

November 8–9, 2012

AGENDA

Thursday, November 8

8:30 a.m. Call to Order
Pledge of Allegiance
Announcements
Welcome, Dr. Twyla Barnes, Superintendent, ESD 112, Vancouver

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 for the September 25–27, 2012 Board Meeting (**Action Item**)
- Approval of Minutes for the October 17, 2012 Special Board Meeting (**Action Item**)
- SBE/PESB Joint Report (**Action Item**)

8:45 a.m. Strategic Plan Dashboard
Mr. Aaron Wyatt, Director of Communications and Partnerships

9:00 a.m. Initiative 1240 Status Update
Mr. Jack Archer, Sr. Policy Analyst

9:15 a.m. Review AAW and Staff Recommendations for Revised Index
- Discussion of AAW input
- Discussion of staff recommendations
Mr. Aaron Wyatt, Director of Communications and Partnerships
Ms. Sarah Rich, Policy Director

10:30 a.m. Break

- 10:45 a.m. Opportunities for Collaboration with the Office of the Student Achievement Council**
Mr. Jay A. Reich, Council Member, Student Achievement Council
- 11:30 a.m. Standard Setting for Alternative Assessments to the Math End of Course Exams**
Ms. Cinda Parton, Director, Assessment and Development, OSPI
Dr. Tom Hirsch, Assessment and Evaluation Services
- 12:15 p.m. Lunch**
- 1:00 p.m. Public Comment**
- 1:15 p.m. Basic Education Compliance**
- **BEA Compliance Report**
 - **180 Day Waiver Requests**
 - **Waiver Rules - CR 103**
- Mr. Jack Archer, Sr. Policy Analyst
- 1:30 Discussion of Legislative Priorities**
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Sr. Policy Analyst
- 2:15 Break**
- 2:30 Joint Discussion with the Professional Educator Standards Board Science Technology Engineering & Math (STEM) Vital Signs Report**
Mr. Patrick D'Amelio, Chief Executive Officer, Washington STEM
Ms. Caroline King, Chief Operating Officer, Washington STEM
- 3:15 Presentation and Discussion on Teacher Assignment Data and Educator Workforce Development Policies and Practice**
Ms. Jennifer Wallace, Executive Director, PESB
Mr. David Brenna, Sr. Policy Advisor, PESB
Ms. Linda Drake, Sr. Policy Analyst
Mr. Joe Koski, Policy and Research Analyst, PESB
- 4:45 Student Music Performance**
Hockinson Brass Choir, Hockinson High School
- 5:15 Adjourn**
- Friday, November 9**
- 8:30 My Life as a Student**
Elias Ulmer, Student Board Member

- 8:45** **Achievement Index Revision – Preparation for December AAW Meeting - Discussion of next set of questions for AAW input**
Ms. Sarah Rich, Policy Director
Mr. Richard J. Wenning, RJW Advisors, Inc (by phone)
- 10:30 a.m.** **Break**
- 10:45 a.m.** **Recommendations Toward an Assessment System that Supports College and Career Readiness for All Students**
Ms. Linda Drake, Sr. Policy Analyst
- 11:45 a.m.** **Lunch**
- 12:30 p.m.** **Public Comment**
- 12:45 p.m.** **Business Items**
- Revised Index – Performance Indicators (***Action Item***)
 - Letter to the AAW on Revised Index – Part II (***Action Item***)
 - Basic Education Waivers (***Action Item***)
 - Cut Scores (***Action Item***)
 - BEA Compliance (***Action Item***)
 - 2013–2014 Board Meeting Dates (***Action Item***)
 - CR 101 for Initiative 1240 – If Needed – (***Action Item***)
 - Waiver Rules Adoption (***Action Item***)
 - Private School Approvals (***Action Item***)
- 2:00 p.m.** **Adjourn**

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Strategic Plan Dashboard	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Board members will review the current work on the 2012–2014 Strategic Plan Goals	

Strategic Plan - Dashboard

Aaron Wyatt, Communications

Goal of Today's Strategic Plan Segment

1. Review total progress towards SBE's strategic plan goals.
2. Highlight products from October-November relative to strategic plan.

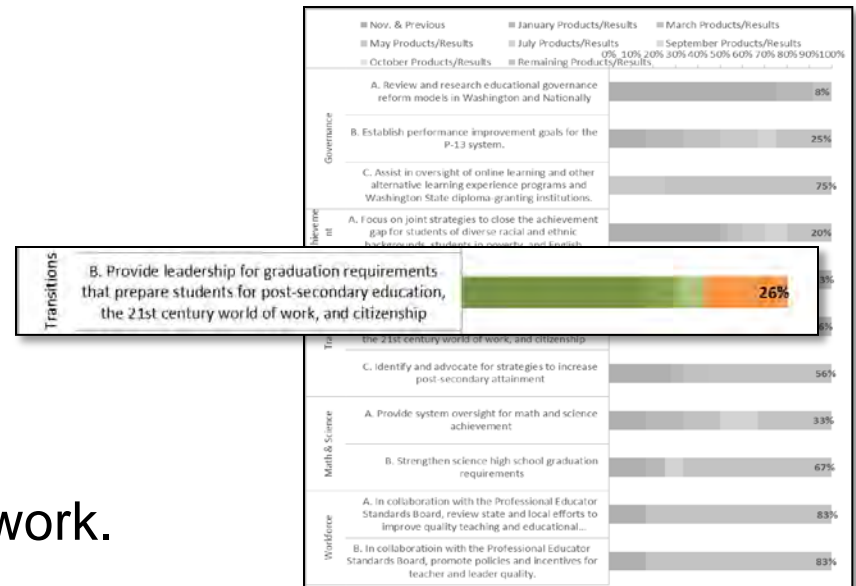
Two-Month Strategic Plan Review

Bar Chart:

Fall products reflective of work with The Achievement Index, the AAW, graduation requirements, and legislative priorities

Executive Summary Highlights:

- Goal One Governance -Task Force work.
- Goal Two Accountability - AAW
- Goal Three Achievement Gap - Sub groups & N.A. Resolution.
- Goal Four Oversight - BEA Compliance.
- Goal Five Readiness - Performance indicators. Assessment presentation.



Discussion and Review

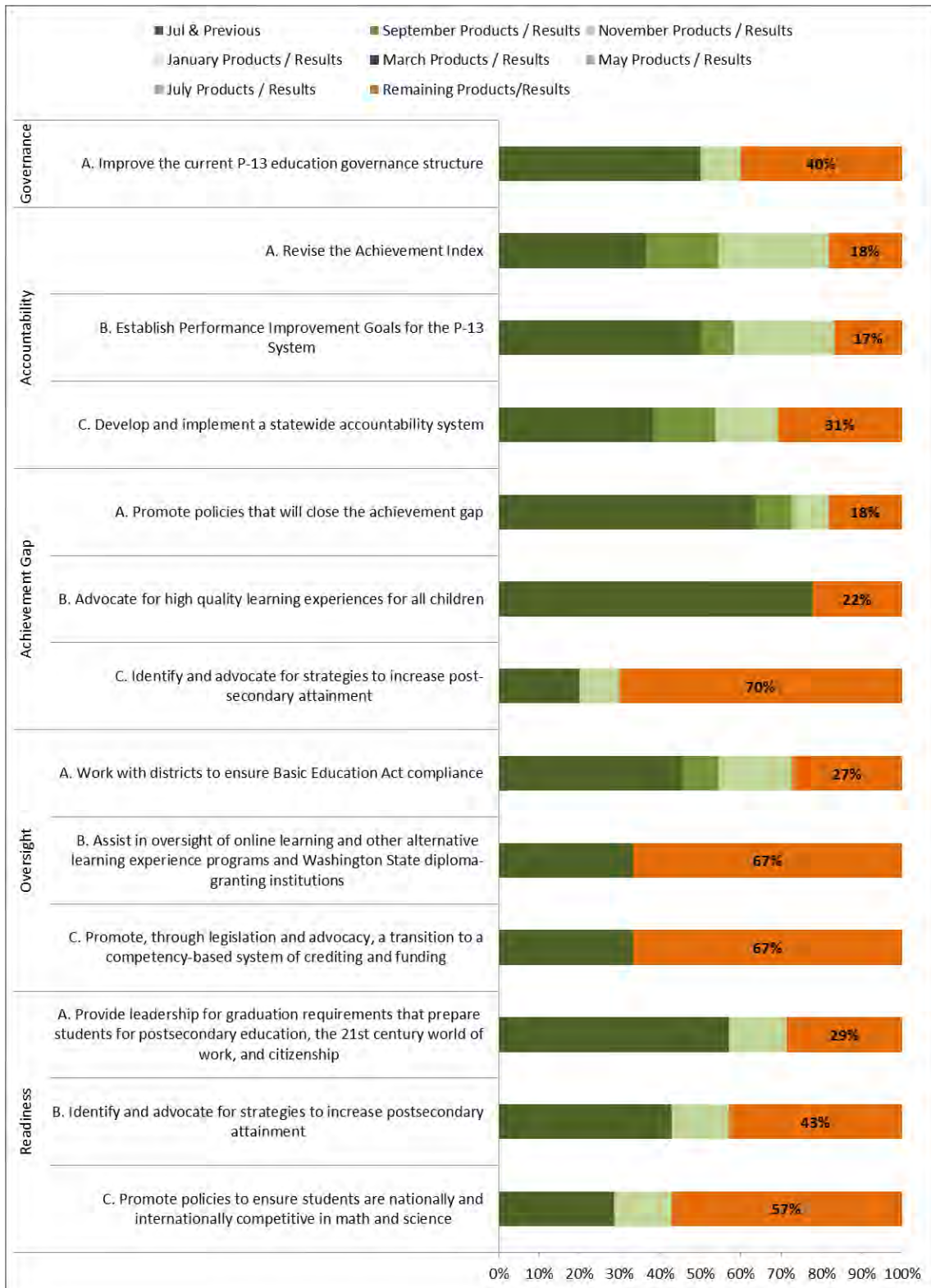
Proposed strategic plan discussion topics:

1. Are we realizing our strategic plan goals?

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Annual Chart



The Washington State Board of Education

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Dashboard Executive Summary


Goal	Recent Work
Effective and accountable P-13 governance	<ul style="list-style-type: none"> Meeting with OSPI to discuss their legislative priorities. Meeting with the Washington Student Achievement Council. Presentations to and consultation with the Joint Task Force on Education Funding and with the Joint Select Committee on Education Accountability. Continued coordination with OSPI on the development of the Achievement Index <p>Past: Correspondence^{i ii} ; Research^{iii iv v vi vii viii ix}</p>
Comprehensive statewide K-12 recognition and accountability	<ul style="list-style-type: none"> First in-person AAW meeting October 10. Feedback report on performance indicators. October 17 Webinar to review staff and AAW performance indicators recommendations. <p>Past: Correspondence ; Research</p>
Closing the achievement gap	<ul style="list-style-type: none"> Discussions with Members and AAW on options for displaying sub groups data on the revised Achievement Index. November meeting with PESB on Teacher Assignment Data and Educator Workforce Development Policies and Practice. September Native American Mascot Resolution. Work with OSPI on a transitional bilingual funding formula proposal. Blog entry analysis on the Collections of Evidence and the achievement gap. <p>Past: Presentations^{x xi xii xiii} ; Research^{xiv}</p>
Strategic oversight of the K-12 system	<ul style="list-style-type: none"> Continued staff communication with districts to ensure BEA compliance. Identification of improvements to the BEA compliance process for next year. BEA compliance report to the Board in the November meeting. Legislative priority on Alternative Learning Experiences funding. <p>Past: Collaboration^{xv} ; Research^{xvi}</p>
Career and college readiness for all students	<ul style="list-style-type: none"> Analysis of STEM Vital Signs Report in the November meeting Discussion on a career and college-readiness assessment system in the November meeting. Discussion on career and college-readiness performance indicators in the revised Achievement Index. COE cuts scores presentation. <p>Past: Collaboration^{xvii} ; Presentations^{xviii xix xx xxi xxii xxiii xxiv}</p>

Strategic Plan Products and Assignments

Goal One: P-13 Governance				
A. Improve the current P-13 education governance structure. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	Ben / Aaron	Ongoing	▲ ▲ ▲	
II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben	Ongoing	▲ ▲ ▲	

Goal Two: Accountability				
A. Revise the Achievement Index. <i>Commitment:</i> ●●●	Staff	Due	Progress	Notes
I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Aaron / Sarah / Emily	2013.06	▲▲▲ ▲	
II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.	Sarah / Ben	2013.09	▲▲▲ ▲	
B. Establish performance improvement goals for the P-13 system. <i>Commitment:</i> ●●				
I. Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.	Sarah / Ben	2013.09	▲▲▲ ▲	
II. Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.	Emily / Ben	Ongoing	▲▲▲ ▲	
C. Develop and implement a statewide accountability system. <i>Commitment:</i> ●●				
I. Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.	Aaron / Sarah	Ongoing	▲ ▲ ▲	
II. Advocate for legislation and funding to support a robust and student-focused accountability system.	Ben / Jack	Ongoing	▲ ▲ ▲	


 ● = minimal amount of effort (e.g. phone call/emails)
 ●● = medium (part time staff analysis)
 ●●● = substantial (full time one staff equivalent)
 Total staff resources available = 18

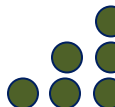



 ▲ = project / product initiated
 ▲▲ = project / product in progress
 ▲▲▲ = project/ product completed




Goal Three: Achievement Gap				
A. Promote policies that will close the achievement gap. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. Promote and support best practices that will close the achievement gap.	Linda / Ben	Ongoing	▲▲▲	
II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.	Emily / Linda	Ongoing	▲▲▲	
B. Advocate for high quality early learning experiences for all children. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.	Ben / Jack	2013.01	▲▲▲	
II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.	Ben	Ongoing	▲▲▲	
C. Promote policies for an effective teacher workforce. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.	Linda / Ben	November (annually)	▲▲▲	
II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance.	Ben / Jack	Ongoing	▲▲▲	

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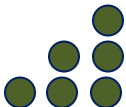


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Goal Four: Oversight				
A. Work with districts to ensure Basic Education Act Compliance <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack / Staff	2013.06	▲ ▲ ▲	
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	Jack / Staff	2013.11	▲ ▲ ▲	
B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. Examine policy issues related to the oversight of online learning for high school credits.	Linda	2013.02	▲ ▲ ▲	
II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.	Linda	2014.01	▲ ▲ ▲	
C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.	Ben / Jack	2013.02	▲ ▲ ▲	

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 Total staff resources available = 18

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Goal Five: Career and College Readiness				
A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship. <i>Commitment:</i> ● ●	Staff	Due	Progress	Notes
I. Advocate for the implementation of Washington career and college-ready graduation requirements.	Linda / Jack	2013.06.01	▲ ▲ ▲	
II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.	Ben	Ongoing	▲ ▲ ▲	
B. Identify and advocate for strategies to increase postsecondary attainment citizenship. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies.	Linda	Ongoing	▲ ▲ ▲	
II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	Ben / Linda		▲ ▲ ▲	
C. Promote policies to ensure students are nationally and internationally competitive in math and science. <i>Commitment:</i> ●	Staff	Due	Progress	Notes
I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.	Linda	2013.06	▲ ▲ ▲	
II. Develop phase in plan of science graduation requirements for Legislature's consideration.	Ben / Jack		▲ ▲ ▲	

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- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ⁱ 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ⁱⁱ 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ^{iv} 2011.02.23 Research Brief for Governance Work Session.
- ^v 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- ^{vii} 2011.02.23 Research Brief for Governance Work Session.
- ^{viii} 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- ^{ix} 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^x 2010.09-10: Presentation to the Race and Pedagogy conference.
- ^{xi} 2012.03.15 Presentations from Required Action Schools
- ^{xii} 2010.09-10: Presentations: Youth Academy, QEC,AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
- ^{xiii} 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- ^{xiv} 2010.09-10: Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study.
- ^{xv} 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- ^{xvi} 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^{xvii} 2010.09-10: Staff participation in STEM plan meetings.
- ^{xviii} 2010.09-10: Presentations: Youth Academy, QEC,AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
- ^{xix} 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- ^{xx} 2012.05.10 Common Core Standards Assessments Presentations during the May meeting
- ^{xxi} 2012.01.10 Green River CC math transcript system
- ^{xxii} 2012.06.15 Bar Association Presentation on Graduation Requirements
- ^{xxiii} 2010.09-10: Math presentation in the September Board meeting.
- ^{xxiv} 2012.03.10 STEM Presentation to SBE

The Washington State Board of Education

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Title:	REVISED ACHIEVEMENT INDEX INDICATORS	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>Does the Board support the inclusion of the following in the revised Achievement Index.</p> <ol style="list-style-type: none"> 1. Achievement gaps in both student proficiency and student growth. 2. A career and college readiness performance indicator that includes high school graduation rates as well as additional career and college readiness subindicators. 3. The use of improvement in the identification of schools for recognition but not as a performance indicator to be factored into a composite Index score. 4. A performance indicator for student proficiency which includes equally weighted math, science, reading, and writing assessments. <p>Staff recommends further exploration of disaggregation by subgroups for measuring achievement gaps.</p>	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>Performance indicators are major accountability measures aligned with the goals of the system. As an example, the current Index is primarily an “academic proficiency” – based Index – looking mostly at objective levels of student performance on state assessments.</p> <p>Washington’s Elementary and Secondary Act flexibility waiver will require the revised Index to also include student growth measures and data disaggregated by student sub groups.</p> <p>With assistance from the Achievement and Accountability Workgroup (the AAW), SBE and OSPI will revise the Achievement Index and incorporate the required changes including additional indicators to better support a statewide accountability framework.</p>	

REVISED ACHIEVEMENT INDEX INDICATORS

Policy Consideration

The Board will consider approving the following staff recommendations for inclusion in a revised Index:

1. Measure student performance and achievement gaps using both proficiency (meeting state standards) and student growth (student growth percentiles) for all students and for subgroups.
2. Incorporate a career and college readiness performance indicator that includes high school graduation rates (including extended graduation rates) as well as additional career and college readiness indicators.
3. The use of improvement in the identification of schools for recognition but not factored into a composite Index score.
4. A performance indicator for student proficiency, which includes equally weighted math, science, reading, and writing assessments.

Staff recommends further exploration of disaggregation by subgroups for measuring achievement gaps.

Summary

Performance indicators are major accountability measures aligned with the goals of the system. As an example, the current Index is primarily an “academic proficiency” – based Index – looking mostly at objective levels of student performance on state assessments.

Washington’s Elementary and Secondary Act flexibility waiver will require the revised Index to also include student growth measures and data disaggregated by student subgroups.

With assistance from the Achievement and Accountability Workgroup (the AAW), SBE and OSPI will revise the Achievement Index and incorporate the required changes including additional indicators to better support a statewide accountability framework.

During this discussion, members will review AAW members’ input and staff recommendations on performance indicators for the revised Index, including the following:

- How should achievement gaps be measured in the new Index? For example, should achievement gaps be measured by proficiency, growth, or some combination?
- What indicators should be included as part of career and college readiness? The current Index only utilizes graduation rates. Should the revised Index incorporate additional measures?
- Should we continue to include “improvement” as an indicator in the new system? Should improvement focus on proficiency or growth?
- What weight should the revised Index give to the subjects tested? The current Index weighs all tests equally. What would be the rationale and implications for shifting allocations?

- How should subgroups be delineated in the Index? The current Index uses combined subgroups (also known as super subgroups) to address race/ethnicity gaps in the Index. However, the U.S. Department of Education requires that the revised Index disaggregate data using Elementary and Secondary Education Act (ESEA) subgroups. ESEA is approving the use of combined subgroups (super subgroups) only if the combination results in the inclusion of more students in the accountability system. What are the merits of developing an Index that disaggregates subgroup data by ESEA subgroups, super subgroups, or by ESEA subgroups except where the low N size masks in a subgroup prevents those students from being included in the accountability system? This question will be explored more fully on day two of the November SBE meeting and at the December AAW meeting.

Revised Index Question	Staff Recommendations	AAW Input
How should the Achievement Index measure achievement gaps?	Account for both growth and proficiency gaps	Agreed
What indicators should be included under career and college readiness?	High school graduation rates plus sub-indicators	Agreed
Should Improvement be measured in the Achievement Index?	Improvement should not be factored into a school's Index score, but should be used by the state for the purposes of reward and recognition.	Mixed. Some AAW members wanted to continue to measure improvement by either student growth or schools' performance against the Learning Index.
How should tests be weighted in the Index?	Equal weights for all tests	Agreed.
How should student subgroup data be disaggregated in the revised Index?	Further study needed.	Some AAW members were in support of super subgroups, but also wanted to add new groups for students who were former ELL, catch-up students, the lowest 25 percent, etc.

Background

SBE will be working in 2012 and 2013 on the development of a revised Achievement Index. To better inform the work, the Achievement and Accountability Workgroup, comprised of 22 representatives from a wide variety of stakeholders, will be meeting multiple times in 2012 and 2013 to provide feedback to SBE on Index principles and design issues. The first AAW meeting was held in Renton, Washington, on October 10. Board members were briefed on that meeting during a October 17 special Board meeting via webinar.

Workgroup members' discussions focused primarily on Achievement Index design options related to the following:

- The selection of performance indicators for the revised Achievement Index (including proficiency, growth, and career and college readiness indicators).

- The assigned weights of tested subjects in a revised Index.
- The disaggregation of data by student subgroup.

For each AAW meeting, SBE staff will produce a feedback report summarizing AAW member's discussions. Available on the SBE website three weeks after the AAW session date, the feedback report will assist the Board as they progress to the November Board meeting and an anticipated adoption of performance indicators for the revised Achievement Index.

Board members expressed appreciation for the important work of the AAW representatives.

Action

Consider a motion to approve the staff recommendation noted in the "Policy Consideration" section on page one.

Achievement Index Indicators Motion Review

Sarah Rich, Policy Director

Aaron Wyatt, Communications and Partnerships Director

November 8, 2012

Objectives

SBE members will:

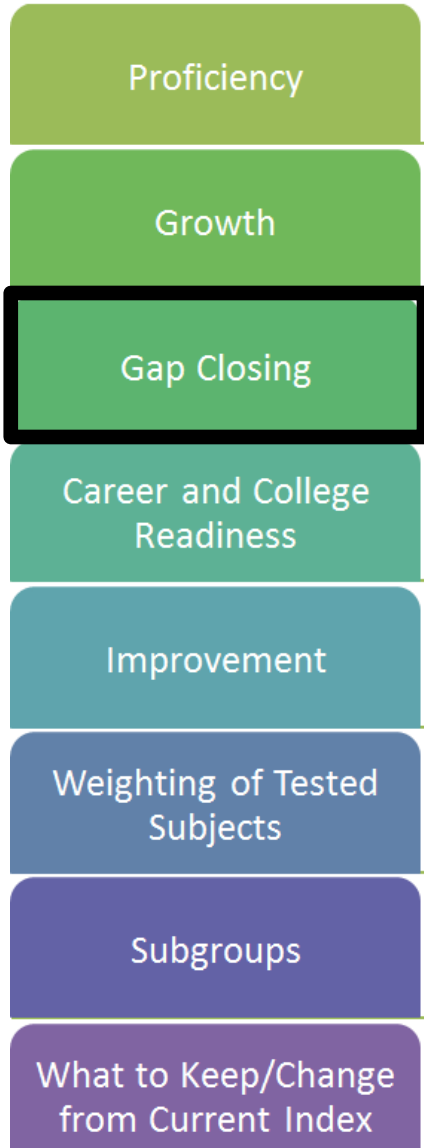
1. Review AAW input and staff recommendations.
2. Discuss performance indicators in anticipation of the November 9 motion for the revised Index.

