForWArd**, a goals-setting action plan that would help the Board move forward on its strategic plan goals. The ultimate goal of the ForWArd project is to provide a quick snapshot of the overall health of the P-13 education system. The Board would have responsibility for establishing these indicators, and setting performance goals associated with them. During the May meeting, the Board will review and select a timeline for the project, and continue their discussion of five draft Lead System Indicators: 1. Kindergarten Readiness: Percent of students ready for Kindergarten in all 4 domains of the WaKIDS assessment 2. Third Grade Reading: Percent of students at or above grade level on the 3rd grade Measurement of Student Progress 3. Middle school math: Percent of students at or above grade level on the 8th grade Measurement of Student Progress. 4. Extended Graduation Rates: Percent of students graduating from high school (extended) 5. Postsecondary Education and Training	

The Washington State Board of Education

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

Lead System and Foundation Indicators

Background

At the November 2011 Board meeting, Board Members initiated **ForWArd**, a goals-setting action plan that would help the Board move forward on its strategic plan goals. The first phase of this process is the establishment of *lead system indicators* and *foundation indicators*.

The ultimate goal of the ForWArd project is to provide a quick snapshot of the overall health of the P-13 education system. The Board would have responsibility for establishing these indicators, and setting performance goals associated with them. Unlike the overall P-13 system goals (e.g., student can read, write, think critically, etc.), selected indicators should be SMART (specific, measurable, attainable, realistic, timely).

Indicators Defined

Lead System Indicators (LSIs) convey major system transition points or landmarks.

- By identifying only three to five LSIs, SBE can apply a laser-like focus to the key system transition points in a child's education. By definition, three to five LSIs will leave out important elements of the P-13 education system. However, many of these other important elements will generally be included as FIs (see below).
- Where can we find LSIs?
- Transition points within P-13 (elementary to high school, for example) and in the entrance and exit of the system (kindergarten readiness, career readiness).
- Research-based prerequisites for future success (e.g. the link between third grade reading and future academic success).

Foundation Indicators (FIs) support or lead to LSIs.

- FIs are either shown by empirical evidence to lead to success in LSIs or logically would appear to contribute to an environment that is likely to support LSIs.
- FIs provide context as to why (or why not) LSIs are improving.
- FIs can resonate with stakeholders as fundamentally important and represent something they can see themselves supporting.
- FIs can almost always be quantified and reported. A few FIs might not be able to be quantified currently. However, the decision to include a non-measured FI might convince others to collect and report that data.

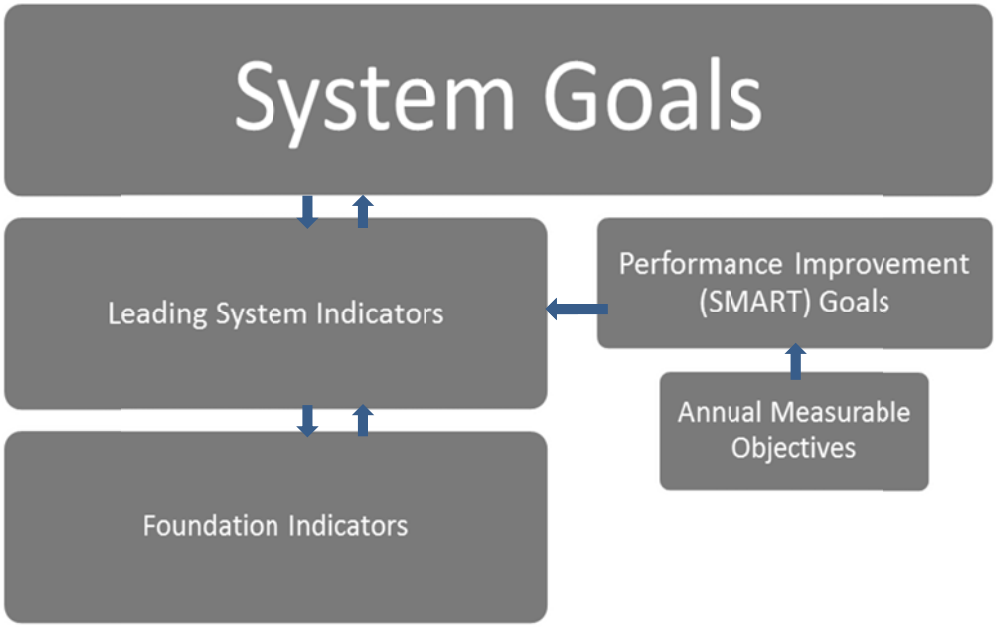
Together, the LSIs and FIs should tell a story about the education system's efforts to improve student achievement.

The Board's leadership would provide a means for the system to define for itself what success is and to track progress on meeting its goals. The Board's website would help make meaning of the data.

Authority. The Board's authority for this initiative is drawn from RCW 28A.305.130: *The purpose of the state board of education is to provide advocacy and* ***strategic oversight of public education****; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order 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; and* ***promote achievement of the goals of RCW 28A.150.210****. [basic education learning goals]* In addition, SBE is expected to*:*

- ***Adopt and revise performance improvement goals*** *in reading, writing, science, and mathematics, by subject and grade level… academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance…* The Board *may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.*
- *Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to* ***coordinate and unify the work of the public school system****.*

Connection between Performance Improvement Goals and Annual Measurable Objectives. Where appropriate, the SMART Performance Improvement Goals that are attached to Leading System Indicators may also have Annual Measureable Objectives (AMOs) associated with them. The current federal AMOs are ambitious annual targets to achieve 100 percent proficiency by 2014 in reading, math, and graduation for all subgroups (current federal accountability (NCLB) measures). Through the Elementary and Secondary Education Act (ESEA) waiver application process, Washington will be proposing a new set of ambitious, but achievable**,** annual targets to decrease the proficiency gap by 50 percent by 2017 for all subgroups in reading, math, science, writing, and graduation rates.



Policy Consideration: Potential LSIs

At the March 2012 Board meeting, SBE members began their discussions of potential LSIs, which included but were not limited to the following:

1. **Kindergarten Readiness: Percent of students ready for Kindergarten in all four domains of the WaKIDS assessment:**
   Initially, this was not recommended as an LSI because there is not, currently, statewide data available. However, based on Board Member and stakeholder input, staff recommends this LSI. WaKIDS is a promising initiative that will, eventually collect data on all students' Kindergarten readiness in multiple domains. Despite the lack of statewide data, the emphasis on the importance of early childhood education elevates this indicator to LSI status.

2. **Third Grade Reading: Percent of students at or above grade level on the third grade Measurement of Student Progress:**
   Literacy is a critical skill for success in all content areas. According to decades of research, notably the recent Casey Foundation study by Joy Lesnik *et al.* entitled *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment?,* students who are not reading at level by third grade have a difficult time making up that deficit later on in their academic career, and therefore, have difficulty acquiring proficiency in other subject areas. The report indicates that this is the transition point during which students switch from *learning to read*, to *reading to learn* (ibid). Furthermore, a study by Donald J. Hernandez at Hunter College (2011) demonstrates that third grade reading is statistically predictive of secondary success. Students who struggled with reading in third grade comprised 88 percent of those that ultimately did not receive a high school diploma. Finally, inability to read at grade level by the end of third grade is identified as an early warning indicator for dropping out (On Track for Success – The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation, 2011).

3. **Middle school math: Percent of students at or above grade level on the eighth grade Measurement of Student Progress:**
   According to a policy brief entitled *Muddle in the Middle: Improving Math Instruction at the Middle School Level* by Debbie Ritenour, produced by the SEDL (The Southwest Educational Development Laboratory), multiple studies show that "U.S. students begin to fall behind in math once they reach middle school" (Beaton et al., 1996; Schmidt, McKnight, and Raizen, 1997). Additionally, evidence suggests the gender divide in math and science begins in middle school (ibid). This LSI also aligns with the Board's strategic plan goal to improve math and science achievement.

4. **Extended Graduation Rates: Percent of students graduating from high school (extended):**
   Staff recommends this as a Lead System Indicator because of a wealth of research indicating that possessing a diploma is a significant determinant of future economic well-being. A household supported by a high school graduate accumulates ten times more wealth than those supported by a dropout (Gouskova & Stafford, 2005). Additionally, in Washington State there is a clear, inverse relationship between level of education and unemployment. Data from the 2010 American Community Survey suggests that the unemployment rate for dropouts in Washington State is at least 50 percent higher than those with at least one year of post-secondary education or training.

5. **Post-secondary Education and Training:**
   Staff recommends this as a Lead System Indicator because it places a focus on students developing and pursuing plans beyond high school, and equally values apprenticeships, vocational training, associate and baccalaureate pathways. The implicit policy statement underlying this Lead System Indicator would be that students need some form of post-secondary training or education to succeed in the modern economy. Data from the Workforce Board's 2011 report, *A Skilled and Educated Workforce,* suggests that the earning power of a worker with at least one year of post-secondary education is nearly double that of a high school dropout. The focus is on getting students on a career or college pathway, rather than reaching the end of the pathway, due to this project's P-13 focus.

Stakeholder Outreach

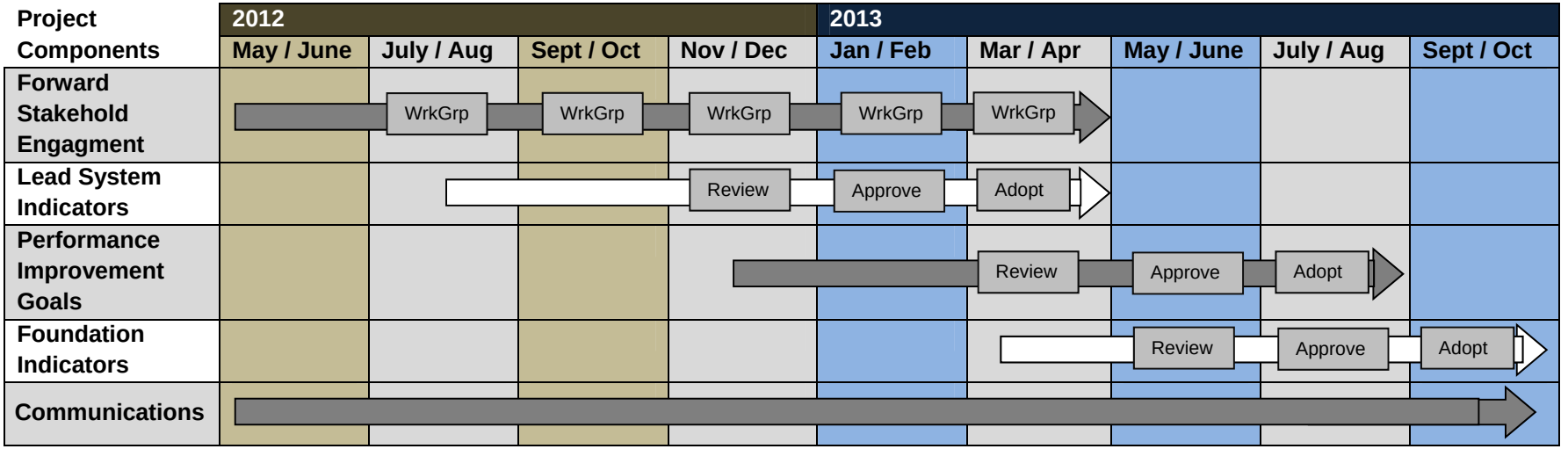
This spring, SBE staff talked with stakeholders about the Board's ForWArd work. Key stakeholder meetings and correspondence included:

Group	Date
Learning First Alliance	February 29
OSPI GATE	March 6
WSSDA Regional Meeting (Moses Lake)	March 21
State Board of Community and Technical Colleges	March 23
April Newsletter	April
Achievement Gap Oversight Committee	Shared work and solicited input April 12
SBE Indicators Committee	April 4/16
OSPI Superintendent's Meeting	April 6
OSPI GATE team	April 10
WEA / WSSDA / PTA State Reps	April 11/ April 16
PESB	April 11 – email
Legislative Staff Meeting	April 17
Excellent Schools Now / A+ Washington	April 18
Learning First Alliance	April 25
Private Schools Advisory Committee	April 25 – Provided a briefing paper for attendees
OSPI Data Committee	March 30
OSPI GATE Committee	June 5

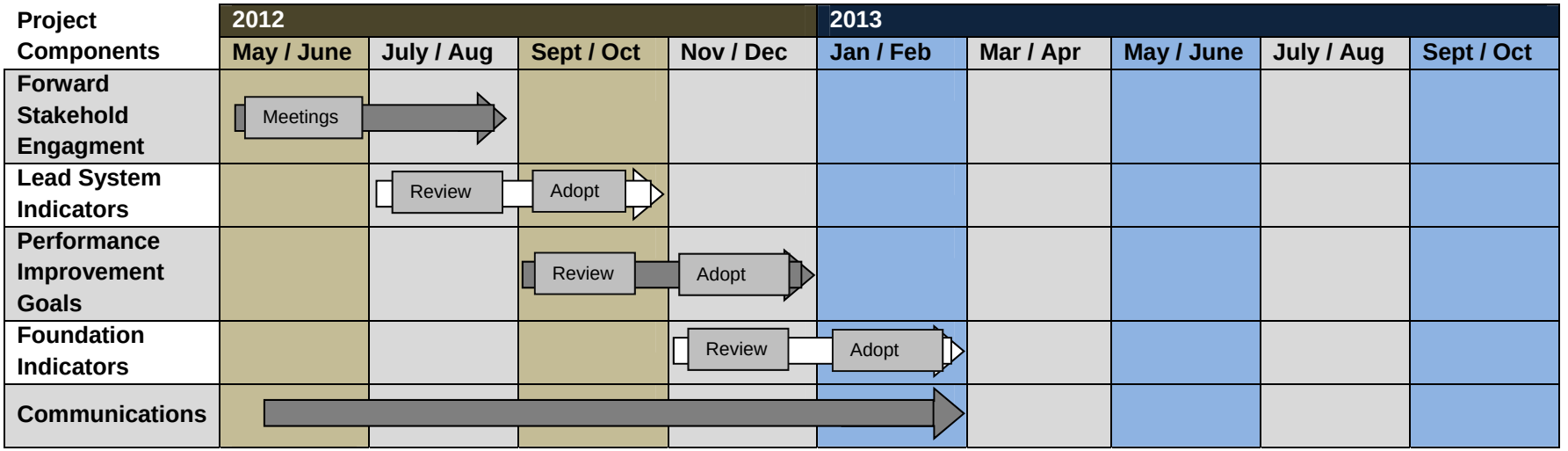
During the course of that outreach, stakeholders expressed concern that there was not enough opportunity for input and engagement on the ForWArd project.

As a result, the Chair elected to push back the project two months. In response, staff generated two alternative project work plans for the Board's consideration. Members will be asked to provide input on the proposed timeline options during the May meeting.

ForWArd Project – Timeline Option 1



ForWArd Project – Timeline Option 2



Possible LSIs and FIs

LSI One: Kindergarten Readiness Percent of students ready for Kindergarten in all four domains of the WaKIDS assessment			
	Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement gap: By subgroup, percent of students ready for Kindergarten, per WaKids assessment scores on each of the four domains: cognitive, language/literacy, physical, social/emotional	Available for pilot schools only; eventually will be available statewide when funding for Kindergarten is fully available	DEL/OSPI
	Percent of eligible students served by Head Start and ECEAP	Early childhood education for low income students is likely to lead to students being ready for Kindergarten	DEL
	ECEAP Assessment data from the Deverueux Early Childhood Assessment (DECA): Change from fall to spring -Initiative -Self-control -Attachment -Total protective factors -Behavioral concerns on a scale of concern – typical – strength	Not a statewide measure	DEL
	Children ages 0-5 in poverty	Survey Data	Kids Count
	Children ages 1-5 whose parents read to them less than three days per week		
Other possible FIs	ECEAP and Head Start Slots	Reporting slots available does not provide the context of percent of eligible students served (see B above). For example, funding for slots could decrease as need increases.	DEL
	Percent of districts with working partnerships with early care providers	These data are not available statewide	
	Books in childrens' homes		
	Parents who read to their children		
	Mothers with BA degrees		Census?
	Increases in the percentage of 3- and 4-year-olds enrolled in pre-kindergarten	Does not address quality	

LSI Two: Third Grade Reading Percent of students at or above grade level on the third grade MSP			
	Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap: disaggregated third grade MSP data by subgroup and by level (below basic, basic, proficient, advanced)	Closing gaps for the lowest performing subgroups is not only an important goal in and of itself, it would also boost overall performance on the LSI	OSPI K-12 Report Card OS
	Percent of schools funded for all-day Kindergarten	State funding is being phased in for all schools, beginning with the highest poverty schools	
	Percent of children enrolled in state funded all-day Kindergarten		
	Percent of children with grade-level early literacy skills in grades K-3 (e.g. DIBELS, AIMSweb, EasyCBM)	While these assessments are not used by all districts and are not reported to OSPI, this is an important policy issue to highlight May eventually be collected in Statewide Longitudinal Data System	
	Student attendance data		OSPI
	Percent of teachers who are Nationally Board Certified in elementary schools with high poverty (>70 percent) or Priority schools		National Board for Professional Teaching Standards
	Children ages 6-17 in poverty		Kids Count
Other possible FIs	Percent of districts implementing the K-12 Reading Model/using curriculum aligned to Common Core State Standards	Important, but not available	
	Percent of K-3 teachers who receive the highest level of teacher evaluation		
	Parent engagement		
	Healthy lifestyles – nutrition, activity		
	Mentoring		
	Access to medical services		
	Health and Fitness class participation		

LSI Three: Middle School Math Percent of students at or above grade level on the eighth grade MSP			
	Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap - disaggregated 8th grade MSP data by subgroup and by level (below basic, basic, proficient, advanced)	Closing gaps for the lowest performing subgroups is not only an important goal in and of itself, it would also boost overall performance on the LSI	OSPI K-12 Report Card
	8th grade math and science NAEP performance compared to 'Global Challenge States'		
	8th grade math and science assessment performance on international assessments	Checking into availability	
	3rd - 7th grade math MSP		OSPI
	Percent of teachers who are Nationally Board Certified in elementary schools with high poverty (>70 percent) or Priority schools		National Board for Professional Teaching Standards
	Children ages 9-14 in poverty		Kids Count
Other Possible FIs	Percent of educators earning a four on the evaluation system	Not available until ??	OSPI
	5th grade reading MSP		
	6th grade reading MSP		
	7th grade reading MSP		
	8th grade reading MSP		
	4th grade writing MSP		
	7th grade writing MSP		
	5th grade science MSP		
	8th grade science MSP		
	Child death rate 1-14 years old		Kids Count Data Center
	Children 18 and below without health insurance		Kids Count Data Center
	Children in foster care		
	Children living in crowded housing		
	Children living in households that were food insecure at some point during the year		
	Persons residing in juvenile detention and correctional facilities by age group (10-15, all youth)		
	Children participating in basic food program		
	Children without a computer at home		

Other Possible FIs	Children without a telephone at home		
	Children without a vehicle at home		
	Children who missed >11 days of school due to illness or injury (6-11, 12-17, 6-17)		
	Children by household head's education level (not hs grad, hs or GED, associate degree, bachelor's degree, grad degree)		
	Juvenile arrests by race and ethnicity		
	Juvenile property crime		
	Juvenile vandalism arrests		
	Children in poverty by race		
	Children served by CPS case management		
	Children in low income households where housing costs exceed 30 percent income		
	Median family (with child) income		

LSI Four: Extended Graduation Rates Percent of students graduating from high school (extended graduation rate)			
	Recommended Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap - disaggregated on-time and extended graduation rates by subgroup		OSPI
	Dropout rates by subgroup		OSPI
	Attendance: missing 20 days or being absent 10 percent of school days	Identified as important early warning indicators in On Track for Success: The Use of Early Warning Indicators and Intervention Systems to Build a Grad Nation – November 2011 http://www.civicenterprises.net/pdfs/on-track-for-success.pdf	OSPI Not currently available, but may be in 12-13
	Behavior: two or more mild or more serious behavior infractions		OSPI Not currently available, but may be in 12-13
	Course failures: two or more failures in ninth grade AND OR failure in English or math in 6th-9th grade		OSPI
	Disproportionate identification of students of color for special education	Available at the state and district level; indicates possible lack of early intervention/prevention	
	English Language Learner data	Possibly 'length of stay' in TBIP	
	Unemployment rate for teens 16-19 OR Teens 16-19 not attending school and not working (also avail by race)		Kids Count
Other Possible FIs	Percent of students with six or more "academic risk factors" (10th graders)	Includes cigarette smoking, alcohol use, marijuana use, obesity, severe asthma, not eating breakfast, insufficient fruits and vegetables, two or more soda pops per day, insufficient exercise, three or more hours of television daily, feeling unsafe at school, depression, less than eight hour sleep per night; Half of students with at least six health risk factors reported being at academic risk; nine risk factors result in 2/3 of students being at academic risk	Washington State Healthy Youth Survey
	10th grade Biology end of course assessment scores		OSPI

	Algebra I/Integrated I end of course assessment scores		
	11th grade common core assessment scores in reading		
	10th grade reading HSPE		
	Math EOC 1		
	Math EOC 2		
	10th grade writing HSPE		
	Biology EOC		
	International Competitiveness in math and science		
	Percent of teachers who are National Board Certified		National Board for Professional Teaching Standards (ERDC)
	Grades: GPA less than 2.0	Identified as important early warning indicators in On Track for Success: The Use of Early Warning Indicators and Intervention Systems to Build a Grad Nation – November 2011 http://www.civicenterprises.net/pdfs/on-track-for-success.pdf	OSPI
Other possible FIs	Binge drinking among 12-17 year olds		**Kids Count Data Center**
	Children and teens not exercising regularly Children and teens who are overweight or obese		
	Percent of 10th graders who felt sad or hopeless for at least two or more consecutive weeks in past 12 months		
	Juvenile violent crime		
	Washington ranking on Kids Count data (currently #13)		
	Teen birth rate		
	Receipt of food stamps with children <18 years old		
	Teen deaths by accident, homicide, and suicide		
	Young adults 18-24 enrolled in or completed college		
	Percent of 10th graders who reported drinking in the past 30 days		
	Percent of 10th graders who reported smoking cigarettes in the past 30 days		

Other possible FIs	Percent of 10th graders who reported illegal drug use in the past 30 days		**Kids Count Data Center**
	Crime rates (violent, property, total)		
	Cigarette smoking by age group (12-17, 18-25)		
	Divorce rates involving families with children		
	Births to females <20 years old		
	Children 6-17 who repeated one or more grades since Kindergarten		
	Juvenile drug and alcohol offenses		
	Juvenile suicide deaths		
	Persons 18-24 not attending school, not working, and no degree beyond high school		
	Percent of 10th graders with a dentist visit in the last two years		
	Percent of 10th graders with a doctor's visit in last two years		
	Illicit drug use other than marijuana by age (12-17, 18-25)		
	Participation in after school programs		
	Mentoring		

LSI Five: Post-secondary Education and Training			
	Recommended Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap – disaggregated two- and four-year college participation data		ERDC
	Total Fall headcount in degree-granting institutions -Public two year -Public four year -Private not-for-profit four year		Integrated Post-secondary Education Data System (IPEDS) (ERDC)
	Participation in military service		
	Participation in post-high school apprenticeships		
	Advanced Placement -Candidates -Passing	Indicates readiness for post-secondary education	The College Board (ERDC)
	Dual Credit Enrollment -Running Start -College in the high school -Tech Prep		SBCTC, PCHEES, Northwest Indian College (ERDC)
	Post-secondary remedial course-taking	Reductions in remediation will lead to greater retention at two- and four-year colleges	SBCTC (ERDC)
	Number of students enlisting in military service	Provides a career pathway	
	Percent of 18-25 year olds who vote		
	Unemployment rate among 18-25 year olds		Employment Security Department
	18-24 year olds not attending school, not working, and no degree beyond high school		Kids Count Data Center
	Incarceration rate among 18-25 year olds		Department of Corrections
Other Possible FIs	CTC Transfers to four-year institutions		SBCTC (ERDC)
	Degree attainment		Integrated Post-secondary Education Data System (IPEDS) (ERDC)
	AA, BA, Master's, and Doctor's degrees in high-demand fields		IPEDS (ERDC)
	Workforce Certificates and Degrees, CTC System		SBCTC (ERDC)

Other possible FIs	Percent of population with high school Diploma or GED, AA, BA, Graduate (see ERDC chart, page nine)		Census (ERDC)
	CTC students transferring to BA institutions within six years of beginning at CTC		SBCTC (ERDC)
	Undergraduate retention from fall to fall (four year colleges) -Transfer students -Students entering from HS -Also available by race/ethnicity		PCHEES
	DSHS case load data		DSHS
	Other types of civic engagement		

Expected Action

No action expected.

The Washington ForWArd Project

Indicators of P-13 System Health

Ben Rarick, Executive Director
Sarah Rich, Policy Director
Aaron Wyatt, Communications Director

ForWArd Objectives

1. Establish Health Metrics
2. Set Performance Goals
3. Highlight Best Practices

Indicators Defined

Lead System Indicators (LSIs)

- Major system transition points or landmarks.
- Research-based prerequisites for future success (e.g. the link between 3rd reading and future academic success).

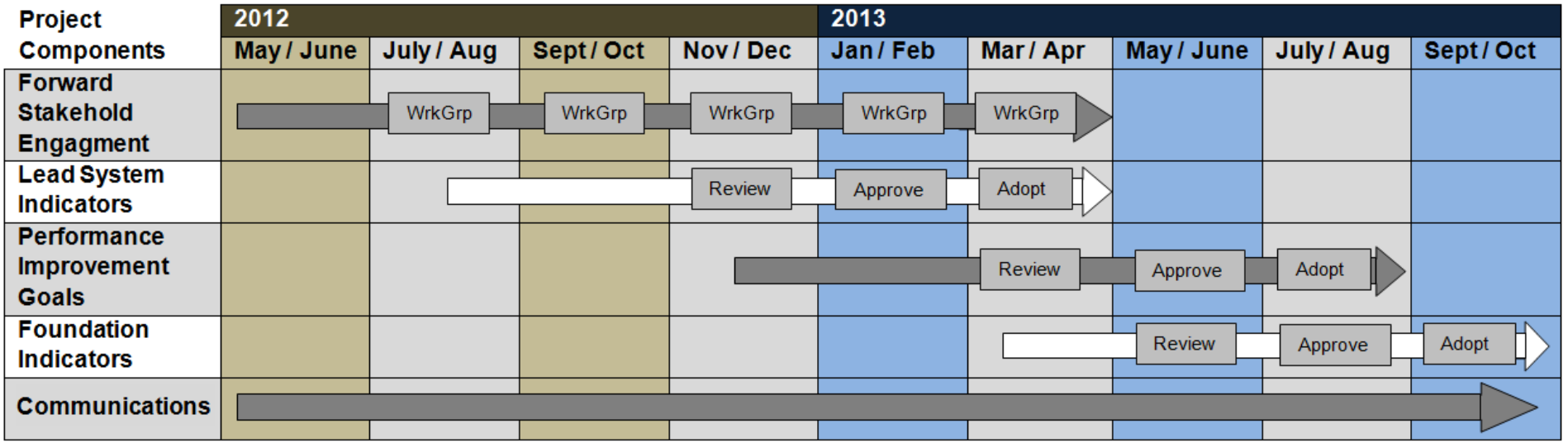
Foundation Indicators

- Environmental factor for LSI
- Important to one or more publics

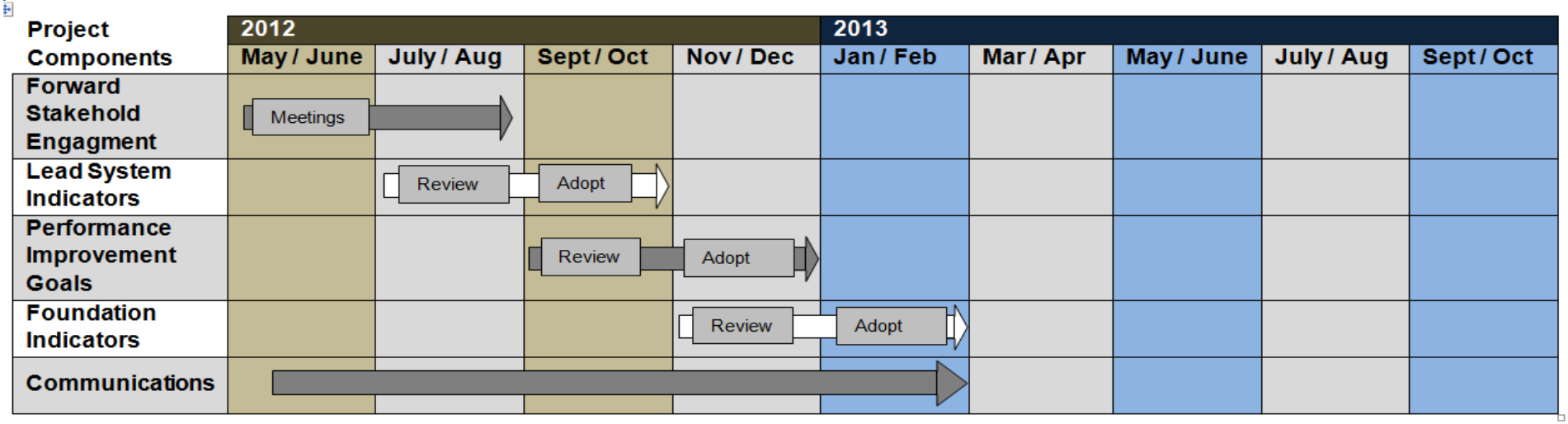
Draft P-13 Lead System Indicators

1. Kindergarten Readiness: Percent of students ready for Kindergarten in all 4 domains of the WaKIDS assessment
2. Third Grade Reading: Percent of students at or above grade level on the 3rd grade Measurement of Student Progress
3. Middle school math: Percent of students at or above grade level on the 8th grade Measurement of Student Progress
4. Extended Graduation Rates: Percent of students graduating from high school (extended)
5. Post-secondary Education and Training

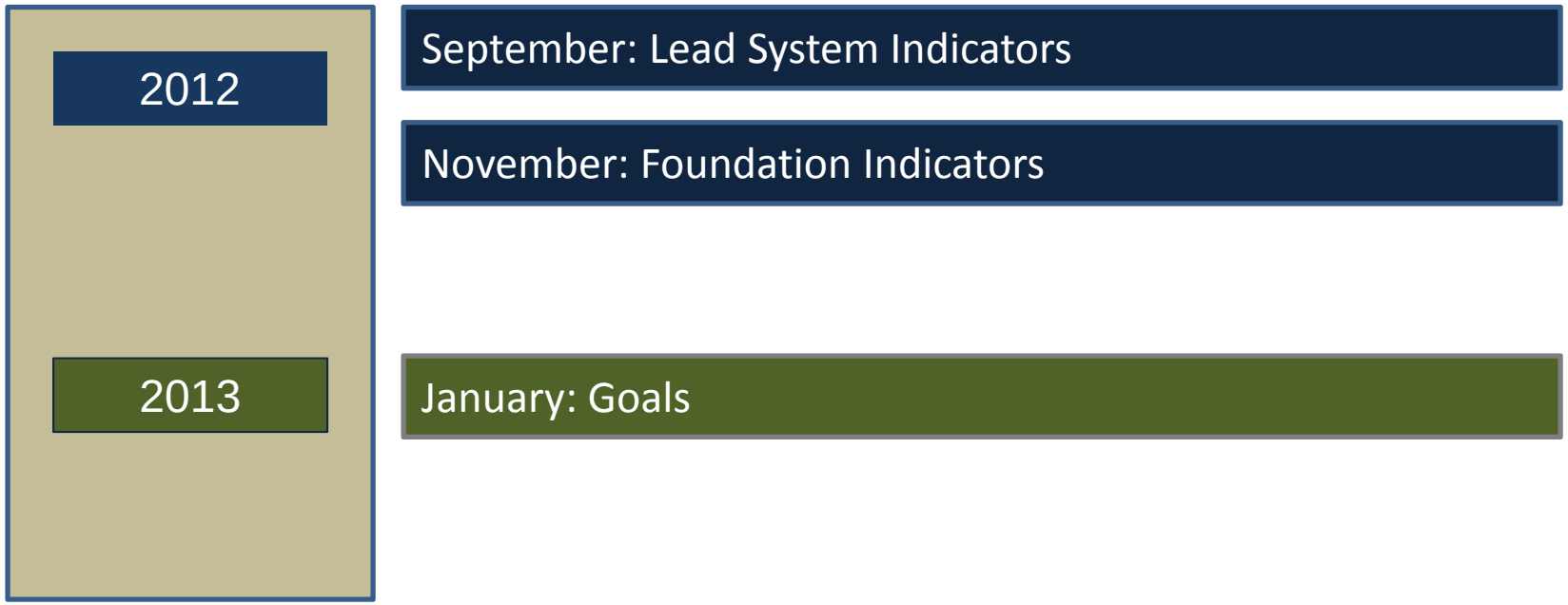
ForWArd Conversations



Timeline Options



Draft Timeline



Standard Setting for the Biology End-of-Course (EOC) Exam

Background

The 2009 Science Learning Standards will be assessed on the 2012 Biology End-of-Course exam. Standard setting panels will be convened to make a recommendation for the cut scores on these tests.

OSPI will present the plan for conducting the standard setting process in 2012 for the Board's approval. Standard setting panels were convened in the summer of 2011 to make recommendations to the Board on the cut scores for the Science Measurements of Student Progress in grades 5 and 8 and for the Algebra 1/Integrated Math 1 and Geometry/Integrated Math 2 EOCs. OSPI is planning to follow essentially the same process in 2012 as was followed for the standard setting that occurred in 2011.

Later this year, SBE will approve the scores students must achieve in order to meet performance standards. This briefing on the standard setting process will give SBE an opportunity to review and ask questions about the standard setting process.

Expected Action

The Board will be asked to approve the standard setting plan. The Board will approve cut scores in August 2012, based on the recommendations of the standard setting panels.

Title:	**Standard Setting Process for End of Course Biology Assessment**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☐ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	RCW 28A.305.130 requires SBE to "identify the scores students must achieve in order to meet the standard on the statewide assessment . . . [and to] determine student scores that identify levels of student performance below and beyond standard." It also requires SBE to "annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students." Parallel to the process established last year regarding the cut scores for the End of Course exams in mathematics, at this meeting SBE will review/approve the OSPI- proposed *process* for setting the End of Course Biology exam cut scores. The cut scores themselves will be reviewed by SBE in August after the cut-score setting process is complete.	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	Cinda Parton, OSPI Assessment staff, and Dr. Tom Hirsch, an OSPI contractor, will provide an explanation of the OSPI- proposed process for setting the Biology cut scores for Board review/approval.	

Title:	**Basic Education Waiver Criteria – Options Moving Forward**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☐ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Board members will consider a motion to approve the filing of the CR101 to begin the rule revision process. In summary, the proposed rule revision would include the following: A. Continue to approve waiver requests for parent-teacher conferences. B. Integrate Option Three with Option One to eliminate confusion. C. Adopt criteria for Option One waivers. D. Cap the number of waiver days available. E. Create a new innovation option with no cap of days. F. Adopt criteria for Option Two waivers	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Current 180-day waiver options are reviewed. Specific recommendations are made to improve the waiver options and approval process.	

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

Background

SBE has authority to grant waivers from the basic education minimum 180-day school year (see Appendix A). SBE has granted these waiver days using four options:

- **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 both of these waivers were renewed at the March 2012 Board meeting.

- **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 the Board has established a pre-approval process for specific activities.

- House Bill 1546 established **Innovation Waivers,** a one-time process to select innovation schools and innovation zones. As a part of the approval process, innovation schools and zones were allowed to seek a waiver from both the SBE and OSPI. In February 23, SBE approved waivers for two of these schools.

Table: 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
Option 1 "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
Option 2 "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
Option 3 "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 Persistently Lowest-Achieving school*	30
Innovation School/Zone	To implement an innovation school or zone.	May only 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.	2

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

Policy Considerations

According to RCW 28A.150.220, SBE shall adopt rules to implement and ensure compliance with the program requirements of basic education. These include, but are not limited to, instructional hours, school days, and graduation credit requirements. Statute further provides that if these requirements are not met, the SBE shall "require the superintendent of public instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured."

The purpose of the minimum basic education program requirements is to "comply with the requirements of Article IX, section 1 of the state Constitution, which states that 'It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.'" They are adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools'" (RCW 28A.150.200 (1)). Basic education requirements also represent the state's assurance that districts are providing instruction "'of sufficient quantity and quality'" to give students the opportunity to complete graduation requirements, prepare for post-secondary education, gainful employment, and citizenship" (28A.150.220 (1)).

The SBE may grant waivers from any of the requirements contained in RCW 28A.150.200 through RCW 28A.150.220 on the basis that waivers are "necessary to… 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 … (which) may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program" (RCW 28A.150.140).

Waiver Criteria

SBE is directed in law to adopt criteria to evaluate the need for waivers. RCW 28A.305.140, authorizing SBE to grant waivers (current Options One and Three), states "the state board shall adopt criteria to evaluate the need for the waiver or waivers." RCW 28A.305.141, creating the Economy and Efficiency waiver opportunity (Option Two), states "the state board of education shall adopt criteria to evaluate waiver requests."

The SBE has strived to balance two roles – the responsibility to ensure district compliance with basic education laws, and advocacy for improving support for the education system, including increased funding. Because there is not enough funding for districts to structure professional development outside of the 180 days, SBE has been reluctant to disapprove waiver requests, instead opting to support districts by permitting operational flexibility. Adopting rigorous criteria to evaluate waiver requests has presented a challenge in this context.

Conflicting Statutes

The task is further complicated by conflicting statues. Districts are required by law to provide *both* 180 school days and an average of 1,000 instructional hours. Whether full day parent teacher conferences should be considered a school day has been the subject of ongoing analysis and debate. WaKIDS has further highlighted this issue.

For the past several years, SBE has been clear that full-day parent teacher conferences do not constitute a school day. RCW 28A.150.203 states: "'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." Full-day parent-teacher conferences do not count toward the required 180 days because all students are not present on these days. While the definition does not specifically say all pupils, "all" is implicit. If the language is read to mean "some" pupils, 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. An example would be a calendar in which all students attend four days and only students needing intervention attend on the fifth day of the week).

The confusion about parent-teacher conferences also stems from the definition of an instructional hour**.** RCW 28A.150.205 states, "'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."

The definitions of instructional hours and school days are related in that instructional hours comprise a school day, but distinct, in that a school day must be available to all students.

SBE has operated on the necessary assumption that the distinction between instructional hours (parent teacher conferences count for these) and school days (parent teacher conferences do not count for these) was intentional on the part of the Legislature. A review of the legislative history of WaKIDS, however, suggests the Legislature may not have intended this distinction.

Economy and Efficiency Waivers (Option Two)

Under legislation enacted in 2009 (SHB 1292, Chapter 543, Laws of 2009), the State Board of Education has authority to grant waivers from the basic education minimum 180-day school year to a limited number of school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency. SBE has termed these Option Two waivers to distinguish them from the other types of waivers of the 180-day school year authorized in law (See BEA Waivers, January 2012 Board Meeting and Basic Education Program Requirements – Requests for Option Two Waivers, March 2012 Board Meeting).

SBE may grant a total of five school districts Option Two waivers for up to three years. Two of the recipient districts must have enrollments of less than 150, with three of the five districts must have enrollments of 151 to 500.

The statute directs SBE to adopt criteria to evaluate requests for these waivers.

At its Special Board Meeting on February 23, SBE reviewed a presentation on Option Two waivers and discussed a framework for consideration of waiver requests. Staff presented a recommended three-point framework for members' consideration. Based on discussion by members, that framework was revised as follows:

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data, and that can be substantiated by external data to the extent available?
2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?
3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:
    a) Impact on children who rely on free-and-reduced price nutrition services.

b) Impact on the ability to recruit and retain employees in support positions.
c) Impact on children whose parents work during the missed school day.
d) Other concerns raised by the community at the required public hearing.

At the regular March 2012 Board Meeting, SBE applied this framework to recommend approval of two of the three applications currently under consideration. Staff recommends formal approval in rule of this framework for future Option Two requests.

Review of Board Input for the Waiver Process

In response to recurring Board member concerns, staff has suggested alternative processes and frameworks, beginning with the July 2011 meeting. Direction from past meetings is summarized in the table below.

	July	September	November	January
Summary	Keep all Options but cap the number of days.	Keep all Options and do not cap the number of days.	Staff is directed to develop criteria and return for further discussion.	Discussion on waiver criteria shall be tabled until after the Legislature adjourns.
Proposed Rule Changes	Revise rules to cap Option One at five days.	Do not cap Option One.	Do not cap Option One without clear criteria for review. First establish criteria, and then make decisions about capping days. File CR 101 to add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.	Retract CR 101 that was filed to initiate the rule change discussed in November.

Proposed Timeline for Rule Adoption

If the Board Members authorize staff to begin the rule making process, a proposed timeline is as follows:

Board approves filing of new CR 101 (Intended rule-making) See Appendix B	May 9
File CR 101	By noon May 23
Publication of CR 101 in Register	June 6
Board approves CR 102 (Text of proposed rule)	July 12
File CR 102	By July 18

Earliest date hearing could be held on CR 102	August 21
Public hearing on CR 102	September 25

Possible:			**Recommended** (to allow for additional stakeholder input)	
Board approves final rule	September 26	OR	Board approves final rule	November 9
File CR 103	October 3		File CR 103	November 10
Rule effective	November 1		Rule effective	December 10

Policy Consideration

Staff was directed to provide recommendations to improve the waiver process and establish criteria. Those recommendations include:

A. Continue to approve waiver requests for full-day parent teacher conferences. Given the apparent conflict between the legal definitions of a school day and instructional hours, as well as the issue brought forth by the requirement to use WaKIDS in state-funded full day Kindergarten, it is not constructive to deny districts the flexibility they request.

B. Condense Option Three into Option One. Both were created under the same authority. Districts find the differences confusing. Option Three currently disallows districts with persistently-lowest achieving schools and is structurally flawed (it contains a process for renewal but the necessary data to be granted renewal are not available in the time frame required).