AAW Meeting

AAW Members



Q1: Gap Closing



Option	+/-
A. Growth Gaps	Growth is a leading indicator; and focusing on growth gaps instead of proficiency gaps may be more fair.
B. Proficiency Gaps	Proficiency is a lagging indicator; however it is the ultimate goal to close proficiency gaps.
C. BOTH Proficiency and Growth Gaps	More information; more complexity.
D. Other	

Q2: Career and College Readiness

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness**
- Improvement
- Weighting of Tested Subjects
- Subgroups
- What to Keep/Change from Current Index

Options	+/-
A. High School Graduation Rates ONLY	Minimum requirement; sets graduation as the end goal.
B. High School Graduation Rates PLUS sub-indicators of career and/or college readiness	Better alignment with the statutory purpose of the K-12 system; more complex.
C. Other	

Q3: Improvement

	Options	+/-
Proficiency	A. Improvement from prior year in % of students meeting standard	Easy to understand. Changing school boundaries and magnet programs make this a sometimes invalid measure.
Growth		
Gap Closing	B. Improvement from prior year in growth	Fairer (leading versus lagging) but same challenges to validity as A.
Career and College Readiness		
Improvement	C. Improvement from prior year in % of students meeting standard using Learning Index	More difficult to understand. Incentivizes improving all student outcomes, not just students on the verge of meeting standard. Same challenges to validity as A.
Weighting of Tested Subjects		
Subgroups	D. None of the above	
What to Keep/Change from Current Index		
	E. Other? Improvement in overall Index score for recognition	

Q4: Weighting of Tested Subjects

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects**
- Subgroups
- What to Keep/Change from Current Index

Options	+/-
A. Equal weight for all tested subjects	Values science and writing regardless of testing frequency. Easier to understand by parents and community.
B. Weight subjects based on testing frequency	De-emphasizes science and writing in some grade configurations. More difficult to understand.
C. Other	

Q5: Subgroups

Staff Recommends Further Study

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects
- Subgroups**
- What to Keep/Change from Current Index

Options	+/-
A. Use current federal subgroups only.	Districts are accustomed to this already. Limited to the subgroups listed.
B. Use current subgroups PLUS add new subgroups – former ELL, ‘Catch-up Students’ or ‘lowest 25%’.	Stronger accountability for former ELLs and for struggling students; more complexity.
C. Create super subgroups for schools with low N size.	Makes gaps visible; may combine subgroups of students with very different needs.
D. Other	
E. Both B and C	

Current federal subgroups:
All
American Indian
Asian
Pacific Islander
Black
Hispanic
White
Limited English
Special Education
Low Income
Two or More Races

Recommendations - Summary

Revised Index Question	Staff Recommendations	AAW Input
How should the Achievement Index measure achievement gaps?	Account for both growth and proficiency gaps	Agreed
What indicators should be included under career and college readiness?	High school graduation rates plus sub-indicators	Agreed
Should Improvement be measured in the Achievement Index?	Improvement should not be factored into a school's Index score, but should be used by the state for the purposes of reward and recognition	Mixed. Some AAW members wanted to continue to measure improvement by either student growth or schools' performance against the Learning Index?
How should tests be weighted in the Index?	Equal weights for all tests	Agreed
How should student subgroup data be disaggregated in the revised Index?	Further study needed	Some AAW members were in support of super subgroups, but also wanted to add new groups for students who were former ELL, catch-up students, the lowest 25 percent, etc.

Discussion

In anticipation of tomorrow:

1. Do you agree with the staff recommendations for measuring achievement gaps, equal weighting of tested subjects, and the inclusion of additional career and college readiness indicators in the revised Index?
2. Do you agree that further discussion is needed in respect to the disaggregation of student sub groups?
3. Do you agree that improvement should be an indicator for recognition, though not included in the composite Index score?

Achievement & Accountability Workgroup (AAW) Recommendations to the State Board of Education Feedback Report from the October 10, 2012 AAW Meeting

Overview

Upon completion of each AAW meeting, SBE staff will generate a report of the members' discussions during that meeting. Each member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

AAW members provided input on the following Index questions:

Discussion Topics	Feedback
Achievement Gap Closing Measures	Unanimous: Index should measure both growth and proficiency gaps
Career and College Readiness	Unanimous: Index should include postsecondary indicators beyond graduation rates
Weighting	Unanimous: Index should assign equal weights to all tested subjects
Improvement	Mixed: See comments below
Subgroups	Mixed: See comments below
What to keep from current Index	Ongoing discussion question: See comments below

Question 1: What performance indicator(s) should be used to measure the achievement and opportunity gap?

Options:

- A. Growth Gaps
- B. Proficiency Gaps
- C. BOTH Proficiency and Growth Gaps

Recommendation: Option C

The AAW believes that the ultimate goal is proficiency for all students and recommends that the revised Index include proficiency gaps: the gap between students' performance on state assessments and the proficiency standard. However, proficiency alone is not adequate as a comprehensive school measure. Additionally, proficiency gaps are a lagging indicator in that they measure student and school performance after the fact. Growth gaps, however, are a leading indicator in that they predict when or if a student will reach proficiency at his/her current rate of growth, and they tell stakeholders whether or not a student's growth rate needs to increase to reach proficiency within a specific time period. To provide a more holistic picture of students and schools, the AAW recommends the revised Index measure both proficiency and growth gaps.

Pros

1. Measuring both gives practitioners more information and is a fairer way to hold schools accountable.

Cons

1. Measuring both proficiency and growth adds complexity, and AAW members were clear that parents must be able to understand the revised Index and performance indicators.

Additional Considerations & Questions:

- How can the growth model help us demonstrate the complexity of reporting on students who make it to proficient and are no longer in the subgroup? How do we communicate that?
- Some stakeholders recommended the inclusion of non-academic indicators such as attendance, suspensions, and social/emotional development.
- Some stakeholders questioned the validity of using state assessments to measure growth and requested multiple kinds of assessment. Discussion ensued on how and what types of data sets are available.
- How does Colorado use the collected growth data? How does this data become consequentially valid? What are the policy outcomes?
- Could the Index include performance indicators that measure the legislature's funding of K–12 education? The analogy of feeding the pig and weighing the pig was used. If the only measures are weighing the pig, then we are missing a significant part of getting the pig to grow. The Legislature has set out timelines for funding things like all day K and K–3 class size reduction where graphs similar to the AMO's could easily be created. A significant part of closing the achievement/opportunity gap must come from a rational and ample funding system which can only be created at the state level by the Legislature.

Question 2: What performance indicator(s) should be used to measure career and college readiness?

Options:

- A. High School Graduation Rates ONLY.
- B. High School Graduation Rates PLUS sub-indicators of career and/or college readiness.

Recommendation: Option B

The AAW recommends the revised Index include both high school graduation rates and additional sub-indicators of career and/or college readiness.

Pros

1. Additional indicators give us a better understanding of how effective our system is.

Cons

1. Deciding which sub-indicators to include poses the challenge of achieving a common understanding of career and college readiness.

Additional Considerations & Questions:

- What do our school districts do to build career and college readiness in lower grades? What do other states do?
- What years will we count for graduation rates – 4, 5, 6, or 7?
- Do we have enough valid and reliable data to measure career and college readiness?

- How will Collections of Evidence and other alternative assessments fit into the Index?

Question 3: What, if any, performance indicators should be used to measure improvement?

Options:

- A. Improvement from prior year in percent of students meeting standard.
- B. Improvement from prior year in growth.
- C. Improvement from prior year in percent of students meeting standard using the Learning Index.
- D. None of the above.
- E. Both B and C

Recommendation: Split between B and C

The AAW members were split on using growth or the Learning Index to measure improvement from the prior year.

Pros

1. We want to measure school and district improvement year to year.
2. The Learning Index reflects improvement at all levels of proficiency, not just students on the verge of meeting standard.
3. Improvement in the student growth rate fairly reflects the academic gains made within a school.

Cons

1. The Learning Index may be too confusing for the public.
2. Regardless of approach, this measure necessarily includes different students each year. Originally, it made sense given that we could not look at the performance of students over time. Changing school boundaries and magnet programs make this a sometimes invalid measure.

Additional Considerations & Questions:

- Use improvement for recognition but do not include it as a performance indicator in the Index.
- Measure improvement by the year-to-year change in a school's overall Index score instead of measuring the change in each individual performance indicator.
- Using improvement as a basis for recognition and awards allows us to acknowledge schools without adding or subtracting points that depend on the consistency of a building's student population.

Question 4: How should tested subjects be weighted?

Options:

- A. Equal weight for all tested subjects.
- B. Weight subjects based on testing frequency.

Majority recommendation: Option A

The AAW recommends the revised Index equally weight all tested subjects.

Pros

1. All subjects are important and need to be viewed as such.

Cons

1. There are fewer data points for science and writing to gauge progress.
2. Testing infrequently can cause large changes in scores. This could have negative implications for grade/subject teachers.

Additional Considerations & Questions:

- Are there ways to measure progress between multiple tests?
- How do we measure 21st century skills?
- How do we measure growth with one test each year?
- Some stakeholders preferred to weight assessments before selecting performance indicators.
- How do we account for test refusal?
- State weights vs. local weights – what provides the most useful feedback for planning at the school level?
- How do you measure growth in science?
- How does frequency and weighting inform improvement?

Question 5: How should we disaggregate student data in the Index?

Options:

- A. Use current federal subgroups only.
- B. Use current subgroups PLUS add new subgroups – former ELL, “catch-up students,” or “lowest 25 percent.”
- C. Create super subgroups for schools with low N size.
- D. Both B and C.
- E. Other.

Recommendation: Split between B and C

Most of the AAW supported further disaggregation of subgroups whenever possible; however, the AAW also wanted schools to be accountable for small minority populations. Members pointed out that further disaggregation and super subgroups for schools with a small N size are not mutually exclusive. Some members strongly supported tracking both former ELLs and special education students. No clear recommendation emerged from the AAW. Staff recommends further examination and discussion.

Pros

1. For option B, the current subgroups plus additional subgroups will better reflect specific student needs
2. For Option B, adding new subgroups gives us a way to track success of students who exit the TBIP and Special Education.
3. Creating super subgroups for schools with a low N size includes more students for accountability purposes.

Cons

1. Adds complexity to tracking and reporting; we need to clearly communicate why the additional complexity is necessary.

Additional Considerations & Questions:

- Is there a way to allow schools/districts the flexibility to track specific subgroups at a local level that could roll up into the state subgroup categories? Examples were Russian American and East African American students.
- How would we decide which groups to combine into a super subgroup?
- How do we measure success of the students who reach proficiency and are no longer counted (i.e. special education students, ELLs)?
- Should (ELL and special education) subgroups be part of the accountability measure? The gap is the reason they qualify for services under that category.
- Should subgroups be counted in the “all” category?
- Mobility.
- Newcomer ELLs – differentiate between educated vs. limited educational experience.
- Further disaggregate subgroups to better reflect growth and challenges (e.g. “Black” category).

Question 6: What to keep/change from the current Index?

No options provided—lunch time discussion topic. This question was asked so staff could capture what stakeholders value in the current Index. People familiar with the Index were highly encouraged to provide input, but only a few individuals opted to engage in this discussion and therefore the bullets below do not necessarily reflect the full input of the AAW.

Additional Considerations & Questions:

- Use tier labels that are more accessible to parents than a summative number.
- Keep the improved online format and build more tools and data into it.
- Place the Achievement Index tier labels on OSPI’s Report Card or have a common platform.
- Noted strengths include:
 - Fairer measure than AYP.
 - Includes all tested subjects.
 - Includes an improvement indicator.
 - Equally weights low income and non-low income students.
 - Peer group component.
- Even though USED did not approve including the peers measure, it would be helpful to continue to collect the information to identify schools doing an effective job with students from low income families.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	I-1240 CR 101 for Rules on Sec. 209	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What are the responsibilities of the State Board of Education under Section 1240, Initiative 1240, relating to charter schools? 2. How must these responsibilities be met through rule adoption? 3. Why is it necessary, should the measure be approved, to initiate rule-making through approval of the filing of a CR 101 at the November Board meeting. 	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Sec. 209 of Initiative 1240 requires the State Board of Education to establish an annual application and approval process and timelines for entities seeking approval to be charter school authorizers. Eligible authorizers are school district boards of directors and the Washington Charter School Commission established by the act. The initial process and timelines must be established no later than 90 days after the effective date of Sec. 209. This must be implemented through rule adoption. Ninety days after the effective date of this section is March 6, 2013. In order to adopt rules by this date, as required by this section, SBE would need to initiate rule-making through approval of the filing of a CR 101, Preproposal Statement of Inquiry, at its November 2012 meeting.</p>	

I-1240

Relating to Public Charter Schools Rule-Making on Authorizer Approval

Jack Archer
Senior Policy Analyst
State Board of Education
November 8, 2012

I-1240: State Board of Education Role

- I-1240, Relating to public charter schools, assigns major responsibilities to SBE for oversight and administration of the new law.
- These include:
 - Approval of charter school authorizers.
 - Oversight of the performance of authorizers.
 - Annual reporting on charter schools.

Sec. 209: Approval of Authorizers

- SBE “shall establish an annual application and approval process and timelines for entities seeking to be charter school authorizers.”
- “Authorizer”: Entity approved by SBE to
 - Review, approve, or reject charter school applications.
 - Enter into, renew, or revoke charter contracts.
 - Oversee the charter schools the entity has authorized.

Eligible Charter School Authorizers

- ü Washington Charter School Commission – Not subject to SBE approval and oversight.
- ü School district boards of directors – Subject to SBE approval and oversight.

-- Sections 207 and 208.

Sec. Approval of Authorizers -- Requirements

An entity seeking approval to be a charter school authorizer must submit to SBE:

- Strategic vision for chartering.
- Plan to support the vision, including evidence of budget and personnel capacity.
- RFP it would issue to solicit charter school applicants.
- Performance framework it would use.
- Proposed renewal, revocation and renewal processes.

Why the need for a CR 101 now?

- The provisions of Sec. 209 must be implemented through rules adopted by SBE.
- Initial process and timelines for approval of authorizers must be established by SBE no later than 90 days from effective date – March 6.
- Statutory requirements, Code Reviser dates, SBE meeting schedule mean that rule-making must be started now.

Timeline for Rules to Implement Section 209

- November 8-9 – Approve filing of CR 101.
- January 9-10 – Approve filing of CR 102 with proposed rules.
- Feb. 26 -- March 6 – Public hearing on proposed rules.
- By March 6 – File CR 103 with adopted rules.

Next Steps and Considerations

For Staff

- ü I-1240 FAQ on web site.
- ü Communications plan.
- ü Research statutes and rules in other states.
- ü Agenda item on charters for January meeting.

For Members

- ü Lead members for review of draft rules.
- ü Key question: What do we need to know for approval of a charter school authorizer?

2012

November 8-9 Approve filing of CR 101 at regular board meeting.

- Discuss compliance with Sec. 209, which requires SBE to establish an application and approval process for entities seeking approval to be charter school authorizers.
- Receive public comment on CR 101.
- Approve filing of CR 101.

November 21 Code Reviser deadline to file CR 101.

The CR 101 can be filed with the Code Reviser any time after the Board's approval of the filing at its November meeting but no later than noon on November 21.

December 6 Effective date of I-1240.

In order to comply with the requirements of I-1240, the CR 103 must be filed with the Code Reviser within 90 days of the effective date, which is March 6.

2013

January 9-10 Approve filing of CR 102 at regular board meeting.

SBE Staff will present the CR 102 draft rules for the Board's approval for filing of CR 102.

January 23 Code Reviser deadline to file CR 102.

The CR 102 can be filed with the Code Reviser any time after the Board's approval of the filing at its January meeting but no later than noon on January 23.

February 26 – March 6 Public hearing and possible approval of proposed rules at special meeting(s).

Will include public hearing on proposed rules and OSPI's presentation and public testimony on the FIS required by RCW 28A.305.135. The board can elect to adopt the final rules at the first special meeting, or it can schedule another special meeting on or before March 6 for the purpose of adopting the final rules.

March 6 I-1240 deadline to file CR 103.

The CR 103 must be filed on or before March 6 in order for the rules to be adopted as required by I-1240. Note, the regular board meeting in March is scheduled for 3/13 – 3/14, which is more than 90 days from the effective date of the act.

Initiative Measure 1240

NEW SECTION. **Sec. 209. AUTHORIZERS--APPROVAL.** (1) The state board of education shall establish an annual application and approval process and timelines for entities seeking approval to be charter school authorizers. The initial process and timelines must be established no later than ninety days after the effective date of this section.

(2) At a minimum, each applicant must submit to the state board:

(a) The applicant's strategic vision for chartering;

(b) A plan to support the vision presented, including explanation and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing;

(c) A draft or preliminary outline of the request for proposals that the applicant would, if approved as an authorizer, issue to solicit charter school applicants;

(d) A draft of the performance framework that the applicant would, if approved as an authorizer, use to guide the establishment of a charter contract and for ongoing oversight and evaluation of charter schools;

(e) A draft of the applicant's proposed renewal, revocation, and nonrenewal processes, consistent with sections 219 and 220 of this act;

(f) A statement of assurance that the applicant seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of this chapter, and that if approved as an authorizer, the applicant will fully participate in any authorizer training provided or required by the state; and

(g) A statement of assurance that the applicant will provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures.

(3) The state board of education shall consider the merits of each application and make its decision within the timelines established by the board.

(4) Within thirty days of making a decision to approve an application under this section, the state board of education must execute a renewable authorizing contract with the entity. The initial term of an authorizing contract shall be six years. The authorizing contract must specify each approved entity's agreement to serve as an authorizer in accordance with the expectations of this chapter, and may specify additional performance terms based on the applicant's proposal and plan for chartering. No approved entity may commence charter authorizing without an authorizing contract in effect.

View the complete text of I-1240 at:

https://wei.sos.wa.gov/agency/osos/en/press_and_research/PreviousElections/2012/General-Election/Documents/I-1240_complete_text.pdf



PREPROPOSAL STATEMENT OF INQUIRY

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

Agency: State Board of Education

Subject of possible rule making:

Section 209 of Initiative Measure No. 1240 (An Act Relating to Public Charter Schools) filed May 31, 2012.

Statutes authorizing the agency to adopt rules on this subject:

Initiative Measure No. 1240, as codified, if approved by the voters during the Washington State General Election on November 6, 2012.

Reasons why rules on this subject may be needed and what they might accomplish: Initiative Measure No. 1240 assigns specific responsibilities to the State Board of Education for administration and oversight of the operation of the law. The section of the initiative requiring action first by SBE is Sec. 209. This section provides that SBE "shall establish an annual application and approval process and timelines for entities seeking approval to be charter school authorizers." It further provides that the initial process and timelines must be established no later than ninety days after the effective date of the section. These provisions are required to be implemented through rules adopted by the SBE.

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 State Board of Education will solicit comment on rules to implement this section from the Office of the Superintendent of Public Instruction, education organizations, and other interested parties. Provision will be made for public comment on the CR 101 at the Board's November meeting. Information about the SBE's duties under this section will be posted on the agency's public web site. The CR 101 is prepared on a contingent basis in order that the SBE can take the action required by the deadline specified in this section. If Initiative No. 1240 is not approved, no action will be taken on the CR 101.

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

(List names, addresses, telephone, fax numbers, and e-mail of persons to contact; describe meetings, other exchanges of information, etc.)

Jack Archer, Senior Policy Analyst
Washington State Board of Education
Old Capitol Building, Room 253
P.O. Box 47206
Olympia, WA

All parties are encouraged to submit comments in writing to jack.archer@k12.wa.us

DATE
NAME (TYPE OR PRINT)
SIGNATURE
TITLE

CODE REVISER USE ONLY

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Opportunities for Collaboration with the Office of the Student Achievement Council	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	How can the State Board of Education (SBE) work with the newly established (July 1, 2012) Washington Student Achievement Council to further work of interest to both boards?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>SBE will have the opportunity to discuss emergent work and possible areas for collaboration between SBE and the Council.</p> <p>Mr. Jay Reich from the Student Achievement Council will be using this segment to get feedback from the Board on issues they should focus on in the development of their Strategic Plan.</p> <p>Topics and questions that may frame the discussion include:</p> <ul style="list-style-type: none"> • Core to College Initiative <ul style="list-style-type: none"> ○ Should the new 11th grade Common Core/Smarter-Balanced Test be used for course placement and admissions decisions in post-secondary institutions in WA State? What benefits would this entail? ○ What attributes would the test need to have to meet the needs of the higher education community? • State Board of Education Achievement Index <ul style="list-style-type: none"> ○ What are the characteristics of a college and career-ready student, and how can we most effectively measure those in an Achievement Index that attempts to quantify the performance of schools in this area? ○ What are the various ways in which a revised Achievement Index could serve the purposes of both the K-12 world and the Higher Education worlds? • Governance <ul style="list-style-type: none"> ○ How can the SBE and the SAC work together most effectively towards improved education outcomes for all children? 	

Washington Student Achievement Council

Established as a new cabinet-level state agency on July 1, 2012, the **Washington Student Achievement Council** provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington.

[The nine-member Council](#) includes five citizens, a current student, and one representative from each of the state's four major educational sectors. Agency staff support the work of the Council, performing assigned functions and managing the student financial aid programs previously administered by the Higher Education Coordinating Board.

Major Functions

Developing a 10-year roadmap for higher education, including recommendations for initiatives and resources needed to increase educational attainment.

Improving student success by setting minimum college admission standards and identifying ways to help students better transition through all phases of education.

Ensuring the quality of state financial aid programs and services that support educational access and affordability.

Providing college savings opportunities through the Guaranteed Education Tuition (GET) program.

Preparing under-represented middle and high school students for postsecondary education through early outreach and success programs such as College Bound and GEAR UP.

Protecting education consumers by authorizing out-of-state institutions to operate in Washington, and monitoring program quality and finances.

Representing the broad public interest above the interests of the individual institutions of higher education.

New Graduation Requirements Alignment with Minimum College Admission Standards
Credits in bold denote graduation standards that meet minimum college admission standards

Subject	20 Credit Career and College Ready Requirements Class of 2016	24 Credit Career and College Ready Framework (not adopted)	Minimum College/University Admission Standards for Fall 2012
English	4	4	4
Mathematics	3	3	3, including a quantitative course in senior year
Science	2, including 1 lab	3, including 2 labs	2, including 2 labs
Social Studies	3	3	3
Arts	1	2	1
Health and Fitness	2	2	Not specified
Occupational Education	1	1	Not specified
World Language	0	2	2
Career Concentration	0	2	Not specified
Electives	4	2	Not specified
Total	20	24	Not specified



Core to College

What is Core to College?

Core to College is a multi-state grant initiative designed to promote strong collaboration between higher education and the K-12 sectors in the implementation of the Common Core State Standards and aligned assessments. In ten grantee states – Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Massachusetts, North Carolina, Oregon and Washington – Core to College is helping states drive higher levels of alignment and collaboration to achieve greater college readiness with financial resources, technical assistance and evaluation support.

How will Core to College Make an Impact?

Core to College has a number of intended state-level outcomes. Each grantee state has identified its own specific activities that support the following:

- Establishing a statewide definition of college readiness.
- Creating the conditions that lead to the adoption by post-secondary institutions of the CCSS assessments as a determinant of a student's readiness for credit-bearing course enrollment.
- Promoting greater K-12/post-secondary sector alignment around the CCSS in areas including, but not limited to:
 - Academic courses and sequences
 - Data and accountability
 - Teacher development (including both pre-service and in-service)

What are Core to College States Doing?

Core to College grantees have developed a number of strategies and activities to meet their goals:

Convenings. All ten states are hosting trainings and convenings to foster connections between K-12 educators and leaders and post-secondary faculty and administrators. These are occurring at various levels – state, regional and local.

Dedicated Staff. All grantee states have hired an Alignment Director to add critical cross-sector capacity and drive the collaborative work forward.

Communications. States are developing communications plans to create and disseminate information about the Common Core State Standards and assessments, and how these new tools will improve college readiness and college completion in their state.

Data Activities. The grantee states plan to gather, analyze and distribute information about student transitions and preparedness to ensure that collaboration and initiatives are supported by outcomes data; in some cases, states will be collecting and sharing post-secondary student outcomes with high schools in their state.

Core to College is a sponsored project of Rockefeller Philanthropy Advisors with funding from the Lumina Foundation, the William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation and the Carnegie Corporation of New York. WestEd will conduct an independent evaluation of the project. Education First is the project manager and oversees the Core to College Learning Network. For more information contact Anand Vaishnav at avaishnav@education-first.com.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Minimum Basic Education Requirements Compliance	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	1. Are all districts in compliance with minimum basic education and state high school graduation requirements for the 2012-13 school year? 2. Is the process the SBE uses for assuring district compliance satisfactory? Could it be improved?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	This portion of your packet : <ul style="list-style-type: none"> • Identifies the statutory mandates on SBE to assure compliance by school districts with minimum basic education requirements and state high school graduation. • Describes the process SBE uses, in cooperation with OSPI, to direct and facilitate district reporting on compliance. • Summarizes the status of district compliance as of the November Board meeting. • Provides a sample for your review of a completed district report. • Describes how district requirements for high school graduation are solicited by SBE and reported by districts, and how the information will be used by SBE. 	

MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

Policy Consideration

Identify whether all school districts are in compliance with minimum basic education and high school graduation requirements for the 2012-13 school year. Consider whether the process the SBE employs for assuring district compliance is satisfactory.

Summary

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, 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 SBE carries out this duty through required, annual reporting by school districts on compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.
2. Kindergarten total instructional hour offering.
3. Grades 1-12 minimum 180-day school year.
4. Grades 1-12 total instructional hour offering.
5. State high school graduation minimum requirements.

On August 13 the SBE notified all districts that they must complete and submit an online report through OSPI's I-Grants system indicating whether they will be in compliance with each of these basic education requirements for the 2012-13 school year. The district superintendent and school board president or chair must certify on the report that the information provided therein is true and accurate and that the district meets all requirements. SBE and OSPI staff provides assistance to districts as needed in understanding the requirements for basic education program compliance and use of the I-Grants system.

SBE requested that districts submit their basic education compliance reports to SBE by no later than September 17. Extensive follow-up was necessary to encourage districts that did not meet that deadline to complete and submit their reports.

As of this date all school districts have reported they are in compliance with minimum basic education requirements and state high school graduation minimum requirements except for those districts whose compliance is pending approval of requests for basic education waivers at the November meeting.

The SBE uses the opportunity of basic education compliance reporting to ask districts to also provide information on their requirements, both credit and non-credit, for high school graduation. Staff will compile this information in a database that will help inform policy discussion on graduation requirements. Data will also be posted in user-friendly form on the SBE web site.

An example of a basic education compliance report, as completed by a school district and submitted for final approval to the SBE, is included in your packet.

Action

Approve district reports on minimum basic education requirements compliance.

The Washington State Board of Education

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

2012 iGrants Form

STATE BOARD OF EDUCATION

2012-2013 — Minimum Basic Education Requirement Compliance

Please Check One		
In Compliance	NOT in Compliance	
<input checked="" type="radio"/>	<input type="radio"/>	Kindergarten Minimum 180-Day School Year (RCW 28A.150.220. RCW 28A.150.203) The kindergarten program consists of no less than 180 half days or equivalent (450 hours) per school year.
<input checked="" type="radio"/>	<input type="radio"/>	Kindergarten Total Instructional Hour Offering (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in kindergarten at least a total instructional offering of 450 hours.
<input checked="" type="radio"/>	<input type="radio"/>	Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220. RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
<input checked="" type="radio"/>	<input type="radio"/>	Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in grades 1-12 at least a district-wide, annual average total instructional hour offering of 1,000 hours.
K-12 Districts Only		
State High School Graduation Minimum Requirements (RCW 28A.230.090. WAC 180-51-066)		
<input checked="" type="radio"/>	<input type="radio"/>	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.
If your district is NOT in compliance, please explain why.		

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that North Kitsap School District School District meets the basic education program requirements contained in RCW 28A.150.220 and the minimum high school graduation requirements set forth in WAC 180-51-061 (for students entering the ninth grade on or after July 1, 2004 through June 30, 2009) and WAC 180-51-066 (for students entering the ninth grade on or after July 1, 2009).

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

School District Superintendent	09/13/2012 Date
Board President or Chair	09/13/2012 Date

District Graduation Credit Requirements

Districts are also asked to provide the following information, so that the SBE database is an accurate reflection of current district requirements.

<i>K-12 Districts Only</i> Indicate your district's graduation requirements in the table below.	
S U B J E C T	District Graduation Credit Requirements for Class of 2013
English	4.0
Math	3.0
Social Studies	3.0
Science (at least one lab)	2.0
Arts	1.0
Occupational Education / CTE	1.0
Health and Fitness	2.0
World Languages	0.0
Culminating Project*	0.5
High School and Beyond Plan*	0.0
Electives	5.5
Other District Requirement for Credit (specify): <input type="text"/>	<input type="text"/>
TOTAL	22.0
<i>*The Culminating Project and High School and Beyond Plan are non-credit state requirements. Some districts may choose to award credit for these experiences.</i>	
What non-credit district graduation requirements do you have? <input type="text"/>	
Does your district award competency-based credit? Yes <input type="button" value="v"/>	
If Yes, in what subjects? Foreign Language <input type="text"/>	

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Option One Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Board will consider for approval requests for Option One waivers of the minimum 180-day school year requirement.	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This portion of your packet contains materials related to requests from six school districts for Option One waivers under the authority granted the State Board by RCW 28A.305.140. Five of the requests are for the purpose of full-day parent-teacher conferences. The last is to support an alternative calendar for two high schools with fewer but longer school days. The memo summarizes each request. It is followed by a table providing basic data on each request. The full district applications are provided in the Appendix for your review.</p>	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

The State Board of Education has requests from six districts for Option One waivers from the minimum requirement of a 180-day school year. SBE staff have reviewed the waiver applications and provided them to the Board for consideration. The applications are included in your packets.

Summary of Waiver Applications

Deer Park requests a waiver of four days for three years for parent-teacher conferences. The purposes are to protect instructional time, eliminate the disruptions of half days, and increase parent participation. The District states that the reduction in half days allows it to focus on teaching and learning for an additional six days of the year.

Issaquah requests a waiver of two days for three years for parent-teacher conferences at its 15 elementary schools. The District states that the waiver will enable it to avoid adding three consecutive half-days to the school calendar to provide the same conference time it has the last seven years through full days.

Odessa requests a waiver of three days for the 2012-13 school year for parent-teacher conferences. The goal is to increase parental participation in conferences from what it has been when held in half days, and make student-led conferences more effective as measured by evaluation of the student's performance. The Odessa plan reduces half days by six.

Tacoma requests a waiver of 20 days for three years for the District's two designated Innovation Schools, the Science and Math Institute (SAMI) and the Tacoma School for the Arts (TSOTA). The waiver will support an alternative schedule for the two schools with a shorter school year, extended hours each Monday through Thursday, and a late start each Friday. Tacoma states that the alternative schedule enables SAMI and TSOTA to provide increased instructional time for students, more student access to enrichment activities, academic help and community experiences, and weekly opportunities for staff professional development. In May 2011, SBE approved Tacoma's request for an Option One waiver of 12 days for SAMI and TSOTA for the 2011-12 school year.

Vashon Island requests a waiver of five days for three years for parent-teacher conferences. Three days would be used for conference days in the fall at the elementary level, and two in the spring for conferences at the middle school level. As at Issaquah, the waiver enables the district to continue the same schedule of parent-teacher conferences it had previously conducted without a waiver.

Waterville requests a waiver of four days for three years for parent-teacher conferences. The purpose of the waiver is to substantially reduce the number of early release days in the school calendar, fall and spring. The District's goal is to maintain instructional integrity by preserving, as much as possible, full-length class periods at the secondary level and full instructional days at the elementary level.

Table A: Summary of Option One Waiver Applications

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Deer Park	2012-13 2013-14 2014-15	4	176	8	184	6	N
Issaquah	2012-13 2013-14 2014-15	2	178	4	182	0	N
Odessa	2012-13	3	177	12	189	6	N
Tacoma	2012-13 2013-14 2014-15	20	160	24	184*	0	R
Vashon Island	2012-13 2013-14 2014-15	5	177	7	184	0	N
Waterville	2012-13 2013-14 2014-15	4	176	7	183	6	N

Background

Option One is the regular 180-day waiver that has been available to districts since the 1990s. The SBE is authorized by RCW 28A.305.140 to grant waivers from the minimum 180-day school year requirement in RCW 28A.150.220 on the basis that such waivers are necessary to “implement successfully a local plan to provide for all students in the district an effective educational system that is designed to enhance the educational program for each student.”

Districts may propose the number of days to be waived and the activities under the waiver to enhance the educational program. The SBE may grant waiver requests for up to three years. Districts granted 180-day waivers must meet the requirement of RCW 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Action

Consider approval of the district applications summarized in this memorandum.

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

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

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- 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 to (electronic submission through email is preferred):

Sarah Rich
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6025; Fax 360-586-2357
sarah.rich@k12.wa.us

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	Deer Park School District
Superintendent	Becky J. Cooke
County	Spokane
Phone	509.464.5507
Mailing Address	PO Box 490, Deer Park, Washington 99006

2. Contact Person Information	
Name	Becky Cooke
Title	Superintendent
Phone	509.464.5507
Email	

3. Application type:	
New Application or Renewal Application	New Application

4. Is the request is for all schools in the district?	
Yes or No	NO
If no, then which schools or grades is the request for?	Deer Park High School

5. How many days are being requested to be waived and for which school years?	
Number of Days	The high school is seeking four waiver days.
School Years	2012-2013, 2013 – 2014, 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	8
Reduction	6
Remaining number of half days in calendar	2

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, the District will be able to continue to meet the 1,000 hour requirement.
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8. What are the purpose and goals of the waiver?

The purpose and goals of this waiver are:

- Protect instructional time
 - Eliminate schedule changes and disruptions that occur on half days.
 - Allow teachers to focus on teaching when teaching, and conferencing when conferencing.
 - Maintain the focus on teaching and learning for an additional six days each year.
 - Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules, (high school students watch younger siblings).
- Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, and reduces absences, and improves behavior.

9. What is the student achievement data motivating the purpose and goals of the waiver?

The District reviews multiple test scores/measures over a period of time to assess student learning. In addition, schools are using Scholastic Reading Inventory, Scholastic Math Inventory, DRA II, and common formative assessments. This information is shared by the student in the parent/teacher conferences. This provides an ideal time for students to reflect upon their own learning, and set goals for future learning with their parent and teacher.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The measure for success is that the Deer Park School District wants to increase family participation in conferences when they are offered. We are aiming for a minimum of 90% participation. This is especially challenging during difficult economic times for many of our minimum wage earning families. We will collect this data from our schools in order to gauge our success in meeting this goal. We will use an upward trend in conference attendance to benchmark success toward meeting this goal.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The District will collect the following data to assess whether student led parent/teacher conferences support academic achievement:

- Documentation of the number of families that participate in conferences;
- MSP and HSPE Data – School and District Level
- Individual School Data
- District and School Report Cards, (www.k12.wa.us)

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The District seeks strong family involvement in the education of our students. Student led

parent/teacher conferences are one strategy for family engagement in that they provide time for detailed discussions of academic issues. Conferences bring educators, families, and students to gather to jointly promote the success of each learner.

13. Describe the innovative nature of the proposed strategies.

Student led parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Our high school has previously just had student led parent/teacher conferences in the Spring, and on half days. First, we believe these conferences have a strong impact on partnerships with families and on student achievement. Additionally, full days for conferences, versus half days, allows schools to better maintain routines and structures that can be critical for a students' academic success. Too many half days can be disruptive to school routines, and therefore student learning. This waiver is an effort to limit the number of half days Deer Park High School would have to use otherwise. Traditionally, our high school has not had student led parent/teacher conferences in the fall, and this waiver will allow us to do this 'best practice' at the high school level as well.

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 positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with four full days of student led parent/teacher conferences rather than half days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The four-day plan provides families with broader options for childcare, release from work, and family time.

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).

One of our three main priority areas for the 2012-2013 school year is to enhance student learning through maximizing professional learning community structures. As we work in teams on standards, pre-requisite skills, examples of rigor and summative/formative assessments, teachers and students become more clear on learning targets and students' progress in meeting those standards. The fruits of this labor are what is shared with parents during conferences. After formal Board adoption in August, our priorities and goals for 2012-2013 school year will be found on our website: <http://www.dpsd.org>.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

All of our employee groups and administrators are aware of our priority areas and goals for next year. Parents have expressed frustration with too many half days in the past. We have largely addressed this at the elementary and middle level, and are now addressing it at the high school level.

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.

Our CBA with our teachers provides for one 'orientation day' before the start of school. They now have 3 additional optional days, (TRI) outside of the 180 day student year, that they can access for training, meetings, etc. We have weekly PLC time in which teams meet for structured, directed work, and they also have just 12 hours of professional development time directed by the district. Additionally, both elementary and secondary teachers are given a half-day for conference and grading preparation, and the last day of school is a ½ day.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	176 days for high school.
2. Waiver days (as requested in application)	4 for high school
3. Additional teacher work days without students	4
Total	184

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:

Although our teachers now have three days that they can direct, they often use the majority of those days to accomplish the goals that the Board and District have set forth. According to our CBA, we cannot direct the work of these days – other than our 'orientation day' to start school.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional			X
3	Optional			X
4	Optional			X
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.

We are bound by our Collective Bargaining Agreement, and therefore have direct control of just

one day.

Although RCW 28.A.150.205 permits teacher/parent –guardian conferences to be calculated as part of the required 1000 hours, we are requesting a waiver for such conferences, and are proud to be able to meet the 1000 hour requirement even with the reduced number of school days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

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

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- 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 to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

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).

<i>1. School District Information</i>	
District	Tacoma School District No. 10
Superintendent	Carla Santorno
County	Pierce
Phone	(253) 571-1000
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357

<i>2. Contact Person Information</i>	
Name	Janell Newman, Ph.D.
Title	Director of Secondary Education – High Schools
Phone	(253) 571-1191
Email	jnewman1@tacoma.k12.wa.us

<i>3. Application type:</i>	
New Application or Renewal Application	Renewal: Tacoma School of the Arts (TSOTA) and Science and Math Institute (SAMi)

<i>4. Is the request is for all schools in the district?</i>	
Yes or No	No
If no, then which schools or grades is the request for?	Tacoma School of the Arts: 9, 10, 11, 12 Science and Math Institute: 9, 10, 11, 12

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	TSOTA: 20 days SAMi: 20 days
School Years	TSOTA: 2012-2013, 2013-2014, 2014-2015 SAMi: 2012-2013, 2013-2014, 2014-2015

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	1
Reduction	0
Remaining number of half days in calendar	1

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?
<p>Tacoma School District No. 10 requests a modified calendar with extended daily hours for TSOTA and SAMi, Monday through Thursday, and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for staff professional development. By increasing students' daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.</p> <p>We will achieve this by:</p> <ol style="list-style-type: none"> 1. Implementing an alternative student day schedule by lengthening the day to 6.5 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 4.5 hours. 2. Implementing an alternate teacher workday schedule by lengthening the day from 7.5 hours to 8.256 hours (Monday-Thursday) and 8.0 hours (Friday). 3. Implement an alternate school-year calendar for teachers and students from Tacoma Public Schools (TPS). The modified calendar includes 164 teacher workdays which maintains 1365 teacher work-hours per contracted year (equivalent of work hours on the TPS calendar) and 1000 hours of student instructional time. 4. Implement an alternate teacher planning schedule, exceeding the minimum 250 minutes per week. 5. Utilize three district-directed optional days at the building site.

9. What is the student achievement data motivating the purpose and goals of the waiver?
<p>The TSOTA and SAMi school schedule is designed around the idea of giving extra time in each class period, thus increasing student contact time with the content and increasing student achievement. Students at both TSOTA and SAMi have HSPE and EOC scores that are consistently above state and district averages. Other ways that we validate the use of the extended-day school schedule include high student placement evaluations of student internships, student surveys, parent surveys, TSOTA/SAMi retention rates and high graduation rates.</p> <p>TSOTA WASL/HSPE scores: http://reportcard.ospi.k12.wa.us/waslTrend.aspx?groupLevel=District&schoolId=2074&reportLevel=School&orgLinkId=2074&yrs=&year=2011-12&gradeLevelId=10&waslCategory=1&chartType=1</p> <p>SAMi HSPE scores: http://reportcard.ospi.k12.wa.us/wasltrend.aspx?groupLevel=District&schoolId=7535&reportLevel=School&orgLinkId=7535&yrs=&gradeLevelId=10&waslCategory=1&chartType=1</p>

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.
TSOTA and SAMi will continue to use state testing (HSPE) as one of their benchmarks to

determine success. The schools constantly strive for improvement, with the final goal being 100% achievement in reading, writing, and mathematics.

The TSOTA and SAMi students will increase achievement in reading as measured by the reading portion of the HSPE and reach the following targets by 2015:

- 100% of 10th grade TSOTA and SAMi students will meet reading standards;
- 100% of 10th grade TSOTA and SAMi students will meet writing standards;
- 90% of 10th grade TSOTA and SAMi students will meet mathematics standards; and
- 100% of 10th grade SAMi students will meet science standards.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

In addition to the data described in the response to question #9, TSOTA and SAMi will collect and use the HSPE data as a measure of goal attainment.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The proposed calendar and extended daily schedule allow for the implementation of the following strategies to increase student achievement:

- Increased instructional time for students

Extending the school hours daily increases the amount of instructional time each day.

- Block scheduling with four 85-minute class periods per day

Increasing class time to 85 minutes allows for regular in-depth, hands-on, and authentic learning experiences.

- Students take eight classes, two more than a traditional school calendar

Increase student course offerings to include STEM and arts-based academic classes.

- Increased student access to curricular enrichment activities, academic help, and community experiences through internships, community partnerships, mini-term, and mentor project groups.

- Weekly staff professional development

All staff members work together in collaborative teams or Professional Learning Communities (PLCs) to enhance instructional skills and focus on student achievement. During PLC time, staff members engage in academic book studies, conversations about student achievement data, and sharing best practices of teaching. TSOTA began PLCs in 2009-2010, and SAMi began this model in 2010-2011.

13. Describe the innovative nature of the proposed strategies.

For TSOTA and SAMi, the extended school day allows instructors to have the time to perform in-depth exploration of different subjects, which has culminated with demonstrated student success:

- High WASL, HSPE, and EOC scores
- 89% on-time graduation rate, 96% extended graduation rate (2010-2011)

The innovative calendar allows for the following:

- Begin the school year with a three-day instructional retreat for all students at a local camp. Goals of the retreat include introduction of coursework materials, and building a cohesive community of learners where all students are respected;
- Place students in internships at over 100 local Tacoma businesses;
- Increase course offerings for students;
- Collaborative interdisciplinary teaching of subjects to students in both the extended day and during the mini-terms (January and June);
- Collaborative teaming between schools and among instructors;
- Maintain consistent teacher-contract hours; and
- Meet regularly as PLCs for teacher professional development (year four for PLCs at TSOTA, year three for PLCs at SAMi).

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?

For the next three school years, TSOTA and SAMi will continue to utilize the extended day/shortened calendar model in order to focus on student achievement through increased instructional time and collaborative teacher teams. Both schools will maintain a strong focus on professional development as a means to increase student achievement. Progress of the stated goals will be assessed annually, making any adjustments necessary to the approach to professional development. In 2012-2013 and 2013-2014, the collaborative teacher teams (PLCs) will engage in self progress-monitoring through data collection, which will include lesson assessment and increased teacher mentoring. This work extends the introductory work of the PLCs in 2010-2011 and year two work in 2011-2012. The PLCs will continue to be a unifying focus for professional development for the three years of the waiver.

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).

The measures of success as described in question 10 directly mirror the goals outlined in the school district improvement plan and each individual school's improvement plan. The TSOTA and SAMi extended-day calendar allows for increased daily instructional time and increased teacher professional development, both contributing factors to student success.

Tacoma School District's district-wide goals include:

- Increasing achievement for all students each year by ten percent.
- Decreasing the gap between under-performing subgroups and the district average performance on the state assessment by ten percent annually.
- Decreasing the dropout rate by ten percent annually.

- Reducing the number of students not graduating by ten percent annually.

Links to School Improvement Plans:

Tacoma Public Schools District Improvement Plan:

[http://www.tacoma.k12.wa.us/information/Documents/District Improvement Plan.pdf](http://www.tacoma.k12.wa.us/information/Documents/District%20Improvement%20Plan.pdf)

TSOTA's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSOTA.pdf>

SAMi's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSAMi.pdf>

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

TSOTA:

This waiver and calendar were written by teachers and school administrators Liz Minks, Jon Ketler, Paul Kelly, and Paul Eliot. The committee presented these documents to the entire staff for review. The work is based on what has been successful for TSOTA as well as conversations with staff, students, parents, and the community. The waiver and calendar were approved by district administrators and the Tacoma School District No. 10 Board of Directors.

SAMi:

This waiver and calendar were written by teachers and school administrators Kristin Tinder, Jon Ketler, Paul McGrath, and Ralph Harrison. The committee presented these documents to the entire staff for review. The work is based on what has been successful for SAMi as well as conversations with staff, students, parents, and the community. The waiver and calendar were approved by district administrators and the Tacoma School District No. 10 Board of Directors.

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.

Teachers have three district days, two building days, and two self-directed days. All professional development days are utilized at the school sites. The district and building days are embedded into the schedule so all staff can attend if they choose. These days are focused on improving instruction for students through workshops, and PLC discussions around student data and best practices of instruction. Self-directed days remain staff responsibility and staff-directed.

The CBA can be found here:

<http://www.tacoma.k12.wa.us/information/departments/hr/Pages/BargainingAgreements.aspx>

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	160
2. Waiver days (as requested in application)	20
3. Additional teacher work days without students	4
Total	184

Note: Tacoma has a separate agreement for SAMI and TSOTA. The data reported in item 17 relate to these two schools.

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.

N/A

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The district utilized the alternate calendar with the longer staff/student day and shortened calendar as planned in its prior request. The shorter calendar year with extended school days was used to provide four-period class days of 80 minutes to the TSOTA and SAMi students and additional contact time with the students. The late-start Fridays are used for professional development PLCs.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

TSOTA WASL/HSPE scores:

<http://reportcard.ospi.k12.wa.us/waslTrend.aspx?groupLevel=District&schoolId=2074&reportLevel=School&orgLinkId=2074&yrs=&year=2011-12&gradeLevelId=10&waslCategory=1&chartType=1>

SAMi HSPE scores:

<http://reportcard.ospi.k12.wa.us/wasltrend.aspx?groupLevel=District&schoolId=7535&reportLevel=School&orgLinkId=7535&yrs=&gradeLevelId=10&waslCategory=1&chartType=1>

- High WASL/HSPE scores
- High on-time graduation rate
- 1.5% annual dropout rate (2007-2008)

TSOTA's WASL scores from 2007-2009 in reading are (93, 87.1, 92.6); writing (93.5, 95.9, 95.4); and math (64.1, 46.3, 51.7). Although the WASL/HSPE scores are higher than most schools in the area, TSOTA is always striving for 100% of its students to meet standard.

SAMi's WASL scores from 2011 in reading, writing, and mathematics are 92.7%, 90.1%, and 78.9% respectively. Although SAMi's HSPE scores are higher than most schools in the area, SAMi is always striving for 100% of its students to meet standard.

Both schools will continue to improve reading, writing, and mathematics scores but need to make sure all of their students are successful. Extended days allow the schools to continue the extended time to focus on mathematics.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The waiver request was shared with TSOTA and SAMi parents at their monthly meetings, through the e-newsletter, and through the Tacoma School District No. 10 website. Parents, students, and the community were included in the process through meetings and conversations, as well as their involvement monthly in staff meetings. TSOTA and SAMi also inform incoming students and their parents at information nights. Parents are invited monthly to the schools for Parent Nights to see the learning activities and hear about the achievement of their students.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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	Issaquah School District
Superintendent	Dr. Steve Rasmussen
County	King
Phone	425.837.7000
Mailing Address	565 NW Holly Street Issaquah, WA 98027

2. Contact Person Information	
Name	Jodi Bongard
Title	Executive Director of Elementary Education
Phone	425.837.7025
Email	bongardj@issaquah.wednet.edu

3. Application type:	
New Application or Renewal Application	New Application

4. Is the request is for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	All Elementary Schools: Apollo, Briarwood, Cascade Ridge, Challenger, Clark, Cougar Ridge, Creekside, Discovery, Endeavour, Grand Ridge, Issaquah Valley, Maple Hills, Newcastle, Sunny Hills, Sunset

5. How many days are being requested to be waived and for which school years?	
Number of Days	Two (2) days per school year
School Years	2012-2013, 2013-2014, 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	The waiver would allow us to maintain our current schedule and thereby keep us from adding three half days
Reduction	Three half days
Remaining number of half days in calendar	One-which is the last day of school

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? To assist every student in meeting standard on the MSP by facilitating communication and developing partnerships between home and school. In addition, by limiting the number of consecutive half days, we maintain high quality instructional opportunities for students and keep absenteeism to a minimum.