C. Establish criteria to review and approve Option One which would now also include those previously eligible for Option Three) waivers. A committee of SBE Members should review each application against a rubric and provide a recommendation to the Board as a whole (see Draft Rubric, Appendix D).

The following criteria except 1 and 4 are already contained within the application but are not currently evaluated and therefore have no impact on waiver decisions:

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

Examples of local or temporary characteristics or circumstances

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 circumstance and it is temporary situation. Once teachers receive the professional development they need over the course of three years, they will be better able to meet all students' needs.

Example: One of a district's elementary school 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 needs 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 a temporary situation.

Non-example: A district requests three days for each of the next three years to establish and operate professional learning communities (PLCs) for teachers to examine data and adjust instruction. It is clear that, although the creation of PLCs is likely to boost student achievement, this will be an ongoing need for the foreseeable future. This waiver request would not likely be approved.

D. Cap Option One waivers at five days, exclusive of WaKIDS waivers but inclusive of other waivers for parent teacher conferences. The Board has previously arrived at this number as a reasonable limit on how much of the statutory definition of basic education the Board could reasonably be expected to waive.

E. Create a new type of waiver for Innovation with a higher bar for approval and more rigorous renewal criteria. This would give the Board discretion to approve a small number of schools within a district to implement innovative instructional models outside of the Option One cap of 5 days. Examples of current waivers that fall into this innovation category are the Tacoma School District Science and Math Institute and Tacoma School of the Arts.

F. Establish criteria to review and approve Option Two waiver applications. Apply the three-part framework as criteria for evaluating and selecting applications:
    1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data, and that can be substantiated by external data to the extent available?
    2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?
    3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:
        a) Impact on children who rely on free-and-reduced price nutrition services.
        b) Impact on the ability to recruit and retain employees in support positions.
        c) Impact on children whose parents work during the missed school day.
        d) Other concerns raised by the community at the required public hearing.

G. Advocate to the Legislature for the following changes:

- Clarify whether a school day is inclusive of full-day parent teacher conferences and WaKIDS.
- Clarify whether parent-teacher conferences count as instruction on per day or per child basis (e.g., does a full day of parent-teacher conferences count as 7 hours or 40 minutes?) In other words, for the calculation of 1,000 instructional hours, does a district count time that each student receives or total instructional time that teachers deliver?
- Provide ample and reliable state funding for professional development time (LIDs) for certificated staff.
- Define a minimum school day in terms of hours or minutes. If school days are to be meaningful units of instruction, they should be defined.
- Clarify the status of Alternative Learning Experience (ALE) students and programs in terms of their need to comply with the minimum program requirements of basic education. If basic education is defined in terms of seat time, what is basic education for ALE? Clarify waiver status for ALE programs.

Expected Action

Board members will consider a motion to approve the filing of the CR101 to begin the rule revision process. In summary, the proposed rule revision would include the following:

A. Continue to approve waiver requests for parent-teacher conferences.
B. Integrate Option Three with Option One to eliminate confusion.
C. Adopt criteria for Option One waivers.
D. Cap the number of waiver days available.
E. Create a new innovation option with no cap of days.
F. Adopt criteria for Option Two waivers.

Appendix A: RCW and WAC

Appendix B: CR 101

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	# Days for Parent Teacher Conferences
Adna			4	4	4	3	
Arlington			3	3	3	3	
Asotin/Anatone						2	
Auburn		5	5	5	5	5	
Bainbridge	K-6					4	4/4 for parent teacher conferences
Bainbridge	7-8					2	2/2 for parent teacher conferences
Battle Ground				3	3	3	
Bellingham					3	3	
Bethel			2	2	2	2	
Blaine			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	
Colfax				2	2	2	
College Place			3	3	3		
Colton					2	2	
Columbia (Hunters)				3	3	3	
Columbia (Walla Walla)			3	3	3	3	
Curlew					2	2	
Cusick		4	4	4			
Davenport					2	2	
Deer Park						4	4/4 for parent teacher conferences
Edmonds		5	5	5	5	5	
Elma					3	3	
Endicott		5	5				
Entiat						4	4/4 for parent teacher conferences
Everett			3	3	3		
Federal Way			3	3	3	7	4/7 for parent teacher conferences
Garfield						3	
Garfield and Palouse			3	3	3		
Granger				5	5	5	

District Name	Specific Schools	2007 -08	2008 -09	2009 -10	2010 -11	2011 -12	# Days for Parent Teacher Conferences
Granite Falls		3	3	1	2	2	
Grapeview		2	2	2			
Highline	Elem	3					
Highline	All Schools		5	5	5		
Highline	Elem					4	3/4 for parent teacher conferences
Highline	Secondary					2	1/2 for parent teacher conferences
Hoquiam				1			
Inchelium			3	3	3		
Kettle Falls						4	4/4 for parent teacher conferences
Kittitas						3	
LaCrosse						1	
Lake Quinault			4	4	4	4	
Lake Stevens		1	1				
Longview						3	
Loon Lake		3	2	2			
Lopez Island			4	4	4	4	
Lyle			4	4			
Mary Walker		2	2	2	2	3	
Marysville			5			3	
Medical Lake			2	2	2	4	4/4 for parent teacher conferences
Methow Valley			6	6	6	6	
Monroe		4	4	4	4	4	
Morton		5	5	5	5		
Mount Baker			4	4	4	4	
Mount Vernon						1	
Mukilteo		2	2	2			
Naches Valley			2	2	2	2	
Napavine			4	4	4	4	
Nespelem		8	6	6	6	6	
Newport		7	7	5	5	5	
North Kitsap			5	5	5	5	5/5 for parent teacher conferences
Northport		4	4	4	4		
Northshore			5	5	5	5	
Oak Harbor						4	4/4 for parent teacher conferences
Oakesdale					2	2	
Ocean Beach			2	2	2	2	

District Name	Specific Schools	2007 -08	2008 -09	2009 -10	2010 -11	2011 -12	# Days for Parent Teacher Conferences
Odessa				5	5	5	
Okanogan						4	4/4 for parent teacher conferences
Olympia						3	
Omak						4	4/4 days for parent teacher conferences
Onalaska			2	2	2		
Onion Creek			5	5	5	5	
Orient			5	5	5	5	
Orondo					1	4	4/4 days parent teacher conferences
Oroville						3	
Othello			6	6	6	6	
Palouse						3	
Pe Ell		2	2	3			
Pomeroy		3	3	4	4	3	
Port Angeles			2	2	2	2	
Prescott			2	2	2		
Raymond		5	5	5	5	3	
Reardan-Edwall					3	3	
Riverside		2	2	2	1	6	4/6 for parent teacher conferences
Rosalia					2	2	
Seattle	Elementary	3	6	6	6	6	3/6 for parent teacher conferences
Seattle	High					1	1/1 for parent teacher conferences
Sedro-Woolley						3	
Selkirk			4	4	4	3	
Sequim						4	2/4 for parent teacher conferences
Shoreline		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	
Sunnyside			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				11	8	

District Name	Specific Schools	2007 -08	2008 -09	2009 -10	2010 -11	2011 -12	# Days for Parent Teacher Conferences
	Middle						
Tahoma		3	5	5	5	3	
Tekoa						2	
Thorp		3	2	2	2	2	
Valley			4	4	4	3	
Wahkiakum			4	4	4	4	
Waitsburg			2	2	2	2	2/2 for parent teacher conferences
Wellpinit			3	3	3		
White Pass					5		
Wishram		4					
Zillah			3	3	3	7	4/7 for parent teacher conferences

Table 1: 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
# Districts with Option One Waivers	29	67	69	66	50
# Districts with Option Three Waivers	0	0	0	6	30
Total Districts with Option One and Three Waivers	29	67	69	72	80
% of Districts with Waivers (295 districts)	10%	23%	23%	24%	27%

Table 2: 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
# Districts with Option One Waivers	29	67	69	66	50
# Districts with Waivers for Parent Teacher Conferences	1 (3%)	2 (3%)	2 (3%)	2 (3%)	18 (36%)
# of Districts with Waivers *Solely* for Parent Teacher Conferences	1 (3%)	1 (1%)	1 (1%)	1 (2%)	11 (22%)

Table 3: 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
# Waiver Days for Parent Teacher Conferences	3	8	8	8	64
# Waiver Days for All Other Purposes	109	239	243	294	259
# Total Waiver Days	112	247	251	302	323

Table 4: SBE has approved waivers for full-day parent-teacher conferences since March 2007.

	2007-08	2008-09	2009-10	2010-11	2011-12
Number of districts with waivers for parent teacher conferences	1	2	2	2	18
Total number of days waived for parent teacher conferences*	3	8	8	8	64
Number of districts with waivers *solely* 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 wavier days for secondary conferences; for this table, that district is counted as having three waiver days for 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

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: Amendments to WAC 180-18-040 (Waivers from minimum one hundred eighty-day school year requirement and student to teacher ratio requirement), WAC 180-18-050 (Procedure to obtain waiver); and the adoption of any rules necessary to implement criteria for the granting of waivers to a school district from the 180 day school year.

Statutes authorizing the agency to adopt rules on this subject: RCW 28A.305.140, RCW 28A.305.141, RCW 28A.655.180

Reasons why rules on this subject may be needed and what they might accomplish: The Washington State Board of Education is considering the adoption of criteria governing requests for waivers from the statutory requirement for a 180 day school year that include: specifying the maximum number of school days for which waivers may be requested by a school district under WAC 180-18-040 (1); providing for certain types of waiver requests that are not subject to the general limitation on the maximum number of days that can be requested; repeal of sections (2) and (3) of WAC 180-18-040; amending WAC 180-18-050 to integrate section (3) with section (2); specifying the criteria for the granting of economy and efficiency waivers under RCW 28A.305.141; and providing for other requirements as determined necessary to evaluate a district's need for a waiver or waivers. These changes are intended to delete language relating to waivers for student-to-teacher ratio requirements that is now obsolete due to legislation adopted in 1999; simplify the procedure for obtaining a waiver; and provide clarity, consistency and greater certainty in how the Board will exercise its delegated waiver authority.

Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies:

No other federal and 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 SBE will solicit comments and recommendations regarding new or amended rules governing waivers from school districts prior to the filing of the CR 102. Interested parties who wish to provide public comment may do so at upcoming board meetings; please see www.sbe.wa.gov for upcoming meeting agendas. In addition, information regarding the development of the rule can also be found in upcoming SBE newsletters and on the waiver web page at www.sbe.wa.gov.

How interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication:

Contact:
Jack Archer, Senior Policy Analyst
Washington State Board of Education
Old Capitol Building, Room 253
P.O. Box 47206
Olympia, WA 98504
Parties are encouraged to submit comments in writing to: jack.archer@k12.wa.us

DATE	**CODE REVISER USE ONLY**
NAME (TYPE OR PRINT)	
SIGNATURE	
TITLE	

Chapter 180-18 WAC
WAIVERS FOR RESTRUCTURING PURPOSES

WAC

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-18-020 Purpose. [Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-020, filed 10/2/95, effective 11/2/95.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).

180-18-060 Waiver renewal procedure. [Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-060, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-060, filed 10/2/95, effective 11/2/95.] Repealed by 07-20-030, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180.

180-18-080 Alternative waiver application procedure. [Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-080, filed 10/2/95, effective 11/2/95.] Repealed by 01-24-092, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW.

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).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6). 02-18-056, § 180-18-010, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.140 and 28A.630.945. 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

WAC 180-18-030 Waiver from total instructional hour requirements. 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.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-030, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

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.

[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.]

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 res-

olution 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 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 noninstruction 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.

[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, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-050, 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, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

WAC 180-18-055 Alternative high school graduation requirements. (1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.150.220 and 28A.305.140. 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

WAC 180-18-090 Alternative option to WAC 180-18-055. See WAC 180-51-050 (1)(b) as another option to award high school credit on the basis of competency.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-090, filed 2/3/04, effective 3/5/04.]

Roadmap
For
Next-Generation State Accountability Systems

This is edition two of the Roadmap for Next-Generation Accountability Systems. As states begin to develop and implement next-generation accountability systems, new insights and challenges will emerge and this document will continue to evolve accordingly so it can best serve as a resource for states.

CCSSO
Council of Chief State School Officers

TABLE OF CONTENTS

Dear State Leader:

We are pleased to present a *Roadmap for Next-Generation State Accountability Systems* (the "Roadmap") for your use and reference as you work on advancing policy in this critical area of education reform. This Roadmap has been developed by and for states and U.S. territories through CCSSO's Next-Generation State Accountability Systems Taskforce. It represents the vision of chief state school officers and state education agencies to dramatically improve student achievement through the development and implementation of next-generation state accountability systems that are based on the goal of college and career readiness for all students. These next-generation accountability systems will build upon historical and current accountability efforts that have lead to our sharp focus on student performance data. Now that most states have the ability to collect and analyze vast amounts of data and information, we must leverage each element within the accountability system to *utilize* that information and achieve increased student performance.

As the Taskforce prepared this Roadmap, we remained focused on the needs of and benefit to the student. In particular, we know that students must be prepared to participate in a diverse democracy and compete in the 21st century global economy. Next-generation systems of accountability will play a critical role in achieving the goal of college and career readiness for all students by supporting states, districts and schools in their work to ensure students are on a college- and career-ready pathway throughout their education career.

In recent years, states have demonstrated significant leadership for all students and schools, on issues such as common graduation rate calculations, P-20 data systems, and common state standards and assessments aligned with college and career expectations. States have a responsibility to demonstrate this same type of leadership and sound judgment in the development and implementation of next-generation accountability systems. In addition to strong leadership, states must show commitment and innovation – including learning from international models – so as not to be confined by the parameters and realities of the current system. As has been the case in many areas of education reform, such as those referenced above, your vision and leadership will not only shape state accountability policy but will guide and inform federal law and policy on these issues.

We hope that this Roadmap will serve as a foundational tool for states as you take bold action in developing your next-generation state accountability system and further improving student achievement. For policymakers and other interested stakeholders, we intend for this Roadmap to be a clear statement that **states are leading on designing next-generation accountability systems building on other state-led efforts, including college- and career-ready standards and related assessments; states are committed to building new accountability systems that are more innovative and consistent across the systems' components; and we expect federal law to support state leadership, including providing states authority for continuous innovation of these systems.**

We appreciate the support for the work of the Taskforce provided by the Nellie Mae Education Foundation.

Sincerely,

Gene Wilhoit
Executive Director of the Council of Chief State School Officers

David Steiner
Commissioner, New York State Education Department and Co-chair, CCSSO Accountability Taskforce

Joe Morton
State Superintendent of Education, Alabama Department of Education and Co-chair, CCSSO Accountability Taskforce

EXECUTIVE SUMMARY

This Roadmap was developed by the CCSSO Next-Generation State Accountability Taskforce in order to provide states with a guide for designing and implementing accountability systems aligned with college- and career-ready expectations for all students. Next-generation accountability systems must build upon existing accountability systems and connect with other education reforms to ensure that all students are prepared for college and career upon graduating from high school.

The goals of next-generation accountability systems are:

GOALS

I. Clearly articulate the state's expectations for school and district performance so that all stakeholders' **actions and decisions are aligned and consistent** towards ensuring all students are ready for college and career.

II. **Differentiate the performance** of schools and districts in valid, reliable, and meaningful ways so that schools and districts in need of improvement **receive appropriate support and interventions** and build capacity to meet expectations; and top-performing/high-growth schools and districts can be recognized and shared as models of excellence.

III. Empower and engage educators, policy/law makers, parents, and the public through regular communication and **transparent, timely reporting of actionable data** on performance and results so that they can take action appropriate to their roles.

IV. Foster a **commitment to innovation and continuous improvement** of the system so new models are used and evaluated to improve performance across the system, increasing achievement and efficiency.

Next-generation accountability systems will meet these goals through nine integrated system principles (the "Principles"):

PRINCIPLES

1. Alignment of performance goals to college- and career-ready standards;
2. Annual determinations for each school and district that meaningfully differentiate between schools and districts and direct the provision of supports and interventions;
3. Focus on student outcomes on a variety of indicators including those of both status and growth;
4. Continued commitment to disaggregation; including disaggregation of data by student subgroup (for both reporting and accountability);
5. Reporting of timely, actionable, accessible data to all stakeholders, including outcome and richer data to drive continuous improvement;
6. Deeper diagnostic reviews, used as appropriate, to better link accountability determinations to meaningful supports and interventions;
7. Building school and district capacity for sustained improvement though supports and interventions;
8. Targeting the lowest performing schools for significant interventions; and
9. Innovation, evaluation, and continuous improvement in the accountability systems over time.

These Principles are individually and collectively integral to an effective accountability system. CCSSO, on behalf of its members, commits to continue state leadership in transforming state education systems through implementation of these next-generation accountability systems that will ensure all students are ready for college and career.

[Note: These Principles were initially released by CCSSO on June 20, 2011. For a copy of the press release, please visit http://www.ccsso.org/News_and_Events/Press_Releases/States_Take_the_Lead_on_Accountability.html.]

PURPOSE OF THE ROADMAP

This Roadmap presents a vision for next-generation accountability systems to support college and career readiness for all students. It is written by and for states, building on our leadership toward college and career readiness.

This Roadmap has two core purposes:

- To serve as a **statement of state leadership** in developing more robust and meaningful educational accountability systems; and
- To provide a **guide for state action** in developing and implementing next-generation accountability systems.

States recognize accountability as a core strategy designed to achieve educational goals, particularly student achievement outcomes. As states implement college- and career-ready standards and complementary assessment systems through the Common Core state standards and assessment consortia or otherwise, it is critical to consider the accountability implications of these policy shifts and to leverage state accountability systems to support the end goal of college and career readiness for all students.

States will not have to start from scratch in designing and implementing next-generation accountability systems. Instead, they can build upon solid foundations, structured during two decades of standards-based reform and initial accountability efforts, to improve systems and have a dramatic impact on student achievement. For example, under the No Child Left Behind Act, states built systems to collect, analyze, and publicize vast amounts of student performance and other data. Now that states possess this capacity, we must fully utilize those data to promote increased student achievement at all levels toward college- and career-ready performance. Not only will utilization of these data drive increased student achievement, but it will also drive educational systems to greater resource efficiency.

POINT OF CLARITY FROM THE TASKFORCE:

It may be tempting to construe or interpret next-generation accountability systems as an attempt to weaken current accountability systems, particularly if one wants to advocate going back to the "way things were" prior to NCLB. To be clear, this is not the intent of the Taskforce. We envision rigorous and enhanced accountability systems building off of, not departing from, previous accountability efforts. While innovation and flexibility should be encouraged, low-performing schools and districts should face serious and swift interventions so that student achievement levels below expectations (whether in aggregate or by sub-group) do not persist.

This Roadmap will assist states in developing their next-generation state accountability systems and will aid states in transitioning to these enhanced systems. This Roadmap seeks to put a clear, usable framework on what is a complex set of issues. As a result, there may be some redundancies, which are designed to communicate issues that may be of importance in multiple places. Further, this roadmap is not meant to answer every question, but to provide a framework for deeper action by clearly identifying the core elements and issues that must be addressed in developing next-generation accountability systems. Finally, this Roadmap is meant primarily to guide state action. While the Roadmap has direct implications for federal law, which are summarized in concrete recommendations toward the end of the document, it is not our intent that all

dimensions of this framework be codified in federal law. On the contrary, the strong belief of CCSSO and the Taskforce is that next-generation accountability systems require a great degree of state innovation, within a general framework, as well as continuous improvement over time.

The Roadmap focuses on school and district accountability, while acknowledging that next-generation accountability systems must fully align with other core reforms, including emerging teacher and leader evaluation systems and other capacity-building efforts. In that spirit, the Roadmap presents a framework for school and district accountability. It builds upon the nine Principles to help states think about how to operationalize them and provides guidance for states in designing new accountability systems.

BACKGROUND

History of Accountability Systems

Over the last two decades of standards-based reform, accountability has emerged as an essential, strategy to improve student performance. Initially, most states focused their concept of accountability on fund administration, district compliance monitoring, and other input measures without a connection to student achievement outcomes or a clear statewide reform agenda. Beginning in the 1980s, leading states advanced educational accountability by developing standards and aligned assessments. The federal government joined this movement with the Improving America's Schools Act of 1994 (IASA), a reauthorization of the Elementary and Secondary Education Act (ESEA), which shifted from a single focus on funding to a dual focus on funding and reform – requiring states to implement systems of standards, assessments, and accountability. The No Child Left Behind Act (NCLB, the 2002 reauthorization of ESEA) established broader, more rigid requirements for state standards-based reform, including annual assessments, specific requirements for adequate yearly progress (AYP), disaggregation of data, transparent reporting, and specific interventions in underperforming schools. Currently, states have established NCLB-compliant accountability systems in one of three ways: 1) a NCLB-compliant only system (AYP-only basis), 2) a NCLB-compliant system with a parallel state system (e.g., states with AYP and separate school grades), and 3) integrated NCLB-compliant and state systems.

Under IASA, the federal/state relationship regarding accountability could be characterized as "loose-loose" – federal requirements for goals *and* the means to achieve those goals permitted a great deal of state discretion. NCLB created a "loose-tight" relationship where the federal government was loose on the goals that states set (e.g., the definition of proficiency) but tight on the means by which states would work toward achieving those goals. States now have the opportunity to move toward a model that is "tight-loose," whereby the states advance the goal of college and career readiness for all students; have the latitude to determine how best to meet that goal; and establish consequences should the goal(s) not be attained. This further permits greater balance and integration of accountability with other core strategies, including those to build capacity and those that acknowledge the positive aspects of accountability, in addition to negative consequences.

Therefore, the current state-led movement to college- and career-ready standards and the corresponding state collaboration on aligned assessments serve as core pillars to support next-generation accountability systems. These new systems will continue to reflect the organizing function that accountability can provide states striving to achieve educational goals while simultaneously advancing greater state innovation.

Resources:

- *"Key Elements for Education Accountability Models", Perie, Park, Klau. CCSSO (December 2007)*
- *Kress, Sandy, Stephanie Zechmann, & J. Matthew Schmitten, "When Performance Matters: The Past, Present, and Future of Consequential Accountability in Public Education", Harvard Journal on Legislation, Vol. 48, p. 185 (2011)*

Context for Accountability Reform

All states and U.S. territories have statewide systems of accountability, including annual determinations of school and district performance. However, these systems fall short of desired results in several ways, based significantly on limitations in federal law that have grown more noticeable over time as states have greatly increased their capabilities. For example, standards may not reflect expectations aligned to college and career readiness goals; accountability determinations focus exclusively on status over growth; reporting systems limit what factors can be considered (and how) in making accountability determinations; and accountability determinations are often only loosely coupled with meaningful supports and interventions because schools and districts have not engaged in diagnostic reviews for root cause analysis. Further, while providing a spotlight on the lowest-performing schools and districts (whether the low performance is persistent or not and/or across the board or between certain student groups), current systems fail to provide the information, tools, and capacity to effectively address these issues.

The current policy landscape – with the emergence of both common and other college- and career-ready standards and complementary assessments, coupled with the delay in ESEA reauthorization – provides states with the opportunity and responsibility to take the lead in designing robust accountability systems that are focused on driving all students to college and career readiness and beyond. This design must be informed by a new **theory of action** that tightly connects each element of the accountability system, replacing the existing theory of action that measuring and reporting results alone will generate *better* results. This system must also promote integration and accountability across other reforms designed to build capacity. We've learned enough to know that educators and leaders must *also* have the capacity and tools to improve student achievement results. We remain committed to measuring and reporting student achievement outcomes while aligning accountability with other reforms meant to increase the capacity of schools and districts to improve their outcomes.

Resources:

- *On the Road to Implementation: Achieving the Promise of Common Core State Standards (Achieve) (August 2010)*
- *Closing the Expectations Gap (2010) (Achieve)*
- *"ESEA Briefing Book", Fordham Foundation (2011)*

Lessons Learned From Previous and Existing Accountability Systems

Next-generation accountability systems should build on present systems of accountability. The lessons we have learned from present accountability systems include the need for tighter integration of accountability system components so that the rich data and information produced through sophisticated data systems inform diagnostic reviews and guide resultant improvement actions. We have also learned that an accountability system that is not geared towards building capacity in its districts and schools will result in only incremental improvement rather than the exponential improvement that is now needed for our students and society to succeed in the globally competitive environment.

We have also learned from other leading systems around the world, many of which have moved through similar tight/loose accountability policy progressions. For example, Ontario now uses accountability as a support mechanism within a broader set of strategies focused on collective capacity for continuous improvement – placing emphasis on strengthening professional practice and self-evaluation, recognizing that punitive accountability measures can generate only so much improvement. Real and sustained improvement, as evidenced in Ontario, comes from collective capacity building and internal drivers. Michael Fullan, one of the Ontario government's key advisers, lists the following components of "intelligent accountability":

- "Relies on incentives more than on punishment
- Invests in capacity building so that people are able to meet the goals
- Invests in collective (peer) responsibility for internal accountability
- Intervenes initially in a non-judgmental manner
- Embraces transparent data about practices and results
- Intervenes more decisively along the way when required"
- (Adapted from December 2010 Education Funders Strategy Group presentation by Michael Fullan, Special Advisor to the Premier and Minister of Education in Ontario)

England's inspectorate system that reviews all facets of a school's operations and processes can also inform our work as states begin to incorporate diagnostic reviews into state accountability systems for more effective school improvement. Further, England is also proposing a greater focus on shared accountability through increased training, providing more data for boards to use in decision-making, and encouraging businesses to promote participation of their employees on local school boards. Ontario and England represent a small fraction of the numerous international examples from which we will continue to learn.

Resources:

- *"The Importance of Teaching – The Schools White Paper 2010", Presented to Parliament by the Secretary of State for Education by Command of Her Majesty (November, 2010) - http://www.education.gov.uk/publications/standard/publicationdetail/page1/CM%207980.*
- *"All Systems Go", Michael Fullan, Corwin Press, Thousand Oaks, CA (2010).*

DEVELOPMENT AND USE OF THE ROADMAP

Development of the Roadmap

In 2010, the Council of Chief State School Officers (CCSSO) formed the Next-Generation State Accountability Systems Taskforce, comprised of state chiefs and other SEA leaders, and supported by EducationCounsel, LLC. The Taskforce met periodically to discuss and share perspectives on the issues surrounding the development, transition to, and implementation of next-generation accountability systems, drawing on experience with previous and current systems of accountability and research from leading accountability thinkers around the world. Drafts of this Roadmap have been shared with all chief state school officers as well as CCSSO assessment and accountability working groups to obtain feedback, and leading experts in accountability were consulted on the content of the Roadmap.

How to Use this Roadmap

The Roadmap is a statement of state leadership, reflecting the shift to college and career readiness as evidenced in the development of college- and career-ready standards (including the Common Core State Standards) and aligned assessments (including through state assessment consortia). State leadership to develop and implement next-generation accountability is the necessary next step.

States and other stakeholders interested in designing next-generation accountability systems may use this Roadmap as a **guide**. It is intended to provide a clear framework for the complex policy discussion that will occur in all 50 states and U.S. territories.

The opening and concluding sections of the Roadmap provide important context as states conceptualize their next-generation accountability systems. The remaining chapters are organized to support states in going through the process of developing a new accountability system. All of the chapters are intended to work together toward designing and implementing a comprehensive system that aligns with the core Principles.

Each of these Principles is essential, individually and collectively, for an accountability system to achieve the goals set forth below. Within these Principles, this framework identifies concepts and actions that are essential parts of a state accountability system. The "**shoulds**" represent practices supported by research and the collective experiences of state chiefs and SEAs. Based on the consensus of this Taskforce, the "shoulds" are necessary components for any state accountability system to ensure system integrity and fidelity to the goals of this Roadmap. Potentially as important as the "shoulds," there are also other actions a state might take, depending on each state's historical, political, and policy context, and we therefore identify a number of "**coulds**" within each element. Thus, state options for implementation also will be presented. Sidebars will be used to highlight additional issues that will not necessarily be covered in-depth in this Roadmap.

GOALS AND DISTINCTIONS OF NEXT-GENERATION STATE ACCOUNTABILITY SYSTEMS

Goals of Next-Generation Accountability Systems

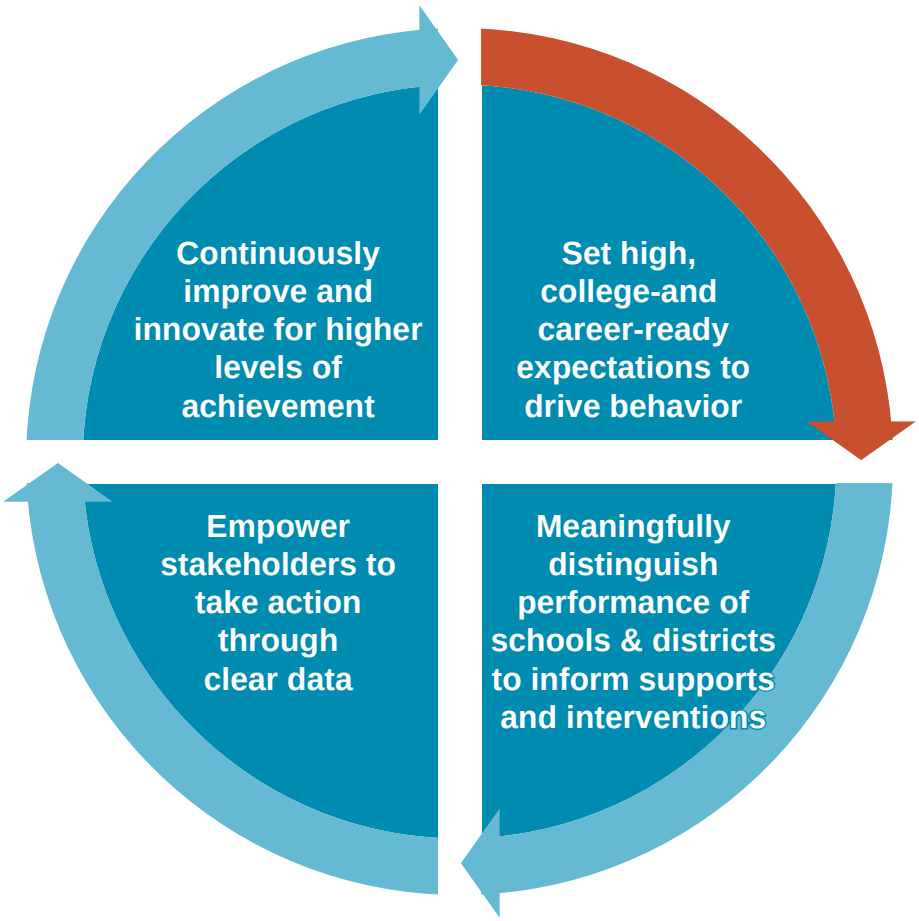
The ultimate goal of next-generation accountability systems is to ensure that every student has access to a high-quality education. The development of accountability systems should be driven by clear policy goals centrally focused on improving student achievement to college- and career-ready levels. Additional goals for next-generation accountability systems include:

I. Clearly articulate the state's expectations for school and district performance so that all stakeholders' **actions and decisions are aligned and consistent** towards ensuring all students are ready for college and careers.

II. **Differentiate the performance** of schools and districts in valid, reliable, and meaningful ways so that schools and districts in need of improvement **receive appropriate support and interventions** and build capacity to meet expectations; and top-performing/high-growth schools and districts can be recognized and shared as models of excellence.

III. Empower and engage educators, policy/law makers, parents, and the public through regular communication and **transparent, timely reporting of actionable data** on performance and results so that they can take action appropriate to their roles.

IV. Foster a **commitment to innovation and continuous improvement** of the system so new models are used and evaluated to improve performance across the system, increasing achievement and efficiency.



The goals of next-generation state accountability systems are integrated and mutually-reinforcing.

What is "Next-Generation" about Next-Generation State Accountability Systems?

Next-generation accountability systems build upon and move beyond current accountability systems. While some key attributes will remain the same, including a focus on student outcomes as the key driver of the system and a commitment to disaggregation of data, many features will be enhanced to better drive school (and district) improvement and raise student achievement to college- and career-ready levels, and beyond. The table below outlines some key improvements found in next-generation accountability systems:

Current Accountability Systems	Next-Generation Accountability Systems
➢ Focus on student "proficiency" as the goal, without clear or consistent meaning across states	✓ Focus on a minimum, specific goal of college and career readiness upon high school graduation
➢ Tie all judgments to whether students *meet* proficiency without regard to the improvement made in moving towards or surpassing proficiency	✓ Encourage continuous, significant student growth toward college- and career-readiness, and beyond
➢ Emphasize, usually to the exclusion of other elements, measuring and reporting student achievement results	✓ Understand that what is measured and reported must be tightly linked to requisite actions, supports, and interventions (as well as broader capacity-building reforms) to best improve student achievement
➢ Give schools and districts "pass" or "fail" labels without clear context to make the labels meaningful for public reporting or improvement purposes	✓ Annual determinations coupled with diagnostic reviews provide clear and meaningful information to drive school and district performance
➢ Do not purposefully link each component of the system so one informs the other (e.g. goals to measures to determinations to supports, etc.)	✓ Purposefully integrate each element of the system so that one informs the other, creating greater effectiveness and resource efficiency
➢ Tend to incentivize action at the margins of "pass"/"fail" determinations	✓ Provide incentives for growth and achievement at all levels of performance – from the schools and districts furthest behind to those who are currently meeting goals
➢ Are conceived separately from other education reforms	✓ Connect with and are balanced across other reforms, including emerging teacher and leader evaluation systems and capacity-building efforts
➢ Primarily focus on the state to school relationship without regard to state capacity issues and the proper role of the district	✓ Recognize the tight locus of control between districts and their schools and seek to build capacity within districts for supporting their schools and holding them accountable for the same
➢ Have not given enough attention to effectively turning around the lowest-performing schools	✓ Give particular and meaningful focus to the lowest-performing schools and districts
➢ Are disjointed from the practice and considerations of teaching and learning	✓ Place the student at the center of the system by promoting high-quality instruction and reinforcing the importance of sound teaching and learning practices
➢ Ignore the system's motivational effects	✓ Recognize that motivation is a strong component of success and contributes to strong and positive school cultures
➢ Do not exemplify what we now know about best educational practices	✓ Are dynamic – promoting continual innovation and improvement based on evaluation of the accountability system and emerging technologies

SHARED ACCOUNTABILITY AND RESPONSIBILITY

State accountability systems should acknowledge and encourage the accountability and/or responsibility of all actors for increased student performance outcomes – including the students themselves, parents, educators, and leaders at both the school and district levels. Accountability needs to be shared if it is to be effective; however, shared accountability cannot be perceived as an excuse for the core, independent responsibility of all schools and districts to ensure that all students succeed. It is important to recognize these other forms of accountability and responsibility to ensure that they align with the state's overall accountability system.

These other forms include:

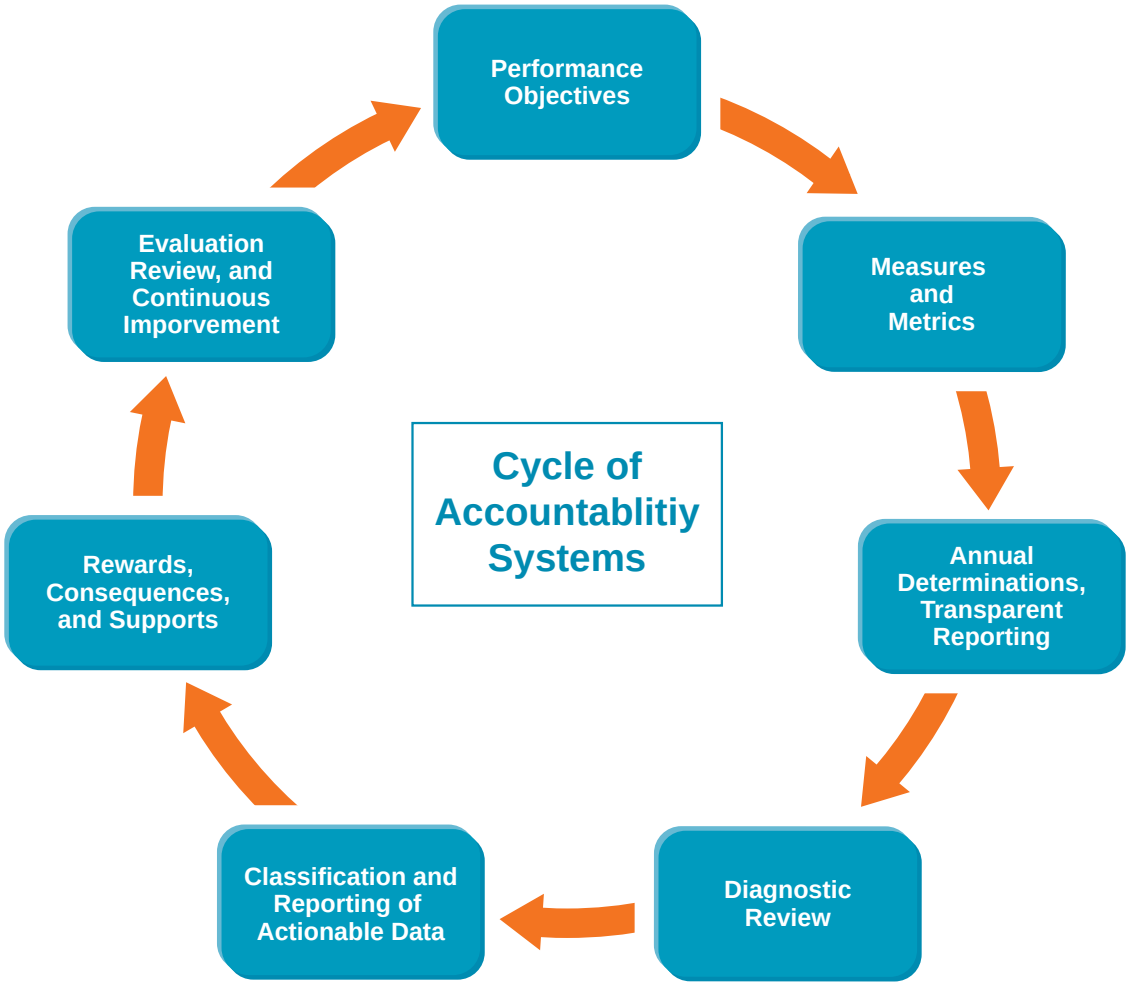
- Student accountability – includes the complex decisions and consequences associated with designing a state assessment system and how the system will be used to gauge individual student progress (e.g., graduation requirements, exit exams, grades) as well as the personal responsibility each student should assume in performing to the best of his or her ability.
- Parent responsibility – recognizes that parents are students' first teachers and therefore have a primary role in ensuring that children rise to their educational potential.
- Teacher and leader accountability – reflects emerging systems of teacher/leader evaluation that hinge on student performance. States are grappling with how to measure the complexity of a teacher's and leader's influence on student learning, but in all cases these systems should align with school and district accountability systems.
- Local school board and superintendent accountability – acknowledges the tight locus of control between districts and schools and the need for effective leadership, including on adequate allocation of resources. A good deal of recent research has identified the local school district as the optimal "unit of change". As such, accountability and school improvement efforts must focus on building district capacity and holding district leaders responsible for the improvement of their schools.
- Early learning accountability – holds programs geared towards ensuring that students enter kindergarten ready to learn accountable for results.
- Higher education accountability – provides more attention to higher education institutions' support and facilitation of student progress and degree attainment after students graduate high school ready for college.
- Educator preparation provider accountability – evaluates higher education institutions' and other providers' ability to produce highly-qualified and effective teachers and leaders.
- State accountability – state leaders and policymakers must provide the resources and supports necessary to ensure that all other actors can perform at the highest levels.

A NEXT-GENERATION ACCOUNTABILITY SYSTEM FRAMEWORK

Introduction

The following policy framework guides states in developing accountability systems that meet the policy goals outlined above. The framework identifies and analyzes major elements of accountability systems and, where appropriate, provides relevant resources and state examples. Taken as a whole, this framework will help states develop accountability systems aligned with the core Principles.

Within the framework accountability is viewed as a cyclical process, designed for continuous improvement and innovation.



Each element of the cycle is necessary to promote next-generation accountability and must be tightly connected to advance student achievement.

For each element of the accountability cycle, a state should consider the following questions:

- What is the current status of this element and its components within your state's context?
- How can your state best advance the required components ("shoulds") and consider and select among the optional components ("coulds")?
- How can your state ensure integration across the elements?

1. Performance Objectives for Schools and Districts Aligned to the Goal of College- and Career-Ready Students

Next-generation accountability systems must establish performance objectives for schools and districts that are aligned to college- and career-readiness. These performance objectives must be anchored in college- and career-ready standards, including the knowledge and ability to apply knowledge necessary for future success, and these objectives must drive the accountability system. Given that almost 90% of new jobs in occupations with both high growth and high wages require at least some postsecondary training, college- and career-readiness must be the foundation of next-generation state accountability systems.

To this end, the performance objectives of next-generation state accountability systems should:

1. **Be driven by the goal of all students, including English language learners and students with disabilities, being college- and career-ready by high school graduation.**[1] States can no longer afford to graduate students who are not ready for college and/or meaningful careers. Increasingly fewer opportunities are available for students who do not meet this level of preparedness. College- and career-ready standards with aligned assessments provide the foundation for accountability systems with these higher performance objectives.
2. **Include objectives with targets and benchmarks for each grade level, along with learning progressions, to ensure sufficient progress towards this goal, whether by grade or competency.** Given the more rigorous standards, assessments, and goals, schools cannot afford gaps in their knowledge of how each student is progressing in meeting these goals and objectives. Annual benchmarks are key to ensuring that students are on-track to meet college and career readiness-related objectives and allow for timely intervention if a student is not on-track.
3. **Establish state-approved goals in English language arts and math, including both rigorous knowledge and the ability to apply that knowledge through higher-order skills.** While the Taskforce acknowledges that many subjects are integral to enabling students to be ready for college and careers, we recommend that, at the least, all states include goals with complementary annual targets and benchmarks in English/language arts and math. Research shows that high school graduates need four years of challenging math and four years of rigorous English to be ready for college and careers (see Achieve, Inc. at http://www.achieve.org/raise-high-school-graduation-requirements)
4. **Be transparent and clear so all stakeholders know the rationale behind the ultimate goals toward which they are working.** It is not enough for the State Board of Education or other relevant

WHAT DOES COLLEGE- AND CAREER-READY MEAN?

Students are prepared to undertake entry-level, credit-bearing college courses without remediation and/or are prepared for a career that offers a competitive, livable salary above the poverty line, offers opportunity for advancement, and is in a growing or sustainable industry.

"College" includes 2-year and 4-year post-secondary programs.

[1] *While college- and career-readiness is the anchor, accountability systems must be designed to promote significant growth for all students, including for the small number of students with the most significant cognitive disabilities (for whom college- and career-readiness might not be an appropriate and valuable target) and for advanced students already beyond the college- and career-ready track, for whom the accountability system must expect continued growth.*

entity to officially adopt objectives and post them on a website. The goal of college and career readiness and related objectives must be communicated in a manner and method that is clear and readily available to all stakeholders (including local school boards, local superintendents, principals, educators, parents, and students).

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Include targets in subjects and for skills beyond English/Language Arts and Math and beyond grades with standardized tests.** While recognizing the likely continued primacy of literacy and numeracy skills, we also must ensure that the relevance and importance of other subjects is not diminished.
2. **Adopt unique benchmarks for each student subgroup depending on current levels of achievement, but with the same ultimate goal of college and career readiness upon high school graduation.** We must work towards all students being college- and career-ready upon graduation while simultaneously recognizing that students will progress towards this goal at various speeds. Certain sub-groups of students such as English Language Learners and Students with Disabilities encounter factors that may impede their early progress towards the goal; therefore trajectories towards the goal for some students may need to be different from that of the general student population. For example, English Language Learners may have slower growth in mastery of standards/content their first year or two in the U.S., but should ultimately master the same college- and career-ready standards to graduate.

Key Issues to Address

1. **Alignment of student accountability with institutional accountability** – Although all schools, districts, and states must be held accountable for getting all students to college- and career-ready levels by high school graduation, many states may not be ready to hold students accountable for meeting college and career readiness levels in order to graduate from high school as students have not yet had exposure to the rigorous curriculum and related supports needed to achieve that level of readiness. One option to address this non-alignment is for institutions to be held accountable for both the percentage of students graduating high school and the growth in the percentage of students graduating ready for college and careers. Further, the state could set a trajectory so that eventually, a high school diploma signifies college and career readiness. Finally, states must pay attention to messaging to ensure stakeholders understand the goal toward which students and institutions are working and the meaning of a high school diploma.
2. **Assessment of higher-order skills** – College- and career-readiness rests on both rigorous content knowledge and the ability to apply that knowledge. The vital importance of knowledge application is evidenced in the common core standards, which acknowledge the importance of higher order skills, such as problem solving and critical thinking, and in the related performance-based assessments currently in development. Next-generation accountability systems must deliberately reflect the importance of these skills and their contribution to student success.

State Examples

1. **Florida –** In 2010, FL instituted a new high school grading system. Since 1999, its grading system was based solely on standardized test performance (FCAT and Florida's Alternate Assessment). Now, the statewide standardized assessments account for only 50% of a high school's grade. The remainder is calculated by participation and success in advanced coursework (AP, IB, AICE, dual enrollment, industry certifications); graduation rates; ACT/SAT scores; and more.
2. **Kentucky –**KY's proposed accountability model will expand the state's focus beyond achievement on standardized tests to include other measures at all grade levels including growth and gap closing. At the high school level, graduation rates as well as college and career readiness measures will be included.
3. **Indiana –** Late in 2010, the IN Department of Education proposed a restructured accountability framework for comment and feedback by stakeholders. This framework would offer school grades (much like FL). Elementary and middle school accountability would be based on standardized test achievement, growth, and growth of the bottom 25% of students, while high school accountability would focus on end of course assessments, graduation rates, college/career attainment as measured by AP/IB exam scores, attainment of college credit, and industry certification.
4. **Tennessee** – As part of its development of college- and career-ready state policies, Tennessee convened groups of stakeholders to discuss appropriate targets for the college- and career-ready goals and objectives. Their inclusive process provided critical feedback to the state from a wide variety of stakeholders on appropriate benchmarks for all student sub-groups.

Resources:

- *Key Elements for Educational Accountability Models (Perie)*
- *US Dept. of Labor, America's Dynamic Workforce, 2008*
- *On the Road to Implementation (Achieve, 2010)*
- *SREB's The Next Generation of School Accountability: A Blueprint for Raising High School Achievement and Graduation Rates in SREB States (2009)*

2. Valid Measures Focused on Student Performance Outcomes

While this Roadmap emphasizes the importance of school and district diagnostics to adequately determine the areas in need of school and district improvement, there can be no mistaking the absolute foundation of evaluating a school and district on its student outcomes. To that end, initial accountability measures should reflect college and career readiness and success across student achievement outcomes. States also must continue current commitments to disaggregate student outcome data. Correspondingly, measures should reflect a range of options at the overall student and subgroup level that are ambitious and achievable. Ultimately, this includes strengthening existing measures like assessments and graduation rates but may also include the addition of other measures that tightly align to college and career readiness and provide more information to drive improvement and innovation. To strengthen their assessment systems, states (or consortia) must work to address the current sources of year-to-year instability in group (class, school, district, and state) assessment measures so that they will be more reliable and valid for the purpose of determining school, educator, and student success.

The measures of next-generation state accountability systems should:

1. **Focus on student outcomes**. While this Roadmap advocates for measurement, collection, and analysis of a variety of indicators (e.g. indicators of resource efficiency and quality school processes) for purposes of transparency and improvement, there can be no mistaking the absolute reliance on student outcome measures for assessing schools and districts.
2. **Gauge student achievement through statewide assessments aligned to college and career readiness and accurate graduation rates**. States' definitions of "proficiency" on grade-level and subject-matter assessments should ensure that students are steadily progressing toward the ability, upon high school graduation, to complete entry-level college work (or the career-oriented equivalent) without remediation. Statewide assessments must continue to include both Math and English/Language Arts and occur in grades 3 through 8. Consistent with the National Governors

CALCULATING HIGH SCHOOL GRADUATION RATES

In 2005, Governors signed the NGA Graduation Rates Count Compact to ensure consistency across states in how graduation rates are calculated. In 2008, the U.S. Department of Education (USED) codified a common calculation, based largely on the compact. The required rate is a four-year adjusted cohort rate: the number of students who graduate in four years or less with a regular high school diploma, divided by the number of students who entered high school four years earlier, and adjusting for transfers and deceased student populations.

This graduation rate must be disaggregated by subgroup, reported by the end of the 2010-2011 school year, and used for accountability purposes by the end of the 2011-2012 school year. Five and six year graduation rates are allowed in addition to the four year rate described above. As of October 2010, seven states have received USED approval to use extended year graduation rates.

COMMON CORE STANDARDS AND ASSESSMENTS

The Taskforce recognizes that the adoption of Common Core State Standards by an overwhelming majority of states and the development of aligned assessments, both premised on all students achieving college and career readiness by high school graduation, will significantly affect how states devise measures and metrics for next-generation state accountability systems.

The Common Core State Standards Initiative is a state-led effort, coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), to establish a shared set of clear educational standards for English/Language Arts (ELA) and mathematics that states can voluntarily adopt. The standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

As of the roadmap's printing, more than 40 states and the District of Columbia have formally adopted the common core standards. States that have formally adopted the standards are now in the critical phase of implementation, which includes essential steps such as rolling out the standards to local districts and ensuring adequate professional development for teachers.

Relatedly, two state-led consortia are working to develop next-generation assessments with the common core standards as a foundation. The Partnership for the Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SMARTER) are both developing comprehensive assessment systems.

Per the U.S. Department of Education requirements, PARCC and SMARTER consortia states must implement the new assessment systems no later than the 2014-2015 school year. In order for a state to remain or become a member state of either consortium, it must have adopted the common core by December 31, 2011. Each participating state must decide no later than the 2014-15 school year which assessment system it will implement.

Association's compact and as ultimately codified in federal regulations, states should utilize the four-year adjusted cohort rate. At the same time, states may also recognize other indicators of attainment such as certificates of completion, career certificates, and dropout recovery.

3. **Focus on both status and growth, which recognize improvement and highlight achievement gaps in student learning.** While continuing emphasis on attainment of the ultimate goal, measurement of growth towards the goal will ensure that students are on-track to college and career readiness and give a better indication of how schools and districts are improving student learning.
4. **Be disaggregated by student subgroup to ensure that intervention needed by one group of students is not hidden by aggregate student achievement.** Only with disaggregation can schools, districts, and states meaningfully target intervention and ensure all students are on track to college and career readiness. Disaggregation should occur at school, district, and state levels and by student race, ethnicity, poverty, limited English proficiency, and disability to determine which sub-groups are not on-track towards college and career readiness as well as whether achievement gaps are closing.

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Further enhance information on students' college and career readiness by using multiple outcome measures—a mix of indicators from each of the following categories** (in addition to the indicators that "must" be included as referenced above):
    i. Achievement: aggregate change in student performance on statewide assessments (cohort change); student performance in advanced courses (AP/IB); student achievement on college entrance tests (ACT/SAT); college credit and/or technical credit earned while in high school
    ii. Student growth: projected vs. actual score; projections to future achievement levels
    iii. Other: attendance; on-track indicators; dropout rate; measures that demonstrate progress in getting dropouts back into school or helping credit-deficient students get back on-track (e.g. credit recovery rates, 5-year high school graduation rate); eligibility for merit scholarships; success in college and careers (remediation rates, postsecondary matriculation, retention, and/or success); industry certification

The following matrix depicts some of the options outlined above:

	Progressing Toward College and Career Readiness	Meeting College and Career Readiness	Exceeding College and Career Readiness
Course Completion and Success	• Timely credit accumulation • Credit recovery	• Successful completion of college and career-ready course of study	• Participation in AP, IB and dual enrollment
Achievement	• Performance on aligned assessments of core content and skills early in high school • Grades (given quality control mechanisms)	• Meeting standards on the college and career-ready anchor assessment • Postsecondary remediation rates	• College-level performance on AP and/or IB exams
Attainment	• Graduation	• Earning a college and career-ready diploma	• Earning credits in dual enrollment courses • Application to and enrollment in postsecondary education

"On the Road to Implementation: The Common Core State Standards and Accountability", Achieve, August 2010.

2. **Include measures of performance in other grades, beyond 3-8 and once in high school.** In particular, states should consider how they integrate promotion of early learning through third grade with a focus on school readiness and reading on grade level, a measure that is strongly correlated with future success in high school and beyond.
3. **Include measures of subjects in addition to Reading and Math.** States are aware of the concern that a focus on literacy and numeracy is narrowing the curriculum, particularly in an environment in which other subjects (e.g., science) are increasingly critical and others (e.g., the arts) serve as essential tools for student development. States should be empowered to value other subjects in their accountability systems, using additional assessments, performance-based measures, portfolios, etc.
4. **Tie measures of college access, remediation, persistence, and success back to feeder high schools.** The ultimate measure of whether students are college-ready is their performance in college (2-year, 4-year, and technical). Once a student leaves the K-12 system and enters college, other factors affect the student's achievement other than the high school or district. However, some states – utilizing their longitudinal data systems and/or external vendors such as the National Student Clearinghouse – have successfully tracked their high school students to college in order to tie back student remediation rates, persistence, and ultimate success to the feeder high school.
5. **Focus particularly on and weigh more heavily the achievement of the lowest-performing students.** While next-generation accountability systems must focus on moving all students to higher levels of achievement, schools, districts, and states must exercise extra diligence in ensuring the lowest-performing students are given every opportunity to succeed. If a state chooses to use an index model of accountability, additional weight can be given to a school or district's lowest-performing students to appropriately incentivize focus on these students.
6. **Measure advanced status and ensure that all students are encouraged to maintain and improve performance.** A common criticism of current accountability systems is that they narrowly focus on getting students to minimum proficiency rather than encouraging students to reach further. State systems can emphasize high achievement by measuring and weighting/rewarding a school and district's ability to get more students to advanced levels as measured by attainment and/or growth on assessments.
7. **Include a focus on productivity.** As we move forward in our "new normal" budget outlook, it will be crucial that education systems produce more with current resources, and in many cases more with less. States may wish to focus accountability goals, measures, and/or reporting not just on achievement but the cost-effectiveness of those achievement results – particularly to inform evaluation and continuous improvement over time.

Key Issues to Address

1. **Selection of growth model** - While much discussion and debate has centered on how states calculate growth in student learning (usually through growth or value-added methods), the selection of a particular model may be less impactful than the planned use of the model. The technical piece (e.g. which model to use) is important and states should assess options. But the more fundamental accountability component will be the planned use of the model – e.g., what will be a state's criterion for "adequate growth"? Can "adequate growth" differ depending on the student? Does it mean slightly better than a student's peers? Moreover, the state's envisioned use of a growth model must inform the particular model selected – growth models are designed for specific purposes. Thus, states must select the model with the methodology that matches the state's reason for incorporating growth into its accountability system.
2. **District accountability** - For district-level accountability, states must determine whether the measures are aggregated for all schools or whether the district will be held accountable for the performance of each individual school.

3. **Additional elements** –Beyond measures for accountability purposes, states may want to collect and analyze additional measures for a variety of uses. For example, attendance and disciplinary records may be helpful in creating an "early warning system" to identify students at-risk of falling behind or dropping out. There may be additional measures specifically related to district performance that could be incorporated into the accountability system, such as success in improving low-performing schools, resource efficiency, stable governance and other measures often found on "balanced scorecards" and district accreditation standards.

State Examples

1. **Louisiana** - Every year, schools receive numerical scores known as School Performance Scores (SPS). Louisiana's goal is for every school in the state to have an SPS of 120 by the year 2014. School Performance Scores are based on the following calculations:
    a. K-5 Schools – Attendance Index (10%), Assessment Index (90%)
    b. K-8, 6-8 Schools –Attendance Index (5%), Dropout Index (5%), and Assessment Index (90%)
    c. 9-12 Schools - Graduation Index (30%) and Assessment Index (70%)
2. **Florida** – The state issues expanded annual reports for each high school that includes the number and percentage of graduates who have continued their education, are employed in the state, receive TANF funds or food stamps, and are incarcerated or placed under community supervision as well as graduates' earnings data. Many of these factors are included in Florida's High School Feedback Report (http://data.fldoe.org/readiness/).

Resources:

- *Center for Assessment - http://www.nciea.org/*
- *Alliance for Excellent Education, "Moving Beyond AYP: High School Performance Indicators" Lyndsay Pinkus, (2009)*
- *Alliance for Excellent Education, "Every Student Counts: The Role of Federal Policy in Improving Graduation Rate Accountability", Eric Richmond, March 2009*
- *"Comparing Different Accountability Measures: Status, Improvement, Index, Growth – How are They Alike and How Do They Differ?" Marianne Perie and John Weiss (2009) (for CCSSO?)*
- *Education Sector, "College- and Career-Ready: Using Outcomes Data to Hold High Schools Accountable for Student Success" Chad Aldeman (2010)*

3. Determinations that Meaningfully Distinguish School and District Performance

Using the measures discussed above, next-generation accountability systems must annually characterize and differentiate between schools and districts, based on student achievement outcomes. States currently make blunt determinations that roughly distinguish schools and districts based on rigid definitions in federal law (adequate yearly progress). Next-generation accountability systems will provide more meaningful and nuanced determinations by incorporating additional measures of student performance, such as growth in learning.

Determinations are annual characterizations of school and district performance based solely on student outcome measures. **Classifications** can reflect multiple years of performance and can consider additional trend or input data, and/or the results of diagnostic reviews to indicate the type and lengths of supports and interventions needed.

Determinations in next-generation state accountability systems should:

1. **Make annual determinations for all schools and districts and set a high bar for significant achievement and improvement for all students, including ELL and SWD populations.** Except for students with the most significant cognitive disabilities, college and career readiness should be the goal. English Language Learners, some Students with Disabilities, and other students may need more time and/or more supports to meet the goal, but the goal and the methods of assessing attainment of the goal should be the same for all students.
2. **Be valid and reliable and make meaningful distinctions between schools and districts, especially between and within low-performing and high-performing groups and through the identification of underperforming subgroups in all schools.** Current pass/fail distinctions do not provide much meaning to practitioners or the public. Next-generation accountability systems must make nuanced distinctions between entities based on their student performance. These nuances must utilize disaggregated data to ensure that underperformance of any student subgroup as well as achievement gaps between subgroups are transparent and can be addressed.
3. **Balance validity and reliability with the ability to clearly and simply explain results to stakeholders.** The most valid and intricate accountability system will be of little value if stakeholders are unable to understand and use the information it provides or do not trust the results.
4. **Value status and progress of schools and districts.** States should focus their determinations on some version of the following two foundational questions: How well is this school/district performing? and is the school/district improving?

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Hold schools and districts to the same annual standard or vary the standard based on a school's or district's unique starting point as long as all schools and districts are on-track to meet the same ultimate performance objectives.** The Taskforce recognizes that schools and districts, like states, face unique contexts, opportunities, and challenges and therefore may not be at the same starting line. Consequently, as long as all schools and districts are held to the same ultimate goal of college and career readiness for all students, states may choose to allow varying annual performance standards towards that goal.

Key Issues to Address

1. **Weighting –** States must consider how status and growth will be weighted in making determinations about schools and districts. Will they be weighted equally or one more heavily than the other? Similarly, state accountability systems must determine how individual students will be weighted through sub-group categories. Under current federal law, the same student may count in multiple sub-group categories which may unintentionally weight one student more than another.
2. **Compensatory/conjunctive –** States must decide whether their system will be compensatory or conjunctive. A compensatory arrangement will allow the superior performance on one measure to compensate for poor performance on another while conjunctive systems require satisfactory performance on all measures. Note however that a state choosing a compensatory system may not allow superior performance by one student subgroup to mask the lower performance of another subgroup.

3. **Exceptions –** Don't allow exceptions to drive determinations. Each state will adopt unique responses to address student achievement issues. For example, states may implement dropout recovery programs, establish alternative schools, and/or create 9th grade academies. Determinations must recognize the different context and purpose of these strategies rather than deterring their use.

State Examples

1. **Oregon:** The new state growth model, which began in 2008-09, sets "target" scores for below-standard students. The targets will be based on a) each individual student's prior testing history and b) realistic and attainable achievement goals for all students. Students and teachers are made aware of individual targets ahead of time. In contrast to NCLB-AYP that disaggregates data into specific subgroups, the new school report card rating system uses a holistic rating and factors in the performance of *all* subgroups with an historic achievement gap. Growth is a key feature of the new school report card, which provides full credit to schools in which students are showing sufficient growth. By focusing on growth for low-achieving students, the state emphasizes closing the achievement gap and provides recognition to schools successful in this area.
2. **North Carolina:** A school's rating is based on two main factors. The first factor is a "performance composite" that reflects the percentage of test scores in a school that are at or above the proficiency standard for the respective assessments. The second factor is a "growth composite," in which each student's annual assessment score is compared with the averaged score of the prior two years with an adjustment for regression to the mean. Analyses are done that compare students' actual performance with the expected growth. For AYP purposes, students who are not proficient, but are on track to be proficient within three years of entering a state-tested grade, are included in the USED approved growth model pilot to see if AYP proficiency targets are met. AYP School Detail Reports indicate which subgroups met AYP in the school using the growth model or other means (safe harbor, confidence interval).

Resources:

- *SREB, The Next Generation of School Accountability (year)*
- *CCSSO, Focusing State Educational Accountability Systems: Four Methods of Judging School Quality and Progress, Dale Carson, 2002*
- *Linn, Robert L. "Rethinking the NCLB Accountability System", a paper prepared for a form on No Child Left Behind sponsored by the Center on Education Policy, Washington, D.C., July 28, 2004*

4. Transparent Reporting of Data

Next-generation accountability systems must provide transparent reporting of determinations and other information about school and district performance through clear, meaningful, and timely presentation. Transparent reporting is necessary to ensure that stakeholders – students, families, educators, administrators, policymakers, and the public – receive information that can be used to identify and replicate best practices, recognize and correct deficiencies, and continuously improve performance.

Transparent reporting in next-generation state accountability systems should:

1. **Present actionable data in a timely manner so that educators and stakeholders can use it to inform improvement efforts.** Although the quality and amount of available data has increased over the past several years, accountability systems should take care to provide relevant and contextual – actionable – data as quickly as possible so it impacts what happens in the classroom and beyond.
2. **Continue to include disaggregated data.** In order to fulfill the purposes of using data to inform student, school, and district improvement efforts, data should continue to be disaggregated by student sub-groups.
3. **Utilizing the latest technology, present data in a variety of accessible ways (e.g., as graphics and narratives, published on web and paper, allow for user manipulation, present in various languages as applicable, etc.) for multiple stakeholders.** The variety of reporting methods used by a school and district should be as diverse as its population.
4. **Communicate the goals of the accountability system along with the context in which the school and district results can be interpreted by parents and the public.** Next-generation accountability systems must go beyond reporting data alone. Communication regarding the goals towards which students, schools, and districts are working should be pervasive and clear. Context such as how a school's/district's performance (attainment and growth) compares with similar schools and districts is important for ultimate understanding.

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Report data beyond student achievement measures such as data used for early warning systems, validation of college and career readiness using post-secondary data, "return on investment" indicators, and results of diagnostic reviews to provide information that aids schools and districts with capacity-building.** Although ultimate accountability determinations must rest on the measures outlined in element two above, the reporting of additional data can greatly inform improvement efforts. For example, early warning system data can not only inform immediate school and district efforts, but can alert feeder schools to any upcoming student population issues.
2. **Include data from the school and classroom level, such as formative and interim assessments, that can be used to address improvement efforts.** This data could provide a finer grain picture of the school and district's achievement as long as it complies with all relevant state and federal student privacy laws.
3. **Publish data for "families of schools" (similarly situated schools by size, demographic, current achievement level, geographic location, etc.) so that schools can identify peers from which to learn best practices.** Many schools already attempt to identify peers for which to measure themselves against. Given limited resources at the school and district levels, it makes sense for the state to use its sophisticated resources to identify similarly situated schools across the state. It could further encourage cross-state collaboration of these schools through electronic and other means.

Key Issues to Address

1. **Validity –** As noted above, states must balance validity with transparency. While an accountability system should not be so cumbersome that stakeholders do not understand its inputs or outputs, it similarly should not sacrifice validity for transparency. Individual and collective data points used to make determinations and classifications must be rigorously examined for accuracy and relatedness to the goal being measured.

2. **Student privacy –** States must adhere to applicable student privacy laws and regulations such as FERPA and relevant state privacy laws.
3. **Timing –** States must balance the need to quickly produce data for transparency, diagnostic, and intervention purposes with ensuring that the data are valid. This often calls for a close working relationship among assessment, accountability, and data offices of the SEA.
4. **Data interpretation –** States must ensure that there is a comprehensive plan to assist stakeholders, particularly educators, with interpreting and using the data that the accountability system provides to build capacity and enhance student learning.

State Examples

1. **Colorado** - Colorado has made significant progress on its reporting system for results from its state assessment and growth model. Colorado's growth model calculations are performed at the individual student level, and are expressed as percentile scores that easily lend themselves to a normative interpretation (i.e., a comparison with each student's academic peers). These student growth percentiles can be easily aggregated to summary statistics for local school districts, schools, or other groups of students. An online interface allows users to toggle between years and subjects, and to highlight and track bubbles through different views of the data. The web application contains a map-based view, as well as interactive bubble plots to show growth and achievement in relation to state performance. Educators with access to student-level data can drill down from public views into longitudinal displays of individual students, or whole groups of them, and download individual student reports for use at parent-teacher conferences or school data digs. The Colorado Growth Model tool helps the public and educators identify the state's most effective schools and districts in terms of both growth and achievement. An extensive library of videos helps users navigate through the various kinds of data available on the SchoolVIEW.org website.

Resources:

- *SchoolVIEW.org*

5. Diagnostic Reviews to Ensure Comprehensive Analysis of School and District Performance

Rather than relying solely on student performance data, next-generation accountability systems should employ and support richer analyses and diagnostic reviews of schools and districts to gain a more comprehensive picture of school and district performance and therefore provide more targeted and effective supports and interventions where needed. Diagnostic reviews recognize the importance of high-quality instructional and operational processes to increasing student achievement and enable the state and districts to evaluate these to gain a clearer and deeper picture of the policies, practices, and conditions affecting student performance and the opportunities for improvement. These reviews are essentially "x-rays" of a school in order to determine the most appropriate diagnosis. This will, in turn, contribute to the efficiency of the educational system as a whole, as supports and interventions will be more precise and more effective. Further, it can spur ideas and options for all schools (even those currently meeting minimum standards) to achieve at higher levels.

Diagnostic Reviews in next-generation state accountability systems should:

1. **Incorporate key quality standards, based on research and best practice, with outcome determinations to gain a complete picture of the school's strengths and areas for improvement** (and identify the most effective methods for improvement). These quality standards could include processes that influence student outcomes such as governance and leadership, the curriculum used to implement standards, the use of data to inform instruction, community engagement, and more.
2. **Be timed so that they inform the provision of supports and interventions.** Data analysis and diagnostic reviews help schools and districts ensure that supports and interventions are more nuanced, targeted, and timely and therefore, more effective and efficient. Ideally, the diagnostic reviews would occur after the determinations, but before the provision of supports and interventions.
3. **Require that at least low-performing schools undergo a diagnostic review.** "Low-performing" includes those schools with achievement issues in aggregate or with certain sub-groups. Although diagnostic reviews could also help high performing schools improve even further, the Taskforce recognizes that state education budgets are constrained. Therefore, first priority is to require these reviews for low-performing schools with expansion in later years as budgets allow.

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Use existing accreditation procedures/best accreditation practices.** Many schools and districts are already engaged in a process of continuous improvement through accreditation. Best accreditation practices use student outcome data and a quality review process to gain a clear picture of school or district effectiveness. This information can then be used to guide improvement efforts so that schools and districts are following an aligned, rather than parallel and duplicative, accreditation/accountability system.
2. **Employ independent, third-party reviewers for the external review.** Conducting the diagnostic reviews as contemplated in this Roadmap requires capacity. Depending on how states define classifications (as discussed below) and structure their provision of supports and interventions, they may find their capacity stretched. Some states have found success in

partnering with external providers, whether they are accreditation agencies or other entities, to conduct the diagnostic reviews and share the results with the state. This does not have to be an either/or approach as states and external entities can easily collaborate to conduct these reviews. For example, the UK organizes teams of principals to evaluate each other's schools to build capacity and promote mutual accountability.

3. **Include relevant state and federal monitoring requirements for optimal efficiency and relevance.** Depending on state requirements and the school or district being reviewed, diagnostic reviews must include all monitoring requirements to the extent possible (e.g. Title I, state-specific requirements, etc.).
4. **Inform classifications.** As stated above, the main purpose of diagnostic reviews is to ensure supports and interventions are better targeted and provided to schools and districts. To do this, diagnostic reviews can lead to more accurate and relevant classifications.
5. **Expand the scope of diagnostic reviews to encompass the examination of early learning opportunities and other community-based supports for student achievement and attainment.** These efforts could encompass gathering information on the proportion of young children who are participating in high quality early childhood programs, the prevalence of family engagement and education programs for parents of young children, and the extent to which elementary schools have built partnerships with early learning and child care programs to align standards, curricula, assessment and professional development efforts from early childhood through grade 3.

Key Issues to Address

1. **Building capacity** – Both personnel and financial resources must be cultivated to effectively implement diagnostic reviews. States could examine repurposing some existing federal funding sources or look to leverage school/district accreditation fees were already in place. It is important that states establish a sustainable structure and strategy for conducting diagnostic reviews and using information to build capacity.
2. **External, independent reviewers** – As states and districts review their capacity, they may determine that the most cost-effective option is to utilize external reviewers in conducting the diagnostic reviews. Certainly, states that are already using best accreditation practices may choose to continue or further align with those practices. Other options include contracting with third-party providers to provide the reviews and/or train state or district staff to conduct them.
3. **Data and instructional improvement systems** – Diagnostic reviews will be successful only if they use student outcomes and other data as a foundation for inquiry. Data are indicators of the "health" of the school or district. Diagnostic reviews delve more deeply into what the indicators are saying and how they can be improved.

State Examples

1. **Massachusetts** – Massachusetts utilizes a system of inspectors to look "underneath the hood" of a school or district to determine its assets and liabilities. This is used in two ways: 1) to evaluate the suitability of an underperforming school's or district's improvement plan and 2) to learn what successful schools and districts are doing for replication purposes. Although reviews of underperforming schools are conducted in the context of annual review of progress on their turnaround plans, the main focus is on building district capacity given their influence on schools. Limited because of budgetary constraints, the State is averaging 20 district reviews per year. A team of external reviewers is hired and trained by the SEA to review six areas of district quality ranging from governance practices and leadership effectiveness to the effectiveness of its systems for student support. There are several potential levels of consequences stemming from the findings of a review. For most districts, the State issues findings and recommendations. For some, it requires accelerated improvement plans without

additional consequences although the State's public reporting lever is not inconsequential as a bully pulpit. For these districts (five currently), the State guides the development of the accelerated improvement plan, provides the district with plan management support, and monitors and reports progress publicly every six months. The State also has legal authority to take over a district, in whole or in part, if district progress on the accelerated improvement plan is inadequate.

Resources:

- *AdvancED* - www.advanc-ed.org
- *"The Importance of Teaching – The Schools White Paper 2010", Presented to Parliament by the Secretary of State for Education by Command of Her Majesty (November, 2010)* - http://www.education.gov.uk/publications/standard/publicationdetail/page1/CM%207980
- *Wyoming Department of Education* - http://edu.wyoming.gov/Programs/accreditation.aspx
- *Massachusetts Department of Elementary and Secondary Education – http://www.doe.mass.edu/sda/review/school/*

6. *Classifications that Direct the Provision of Rewards, Supports and Interventions to Schools and Districts*

Next-generation accountability systems must delineate schools and districts based on a combination of student performance data (which result in determinations) and diagnostic reviews (that provide nuanced information about school and district conditions). A state's classification system not only differentiates schools and districts, using current and historical data, to communicate differences to the public in an easily comprehensible way; it should also indicate the type, intensity, and length of supports and interventions to be provided. To validly and reliably employ a classification system that corresponds to levels of rewards or consequences, states need not rely strictly on determinations but also can incorporate deeper analysis and diagnostic reviews to guide school and district improvement efforts.

Classifications within a next-generation state accountability system should:

1. **At the least, identify the lowest-performing schools, both by overall student performance and greatest gaps/lowest-performing subgroups, to target the most significant supports and interventions.** Current accountability systems rarely help narrowly tailor school interventions to specific issues. Rather, reforms are tied to broad classification categories based on isolated factors, particularly years of underperformance. Next-generation accountability systems will utilize more nuanced classifications to more accurately and effectively target supports and interventions, especially to the lowest-performing schools.
2. **Identify the highest-performing schools for recognition and best practices replication.** Along with identifying the schools in most need of improvement, next-generation classification systems should recognize those schools that have made great gains and achieved high student achievement results so that where applicable, their practices can be replicated elsewhere.

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Identify classifications for the whole range of schools – from the lowest- to highest-performing.** Above, we note that at the least states should employ classification systems that recognize the lowest- and highest-performing schools. Yet, a full range of classifications can direct supports and interventions along a spectrum of performance and ensure that all schools increase their achievement levels.

Key Issues to Address

1. **Balance** – States must work to find the balance between accurately and validly articulating the classifications of schools and districts and ensuring that communication to the public and stakeholders is understandable and meaningful. While there is no bright line, a system with 30 possible classifications or complicated coding may prevent optimal use. Similarly, a classification system with only one or two categories may be too broad to convey relevant information.

State Examples

1. **Indiana** – Under its differentiated accountability model, Indiana employs index ratings to differentiate schools into categories of improvement, including low-performing schools, and accelerate interventions for the lowest-performing schools. The differentiation method analyzes student achievement for all students and for student subgroups. Schools are classified according to the percentage of cells (overall and subgroups) missing AYP targets as well as the distance from English/Language Arts and math achievement targets.
2. **South Carolina** – In its differentiation model, South Carolina employs criteria to distinguish schools and districts within stages of improvement. Schools and districts in improvement are classified as Tier 1 (missing fewer than 6 AYP objectives), Tier 2 (missing 7-9 AYP objectives), Tier 3 (missing 10-14 AYP objectives), and Tier 4 (missing 15-22 AYP objectives). These classifications enable South Carolina to recognize the differences in schools and districts and target comprehensive interventions to the lowest-performing schools.

7. Supports and Interventions to Reinforce School and District Efforts to Produce College- and Career-Ready Students

Informed by its classification system, a next-generation accountability system must provide supports and interventions that are well-matched to both the strengths and weaknesses of schools and districts. In tailoring supports and interventions to specific schools and districts, the state must recognize that schools and districts have different needs and will require different supports and interventions. Priority of attention and resources must go to the lowest-performing schools and districts, and failure to improve must result in significant, systemic action, but the state must build a system of supports that can help drive continuous improvement across the full range of schools and districts as well. The state also must ensure that supports and interventions are tied to a strong model of delivery and are designed to build capacity, particularly at the district level. Supports and interventions in next-generation state accountability systems should:

1. **Promote significant, systemic interventions in the lowest-performing schools and districts, measured both by overall student outcomes and by performance gaps among students.** Meaningful and sustained resources should be directed to these lowest performing schools in a manner that is sustainable and coordinated. Turning around our lowest performing schools

will require systemic change, which might require action in terms of leadership, teaching force, curriculum, instructional practice, and more. These actions must be tightly and transparently designed and implemented. Districts serve as a core partner in this effort, and states should address the critical role of building district capacity.

2. **Provide a range of general and specific supports that are well-matched to the needs of schools and districts with supports and interventions offered along a continuum of need.** As stated above, the diagnostic review will allow states to be more targeted, and therefore more effective and efficient, in the provision of supports and interventions offered to districts and schools. Further, this continuum of need should identify performance issues of both schools and districts.

INCENTIVES

Increased funding may not always be the most available or effective incentive or reward for schools and districts showing significant achievement and/or growth. Offering schools and districts greater autonomy in operations and expenditures may be just as attractive an incentive while also encouraging continued improvement through innovation. Georgia offers districts the opportunity to enter into contracts with the state board of education and SEA exchanging increased district accountability (beyond minimum NCLB-related measures) for increased district flexibility and autonomy.

3. **Be tied to a strong model of delivery to ensure effective, coordinated and sustainable implementation of supports and interventions.** States must review what entities are delivering services and to whom those entities are responsible. For example, are intermediate service centers playing a lead role in delivery of supports and/or interventions? If so, are those centers accountable to the SEA? Does the SEA prescribe the supports that will be provided or do the centers make that call? How do schools and districts in need of support make sense of the myriad support offerings? If a system of delivery is not strategically designed and implemented, even the highest quality professional development will not have the desired impact.
4. **Focus attention on effective interventions.** A well-designed system of supports and interventions will lend itself to regular evaluation for impact and hold providers of supports and interventions accountable. In one example of a well-designed system, the SEA would track the interventions and supports provided in each district and school and assess outcomes to determine whether certain activities were more impactful than others. Also, are the right services being provided to the right schools and districts? Are those services having the desired impact?
5. **Be motivational, not just punitive.** At their core, accountability systems must be a tool that incents action, rather than simply a tool for classification. Recent research finds that purely extrinsic carrots and sticks often do not incentivize the behaviors we want. States must consider research-based characteristics of human motivation when designing their system, namely, people are motivated by a combination of autonomy, mastery, and purpose.

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Include interventions and supports for students and teachers.** Though not the subject of this Roadmap, interventions for students and teachers can be part of an integrated system of delivery. As stated earlier in this Roadmap, the Taskforce believes that school/district accountability systems must be aligned with the evaluation of student and teacher performance.

2. **Utilize a cadre of providers.** States must maintain a well-structured delivery system including defining "who does what." The SEA should have a centralized coordinating role in this delivery system and may rely on other government and non-government entities to carry out certain portions of state/local/school improvement plans or to lead whole school/district turnaround efforts.
3. **Focus significant interventions on moderately low-performing schools and districts.** By addressing identified problems early, states may be able to purposefully address issues and prevent a slide to significant underperformance.
4. **Provide rewards in the form of recognition, flexibility, or funding to high performers.** Current accountability systems tend to focus on interventions given the imperative to ensure all students are achieving at optimal levels. However, this ignores the motivational effects of supports in the form of rewards to those schools and districts that experience student achievement gains and high attainment levels.
5. **Consider more far-reaching and fundamental efforts to enhance and mobilize communities, families, early education programs and other partners to complement the influence of school-based improvement initiatives.** As stated earlier in this Roadmap, the Taskforce believes in the concept of shared accountability. While the focus of this Roadmap is on the school, district, and state role in improving student achievement, research tells us that families, communities, and other programs can have a large impact on student achievement. States may want to consider involving these entities as wrap-around supports for students, schools, and districts.

Key Issues to Address

1. **State expertise** – Beyond identifying schools and districts in need of support or intervention and ensuring that those schools and districts undertake reforms, SEAs should continually evaluate the specialized expertise needed to address the specific issues facing their schools and districts (e.g., increasing achievement of ELLs or migrant students). SEAs can choose to build their internal capacity to include this expertise or partner with expert organizations and individuals.
2. **High schools** – States and districts must be careful not to rely solely on Title I funding to direct the provision of supports and interventions. Many high schools do not receive this programmatic federal funding, yet sorely need supports and interventions from the district and the state.

Resources:

- *"Improving School Quality and Student Achievement through Statewide Systems of Support and Intervention", EducationCounsel, LLC for the College and Career Ready Policy Institute convening in Nashville, TN, November 2009.*
- *Pink, Daniel. Drive*

8. Commitment to Innovation, Evaluation, and Continuous improvement of Next-Generation Accountability Systems

A next-generation accountability system should promote, not hinder, innovation in teaching and learning and school models, as well as in accountability itself. States should continuously evaluate and improve the elements of their next-generation accountability systems for maximum effectiveness. Continuous improvement routines, within which a state can select from a range of research, evaluation, and measurement options, enrich the validity, reliability, and efficacy

of the accountability system at driving progress on state goals and identifying any unintended consequences. While we know several actions that will strengthen current accountability systems, we do not yet know what works best to drive continuous growth across all schools and districts at scale. It will take openness to judgment and innovation, with rigorous evaluation, to drive continuous improvement and the kind of dramatic improvements in student achievement that we need at all levels.

Continuous improvement of next-generation state accountability systems should:

1. **Build in evaluation of the accountability system as a whole as well as each individual component.** As stated earlier in this Roadmap, each **component** of the framework is important both individually and as part of the whole. Therefore, when considering evaluation of the accountability system, each **component** should be reviewed individually and as part of the whole. Questions to consider include: whether the system as a whole is effectively serving as the core organizing strategy in meeting the state's student achievement goals; whether each **component** contributes and works in tandem with the other **component**; and whether the feedback received from users of the accountability system, particularly educators, is positive.
2. **Establish expectations for review and improvement.** These should be articulated early in the development of the system and expected to be used throughout the implementation process.
3. **Include a focus on unintended consequences.** State accountability systems should be designed to spur innovation and improvement in education practice – at a school level and beyond. States should be deliberate about monitoring the impact of innovation and continual improvement efforts on teaching and learning in order to prevent barriers to greater reform.
4. **Make the evaluations and reviews transparent.** Rather than confining the results of the continuous improvement evaluations to SEA leaders and staff, disseminate the results more broadly so that all stakeholders understand how the accountability system is working or not and why changes may be necessary.
5. **Act on the results.** Once a state knows what needs to be enhanced or changed, leaders must exercise the political will to do so. Actors within the educational system must adapt to an environment that continuously innovates and improves for greater levels of student achievement.

Additionally, the following components are presented as options for adoption according to the particular policy and political contexts of each state. States could:

1. **Utilize external entities to review the effect of the state's system on improving student achievement.** States must consider cost-effectiveness, capacity, and the potential for bias when deciding whether to utilize "in-house" resources to conduct the research or contract out with third-party organizations.
2. **Look beyond their own contexts to other state and international models.** Whether or not a third-party conducts the evaluations, states must respond to any resultant issues or needed changes by looking within and beyond their own state borders for best practices from states and/or countries with similar contexts.

TRANSITION PLANNING

As states analyze, design, and implement these elements, they must develop a plan for transitioning from their current systems to next-generation accountability systems consistent with the goals and elements above. As states raise the bar for student performance to college- and career-ready levels, new baselines and objectives are set, and as systems are created to incentivize new action, a lag between old and new systems will occur.

During this time, it is imperative that certain considerations be kept in mind. Transitioning to an end-goal of college- and career readiness for all students likely will reveal substantial deficits in student achievement – especially as states phase in new assessments – and states must be prepared to address the reactions of stakeholders and key constituent groups, including the public, families, and state legislatures. States may adopt key transition rules, such as holding schools in their accountability status for a limited time as states move to new, improved assessments and accountability models. To further support the transition, states should maintain a focus on their longitudinal data systems and maintain or ensure ability to link information back to their prior systems. Further, states must plan for transition in the context of federal accountability systems by working to inform pending revisions to federal systems (e.g., ESEA reauthorization) and utilizing existing systems (e.g., NCLB waiver authority). For instance, it does not make fiscal or common sense for federal law to require significant investment in existing systems during a transition to next-generation systems. Relatedly, states must address the "hand-off" between old and new state systems. Should states operate parallel systems for a short period of time? Should states restart classifications and supports under the new system when improved diagnostics highlight better avenues for addressing deficiencies? States will likely choose varied, but equally rigorous, paths to address these new realities, and federal law should allow for and support this variation rather than dictating a one-size-fits-all approach.

Resources:

- *"Key Elements for Educational Accountability Models in Transition: A Guide for Policymakers,"* CCSSO, Prepared by Kenneth Klau with William Auty and Pat Roschewski, 2010

OTHER CONSIDERATIONS OF NEXT-GENERATION ACCOUNTABILITY

Beyond the specific elements required for a next-generation accountability system discussed above, there are several other considerations that must be taken into account when designing a state accountability system. These are briefly addressed below.