9. What is the student achievement data motivating the purpose and goals of the waiver? While Issaquah is a high performing district, we still have students who are not meeting standard in all areas.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results. Each school will monitor parent-teacher conference participation rates. We will continue to monitor our student assessment data—numbers of students meeting standard.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained. See #10 above

12. Describe the content and process of the strategies to be used to meet the goals of the waiver. Conference days would occur over two full schools rather than consecutive half days.

13. Describe the innovative nature of the proposed strategies. Concentrated conference time minimizes disruption for families including finding daycare alternatives, minimizes impact on school schedules such as specialist time, special ed. programs, and support services for struggling students. In addition, it lessens the burden on the transportation system of the district.

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? It is our desire to continue to conduct two full conference days in lieu of consecutive half days in each of the upcoming three school years. This provides consistency for parents as we have been providing this same conference schedule for the past seven years.

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).

It supports our goal of all students meeting standard by providing ample opportunity for parents to meet with their child's teacher to discuss student growth and educational needs. Our schools also strive to increase parent involvement and improve lines of communication between school and home and conferences are a way in which to accomplish this. Our school's continuous school improvement plans (CIP) are available through our Teaching and Learning department.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

This specific waiver is in response to the State Board's new definition of "school day." As our parents have been provided this conferencing format for the past seven years, we desire to maintain the consistency and success this conferencing schedule has allowed us.

Administrators, staff, students, and parents have been involved in this process for the past seven years.

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.

178 school days which include 36 two-hour early release Wednesdays, two full day parent teacher conference days, one half day on the last day of school, two contract required professional development days prior to the school year, and two optional professional development days prior to the school year. The two-hour early release Wednesdays are used for professional development, planning, and team collaboration. The CBA can be found at <http://www.issaquah.wednet.edu/documents/personnel/agreements/teacher10-14.pdf>

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students Two additional days required by contract. (We also offer two optional district directed work days to teachers)	2 (2)
Total	182 (184)

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	Required by contract			X
2	Required by contract		X	X
3	Optional	X		
4	Optional	X		
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.

The waiver days requested would be used for parent-teacher conferences rather than for additional teacher work days and assist us in limiting the number of half days. Currently, the additional work days above 180 are used for teacher training/staff development and occur prior to the start of the school year.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Last Steps:

- Please print a copy for your records.

- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

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

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- 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 to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

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	Vashon Island School District
Superintendent	Michael Soltman
County	King
Phone	206.463.2121 ext. 8123
Mailing Address	PO Box 547 Vashon, WA 98070

2. Contact Person Information	
Name	Donna Donnelly
Title	Assistant to the Superintendent
Phone	206.463.2121 ext. 8123
Email	ddonnelly@vashonsd.org

3. Application type:	
New Application or Renewal Application	New Application for Waiver from One Hundred Eighty-day School Year Requirement For all-day parent/student/teacher conferences

4. Is the request is for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Chautauqua Elementary School, grades K-5, 3 conference days, annually McMurray Middle School, grades 6-8, 2 conference days annually

5. How many days are being requested to be waived and for which school years?	
Number of Days	Chautauqua Elementary School – 3 conference days annually McMurray Middle School – 2 conference days annually
School Years	2012-2013, 2013-2014, 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	No – Under earlier State Board staff interpretations of the RCW and WAC we held full day conferences without the need to apply for a waiver. This year, apparently, the State Board is interpreting RCW and WAC differently and we are requesting the waiver as advised.

Reduction	No reduction in half days
Remaining number of half days in calendar	4

<i>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?</i>	
Yes or No	Yes

<i>8. What are the purpose and goals of the waiver?</i>
Face to face communication is a critical component of working with parents as partners to support student learning. To preserve the quality and consistency of instructional time, the district has historically elected to have a few full days of conferencing rather than to extend conferencing over several half days.

<i>9. What is the student achievement data motivating the purpose and goals of the waiver?</i>
Student MSP data, reading and math diagnostic performance data, and classroom-based data produce profiles of student performance as a basis for meeting with parents to discuss student progress, concerns over behavior or work habits, and to prepare for transitions.

<i>10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.</i>
Measured growth in academic and social domains through analysis of MSP data, diagnostic data, and classroom-based assessments.

<i>11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.</i>
Standardized test data, diagnostic test data, classroom-based assessments, and student performance report cards

<i>12. Describe the content and process of the strategies to be used to meet the goals of the waiver.</i>
We will continue to hold annual full day conferences at the elementary and middle school level.

<i>13. Describe the innovative nature of the proposed strategies.</i>
Continuation of currently effective conference schedule.

<i>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?</i>
Continuation of currently effective conference schedule.

<i>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).</i>
One of our strategies is to collaborate with parents, students and community to develop relevant and meaningful partnerships that support successful student learning. The link to our strategic plan is: http://www.vashonsd.org/index.php?/district2/district-pages/C856/

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Full day conferencing has been the practice at VISD for many years. It is only this year that we've received a new interpretation from the State Board that requires this application for a waiver.

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.

There is very little specific language in our CBA regarding professional development days, full instruction days, half days, parent-teacher conferences or the amount of other non-instruction time. Attached is our school calendar that has been negotiated for the 2012-13 school year and a copy of the CBA.

The CBA provides for 15 two hour late start days in the calendar for professional development (indicated as PDD days on the calendar). These days are used for learning improvement activities and professional learning communities. We significantly exceed the 1000 instructional hour requirement each year.

There are two professional development days (August 30 – 31) scheduled before school starts, and one additional inservice day (October 12th) that teachers use optional TRI time to attend.

There are 4 half days in the calendar, usually before holiday breaks (November 21st, December 18th, April 5th, and June 18th).

Parent-teacher-student conferences, the subject of this waiver request, are scheduled as 3 full days in the fall at the elementary level, and two full days in the spring at the middle school level.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	177 and 178
2. Waiver days (as requested in application)	2 and 3
3. Additional teacher work days without students (base contract – does not include TRI)	2
Total	182

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	100		2	
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.				
The additional days are negotiated by contract and are for professional development prior to school. The purpose of this waiver request is for full day conferencing.				

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

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19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

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20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

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Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Waterville School District Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

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

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- 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 to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

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	Waterville School District
Superintendent	Catherine Nelson
County	Douglas
Phone	509-745-8585
Mailing Address	

2. Contact Person Information	
Name	Catherine Nelson
Title	Superintendent
Phone	509-745-8585
Email	cnelson@waterville.wednet.edu

3. Application type:	
New Application or Renewal Application	New application

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	N/A

5. How many days are being requested to be waived and for which school years?	
Number of Days	4
School Years	3 years (2012-13, 2013-14, 2014-15)

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	19
Reduction	6
Remaining number of half days in calendar	13

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
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8. What are the purpose and goals of the waiver?

The purpose of the waiver is to substantially reduce the number of early release days in the school calendar, and particularly those during prime instructional windows in the middle of fall and spring. The District's goal is to maintain instructional integrity for students and teachers by preserving, to the extent possible, full length class periods at secondary and full instructional days at elementary.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Waterville School District is working to increase student learning in all content areas and, consequently, increase student performance on all state and local assessments, particularly in math and reading.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The district uses the following measures and standards to determine academic success.
State assessments: Measures of Student Progress, High School Proficiency Exams, End of Course exams
Local assessments: Measures of Academic Progress (MAP) at grades K – 11 administered three times per year, DIBELS at grades K – 6 administered two times per year to all elementary students and more often to selected students.

The district standard is that each student will make at least one year of growth in reading and mathematics each school year and that students who are significantly below expected grade level will make more than one year of growth each year and will close the gap between their achievement and achievement expected for their grade and age.
Expected district benchmarks are: All students will successfully complete every course and grade level and demonstrate proficiency on local, state and national assessments.
Gaps in student achievement that are connected to race, socioeconomic status, and gender will be eliminated.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

State and local student achievement data (described in #10) for reading, mathematics, science and writing provide evidence to the district regarding the extent to which academic goals are being attained.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The district is focused on full, school-wide implementation (kindergarten – grade twelve) of the following instructional strategies in order to meet its academic goals:

Use of common, research-proven instructional strategies in every classroom;
Use of a system of individual student feedback at the district, school, and classroom levels;
Building academic background knowledge for all students and particularly those students with educationally challenging backgrounds;
Providing timely, in-school interventions for students who are struggling to learn required content;
Providing in-school enrichment for students who have mastered required content;
Use of student achievement data in a timely and effective manner to make instructional decisions.

13. Describe the innovative nature of the proposed strategies.

Seeking to minimize disruptions to instructional time is not particularly innovative but it makes sense if the district seeks to get the most out of the available days in the school year. Using the early release (half day of instruction, half day of student-led parent conferences) model resulted in six school days with a modified schedule where each secondary class period was less than 30 minutes and each elementary classroom lost half a day of instruction on each early release day.

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?

The district is requesting a waiver for three years, anticipating that if the waiver is approved and no issues arise, reapplication would be likely to occur after three years. The district wishes to provide parents, staff members and students with a high degree of predictability from year to year concerning the school calendar with regard to when and how student-led parent conferences will be conducted.

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).

Key elements of the district improvement plan are assuring effective instruction in every classroom, providing effective feedback to students regarding their learning, building academic background knowledge, and providing sound and timely interventions for students who are struggling to learn the expected content or who have already mastered that content. The district argues that these elements are most effectively implemented when the integrity of the full school day is maintained to the greatest possible extent. Student-led parent conferences are an important component of an effective instructional program. Through the waiver request the district is seeking to conduct those conferences in a way that has the least impact on the integrity of the remaining school days. This link provides access to the Waterville School District Improvement Plan summary: www.waterville.wednet.edu Under School Improvement Plan Tab.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

A committee consisting of certificated, classified and administrative staff members developed

the original school calendar proposal that switched from half days for student-led parent conferences to full days. Certificated staff members were particularly enthused about the change because it resulted in greater consistency for the remaining instructional days. Some classified staff members are affected by reduced hours because full days for conferences results in them not working on those days. For example, food services program employees lose hours because meals are not served on conference days. The classified employee bargaining group has not raised this as a matter of concern. Parents were informed of the proposed change to full days for conferences and invited to contact the district to share their thoughts. None did. The district does not have a history of consulting with students regarding the school calendar

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.*

Link to CBA's is www.waterville.wednet.edu under Information Tab, Waterville SD CBA's.

Waterville Association of Teachers CBA addresses the school year on page 36 as follows:

School Year Length: The length of the employee contract shall be one-hundred-eighty-one (181) days. (180 student days plus one (1) learning improvement days [LID]), or the number of learning improvement days as provided by the state.

- a. Per Diem shall be computed on 1/181st or as defined by the State of each employees SAM placement.
 - b. In the event the State does not fund the Learning Improvement Days, the contract work year and per diem will revert back to one-hundred-eighty (180) days.
3. **Supplemental Optional Day:** Two (2) additional per diem optional days outside the standard 181-day base contract will be offered to all certificated staff. It must be worked in order to receive payment. Paid leave will not be provided for this optional day. This day must be worked on the designated school calendar day to receive payment.
4. **Supplemental Optional In-Service Day:** Any additional day scheduled for a staff in-service work day, outside the standard 181-day base contract, will be compensated at a rate of \$140.00 per day. It must be worked in order to receive payment. Paid leave will not be provided for this optional day. This day must be worked on the designated day to receive payment.
5. **Record-keeping:** A non-student half (1/2) day will be scheduled at the end of the first, second, and third, quarters to be used for record-keeping purposes.
6. **Parent Conferences:** Adequate time shall be made available by each employee for necessary and customary conferences with parents of students who are under the employee's supervision. Scheduling of conferences shall be in accordance with the district calendar.

The other two bargaining agreements (Waterville Association of School Maintenance Employees and Waterville Educational Support Personnel) do not address the above items.

Waterville School District has early release days for teacher collaboration (10) throughout the school year. As per the Waterville CBA, there are 3 “Grading Days” which are early release days for teachers to prepare grades and report cards. The Wednesday before Thanksgiving is an early release day for all staff. Student led conferences are conducted on two full days in fall and two full days in spring. There are no other interruptions to instructional time.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	3
Total	183

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	X		
2	Optional			X
3	Optional			x
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. These are supplemental optional days including in the Waterville Association of Teachers Collective Bargaining Agreement. We assign the first day as a district directed orientation day, the other two days are considered classroom prep days that the teacher is allowed to take when they choose. These days are not available to be used as student conference days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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	<u>Odessa School District #105</u>
Superintendent	<u>Suellen White</u>
County	<u>Lincoln</u>
Phone	<u>509-982-2668</u>
Mailing Address	<u>P.O. Box 248</u> <u>Odessa, WA 99159</u>

2. Contact Person Information	
Name	<u>Suellen White</u>
Title	<u>Superintendent</u>
Phone	<u>509-982-2668</u>
Email	<u>whites@odessa.wednet.edu</u>

3. Application type:	
New Application or Renewal Application	<u>New</u>

4. Is the request is for all schools in the district?	
Yes or No	<u>Yes</u>
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	<u>3</u>
School Years	<u>2012-2013</u>

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	<u>6</u>
Reduction	<u>6</u>
Remaining number of half days in calendar	<u>15</u>

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?

The purpose of the waiver is to hold Parent teacher conferences and Student Led Parent Teacher Conferences at times that are more convenient for parents and to allow students to adequately provide the time and attention to preparation and delivery of the student led conference. Our goal is to improve parent communication and to improve the communication between parents and their students about the educational progress of the students.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Odessa schools have a history of high achievement. In the past few years the number of students falling below the criteria for free meals has increased from the 30% range to over 50% in the elementary school and high 40% range in the high school. This factor convinced the district it was necessary to take steps to increase engagement with families about academic success of students. Providing conferences at times parents are most able to attend and giving teachers the time to prepare and provide a productive conference was an important step in achieving this goal. The decision to include student led conferences as a tool to improve communication in families about educational goals and achievement was also a factor. Students leading conferences where they take ownership for their own learning and accept accountability for their progress is also important. Having student led conferences after students have been in school part of the day presented many problems for scheduling. Having conferences on days when school is not in session was determined to be the best method of making these conferences successful.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The goal of the change to all day conferences is to increase the participation and attendance in the parent teacher conferences and to make the student led conferences more effective as measured by the evaluation of the student's performance in the student led conference. A rubric for student led conferences is used for this evaluation.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Attendance numbers including the total number of parents attending the conferences will be kept to determine if the goals are being reached.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Student conferences will be advertised in district communication, each parent will be called and notified of their conference time. Student led conferences will be scheduled by the student with their parent(s) and teachers on the scheduled conference days.

13. Describe the innovative nature of the proposed strategies.

These strategies are in wide use in the state as they have been found effective in increasing communication with parents.

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?

The district is only applying for one year at this time, as we are waiting for the new rules concerning 180 day waivers to be released.

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).

The district school improvement plan is located on the district website at www.odessa.wednet.edu. Part of the school improvement plan relates to increasing parent communication.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

This decision was made after communication with the PTO, presentations and discussions at staff meetings and discussion with the school board that was covered by the local media. There was no opposition from any group.

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:

1. Student instructional days (as requested in application)	<u>177</u>
2. Waiver days (as requested in application)	<u>3</u>
3. Additional teacher work days without students	<u>9</u>
Total	<u>189</u>

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-100	<u>x</u>		
2	Optional 100	<u>x</u>		
3	Optional 100	<u>x</u>		
4	Optional 100	<u>x</u>		
5	Optional			<u>x</u>
6	Optional			<u>x</u>
7	Optional			<u>x</u>
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.				
The waiver days are for parent teacher conferences (1 day) and student led conference days (2)				

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Last Steps:

- Please print a copy for your records.

- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

ODESSA SCHOOL DISTRICT
Resolution #10-2011-2012
180-Day School Year Waiver

A RESOLUTION of the Board of Directors of Odessa School District No.105, Lincoln County, Odessa, WA to request a 3-year waiver for grades K-12 of the minimum 180-day school year for the 2012-2015 school years (WAC 180-18-030) (WAC 180-18-040) (WAC 180-18-050).

WHEREAS, Odessa School District No.105 has a Strategic Plan for School Improvement for the P.C. Jantz Elementary School and The Odessa Junior-Senior High School; and

WHEREAS, Odessa School District No.105 Board of Directors recognizes that:

1. The district seeks strong family involvement in the education of its students.
2. Parent-teacher conferences are an established tool to increase parental involvement in a meaningful way.
3. Full days for conferences, versus half-days, allow schools to maintain routines and structures that can be critical for students' academic success.
4. All students K-12 will participate in student led parent teacher conferences on two of the three conference days.
5. The Odessa School District provides 1170 hours of direct classroom contact for students Grades 1-12 and 846 hours for kindergarten students, well in excess of the 1000 hours and 450 hour contact hour requirements.
6. The Waiver Application Form, identifies the reasons for the waiver.

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for the purposes of enhancing the educational program and improving student achievement (WAC 180-18):

THEREFORE, BE IT RESOLVED, the Board of Directors of Odessa School District No. 105 hereby petitions the Washington State Board of Education for a waiver of the 180-day school year requirement so that three (3) full school days per year can be devoted to parent-teacher conferencing.

ADOPTED this 22nd day of August, 2012.

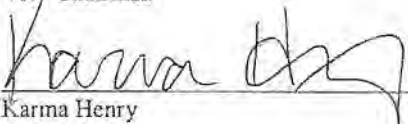
ATTEST:

Board of Directors,
Odessa School District #105-157-166J
Lincoln County, Washington



Suellen White
Secretary to the Board

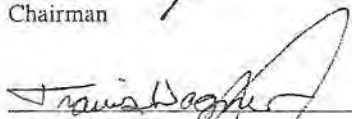
Marcus Horak
Vice Chairman



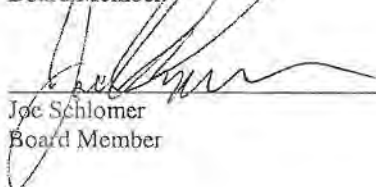
Karina Henry
Board Member



Ed Deife
Chairman



Travis Wagner
Board Member



Joe Schlomer
Board Member

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Standard Setting for Alternative Assessments to Math End of Course Exams	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The Washington State Board of Education (SBE) is asked to consider approval of the process for developing cut scores for the Collection of Evidence alternative assessment to mathematics End of Course (EOC) exams. This alternative assessment is available for students who have been unsuccessful in passing a mathematics End of Course exam. The Classes of 2013 and 2014 must pass one mathematics End of Course exam to graduate. The standard setting process for Collections of Evidence alternative assessment for comprehensive assessments in reading and writing was approved by SBE in August 2007.</p> <p>The SBE is also asked to consider approval of scores for the ACT and SAT exams that are equivalent to passing the mathematics End of Course exams. The process for identifying equivalent ACT and SAT scores for the comprehensive assessments was presented to the SBE in November 2007.</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>The State Board of Education is required, under RCW 28A.305.130(4)(b), to identify the scores high school students must achieve to meet standard in statewide student assessment and obtain a certificate of academic achievement. The SBE sets performance standards and levels in consultation with the Superintendent of Public Instruction. The Office of the Superintendent of Public Instruction will ask the SBE to consider approval of the ACT and SAT scores equivalent to the mathematics EOC exams. The Office of the Superintendent of Public Instruction will also ask the SBE to consider approval of the process of setting cut scores for the Collection of Evidence alternative assessment to the mathematics EOC exams.</p>	

Standard Setting for the Mathematics Year 1 and Year 2 Collections of Evidence

Background

The 2008 Mathematics Learning Standards were first assessed in 2011 with End of Course exams in Algebra/Integrated Mathematics One and Geometry/Integrated Mathematics Two. The State Board of Education set the cut scores for these exams in August 2011. Students who do not meet standard on these general assessments may use a Collection of Evidence in Mathematics Year One and/or Mathematics Year Two as a Certificate of Academic Achievement Option (available for students in the class of 2013 and beyond).

OSPI will present the plan for conducting the standard setting process for these Mathematics Collections of Evidence for the Board's approval. The standard setting process will include a committee of content and grade-level experts and will make use of all available standard setting tools and data including examples of scored student work to develop a picture of proficient student performance. The committee's experience, knowledge, expertise, and expectations will be used to recommend the "cut score" (the number of points necessary to meet standard out of the total of points possible) that most closely aligns to "Meeting Standard" on the End of Course exams.

In March of 2013, the Washington State Board of Education, (SBE) will approve the scores students must achieve to meet performance standards. This briefing on the standard setting process will give SBE an opportunity to review and ask questions about that process. The process for standards setting for Collections of Evidence, for the comprehensive reading and writing assessments, were approved by SBE in August 2007.

Action

The Board is asked to approve the standard setting plan. The Board will approve cut scores in March 2013, based on the recommendations of the standard setting panels.

Certificate of Academic Achievement Options: Determination of SAT/ACT Cut Scores for Mathematics Year One and Year Two

Background

The 2008 Mathematics Learning Standards were first assessed in 2011 with End of Course exams in Algebra/Integrated Mathematics One and Geometry/Integrated Mathematics Two. The State Board of Education set the cut scores for these exams in August 2011. Students who do not meet standard on these general assessments may use appropriate college admissions test (SAT/ACT) scores for mathematics as a Certificate of Academic Achievement Option (available for students in the class of 2013 and beyond).

The Office of Superintendent of Public Instruction (OSPI) will present the data, and the analysis of the data used to determine the SAT and ACT cut scores appropriate for demonstrating proficiency on the Algebra/Integrated Mathematics One and on the Geometry/Integrated Mathematics Two End of Course exams, for the Board's review and approval. The same process was used to determine the cut scores used to determine the SAT and ACT cut scores set for Reading and Writing in 2007. The data used at that time included 25,000 student cases with both tenth grade WASL and SAT scores at time of graduation. An equipercentile linking—that links the percentiles of two different tests to determine equivalent scores—was done between the percent meeting standard on WASL and that same percentile point in the SAT file.

This briefing will give SBE an opportunity to review and ask questions about the process and recommended cut scores. The process for equivalent scores for the SAT and ACT, for the comprehensive exams in reading and writing, was approved by SBE in November 2007.

Action

The Board is asked to approve the SAT and ACT cut scores for Algebra/Integrated Mathematics One and on the Geometry/Integrated Mathematics Two End of Course exams.

Standard Setting for Alternative Assessments to the Mathematics End of Course Exams

State Board of Education

November 8, 2012

ESD 112, Vancouver, WA

Cinda Parton, Director of Assessment Development, OSPI

Dr. Tom Hirsch, Assessment and Evaluation Services



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Division of Assessment and Student Information

End-of-Course Exams: Background

- Students began taking the new End-of-Course exams in Algebra/Integrated Mathematics I and Geometry/Integrated Mathematics 2 in Spring 2011
- Students in the classes of 2013 and 2014 must pass one Mathematics EOC **or alternative**; students in the class of 2015 and beyond must pass both



Legislatively Approved Alternatives: Background and History of CAA-Options

- Legislative action required “legislatively approved alternatives” to the state’s high school exit exams (RCW 28A.655.061 and RCW 28A.655.065).
- Options specified by law:
 - College entrance exams (SAT or ACT scores)
 - Advance Placement (AP) exams
 - GPA comparison
 - Collection of Evidence



Legislatively Approved Alternatives: Today's Discussion

- New K-12 Learning Standards for Mathematics (2008) and new Mathematics End of Course exams (2011) require a re-examination of two options in mathematics.
 - SAT and ACT scores
New cut scores to be set by the State Board
 - Collection of Evidence
State Board approval of the standard setting process



College Entrance Exams: The Law

- RCW 28A.655.06110(b)(i) A student's score on the mathematics, reading or English, or writing portion of the SAT or the ACT may be used as an objective alternative assessment ... The state board of education shall identify the scores students must achieve on the relevant portion of the SAT or ACT to meet or exceed the state standard in the relevant content area...