1. **Unique Needs of Small and Rural Schools and Districts** – Rural schools and districts encounter unique challenges in designing and implementing accountability systems. For example, rural schools and districts may experience issues when reporting valid student data, given small cell sizes or certain subgroups; further, they may face capacity constraints when implementing a wide range of supports and interventions. This Roadmap allows for variability, even within a state. A state may rightly choose to have different processes for small or rural schools and districts – e.g., more individualized reviews of particular schools and districts. Indeed, the elements outlined in this Roadmap allow for a more effective accountability and supports system for small and rural schools. For example, employing diagnostic reviews as part of a continuous improvement process allows for incremental change rather than discrete and disruptive change that may be beyond the school or district capacity.

2. **Student Level Longitudinal Data System Requirements to Support Next-Generation Accountability Systems** – States must not overlook the need for robust P-20 data systems in order to generate and create the data necessary to support next-generation accountability systems. As requirements under NCLB, and later ARRA, spurred states to develop and implement P-20 data systems, we now have a strong basis for building capacity of our schools and districts to improve based on the use of emerging, rich data sets. Further, the collection and use of the data is not an "end" in itself, but rather only the beginning of meaningful improvement. Action, for remediation and/or continuous improvement, must stem from the data generated by these next-generation systems.
3. **Lessons Learned from the USED Differentiated Accountability Pilot** – Nine states are now implementing differentiated accountability plans approved by USED. These plans provide states with greater flexibility to determine appropriate interventions for schools and districts based on the specific reasons a school or district is in improvement status. However, while the pilot allows states to target consequences, it does not permit states to include multiple, nuanced measures to reach determinations. In return, the SEA commits to building their own capacity and taking the most significant actions for the lowest-performing schools. The pilot program is only in its second full year of implementation, so the ability for "lessons learned" is currently limited, but should be kept in mind.
4. **Engaging Early Childhood Education to Improve Student Achievement, Attainment and School Performance** – As noted in several Elements of the Framework, we urge states to expand their accountability and school improvement efforts to incorporate data on children's early childhood program experiences and their progress in learning and development, from birth to 3rd grade, and building a more coherent and powerful continuum of early learning by partnering with early education, child care and parent education programs.

Resources:

- U.S. Department of Education, *Differentiated Accountability,* Press Releases and Letters, accessible at http://www2.ed.gov/admins/lead/account/differentiatedaccountability/index.html
- Data Quality Campaign, www.dataqualitycampaign.org

IMPLICATIONS FOR FEDERAL LAW

As states lead the process of developing and implementing next-generation accountability systems, we must evaluate implications for federal law and ensure purposeful integration among federal, state, and local accountability systems and expectations. In January 2011, CCSSO and its member states released a letter to the Congress and the Administration laying out a vision of a new state-federal partnership and asserting state leadership on accountability. The letter indicated that states are leading on accountability and called on the federal government to promote flexibility and support state innovation in this regard.

On June 20, 2011, CCSSO officially released the Principles and announced a commitment from the vast majority of states to build individual state accountability systems consistent with those Principles. This state-facing statement of the Principles and the Roadmap create a blueprint for federal recommendations. ESEA reauthorization could and should support and incentivize state and local movement toward next-generation accountability systems. Rather than providing discrete, technical "fixes" through reauthorization, Congress should embrace a new strategy designed to maximize innovation with concrete expectations for results. In other words, federal law

and policy should raise the bar on educational goals, but return power and judgment to the states and districts with regard to the means of achieving those goals.

States are committed to being held accountable for all students' attainment of college- and career readiness. To that end, states will design accountability systems that meet the following Principles:

- ✓ Aligning performance goals for all schools and districts to college- and career-ready standards;
- ✓ Making meaningful annual accountability determinations for all schools and districts;
- ✓ Focusing initial determinations on student outcomes, including status and growth;
- ✓ Continuing to disaggregate data by subgroup, for reporting and accountability;
- ✓ Reporting timely, actionable, accessible data to all stakeholders, including outcome and richer data to drive continuous improvement;
- ✓ Promoting deeper diagnostic reviews, as appropriate, to better link accountability determinations to meaningful supports and interventions;
- ✓ Building district and school capacity for sustained improvement;
- ✓ Targeting specifically lowest performing schools for significant interventions; and
- ✓ Promoting innovation, evaluation, and continuous improvement in accountability over time.

Federal law should codify, where appropriate, these broad requirements, but otherwise leave specific design authority to the states to ensure validity and legitimacy in each state's context. Further, federal policy should encourage innovation along with evaluation and cross-state communication to establish proof points and drive continuous improvement in policy and practice. To strike the proper balance, the U.S. Department of Education should establish a standing process of rigorous, interactive peer review for proposed state accountability systems and should afford significant flexibility to states in transitioning assessment and accountability systems as they adopt college- and career-ready standards.

Meanwhile, if ESEA reauthorization is delayed, states should exercise the authority expressly granted them by Congress in NCLB to develop and propose new, innovative policy models of accountability and other areas that move beyond NCLB. The federal government should encourage and support this strategy so that current law does not become a barrier to innovation and achievement. The U.S. Department of Education should approve proposals of states with models of education reform that are educationally sound, consistent with this Roadmap, and that can better advance student achievement in each state's context.

We call on the federal government to support the state-led efforts to design and execute next-generation accountability systems and further recommend that ESEA's waiver authority ultimately be amended and peer review improved to adopt a "state innovation authority," such that the Secretary will approve new policy models in assessment, accountability, supports and interventions, etc. on the basis of sound, meaningful peer review. Ultimately, federal law, best articulated in a reauthorized ESEA, should expect and promote innovation, evaluation, and continuous improvement in state policy.

Resources:

- *ESEA Reauthorization Principles and Recommendations* (CCSSO) March 2010
- *Key Elements for Educational Accountability Models in Transition* (ASR SCASS)
- *Letter to Secretary Duncan from CCSSO Membership on ESEA Reauthorization (January 2011)*

CONCLUSION

States are ready and willing to take the lead in developing and implementing rigorous and meaningful next-generation accountability systems; this guide provides a framework to do just that. The guide is unequivocal in its statement of goals and elements. All students must be ready for college and careers upon high school graduation. All schools and districts must continually improve. There are no exceptions.

Next-generation state accountability systems must encourage and allow students, schools, and districts to meet the challenges before them. These new systems must hold students, schools, and districts to more rigorous standards than ever before and inculcate the conditions that build capacity to meet educational goals.

We recognize that accountability systems will evolve and continuously improve over time in response to changing contexts. Just as common college- and career-ready standards are now prompting next-generation accountability systems, new assessments and other innovations will encourage continual improvement of the accountability systems outlined in this Roadmap. In truth, our work will only be successful if states use the framework contained in this Roadmap to devise a next-generation accountability system and continually improve it over time.

We also urge states to not only work harder, but smarter as well. Current budget realities may well be the "new normal" for the foreseeable future, and it is important that states focus on effectiveness *and* efficiency by pooling resources, tools, and experiences across states as they build new systems. To this end, CCSSO and EducationCounsel have created a multistate consortium to help each state design an improved accountability system that can promote college- and career-ready performance, consistent with CCSSO's *Statement of Principles and Processes for State Leadership on Next-Generation Accountability Systems* and this *Roadmap for Next-Generation State Accountability Systems.* The consortium will provide a forum for cross-state interaction and learning, as well as expert support, in dealing with tough issues identified in this Roadmap such as identifying valid outcome measures; developing growth models; establishing diagnostic reviews; and ensuring significant, effective interventions in lowest-performing schools. With the support of the consortium, each state will be better prepared to design and implement its own plan for a next-generation state accountability system. While each state plan will be consistent with and adhere to the Statement of Principles, each state will create their own plan that is uniquely designed to fit its needs. Further, this consortium will provide guidance to states in exercising their authority to design more valid, meaningful accountability systems in the context of a new Elementary and Secondary Education Act (if reauthorized) or within the current No Child Left Behind Act's Section 9401 "waiver" authority, if reauthorization does not occur. We urge the federal government to provide support to states in this endeavor and to, in turn, hold us accountable for our results. Only with this combination of cooperation, support, and – indeed – accountability will we meet the challenges before us.

ACKNOWLEDGEMENTS

The Taskforce on Next-Generation State Accountability Systems

Co-Chairs

David Steiner, Chief, New York
Joe Morton, Chief, Alabama

Members – Chiefs

Tony Bennett, Indiana
Mitch Chester, Massachusetts
Tony Evers, Wisconsin
Robert Hammond, Colorado
Cindy Hill, Wyoming
Terry Holliday, Kentucky
Chris Koch, Illinois
Tom Luna, Idaho
Larry Shumway, Utah

Members – Deputies & Accountability/Assessment Directors

Wes Bruce, Indiana
Paul Leather, New Hampshire
Dan Long, Tennessee
Joe Martineau, Michigan
Dirk Mattson, Minnesota
Scott Norton, Louisiana
Pat Roschewski, Nebraska

Members – State Collaborative on Assessment and Student Standards (SCASS)

Wayne Neuburger, Comprehensive Assessment Systems (CAS) SCASS
Doug Rindone, Accountability Systems and Reporting (ASR) SCASS
Charlene Tucker, Technical Issues in Large-Scale Assessment (TILSA) SCASS

Staff – CCSSO

Gene Wilhoit, Executive Director
Chris Minnich, Senior Membership Director
Carrie Heath Phillips, Program Director
Kirsten Taylor, Senior Program Associate

Staff – EducationCounsel

Scott Palmer, Managing Partner
Jennifer Rippner, Senior Policy & Legal Advisor
Kate Lipper, Policy & Legal Advisor
Amy Starzynski, Partner

The Taskforce would like to thank the following people for contributing their time and expertise in reviewing and providing guidance for this Roadmap:

Amanda Beaumont, Director of Federal Advocacy, Alliance for Excellent Education
Ken Bergman, General Counsel, AdvancED
Chris Domaleski, Senior Associate, Center for Assessment
Mark Elgart, President/CEO, AdvancED
Valerie Hannon, Director of Strategy, The Innovation Unit, United Kingdom
Brian Gong, Executive Director, Center for Assessment
Aimee Guidera, Executive Director, Data Quality Campaign
Daria Hall, Director of K-12 Policy Development, The Education Trust
Frederick M. Hess, Resident Scholar and Director of Education Policy Studies, American Enterprise Institute
Michael Horn, Executive Director, Education, Innosight Institute
Jack Jennings, President and CEO, Center for Education Policy
Phillip Lovell, Vice President of Federal Advocacy, Alliance for Excellent Education
Michael J. Petrelli, Executive Vice-President, Fordham Institute
Andrew Rotherham, Co-Founder and Partner, Bellwether Education
Bob Rothman, Senior Fellow, Alliance for Excellent Education
Dave Spence, President, Southern Regional Education Board
Susan Traiman, Director of Public Policy, Business Roundtable
Alvin Wilbanks, CEO/Superintendent, Gwinnett County (GA) Public Schools

General Resources

- "Key Elements for Educational Accountability Models", Marianne Perie (Center for Assessment), Judy Park (Utah), Kenneth Klau (MA) for CCSSO Accountability Systems and Reporting State Collaborative, December 2007
- "Blueprint for Building a Single Statewide Accountability System", Scott R. Palmer and Arthur L. Coleman, Nixon Peabody LLP, for CCSSO, February 2004
- "Measures that Matter: Making College and Career Readiness the Mission for High Schools", Achieve, Inc. and The Education Trust, November 2008
- "Redesigning Accountability Systems for Education", Susan H. Fuhrman and Richard F. Elmore (Eds.), Teachers College Press, Columbia University, 2004.
- "Core Principles for New Accountability in Education", Report from July 2009 workshop in Aspen, CO on Designing Next-Generation Accountability and Support Systems: Implications for Federal, State, and Local Policy; produced by The Aspen Institute Education and Society Program.
- "Working Together for Student Success: Accountability, Data, and High Standards", Report from April 5, 2010 public hearing in New Orleans, LA of the Commission on No Child Left Behind, The Aspen Institute
- "Don't Leave Accountability Behind – A Call for ESEA Reauthorization", the Commission on No Child Left Behind, The Aspen Institute, February 2010.

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700 | Washington, DC 20001-1431 | voice: 202.336.7000 | fax: 202.408.8072

The Washington State Board of Education

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

Title:	**Student Presentation – Where I started, Where I am, and where I'm going**	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues. In his final presentation to the Board, student Board Member Jared Costanzo will speak on the following topic: "Before and after: where I started, where I am, and where I'm going."	

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
2012.05.9	Jared	5
2012.07.12	Matthew	3
2012.11.9	Eli	1
2013.01.10	Matthew	4
2013.03.14	Eli	2
2013.05.9	Matthew	5
2013.07.11	Eli	3

POLICY CONSIDERATION

None

EXPECTED ACTION

None

Title:	**ESEA Flexibility Update**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	There are several issues for SBE and OSPI to consider when moving forward with the creation of the new Washington Achievement Index and accountability system. 1. Student growth data 2. AMOs and the Achievement Index 3. English Language Learner data 4. Stakeholder input 5. Alignment with the Joint Select Committee	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	An overview of the ESEA application and the iterative approval process is provided. OSPI and SBE have submitted multiple addenda to the original application and are currently awaiting a response from the US Department of Education. Next steps for SBE include convening stakeholders to create a new updated Achievement Index and accountability system.	

ESEA Flexibility Update

Background

ESEA Flexibility Request

On February 27, 2012, OSPI submitted an ESEA Flexibility Request[1] to the US Department of Education (ED). This request was developed in partnership with SBE. This request was aligned with the expectations of RCW 28A.657.110, which directed OSPI and SBE to seek approval from ED to use the Achievement Index to replace the federal accountability system known as No Child Left Behind.

The US Department of Education (ED) established key principles that states must meet:

1. *Principle One—College- and Career-Ready Expectations for All Students*
   For Washington, Principle One is met primarily through adoption of the Common Core State Standards (CCSS) in English language arts and mathematics and the state plan to implement CCSS. Additionally, Washington State's role as a lead state with the SMARTER Balanced Assessment Consortium (SBAC) satisfies the requirement to administer high-quality assessments to all students by 2014–15.

2. *Principle Two—State-Developed Differentiated Recognition, Accountability, and Support.*
   The major work for Washington is contained in this principle. ED guidelines require four components of an accountability system: establishing annual measureable objectives (AMOs); recognizing and rewarding schools for high achievement and closing educational opportunity gaps; identifying and developing improvement plans for Priority Schools, and identifying and developing improvement plans for Focus Schools with low performance and/or large achievement gaps among low income students, students with disabilities, English language learners, and other student subgroups. As laid out in E2SSB 6696, the accountability system suggested by OSPI and SBE uses the current Achievement Index as the basis for developing the system.

3. *Principle Three—Supporting Effective Instruction and Leadership.*
   This principle is met through the teacher/principal evaluation components of E2SSB 6696, now being implemented through the work of the Teacher Principal Evaluation Project (TPEP) and the new bill, which just passed the Legislature, Engrossed Substitute Senate Bill 5895.

Appendix A is an overview of the Flexibility Request.

Timeline

The Joint Select Committee was created in legislation before there was any contemplation of an opportunity for flexibility from ESEA. The timeline displayed here is included in the Flexibility Request and incorporates simultaneous SBE/OSPI work and Joint Select Committee work. It

[1] The full Flexibility Request is available on the OSPI website, along with supporting information: http://www.k12.wa.us/ESEA/PublicNotice.aspx.

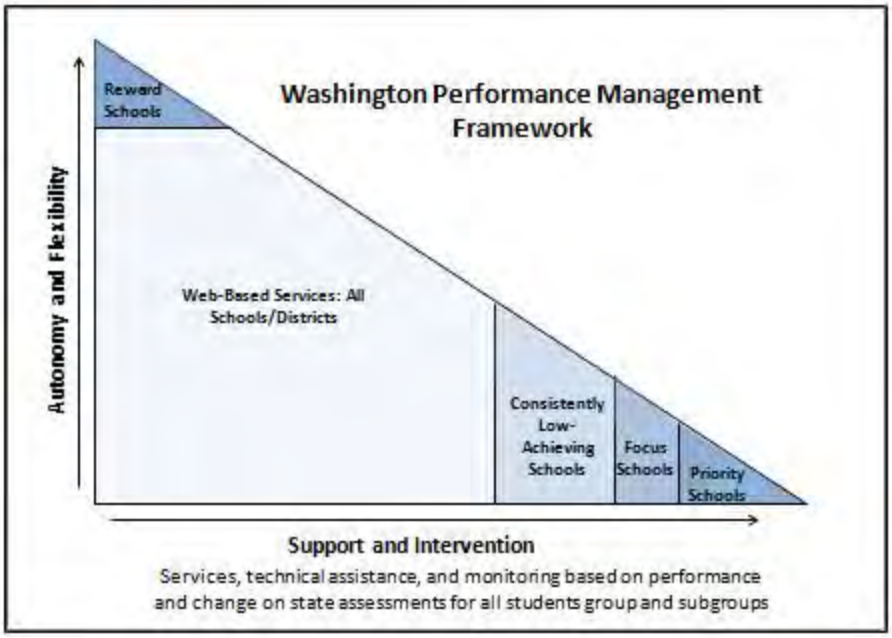
will require SBE and OSPI to take bold action to engage stakeholders (including the Joint Select Committee) to update the Achievement Index.

	Spring/ Summer 2012	September-December 2012	January-August 2013	September-December 2013	January-March 2014
SBE and OSPI	May-September 2012 SBE, OSPI engage stakeholders to develop updated Achievement Index	OSPI and SBE pilot updated Achievement Index to determine Reward, Priority, and Focus schools	OSPI and SBE monitor and adjust updated Index as needed	OSPI fully implements updated Achievement Index to determine Reward, Priority, and Focus Schools	Legislative approval and/or implementation of State Accountability System (incorporating Joint Select Committee Recommendations)
Joint Select Committee	May 2012: Joint Select Committee convenes September 2012: Joint Select Committee Interim Report Due			September 2013: Joint Select Committee Final Report Due	

Policy Considerations

In response to multiple phone calls and one written communication from ED, OSPI has submitted three addenda to the original flexibility request. Specific issues include:

1. Principle One: ED requested more specific information regarding implementation of the college- and career-ready standards (in Washington, this is the CCSS), ensuring access for English Learners, students with disabilities, and low-performing students.
2. Principle Two:
    a. ED requires Washington to remove the "peers" calculation from the updated Index. This can be mitigated by the inclusion of student growth for reading and math. The peers data could still be calculated and provided to districts who wish to use it, but it could not be included in the Index calculations itself.
    b. ED requires the updated Index to include English Language Learner (ELL) data after only one year of instruction, in alignment with current Adequate Yearly Progress rules. The exclusion of ELL assessment data for three years, as the current Index is designed, was not acceptable to ED. Ways of meaningfully strengthening ELL accountability will need to be explored.
    c. ED requested more information about OSPI's system of support for lower performing schools. OSPI has committed to providing intensive support to Priority (lowest 5 percent), Focus (10 percent of schools with lowest subgroup performance) and "Consistently Low Achieving Schools (see graphic below). This support will necessarily be provided within existing Title I state set-asides.



   d. ED requires an explanation of the system of "strong consequences for priority schools that fail to improve after full implementation of interventions" and "meaningful consequences for focus schools that do not make progress after full implementation of interventions". This relates directly to the future work of the Joint Select Committee on Education Accountability regarding consequences for lack of improvement in a Required Action District. The peer reviewers suggested a system of mandated closure or state takeover and noted concern that OSPI does not have authority to mandate strong consequences.

3. Principle Three:
   a. ED feedback included concern that although student growth data can be used as a factor in teacher evaluation, the data may not be *a significant enough* factor, and that comprehensive evaluation of teachers will only occur once every four years.

There are several issues for SBE and OSPI to consider when moving forward with the creation of the new Washington Achievement Index and accountability system.

1. Student growth data:
   A significant development is the availability of student growth data at the school level beginning in August 2012. Exactly how student growth is factored into the accountability system will need to be determined.

2. AMOs and the Index:
   The ED Flexibility requires the state to set new Annual Measureable Objectives, disaggregated by subgroup in at least reading and math. The current proposal is to include writing and science as well. Therefore, each school will have targets set, by subgroup, for four content areas. There will also be an updated Achievement Index that will identify Reward, Focus, and Priority schools. The degree to which these two elements (the AMOs and the Index) are interrelated will need to be determined.

3. English Language Learner data:
   Board members and stakeholders have clearly intent to highlight meaningful accountability for English Language Learner outcomes in the updated Achievement Index, beyond subgroup accountability on AMOs. How will that data be included in the Index? How will schools be held accountable for that data?

4. Stakeholder input:
   What is the best system to ensure robust, meaningful stakeholder input on the development of an updated Achievement Index and accompanying accountability system? SBE has an opportunity to engage multiple stakeholders, each with similar but distinct roles and potentially divergent recommendations.

5. Alignment with the Joint Select Committee:
   A primary charge of the Joint Select Committee is to identify and analyze consequences in the case of lack of improvement of a Required Action District and to identify the circumstances under which significant state action may be required. How does this align with the SBE's role in creating an accountability system, and specifically the tasks laid out in Phase II (per E2SSB 6696), including required action using state and local intervention models beginning in 2013?

Expected Action

None. This information is presented for discussion only.

ESEA FLEXIBILITY REQUEST SUMMARY

1. What is the ESEA flexibility opportunity?

Last September, the U.S. Department of Education (ED) announced guidelines for state educational agencies (OSPI in Washington State) to apply for flexibility that would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system.

2. Why did ED choose this time to offer states flexibility opportunities?

NCLB refers to the 2002 iteration of the Elementary and Secondary Education Act (ESEA) that was first passed by Congress in the mid-1960s and has been periodically reauthorized since then. NCLB was supposed to be reauthorized in 2007, but Congress has not been able to agree on a reauthorization package—meaning the existing law stayed in effect. ED and Education Secretary Arne Duncan offered the flexibility partly because of frustration with Congress over the delay, and partly because of the almost universal frustration among educators and many educational advocates regarding NCLB and its unwieldy and often unenforceable adequate yearly progress (AYP) regulations and sanctions.

3. What are the benefits of being granted this flexibility?

States receiving this flexibility are relieved of AYP rules, including consequences for Title I schools and districts that do not meet the elementary, middle, and secondary proficiency levels in state testing for math and reading. This means that the roughly two-thirds of schools in Washington that did not make AYP in 2011 would **not** have to (a) send School Choice letters or (b) set aside 20% of their Title I allocation for Supplementary Educational Service (SES) providers and for supporting students who leave the district under Public School Choice. This flexibility will give other relief from certain rules, but most districts will benefit most from Public School Choice and SES flexibility.

4. If this flexibility is granted, when will relief from these regulations go into effect?

Relief begins immediately after the flexibility is granted.

5. Did Washington apply for an *ESEA Flexibility Request?*

Yes. On February 27, with Superintendent Dorn's concurrence, Washington submitted an ESEA Flexibility Request.

6. Why did Superintendent Dorn decide to apply in February? Were there other submission deadlines available to the state?

ED set November 11, 2011 and February 21, 2012 (later changed to February 28) as submission deadlines, and hinted that a September 2012 date likely would be announced later this year. Superintendent Dorn chose the February date to assure that, if flexibility is granted, the school choice and 20% set aside relief will go into effect for 2012–13. Waiting until September to submit the request would likely have the effect of delaying relief until 2013–14.

7. What must the State do to qualify for this flexibility?

ED has established four principles that must be met.

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

For Washington, Principle 1—College- and Career-Ready Expectations for All Students—is met primarily through our adoption of the Common Core State Standards (CCSS) in English language arts and mathematics and the state plan to implement CCSS. Additionally, Washington State's role as a lead state with SMARTER Balanced Assessment Consortium (SBAC) satisfies the requirement to administer high-quality assessments to all students by 2014–15. The major "lift" for Washington is contained in Principle 2—State-Developed Differentiated Recognition, Accountability, and Support—

which essentially is the construction of a new state accountability system. Principle 3—Supporting Effective Instruction and Leadership—is met through the teacher/principal evaluation components of E2SSB 6696, passed by the Legislature in 2010 and now implemented through the work of the Teacher Principal Evaluation Project (TPEP). Principle 4—Reducing Duplication and Unnecessary Burden—is an ongoing task in all states.

8. With respect to Principle 2, what are OSPI and the State Board of Education (SBE) suggesting for a new Washington accountability system?

ED guidelines require four components of an accountability system: establishing annual measureable objectives (AMOs); recognizing and rewarding schools for high achievement and closing educational opportunity gaps; identifying and developing improvement plans for Priority Schools with low achievement levels in reading and math; and identifying and developing improvement plans for Focus Schools with low performance and/or large achievement gaps among low income students, students with disabilities, English language learners, or other student subgroups. An expanded version of Washington's proposal for Principle 2 is provided below. Note that per E2SSB 6696, the accountability system suggested by OSPI and SBE uses the current SBE Achievement Index as the basis for developing the system.

9. Why would states submit an ESEA Flexibility Request if ESEA is reauthorized later this year or early next year? Wouldn't the reauthorization rules trump the flexibility guidelines?

First, there is not an expectation that reauthorization will take place anytime soon. The Republican-controlled House of Representatives and the Democratic-controlled Senate have difficulty seeing eye-to-eye on the reauthorization, and the prospects of them agreeing on a complex and politically sensitive education reform bill in an election year are not good. (NOTE: The current NCLB law runs over 1,100 pages.) And, following the presidential election in November, many think that reauthorization will not be a first-look priority in 2013. Second, reauthorization rules would affect flexibility requests, but many educational policy observers in Washington, D.C. predict that a reauthorized ESEA would allow states the authority to develop their own accountability systems in a process similar to satisfy Principle 2. Therefore, the work in developing a new state accountability system as part of this request would eliminate the need to do that work later.

10. Is stakeholder input a necessary part of the *ESEA Flexibility Request?*

Yes. ED rules specifically call for stakeholder input, especially teachers and their representatives, school and district administrators, plus diverse groups such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English learners, business organizations, Indian tribes, and Title I Committee of Practitioners. Efforts have, or will be made to engage all of those groups and other educational stakeholders. In addition, OSPI, working with the SBE, produced a draft of the Washington State *ESEA Flexibility Request* for stakeholder feedback and comment. That draft was posted on the OSPI website on January 18; stakeholders were asked to provide input by February 3. Superintendent Dorn reviewed survey input from those who analyzed the draft prior to making his submission decision. NOTE: Over 75% of survey respondents recommended that Superintendent Dorn submit the request to ED.

11. When will we hear if the *ESEA Flexibility Request* is approved?

We hope to know by May 15. However, the process ED has set to review state applications is iterative. A peer review team will analyze the application, ask clarifying questions, and perhaps ask that sections be enhanced or modified. Eventually, representatives of ED, in consultation with the peer reviewers, will determine acceptability. We expect the entire process to be completed in eight to twelve weeks.

12. Where can more information about the *ESEA Flexibility Request* be found?

The Washington State *ESEA Flexibility Request* can be found at www.k12.wa.us/ESEA/PublicNotice.aspx.

****

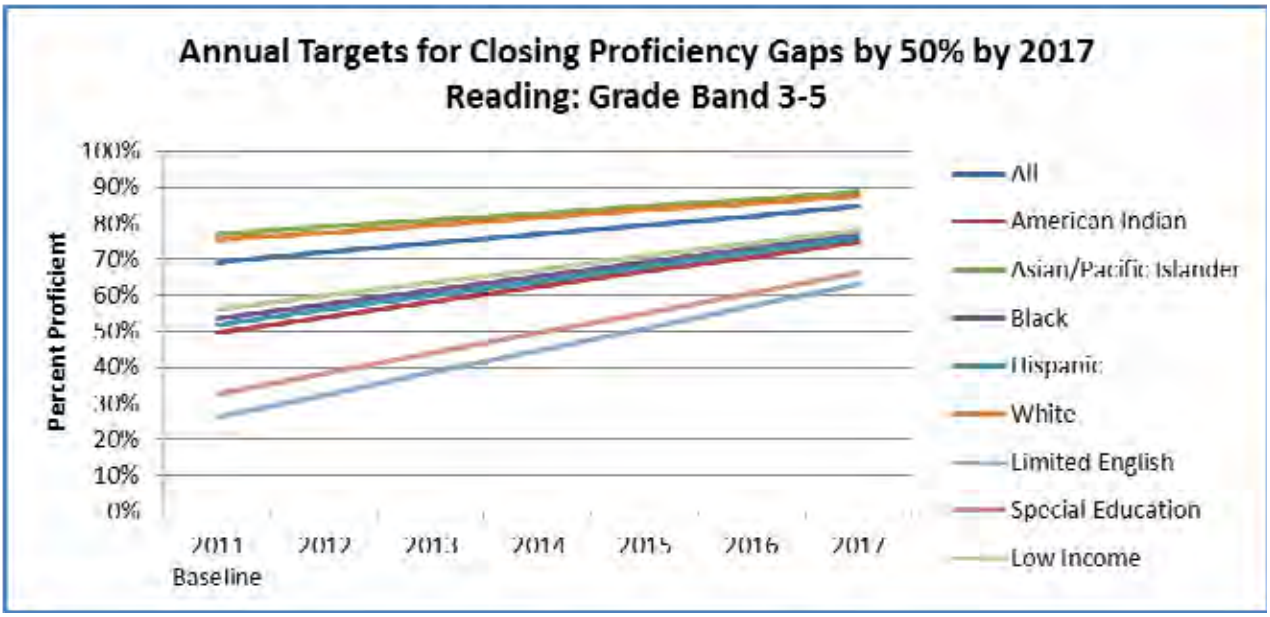
PRINCIPLE 2: PROPOSED STATE ACCOUNTABILITY SYSTEM

Annual Measurable Objectives (AMOs) or Targets

ED offered three choices: (1) move the current 2014 deadline for 100% proficiency in reading and math to 2020; (2) set annual equal increments toward the goal of reducing by half the percent of students who are not proficient in all AYP

subcategories by fall 2017 (within six years); or (3) establish another AMO that is educationally sound and results in ambitious and achievable AMOs. Each option will apply to the state and each district and its schools.

We are proposing option 2, which can best be described by viewing the chart below for a "typical" school.



Reward Schools

Building on the current SBE Washington Achievement Awards (which include performance in writing and science as well as reading and math), identify the:

- Highest Performing Schools: Schools with high performance and high graduation rates without significant achievement gaps among subgroups; schools have met AYP for 3 consecutive years (2009, 2010, and 2011) in all students group and subgroups.
- High-Progress Schools: Schools making the most progress in improving performance in the all students group or in increasing graduation rates, without significant achievement gaps among subgroups.

Priority Schools

The State will annually identify Priority Schools; the total number must be at least equal to 5% of the total number of Title I schools in 2010–11. Washington State has 913 Title I participating schools, so the state must identify at least 46 schools as Priority Schools (5% of 913). A Priority School must be at least one of the following:

- Among the lowest 5% of Title I schools in the state based on both achievement and lack of progress of the all students group over 3 years.
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60% over 3 years.
- A currently-served Tier I or Tier II SIG school.

Districts with Priority Schools must ensure the school implements meaningful interventions aligned with turnaround principles.* SIG Priority Schools will use SIG funds to continue their turnaround process. Districts with Non-SIG Priority Schools will be required to set aside up to 20% of district Title I, Part A funds to support the school's improvement efforts.

Focus Schools

The State must annually identify a number equal to at least 10% of the total number of Title I schools in the state as Focus Schools; in Washington, this equates to at least 92 schools (10% of 913) each year. Focus Schools are Title I schools with the lowest subgroup achievement and/or biggest gaps among subgroups. Title I high schools with subgroups with graduation rates less than 60% may also be identified as Focus Schools.

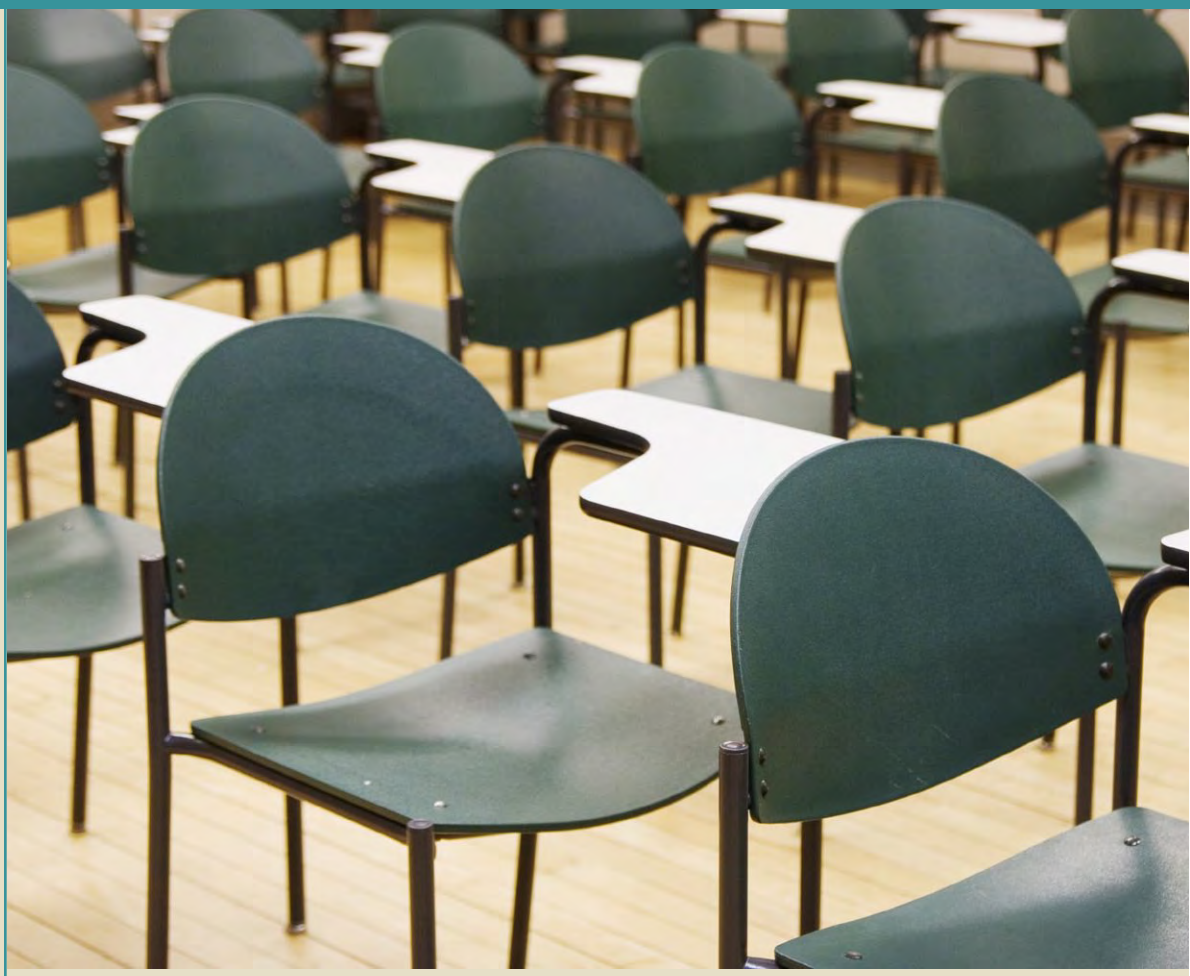
Districts with Focus Schools ensure the school implements meaningful interventions aligned with the unique needs of the school and its students.* Districts with Focus Schools will be required to set aside up to 20% of district Title I, Part A funds to support the school's improvement efforts.

* "Turnaround Principles" refers to a list of principles provided by ED that must be addressed in the formulation of a school improvement plan: performance of the principal and teaching staff, operational flexibility, embedded professional development, increased learning time, ensuring a research-based instructional program, data-based decision making, ensuring a safe environment, and ongoing mechanisms for family and community engagement.

education sector reports

Growth Models and Accountability: A Recipe for Remaking ESEA

By Kevin Carey and Robert Manwaring



EDUCATIONSECTOR
www.educationsector.org

ACKNOWLEDGEMENTS

This report was funded by the Stuart Foundation. Education Sector thanks the foundation for its support. The views expressed in the paper are those of the authors alone.

ABOUT THE AUTHORS

KEVIN CAREY is the policy director at Education Sector. He can be reached at kcarey@educationsector.org.

ROBERT MANWARING is a fiscal and policy consultant. He can be reached at robert.manwaring@msn.com.

ABOUT EDUCATION SECTOR

Education Sector is an independent think tank that challenges conventional thinking in education policy. We are a nonprofit, nonpartisan organization committed to achieving measurable impact in education, both by improving existing reform initiatives and by developing new, innovative solutions to our nation's most pressing education problems.

1201 Connecticut Ave., N.W., Suite 850, Washington, D.C. 20036
202.552.2840 • www.educationsector.org

There are nearly 100,000 public schools in the United States, but President Barack Obama praised just one of them in his 2011 State of the Union address. It was Bruce Randolph School in Denver, Colorado. The Colorado Department of Education had identified Bruce Randolph as the worst-performing middle school in the state just four years before. But, after firing most of the teachers, expanding to grades six-12, and being liberated from district and teachers union regulations on spending and hiring, Bruce Randolph made rapid progress. Student test scores grew rapidly, and in May 2010, 97 percent of seniors graduated. Nearly nine out of 10 went on to college. "That's what good schools can do," said the President to Congress and the nation, "and we want good schools all across the country."

To achieve that vision, the Obama administration has proposed major changes to the federal Elementary and Secondary Education Act (ESEA) created in 1965 and last reauthorized by Congress in 2001 as the No Child Left Behind Act (NCLB). Rock-bottom performers like Bruce Randolph should be aggressively reconstituted, according to the administration, and judged by how much academic progress, or achievement growth, individual students make each year. Such "growth model" systems of evaluating school performance stand in contrast to the NCLB system of judging schools, which is based strictly on the percentage of students who pass standardized tests, regardless of how well or poorly those students had performed in previous years. According to the Colorado Department of Education, the rate of achievement growth among middle and high school students at Bruce Randolph has consistently outpaced most other students statewide.

But growth model systems also bring complications. While the state found that individual students at Bruce Randolph had improved more than their peers, the state's data also indicated that *overall* achievement at Bruce Randolph was not good. Forty-three percent of its students scored "proficient" in reading in 2010, near the state average. But only 16 percent were proficient in writing, and only 13 percent hit the mark in math. The state also acknowledged that although achievement growth at Bruce Randolph was above average in every subject, those growth rates were inadequate to put students on pace to catch up and learn what they needed to know before graduating. Nearly every student in Bruce Randolph's first class of freshmen earned a diploma and went to college, a remarkable achievement. But it's likely that many of them arrived on campus with serious learning deficits that will hamper their ability to stay in college and earn a degree.

Bruce Randolph epitomizes the challenge of incorporating information about student growth into educational accountability—a challenge that every state and school district in America will face if ESEA is revised as the administration proposes. Measuring growth is a delicate balancing act. Policymakers need to be fair and constructive with educators working in immensely difficult school environments. But public officials must also hold fast to the end goal of helping students thrive in a world that makes ever-higher demands on workers and citizens. As the political will and technical capacity to hold schools accountable for student academic progress converge, growth models appear to be an idea whose time has come.

LOOKING BACK: GROWTH AND ACCOUNTABILITY

The modern standards- and testing-based school accountability movement began in the late 1980s and accelerated in 1994 when President Clinton and a bipartisan group of legislators in Congress reauthorized ESEA. That version was called the Improving America's Schools Act (IASA). For the first time, the federal government required states to create common academic standards for all students and hold schools accountable for student scores on standardized tests. It wasn't easy work. In 1998, the National Education Goals Panel (a nonprofit group originally created by President George H.W. Bush and a bipartisan collection of reform-minded governors) recognized the limitations of relying solely on bottom-line measures of academic proficiency and spoke to the promise of measuring annual growth:

> "A key issue faced by states in establishing systems of accountability is how to take into account the strong correlation of test scores with the socio-economic status (SES) of the students. Perceived unfairness in the system of rankings and rewards can seriously erode the trust necessary for effective incentives. If actual scores were primarily utilized to rank schools and give rewards, the schools in higher SES school districts would currently dominate the top rankings. However, year-to-year gains in scores can provide a potential advantage to schools with lower SES students since gains can be greater for lower scoring students." [1]

Educational accountability, in other words, isn't just a matter of identifying which schools have the most failing students. It also requires some response to that information that will help fewer students fail. It's unfair to blame educators for test scores that are substantially caused by external SES factors. And while the Goals Panel didn't say so explicitly, it's also unfair to blame educators for the failures and shortcomings of other educators who previously taught their students. Unfair accountability systems are unlikely to spur improvement.

To date, responsibility for wrestling with this dilemma has fallen primarily to the states. IASA mandated standards, tests, and accountability, but it also gave states a great deal of flexibility in deciding how to implement such a system. Some took to the project with more enthusiasm than others. Then-Tennessee Gov. Lamar Alexander had been an early standards proponent in the 1980s before becoming U.S. Secretary of Education in 1991. In North Carolina, four-term Gov. James Hunt pushed his state toward standards-based reform. And most prominently, standards and tests were enthusiastically backed in Texas by then-Gov. George W. Bush.

These early adopter states made two decisions that were crucial to the development of growth models. First, they tested students annually, allowing for the calculation of year-to-year growth in student achievement. Second, they created sophisticated statewide repositories of student data, allowing them to calculate annual learning growth in an accurate, consistent manner for every school. These large data systems also allowed states to estimate learning growth for students who moved among different schools, something beyond the capacity of local districts.

In the early 1990s, William Sanders, an agricultural statistics professor at the University of Tennessee, used the state's recently created annual test data to gauge the effectiveness of individual teachers by comparing an estimate of how their students' test scores were expected to grow, based on the students' previous performance history, to how much their students' test scores actually grew. These so-called "value-added" estimates slowly spread across the country as more states created annual tests and data systems. (They are now at the center of a raging controversies in Los Angeles, New York City, and elsewhere, as education reformers and teachers unions debate the use of standardized test-score data in determining teacher tenure, firing, and compensation policies.[2] The use of such estimates for individual schools has been less controversial.) Researchers employed by the Dallas Independent School District were among the first to create measures similar to the Tennessee value-added model, with the backing of a local school board member named Sandy Kress. When Gov. Bush became president in 2001, he brought Kress to Washington, D.C., as his chief education adviser.

Kress dived into the 2001 reauthorization of ESEA and was enthusiastic about value-added data and the potential of measuring growth. But he knew that most states were far behind Texas and Tennessee in

developing the annual tests and data systems on which growth models depend. "It became clear that it was not viable at the time because it was so ahead of common usage," Kress said recently.[3]

Growth models had a political problem as well. "The civil rights community had concerns about it," Kress said, "and wanted to make sure that all students were held to the same expectations." Advocates for the rights of traditionally underserved children were concerned that schools would be judged as high-performing (and therefore not be held accountable for helping low-performing students) as long as academically deficient low-income and minority students made a year's worth of growth—even if they never actually caught up and achieved proficiency in math and reading. Growth models, they feared, could institutionalize what President Bush memorably described as "the soft bigotry of low expectations."

The final version of the law, No Child Left Behind, held schools almost exclusively accountable for absolute levels of student performance—the percentage who passed state standardized tests. In a small concession to growth, low-performing schools could escape potential sanctions if the percentage of students who failed the test in a given grade declined enough relative to the percentage of students who had failed the test in the same grade in the previous year. This so-called "cohort" growth measure—this year's fourth-graders compared to last year's fourth-graders, for example—was distinct from, and arguably inferior to, growth models that tracked the progress of *the same* students from year to year. Individual classes of students vary in aptitude and myriad other factors, making valid comparisons among them statistically tricky. But most states didn't have the testing and data infrastructure to calculate anything else.

NCLB passed Congress with broad bipartisan support, and President Bush signed it into law in 2002. But it wasn't long before good feelings about the law began to evaporate, and the lack of a true growth model played a significant role. Educators felt it was inherently unfair to label a school that had made great strides with low-performing students as "failing" just because the students had not yet made it all the way to a "proficient" level of achievement. Support for NCLB among parents and influential policymakers began to decline, and major interest groups such as the National Education Association, the nation's largest teachers union, called for it to be revised or repealed.

Worried that its signature domestic policy initiative was faltering, the Bush administration moved to incorporate more growth measures into state accountability systems. In 2005, U.S. Secretary of Education Margaret Spellings announced that states would be allowed to apply for permission to incorporate growth models into their accountability systems. There was a catch, however. States couldn't use just *any* growth model. The proposed models would be evaluated by a group of education experts to ensure that they met certain strict criteria. The most important was a concept called "growth to proficiency."

Growth models, they feared, could institutionalize what President Bush memorably described as "the soft bigotry of low expectations."

The NCLB accountability model was based on tests tied to academic standards—"criterion-referenced" tests, in education-speak. In such a system, the government decides that students need to know some things—how to factor polynomials, that World War I ended in 1918—and administers a test of such knowledge and skills. The passing score, or "proficiency" level, indicates whether students had learned enough. This was a change from the common practice in states of using so-called "norm-referenced" tests, which indicated where students stood *relative to one another*. The widely used Stanford 10 test, for example, yields scores in percentiles. An 80th percentile score means the tester knows more than four out of five other students. It doesn't indicate whether they know the year World War I drew to a close.

Supporters of criterion-referenced tests were leery of the relativity inherent to norm-referenced scores. Certain things had to be learned, they believed, irrespective of what other students know. And growth

models were just another kind of relativity. Instead of showing where students stood relative to other students, like the Stanford 10, growth models showed where students stood relative to themselves at an earlier time. This left open the question of how much growth was sufficient to label a student—and thus, his or her school—a failure or a success. This question of how to *interpret* growth measures, as opposed to merely calculate them—to decide how much growth is *enough* growth—would come to dominate the growth model debate.

Secretary Spellings decided that the accountability system had to remain anchored to a criterion-referenced proficiency measure. Therefore, states were only allowed to interpret growth as enough growth if they could show that underperforming students were on track to become proficient within a relatively short time period—three or four years. Critics of NCLB asserted that many schools were being unfairly labeled as failures despite achieving phenomenal growth. The growth model pilot projects would put that assertion to the test.

LEARNING FROM THE PILOTS: HOW MUCH GROWTH IS ENOUGH?

Since 2005, 15 states have been approved to implement a growth model pilot. They have adopted four distinct models, each with virtues and drawbacks.

The simplest and most common strategy is the "Trajectory" model employed by Alaska, Arizona, Arkansas, Florida, Missouri, and North Carolina. Using the U.S. Department of Education's growth model pilot restrictions as a guide, these states examine the growth in test scores for individual students and calculate the achievement level each student would reach in the future if his growth continued at the same pace that occurred in the most recent year. If this linear trajectory leads to proficiency within the three- or four-year window, the student is deemed to have made enough growth that year.

Table 1. Four Types of Growth Models Under the Federal Pilot Program

Growth Model	States Using Model	How It Works
Trajectory	Alaska, Arizona, Arkansas, Florida, Missouri, and North Carolina	First a state determines the gap between a student's current achievement level and proficient. Then a student must close a portion of that gap each year over a three- or four-year period. The simplest trajectory model is a linear trajectory. In Florida, for example, a student makes enough growth ("adequate yearly growth" or AYG) if the student closes one third of the gap each year. Some states require the gap to be closed over four years.
Transition Tables	Delaware, Iowa, Michigan, and Minnesota	States have several achievement categories below the proficiency level. In Iowa, for example, a student can score weak, low marginal, or high marginal. A student is determined to have made AYG if he or she moves up at least one category (e.g., from weak to low marginal or from low marginal to high marginal).
Student Growth Percentiles	Colorado (never implemented federal pilot) and Pennsylvania	A student's year-to-year growth is compared to other students with similar test scores in past years. The amount of growth that a student made is converted into a percentile (from 0 to 100). The state then figures out whether students in the past at similar growth percentiles were able to make it to the state's proficiency target within the next three years. So students whose growth percentiles are high enough are deemed on the track to proficient and have passed AYG.
Projection	Ohio, Tennessee, and Texas	Through a complex statistical analysis, the state develops a "projection" or prediction for each student based on how students with similar achievement patterns have done in the past. If the model predicts that a student with similar achievement in the past reached the state's proficiency level within a three-year period, then the student is deemed to be on track to proficiency and makes AYG.

The second strategy, used by Delaware, Iowa, Michigan, and Minnesota, employs "Transition Tables" that identify certain thresholds of achievement below the "proficient" level. In Iowa, for example, non-proficient students can score, in ascending order, as "weak," "low marginal," or "high marginal." If a student crosses one of these thresholds—moving from "weak" to "low marginal," for example—he has made enough growth. Delaware has a more complicated system. There are four achievement levels below proficiency: 1A, 1B, 2A, and 2B. Schools get a certain number of points depending on how many thresholds each student crosses in a year: 150 points for moving from 1A to 1B and 225 points for moving from 1A to 2A, for example, and 300 points for proficiency. Students in Delaware schools must achieve a certain average point value for their schools to make "adequate yearly progress," or AYP, under NCLB.

The third strategy, proposed by Colorado and Pennsylvania, was the most relativistic of the four. The "Student Growth Percentiles" model starts with a norm-referenced measure of growth, converting student growth measures to percentiles. The state then identifies the growth percentiles that, in the past, were high enough such that students were likely to become proficient within three or four years. Students who meet or exceed that growth percentile are deemed to have made enough growth.

The fourth and most sophisticated growth model, "Projection," was used by three states that had made major investments in testing and data systems over the last two decades: Ohio, Tennessee, and Texas. Taking advantage of their sophisticated student data systems, these states were able to create models that use multiple years of past achievement data—not just for the individual students in question but for whole cohorts of similar students—to make a more accurate prediction of how individual students were likely to score in the future. Some projections, for example, use "hierarchical linear modeling," an advanced technique that accounts for statistical effects occurring at multiple levels of aggregation (e.g., classrooms, schools, and districts) in predicting future student achievement.

The growth model pilots were implemented over the course of several years. Test scores were tallied, growth rates estimated, and new school achievement levels calculated. In 2010, the U.S. Department of Education published a report designed to answer the question of how much growth models had changed NCLB.[4]

The answer: not much.

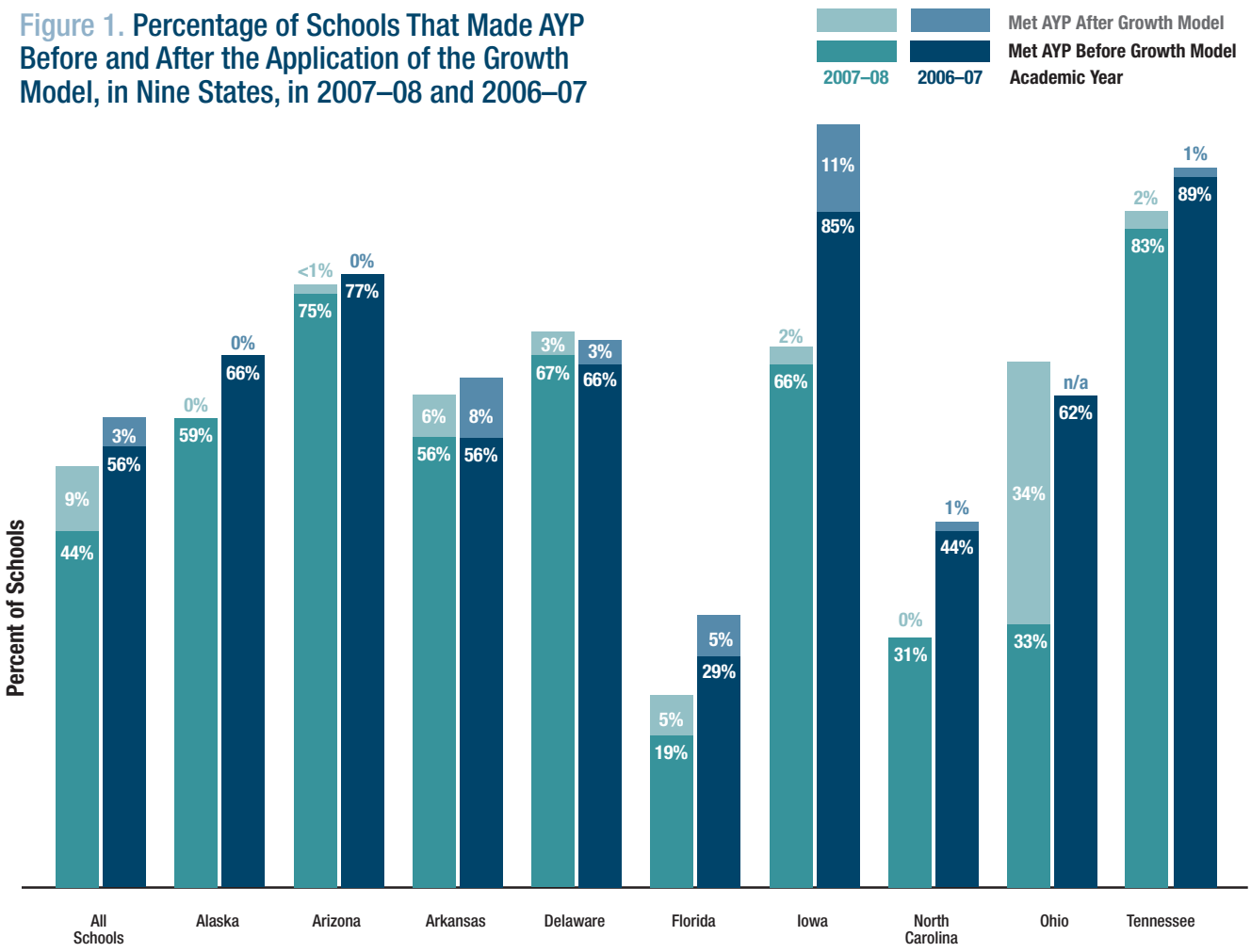
Figure 1 shows the percentage of schools making AYP in the nine states that had implemented growth model pilots in the 2007-08 school year. (Six more states were approved in subsequent years.) For each state, the darker bars show the percentage of schools making AYP under the original provisions of NCLB. The lighter bars show the percentage of *additional* schools making AYP due to their salutary levels of growth. On average, 56 percent of schools made AYP under the old model in the 2006-07 school year. The growth model pilots increased that amount by only 3 percentage points. The difference was larger, but still modest, in 2007-08: 44 percent under the old system, 53 percent after adding growth.

There were a number of reasons that the growth model pilots had little effect on AYP. Tennessee had the most sophisticated growth model in the country. But it also had unusually lax academic standards—the criterion against which student proficiency and school performance were judged.[5] When the results of the growth model pilots were tallied, 89 percent of Tennessee schools were *already* making the grade under the traditional NCLB system. That left few schools—19, to be exact—to benefit from the growth model pilot. The percentage of schools making AYP in Tennessee rose by only a single percentage point in 2006-07 and two points in 2007-08.

Other states, like neighboring North Carolina, had much tougher standards than Tennessee. Only 44 percent of schools made the grade in the Tar Heel State in 2006-07. Yet the growth model pilot increased that amount to just 45 percent. The reason? First, it turned out that a lot of schools that were bad at helping students reach the proficiency bar were also bad at helping students grow. They were just bad all around. Only 8 percent of students in North Carolina were found to be below proficiency but on track to get there. Thirty-seven percent, by contrast, were neither proficient nor on-track.[6]

Second, the three- to four-year time window mandated by the U.S. Department of Education

Figure 1. Percentage of Schools That Made AYP Before and After the Application of the Growth Model, in Nine States, in 2007–08 and 2006–07



Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Final Report on the Evaluation of the Growth Model Pilot Project* (Washington, D.C., U.S. Department of Education, 2011), Exhibit ES.1.

meant that only a lot of growth was enough growth. A student who was three years behind—not uncommon in the middle and high school grades—would have to make double the normal progress every year. Such progress is unusual, particularly for multiple years in a row.

The more sophisticated projection models presented additional complications. Forecasting the future means analyzing the past. If the last 20 low-pressure systems in January yielded an average snowfall of 8 inches, meteorologists act accordingly when forecasting the 21st. States like Tennessee and Texas looked at vast amounts of old student achievement data to predict the most likely future path of students who demonstrated certain patterns of achievement. This brought a welcome dose of realism to the exercise of deciding how much growth was enough growth.

If 95 percent of past students with similarly low test scores ultimately failed to learn what they needed to know, it's a safe bet that future such students will probably fail too. Merely hoping otherwise is not a plan.

Yet, there's a conundrum at the heart of such forecasting. Projection models are based on test-score data from an education system in which, despite significant progress in some grades and subjects over time, low-income, minority, and other at-risk students continue to fall short in large numbers. Fixing this national crisis was the point of passing NCLB in the first place. The premise of the law, therefore, was that the problem can be fixed, that humans and human institutions are not immutable forces like the weather but fundamentally changeable things.

If 95 percent of past students with similarly low test scores ultimately failed to learn what they needed to know, it's a safe bet that future such students will probably fail too. Merely hoping otherwise is not a plan.

But the statistical analysis used in the forecasting models made no such allowances. It treated years of low achievement like a nasty storm front. Even when previously failing students in states like Tennessee made unexpected upward progress, the models tended to treat those numbers like a statistical blip, an outlier likely to regress to the mean. Schools in the present weren't given credit for new progress that schools in the past had been unable to maintain, and so the number of Tennessee schools making AYP under the growth model pilot barely budged.

Texas, another projection model state, encountered the flip side of this problem. Just as winters in Boston tend to yield nor'easters, meteorologists in San Antonio tend to be on safe ground when predicting dry sunny heat in July. For each student, the Texas projection model combined scores on a given test with scores from the same student on other standardized tests (e.g., reading, writing, and math), along with scores of other students at the same school, to predict whether students who failed the test in one year would pass the test in the next year. If the model predicted such success in the future, the student was deemed to have passed in the present, even if he failed.

Texas' state-specific, non-NCLB accountability system was also unusually generous in the way it interpreted the results. Students who passed a test in Texas but were statistically predicted to fail in the future weren't counted as failures, unlike states that used projection models to discount both positive and negative deviations from past trends. Texas also left open the possibility of kicking the proficiency can all the way to the end of the road. If an elementary school is given credit because a non-proficient third-grader is projected to be proficient in the sixth grade, and he or she doesn't actually make it, there is no retroactive penalty. The same is true for sixth to ninth grade, and so on.

As a result, hundreds of districts and thousands of schools across Texas improved their ratings under the Texas school accountability system.[7] (Like a number of other states, Texas maintains two distinct K-12 accountability systems, one mandated by NCLB and another specific to Texas.) During contentious 2010 legislative hearings about the growth model, Texas state legislator Scott Hochberg noted that a student could be deemed as "passing" the state's writing test even if he got *every single question on the test wrong*, as long as his scores in reading and math were high enough.[8] The State Department of Education responded by showing that, statistically speaking, schools that had been given the statistical benefit of the doubt deserved it nearly all of the time. Most of those predicted to succeed in the future, did.[9]

Ohio, meanwhile, joined the growth model pilot in 2007-08 after not participating in 2006-07. This had the effect of more than doubling the number of Ohio schools making AYP from the number who would have under normal NCLB rules (33 percent to 77 percent), a result that was far different from the other eight participants studied and was substantially responsible for the increase in the percentage of schools affected by the growth model pilot between 2006-07 and 2007-8. This was not because Ohio had an unusually large number of low-proficiency, fast-growing schools. Instead, like Texas, Ohio chose to interpret growth results in an unusually lenient way. Ohio added the equivalent of two standard deviations of performance to each student's score to determine whether students were on track to reach proficiency and based school ratings on these "augmented predictions." Such artificial augmentations of actual students' scores have been used by other states to manipulate the interpretation of regular, proficiency-based NCLB ratings.[10]

In sum, the growth model pilot system implemented in 2005 provided numerous examples of how growth models could fail to meaningfully change NCLB-style accountability systems. More than anything, they highlighted how the public policy questions around growth models are less an issue of measurement than

interpretation of measurement. The question, it turns out, is not how much growth a student has made, or is likely to make, or even how much growth is "enough." The real question is how should growth of any kind be interpreted in a way that will plausibly lead to more growth? A good place to begin answering that question is Colorado, home of Bruce Randolph School and the one state that successfully applied for a growth model pilot only to change its mind.

COMBINING GROWTH AND PROFICIENCY: THE COLORADO MODEL

Colorado had planned to use a "Student Growth Percentiles" model, which combines elements of the "Projection" and "Trajectory" models by determining whether a student's relative level of growth matched historical patterns of students who successfully grew toward proficiency within a certain amount of time. But when education officials there saw the results come in from other states, they realized that it wasn't worth the effort—the new system would likely identify almost exactly the same schools as the old system. So Colorado officials scrapped their growth model pilot plan and focused on creating a state-specific accountability system that puts a premium on communicating information to the public and making meaningful distinctions between different kinds of schools.

Figure 2 shows 2010 performance results for the 182 public elementary, middle, and high schools in Denver. Each circle is a school. The circles are proportional to school size: The more students, the larger the circle. The vertical axis on Figure 2 shows the percentage of students who scored "proficient" on the state standardized test, the standard NCLB metric. The horizontal axis shows the "median student growth percentile." That means that the Colorado Department of Education calculated how much growth each student made in math since the previous year. They compared that growth to other students with similar academic performance histories, yielding a percentile for each student. The horizontal axis on Figure 2 is the median such percentile for all students in a school.

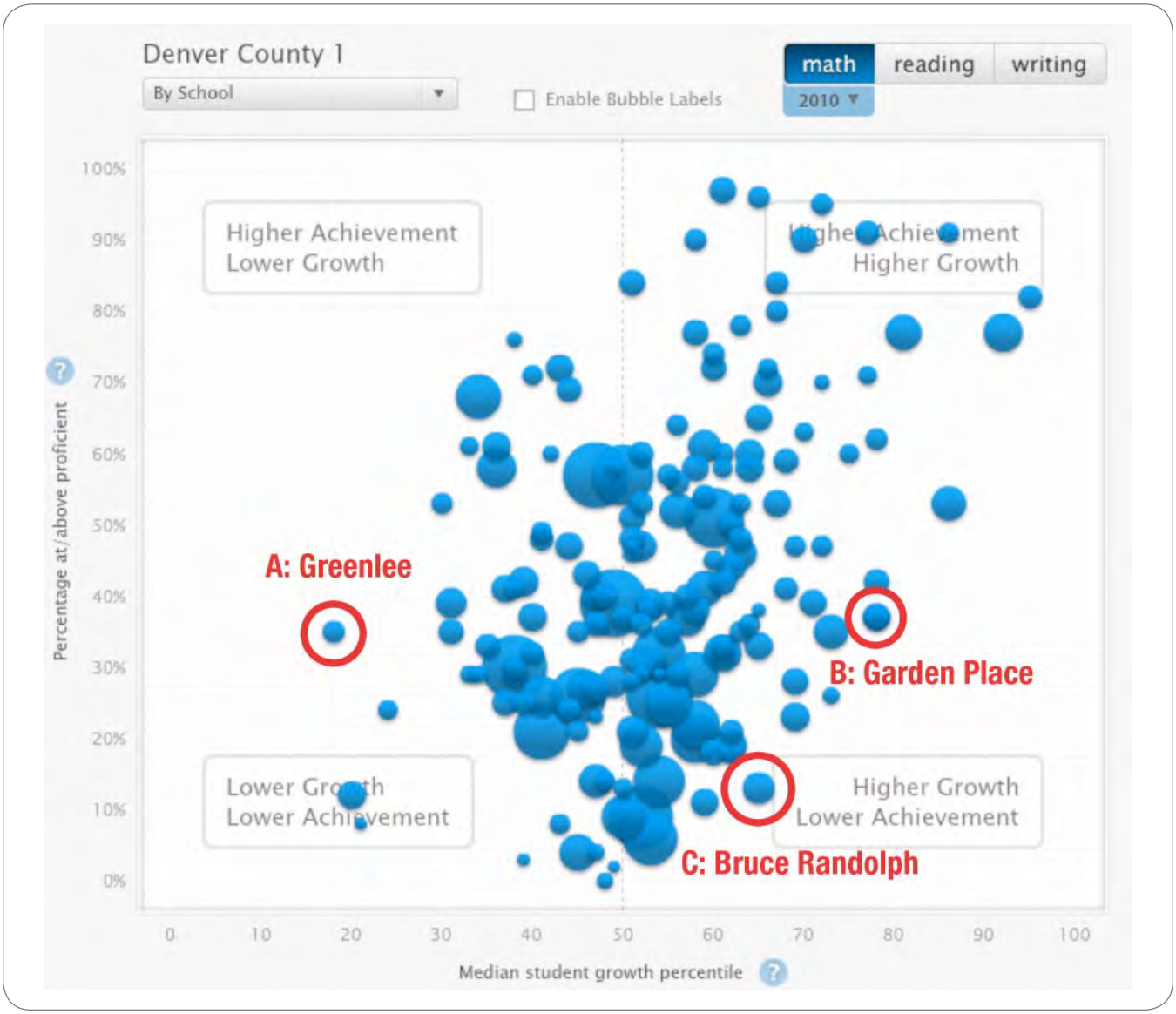
One of the advantages of the Colorado system is that it provides more information than simple indicators of whether a school has reached a certain threshold of performance. Under NCLB, the percentage of students who need to be proficient in order to make AYP rises steadily until it reaches 100 percent in 2014. In other words, the threshold of "enough" proficiency changes regularly over time. Under the growth model pilots, states also focused on a threshold: whether growth was enough to reach proficiency within three or four years.

Thresholds have the advantage of being decisive, but they also carry the disadvantage of discarding useful information. It matters whether a school is far above or below a given proficiency level, as opposed to near the margin. It also matters whether student growth is above, below, or equal to the growth achieved by similar students.

Figure 2 illustrates the magnitude of these distinctions. There is a visible trend within the 182 schools, sloping upward from the lower left-hand quadrant (low proficiency, low growth) to the upper right-hand quadrant (high proficiency, high growth). This pattern is common when growth and proficiency are plotted together and suggests that proficiency and growth are not independent of one another. Schools that achieve proficiency also tend to achieve growth; schools that fail to achieve proficiency also tend to fail to achieve growth. This correlation is one of the reasons that states utilizing the NCLB growth model pilots failed to identify large numbers of additional schools as good enough.

But there is still much meaningful variation to be found. At Greenlee K-8 Elementary School, the circle labeled "A" in the lower-left quadrant, 35 percent of students scored proficient in mathematics, well below the state threshold of 70 percent. What's worse, only 18 percent of students displayed growth higher than was typical among similar students. Greenlee displayed a similar low / low combination on tests of reading and writing. Such low-proficiency, low-growth schools are prime candidates for the kind of aggressive "turnaround" interventions currently being championed by the Obama administration. And indeed, Greenlee is one of the bottom 5 percent of all schools, as identified by the U.S. Department of Education's School Improvement Grant (SIG) program. Greenlee will receive SIG funding to implement a comprehensive turnaround strategy.[11]

Figure 2. Denver School Performance—2010



Source: https://edx.cde.state.co.us/growth_model/public/index.htm#/year-2010, accessed May 3, 2011.

Garden Place Elementary School, the "B" circle in the lower-right quadrant, has a 37 percent proficiency level in math, almost the same as Greenlee. But 78 percent of students displayed growth higher than is typical for similar students. According to the state, those students are on pace to catch up and become proficient over time. Not coincidentally, Garden Place is not a bottom 5 percent SIG school and is not in the process of being aggressively reconstituted. This illustrates the value of adding growth information to proficiency information when considering school performance.

Interpreting growth information can be more complicated, however, for other kinds of schools. At the school labeled "C" in the lower-right quadrant, 65 percent of students had growth above the median for similar students. Only one other high school in the city, the Denver School of Science and Technology, had better growth scores.

But according to the same Colorado Department of Education data, students at the "C" school aren't growing fast enough. Only if the typical student there was in the 99th percentile of growth would the growth

rate be enough for that student to catch up and reach proficiency before finishing his or her education. Only 13 percent are proficient in math, and high school ends for them in a few short years. It would take astronomical levels of growth for students to end up where they need to be.

The "C" school is Bruce Randolph, the school singled out by President Obama in his State of the Union. The leader of the free world thinks that Bruce Randolph is a model for the nation to follow. The Colorado Department of Education says its growth is unusually good, but still not good enough.

How should we understand schools like Bruce Randolph? And having understood them, what should we do? These are the questions that Congress must answer as it reauthorizes ESEA.

REMAKING ESEA: HOW TO ACCOMMODATE GROWTH

There are a number of specific challenges to confront and opportunities to take in remaking ESEA to accommodate and promote growth models.

Better Testing

Growth models, like all test-based measurement systems, are only as good as the test on which they rely. Many of the standardized tests used in K-12 education are inadequate, and their flaws can be magnified by growth calculations. A key problem is the scope of what tests try to assess. Unsurprisingly, tests designed for eighth-graders focus on eighth-grade standards and eighth-grade skills. But a significant number of eighth-graders aren't learning at that level, or even close to it. For students who are far below grade level, grade-level tests can provide little or no information about *how far* below. An eighth-grader reading at the second-grade level could get exactly the same test result as a classmate reading at the fourth-grade level: the worst possible score. The second-grade reader needs to grow faster than the fourth-grade reader to catch up, but growth models using tests of eighth-grade standards might not recognize the distinction. The same problem exists on the other end of the achievement spectrum, among students who score far above the norm.

The key is to broaden the range of achievement that tests can detect. Two assessment consortia—the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC)—are currently working to design tests aligned to the Common Core State Standards developed by a consortia of governors and nonprofit organizations.

The key is to broaden the range of achievement that tests can detect.

Both assessment consortia are working to accommodate the needs of growth models. The SBAC, for example, is tackling this challenge by using so-called "adaptive testing." When a group of students sits down for traditional tests, like the SAT, they all take the same test with the same questions. Adaptive tests, by contrast, are administered via computers that change the questions students are given based on their answers to previous questions. Students who get questions right are given progressively more difficult problems to solve, while students who get questions wrong are given easier questions in turn. In this way, adaptive tests extend the scope of knowledge and skills assessed beyond a single grade range, providing more useful information for growth models.

The consortia are also developing interim tests that will be given during the middle of the school year. The interim SBAC test will use the same scale as tests given at the end of the year, allowing states to potentially give schools more fine-grained, actionable estimates of ongoing student growth during the year.[12] In addition, the consortia are considering aligning their testing scales *across* grades. It's possible to estimate growth between non-aligned tests through statistical correlation (e.g., if students who get a 600 on the SAT math exam in their junior year are most likely to score a "3" on the Advanced Placement (AP) calculus exam in their senior year, a 600-scoring student who gets a "5" on the AP exam may be inferred to have made an unusual amount of growth in math.) But aligned tests may allow for more accurate estimates

of growth over time.[13] If a score of 700 denotes grade-level proficiency on the seventh-grade math test, for example, a score of 700 on the eighth-grade math test would indicate that the student is one year behind.

More Grades

Growth models also need to incorporate information about students beyond what is mandated by NCLB—testing in grades three through eight and once in high school. Growth calculations require at least two points of time to compare. That means that under the current testing regime, growth can't be calculated until grade four, because there is no grade two test to use as a baseline. For elementary schools that go up to grades four through six, this could create perverse incentives to neglect grades K-three, resulting in low achievement, and a concentration of resources in grades four through six, where growth would be measured. Because standardized tests are less accurate and less developmentally appropriate in the early grades, this problem can't be solved by simply extending the testing window all the way down to toddlers. Instead, ESEA should require states to use multiple measures to evaluate elementary school quality, such as inspections by trained observers and the observation-based Classroom Assessment Scoring System (CLASS) developed at the University of Virginia.

ESEA should require states to use multiple measures to evaluate elementary school quality….

The same problem exists for older students. NCLB mandates only one accountability test in high school, which is typically given in grade 10 and doesn't address advanced secondary subjects like chemistry, calculus, history, economics, and other courses needed to properly prepare students for college and careers. States designing accountability systems should be required to administer a 12th-grade test in reading and math, as well as include results from standardized "end-of-subject" tests that states are increasingly requiring students to pass in order to graduate from high school. States should also incorporate information about what happens to students after they finish high school. The best way to know if a student has been adequately prepared to succeed in college is to see if he or she actually succeeds in college. States like Florida that have linked their K-12 and higher education data systems can extend their growth model projections across the administrative and conceptual chasm that often separates high school and college.[14] Data about college enrollment, first-year retention, college grades, and student placement in remedial courses can be used to assess whether student growth in high school is enough growth.

Tougher Standards

The Common Core standards were designed to identify what students need to know and be able to do in order to succeed in college and careers. While the new tests that will assess student mastery of the common standards are still being developed by the two consortia, it is widely expected that they will be more rigorous and difficult than what is typical among states today. In 2009, for example, 79 percent of Alabama fourth-graders scored as "proficient" in mathematics, based on Alabama standards and the Alabama test.[15] In the same year, only 25 percent of Alabama fourth-graders scored proficient in math on the U.S. Department of Education-administered National Assessment of Educational Progress. Like most states, Alabama's adoption of the Common Core standards and related tests will result in fewer students making the grade.

ACT, publisher of the widely used college admission test of the same name, recently conducted an analysis of how high school students might fare on a test based on the Common Core standards.[16] By matching ACT test questions to similar elements of the Common Core and examining hundreds of thousands of actual ACT test results, researchers found that only about one-third to one-half of 11th-graders were college- and career-ready in reading, writing, and math, as defined by the Common Core. Passing rates for minority students were substantially worse.

Raising state standards to meet the level of rigor established by the Common Core will increase the

…researchers found that only about one-third to one-half of 11th-graders were college- and career-ready in reading, writing, and math, as defined by the Common Core.

challenge of balancing growth and proficiency. Fewer students will score as proficient and the growth trajectory of underperforming students toward proficiency will be even steeper. Projection models will deem more students unlikely to succeed. Schools like Bruce Randolph will have to do even better in order to achieve adequate growth.

Different Models for Different Things

The growth model pilot program launched by the U.S. Department of Education in 2005 has provided valuable information about growth models. The experiences of the pilot states show the consequences of different approaches to identifying schools as making enough growth. More importantly, they demonstrate that "How much growth is enough growth?" is a necessary but insufficient question to ask. Growth model information is only useful if interpreted along with other perspectives on student success. And the way that information should be used depends on what it is to be used for.

One of those uses is public information. The major innovation of the Colorado growth model is not the method of estimating growth or judging whether growth is enough. Colorado stands out for the ease with which policymakers, principals, school board members, parents, and other stakeholders can access the information. The charts, available on the Internet, allow people to examine growth for subgroups of students—low-income, minority, English language learners, students with disabilities—to see how traditionally disadvantaged students are performing relative to their peers. The colorful arrays of circles show exactly where each school stands compared to all others. Colorado developed its system with open-source software so other states could quickly and inexpensively present their growth data in a similar way. As of early 2011, 14 states had formed a consortium to do exactly that, at a per-state cost of as little as $250,000.

Growth model information is also used to make specific policy choices: Should a school be identified as failing? Should it be given more money? Should it be forced to reorganize or reform? Again, the type of decision dictates the type of model. As researchers like Harvard University's Andrew Ho have demonstrated, the "Projection" and "Trajectory" models can yield radically different results when used for accountability purposes.[17] Both are valuable, but only when matched to the right perspective and the right use.

"Projection" models make sense from the 40,000-foot perspective. In the aggregate, past is often prologue. This is particularly true in public education, which has proved to be remarkably immune to external shocks, both positive and negative, over the years. State policymakers deciding how to distribute funding among school districts or where to concentrate intensive reform efforts should take projections based on long-term statistical trends very seriously. If the projections strongly suggest that students in a distressed urban district are collectively not on track to reach proficiency, that information should be treated with deadly seriousness and acted on accordingly.

As the perspective narrows and descends, however, projections have less value. There is an aspiration at the center of public education. It's a bet on human potential, an idea that institutions are improvable, and a faith that the best means of helping young people learn and grow into their fullest selves have yet to be discovered. It is crucial that these ideas aren't crushed by the weight of aggregate statistics. The only reason to hold schools accountable for student learning is to improve student learning. That won't happen if accountability systems presuppose that such improvement can never occur.

Growth information about individual teachers and students should be considered with a particular sensitivity to the fact that all risks are not equal. Imagine a parent receiving her child's standardized writing test results in the mail. The scores are horrific,

There is an aspiration at the center of public education. It's a bet on human potential, an idea that institutions are improvable, and a faith that the best means of helping young people learn and grow into their fullest selves have yet to be discovered.

the worst possible. But imagine there's a note attached, from a statistician at the State Department of Education. "Our records indicate that other students like your daughter did much better on the writing test," the hypothetical note says. "And your daughter did much better on tests of things other than writing. As a result, our statistical model predicts that your daughter will do better in writing next year. So don't worry, nothing to see here."

Would a reasonable parent cancel the upcoming parent-teacher conference and stop checking written homework assignments? Probably not. Parents would be sensitive to the risk that their child is an exception to the statistical trend and in danger of an academic catastrophe. The risk of failing to intervene on behalf of that child is substantial when weighed against the risk of providing extra assistance to a child who is actually fine.

Similarly, teachers who achieve unusually good results in a given year should be recognized and rewarded for their success. Any instance of deviation from the educational norm might be a statistical anomaly—but it might not. And the aspirational education idea depends on believing that such successes can be learned from, replicated, and spread out to the world at large. Teachers who experience an unusual drop, by contrast, should be given the benefit of the doubt, with multiple consecutive years of failure or success given steadily more weight, and other factors like expert observation and peer review taken into account. Teachers' rights, reputations, and livelihoods are important, and the risk of damaging them unnecessarily should be minimized, even as schools also weigh the countervailing risk of assigning vulnerable students to poor-performing teachers.

At the school level, Colorado's two-dimensional combination of proficiency and growth strikes a reasonable balance. Greenlee and Garden Place elementary schools aren't the same and shouldn't be treated as such. The only responsible action on behalf of young children trapped in a low-proficiency, low-growth school like Greenlee is immediate, radical change. Students at Garden Place also need more help than most. But schools that can achieve unusual growth with disadvantaged students are hard to come by. The best strategy in such schools is often to invest in doing more of what is making them successful, not doing something else with different people.

Making such distinctions isn't always easy. Most elementary schools in Denver are in between Greenlee and Garden Place. They are simply ordinary when it comes to growth. No single mathematical formula can adequately capture all the distinctions among schools. Add the odds of graduating from high school and enrolling in college to the model and Colorado's neat two-dimensional array becomes a three-dimensional cube. Add the odds of *succeeding* in college and the data inhabit four dimensions, beyond visualization. Layer on achievement differences among different student groups, and the complexity level shoots up like a rocket. It will take a strong dose of wise human judgment among state and federal policymakers to synthesize this information and decide how and where to intervene.

The next class of students at Bruce Randolph School might not graduate in such high numbers. The last class may have trouble in college, victim of educational failures that occurred long before their high school teachers ever knew their names. But in 2010, the school did something extraordinary. That is worth understanding.

Notes

1. David Grissmer and Ann Flanagan, *Exploring Rapid Achievement Gains in North Carolina and Texas*, (Washington, D.C.: National Education Goals Panel, 1998).
2. "Grading the Teachers: Value Added Analysis," Los Angeles Times, http://www.latimes.com/news/local/teachers-investigation/

3. Sandy Kress, in discussion with Robert Manwaring, 2010.
4. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Final Report on the Evaluation of the Growth Model Pilot Project* (Washington, D.C., U.S. Department of Education, 2011). The department released a preliminary version of the report in 2010.
5. Charles Barone, *Are We There Yet? What Policymakers Can Learn from Tennessee's Growth Model,* (Washington, D.C.: Education Sector, March 2009).
6. *Final Report on the Evaluation of the Growth Model Pilot Project,* Exhibit 29.
7. Jeffrey Weiss, "The Scores Are in, and the Texas Projection Measure Results Are Mixed," *Dallas Morning News,* August 3, 2010.
8. Hochberg also noted that the projections weren't technically based on "growth" at all, in the sense of a linear sequence of scores over time, but rather just a set of test scores associated with a certain student and group of similar students with no attention given (statistically speaking) to the sequence in which those scores occurred.
9. Consistent with these findings, the ***Final Report on the Evaluation of the Growth Model Pilot Project*** found that "[The] projection model has the highest correct classification rates for future proficiency: over 80 percent. These rates are 5 to 20 percentage points higher than trajectory and transition matrix models, depending on the grade level and proximity to the growth model time limit."
10. See for example Kevin Carey, *The Pangloss Index: How States Game the No Child Left Behind Act,* (Washington, D.C.: Education Sector, November 2007).
11. Padmini Jambulapati, *A Portrait of School Improvement Grantees* (Washington, D.C.: Education Sector, April 2011).
12. The PARCC approach is somewhat different; they are pursuing a "through-course" design where the material currently assessed at the end of the year in a single high-stakes annual test will be broken up into pieces and tested at four points throughout the year, with the results then aggregated into a final score. Since the first three PARCC tests will use "performance tasks" and the fourth will be based on a different "selected response" assessment method, it may be more difficult to calculate growth levels at each point along the way.
13. There is not a consensus in the assessment community as to whether the considerable complication and expense of creating so-called "vertical" alignment of test scales across grades is worth the additional growth estimate accuracy such alignment can potentially create. The PARCC consortia has not formerly committed to creating such alignment.
14. Chad Aldeman, *College- and Career-Ready: Using Outcomes Data to Hold High Schools Accountable for Student Success* (Washington, D.C.: Education Sector, January 2010).
15. http://educationnext.org/files/ProficiencyData.pdf
16. *A First Look at the Common Core and College and Career Readiness* (Iowa City, IA: ACT, 2010).
17. Andrew Ho, *Supporting Growth Interpretations Using Through-Course Assessments,* (Austin, TX: Center for K-12 Assessment and Performance Management at ETS, March 2011), http://www.k12center.org/rsc/pdf/TCSA_Symposium_Final_Paper_Ho.pdf

Title:	**Legislative Update/Wrap-Up**	
As Related To:	Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☒ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☒ Other	
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☒ Third-Party Materials ☒ PowerPoint	
Synopsis:	The 2012 Legislature opened the regular session facing the need to resolve a budget problem of about $1.4 billion. The 2012 supplemental budget that passed the Legislature in Second Special Session increased resources to the state general fund and related funds by $444 million and reduced appropriations by $755 million, leaving a total $319 million (before Governor's vetoes) in reserve. The budget ended with no program reductions in K-12 Education while providing about $12 million in enhancements, including several aligned with Strategic Plan Goals of the SBE. Among significant legislation with SBE impacts that passed in the 2012 sessions are HB 2824, which eliminated statutory distributions to school districts through the Student Achievement Program (I-728) and established a Joint Task Force on Education Funding; HB 2483, which created a Student Achievement Council or higher education planning and oversight, with certain roles for SBE, and HB 2492, which requires fiscal impact statements on proposed SBE rules.	

LEGISLATIVE REVIEW
2012 REGULAR AND SPECIAL SESSIONS

Background

The 2011-13 state operating budget enacted in May 2011 appropriated $32.2 billion and left $743 million in reserve. A cumulative $2.2 billion decline in the next three revenue forecasts produced a projected deficit, after the November forecast, of $1.4 billion.

The Governor's 2012 supplemental budget proposed to reduce expenditures by $1.7 billion. It left a General Fund ending balance of $602 million through a mix of spending cuts, transfers, and reduced revenues to local governments. The Governor called for a referendum to be sent to the voters for a temporary, half-cent increase in the state sales tax, raising $494 million to "buy back" proposed reductions in K-12 education, higher education, human services, and criminal justice.

Meeting in special session in December, the Legislature took a combination of actions to reduce the size of the budget problem by $480 million. The December "early action" budget left a remaining problem for the 2012 Session of more than $950 million, plus whatever amount desired in ending reserves.

Budget Passed Legislature

The budget that passed the Legislature in Second Special Session on April 11 increased budget resources by $444 million while reducing appropriations by $755 million.

Additional resources include:

- $238 million from a change to the Working Capital Reserve, in which certain tax revenue is held in the General Fund longer before being distributed to local governments.
- $144 million from redirecting existing revenues from other uses to the General Fund.
- $74 million from additional cash transfers from other accounts.
- $34 million in revenue legislation.

Spending reductions include:

- $340 million in maintenance-level changes from reduced forecasts of K-12 enrollments, human services caseloads, and other mandatory costs.
- $295 million in policy-level reductions, none of them in public schools.
- $120 million in projected underexpenditures from budgeted levels.