College Entrance Exams: Cut Scores

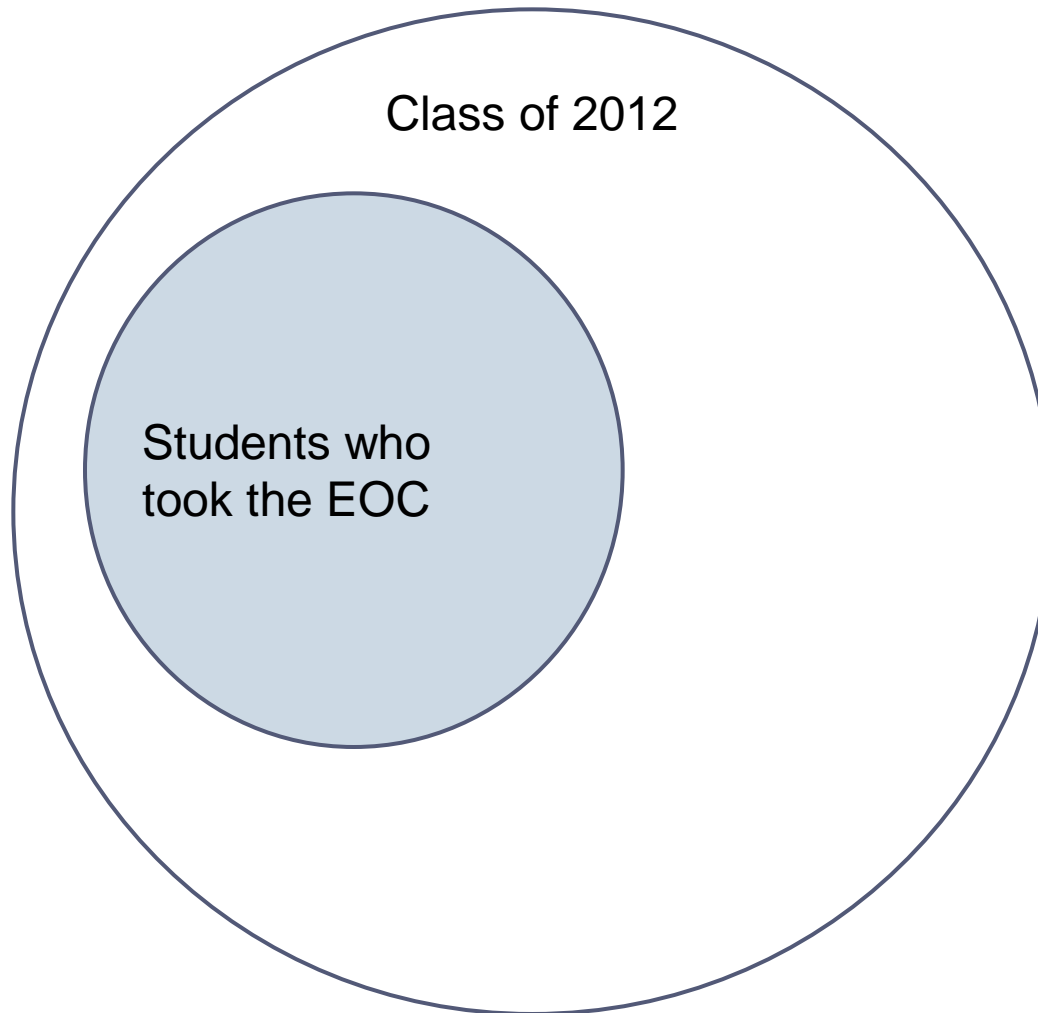
- SBE is required to find the SAT and ACT scores that can be used as an alternative to meeting standard on general assessments
- SAT and ACT cut scores originally set in 2007
 - OSPI obtained a data sharing agreement from The College Board to use the statewide SAT file for our exit exam analysis
 - Used an 'equi-percentile' method to determine the cut score for SAT
 - Used a concordance table to link to similar score for ACT
- With a change to mathematics end-of-course exams, need to re-establish appropriate cut score

College Entrance Exams: SAT Cut Scores Methodology

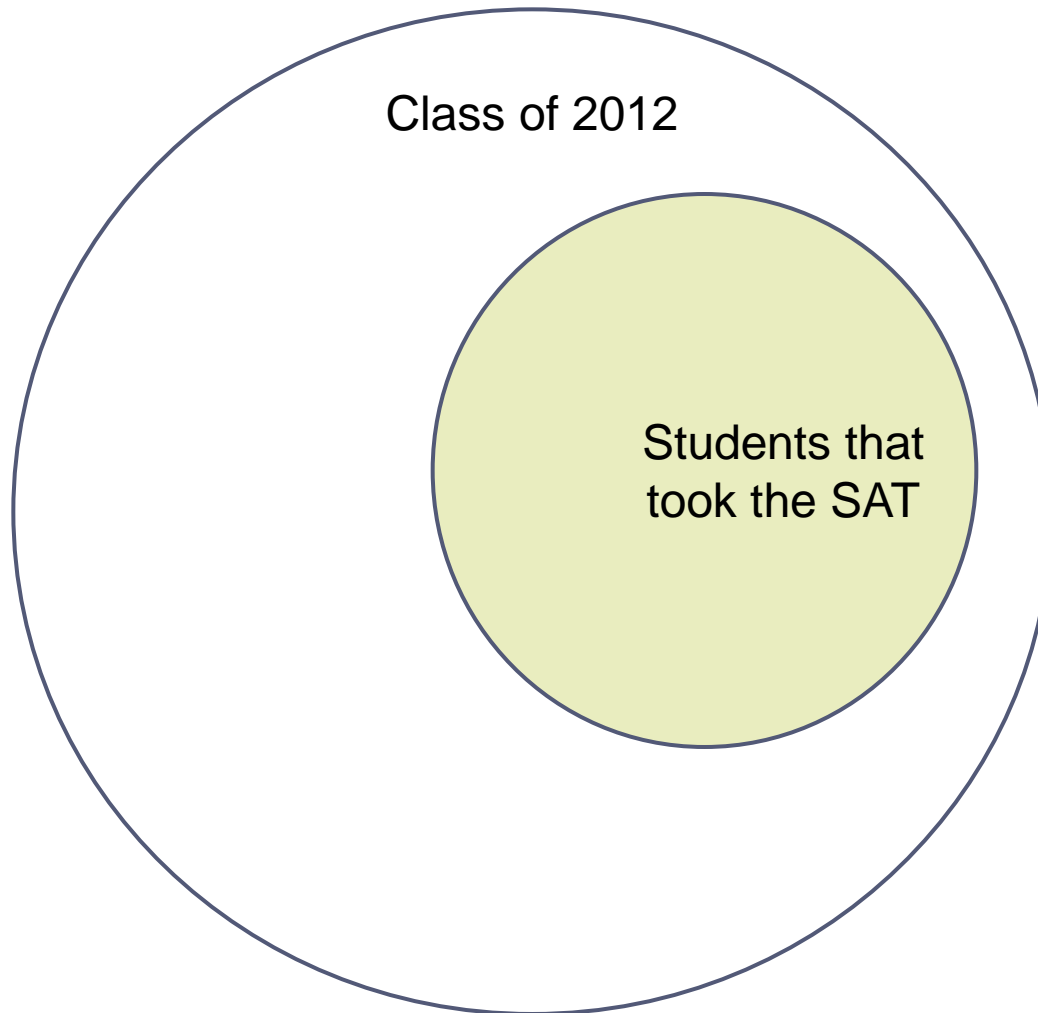
- In a procedure reviewed and approved by NTAC, cases were matched with our student data system.
 - Just over 1600 students have both an EOC score (2011 or 2012) and an SAT score (2012)
 - Conducted an equi-percentile linking between the percent meeting standard on each EOC, and that same percentile point in the SAT file



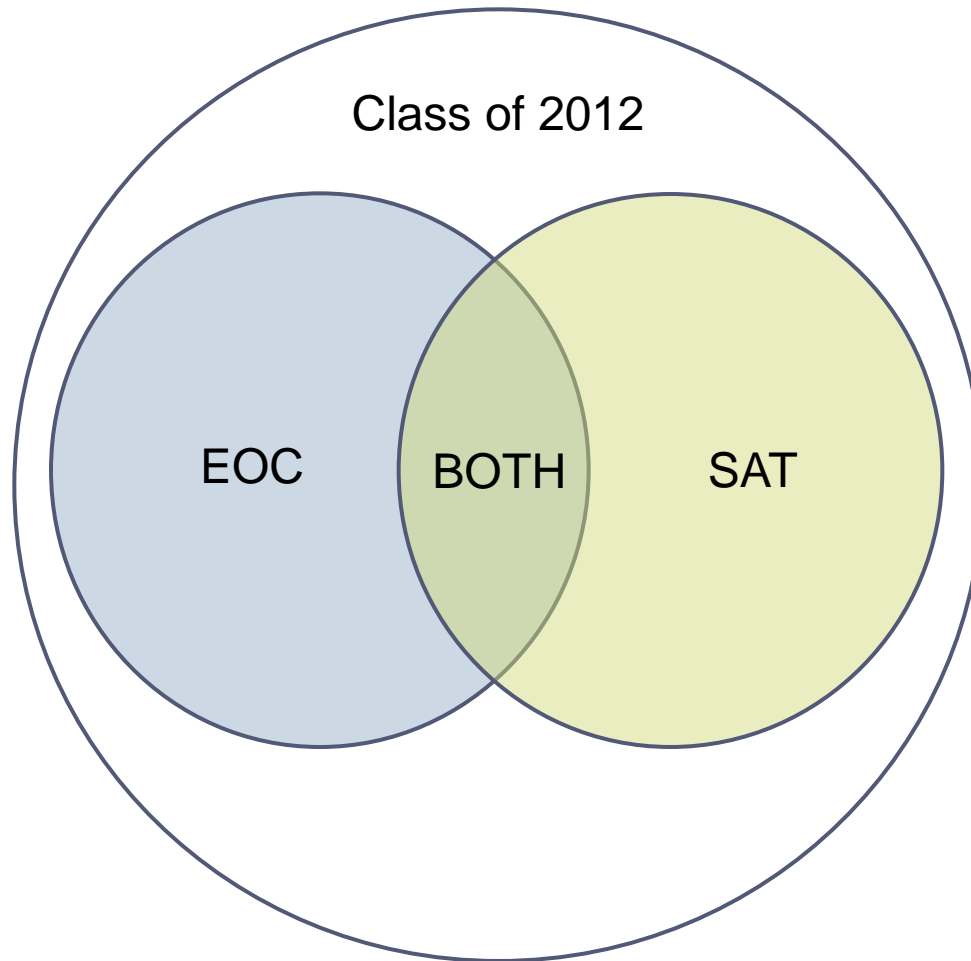
Of all 2011-12 graduating seniors,
21% took the EOC



Of all 2012 graduating seniors, 59% took the SAT

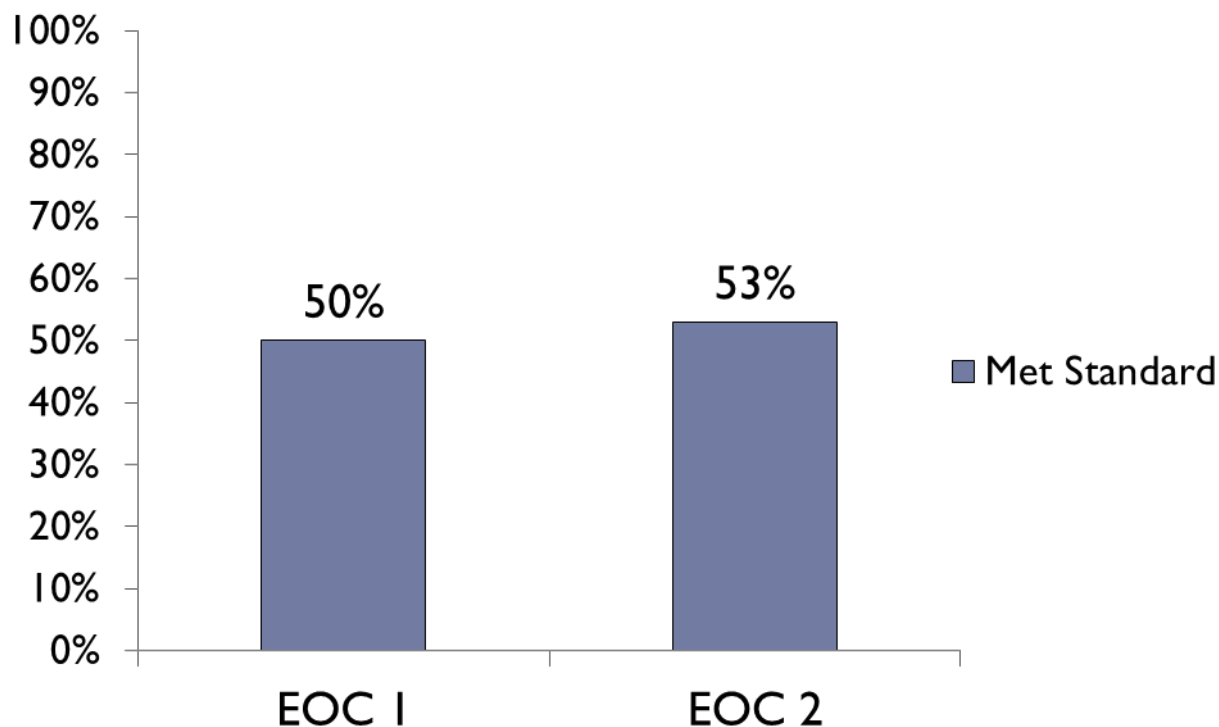


Equi-percentile is based on the students that took both EOC and SAT

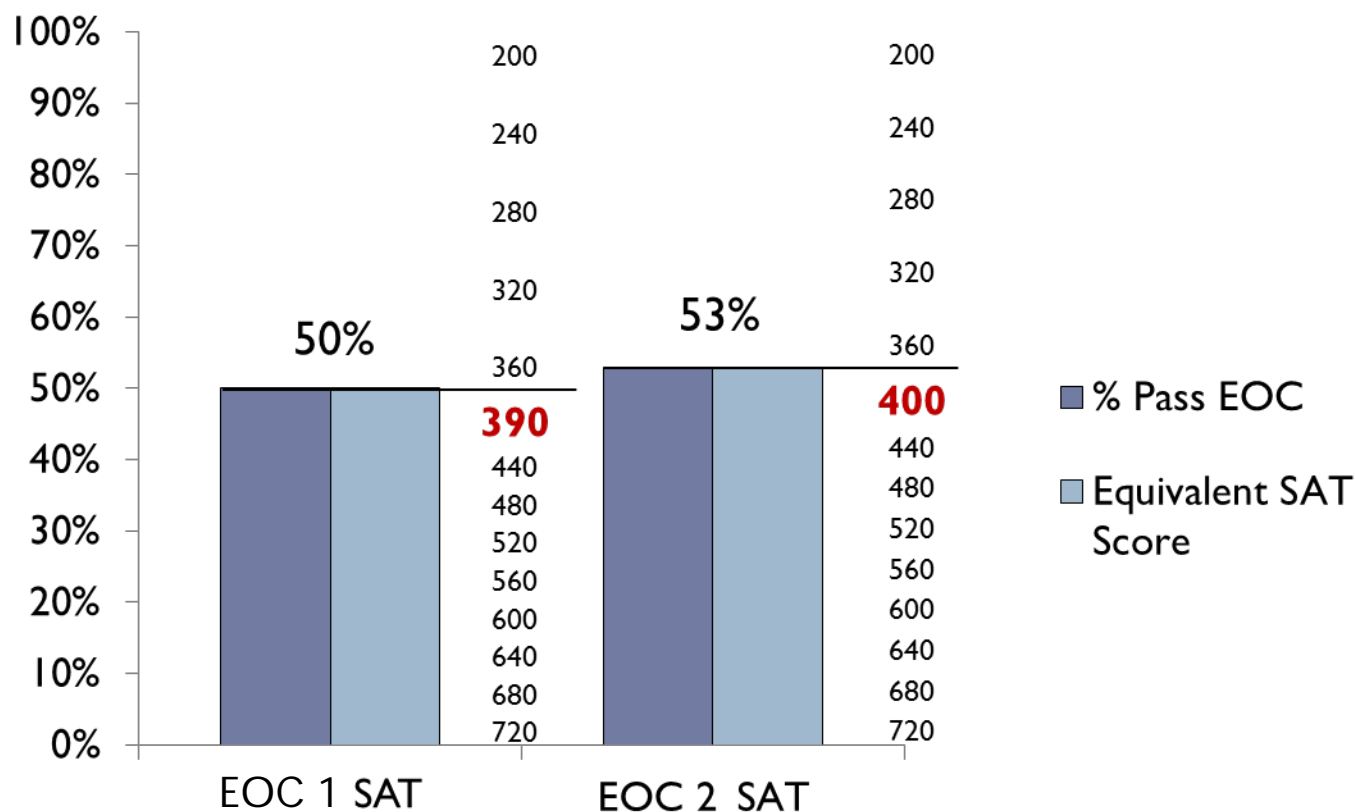


Equi-percentile: For students who took both, determine % that met standard on EOC

Met Standard on EOC



For students who took both, find the SAT score that yields same % meeting standard



College Entrance Exams: Results for Math in 2012

	SAT	ACT
Proposed Algebra 1	390	TBD
Proposed Geometry	400	TBD
Current HSPE	470	19

Concordance tables published by The College Board and ACT are used to link SAT to ACT.

College Entrance Exams: OSPI Recommendations

- OSPI proposes the SAT cut score for Year 1 Mathematics EOC be set at 390 and the ACT cut score be set at the corresponding score.
- OSPI proposes the SAT cut score for Year 2 Mathematics EOC be set at 400 and the ACT cut score be set at the corresponding score.



Mathematics Collections of Evidence (COE): Background

- The first submission opportunity for Year 1 and Year 2 Mathematics Collections of Evidence (COE) will occur in February 2013.
- A collection of evidence (COE) is a set of work samples, consisting of six to eight performance tasks.
- Two of the tasks in a COE must be “on-demand,” completed in a single sitting under supervision of a teacher. The other tasks may be completed in extended time.
- The COE must be comparable to the EOC in terms of reporting strand representation and rigor.

Mathematics COE Standard Setting: Background

- The COE has **one** cut score, separating two levels of student performance:
 - The cut between “Basic” and “Proficient.”
- The Superintendent recommends a cut score to the State Board.
- The Board’s cut scores will be used to report the 2013 results, and will be used in future years until such time as the standards are revised or revisited.



Mathematics COE Standard Setting: Past and Present Standard Setting Comparisons

- End of Course Exams
 - Bookmark method, using Ordered Item Book
- WAAS Portfolio
 - Body of Work method
- Collection of Evidence
 - Body of Work method, using Ordered Item Book and Performance Level Descriptors from EOC to bridge with EOC

Mathematics COE Standard Setting: The Participants

- **Course-Level Panels**
 - Two standard-setting panels, one for Year 1 and one for Year 2 Mathematics, with 15 committee members each will be convened in late March 2013
 - Implement standard setting activities across three days, resulting in a recommended cut score for each COE
- **Articulation Panel**
 - Reviews course-level recommendations, resulting in a recommendation



Mathematics COE Standard Setting: The Participants

- Facilitators
 - Dr. Tom Hirsch serves as lead facilitator
 - Dr. Chad Buckendahl and Dr. Chris Domaleski serve as panel facilitators
- Additional Support
 - OSPI and ESD staff provide logistical support and document the process but are not engaged with the deliberations of the panels

Mathematics COE Standard Setting: Description of Activities

Day 1

- Welcome/Orientation/Administrative Tasks
- Panel Selection Process
- Overview of Standard Setting Process
- Review of Assessment
 - Learning Standards
 - COE Development Process
 - EOC Test Blueprint and COE Blueprint
- Taking/Scoring the “Assessment” (Tasks)
- Review of Performance Level Descriptors or PLDs
- Review of Ordered Item Booklets

Mathematics COE Standard Setting: Description of Activities

Day 2

- Small Table Discussion of PLDs
- Total Group Discussion
- Summary of Standard Setting Procedure
- Sample Practice Standard Setting
- Round 1 Ratings – “Range Finding”
 - Identify “gray area” using approximately 25 collections

Mathematics COE Standard Setting: Description of Activities

Day 3

- Discussion of round 1 ratings
- Round 2 Ratings – “Pinpointing #1”
 - Provide an expanded “gray area” set of collections
- Discussion of round 2 ratings
- Presentation of Impact Data
- Round 3 Ratings – “Pinpointing #2”
- Discussion of results
- Recommendations to Articulation Committee
- Articulation Committee Discussion

Legislatively Approved Alternatives: Summary of Today's OSPI Recommendations

College Entrance Exams

- OSPI proposes the SAT cut score for Year 1 Mathematics EOC be set at 390 and the ACT cut score be set at the corresponding score.
- OSPI proposes the SAT cut score for Year 2 Mathematics EOC be set at 400 and the ACT cut score be set at the corresponding score.

Mathematics COE Standard Setting

- OSPI proposes a "Body of Work" methodology for setting the cut scores on the Year 1 and Year 2 Mathematics Collections of Evidence.
- OSPI will present the results of the Mathematics COE Standard Setting to the State Board late in March.



The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	CR 103 Rule Adoption, Amendments to Rules on BEA waivers	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the SBE wish to adopt the rules establishing criteria for evaluation of requests for basic education waivers and making changes to existing rules? Does it wish any changes to the rules?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>In May the SBE approved the filing of a CR 101 to adopt new and amended rules on request for basic education waivers under RCW 28A.305.140 and RCW 28.305.141, and set direction for the drafting of proposed rules. In July the SBE approved the publication in the State Register of draft rules for a public hearing (CR 102).</p> <p>On the agenda for the November meeting of the SBE is adoption of the final rules, which become effective 31 days after the filing of a CR 103-P, Rule-Making Order. There are no changes between the published rules and the final rules for adoption.</p> <p>In your packet you will find a copy of the CR 103, the rules as proposed for adoption, and a draft copy of the Concise Explanatory Statement prepared by staff. RCW 34.05.325 provides that before it files an adopted rule with the Code Reviser, an agency must prepare a concise explanatory statement of the rule that:</p> <ol style="list-style-type: none"> 1. Identifies the agency's reasons for adopting the rule. 2. Describes the differences between the text of the proposed rule as published in the State Register and the text of the rule as adopted, and states the reasons for differences. 3. Summarizes all comments received regarding the proposed rule and responds to the comments by category or subject matter. 	



RULE-MAKING ORDER

CR-103P (May 2009)
(Implements RCW 34.05.360)

Agency: State Board of Education

Permanent Rule Only

Effective date of rule:

Permanent Rules

31 days after filing.

Other (specify) _____ (If less than 31 days after filing, a specific finding under RCW 34.05.380(3) is required and should be stated below)

Any other findings required by other provisions of law as precondition to adoption or effectiveness of rule?

Yes No If Yes, explain:

Purpose:

1. Meet the requirement of RCW 28A.305.140(2) to adopt criteria to evaluate the need for a school district waiver from the provisions of RCW 28A.150.200 through 28A.150.220.
2. Meet the requirement of RCW 28A.305.141(3) to adopt criteria to evaluate requests for waivers for a limited number of school districts from the requirement of a minimum 180-day school year for purposes of economy and efficiency.
3. Simplify the procedure for obtaining expedited waivers under RCW 28A.305.140 by eliminating lengthy provisions in WAC 180-18-050(3) that are excessively difficult for school districts to implement.
4. Establish an expedited procedure for granting of waivers for the purpose of full-day parent-teacher conferences.
5. Make corrections to WAC 180-18-040 and 180-18-050 for clarity, streamlining and consistency with current law.

Citation of existing rules affected by this order:

Repealed:

Amended: WAC 180-18-040. WAC 180-18-050. NEW WAC 180-18-065

Suspended:

Statutory authority for adoption: RCW 28A.305.140(2), 28A.305.141(3).