Combined with the steps taken in December, the 2012 supplemental budget left a projected unrestricted ending balance, before vetoes, of $54 million and $265 million in the Budget Stabilization Account. (Appendix A, Balance Sheet.) The $319 million total reserves compares to the Governor's proposed $602 million, all in the ending balance. A 60 percent vote of each

house of the Legislature is required to appropriate money from the Budget Stabilization Account.

K-12 Budget

K-12 reductions in proposed 2012 supplemental budgets ranged from $300 million in the Governor's budget -- $252 million of which would be restored through voter approval of a tax measure – to $81 million in the first budget passing the House in late February, $51 million in the House Republican alternative plan, and $40 million in the "coalition" budget that passed the Senate on March 3. (Totals exclude delays in Apportionment payments proposed in some versions.) As the Legislature neared the end of the regular session, however, House and Senate negotiators came together on an agreement of no cuts in public schools. (Appendix B, K-12 budgets.)

The K-12 budget recognizes a net $73 million in "maintenance-level" savings from the original 2011-13 budget, resulting from revised forecasts of enrollments and other mandatory costs. It makes no program reductions. It adds $11.9 million at policy level for new and expanded programs and services. (Appendix C, 2012 Supplemental, Public Schools.)

Below we highlight enhancements to K-12 education in the 2012 supplemental budget that align with SBE's Strategic Plan Goals.

Strategic Plan Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap.

- ✓ WaKIDS -- $1.0 million for implementation of HB 2586 (Washington Kindergarten Inventory of Developing Skills). Funding supports implementation grants to participating school districts on a schedule to be determined by OSPI.

- ✓ Collaborative Schools -- $1.5 million for implementation of HB 2799 (Collaborative Schools). The bill establishes a five-year pilot project called Collaborative Schools for Innovation and Success, in which colleges of education and school districts will jointly develop and implement research-based models of instruction, educator preparation and professional development proven to improve student learning in low-performing schools. OSPI and the Professional Educator Standards Board will select up to six applicants. The funding supports planning and implementation grants to three of the selected applicants.

- ✓ Urban School Turnaround -- $2.0 million in one-time funding to promote significant achievement gap reductions in the state's lowest performing schools, conditioned by a detailed budget proviso. OSPI is to select two schools in the state's largest urban district for the urban school turnaround.

Strategic Plan Goal Four: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science.

- ✓ Project Lead the Way -- $250,000 in one-time funding to ten high schools for a program emphasizing a multi-disciplinary, hands-on and problem-solving approach to science, technology, engineering, and math (STEM) subjects. Funding will support training, curriculum and materials.

- ✓ Skills Centers as Training Hubs -- $150,000 in one-time funding for aerospace and manufacturing course equipment and curriculum for two skills centers starting in the 2012-13 school year.

- ✓ Aerospace Assembler Program -- $300,000 in one-time funding to expand the Washington Aerospace and Research, which offers entry-level aerospace training opportunities to adults. Start-up funding is provided to establish programs at twelve high schools by spring of the 2012 school year.

Strategic Plan Goal Five: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation.

- ✓ Certificated Employee Evaluations -- $5.8 million for SB 5895, implementing a four-tier teacher and principal evaluation system statewide. Student growth data must be a substantial factor in evaluating performance for at least three of eight evaluation criteria for teachers and principals. Of the funding provided, $4.3 million is for grants to districts for training of staff in the new evaluation system.

The 2012 supplemental budget provides no increased funding for basic education programs to make progress in implementing HB 2776 in accord with the *McCleary* decision. The only budget proposal in the session that included new funding for HB 2776 was that offered by the Senate Ways and Means chair on February 28, which did not pass out of committee. That proposal added $32 million for K-3 class size reduction.

HB 2824

The intent and effect of HB 2824 are concisely expressed in its title: "Addressing comprehensive funding for education by developing a plan for full funding and by freeing certain existing revenues for support of the basic education program." HB 2824:

1. Repeals the statutory requirement to provide annual distributions to school districts for the Student Achievement Program, originally enacted by Initiative 728 in 2000.

2. Creates a Joint Task Force on Education Funding to make recommendations for fully funding basic education programs, including the requirements of ESHB 2261, 2009 Session, and HB 2776, 2010 Session.

"Because class size reductions and similar improvements are incorporated in the reforms that were enacted in chapter 548, Laws of 2009, and chapter 236, Laws of 2010, and that are being incrementally implemented through 2018," the bill's first section states. "Initiative Measure No. 728 is repealed in order to make these dedicated revenues available for implementation of basic education reform and to facilitate the funding reform recommendations of the joint task force in section two of this act."

Removing the statutory distributions for the Student Achievement Program from the base of the budget going forward makes an estimated $914 million available for these purposes in 2013-15 and $1.1 billion in 2015-17.

The following provides a summary of the Joint Task Force on Education Funding established by HB 2824.

Joint Task Force on Education Funding

Membership	Eleven members: • Eight legislators, two from each of the largest caucuses of the House and Senate, appointed by the Speaker of the House and President of the Senate. • Three persons appointed by the Governor.
Duties	Make recommendations on how the Legislature can meet the requirements of Chapter 548, Laws of 2009 (SHB 2261) and Chapter 236, Laws of 2010 (ESHB 2776). Develop a proposal for a reliable and dependable funding mechanism to support basic education programs. Must, at a minimum, support full implementation of program enhancements required in HB 2261 and HB 2776, including: • Full-day kindergarten • Reduced K-3 class size • Increased MSOC allocations • New Pupil Transportation formula May recommend multiple options, but shall recommend one preferred alternative. If recommend an option to fully fund the program of basic education without new revenues, must identify areas of the budget to be eliminated or reduced. Consider recommendations for the Transitional Bilingual Instructional program made in the 2012 QEC report. Provide recommendations for a scaled funding formula based on English language proficiency and a supplemental formula based on student exit from the program due to demonstrated English proficiency, with implementing legislation.
Staffing	House and Senate committee staff and Office of Financial Management, with assistance from the Washington State Institute for Public Policy and other agencies as necessary.
Report	Final report due to the Legislature by December 31, 2012.

Meeting the requirements of Chapter 548, Laws of 2009 includes development of a plan for funding the 24-credit graduation requirements defined in the act as constituting the instructional program of basic education. As discussed at the Board meeting in January, SHB 2261 also stipulated that changes in graduation requirements that have a fiscal impact on school districts, as identified by OSPI, shall take effect only if authorized and funded by the Legislature through the budget act or other legislation. (Appendix D, 2261 graduation requirements.) SBE encourages the Governor and the Legislature to give due attention to this part of the task force's mandate.

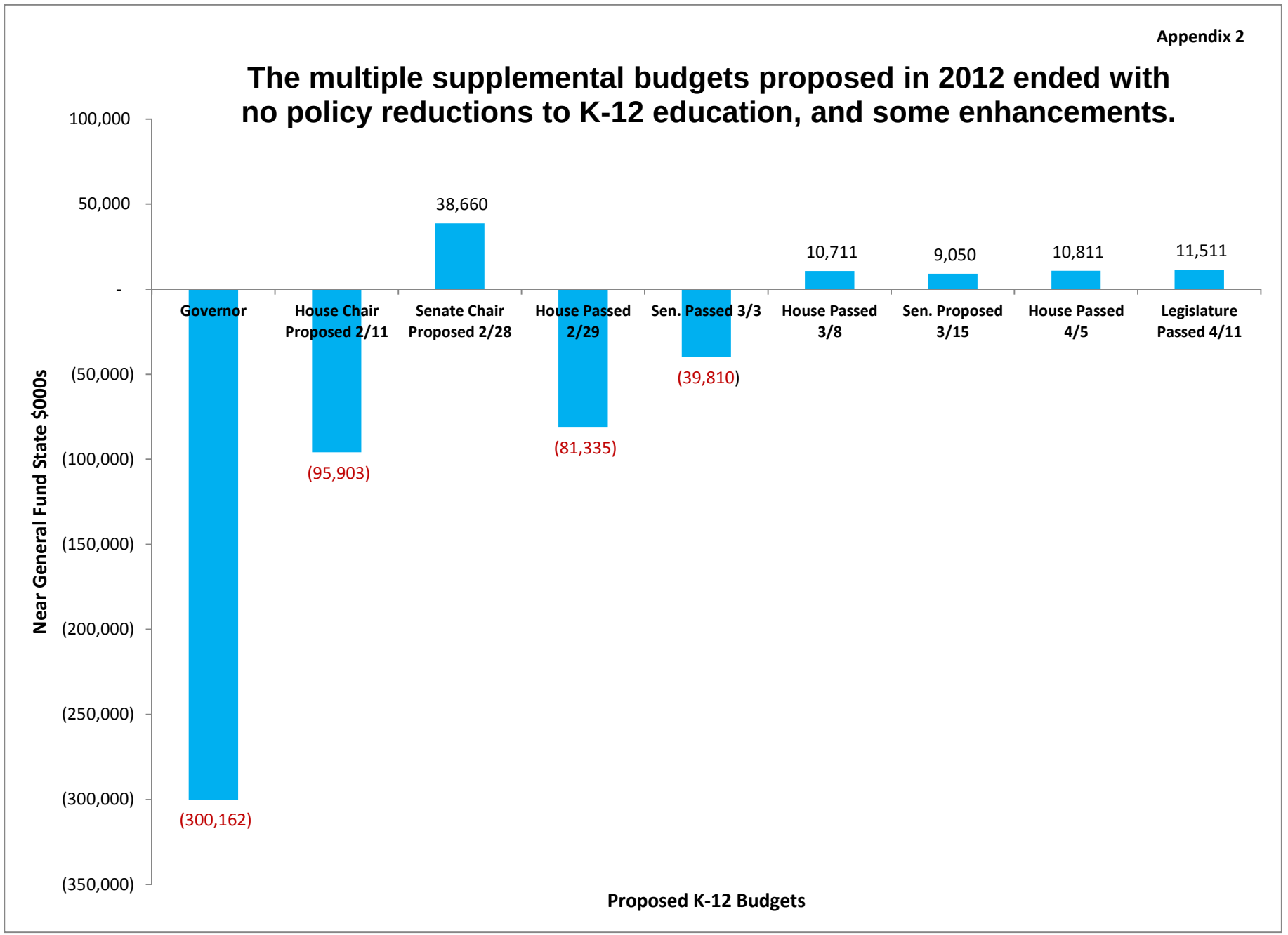
Other 2012 Legislation with SBE Impacts

HB 2483, Higher education coordination
Creates a nine-member Student Achievement Council, replacing the Higher Education Coordinating Board, to set goals, advocate for, and monitor the performance of the state's higher education system. The new agency has several interactions with SBE, the latter two carried over from the HECB:

- Includes a representative of the K-12 system, selected by the Superintendent of Public Instruction in consultation with SBE and the Department of Early Learning.
- "Connects the work" of other education agencies, including SBE.
- Collaborates with other agencies, including SBE, in proposing educational attainment goals and priorities.
- Collaborates with other agencies, including SBE, to improve student transitions between secondary and postsecondary education and workforce participation.
- Makes recommendations to OSPI and SBE on basic skill competencies and essential core competencies for K-12 education.

HB 2492, State Board of Education fiscal impact statements on proposed rules
Requires SBE, when it publishes a notice of a rule-making hearing, to provide a school district fiscal impact statement along with the proposed rule. The Board is required to have a presentation and public hearing on the fiscal impact statement as well as on the rule. OSPI must prepare the fiscal impact statement and solicit estimates of impacts from a representative sample of school districts.

Appendix 2



Excludes Apportionment delays proposed in some budgets.

2011-13 Omnibus Budget -- 2012 Supplemental

Public Schools (350)

(Dollars in Thousands)

3ESHB 2127

Passed Legislature (Before Vetos)

Near General Fund - State

2011-13 Original Appropriations	13,708,437		
2011-13 Maintenance Level	13,635,887		
Policy Changes:		**Description**	**SBE Note/Impact**
1. Auditor Reduction	-54	****Not specific to Public Schools -- Changes made to all agency budgets ripple through to OSPI***** Auditor Reduction - Agency funding levels are adjusted to reflect changes in the number of audit hours needed, reductions in billing authority for the Office of the State Auditor's Audit of State Government Account, and use of existing fund balance. The Office of the State Auditor will use a risk-based methodology in selecting agencies to audit.	
2. Attorney General Reduction	-57	****Not specific to Public Schools - changes made to all agency budgets ripple through to OSPI***** Attorney General Reduction - Agency funding levels are reduced to reflect reductions in billing authority for the Office of the Attorney General's Legal Services Revolving Account.	
3. Sec of State Archive Reduction	-5	****Not specific to Public Schools ***** Sec of State Archive Reduction - Agency funding levels are reduced to reflect reductions in billing authority for the Office of the Secretary of State's Archives and Records Management Account.	
4. Project Lead the Way	250	Project Lead the Way - - Project Lead the Way (PLTW) is a program emphasizing a multi-disciplinary, hands-on, and problem-solving approach to science, technology, engineering, and math (STEM) subjects. One-time funding is provided for 10 high schools to implement advanced PLTW coursework beginning in the 2012-13 school year. Funding will support the participating schools' implementation costs, including training, curriculum, and materials.	SBE Strategic Plan Goal 4 (Math & Science)
5. Skills Centers as Training Hubs	150	Skills Centers as Training Hubs - - One-time funding is provided for aerospace and manufacturing course equipment and curriculum to two skills centers starting in the 2012-13 school year. The skills centers will provide: 1) local high schools access to laboratory space for manufacturing courses leading to industry-recognized employment certifications offered at their school; 2) the opportunity to offer more specialized training; and 3) teachers in the region a central location to attend technical professional training in the instruction of courses leading to student employment certification in aerospace and manufacturing industries.	SBE Strategic Plan Goal 4 (Math & Science)
6. Aerospace Assembler Program	300	Expand Aerospace Assembler Program - - The Aerospace Assembler program developed by the Washington Aerospace and Research Center offers entry-level aerospace training opportunities for adults. One-time funding is provided for start-up grants to establish similar programs at twelve high schools by spring of the 2012-13 school year. Each participating high school will offer the entry-level aerospace assembler training program through a combination of online and hands-on instruction. At completion, students will have earned a skill certificate and be ready for employment in entry-level jobs upon graduating from high school.	SBE Strategic Plan Goal 4 (Math & Science)
7. Central Service Reforms	-257	****Not specific to Public Schools - ***** Central Service Reforms - - Funding is reduced to reflect efficiencies in state agency use of cell phones, mailing, printing, and information technology.	
8. Commute Trip Reduction	-3	****Not specific to Public Schools***** Commute Trip Reduction - Funding is reduced to reflect elimination of General Fund support for the program.	
9. Certificated Employee Evaluations	5,767	Certificated Employee Evaluations - Funding is provided pursuant to ESSB 5895 (certificated employee evaluations), implementing a four-tier teacher and principal evaluation system statewide. Student growth data must be a substantial factor in evaluating performance. Funding includes grants to districts implement the revised evaluation system.	SBE Strategic Plan Goal 5 (Effective Workforce)

* Near General Fund-State = GF-S + Education Legacy Account

2011-13 Omnibus Budget -- 2012 Supplemental

Public Schools (350)

(Dollars in Thousands)

10. Open K-12 Education Resources	250	Open K-12 Education Resources - Funding is provided to implement E2SHB 2337, which requires that the Superintendent of Public Instruction develop and adopt new and existing, openly licensed courseware aligned with the Common Core state standards.	May facilitate change in how we deliver (and pay for) content.
11. WaKIDS	1,000	WaKids - Funding is provided to implement ESHB 2586 (Kindergarten Inventory). Changes the implementation schedule for administration of the Washington Kindergarten Inventory of Developing Skills.	SBE Strategic Plan Goal 2 (Achievement Gap). Creates waiver issue for SBE.
12. Career & Tech Ed Grants	100	Career & Tech Ed Grants - Provides support for statewide supervision activities for student leadership organizations in career and technical education.	
13. Urban School Turnaround	2,000	Urban School Turnaround - One-time funding is provided for an urban school turnaround initiative to promote significant educational achievement gap reductions in the state's lowest performing schools. SPI is to select two schools in the state's largest urban district.	Seems disconnected from the SIG and RAD process. Hopefully future budgets will integrate.
14. Collaborative Schools	1,500	Collaborative Schools - $1,500,000 is provided solely for implementation of HB 2799 (Collaborative schools for innovation). Colleges of education and school districts will develop and implement research-based models of (1) instruction proven to close the achievement gap and improve student learning in low-performing schools, and (2) educator preparation and professional development proven to build an educator workforce with the skills and background to serve students in low-performing schools.	This is better integrated into the SIG process, but the RAD process is still unfunded.
15. AP/IB Exam Fee Backfill	100	AP/IB Exam Fee Backfill - A state appropriation is made to backfill a reduction in the federal contribution to low-income students for Advanced Placement (AP) and International Baccalaureate (IB) exam fees.	
16. Interpreter Services Standards	25	Interpreter-Services Standards - Funds are provided for the Professional Educator Standards Board to develop educator interpreter standards and identify interpreter assessments available to school districts. PESB will establish a performance standard defining what constitutes a minimum assessment result for each educational interpreter assessment identified, publicize the standards and assessments for school district use.	
17. Foster Care Outcomes	128	Foster Care Outcomes - Funding is provided pursuant to SHB 2254 (foster care outcomes), which directs OSPI to report on the implementation of the state's plan of cross-system collaboration to promote educational stability and improve education outcomes of foster youth. The report is due December 1, 2012 and annually thereafter through 2015.	
18. Services for At-Risk Students	200	Services for At-Risk Students - Funds are provided for the American Academy to provide social support and academic intervention to students who have been suspended or expelled, are pregnant or parenting teens, have dropped out of school, or are significantly at risk of dropping out of school.	
19. Pension Rate Correction	267	***Not specific to Public Schools ** Pension Rate Correction - Effective April 1, 2012, pension rates applied to K-12 employees will revert to those funded in the 2011-13 budget. Allocations to school districts are adjusted accordingly.	
20. PEBB Rate Reduction	-150	***Not specific to Public Schools** PEBB Funding Rate Reduction - The Public Employees' Benefits Board (PEBB) funding rate is reduced from $850 to $800 per eligible employee per month for FY 2013.	
Total Policy Changes	**11,511**		
Total Policy w/o across-the-boards	***11,887***		
2011-13 Revised Appropriations	13,647,398		

* Near General Fund-State = GF-S + Education Legacy Account

SHB 2261 directed new, 24-credit high school graduation requirements, while placing funding conditions on their adoption by the State Board of Education.

Section 101 (2)
The legislature defines the program of basic education under this chapter 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. Basic education is by necessity an evolving program of instruction intended to reflect the changing educational opportunities that are needed to equip students for their role as productive citizens.

Section 104 (3)
The instructional program of basic education provided by each school district shall include:

(b) Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature. Course distribution requirements may be established by the state board of education under RCW 28A.230.090.

Section 111 (2) (c)
The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under section 114 of this act. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. 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 enacted legislation.

Near General Fund-State and Opp Pathways
3ESHB 2127 (Passed Legislature)
(Dollars in Millions)

	2011-13
Beginning Balance	**(60.4)**
Revenue	
November Revenue Forecast	30,568.7
December Action: HB 2169 (Unclaimed Property)	50.6
February Forecast Update	86.8
2012 Legislation Impacting Revenues (Including Budget Driven)	*177.3*
Total Revenue	**30,883.5**
Other Resource Changes	
Transfers To The Budget Stabilization Account	(264.8)
Use of Budget Stabilization Account	-
Other Previously Enacted Fund Transfers & Adjustments	244.1
December Action: Transfers (SHB 2058)	106.2
2012 Adjustment to Working Capital Reserve (HB 2822)	*238.0*
2012 Fund Transfers & Other Adjustments	*28.4*
Other Resource Changes	**351.9**
Total Resources	**31,174.9**
Spending	
Previously Enacted Appropriations	**32,200.0**
December Action: (SHB 2058)	(322.9)
2012 Maintenance Level Changes	*(340.3)*
2012 Policy Level Changes	*(295.4)*
Estimated NGFS Reversions	*(120.0)*
Total Spending	**31,121.3**
Ending Balance & Reserves	
Unrestricted Ending Fund Balance	53.6
Budget Stabilization Account Balance	265.3
Total Reserves	**318.9**

Title:	**School Improvement Grant Panel**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	This presentation is intended to provide a local perspective on SIG implementation. Key questions: how does SIG implementation (both successes and challenges) inform future accountability framework development? Phase Two of the state accountability system (per E2SSB 6696) refers to 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." How does SIG implementation, as seen through the perspectives presented by this panel, inform future intervention models in our accountability system?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	Principals from three local School Improvement Grant schools (also known as MERIT schools) were invited to share their progress to provide a local perspective on SIG implementation. These principals have been asked to briefly address the following questions: 1. What strategies or systems are you implementing to improve student achievement? 2. What is proving to be successful? 3. Specifically, what are you doing to improve achievement for English Language Learners? 4. Do you have local data that you would like to share (academic/behavioral/social-emotional/other)? 5. Are you getting what you need in terms of support and/or operational flexibility? 6. What are your biggest ongoing challenges? 7. (If time permits) What plans do you have for sustaining what you've implemented? Participants include: Mr. Dave Chaplin, Principal, Washington Middle School, Yakima Mr. Lee Maras, Principal, Adams Elementary, Yakima Mr. Chuck Salina, Principal, Sunnyside High School, Sunnyside Ms. Heidi Hellner-Gomez, Director of School Improvement, Sunnyside Mr. Ryan Maxwell, Assistant Principal, Sunnyside High School, Sunnyside	

Title:	**Center for Reinventing Public Education, SIG Report Cover**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Center for Reinventing Public Education (CRPE) report presents findings regarding SIG implementation at the state, district, and school level. They also present a set of recommendations for the US Department of Education, states, and districts. How do these findings and recommendations pertain to the SBE's task to create a "Phase II" accountability system, in light of the charge to move forward with a required action process using state and local intervention models beginning in 2013?	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The Center for Reinventing Public Education (CRPE) conducted a series of interviews in School Improvement Grant (SIG, also known as MERIT) schools in early 2011, during the first cohort's initial implementation year. They have produced a set of findings and recommendations that were presented in Tinkering Toward Transformation: A Look at Federal School Improvement Grant Implementation, published in March 2012. Their findings are that the schools, at that point in the grant, did not demonstrate "bold and transformative" change as envisioned by the US Department of Education. OSPI has provided student achievement data from SIG schools as of spring of 2012, which is also included in the attached memo.	

The Center for Reinventing Public Education School Improvement Grant Report

Background

Washington State has two cohorts of School Improvement Grant (SIG) schools. The first cohort started their implementation in school year 2010-11. The second cohort includes four schools in Required Action Districts, and their implementation began in school year 2011-12. These schools were in the lowest 5 percent of schools over a three-year period in reading, math, and for schools that graduated students, graduation rates. SBE has had multiple presentations by OSPI staff over the past two years to provide updates on this project. Just recently, OSPI posted an evaluation report on which compiles data from the first cohort of SIG schools (see http://www.k12.wa.us/Improvement/pubdocs/MERITeoy2010-11.pdf).

In March 2012, the University of Washington's Center for Reinventing Public Education (CRPE) released a new report titled *Tinkering Toward Transformation: A Look at Federal School Improvement Grant Implementation*. The report is a result of interviews with a subset of School Improvement Grant (SIG) schools in their first year of implementation. The report provides a critical look at SIG implementation as well as a set of recommendations for the US Department of Education, states, and districts.

Summary

The full CRPE report is available online, and the Executive Summary is provided in Appendix A. The report concludes that the schools, at that point in the grant, did not demonstrate "bold and transformative" change as envisioned by the US Department of Education. Robin Lake and Sarah Yatsko will provide a PowerPoint presentation regarding their findings.

OSPI has provided student achievement data from SIG schools as of spring of 2012, which is available in Appendices B and C.

Policy Consideration

SBE and OSPI are charged in E2SSB 6696 to create a Phase II accountability system to implement the Achievement 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." Given this responsibility, Board Members will discuss how the findings and recommendations in the CRPE report might pertain to a next generation accountability system.

Action Expected

For discussion only.

THE BERC GROUP

Student Achievement Improvement (MERIT) 2010 to 2011

Student Achievement Improvements in Washington State's MERIT Schools

In 2010, in an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants (SIG) to support the lowest performing districts and schools. Schools and districts throughout the country applied for these grants and the program now serves more than 730 schools nationally (Klein, 2011). Schools and districts accepting SIG money are required to adopt one of four federally defined school intervention models: *Closure*, *Restart*, *Turnaround*, or *Transformation*.

In Washington State, 17 schools from nine different districts received a grant under this program. These schools were named Models of Equity and Excellence through Rapid Improvement and Turnaround (MERIT) by OSPI and began working together on the implementation of their improvement plans in the summer of 2010.

Currently, the MERIT schools are just beginning their second year of implementation and recently received the student achievement results from the Washington State Comprehensive assessment (MSP or HSPE) their students took last spring (2011). These results can now be compared to last year's results (2010) and to the state average. Looking at these comparisons provides beginning outcome data on whether the MERIT schools are improving their student achievement. Figures 1 and 2 display the percentage of students meeting standard on the 2010 and 2011 reading and math MSP for the five elementary schools involved in MERIT compared to the state average for elementary schools.[1]

On the reading MSP, the MERIT elementary schools improved by about 10 percentage-points from 2010 to 2011, while the state average for elementary schools remained the same. On the math MSP test, the MERIT elementary schools improved by about 16 percentage-points from 2010 to 2011, while the state average for elementary schools improved by about 4 percentage-points.

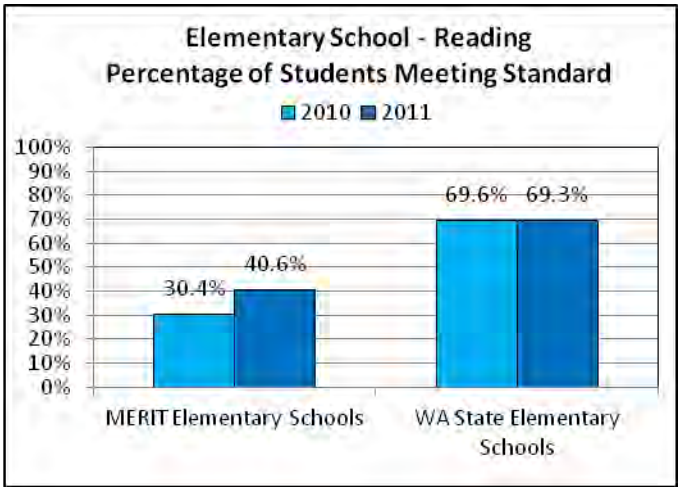


Figure 1. Elementary School Reading 2010 and 2011 MSP Results

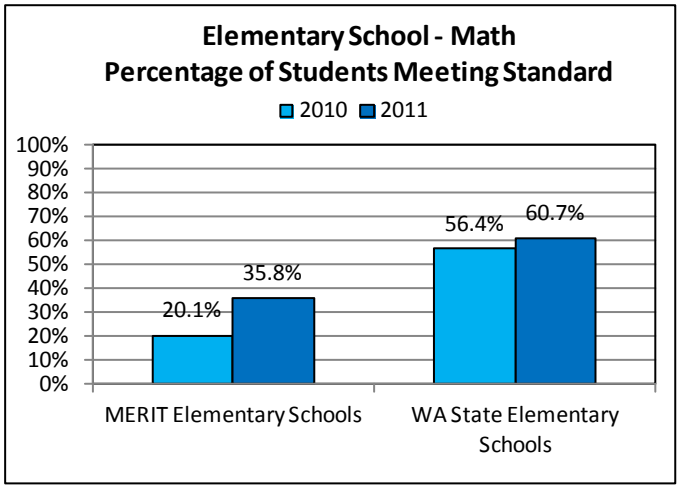


Figure 2. Elementary School Math 2010 and 2011 MSP Results

[1] For this analysis we averaged the results from 3rd, 4th, and 5th grade for each school and then aggregated the results. School level results were obtained from the OSPI report card: http://www.k12.wa.us/.

Gains for the nine MERIT middle schools were not as substantial in comparison to the elementary schools. The MERIT middle schools and the state average for middle schools did not improve on the reading portion of the MSP from 2010 to 2011 (see Figure 3).[2] Improvement on the math MSP was evident over this time period, with the MERIT middle schools improving by about 8 percentage-points, while the state average improved by approximately 2 percentage-points (see Figure 4).

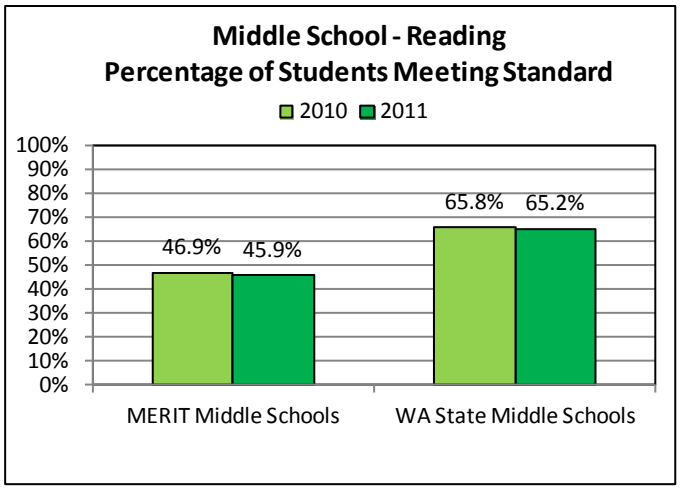


Figure 3. Middle School Reading 2010 and 2011 MSP Results

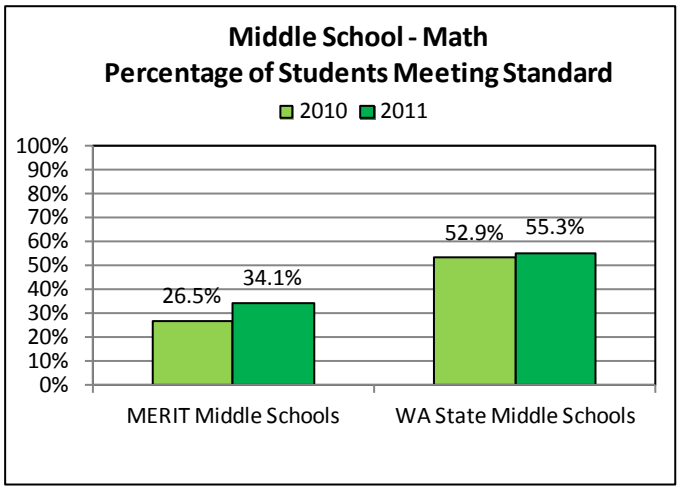


Figure 4. Middle School Math 2010 and 2011 MSP Results

The three MERIT high schools showed improvement in student achievement on the reading portion of the HSPE from 2010 to 2011. Over this time period, the MERIT high schools improved by about 7 percentage-points, while the state average improved by approximately 3 percentage-points (see Figure 5).[3]

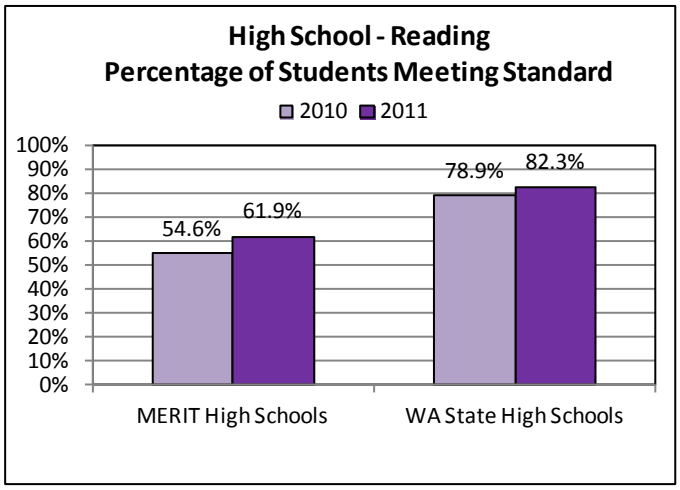


Figure 5. High School Reading 2010 and 2011 MSP Results

Overall, the MERIT schools showed improvement in student achievement on state assessments for most grade levels and subject areas and in most cases the improvements were more substantial than improvements in the state average. The most significant improvement occurred at the elementary school level with the MERIT elementary schools improving by 10 and 16 percentage-points on the reading and math portions of the MSP, respectively.

Changing a system takes many years. Staff members at the MERIT schools are attempting to undertake major improvement efforts in a very short period of time, and the staffs are attempting these changes after many years of demonstrating little progress. MERIT schools have taken on this work voluntarily in recognition that improvements are necessary. These schools are courageously taking steps to improve, and are pioneering innovative and creative ways to solve the problems plaguing schools throughout the nation. Although major improvements still need to be made at all of the schools, clearly early measures indicate that these schools are already making improvements in student achievement and are implementing the necessary elements to bring about the cultural shift necessary to improve their school.

Reference: Klein, A. (2011, April 25). Federal Program Serves More than 730 Schools. *Education Week*.

[2] For this analysis we averaged the results from 6th, 7th, and 8th grade for each school and then aggregated the results. School level results were obtained from the OSPI report card: http://www.k12.wa.us/.

[3] High school math state assessment results are not displayed because the assessment changed to an End of Course exam in 2011.

Performance vs. Improvement

2009, 2010, and 2011 Proficiency-based View

Based on Analysis of Persistently Low Achieving Schools in WA State

MERIT Cohort-I

The Center for Educational Effectiveness

The Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

NOTICE

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Washington Language Proficiency Test (WLPT) and MSP/HSPE. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

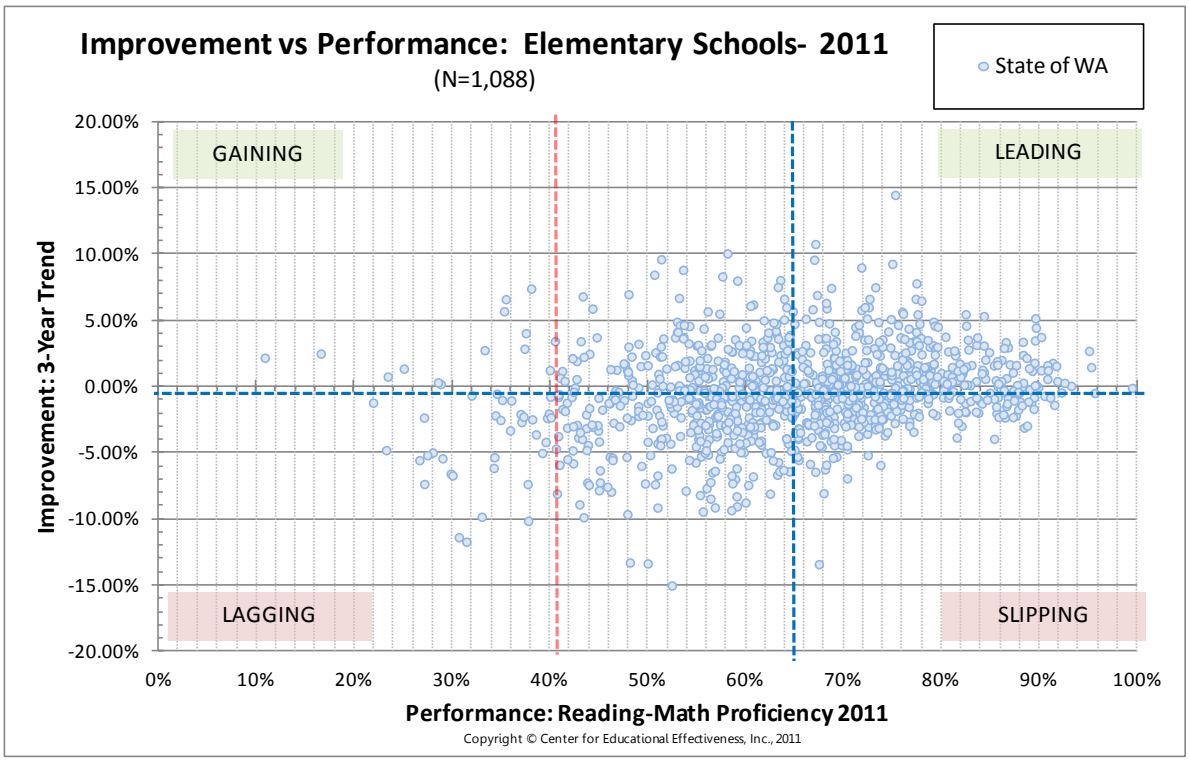
Published by:
The Center for Educational Effectiveness, Inc.

Printed in the U.S.A.
Contact Information:
Phone: 425-283-0384
Fax: 425-947-0066
info@effectiveness.org
www.effectiveness.org

Better Data. Better Decisions. Better Schools.

Table of Contents

Interpreting The Quadrants



In each of the graphs the dotted BLUE lines indicate the state median for that measure. Note that the medians are grade-band specific. The dotted-RED line indicates the bottom 5% of the state in proficiency.

Simple definitions for each of the four quadrants on these graphs:

LEADING (upper-right quadrant): Schools in this quadrant are above the state in performance and above the state in trend of improvement.

GAINING (upper-left quadrant): Schools in this quadrant are performing below the state median in performance but are above the state median in trend of improvement.

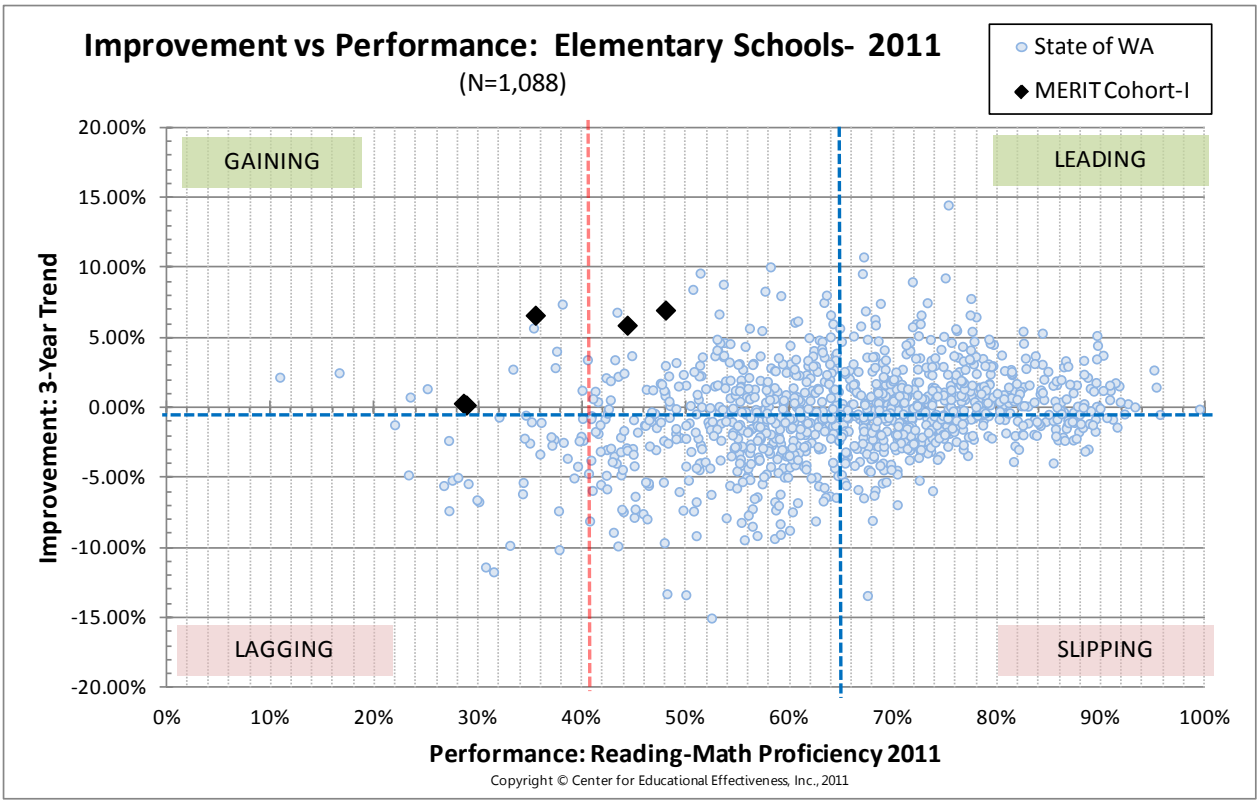
SLIPPING (lower-right quadrant): Schools in this quadrant are performing (in 2011) above the state median but their 3-year trend of improvement is below the state (if negative it means that scores are declining).

LAGGING (lower-left quadrant): Schools in this quadrant are performing below the state median in performance and below the state median in trend of improvement. These are the schools in need of the greatest attention and improvement focus.

Districts strive to have all schools in the upper-right quadrant (Leading). If not Leading, then Gaining. In Slipping, an extremely high performing building may not be worried about a small downward trend of improvement – but these schools should be watched carefully– after all, this is a 3-year trend of improvement.

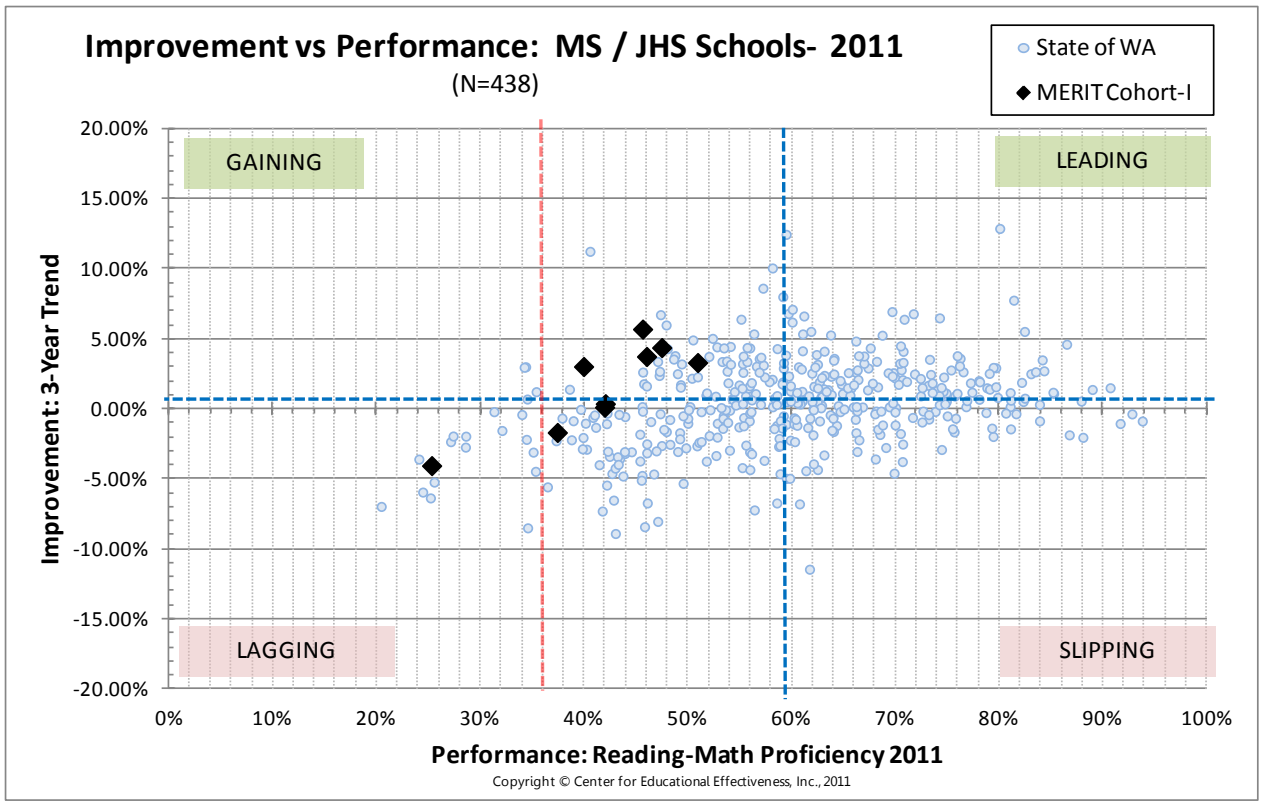
Section 1: Combined Reading and Mathematics Performance vs. Improvement

Elementary Schools: Combined Reading and Math



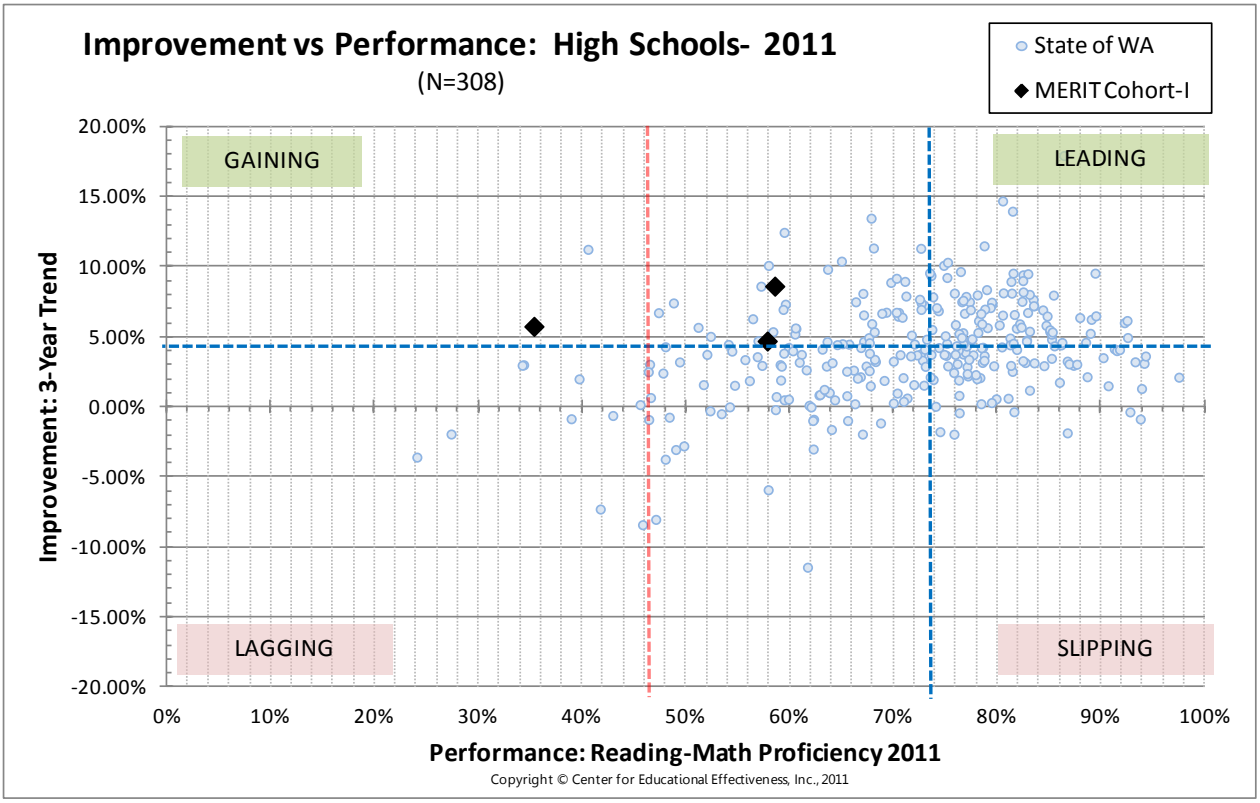
Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Middle Schools: Combined Reading and Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

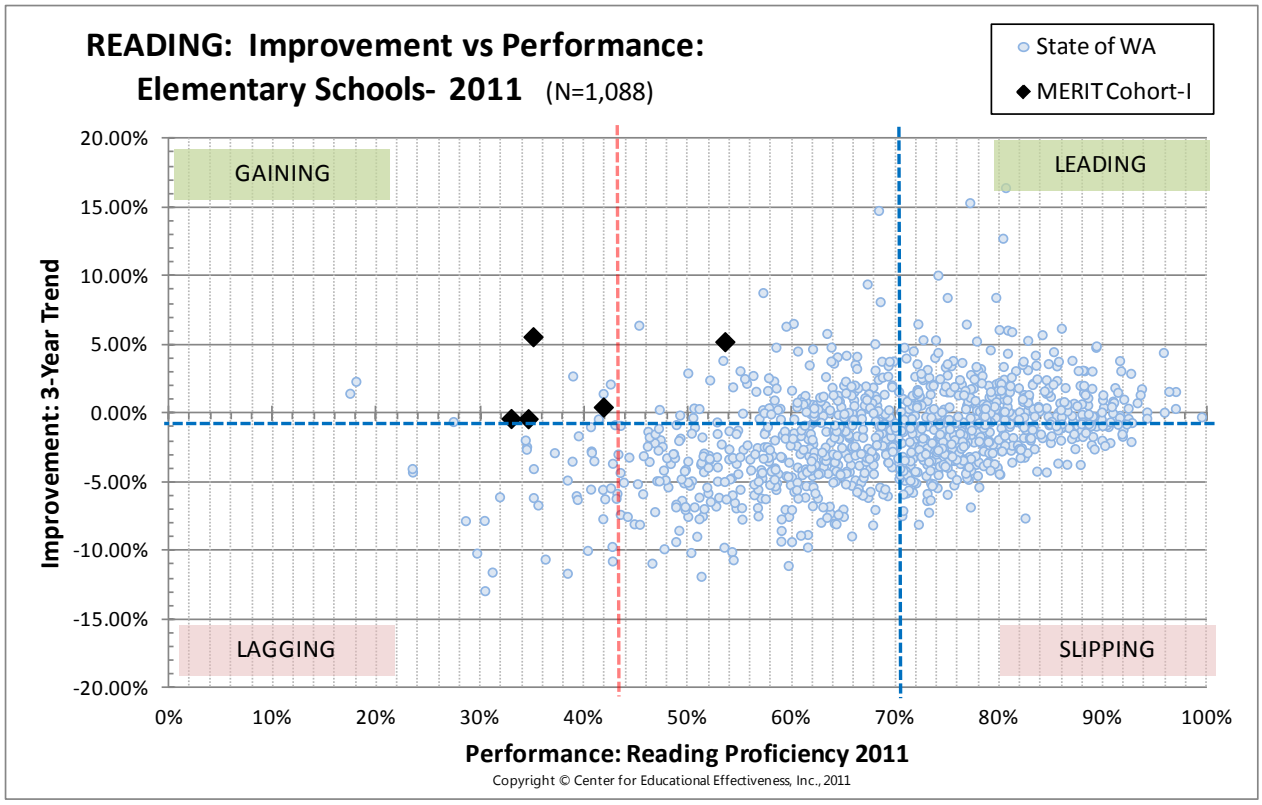
High Schools: Combined Reading and Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

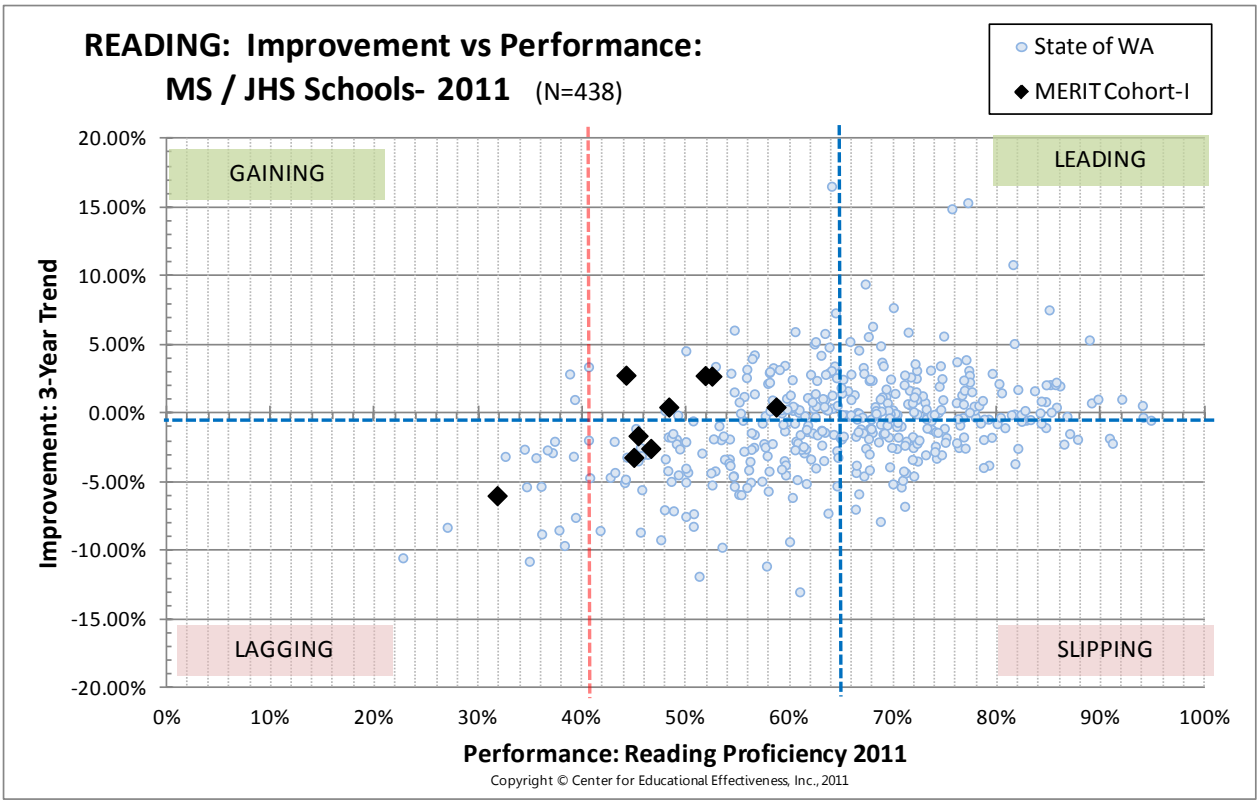
Section 3: **Reading** Performance vs. Improvement

Elementary Reading



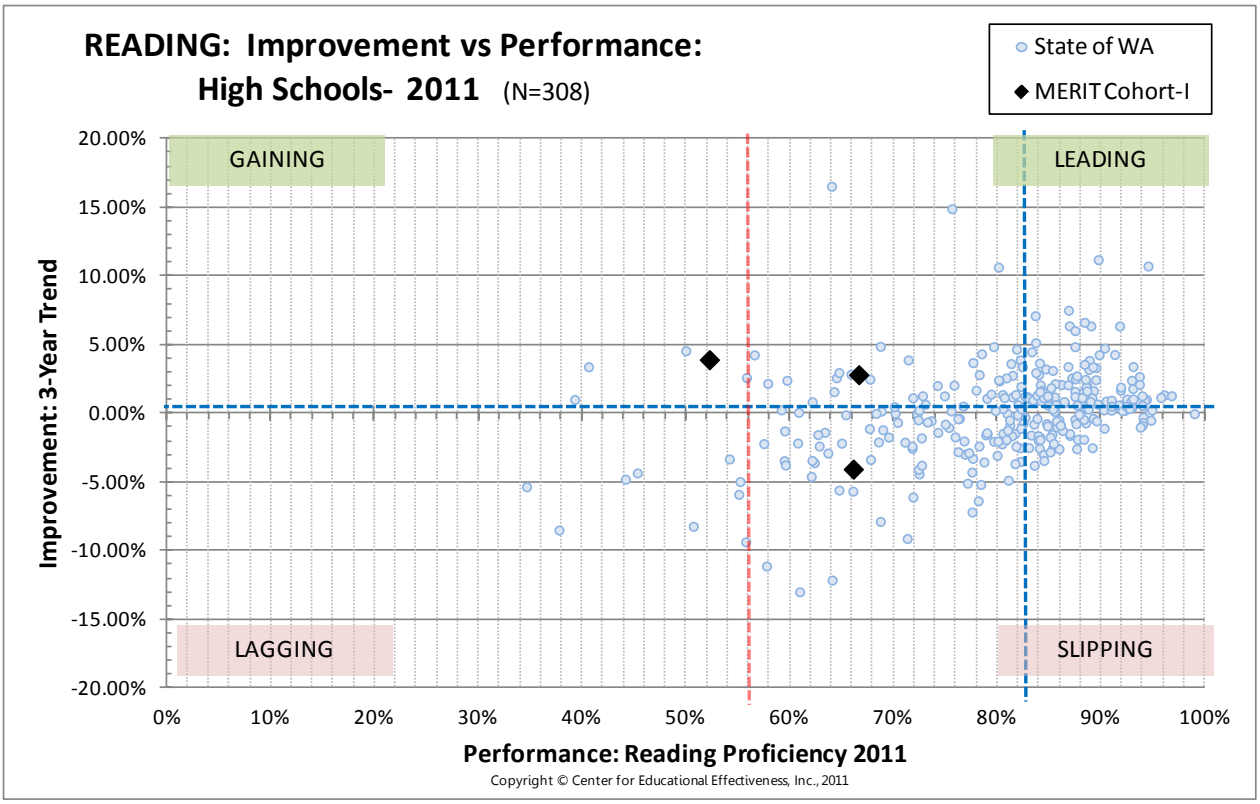
Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Middle School Reading



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

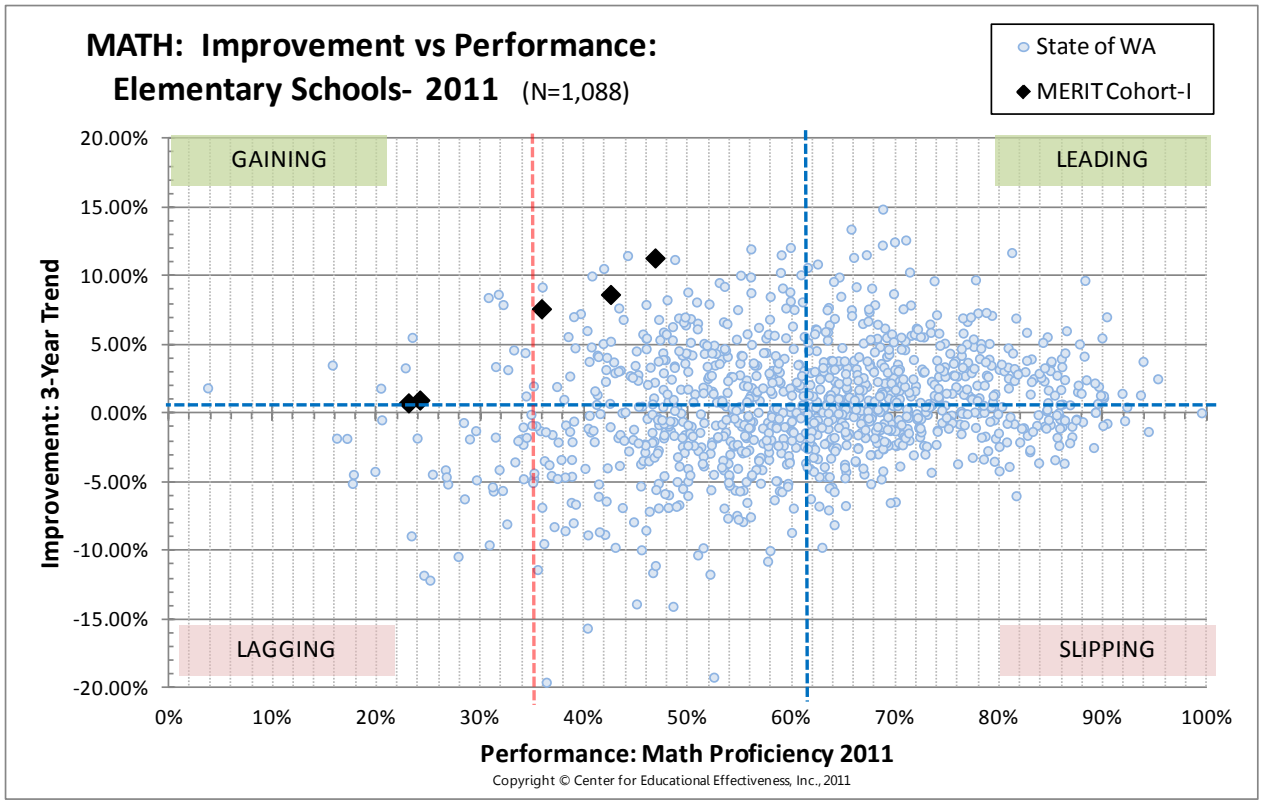
High School Reading



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

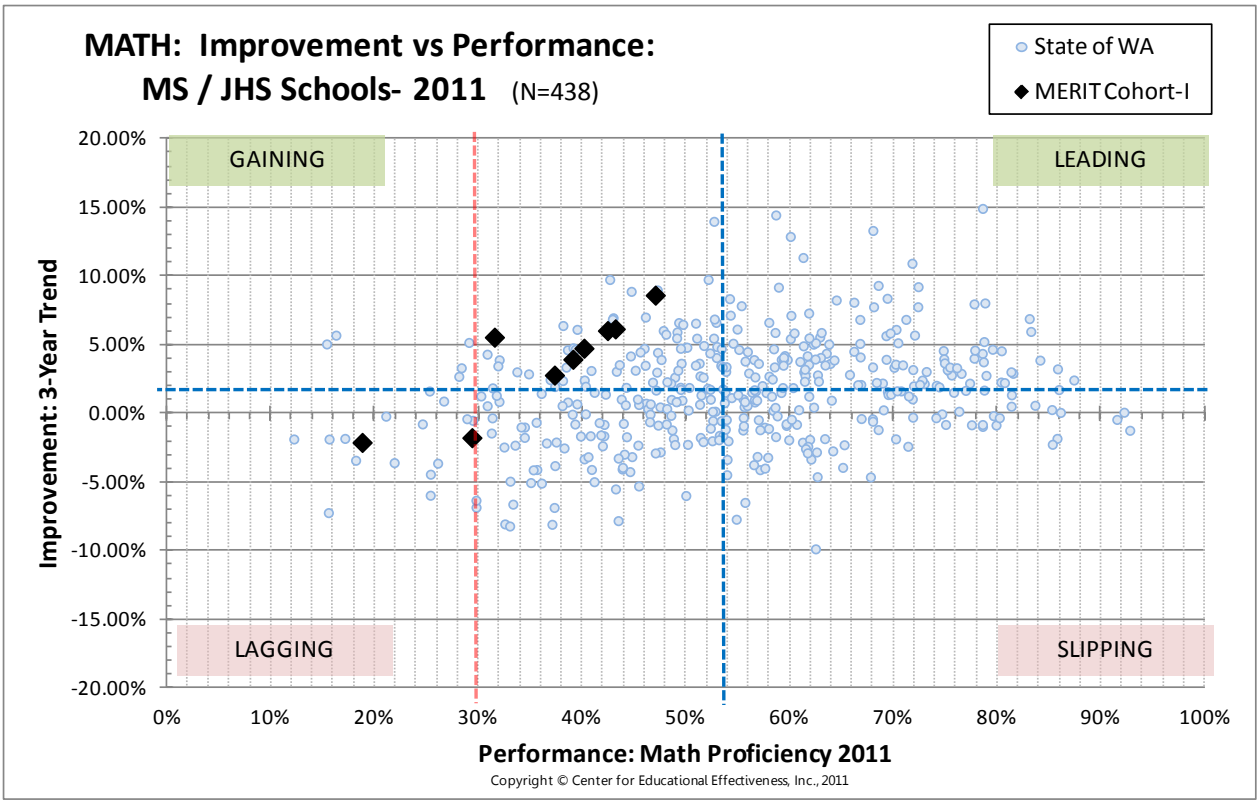
Section 4: **Mathematics** Performance vs. Poverty

Elementary Math



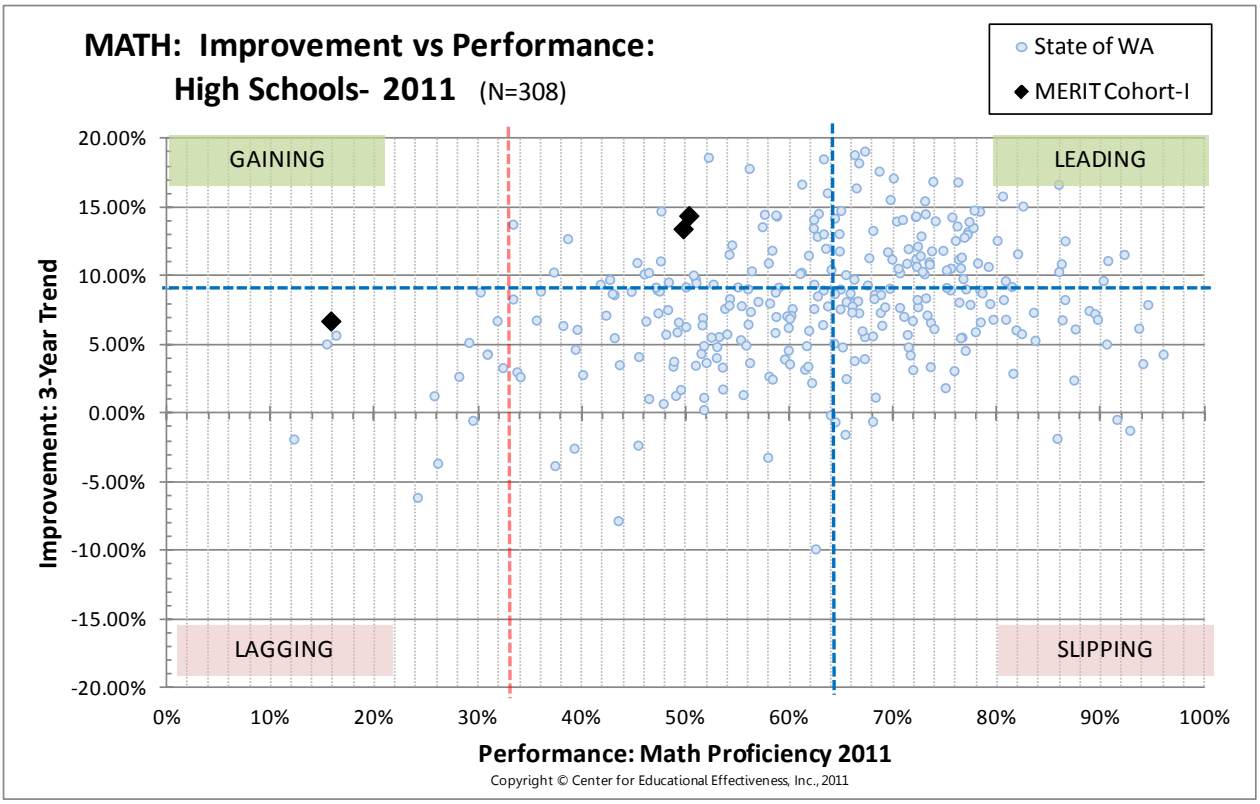
Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Middle School Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

High School Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Section 5: Detailed Data Tables

Elementary Data

						Combined Reading & MATH (pg 5)				READING(pg 8)				MATH (pg 11)			
						Proficiency				Proficiency				Proficiency			
School Name	Enrol.	Poverty Percent	Title-I	Title-I Eligible	ELL Percent	2009	2010	2011	**3-Yr Trend**	2009	2010	2011	**3-Yr Trend**	2009	2010	2011	**3-Yr Trend**
Tulalip Elementary	223	81.70	Yes	Yes	3.83	27.9%	24.0%	28.6%	0.3%	33.7%	28.7%	33.0%	-0.4%	22.2%	19.3%	24.2%	1.0%
Hawthorne Elementary School	297	85.53	Yes	Yes	36.84	22.3%	19.3%	35.5%	6.6%	23.9%	19.8%	35.1%	5.6%	20.7%	18.7%	35.9%	7.6%
West Seattle Elementary School	345	88.80	Yes	Yes	33.59	34.1%	29.7%	48.0%	7.0%	43.1%	39.4%	53.6%	5.2%	25.2%	19.9%	42.6%	8.7%
Wellpinit Elementary School	197	83.96	Yes	Yes	0.00	28.5%	27.6%	28.8%	0.2%	35.4%	32.8%	34.6%	-0.4%	21.5%	22.2%	23.1%	0.8%
Adams Elementary School	691	95.50	Yes	Yes	64.92	32.6%	27.7%	44.4%	5.9%	40.9%	30.6%	41.9%	0.5%	24.2%	24.8%	46.8%	11.3%

Middle / Jr. High Data

						Combined Reading & MATH (pg 6)				READING(pg 9)				MATH (pg 12)			
						Proficiency				Proficiency				Proficiency			
School Name	Enrol.	Poverty Percent	Title-I	Title-I Eligible	ELL Percent	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend
Grandview Middle School	791	85.68	Yes	Yes	25.58	33.9%	32.6%	40.0%	3.0%	47.4%	45.6%	48.4%	0.5%	20.5%	19.7%	31.6%	5.6%
Cascade Middle School	534	83.55	Yes	Yes	18.71	41.7%	36.8%	42.0%	0.1%	51.7%	47.0%	46.6%	-2.5%	31.8%	26.6%	37.3%	2.8%
Chinook Middle School	492	78.34	Yes	Yes	22.79	34.2%	39.1%	45.6%	5.7%	38.7%	45.7%	44.2%	2.8%	29.8%	32.5%	47.1%	8.6%
Monticello Middle School	532	69.12	No	Yes	5.32	38.5%	40.6%	46.0%	3.7%	46.4%	50.9%	51.9%	2.8%	30.7%	30.3%	40.2%	4.7%
Totem Middle School	686	49.93	No	Yes	3.33	44.3%	53.0%	50.9%	3.3%	57.8%	67.5%	58.7%	0.5%	30.9%	38.4%	43.2%	6.2%
Angelo Giaudrone Middle Schoo	624	72.19	No	Yes	1.60	38.7%	41.8%	47.5%	4.4%	47.1%	52.0%	52.5%	2.7%	30.4%	31.7%	42.5%	6.0%
Jason Lee	474	79.87	Yes	Yes	2.57	41.3%	34.6%	42.1%	0.4%	51.4%	40.6%	45.0%	-3.2%	31.2%	28.6%	39.1%	3.9%
Stewart	529	73.98	No	Yes	1.77	40.8%	32.1%	37.4%	-1.7%	48.7%	39.5%	45.4%	-1.6%	32.9%	24.6%	29.4%	-1.8%
Washington Middle School	728	97.12	Yes	Yes	37.84	33.4%	31.0%	25.3%	-4.0%	43.8%	41.0%	31.8%	-6.0%	23.0%	21.0%	18.8%	-2.1%

High School Data

						Combined Reading & MATH (pg 7)				READING(pg 10)				MATH (pg 13)			
						Proficiency				Proficiency				Proficiency			
School Name	Enrol.	Poverty Percent	Title-I	Title-I Eligible	ELL Percent	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend
Cleveland High School	678	76.25	No	Yes	15.04	41.3%	40.6%	58.6%	8.6%	61.0%	63.1%	66.7%	2.8%	21.5%	17.8%	50.3%	14.4%
Sunnyside High School	1589	98.67	Yes	Yes	11.27	48.4%	37.8%	57.8%	4.7%	74.3%	61.3%	66.1%	-4.1%	22.8%	13.5%	49.7%	13.4%
Stanton Alternative School	504	75.55	Yes	Yes	23.36	23.9%	23.6%	35.4%	5.8%	44.4%	39.5%	52.3%	3.9%	2.3%	5.9%	15.8%	6.7%

Tinkering Toward Transformation:

A Look at Federal School Improvement Grant Implementation

EXECUTIVE SUMMARY

MARCH 2012

AUTHORS:
Sarah Yatsko, Robin Lake,
Elizabeth Cooley Nelson,
and Melissa Bowen

Center on Reinventing Public Education
University of Washington Bothell
425 Pontius, Suite 410
Seattle, Washington 98109

www.crpe.org

UNIVERSITY of WASHINGTON BOTHELL

center on reinventing public education

The Center on Reinventing Public Education (CRPE) was founded in 1993 at the University of Washington. CRPE engages in independent research and policy analysis on a range of K–12 public education reform issues, including finance & productivity, human resources, governance, regulation, leadership, school choice, equity, and effectiveness.

CRPE's work is based on two premises: that public schools should be measured against the goal of educating all children well, and that current institutions too often fail to achieve this goal. Our research uses evidence from the field and lessons learned from other sectors to understand complicated problems and to design innovative and practical solutions for policymakers, elected officials, parents, educators, and community leaders.

EXECUTIVE SUMMARY

"When a school continues to perform in the bottom 5 percent of the state and isn't showing signs of progress or has graduation rates below 60 percent over a number of years, something dramatic needs to be done."[1]

—U.S. Secretary of Education Arne Duncan

In late 2009, the U.S. Department of Education (DOE) announced a sharp increase of the budget for the Title 1 School Improvement Grant (SIG) program from $500 million to $3.5 billion. The DOE then made the grants competitive, focused on the lowest-performing schools, and restricted the turnaround options for the schools that applied for the money. In September 2010, 815 schools opened their doors as SIG schools. Seventeen of them were in Washington state.[2]

Although most of SIG funding is funneled directly to the struggling schools, school districts play a pivotal role in the process. They are responsible for determining which schools to include in an application, as well as completing and submitting the application to their state education agency. Districts also must oversee the grant and provide schools with guidance and support as they spend the money and implement their turnaround plans.

A limited number of studies have examined the nature and extent of district involvement in transforming low-performing schools. Those studies suggest that school turnaround is far more likely to succeed when district initiatives are coherent, focus on instruction, monitor progress with leading indicators of successful turnaround, and provide schools with critical supports, such as guidance on the use of data and the flexibility to choose staff.[3]

This research looks at the early implementation of SIG awards in a selected group of schools and districts in one state, Washington, to learn what kinds of school- and district-level changes are underway and how they compare to the intent of the grants. The research focused on how districts supported work at SIG schools, as well as how school improvement strategies were unfolding in the early implementation phase of the grant.

---

1. "Pennsylvania to Receive $21.5 Million to Turn Around Its Persistently Lowest-Achieving Schools," U.S. Department of Education Press Release, May 26, 2011. Available at http://www.ed.gov/news/press-releases/pennsylvania-receive-215-million-turn-around-its-persistently-lowest-achieving-s.

2. Washington state received SIG funding for 18 schools, including one closure. Data courtesy of U.S. Department of Education website: http://data.ed.gov/grants/school-improvement-grants

3. Ken Leithwood, Characteristics of High-Performing School Districts: A Review of Empirical Evidence (Toronto, Canada: Ontario Institute for Studies in Education, University of Toronto, 2008); V. Darleen Opfer et al., "The District Effect: Systemic Responses to High Stakes Accountability Policies in Six Southern States," American Journal of Education 114, no. 2 (2007): 299-332; Milbrey McLaughlin and Joan Talbert, Reforming Districts: How Districts Support School Reform (Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 2003)

An Overview of the School Improvement Grant

First implemented in 2007 and dramatically redesigned in 2009, the U.S. Department of Education's School Improvement Grant (SIG) program is intended to dramatically increase student performance in the nation's worst-performing schools. The program identifies the bottom 5 percent of schools that receive federal Title I dollars and asks states to distribute funds, up to $2 million per year for the first cohort, via competitive grants.[1] The money is supposed to go to the schools that demonstrate the greatest likelihood of achieving "turnaround," defined as whole-school redesign that results in dramatic cultural shifts with rapid increases in student achievement. To qualify for the grants, schools must meet the DOE's criteria as persistently failing, and districts must demonstrate that schools can successfully implement one of the four models provided by the DOE.[2]

1. *School Improvement Grants: Early Implementation Under Way, but Reforms Affected by Short Time Frames* (Washington, DC: U.S. Government Accountability Office, 2011). Available at http://www.gao.gov/assets/330/321780.pdf.

2. "School Improvement Grants, " U.S. Department of Education briefing, 2011. Available at www2.ed.gov/programs/sif/090825sigv2.ppt.

METHODOLOGY

Between March and June 2011, a team of researchers from the University of Washington's Center on Reinventing Public Education (CRPE) conducted a field study of 9 of the 17 schools that were awarded School Improvement Grants to improve student achievement in their schools.[4] Interviews began approximately ten months after school recipients were announced and five months after implementation. Researchers interviewed state department of education officials, teachers' union executives, district superintendents, and district officials who worked administering the grant or providing support to recipient schools. During school visits, researchers interviewed the principal, vice principal (if there was one), and two or three teachers at each school. A total of 44 one-hour interviews of school, district, and state personnel were completed.

FINDINGS

CRPE researchers found that School Improvement Grants have inspired districts and schools in Washington state to approach the work on turnaround in ways that, with some exceptions, are only marginally different from past school improvement efforts. All the SIG schools have increased learning time and restructured teacher evaluations, some have

4. Names of the districts and schools studied are not revealed to ensure the anonymity of the interviewees.

changed instructional approaches or curriculum, and most, if not all, have added staff and increased and enhanced teacher professional development. However, despite the hard work on the part of many district administrators, principals, and especially teachers, the overwhelming majority of the schools studied so far exhibit little evidence of the type of bold and transformative changes described by Secretary of Education Arne Duncan. In nearly every case, the districts studied treated the SIG as they do other grant programs: as incremental additions to ongoing activities, rather than as a tool for completely reimagining what's possible for students. Just as concerning, the capacity of these districts to help schools radically rethink how they approach teaching and learning appears to be limited.

The clear message from the DOE is that School Improvement Grants are intended to help districts make bold decisions in order to completely reinvent their schools. Many forces, however—including politics, fear of controversy, lack of knowledge, and the constraints of collective bargaining—have prevented districts from choosing controversial interventions for schools. Specifically, researchers found that:

At the district level:

- Tight timelines and rushed negotiations with unions limited what models were chosen, as well as how they were implemented.
- Districts' communications about how grants were awarded, how they would be implemented, and the goals and consequences for failure were often confusing and incomplete.
- District oversight focused on compliance with the formal federal grant terms, not support for school-level efforts and prodding to help overcome inertia.
- Federal materials strongly encouraged school-level autonomy, but districts rarely granted it.
- Districts were unable to articulate a theory of change for chronically poor-performing schools.

At the school level:

- Peripheral or "kitchen sink" improvement strategies were more prevalent than focused turnaround efforts.
- Less than a quarter of the schools visited had employed a "laser focus" strategy to school turnaround. These schools followed the research-based turnaround formula, which included a strong shift in school culture to one of high expectations, regular use of multiple data points to inform instruction, and heavy focus on high-quality teaching through targeted professional development.

- Changes in human resource policies to facilitate the removal of ineffective teachers were incremental and limited by cumbersome processes.
- The connection between the stated turnaround strategy and the actual use of SIG funds was often weak.

At the state level:

- Changes instituted by the state's department of education in how it supports districts and schools undertaking turnaround failed to have the intended impact on the ground.

In all the SIG schools visited, it was clear that many positive changes were underway and that the majority of staff took their charge to improve the schools very seriously. Indeed, some SIG schools were able to draw teachers who were excited to work in a school undertaking significant change. Across the board, principals and teachers were working extremely hard, and many schools reported that parent satisfaction was up. At one school, a new inclusion model for special education students—a complete shift from how this group of students had previously been served—was touted as highly successful. In another school, teachers were much more willing to be videotaped, and receive feedback on their classroom lessons. Teachers in many schools talked about how different their buildings felt this year. Despite the added challenges, morale was higher in some cases and many teachers reported they were collaborating more. All of the SIG schools visited had reworked their schedules to increase the amount of time students spent on math and humanities. It was common for teachers and principals to express pride over what they had been able to accomplish so far.

A report by the Baker Evaluation Research Consulting Group (BERC) confirms this finding.[5] BERC was contracted by Washington state's Office of the Superintendent of Public Instruction to conduct an "Assessment of Progress" in the state's 17 SIG schools. BERC consultants found that SIG funding helped schools focus and improve professional development of and communication between teachers. However, the report also describes a failure to make early progress on what are arguably the most important aspects of school turnaround—"Rigorous Teaching and Learning" and "Instruction."

Despite all the hard work, there was a clear disparity between the DOE's demand for research-based bold and dramatic change and what was happening on the ground at this

5. "Assessment of Progress in MERIT Schools - Synthesis Report," Prepared by The BERC Group Under Contract for District and School Improvement and Accountability, Office of the Superintendent of Public Instruction, Olympia, Washington, June 2011.

group of SIG schools. Although it is too early to realize the full impact from the changes that were made at the schools on the standardized testing results, it is still important to note that an examination of 2009-2010 and 2010-2011 MAP scores in Washington state shows that not one of the schools in the CRPE sample outpaced the state in terms of growth for reading and math in every grade tested. When comparing test results of the SIG schools to the scores in their home districts, slightly more than half the schools were outpaced by their district's averages in one or more grades for reading and math. All of the "laser focus" schools showed growth in test scores that was either on par with or exceeded their district averages in all grades and subjects tested.

Compared to where these schools had been prior to the implementation of the grant, it appeared that several had made progress in both school culture and learning. However, when viewed against the standard for a successful turnaround set by the DOE, it is clear that most SIG schools in Washington state are making only marginal changes, similar to ones made in the past. This is despite the tremendous financial investment in both dollars ($900,000 per year per school, on average[6]) and principal and teacher time. By and large, the schools were not creating targeted, school-wide strategies to improve instruction and attack a culture of low expectations.

The lack of school-level change is not surprising, given that district personnel generally failed to provide strong guidance, support, and oversight to ensure dramatic change in student learning. Districts made almost no effort to invest in new capacities to support low-performing schools, generally failed to recruit principals with turnaround expertise, had no theory of action about the kinds of schools they wanted to see, and made little effort to hold schools accountable.

Experience has shown that bold and dramatic changes are necessary to turn around the lowest-performing schools. This was the intent of the School Improvement Grants and the vision of the DOE for SIG schools. One year in, expectations have not been met. Many principals and teachers are more than willing to put in the necessary time and effort to improve schools. Unfortunately, Washington state districts so far have failed to take full advantage of these efforts.

6. "Schools Selected for Federal Improvement Grants Released," Press Release, State of Washington Office of Superintendent of Public Instruction, April 27, 2010. Available at http://www.k12.wa.us/Communications/PressReleases2010/SchoolImprovementGrants.aspx.

RECOMMENDATIONS

By avoiding the problems described in this report, those administering future School Improvement Grant programs and other grants targeted at the nation's lowest-performing schools could improve their chances of affecting dramatic, not incremental, improvement. Recognizing the different roles that federal, state, and local education agencies play in support of school turnaround work, the report recommends that:

- The U.S. Department of Education should make it difficult to win SIG funding, implement more rigorous application requirements, give more planning time for program rollout, and ensure that states and districts are exposed to successful models.
- States must shift from a role where they simply manage compliance to one where they are turnaround partners, building pipelines of turnaround leaders and teachers, helping districts and schools identify lead partners to assist schools, communicating expected results, and providing the regulatory and policy support for districts that want more flexibility.
- Districts should create a turnaround office whose job it is to remove barriers to successful transformation, and take responsibility for schools implementing a well thought-out, comprehensive, evidence-based vision of change.

BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUEST

BACKGROUND

This memo presents one request for an Option One 180-day waiver.

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement to implement a local plan that is designed to enhance the educational program for each student. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement.

POLICY CONSIDERATION

SBE staff have reviewed the waiver application and provided it to the Board for consideration.

SUMMARY OF WAIVER APPLICATION

Colville is requesting six waiver days for school years 2012-13, 2013-14 and 2014-15 to provide professional development for teachers and administrators to improve student achievement, with particular focus on reading, mathematics and science. Additional purposes for the request include ensuring professional learning for all certificated staff in order to implement the Common Core State Standards and meeting the professional standards for certificated staff outlined in Chapter 236, Laws of 2010 (E2SSB 6696). This is a new request. The full application is provided in Appendix A.

Table A provides a summary of the Option One waiver request.

Table A: Summary of Option One Waiver Applications

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduc-tion in Half-Days	New or Renewal	2011 PLA*	2011 Washington Achievement Awards
Colville	2012-15	6	174	0	180	14	N		

*Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics or secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

EXPECTED ACTION

Consider approval of the district application included in this memorandum.