Other authority :

PERMANENT RULE (Including Expedited Rule Making)

Adopted under notice filed as WSR _____ WSR 12-17-132 on August 21, 2012 (date).

Describe any changes other than editing from proposed to adopted version:

If a preliminary cost-benefit analysis was prepared under RCW 34.05.328, a final cost-benefit analysis is available by contacting:

phone _____

fax _____

e-mail _____

Date adopted: November 9, 2012

CODE REVISER USE ONLY

NAME (TYPE OR PRINT)

Ben Rarick

SIGNATURE

TITLE

Executive Director

(COMPLETE REVERSE SIDE)

**Note: If any category is left blank, it will be calculated as zero.
No descriptive text.**

**Count by whole WAC sections only, from the WAC number through the history note.
A section may be counted in more than one category.**

The number of sections adopted in order to comply with:

Federal statute:	New	_____	Amended	_____	Repealed	_____
Federal rules or standards:	New	_____	Amended	_____	Repealed	_____
Recently enacted state statutes:	New	<u>1</u>	Amended	_____	Repealed	_____

The number of sections adopted at the request of a nongovernmental entity:

New	_____	Amended	_____	Repealed	_____
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The number of sections adopted in the agency's own initiative:

New	<u>1</u>	Amended	<u>2</u>	Repealed	_____
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The number of sections adopted in order to clarify, streamline, or reform agency procedures:

New	<u>1</u>	Amended	<u>2</u>	Repealed	_____
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The number of sections adopted using:

Negotiated rule making:	New	_____	Amended	_____	Repealed	_____
Pilot rule making:	New	_____	Amended	_____	Repealed	_____
Other alternative rule making:	New	<u>1</u>	Amended	<u>2</u>	Repealed	_____

AMENDATORY SECTION (Amending WSR 10-23-104, filed 11/16/10, effective 12/17/10)

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~~) while offering the equivalent in annual minimum (~~program~~) instructional hours (~~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.)~~ The state board of education, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

AMENDATORY SECTION (Amending WSR 10-23-104, filed 11/16/10, effective 12/17/10)

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~~) include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of

education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least ~~((fifty))~~ forty 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.)~~ (3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

NEW SECTION

WAC 180-18-065 Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency--Criteria for evaluation of waiver requests. (1) In order to be granted a waiver by the state board of education under RCW 28A.305.141 to operate

one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW 28A.305.141(2).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the state board of education under RCW 28A.305.141(3), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

CONCISE EXPLANATORY STATEMENT

Amendments to WAC 180-18-040 and WAC 180-18-050. New WAC 180-18-065.

This document has been prepared in compliance with RCW 34.05.325, the concise explanatory statement requirement of the Administrative Procedure Act. Included are: (1) The reasons for adopting the rules; (2) a description of any differences between the text of the proposed rules as published in the Register and the text of the final rules, and (3) a summary of all comments received, and responses to the comments by subject matter.

1. Reasons for Adopting the Rules

The Legislature has established basic education requirements in order to meet the paramount duty of the state under Article IX of the Washington Constitution to make ample provision for the education of all children . . . and “provide for a general and uniform system of public schools.” (RCW 28A.150.200-220.) Districts must “provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment and citizenship.” The law sets a minimum instructional program of basic education that districts must offer, including but not limited to instructional hours, school days, and graduation credit requirements. The Washington State Board of Education oversees districts’ compliance with basic education program requirements.

RCW 28A.305.140 authorizes the SBE to grant waivers from the provisions of RCW 28A.150.200 through RCW 28A.150.220 on the basis that such 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.” RCW 28A.305.141 creates a temporary authority to grant waivers for the purposes of economy and efficiency to a limited number of small districts.

Both statutes require SBE to adopt criteria to evaluate waiver requests. By adopting rules to guide waiver decisions, SBE demonstrates that it is meeting its statutory obligation to ensure compliance by school districts with basic education requirements. The criteria are intended to be clear, rigorous and directly tied to state and district goals for improving student achievement.

RCW 28A.305.141, authorizing “economy and efficiency” waivers, presents a specific challenge to the SBE, as that statute, enacted in 2009, limits the waivers that may be granted at any time to a very small number, by district enrollment. Were SBE to receive more requests than may be granted, it lacks a basis in rule for approving one application over another.

Rule adoption is further intended to clarify issues related to basic education waivers that cause substantial confusion for both school districts and policy makers, simplify procedures that are overly complex and difficult of implementation, and repeal obsolete language.

For example, districts are required by law to provide both 180 school days and a district-wide average of 1,000 instructional hours. Whether full-day parent-teacher conferences are considered a “school day” under the definition in RCW 28A.150.203 has been a subject of analysis by SBE, with assistance of counsel, and ongoing communication with school districts and other interested parties. SBE has sought to clarify that full days devoted to conferences do not constitute a school day, because all pupils are not “engaged in academic and career and technical instruction planned by and under the direction of the school” on that day, and that districts seeking to use a day for this purpose must secure a waiver to ensure compliance with basic education requirements. Over the last four years both the number and share of waivers for the purpose of parent-teacher conferences have grown significantly. Of the 24 “Option One”

waivers under WAC 180-18-050 the Board has granted in 2012, ten (42 percent) have been solely for the purpose of parent-teacher conferences. Confusion nevertheless persists among some districts, resulting sometimes in difficulties for certification of basic education compliance. The rules seek to dispel remaining confusion, while affirming the value of parental involvement for student achievement, by creating a distinct category of waivers for parent-teacher conferences with distinct requirements.

In 2010 SBE established, as WAC 180-18-050(3), a pilot program in which districts meeting certain eligibility and other requirements may use up to three waived days for specified innovative strategies. The waivers could be obtained through a “fast-track” process requiring lengthy documentation by the district, but with approval in advance by the State Board. The “Option Three” waiver is excessively complex in procedure for both districts and SBE, and unintentionally difficult to renew. The proposed rules eliminate this subsection and incorporate certain of its themes into criteria for Option One waivers.

Technical and clean-up changes include the striking of a subsection in WAC 18-18-040 that authorizes waivers from a basic education requirement that has been repealed by the Legislature, and making the reference to the 1,000 instructional hours requirement more closely mirror the language in statute.

2. Differences between Proposed and Final Rules

There are no differences between the proposed and final rules.

3. Summary of All Comments and Responses

The State Board of Education received 23 written comments on the proposed amendments to WACs 180-18-040 and 180-18-050 and the proposed new WAC 180-18-065. In addition, four persons submitted testimony at the public hearing held on the rules, in accordance with RCW 34.05.325, at the State Board’s meeting in Walla Walla on September 26. Most asserted that the proposed rules reduce the length of the school year or otherwise would result in students attending school fewer days. The comments are categorized as follows, with SBE response:

Comment	Response
Don't shorten the school year when we should be increasing time in school.	<p>The proposed rules do not shorten the school year. The basic education requirement of a minimum 180-day school year is established in RCW 28A.150.220, and cannot be amended by rule.</p> <p>The State Board of Education has a responsibility to ensure compliance with state basic education requirements. Since 1995, it has had authority delegated to it by the Legislature to grant waivers from basic education requirements “on the basis that such waivers are necessary to implement successfully a local plan to enhance the educational program for each student.” (RCW 28A.150.305.) By adopting specific criteria in rule for evaluation of waiver requests, the State Board provides for greater accountability in the exercise of this authority and increases the assurance that waivers, when granted, will satisfy the intent of the Legislature in enacting this law.</p>
The proposed rules will increase districts' use of waivers, and so reduce the number of days that children are in school. Fewer days in school mean less learning. Students are better served by a robust calendar.	<p>Ultimately the impact of the rules on the number of waivers granted in any year depends on the behavior of school districts and the rigor with which SBE implements the rules. (It will also be affected by the policies of the Legislature for funding basic education, as waivers are frequently sought for professional development activities that previously were supported by funding for teacher days outside of the 180-day calendar.)</p> <p>Establishing criteria for evaluation of waiver requests gives the SBE a legally accountable basis for disapproval of waiver</p>

	<p>requests that it has previously not had. The criteria for Option One waivers, while starting from elements of the application process currently in place, are also written to increase the rigor and discipline of the review process.</p> <p>SBE strongly sympathizes with the concern expressed about the importance of time in school. It respectfully disagrees, however, that the proposed rules will result in a decrease in the number of days that children are in school. The rules do not expand the opportunity for waivers; just clarify the criteria that must be met for approval.</p>
<p>Don't reduce the number of hours that teachers teach. Don't shorten the time students spend in class. Don't shorten school days.</p>	<p>RCW 28A.220(2) requires that school districts make available to students a minimum instructional offering consisting of at least a district-wide annual average of 1,000 instructional hours for students in grades 1-12, and of at least 450 instructional hours for students enrolled in kindergarten. Chapter 548, Laws of 2009 (ESHB 2261) required that these requirements be increased according to an implementation plan to be established by the Legislature, with full implementation by 2018. The proposed rules make no change to instructional hours requirements. Nor do they address waivers from those requirements. Moreover, the rules require that the board of directors of a district requesting a 180-day waiver attest, through a signed resolution, that if the waiver is approved the district will meet the required annual instructional offerings under RCW 28A.150.220(2) for each of the school years for which the waiver is requested. (Waivers of the minimum 180-day requirement may result in more or fewer instructional hours above the minimum 1,000, depending on the local plan.) While this statement by the local board has been part of the informal application process, it has not to now been established in rule.</p>
<p>The proposed new category of waivers for parent-teacher conferences will result in many more districts applying for them. The proposed rules lower scrutiny of waiver requests. We should be making waivers harder to obtain, not easier.</p>	<p>The decision by the SBE to create a separate procedure for waivers for the purpose of parent-teacher conferences, not requiring formal action by the State Board for approval, stems from the following considerations:</p> <ol style="list-style-type: none"> (1) The inconsistency between the statutory definitions of "school day" in RCW 28A.150.203 and "instructional hours" in RCW 28A.150.205, in which parent-teacher conferences are within the definition of "hours" but not of "days." (2) The Board's conviction of the value of face-to-face communication between parents and teachers for improving student achievement. (3) The repeated testimony of educators that the scheduling of multiple partial days for parent-teacher conferences is both disruptive to instruction, particularly in the earlier grades, and an obstacle to parental participation, particularly in rural districts. (4) The increasing number of waivers the Board has already been granting for this purpose under the regular Option One procedure. (5) The recent legislative enactment that school districts receiving state support for all-day kindergarten administer the Washington Inventory of Developing Skills (WaKIDS) program, a required component of which is a specific model of parent-teacher conference most practically conducted through full rather than partial days. <p>It is unclear whether the new proposed WAC 180-18-050(3) will increase the number of waiver requests. The current procedures in WAC 180-18-050(1) and (2) have not appeared to be a hindrance to district requests. It is therefore not self-evident that the new procedure in (3), which requires applicants to provide information specifically related to the goals and activities of the</p>

	<p>planned parent-teacher conferences, would result in an increase in the number of requests. As with other rule amendments, the determination of results will come through experience.</p>
<p>Days are being shortened and the school year should be increased to 365 days to get the services the taxpayers are paying for.</p>	<p>SBE does not have authority to set the length of the school day or the school year. Legislation enacted in 2009 requires, by 2018, that school districts increase the instructional offerings they make available to students in grades 1-12 from a district-wide average of 1,000 instructional hours to 1,080 hours in each grade, and in kindergarten from 450 hours to 1,000. SBE is on record in support of this legislation.</p> <p>State law (RCW 28A.150.220) requires school districts to provide access to a minimum of 180 days per school year. Arguments are made for a longer school year and a shorter break between school years. According to one state, each additional school day the state might require costs about \$25 million in state funds. Estimates vary, however, depending on how costs are calculated.</p>
<p>In years past teachers contracted for more than 180 days, there were no conference days, and teachers held conferences with parents in the evenings and on weekends.</p>	<p>The comment is noted. There appears to be a strong commitment on the part of certificated and administrative staff to meeting with parents to inform them of students' progress and work together on improvement. At present it is a common practice to schedule parent-teacher conferences through early releases. We would note the potential for additional costs to districts for keeping school buildings open in the evening for the purpose of conferences, at a time when resources are stretched thin.</p>
<p>There should be a cap on the number of waiver days that may be requested by districts and granted by SBE. Limit the rule to a low number of days.</p>	<p>The State Board gave long consideration, in a deliberative process that began more than a year ago, to imposing a cap on the number of days that may be waived from the 180-day school year requirement. In approving rules for public hearing, the Board chose not to include this provision for Option One waivers. In making this decision the Board considered both the need for local flexibility and the practical limit that the 1,000 instructional hours requirement – soon to be increased to 1,080 hours for all grades -- imposes on the number of days that may be waived. As a result of concerns heard in public comment, however, the rules as approved for publication in the State Register (CR 102) placed a limit of five on the number of days that may be waived for the purpose of parent-teacher conferences under the amended rules.</p>
<p>The proposed criteria for evaluation of waiver requests are vague and tied to intentions rather than results. Elements of the rules are softer than they should be.</p>	<p>The purpose of the criteria is to evaluate requests for waivers submitted to SBE "on the basis that such waiver or waivers are necessary to . . . implement successfully a <i>local plan</i> to provide for all students in the district an effective education system that is designed to enhance the education program for each student." (RCW 28A.150.305(1). Emphasis added.) They are therefore by definition tied to a district's intentions. We would further note that that new WAC 180-18-040(3) sets criteria for evaluation of requests that would represent the continuation of an existing waiver for a term of years additional to that originally granted, and that criteria (a) and (b) relate specifically to the results of the initial waiver.</p> <p>We respectfully disagree that the criteria are vague or soft. In drafting WAC 180-18-040 (2) and (3), SBE sought to make the criteria for evaluation of waiver requests specific enough to provide strong accountability for the use of waivers to improve student learning, but not so specific or technical that they would be difficult for school districts to address SBE to use. Experience will show how well we succeeded. We would note that the criteria have much in common with questions districts have been asked for some time to address through the informal application process, as refined over the years.</p>

<p>The rules remove the prohibition on waivers for schools that are persistently underachieving.</p>	<p>This prohibition applies only to waivers granted through the pilot program authorized in WAC 180-18-050(3), which are eliminated in these rules. It has never applied to “regular” 180-day waivers granted through WAC 180-18-050(1) and (2). The State Board did not consider adding this condition to the waivers granted under that authority. Should that change be considered there are likely to be concerns articulated that persistently underachieving schools may be among those most in need of a degree of flexibility in the school calendar in order to implement innovative ways to improve student performance?</p>
<p>Limit the rule to those cases which increase services. Waivers should be used for programmatic additions such as summer school and full-day kindergarten.</p>	<p>Districts frequently report in applications for waivers that their proposed calendars will result in an increase in instructional hours, whether in individual schools or district-wide, as fewer days are exchanged for longer ones. The statewide data that would be needed to more closely examine the relationship between 180-day waivers and instructional hours are not at this time available.</p> <p>Some of the response to this comment depends on whether the most frequent uses of waiver days – professional development of staff and parent-teacher conferences – should be regarded as increasing services to children. In individual cases, they may be seen as increasing the quantity of services received. Used well, they surely improve the quality of services, which most in the field would judge as of at least equal importance.</p>
<p>There is no evidence that waivers, whether for professional development or other purposes, increase student learning.</p>	<p>This is a comment on RCW 28A.305.140 and RCW 28A.655.180, rather than on the rule amendments. SBE’s authority to grant waivers from minimum basic education requirements is not at issue in the rules. That authority was established by the Legislature in [get it right], and amended several times since. It would not have been consistent with legislative intent for the SBE, once delegated that authority by the Legislature for express purposes, to then decline to exercise it. The purpose of the rules on which SBE has solicited comment is to implement that law, in a way that fully meets legislative intent, by adopting criteria to evaluate requests for waivers, in accordance with RCW 28A.305.140(2) and RCW 28A.305.141(3).</p> <p>Whether there is evidence that the purposes for which waivers are most commonly granted increase student learning is more a policy question for the Legislature than a rules question for SBE. The Concise Explanatory Statement on these rule amendments is not the place for that policy debate. We would note briefly only that:</p> <ol style="list-style-type: none"> (1) The importance of parental involvement for student achievement is well-established in the research literature, and reflected in state policy and district practice. “A convincing body of evidence confirms what common sense suggests: The higher the expectations of parents, the steadier their guidance and support, and the greater sense their partnership with teachers and other staff, the better their child’s chances of academic success.” (Taylor and Dounay, “Strengthening Parents’ Ability to Provide the Guidance and Support That Matter Most in High School,” Education Commission of the States, August 2008.) In waiver applications, districts frequently emphasize the importance of face-to-face communication with parents in setting academic expectations for individual students and monitoring progress against them, particularly for students most at risk. (2) The Legislature and study committees it has created have made repeated findings on the importance of staff professional development for student learning. In the Education Reform Act of 1993, the Legislature declared its finding “that improving student achievement will

require . . . time and resources for educators to collaboratively develop and implement strategies for improved student learning.” (ESHB 1209, C 336, L 93). The Washington Learns Commission found that, “Professionals in every field must continue to learn about the latest issues, research and practices in order to maintain and improve their skills and abilities. This is especially critical for teachers and other educators as we discover more about how students learn, what supports different students need, and how to be the most effective facilitators in various learning environments.” (Final Report, November 2006, p. 41.) The Basic Education Finance Task Force created by the 2007 Legislature recommended that the state increase the number of Learning Improvement Days for professional development of educators from two to ten as part of the state-funded salary allocation model. (Final Report, January 2009, p. 17.) In ESHB 2261, redefining basic education and creating a new funding structure, the Legislature declared its recognition that “the key to providing all students the opportunity to achieve the basic education goal is effective teaching and leadership. Teacher, principals and administrators must be provided with access to the opportunities they need to gain the knowledge and skills that will enable them to be increasingly successful in their classroom and schools.” (C 548 L 09, Sec. 401.) Most recently, the Quality Education Council, created by ESHB 2261 to inform the Legislature on implementation of the new funding structure recommended that the state allocate funding for 80 additional hours of professional development time for certificated instructional staff and instructional aides. [Citation.] While implementation has varied over time, mostly for reasons of funding availability, the Legislature has been consistent in its recognition of the importance of instructional quality for student learning, and of the importance of professional development for instructional quality.

Because the Legislature, in response to budget pressures, has reduced and now eliminated state funding for educator professional development outside the 180 days, the SBE has seen fit to support district requests for waivers for this essential activity. The amended rules, however, reflect the recognition that for professional development to be effective, it must be directed to achievement of state standards, aligned with local school improvement plans, based on valid research evidence, clear about the activities to be undertaken and their application to student learning, and accountable for results. The criteria for evaluation of waiver requests in (2)(a) through (f) in amended WAC 180-18-040 provide the means through which to test these and other requirements.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Legislative Priorities: Blended Learning and ALE Funding; Compulsory Age of School Attendance	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>At its September retreat, the SBE discussed and approved for further work three legislative priorities for the 2013 Session: Phased-In Implementation of Career and College-Ready High School Graduation Requirements, the definition of “school day” for basic education, and state assistance to struggling schools.</p> <p>Two additional legislative priorities are presented for your consideration and approval:</p> <ol style="list-style-type: none"> Compulsory Age of School Attendance. Washington is one of two states with a compulsory starting age of school attendance of eight. The U.S. average compulsory age is six. Legislation has been offered to lower Washington’s compulsory age, including two bills introduced in the 2011-12 Legislature. The proposal is to support legislation lowering Washington’s minimum compulsory age of school attendance to six. In your packet you will find a memo in the form of a policy brief and a report by the Education Commission of the States. Blended Learning and ALE Funding. Blended learning is a form of alternative learning experience (ALE) consisting of a mix of online delivery of content and content delivered at a supervised brick-and-mortar location away from home. The use of blended learning models in Washington is impeded by the reduction in funding for ALE enrollments made by the Legislature in 2011. The proposal is to support a funding change for the next biennium that restores full funding for blended learning programs, and to work with OSPI in development of an ALE proposal. In your packet you will find a memo in the form of a policy brief. 	

2013 Legislative Priorities

SUMMARY

Compulsory Age of School Attendance

Washington is one of just two states with a minimum compulsory age of school attendance of eight. The average for U.S. states is age six. The industrialized nations of the world, including neighboring Canada and Mexico, also have a compulsory age of six.

Legislation has been introduced to lower the minimum compulsory age, including two bills in the 2011-12 Session. Proponents argue that there is a lack of consistency between state law requiring school districts to make the state's K-12 basic education program accessible to students beginning at age five while not requiring attendance until age eight, and that children who enter school late often have difficulty catching up and meeting standards. Representatives of the Office of Superintendent of Public Instruction and major state education organizations indicated their support of legislation introduced in the 2012 Session, that would have reduced the minimum compulsory age of attendance to six. As in current law, that legislation would exempt home-schooled children and children attending approved private schools from the compulsory age requirement.

The fiscal note to HB 2199 indicated that the anticipated increase in enrollment from the bill would not be great enough to incur state costs from a higher K-12 enrollment forecast.

The State Board of Education will support legislation in the 2013 Session lowering the minimum compulsory age of school attendance from eight to six, to line Washington up with most of the U.S. and the world. Legislation supported by SBE would maintain exemptions for home-schooled and private school students.

POLICY BRIEF
Compulsory Age of School Attendance

Issue

State law on mandatory school attendance sets a minimum age of eight at which parents must cause their child to attend the public school in which the child resides. Exceptions are made to the compulsory attendance law for children attending an approved private school, receiving home-based instruction meeting certain criteria, or attending an approved education center (RCW 28A.225.010.)

Washington is one of only two states in the nation that has a minimum compulsory age of attendance of eight, (Pennsylvania being the other). The average age for U.S. states is six.

Minimum Compulsory Age of Attendance	Number of States
Age 5	8 states and D.C.
Age 6	24 states
Age 7	16 states
Age 8	2 states

Among Western states, New Mexico has a compulsory age of five, Arizona, California, Colorado, and Hawaii are at six, and Alaska, Idaho, Montana, Oregon and Wyoming at seven. Washington is alone at eight (M. Bush, "Compulsory School Age Requirements," Education Commission of the States, June 2010).

Washington trails not only U.S. states but the industrialized nations of the world in this regard.

Minimum Compulsory Age of Attendance	Countries
Age 5	United Kingdom, Netherlands, Israel, New Zealand
Age 6	Australia, Canada, China, Czech Republic, France, Germany, India, Ireland, Italy, Japan, Mexico, Norway, Russia, Slovakia, South Korea, Taiwan
Age 7	Brazil, Finland, Hungary, Poland, Sweden, Switzerland
Age 8	None

Source: ChartsBin statistics collector team 2009, *Starting Age of Compulsory Education Around the World*, chartsbin.com

Repeated legislation has been proposed to lower the compulsory age of school attendance, including two bills in the last session. HB 1633, offered by Reps. Kelley and Maxwell in the 2011 Session, proposed to drop the compulsory age to seven. HB 2199 in the 2012 Session lowered the compulsory age to the U.S. average of six, altered provisions of truancy law for six and seven year-olds, and provided additional consideration for home-schooled children. Both bills had public hearings in the Education Committee, but did advance further.

The prime sponsor of HB 2199, Rep. Kelley, said the bill's introduction was prompted by cases district of children almost nine years old who had not yet received schooling of any kind. In support of his bill, Rep. Kelley raised the following concerns:

- The difficulty of integrating older children into the education system, which is underscored when we demand more accountability of schools and districts.
- The anomaly of a basic education law that requires districts to make schooling available for children beginning age five, alongside law that doesn't oblige children to be in school until age eight.

Rep. Kelley said the U.S. military supports the bill because it brings Washington into closer alignment with school laws in other states in which children of active military personnel reside.

Representatives of the Office of Superintendent of Public Instruction, the Washington State School Directors Association, the Association of Washington School Principals, and the Washington Education Association signed in support of HB 2199 at the public hearing. In a message to SBE, OSPI says

Superintendent Dorn supported HB 2199 because he believes that all children six years and older should be subject to the mandatory attendance statute. At the present time six and seven year-olds are excluded from those provisions. Washington is one of two states that begin requiring mandatory attendance at age eight, a provision that dates back to a law passed in 1901. Washington needs to join 32 other states that require attendance by age six.