Part A: For all new and renewal applications:
(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. *School District Information*	
District	Colville School District 115
Superintendent	Ken Emmil
County	Stevens
Phone	509-684-7850
Mailing Address	S 217 Hofstetter, Colville, WA 99114

2. Contact Person Information	
Name	Ken Emmil
Title	Superintendent
Phone	509-684-7857
Email	kemmil@colsd.org

3. Application type:	
New Application or Renewal Application	**New**

4. Is the request for all schools in the district?	
Yes or No	**Yes**
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	**6**
School Years	**2012-13, 2013-14, & 2014-15**

6. Will the waiver days result in a school calendar with fewer half-days? YES	
Number of half-days before any reduction	**14**
Reduction	**14**
Remaining number of half days in calendar	**None**

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?	
Yes or No	**Yes**

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

Waiver Plan: Increase student achievement in all subpopulations by ensuring high quality professional learning for all 110 teachers and administrators of the district by:

1) Improving student achievement in reading, math, and science as measured by state HSPE/EOC/MSP assessments and common district assessments;
2) Increasing high school graduation rates;
3) Ensuring students find meaning and relevance in their learning through high student engagement in all classrooms;
4) Ensuring effective teaching in every classroom;
5) Ensuring professional learning for all certificated staff in order to implement the Common Core State Standards (CCSS), and meet the professional standards outlined in SSB 6696, new teacher and principal evaluations; and
6) Using sound assessment practices to motivate student learning and evaluate program effectiveness.
7) Partnering and communicating with parents to ensure students achieve CCSS.

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

Math and Science HSPE/MSP data has not shown the degree of achievement desired; Low-income students have not scored as well in math and science at the 7-12 levels as the all students populations; Recent reading assessment data (2011 MSP) reveals less progress than we're looking for and is becoming static (AYP not met in some cells). Math achievement (MSP) becoming static and inconsistent/varies with grade levels.

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

PLC learning activities for all teaching and administrative staff to specifically increase student achievement on state assessments in reading, mathematics, and science; increase graduation rates; help students to find meaning and relevance in their learning; increase effective teaching; understand and implement the CCSS; understand and implement SB 5895; are:

a) Identify and implement comprehensive, research-based strategies of engagement and instruction that are vertically aligned from one grade/course to the next as well as aligned with CCSS/GLEs. Supported time for professional learning of instructional strategies and the use of common district assessment data (based on four-week learning progressions) that identifies students at four levels of proficiency. Interventions

around engagement and instruction must be designed and delivered to impact student learning. Evidence: Data will be collected, analyzed, and reported at the PLC, school, and district levels. State and district achievement data targets are: 75% of all students proficient in reading (AYP goals are 80-95% proficient in most cells); 70% of all students proficient on math and science assessments (common district & state assessments).

b) Provide on-going, high quality, job-embedded professional learning to ensure all staff are delivering effective instruction using researched-based strategies of engagement and instruction. Evidence is student engagement and variety of instructional strategies such as but not limited to, (Marzano, Bennett, Johnson & Johnson, Hattie, Joyce & Weill) used. Each PLC expected to research, learn, and implement at least three (3) research-based instructional strategies and four-to five (4-5) tactics aligned to content and developmental age of students, to be verified by principal observation defined in (d) below.

c) Develop a common language of instruction handbook (education terms from but not limited to, OSPI/CCSS - Mathematics & ELA, Marzano- *Art & Science of Teaching*, Hattie – *Visible Learning*, Bennett- *Beyond Mone*t). Evidence of common language in the form of a District/PLC handbook of instructional common language as a guide.

d) Institute a system for observing changes in instructional practices resulting from professional learning; Standards based on effective teaching strategies articulated in, but not limited to, Marzano, Danielson, CEL teacher evaluation standards, Bennett, Hattie, Joyce & Weill. CBAM (Concept Based Adoption Model) LOU (Levels of Use) used for staff and administrators to be able to competently self-evaluate and observe changes in teaching practices.

e) Provide professional learning to ensure the application of sound assessment practices and use of data from multiple measures to monitor student achievement and ensure the continuous collection and use of student data to inform and differentiate instruction to meet the needs of individual students and evaluate program through, among other processes;

- Data Team Process - Doug Reeves (leadandlearn.com);
- Rick Stiggins – aligned quality assessments;
- Judy Arter – assessment criteria/rubrics.

Common Formative & Summative assessments to be implemented, data to be analyzed and used to increase student achievement. Evidence: Common formative data reportable at the building level every four weeks, at the district & board every nine weeks. Assessment Maps created at the PLC (Professional Learning Community) level and shared at building, district, board levels.

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

Evidence:

a) State and district achievement data at 75% of students proficient in reading; 70% proficient on math and science assessments (common district & state assessments).

b) Student surveys which indicate meaning and relevance (surveys to be developed)

c) Principals demonstrated understanding and staffs implementation of at least three (3) research-based instructional strategies and four-to five (4-5) tactics aligned to content and developmental age of students, verified through principal observation via walk-throughs or other means.

d) District/PLC handbook of instructional common language as guide to include the strategies/tactics as in (C).

e) Common formative data reported at building level every four weeks, to district & board every nine weeks. PLC Assessment Maps shared/available at building, district, board levels.

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

*****Four full days of professional learning implemented through Professional Learning Communities (PLC's). All staff to be engaged in high quality work focused on system (PreK-12) wide purpose and goals found in (8), measured through the evidence shared in (11), determined by but not limited to, the measures and standards in (10). Understanding the context for teachers greatly vary throughout our system (grade levels/subject matter/program/etc.), the content in the instructional strategies, learning targets, and assessments, should/will vary throughout, but the quality should and will not. This system wide approach enlisting valuable staff autonomy ensures professional learning with immediate application to classroom settings that result in system-wide success by engaging students in high quality learning and achievement of standards/targets. Specifically in reading, math, and science, but essentially/eventually in all areas.

***** Two full days for parent-teacher conferencing. Parent-Teacher conferences and Student-Led Conferences are a critical communication link to ensure students are on track for learning/graduation, staff are partnering with parents, and parents, teachers, and students are all informed/inform each other for future planning and learning,

Day 1

- **What is effective teaching?** What does research (Hattie, Marzano, others) indicate? **What is effective student engagement?** What are the strategies and tactics used to ensure high levels of engagement and learning? Research/study of strategies/tactics; modeling/learning of strategies & tactics

(PLC driven). Strategies/tactics identified to be taught & reported on at next monthly PLC [monitored/observed by principals during the month].

- Four-week learning progressions (set by PLCs) and evidence of learning required. Common formative assessments written with performance indicators (rubrics/scoring guides) and proficiency levels at four different levels. [Common formative assessment administered, scored, and data brought to next monthly PLC for analysis. Process reiterated monthly.]

Day 2

- **Common language of instruction identified, defined, and recorded**
- Continuation of Instructional Strategies/Tactics
- Four Week Learning Progressions/Assessment & Data Analysis

Day 3

- **Common Core State Standards and learning targets to be taught by each PLC**
- Continuation of Strategies/Tactics
- Continuation of Four Week Learning Progressions & Common Formative Assessments

Day 4

- **Summative Assessments** – quarterly district assessment; identify targets & write/refine (align to CCSS if appropriate)
- Continuation of Strategies/Tactics
- Continuation of Four Week Learning Progressions & Common Formative Assessments
- Assessment Mapping (sample can be attached electronically)

Day 5

- Parent-Teacher Conferences/Student-Led Conferences (when preferred)

Day 6

- Parent-Teacher Conferences/Student-Led Conferences (when preferred)

13. Describe the innovative nature of the proposed strategies.

The strategies of PLC work; four-week learning progressions with common formative & summative assessments & data analysis; research-based instructional strategies/tactics are not considered innovative in the 21st Century. However, the actual implementation system-wide may be rare. For Colville School District, system-wide will be innovative. The district wide emphasis on student engagement and learning relevance will definitely be a positive difference maker.

a) Observing teacher changes in practice is not innovative in that CBAM was developed in 1969 and used in major experimental studies, but likely lacked wide scale use in looking at classrooms and as a strategy for changing teaching practices (*Learning Forward* has written about the use of these tools quite often in the last few years.)

b) Assessment Mapping is new. An assessment map asks each grade level/department for a map of the learning targets (to be reported on), type of assessment, type of items, cognitive complexity, timeframe of assessments, etc. so that a district/school has an

excellent map of assessment processes. This is innovative for Colville.
c) CCSS is new as are teacher and principal evaluations. Innovative may not be the term.
d) A system-wide process of high achievement for all students with high commitment on the part of students, teachers, administrators, and parents is required. The four full days with focus, follow-up, and accountability will make a difference to the students of Colville School District. e.) Although involving teachers in their own professional learning is not new (PLC's); encouraging students engagement in their own learning, and the understanding of connections and correlations between a staff engaged in their learning and the positive influence on student learning, is powerful. *When Colville School District ultimately involves our community and helps all stakeholders see the results its staff/students' combined learning (a learning community) has on overall school improvement, our schools will gain much needed trust that comes with accountability, and that is new!*
Two full-days for parent teacher /student led conferences, while not innovative in design, are innovative in delivery since parents in our community have made it very clear they prefer full days for conferences vs. early release days.

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

a) High quality teaching/learning and assessment is not an event, but an ongoing process.
b) It is expected that CCSS science standards will be forthcoming and will need to be addressed. CCSS cannot be implemented, assessed, interventions designed in one year, therefore, that will be an ongoing process.
c) Neither can all of the possible instructional strategies/tactics be implemented in one year, so that will need to be ongoing.
d) The topic of 21st Century Learners was not addressed in year one and will need to be included as a dialogue in years two (2) and three (3). Specific interventions for those students who are struggling and differentiating for students who already have the knowledge and skills, as well as struggling learners, are addressed in year one (1) through student engagement and a variety of teaching strategies/tactics. Even that is not enough to meet the needs of all students and therefore, must be areas of focus in years 2 (two) and 3 (three).
e.) Colville School District is already a **P**erformance **B**ased **B**udgeting district. A plan is underway to tie our work within the waiver process to our PBB process. Student data to PLC work, PLC work to School Improvement (SIP's), and then SIP's to our district budgeting process. Three (3) years of planning will help in facilitating this process.

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

This plan is directly connected to District and School Improvement Plans which are posted to the district website at www.colsd.org

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

District and school improvement planning processes involved staff and parents in goal setting/planning processes. Administrators and teachers were involved in professional learning and goal setting in July and August 2011. Additionally,
1) Administrators, board, and community members realize there are no funding sources to provide this professional learning.
2) A survey was placed on the district website – all district staff and community patrons with internet had access.
3) The board has heard from community patrons at open board sessions (prior to each board meeting and during public comments of their concern over early release days).
4) Dialogue with district teachers through CEA (union leadership) members – feedback was requested from this unit.
5) A public hearing on the original waiver proposal was held at the January 25, 2012 board meeting.
6) A public forum on the proposed waiver, school calendar, and parent teacher/student-involved conferences was hosted by the board on February 29, 2012.

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

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

**** CBA (2010-12) will be e-mailed. The four additional work days for staff expire with this agreement on August 31, 2012.***

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	0
Total	180

17.C. If the district has teacher work days over and above the 180 school days (as

identified in row three of the table in 17.B), please provide the following information about the days:

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

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

Not Applicable

OPTION ONE WAKIDS WAIVERS

Background

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a research-based instrument used to identify the skills, knowledge and characteristics of Kindergarten pupils at the beginning of the school year. Its aims are to support social-emotional, physical and cognitive growth of individual children, promote involvement by parents and early learning providers, and inform instruction. WaKIDS provides critical information to parents, teachers and pre-K providers on the readiness of children for Kindergarten, as well as to the state, school districts and individual schools on the developmental levels of children entering Kindergarten.

The education reform legislation of 2009-10 expanded the definition of basic education to full-day Kindergarten, and set a schedule for the state's funding obligation. Engrossed Substitute House Bill 2261 (Chapter 548, Laws of 2009) redefined the minimum instructional program of basic education to include 180 days of half-day Kindergarten, to be phased in to 180 days of full-day Kindergarten, beginning with the highest-poverty levels schools. Substitute House Bill 2776 (C236 L10) provided that beginning in the 2011-13 biennium, funding for full-day Kindergarten must be phased in incrementally until full statewide implementation is achieved in 2017-18.

At the same time, the Legislature has worked to ensure that children are ready to be successful in Kindergarten. The 2009 Legislature appropriated $100,000 to develop and pilot a Kindergarten readiness assessment process, with voluntary participation by districts. In 2010 the Legislature passed SSB 5427, which provided that, beginning with the 2011-12 school year, districts receiving state support for full-day Kindergarten would administer WaKIDS, on a voluntary basis, as the preferred assessment. Starting 2012-13, WaKIDS *must* be administered to all students enrolled in state-funded full-day Kindergarten programs.

The Legislature followed up this year by adopting ESHB 2586 (C51 L12). ESHB 2586 retained the requirement that WaKIDS be administered at the beginning of the school year to all students enrolled in state funded full-day Kindergarten, except if excused by parents or guardians. It added a provision for implementation grants to be offered to schools by OSPI in consultation with the Department of Early Learning. The Legislature appropriated $1.0 million for this purpose in the 2012 supplemental budget. The bill also established a work group to make recommendations on issues concerning WaKIDS implementation.

One of the essential components of WaKIDS is family-teacher conferences called Family Connections. (Appendix A, WaKIDS Family Connections.) According to OSPI,

> The purpose of the family connections component is to bring together teachers, students and families to get to know each other, share information about the child, and support the child's transition to kindergarten. The goal is to have this meeting occur at the school or a mutually

> agreed-upon location, before or near the beginning of the school year. Typically, teachers meet for 30-60 minutes with each family. (OSPI, Memorandum, March 22, 2012.) [1]

In sum, the Legislature – now reinforced by the Supreme Court -- has made full-day Kindergarten, on a phased-in basis, a part of the state's instructional program of basic education. It has further required in law that the Kindergarten entry process known as WaKIDS be administered to all students in state-funded full-day Kindergarten, beginning in the next school year. And a required part of WaKIDS is a specific kind of parent-teacher conference.

This has brought the statutory mandate for WaKIDS in tension with the statutory definition of "school day" for the purposes of basic education. Under RCW 28A.150.203,

> "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.

Full-day parent-teacher conferences are not considered a school day toward the minimum 180-day school year, because the statute implicitly provides that all pupils need to be engaged in academic and career and technical instruction for at least part of a given day.

Therefore, if a district required, as a participant in state-funded full-day Kindergarten, to administer Family Connections wishes to devote an entire school day to that activity, it is necessary to request a waiver of the 180-day school year requirement in RCW 28A.150.220.

The need for a waiver to implement WaKIDS is driven not by SBE policy but by the legislative definition of a school day for basic education compliance. It has long been recognized that if a district wishes to use a full school day for parent-teacher conferences, that that would require it to seek a waiver from the 180-day requirement, and SBE regularly has granted waivers for that purpose. What makes WaKIDS fundamentally different is that while other parent-teacher conferences, whatever their value, are optional on the part of the district, WaKIDS conferences are *mandatory* for all districts receiving state support for full-day Kindergarten.

That the Legislature recognized this problem is demonstrated by the legislative history of ESHB 2586. The bill as passed the House added new language to state law providing that

> Up to three school days used by certificated staff to meet with students and families or otherwise administer the Washington kindergarten inventory of developing skills may be considered school days under RCW 28A.150.203 and 28A.150.220. (Sec. 2(3)).

This provision was struck, however, from the Senate version of 2586, and is not in the bill as passed by the Legislature and signed by the Governor. Thus the issue SBE will address in this meeting.

If a district administers the Family Connections component over multiple partial school days during which all Kindergarten pupils are scheduled to attend for at least part of each day, then a waiver is not needed, because the district will have met the definition of "school day" for basic education purposes. This is an option some districts subject to the requirement may choose.

Other districts may find, however, that given the time it takes to complete the prescribed conference with each child and parent, conducting Family Connections through a string of late-starts or early releases at the start of the school year is neither practical nor desirable. School

leaders express concerns that implementing WaKIDS through partial days may be disruptive to instruction, a burden on parents, and administratively cumbersome for the district.
For the 2011-12 school year, 89 school districts operated state-funded full-day Kindergarten in 200 schools across the state (Appendix B, Map. Appendix C, School List.) Those numbers are expected to be about the same in 2012-13, when the WaKIDS assessment becomes mandatory for districts in state-funded full-day Kindergarten. This presents a challenge for implementing this law while ensuring compliance with basic education requirements.

Summary

SBE has developed and posted an expedited application process for Option One waiver requests for districts required to administer WaKIDS. As it is targeted specifically to WaKIDS, the application omits requests for information required for conventional Option One waivers (Appendix D, WaKIDS waiver application.)

The deadline for receipt of the applications is May 8 for districts requesting that SBE approve waivers at the May meeting. Because waiver requests may still be accepted up to May 8, members will be provided with a complete list of applications on the morning of May 9.

WaKIDS waivers will be granted for one year only. The State Board of Education is committed to working with the Legislature during the intervening time to reach a permanent solution so that districts do not have to continue to seek waivers for this legislatively mandated activity.

Expected Action

Board members will consider approval of requests for WaKIDS waivers received by the Board as of May 8.

---

[1]An assessment aid provided to teachers by OSPI, "Introducing Me!", suggests information that may be sought of enrolling kindergartners during Family Connections. For example:

- People in my family are:
- I live with:
- We speak the following languages in my family:
- Some things I'd like you to know about my family:
- My favorite book is:
- My favorite toy is
- Things I like to do:
- Things I do not like to do:

2012 Legislative Review

- 2012 Supplemental Budget
- Joint Task Force on Education Funding
- Legislation with SBE impacts

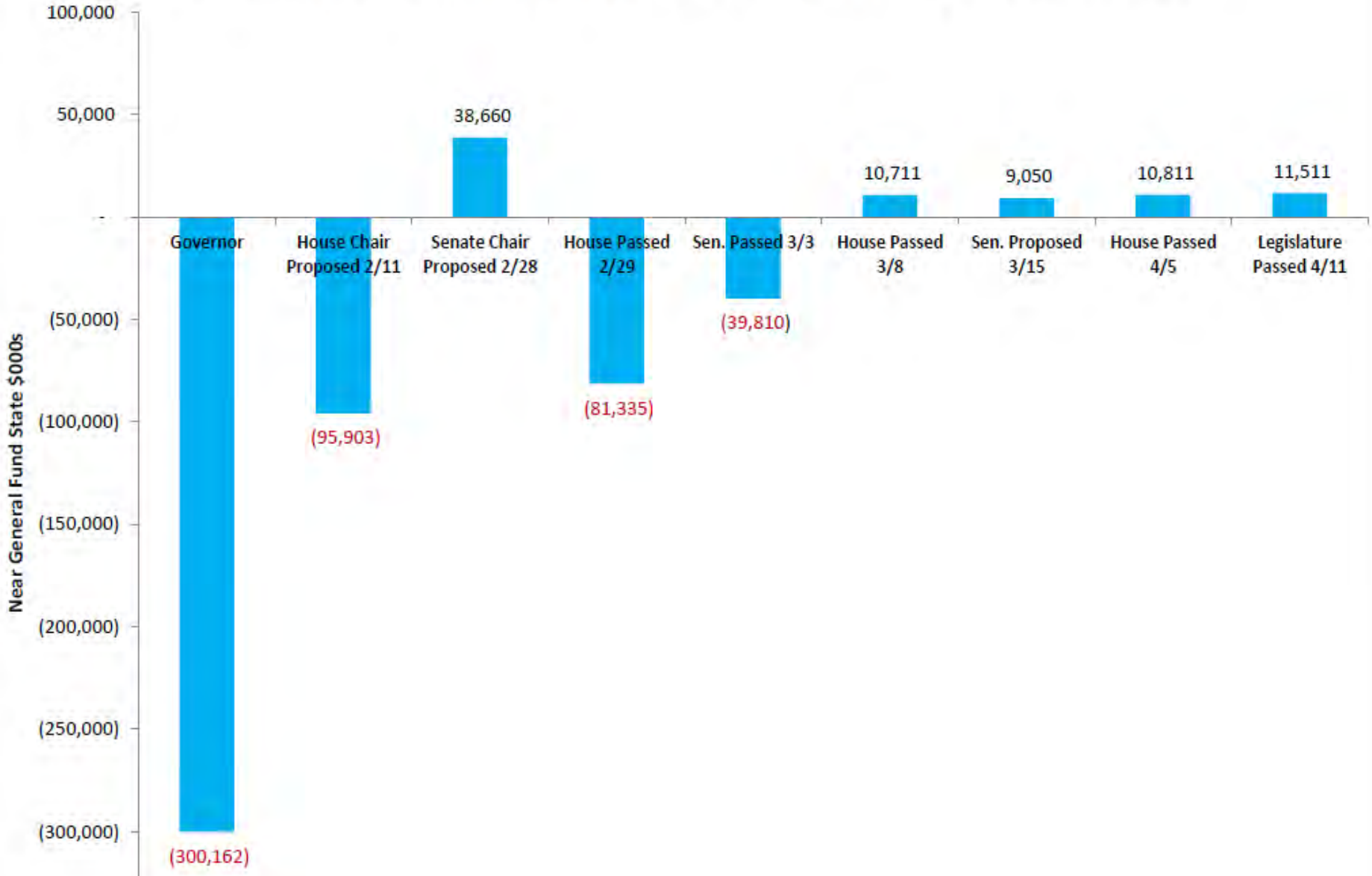
Budget Balance Sheet
(Before Vetoes)

- $444 million in additional resources
- $756 billion in reduced expenditures
- $319 million reserves
  - Vetoes reduce reserves to $311 million.

K-12 Budget Summary

- $73 million savings from reduced forecasts of mandatory costs
- $11.9 million in program enhancements
- No program reductions
- No increased funds for basic education per *McCleary*

The multiple supplemental budgets proposed in 2012 ended with no policy reductions to K-12 Education, and some enhancements.



K-12 Budget Enhancements

SBE Strategic Plan Goal 2 – Achievement Gap

- WaKIDS -- $1.0 million
- Collaborative Schools -- $1.5 million
- Urban School Turnaround -- $2.0 million

K-12 Budget Enhancements

SBE Strategic Plan Goal Four – Math and Science

- Project Lead the Way -- $250,000
- Skill Centers as Training Hubs -- $150,000
- Aerospace Assembler Program -- $300,000

K-12 Budget Enhancements

SBE Strategic Plan Goal 5 – Effective Workforce

- Certificated Employee Evaluations -- $5.8 million

Increased Support for SBE Goal Areas

Achievement Gap

- WaKIDS
- Collaborative Schools
- Urban School Turnaround

Math and Science

- Project Lead the Way
- Skill Centers
- Aerospace Program

Workforce

- Teacher and Principal Evaluations

HB 2824

"*Addressing comprehensive funding for education by developing a plan for full funding and by freeing certain revenues for support of the basic education program*."

- Repeals I-728
- Creates Joint Task Force on Education Funding

Other Bills with SBE Impacts

- HB 2483, Student Achievement Council
- HB 2492, Board of Education Rules

Summing up 2012 Sessions

- ✓ K-12 budget was protected
- ✓ New funding that supports SBE Strategic Goals
- ✓ Movement toward meeting requirements of *McCleary*

2011-12 SHS School Improvement Targets

The School Improvement targets and related action steps are to be highly focused on a small number of significant goals that provide Academic Press and Social Support for all students at SHS. As a leadership team we are intentional in our behaviors so that our work of initiating, monitoring, and evaluating school-wide goals and actions will ensure higher graduation rates

1. Strengthen a collaborative culture that promotes student achievement and ensures that each student will graduate. This will be achieved by individually and collectively focusing on the connection of curriculum, instruction and assessment practices to improved student learning.

2. Relentlessly utilize data to refine and strengthen systems of social support and academic press for each student that results in increased assessment scores and higher graduation rates.

3. Develop and implement more opportunities for students to help them connect to school and community, build positive relationships, and envision their future.

4. Engage our local and school community in building relationships that promote the success of each student.

Goal #1: Strengthen a collaborative culture that promotes student achievement and ensures that each student will graduate. This will be achieved by individually and collectively focusing on the connection of curriculum, instruction and assessment practices to improved student learning.

Ninth 45 Days (Nov. 15-Jan. 7)

- Actively engage teachers conversations during PGP process using Elements of Instruction utilizing common language.
- Develop and implement a needs assessment as it relates to formative assessment.
- Provide support in identifying HYS in teachers' discussions in PLCs.
- Continue to collect and analyze PLC products to monitor and further PLC work.
- Develop a PLC report card.

Quick Wins:

- PLC products demonstrating improvement in teaching and learning.
- Diagnosis of staff pd needs on formative assessments.
- First round of evaluations completed.
- Staff reflection on PLC work.

Tenth 45 Days (Jan. 8-Feb. 17)

- Actively engage teachers in conversations around common PGP themes as they relate to collections of evidence using the common language of the Elements of Instruction.
- Develop and deliver in-service training on pre-assessments through PLC and/or PDD.
- Create strategies and protocols to support teachers' discussions in PLCs on effective instructional strategies.
- Use the CIA/5 week cycle visual to frame in Pre-Assessment work on next PDD.
- Develop PLC report card.

Quick Wins:

- Evidence/what success on what collections looks like.
- PLC Report Card.
- Teach each PLC a common protocol

Eleventh 45 Days (Feb. 21-Apr. 6)

- Identify effective GLAD instructional strategies that align with assessments and learning targets within a unit cycle. (English, math, science)
- PLC Report Card
- Actively engage teachers in conversations around common PGP themes as they relate to collections of evidence using the language of the Elements of Instruction.
- Deliver in-service training on pre-assessments through PLC and/or PDD.
- PGP collection of evidence samples from each PLC for Leadership Team review for patterns, themes and support.
- Schedule and implement a pre-assessment p.d. for interested staff.
- Each PLC develops a lesson cycle around Identifying Similiarities and Differences.

Quick Wins

- Action Teams identifying GLAD strategies that support lesson cycle.
- Implementing a research-based instructional practice.
- Identifying successes and developing clarity regarding PGPs.

Twelfth 45 Days April 7-May 21

- Identify effective GLAD instructional strategies that align with assessments and learning targets within a unit cycle. (English, math, science)
- PLC Report Card
- Meet with PGP Team to talk about next steps.
- Deliver in-service training on assessment on PDD.
- Implement their lesson and reflect on use of Identifying Similarities and Differences.

Quick Wins

- Gonzaga visit to assist implementation of GLAD strategies within math, science, English.
- Feedback on successes/needs of PLCs.
- Lessons implemented around a HYS.
- PGPs completed.

Goal #2 Relentlessly utilize data to refine and strengthen systems of social support and academic press for each student that results in increased assessment scores and higher graduation rates.

Ninth 45 Days (Nov. 15th-Jan. 7)

- Disaggregate student failure out by teacher and develop strategies that support individual students.
- GT2 Sped support plan in place.
- Continue to work with Schoolwide Assessment Team with a plan to utilize data to support PGP/PLC goals.
- Red, yellow, green, orange system revised, simplified and is under construction. Completed by Winter Break.
- Uniform G2 system running that includes purpose, consistent communication and attendance protocols and data.
- Ensure that we have identified and are supporting ELL students and teachers.
- Students creating Student Data Dashboard.

Quick Wins

- Student Leadership Council ownership of data dashboard.
- Failing Sped students receiving support.
- All accommodations on Power School.
- SIS running and utilized for all stakeholders.
- 400 students online for Nav. 101.
- Student ownership of F list in PLCs.

Tenth 45 Days (Jan. 8-Feb. 17)

- Disaggregate students who have failed a graduation-required course on Data Dashboard and track success of repeat enrollees.
- Tracking of student attendance in GT2.
- Analyze PGP themes and collection of evidence including discussion of strategies and a database to collect data for evaluation.
- Red, yellow, green and orange system revised, simplified and is under construction.
- Develop and implement a plan to support ELL students.
- Develop and implement a plan to support teachers with resources, including personnel and GLAD training.
- Students creating Student Data Dashboard and creating strategies to implement student-to student support.

Quick Wins

- G2 attendance rate.
- Training teachers in GLAD strategies.
- Student Data Dashboard: student to student support.
- Continued enrollment of students in Navigation 101.

Eleventh 45 Days (Feb. 21-Apr. 6)

- Implement systems and review data that support improved attendance/tardies.
- Continue to track G2 attendance by department.
- Continue to track success of repeat enrollees.
- Expand red, yellow, green to freshmen and sophomores.
- Complete the ELL support plan.
- Student-led action plans based on Student Data Dashboard.
- Nav 101/Student Advisory involved in scheduling and 13th year plan.
- Survey staff on success of plan to address student truancy/respect.

Quick Wins

- Student-initiated systems of support to increase graduation.
- Decrease in tardies.
- Improved G2 attendance.
- Improved student satisfaction with schedule.
- Staff feedback on success of truancy/respect plan.

Twelfth 45 Days (April 7-May 21)

- Implement systems and review data that support improved attendance/tardies.
- Continue to track G2 attendance by department.
- Continue to track success of repeat enrollees.
- Expand red, yellow, green to freshmen and sophomores.
- Complete the ELL support plan.
- Monitor student-led action plans based on Student Data Dashboard.
- Focus on 13th Year Plan in Advisory using Nav 101.

Quick Wins

- Nav 101 refresher.
- Each counselor meeting with 20 students and their parents to improve GT2 attendance.
- Finalize 2nd Trimester success for repeat enrollees.
- Following the timeline on the master schedule.

Goal #3: Develop and implement more opportunities for students to help them connect to school and community, build positive relationships and envision their future

Tenth 45 Days (Jan. 8-Feb. 17)

- Student Leadership Program
- Steps of Character Ed reviewed and renewed.
- Define activities.
- Gonzaga University counselor mentoring partnership .
- Continued development of and expansion of Sped mentoring program.
- Development of post-secondary plan through Gear-Up.
- Development 7-12 marketing plan for scholarship.
- TDG Leadership Camp for leadership students.
- Establish a database of community members who have volunteered for Senior Projects.
- Complete database of students who can tutor for G2.

Quick Wins

- SLP kick-off.
- Gonzaga Counseling meeting.
- Recruiting judges for presentations.

Ninth 45 Days (Nov. 15-Jan 7)

- Create a student leadership plan embedded in our enrichment program including clubs and activities. (Migrant Leadership Program)
- Continued development of and expansion of Sped mentoring program.
- Development of post-secondary plan through Gear-Up.
- Establish a database of community members who have volunteered for Senior Projects.
- Establish a list of volunteers who will be potential mentors for Senior Projects.
- TDG Leadership Camp for Leadership Students.
- Database of students who can tutor for G2.

Quick Wins

- Hired Migrant Specialist to work with SLP.
- Training with SEMY.
- Draft of database will be completed.
- Initial draft of potential volunteers for mentors.
- First activities with mentors.

Eleventh 45 Days (Feb. 21-Apr. 6)

- Implementing action plan created GU and SLP leaders.
- Implementing school-wide character traits lesson plans through advisories.
- Gonzaga counselors mentor on-site visits.
- Development of post-secondary plan through Gear-Up.

Quick Wins

- Round 1 of Senior Projects completed.
- Implement Character Counts lesson plans.
- GU mentors on site.
- SLP action plan implemented.

Twelfth 45 Days (April 7-May 21)

- Leadership Class is working with City Council to partner on Character Counts next steps.
- Continue schoolwide character traits lesson plans.
- Gonzaga counselors mentors on-site visit.
- Implement scholarship personal essay in 9th/10th classes.
- Development of post-secondary plan through Gear-Up.
- Development of post-secondary plan through Gear-Up.

Quick Wins

- April City Council meeting presentation.
- Character Counts lesson in advisory.
- Character Counts videos.
- Second round Senior Projects completed.

Goal #4: Engage our local and school community in building relationships that promote the success of each student.

Ninth 45 Day (Nov. 15-Jan. 7)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
  - to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Create a list of possible community volunteers for Truancy Board.
- Communication plan for GT2.
- Dollars for Scholars scholarships for College in the Classroom.

Quick Wins

- Community volunteer partnership established to further connections to support programs.
- Communication plan for GT2 up and running (posters, School Messenger, etc)
- Dollars for Scholars scholarships process to support College in the Classroom in place.

Tenth 45 Day (Jan. 8-Feb. 17)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav. 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
- to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Continue to recruit community volunteers for Truancy Board.
- Engage counselors in Truancy Board plan.
- Respect Committee create clarity defining student-to-teacher and teacher-to-student respect.

Quick Wins

- Senior Project support. AGH
- Counselors working with Truancy Board.
- Respect Committee.

Eleventh 45 Days (Feb. 21-Apr. 6)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav. 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
- to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Check-ins with Respect Committee on how tardy/discipline plan is working.
- Create monolingual truancy boards.

Quick Wins

- Monolingual Truancy Boards.
- Recognize the school climate regarding truancy/respect with feedback.
- Increase the number of community volunteers involved in Senior Projects.

Twelfth 45 Days (April 7-May 21)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav. 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
- to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Check-ins with Respect Committee on how tardy/discipline plan is working.
- Increase attendance at Parent Conferences.

Quick Wins

- Monolingual Truancy Boards.
- Recognize the school climate regarding truancy/respect with feedback.
- Increase the number of community volunteers involved in Senior Projects.

2011-2012 SHS Data Dashboard:
March 19, 2012

Overall Failure Rates:

	GRADE	1 F C/LW	2 Fs C/LW	3 Fs C/LW	4 Fs C/LW	5 Fs C/LW		PERCENTAGE OF STUDENTS PASSING ALL CLASSES		
								LAST DASHBOARD 3/05/12	END OF 2ND TRIMESTER 2012	END OF 1ST TRIMESTER 2012/2011
SEPT. 19 2011	9th	71/70	29/46	12/27	6/16	4/4		65.8	74.9	72.4/70
	10th	69/87	20/33	7/22	3/8	2/3		63.5	77.3	72.2/70
	11th	59/71	26/28	13/20	6/7	3/3		68.8	76.8	74.1/70
	12th	45/81	14/32	6/7	3/8	0/3		66.1	83.7	82.4//75

Fs by Dept	Math	English	Health & Fitness	World Languages	V & P Arts	Social Studies	CTE	Science
Jan 9, 2012	28.99	13.00	6.13	7.58	6.76	14.21	13.14	20.96
Jan 17, 2012	26.04	14.12	10.19	10.67	5.32	12.53	14.72	15.75
Jan 23, 2012	25.50	14.84	10.74	11.69	5.26	12.08	15.03	17.97
Jan 30, 2012	24.25	12.54	11.80	7.71	4.68	12.14	13.48	19.51
Feb 06, 2012	23.08	15.68	12.68	8.46	4.50	10.62	14.07	18.74
Feb 13, 2012	21.39	13.24	11.79	8.04	4.88	18.75	12.55	16.50
Feb 21, 2012	19.64	13.33	11.64	7.54	4.16	20.24	13.74	14.86
Feb 27, 2012	19.41	13.20	11.53	7.98	4.36	20.21	13.82	15.38
March 5, 2012	18.27	12.46	10.90	7.50	3.53	12.43	13.20	14.69
End of Winter Term	8.49	6.33	7.67	6.72	3.84	4.41	9.91	8.03

Grizzly Time 2 Attendance:

	Math	English	Health & Fitness	World Languages	V & P Arts	Social Studies	CTE	Science

Attendance:

Grade	T1	T2	Mar 12-16	Mar 19-23	Mar 26-30	Apr 2-6	Apr 16-20	Apr 23-27	Apr 30-May 4	May 7-11	May 14-18	May 21-25	May 28 - June 1	Jun 4-8	T3
9th	96%	94%	97%	%	%	%	%	%	%	%	%	%	%	%	%
10th	94%	94%	96%	%	%	%	%	%	%	%	%	%	%	%	%
11th	95%	94%	98%	%	%	%	%	%	%	%	%	%	%	%	%
12th	94%	95%	98%	%	%	%	%	%	%	%	%	%	%	%	%
Average:	95%	94%	97%	%	%	%	%	%	%	%	%	%	%	%	%
# with 95% or better-T1	860	709	1004												
Perfect Attendance-T1	133	100	772												

Referral Comparison:

Referral Type	Sept-Dec 2010	Sept-Nov 2011
Long Term Suspension	0	0
Short Term Suspensions	60	**48**
Emergency Expulsions	28	**26**

*Drops from American Academy, CAP, and Contract Learning by grade level: 9th-<#>, 10th-<#>, 11th-<#>, 12th-<#> (senior group includes 5th year seniors).

Transformational Partnerships: Sunnyside High School and Gonzaga University

Chuck Salina, PhD, Transformational Specialist, Gonzaga University
Ryan Maxwell, Assistant Principal, SHS
Heidi Hellner-Gomez, Director of School Improvement, SSD

SUNNYSIDE SCHOOL DISTRICT MERIT/SIG SCHOOL TRANSFORMATION: Evidence of Progress

Attendance Rate	2009: 92%	2011: 95%
Graduation Rate	2009: 49.8%	2011: 70.9%
ELL Graduation Rate	2009: 27.5%	2011: 44%
State Math Results	2009: 21%	2011: 41%
Students Passing All Classes	2009: 57%	2011: 76%
AMAO Indicator	2009: Met 2/3	2011: Met 3/3

SHS Systems of Support

Systems Thinking

- All Hands on Deck
  - Guardian Angels
- Grizzly Time
- Grizzly Time 2
- Data Dashboard/Red-Yellow-Green
- Student Leadership Program
- Truancy Board/Teenage Development Group Attendance
  - Understanding the power of student voice and social support
  - Empowering Data v. Punitive Data

Accountability/Keeping Score: How Do We Monitor Progress?

45 Day Plan:

Action steps and quick wins in four goal areas, reviewed weekly by admin team

Data Dashboard:

Weekly monitor of attendance, grades by department, discipline, F-List by teacher. Shared with teachers and students.

Student Voice…

- We as an entire high school started to care about our attendance, grades, and graduation. Not only that, but we started to care about other people too. You could hear people say come to class. We WANT off campus lunch. Get your grades up. You can graduate. These kinds of changes are what were really important this year. It is what defined us from the rest of the classes that have graduated at SHS. We were the beginning of this amazing change, but we're certainly not the end.
  - Christine Kim, Valedictorian, Class of 2011

180-Day Waivers

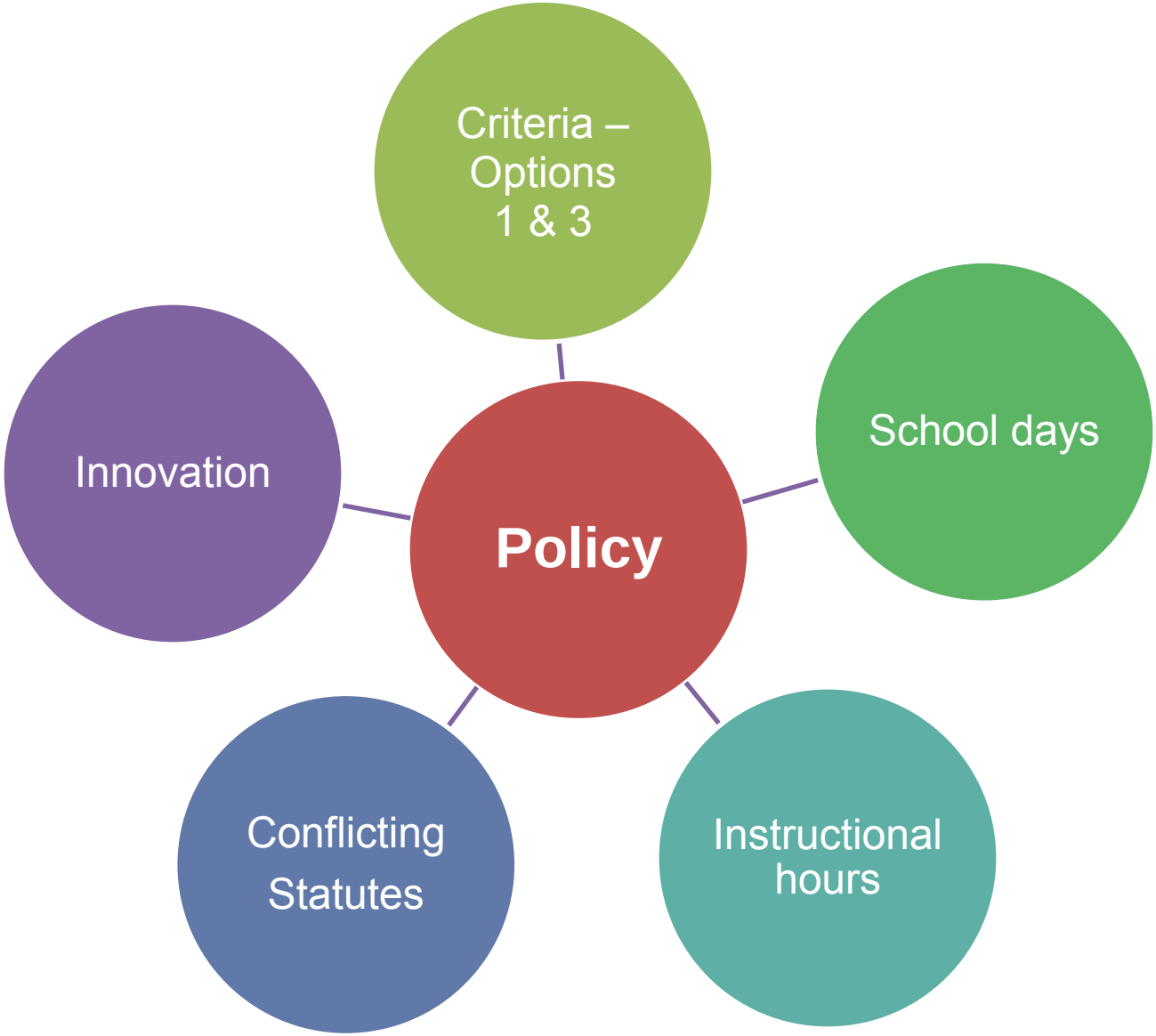
1. Overview of current waivers
2. Policy considerations
3. Recommendations

Sarah Rich, Research Director
Washington State Board of Education

Sarah Rich, Policy Director

Current Types of 180-Day Waivers

Option 1 - Regular Request
Option 2 - Economy and Efficiency
Option 3 - Fast Track
Innovation Schools/Zones


Criteria – Options 1 & 3
Innovation
Policy
School days
Conflicting Statutes
Instructional hours

Recommendations

1. Parent teacher conferences / WaKIDS
2. Option 3 ⇨ Option 1
3. Criteria for Options 1 & 2
4. Cap Option 1 days
5. New innovation option