A representative of a home schools organization testified in opposition on the basis that parents should be able to decide when their children are ready for formal education. The Washington Federation of Independent Schools signed in opposed.

The OSPI fiscal note to HB 2199 estimated no increased costs to the state from an increase in the statewide enrollment forecast. Information provided at SBE request indicates that as many as 2,059 children might be brought into public school by reducing the age of compulsory attendance to six, but that data are lacking to make a close calculation.

Proposal

Support legislation in the 2013 Session lowering the minimum compulsory age of school attendance from eight to six years of age. Retain provisions in current law that exempt children attending an approved private school or receiving home-based schooling from this requirement.

2013 Legislative Priorities

Blended Learning and ALE Funding

SUMMARY

Blended learning is a form of alternative learning experience that mixes online delivery of instructional content, with some student control of time and pace, with face-to-face, supervised delivery in a brick-and-mortar setting. Blended learning can offer major benefits, including access to high-quality, engaging content in a variety of forms and the ability to personalize learning to the individual needs of students. It can have particular benefits for both struggling and advanced students whose needs may not be well met through traditional kinds of instruction. Schools around the country are experimenting with a diversity of blended learning models designed to serve a range of student needs.

The Office of Superintendent of Public Instruction's Office of Digital Learning reports that blended learning is "not yet widespread in Washington," and attributes its limited reach here at least in part to disincentives created for districts by recent state funding reductions. Legislation passed in 2011 required an aggregate reduction of 15 percent in state allocations for ALE programs. OSPI adopted rules to implement the legislation to both implement the reduction and establish related regulatory requirements. The impact of the legislation and new rules is not yet certain. OSPI, however, says the funding reduction "has the potential to stunt the growth of online learning in Washington."

The State Board of Education will advocate for full funding of programs of blended learning in the next biennium. It will seek opportunities for partnerships with private entities with expertise in the area to support promising models of blended learning, especially for historically underserved children. It will work with the Office of Superintendent of Public Instruction in support of an ALE proposal for the 2013 Session.

Blended Learning and ALE Funding

POLICY BRIEF

Issue

According to OSPI's last *Online Learning Annual Report*, Washington school districts reported that 18,649 students took at least one online course in 2010-11. Students registered for a total of 72,180 courses. Both were large increases from the year before. OSPI's Digital Learning Department attributed the increases both to more activity and improved data reporting by districts. (OSPI, *Online Learning Annual Report, 2010-11.*)

One of the forms of digital learning offering the most promise for both student achievement and program accountability is blended learning. OSPI says that the term "blended learning" broadly refers to "bringing significant online content and tools into the face-to-face classroom. The term is also used when students might mix and match an online experience with an in-person experience." (OSPI, *Online Learning*, p. 94.) Innosight Institute defines blended learning in more specific terms as "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, path and/or pace *and* at least in part at a supervised brick-and-mortar location away from home." (H. Staker and M. Horn, *Classifying K-12 Blended Learning*, May 2012.)

The Gates Foundation cites some major benefits of the blended learning model:

- Access to high quality, relevant and engaging content in a variety of forms.
 - More flexible class time and structure.
 - Ability to personalize learning to the individual needs of students.
 - Student access to multiple sources of instruction and to diagnostic tools to help assess the pace and format of learning.
 - Capability for teachers to tailor their instruction and guidance to ensure progress for all students, with a focus on those who historically have been underserved.
- (Schoolwires.com, "Blending the Best of Online Learning and Face-to-Face Learning to Improve Student Outcomes," August 2012.)

"This blended approach combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future – and to become far more common than either one alone." (J. Watson, "Blended Learning: The Convergence of Online and Face-to-Face Learning," in Schoolwires, "Blending.")

In its annual *Keeping Pace with K-12 Online Learning*, the Evergreen Education Group notes that "Most district programs are blended, instead of fully online." Though it is difficult to know precisely from available data, this is an area where Washington does not appear to be keeping pace. According to OSPI, blended learning "is not yet widespread in Washington."

Few Washington districts seem to be experimenting with blended learning. There is activity: A number of districts are moving toward providing students with Internet capable

devices (laptops, iPads, etc.) and many districts use online content, especially in the credit recovery context. *Funding is likely an issue here, especially for districts considering the more flexible scheduling arrangements found in the ALE rules. With funding cuts to ALE, districts are incentivized to run seat-time based programs rather than ALE programs.* (OSPI, *Online Learning*, p. 96. Emphasis added.)

It is an example of how Washington's school funding model – like most states' – can work against technological innovation in learning. In so doing it also works against movement toward more competency-based rather than seat-time based measures of schooling.

The prospects for wider use of blended learning in Washington were set back by legislation passed in the 2011 Session. ESHB 2065 required an aggregate 15 percent reduction in funding for Alternative Learning Experience (ALE) programs, leaving it to OSPI, with certain guidelines, to determine how the savings would be taken. The rule adopted by OSPI to implement the cut directs that for the prior and current school years, districts reporting online enrollments will receive funding at 80 percent of what would otherwise have been generated under the basic education formula, unless certain detailed program requirements are met, in which case the district will receive funding at 90 percent of the formula funding. (WAC 392-121-182.) OSPI says that the ALE funding reduction instituted by ESHB 2065 “has the potential to stunt the growth of online learning in Washington.” (*Annual Report*, p. 96.)

Preliminary data for the 2011-12 school year suggest the fear is justified. OSPI finds that ALE enrollment dropped by 4,463 full-time equivalent pupils from 2010-11 to 2011-12, with the largest decrease coming from in-district, contract-based programs mostly serving students in grades 9-12. There is evidence of shifting of programs from ALE to seat-time enrollments as a result of the changes made by HB 2065. OSPI attributes a decline of at least 514 ALE enrollments to this shift.

The online funding cut may tend to inhibit the spread in Washington of the new models of blended learning seen elsewhere, especially where schools are afforded the freedom to innovate. “There's such a diversity of different types of programs and models that are using content in different ways,” says Susan Patrick, president of the International Association for K-12 Learning. “It parallels the range of student needs that are out there. (K. Ash, “Blended Learning Models Generating Lessons Learned,” *Education Week*. Oct. 23, 2012.) Grand Rapids, Michigan schools, for example, are implementing a designed to give high school students a pathway to in-school fellowships and internships that can lead to careers. (I. Quillen, “E-Learning Opens Real-World Doors,” *Education Week*, Oct. 24, 2012.

As a state almost synonymous with technological innovation, Washington should be on the leading edge of such changes, not lagging because of its funding system.

At the same time, the rapid expansion of online learning has brought with it an increasing focus on the accountability of these programs and their funding. “As e-learning moves further into the K-12 mainstream, it is also attracting close scrutiny from educators, policymakers, researchers,

and the news media. Questions about its effectiveness are being asked more often . . . , and even advocates concede that the e-learning movement needs to take a harder look at putting accountability measures in place.” (K. Bushweiler, “Spotlight Turns Toward Virtual Ed. Accountability,” *Education Week*. March 12, 2012.)

In Washington, a state audit still in progress has made preliminary findings, as of September 21, of \$24.7 million in questioned costs for fiscal years 2009, 2010 and 2011. (Questioned costs are not necessarily improper expenditures.) Common audit issues include required Written Student Learning Plans that were missing or incomplete, and no documentation of required weekly contact between certificated teachers and students. About two-thirds of the questioned costs are in Parent-Partnership Programs (PPPs), defined as those that “include significant parent participation and partnership by parents and families in in the design and implementation of a student’s learning experience.” (WAC 392-121-182.) Students in grades K-8 made up 75 percent of the students served by PPPs in 2010-11.

Effective reform of ALE should both remove the funding disincentives that may discourage the use of blended learning models with promise for improving student achievement, and provide greater assurance that state allocations for basic education are used for basic education.

Proposal

The State Board of Education will support funding and regulatory changes in the ALE program that would, at a minimum,

1. Restore full funding for ALE enrollments in upper grades.
2. Apply necessary and appropriate requirements for teacher-student contact in earlier grades as a condition of ALE funding.

SBE will explore opportunities for partnerships with private entities having expertise in the area to support promising models of blended learning, especially for historically underserved children. It will work with the Office of Superintendent of Public Instruction in support of an ALE proposal for the 2013 Session.

Compulsory Age of School Attendance

Jack Archer
Senior Policy Analyst
November 8, 2012

The minimum compulsory age of school attendance in Washington is eight

RCW 28A.225.010. Attendance mandatory — Age — Exceptions.

- (1) All parents in this state of any child *eight years of age and under eighteen years of age* shall cause such child to attend the public school of the district in which the child resides and such child shall have the responsibility to and therefore shall attend for the full time when such school may be in session unless:
 - (a) The child is attending an approved private school for the same time or is enrolled in an extension program as provided in RCW 28A.195.010(4);
 - (b) The child is receiving home-based instruction as provided in subsection (4) of this section;
 - (c) The child is attending an education center as provided in chapter 28A.205 RCW;

Washington is one of only two states with a minimum compulsory age of eight.

- 8 states and D.C. have a minimum compulsory age of **five**.
- 24 states have a minimum compulsory age of **six**.
- 16 states have a minimum compulsory age of **seven**.
- Only Pennsylvania and Washington are at **eight**.

The average minimum compulsory age for U.S. states is six.

The minimum age of compulsory attendance in Washington has been eight since 1901

William McKinley was President.



Queen Victoria died.



Most other countries have a lower compulsory age of school attendance than Washington's.



- The United Kingdom, Netherlands and Israel have a minimum compulsory age of *five*.
- Australia, Canada, China, France, Germany, India, Ireland, Japan, Mexico, South Korea and Taiwan are at age *six*.
- Finland, Poland, Sweden have a compulsory age of *seven*.

Legislation was proposed in the last session to lower the compulsory age of attendance.

- HB 1633 (2011) lowered the compulsory age to seven.
- HB 2199 (2012) lowered the compulsory age to six.
- Both bills had public hearings in the House Education Committee.
- In support of HB 2199: OSPI, WSSDA, AWSP, WEA.
- Opposed to HB 2199: Organizations representing home schools and private schools.

SBE Legislative Priority

Support legislation in the 2013 Session to:

- ü Lower the minimum compulsory age of school attendance from eight to six.
- ü Preserve protections in current law for home-based schooling and approved private schools.

Blended Learning and ALE Funding

Jack Archer

Senior Policy Analyst

November 8, 2012

What is alternative learning experience (ALE)?

A course or set of courses developed by a certificated teacher and documented in an individual Written Student Learning Plan, and in which:

- The student pursues the requirements of the Plan in whole or in part independently from a regular classroom setting or schedule.
- The student's learning is supervised, monitored, evaluated and documented by a certificated teacher

-- WAC 392-121-182.

What is blended learning?

*“A formal education program in which a student learns at least in part through online delivery of content with some element of student control over time, path, and/or pace **and** at least in part at a supervised brick-and-mortar location away from home.”*

-- Innosight Institute

Benefits of blended learning

- ü Access to high-quality content in a variety of forms.
- ü More flexible class time and structure.
- ü Access to multiple sources of instruction.
- ü Access to diagnostic tools to assess pace of learning.
- ü Ability for teachers to personalize learning to individual students.

-- Gates Foundation, at Schoolwires.com

Benefits of blended learning

“This blended approach combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future – and to become far more common than either one alone.”

-- John Watson, International Association for K-12
Online Learning

U.S.: Rapid growth in blended learning

- “Most district programs are blended, instead of fully online” – *Keeping Pace with Online Learning, 2011*.
- New types of blended learning are being developed and implemented for different types of students.
- Increased focus on effectiveness of blended learning.

Washington: Blended learning “not yet widespread”

- “Few Washington districts seem to be experimenting with blended learning.”
- Funding likely an issue. 2011 cut created incentive to run seat-time based rather than ALE programs.
- Need for more state and ESD support and leadership to “pivot classrooms into blended space.”

-- OSPI, *Online Annual Learning Report 2010-11.*

2011 ALE funding cut

- ESHB 2065 required a 15% cut in ALE programs -- \$41 million reduction in current biennium.
- OSPI rule: ALE funded at 90% of BEA formula, or at 80% if certain teacher contact requirements not met.
- 2065 funding reduction “has the potential to stunt the growth of online learning in Washington” (OSPI).

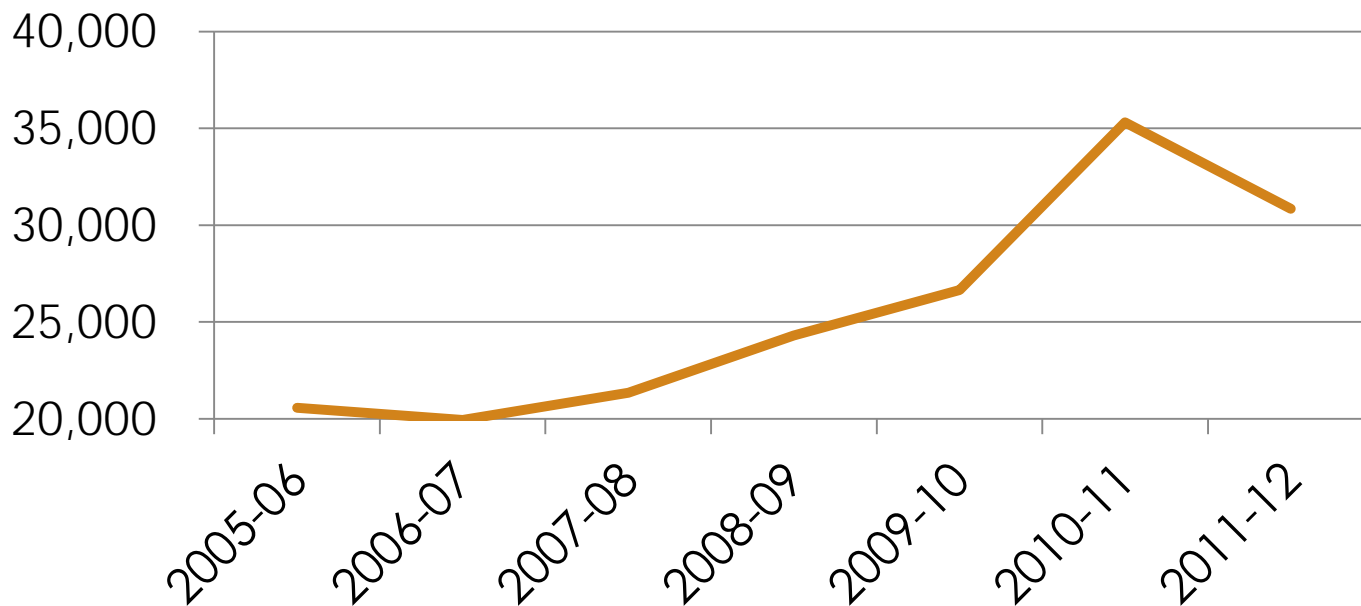
ALE enrollments declined in 2011-12

- ALE enrollment fell by 4,463 (13%) in 2011-12 from 2010-11.
- More than half the decline – 2,495 -- was in-district, contract-based programs.
- Evidence of some shifting from ALE to traditional seat-time enrollments as a result of HB 2065.

-- OSPI

After historic rise, ALE enrollments saw big drop in 2011-12

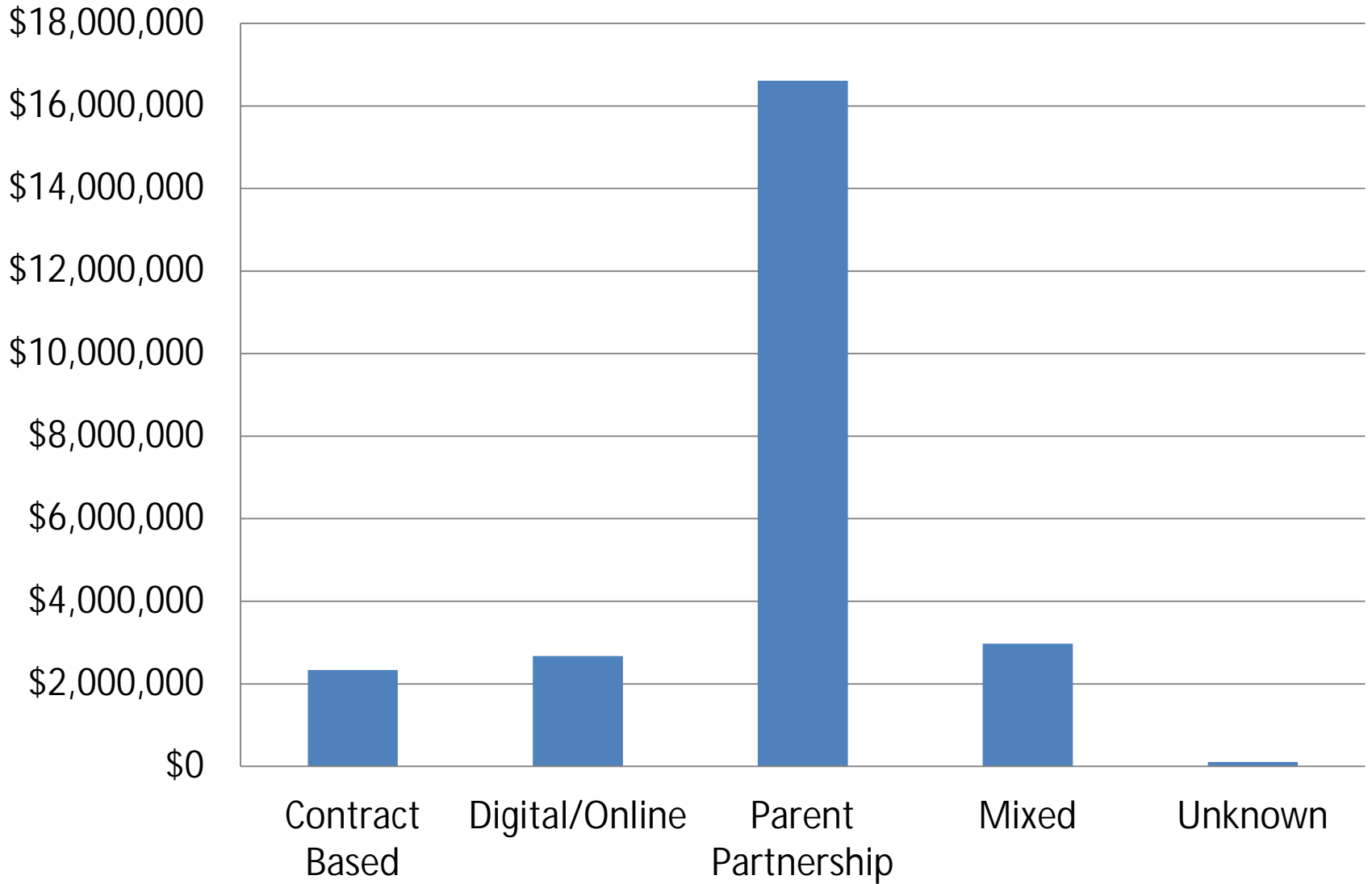
Total ALE FTE Enrollments



Concerns about ALE accountability

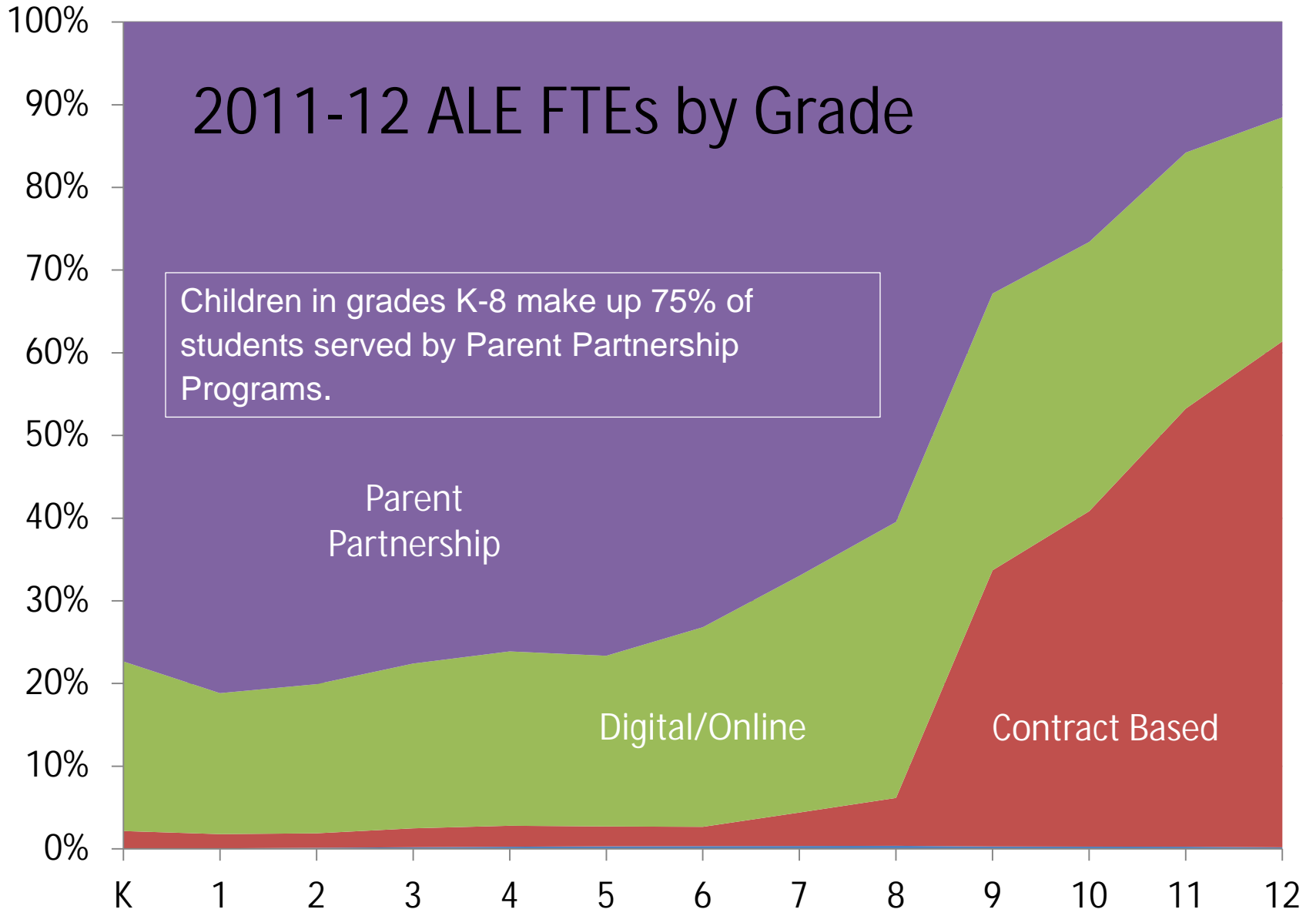
- Accountability a driver of HB 2065 funding changes.
- State Auditor performance audit of ALE in progress.
- Preliminary audit findings: \$24.7m in questioned costs.
- Common audit issues:
 - Missing or incomplete Written Student Learning Plans.
 - No documentation of weekly contact between teachers and students.

ALE Audit Questioned Costs As of 9/21/12



2011-12 ALE FTEs by Grade

Children in grades K-8 make up 75% of students served by Parent Partnership Programs.



Adequate funding for ALE must be coupled with improved accountability.

“As e-learning moves further into the K-12 mainstream, it is also attracting closer scrutiny. . . Even advocates concede that the e-learning movement needs to take a harder look at putting accountability measures in place.”

– *Education Week*, 3/1/12

SBE Legislative Priority

- Restore full funding for ALE enrollments in upper grades to support use of blended learning.
- Apply requirements for teacher-student contact in earlier grades as a condition of ALE funding.
- Work closely with OSPI in support of ALE reform proposal.

Update on Legislative Priorities Discussed in November

Ben Rarick, Executive Director
November 8th, 2012

Topics covered:

- Graduation Requirements
- Accountability Framework
- English Language Learners

Graduation Requirements - Costs

Draft Proposal by the Joint Task Force on Education Funding

Problem Statement: Size of Enhancement to Be Covered

dollars in millions

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
SHB 2776						
Transportation	\$43	\$99	\$112	\$114	\$115	\$117
MSOC	180	417	666	745	767	788
↓ K-3 class size	64	156	263	399	554	597
Full-day kindergarten	27	62	96	132	168	181
SHB 2776 Total	314	734	1,136	1,390	1,604	1,683
ESHB 2261 & other:						
Addn'l 80 hours, grades 7-12*	0	0	105	105	105	106
24 credits (subsumed in 80 hrs)	0	0	0	0	0	0
Bilingual	0	0	0	0	0	0
Task Force Target	\$314	\$734	\$1,241	\$1,495	\$1,709	\$1,789

Idea: Fund hours together with credits

Not yet clear what, specifically, the \$105 million would fund. Also, staff have suggested phasing-in other aspects of the prototypical school framework in tandem (guidance counselors, etc).

Graduation Requirements

Options for how to phase-in, and how quickly.

- Basic premise – keep alignment between funding and rate of phase-in.
- More options, based on our September discussion:
 1. The “Class of 2018 Option”
 2. The “Class of 2021 Option – Specified Credit Phase-in”
 3. The “Class of 2021 Option – Flexible Credit Phase-in”

#1 - The “Class of 2018 Option”

1. Legislature & Districts could plan for the Class of 2018
 - Legislature provides all funding up front.
 - Would impact current 7th graders (Seniors in 2018).
 - 2018 aligns with the language in statute (HB 2261).
 - Legislative action this session would set the stage for work on High School and Beyond Plan in 8th grade, per best practice.
 - No mid-course changes to students already in high school.

#2 -“Class of 2021 Option – Specified Phase-in”

1. Legislature could plan for the Class of 2021, but specify new requirements in the intervening years.
 - Current 7th graders – additional science
 - Current 6th graders – additional arts
 - Current 5th graders – additional world language
 - Current 4th graders – additional electives
2. ‘2018’ in this case would be interpreted as applying to entering freshmen in 2018, not the class of 2018.

“Class of 2021 Option – Specified Phase-in” (example)

Remaining Changes Necessary to Adopt 24 Credit Framework Recommended by SBE	Class of 2016	Career and College Ready	Comment	"The initial report of the Quality Education Council shall include, at a minimum: A recommended schedule for the concurrent phase-in of the changes to the instructional program and basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education as established under this chapter. . . The phase-in schedule shall have full phase-in by September 1, 2018." C 548, L 09. Sec. 114(5).			
Science	2	3	+1 lab credit				
Arts	1	2	+1 credit (may be substituted)				
World Language	0	2	+2 credits (may be substituted)				
	3	7	+4 credits				
<u>Phase-In Schedule</u>							
Entering 9th Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Graduating Class	2016	2017	2018	2019	2020	2021	2022
Credit Requirement	In place for the class of 2016 through rule WAC 180-51-067; these changes were determined by OSPI fiscal analysis to have no cost to implement.						
English							
Social Studies	.5 credit						
Science			+1 lab credit				
Arts (or substitute)				+1 credit			
World Language (or substitute)					+2 credits		
Career Concentration Electives						As of this date, 2 of the 4 Elective Credits must be "Career Concentration Electives", based on the High School & Beyond Plan	
Total Additional Credits			+1	+2	+4	+4	+4

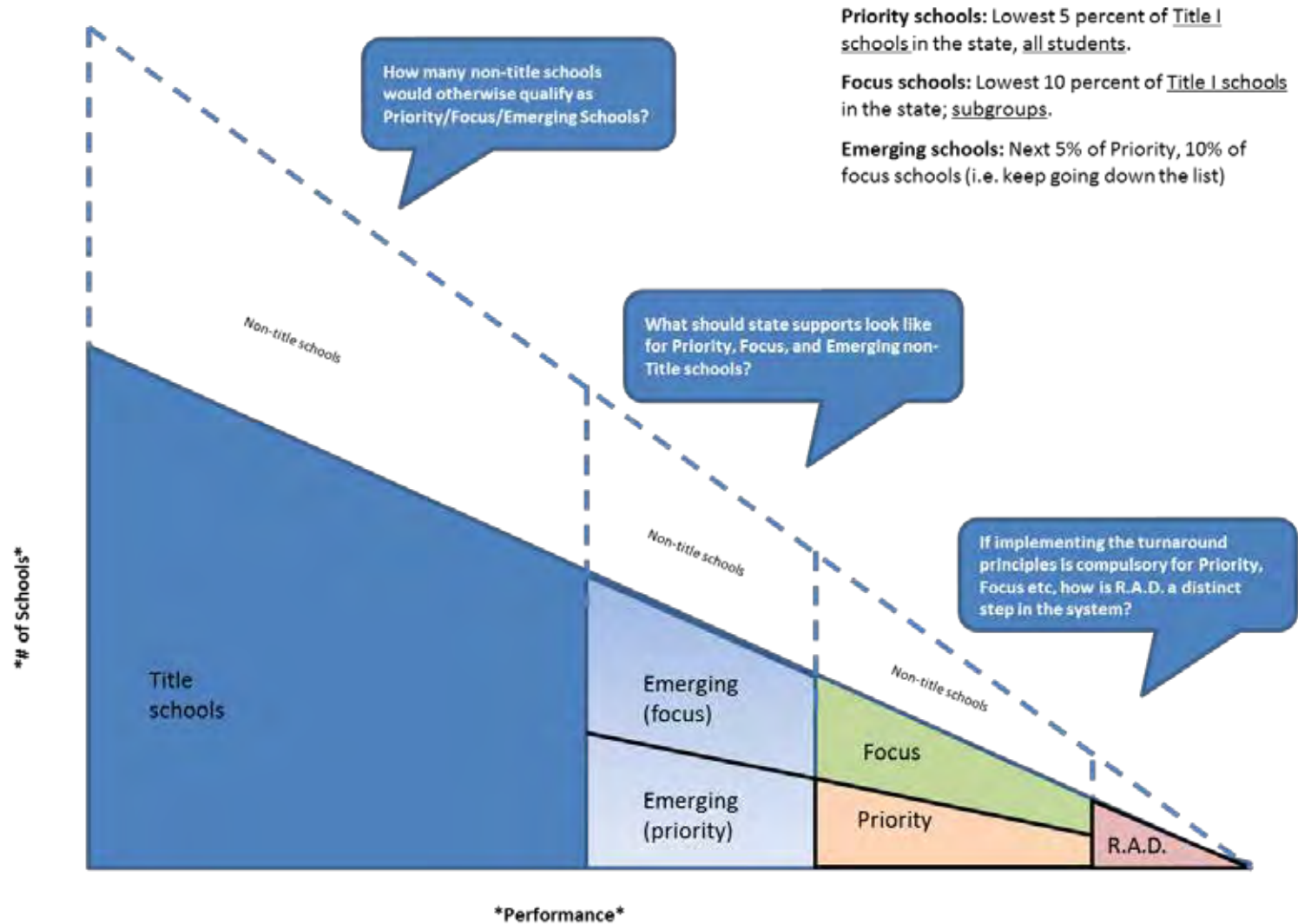
#3 - “Class of 2021 Flexible Phase-in”

- Legislature could plan for the Class of 2021, but specify staggered requirements.
 1. Class of 2018 –22 credits, 20 credit framework, with +2 credits locally specified within remaining requirements.
 2. Class of 2021 –24 credits, state specified (college & career ready graduation requirements).
- Maximum flexibility – provide an end date, and allow flexibility for districts on what they can take on, when.
- Challenges – varying grad rates across districts at a point in time, with different funding implications.

Accountability discussion - update

- Will the Joint Task Force funding discussions force the issue of K-12 accountability this session?
- Achievement and Accountability Workgroup to weigh in on these issues, but not until legislative session is over.
- Last meeting we talked about funding request. Begin the discussion of system design.

Accountability framework – design considerations



Accountability Design Principles

- All Schools and Districts Count – For Recognition, Assistance, and Required Action.
- Our Accountability System Shouldn't be Premised on Title Eligibility.
- New Achievement Index Should Drive School (Priority, Focus, etc) and AMO Designations.
- Continue to Refine the Role of Required Action in a System that Provides a Continuum of Services.

English Language Learners Funding

Proposed key points of Legislative Advocacy

- Reject proposals to fund ELL students at diminishing rates relative to the TBIP Levels, within existing funding.
- Support proposals to fund TBIP differentially based on Long-term English Language Learner status, or grade level status (e.g. more for middle and high school than elementary)
- Rather than creating a ‘bonus’ for exiting TBIP students, create a transitional allocation for recently exited Level 4 students to support their instructional needs.
 - “Bonus” implies a cash incentive to the district. “Allocation” implies support of student transitional needs.
- Support re-examination of TBIP AMAO’s in light of Index development to ensure consistency of approach.

Next Steps

Staff needs:

1. Approval to propose multiple options for graduation requirements phase-in, depending upon the recommendations of the Joint Task Force on Education Funding and the Legislature.
2. Approval to work from the Accountability Design Principles discussed.
3. Approval to work from the ELL Advocacy Points discussed.



Attendance

Education Commission of the States • 700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • Fax: 303.296.8332 • www.ecs.org

Compulsory School Age Requirements

Updated by Melodye Bush

Last Updated June 2010

Summary

Compulsory school attendance refers to the minimum and maximum age required by each state in which a student must be enrolled in and attending public school or some equivalent education program defined by the law.

The vast majority of states include an added clause providing for pupils to be released from compulsory attendance requirements upon graduation of high school, regardless of their age.

Arizona, Vermont and Wyoming all exempt children from compulsory attendance requirements upon completion of the 10th grade.

Five states – Virginia, South Dakota, Nevada, Maryland and Connecticut – **allow the minimum compulsory age to be extended by at least one year if the parent(s) obtain a waiver from their assigned school.**

Nearly half of all states allow children ranging from age 14 to 18 to be exempt from the compulsory attendance requirement if they meet one or more of the following stipulations: are employed, have a physical or mental condition that makes the child's attendance infeasible, have passed the 8th-grade level, have their parents' permission, have the permission of the district court or the local school board, meet the requirements for an exit interview, or have arranged alternative education such as vocational or technical school. Endnotes are provided for Indiana, Louisiana, Massachusetts and Virginia as examples of such legislation.

Part I: Age Ranges

Minimum compulsory age and corresponding number of states:

- Age 5: 8 states and the District of Columbia, Puerto Rico and Virgin Islands
- Age 6: 24 states and American Samoa
- Age 7: 16 states
- Age 8: 2 states

Maximum compulsory age and corresponding number of states:

- Age 16: 19 states and the Virgin Islands
- Age 17: 11 states
- Age 18: 20 states and the District of Columbia, American Samoa, and Puerto Rico

State/Territory	Requirement	Citation
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(Shaded line indicates change)		
Alabama	7-17	ALA. CODE § 16-28-3
Alaska	7-16	ALASKA STAT. 14.30.010
Arizona	6-16 or completion of grade 10	ARIZ. REV. STAT. § 15-802, §15-802-D-2
Arkansas ¹	5-17	ARK. STAT. ANN. § 6-18-201
California	6-18	CAL. EDUC. CODE § 48200
Colorado	6-17	COLO. REV. STAT. § 22-33-104
Connecticut ²	5-18	CONN. GEN. STAT. § 10-184
Delaware	5-16	14 DEL. CODE ANN. §2702
District of Columbia	5-18	D.C. CODE ANN. § 38-202
Florida	6-16	FLA. STAT. § 1003.21
Georgia	6-16	GA. CODE ANN. § 20-2-690.1
Hawaii	6-18	HAW. REV. STAT. § 302A-1132
Idaho	7-16	IDAHO CODE § 33-202
Illinois	7-17	105 ILL. COMP. STAT. ANN. 5/26-1
Indiana ³	7-18	IND. CODE ANN. § 20-33-2-6; § 22-33-2-9(B)
Iowa	6-16	IOWA CODE §299.1A
Kansas	7-18	KAN. STAT. ANN. § 72-1111
Kentucky	6-16	KY. REV. STAT. ANN. § 159.010
Louisiana ⁴	7-18	LA. REV. STAT. ANN. § 17:221
Maine	7-17	ME. REV. STAT. ANN. § TIT. 20A, § 3271
Maryland	5-16	MD. CODE ANN., EDUC. § 7-301
Massachusetts ⁵	6-16	MASS. REGS. CODE TIT. 603. § 8.02 MASS. GEN. LAWS ANN. CH. 76 § 1
Michigan	6-18	MICH. STAT. ANN. § 380.1561
Minnesota	7-16	MINN. STAT. § 120A.22
Mississippi	6-17	MISS. CODE ANN. § 37-13-91
Missouri	7-17	MO. REV. STAT. § 167.031
Montana ⁶	7-16	MONT. CODE ANN. § 20-5-102
Nebraska	6-18	NEB. REV. STAT. ANN. § 79-201
Nevada	7-18	NEV. REV. STAT. ANN. § 392.040
New Hampshire ⁷	6-18 (effective 7/01/09)	N.H. REV. STAT. ANN. § 193.1
New Jersey	6-16	N.J. REV. STAT. §18A:38-25
New Mexico	5-18	N.M. STAT. ANN. § 22-8-2; § 22-12-2; § 22-8-2 m(3)
New York ⁸	6-16	N.Y. EDUC. LAW § 3205
North Carolina	7-16	N.C. GEN. STAT. § 115C-378
North Dakota	7-16	N.D. CENT. CODE § 15.1-20-01
Ohio	6-18	OHIO REV. CODE ANN. § 3321.01
Oklahoma	5-18	70 OKLA. STAT. TIT. 70, § 10-105
Oregon	7-18	OR. REV. STAT. § 339.010
Pennsylvania	8-17	PA. STAT. ANN. § 13-1326
Rhode Island	6-16	R.I. GEN. LAWS § 16-19-1
South Carolina ⁹	5-17	S.C. CODE ANN. § 59-65-10
South Dakota	6-18 (effective 7/01/09)	S.D. CODIFIED LAWS § 13-27-1
Tennessee ¹⁰	6-17	TENN. CODE ANN. § 49-6-3001 (C)(1)
Texas ¹¹	6-18	TEX. EDUC. CODE ANN. § 25.085
Utah	6-18	UTAH CODE ANN. § 53A-11-101
Vermont	6-16 or completion of grade 10	VT. STAT. ANN. TIT. 16 § 1121
Virginia ¹²	5-18	VA. CODE ANN. § 22.1-254
Washington	8-18	WASH. REV. CODE § 28A.225.010
West Virginia	6-17	W. VA. CODE § 18-8-1
Wisconsin	6-18	WIS. STAT. § 118.15
Wyoming	7-16 or completion of grade 10	WYO. STAT. ANN. § 21-4-102
Am. Samoa	6-18	ASCA 16-3-16.0302

State/Territory	Requirement	Citation
(Shaded line indicates change)		
Puerto Rico	5-18	3 P.R. LAWS ANN. § 143B
Virgin Islands	5-16	V.I. CODE ANN. TIT. 17, § 82

Notes:

¹ Arkansas: "Any parent, guardian, or other person residing within the state and having custody or charge of any child may elect for the child not to attend kindergarten if the child will not be age six on September 15 of that particular school year."

² Connecticut: "The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age."

³ Indiana: An individual is required to stay in school until he or she: graduates; is between 16 and 18 and meets the requirements for an exit interview; or reaches at least 18 years of age. Withdrawal before 18 requires parent/guardian's and principal's written permission.

⁴ Louisiana: "A child between the ages of seventeen and eighteen may withdraw from school prior to graduation if both the following circumstances exist: (a) The written consent of his parents, tutor, or legal guardian. (b) An exit interview is conducted where the student and his parent, tutor, or legal guardian provide written acknowledgment that withdrawal from school shall likely reduce the student's future earning potential and increase the student's likelihood of being unemployed in the future. During such exit interview, a student who is withdrawing from school shall be given information that has been prepared and supplied by the Louisiana Workforce Commission regarding available training and employment opportunity programs, provided such information is available."

⁵ Massachusetts: "Every child between the minimum and maximum ages established for school attendance by the board of education, except a child between fourteen and sixteen who meets the requirements for the completion of the sixth grade of the public school as established by said board and who holds a permit for employment in private domestic service or service on a farm, under section eighty-six of chapter one hundred and forty-nine, and is regularly employed thereunder for at least six hours per day, or a child between fourteen and sixteen who meets said requirements and has the written permission of the superintendent of schools of the town where he resides to engage in non-wage-earning employment at home, or a child over fourteen who holds a permit for employment in a cooperating employment, as provided in said section eighty-six, shall, subject to section fifteen, attend a public day school in said town, or some other day school approved by the school committee, during the number of days required by the board of education in each school year, unless the child attends school in another town, for said number of days, under sections six to twelve, inclusive, or attends an experimental school project established under an experimental school plan, as provided in section one G of chapter fifteen, but such attendance shall not be required of a child whose physical or mental condition is such as to render attendance inexpedient or impracticable subject to the provisions of section three of chapter seventy-one B or of a child granted an employment permit by the superintendent of schools when such superintendent determines that the welfare of such child will be better served through the granting of such permit, or of a child who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee."

⁶ Montana: requires that a child shall remain in school until the latter of either the child's 16th birthday or the date of completion of the work of the eighth grade.

⁷ New Hampshire: The superintendent, may grant waivers upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent. This law takes effect July 1st, 2009.

⁸ New York: Both New York City and Buffalo require minors to attend school from the age of 6 until the age of 17. Each district in the state is authorized to require minors between 16 and 17 who are not employed to attend school. The board of education of the Syracuse city school district is authorized to require minors who are five years of age on or before December first to attend kindergarten instruction.

⁹ South Carolina: In South Carolina, kindergarten is mandatory. However, state statutes permit parental waiver for kindergarten at age five.

¹⁰ Tennessee: "A parent or guardian who believes that such parent's or guardian's child is not ready to attend school at the designated age of mandatory attendance may make application to the principal of the public school which the child would attend for a one semester or one year deferral in required attendance."

¹¹ Texas: School districts may require persons who voluntarily enroll in school or voluntarily attend school after their 18th birthday to attend school until the end of the school year.

¹² Virginia: "For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board..."

Part II: Statutory Excerpts

Alabama – "Every child between the ages of **7** and **16**"

Alaska – "Every child between **7** and **16** years of age"

American Samoa – ". . . the age of **six** through **eighteen**"

Arizona – "Every child between the ages of **6** and **16** years . . ." or ". . . has completed the high school course of study necessary for completion of grade ten as prescribed by the State Board of Education . . ."

Arkansas – ". . . age **5** through **17** years on or before September 15th of that year...."

California – "Each person between the ages of **6** and **18**"

Colorado – "Every child who has attained the age of **6** years on or before August 1st of each year and is under the age of **17** years"

Connecticut – ". . . a child **five** years of age and over and under **eighteen** years of age"

Delaware – ". . . a child between **5** years of age and **16** years of age"

District of Columbia – ". . . a minor who has reached the age of **5** years or will become **5** years of age on or before December 31st of the current school year . . . until the minor reaches the age of **18** years."

Florida – "All children who have attained the age of **6** years or who will have attained the age of **6** years by February 1 of any school year or who are older than **6** years of age but who have not attained the age of **16** years"

Georgia – ". . . between their **sixth** and **sixteenth** birthdays"

Hawaii – ". . . all children who will have arrived at the age of **6** years, and who will not have arrived at the age of **18** years, by January 1 of any school year"

Idaho – ". . . any child resident in this state who has attained the age of **7** years at the time of commencement of school in his district, but **not the age of 16** years"

Illinois - ". . . any child between the ages of **7** and **17** years"

Indiana – ". . . the individual becomes **7** years of age until . . . reaches at least **16** years of age but who is less than **18** years of age and the requirements under subsection (j) concerning an exit interview are met enabling the individual to withdraw from school before graduation; or . . . the individual reaches at least **18** years of age"

Iowa – "A child who has reached the age of **6** and is under **16** years of age by September 15"

Kansas – ". . . any child who has reached the age of **7** years and is under the age of **18** years"

Kentucky – “. . . any child between the ages of **6** and **16** . . . A child's age is between **6** and **16** when the child has reached his **6**th birthday and has not passed his **16**th birthday. . . .”

Louisiana – “. . . from that child's **seventh** birthday until his **eighteenth** birthday”

Maine – “Persons . . . who are at **7** and under **17** years of age”

Maryland – “. . . each child who . . . is **5** years old or older and under **16**”

Massachusetts – “Each child must attend school beginning in September of the calendar year in which he or she attains the age of **six**.” (Language for the maximum age found in MASS. GEN. LAWS ANN. 76 § 1.)

Michigan – “. . . a child from the age of **6** to the child's **16**th birthday”

Minnesota – “. . . every child between **7** and **16** years of age...A parent may withdraw a child under the age of 7 from enrollment at any time.”

Mississippi – “. . . a child who has attained or will attain the age of **6** years on or before September 1 of the calendar year and who has not attained the age of **17** years on or before September 1 of the calendar year...and any child who has attained or will attain the age of 5 years on or before September 1st and has enrolled in a full-day public school program.”

Missouri – “. . . a child between the ages of **7** and the compulsory attendance age for the district...Any parent, guardian or other person who enrolls a child between the ages of 5-7 years in a public school program of academic instruction shall cause such a child to attend the academic program on a regular basis.” The school board of a metropolitan school district “. . .may adopt a resolution to establish a compulsory attendance age of **17** to take effect no later than the school year next following the school year during which the resolution is adopted.” In all other cases, compulsory attendance shall mean “Seventeen years of age or having successfully completed sixteen credits towards high school graduation. The school board of a metropolitan school district for which the compulsory attendance age is 17 years may adopt a resolution to lower the compulsory attendance age to sixteen years; provided that such resolution shall take effect no earlier than the school year next following the school year during which the resolution is adopted. “

Montana – “. . . any child who is **7** years of age or older prior to the first day of school in any school fiscal year . . . until . . . the child's **16**th birthday”

Nebraska – “. . . a child is of mandatory attendance age if the child (i) will reach **six** years of age prior to January 1 of the then-current school year. . . .and (iii) **has not reached eighteen** years of age.”

Nevada – “. . . any child between the ages of **7** and **18** years...”

New Hampshire – “. . . any child at least **6** years of age and under **18** years of age”

New Jersey – “. . . a child between the ages of **6** and **16** years”

New Mexico – “. . . *is at least five years of age prior to 12:01 a.m. on September 1 of the school year;* . . . until the school age-person is at least 18 years of age unless that person has graduated from high school or received a general educational development certificate.”

New York – “. . . each minor from **6** to **16** years of age”

North Carolina – “. . . a child between the ages of **7** and **16** years”

North Dakota – “. . . child of an age of **7** years to **16** years. . . .and if a person enrolls a child of age 6 in a public school, the person shall ensure that the child is in attendance for the entire school year.”

Ohio – "A child between **6** and **18** years of age is 'of compulsory age'..."

Oklahoma – "... a child who is over the age of **5** years, and under the age of **18** years"

Oregon – "... all children between the ages of **7** and **18** years who has not completed the 12th grade. . . ."

Pennsylvania – "... not be later than at the age of **8** years, until the age of **17** years."

Puerto Rico – "... all children between the ages of five (**5**) and eighteen (**18**)"

Rhode Island – "Every child who has completed or will have completed **6** years of life on or before September 1st of any school year and has not completed **16** years of life"

South Carolina – "... the child or ward is **5** years of age before September first until the child or ward attains his **17th** birthday"

South Dakota – "... a child who is **6** years old by the first day of September and who has not exceeded the age of 18..."

Tennessee – "... any child or children between **six** years of age and **seventeen** years of age. . . ."

Texas – "... a child who is at least **6** years of age . . . and who has completed the academic year in which the child's **18th** birthday occurred"

Utah – "... a minor between **6** and **18** years of age"

Vermont – "... a child between the ages of **six** and **16** years . . ." or "... has completed tenth grade . . . " or "... is excused by the superintendent or a majority of the school directors"

Virgin Islands – "All children shall commence their school education . . . in the calendar year in which they reach their **5th** birthday . . . until the expiration of the school year nearest their **16th** birthday"

Virginia – "... any child who will have reached the **fifth** birthday on or before September 30 of any school year and who has not passed the **eighteenth** birthday"

Washington – "... any child **8** years of age and under **18** years of age"

West Virginia – "Compulsory school attendance shall begin with the school year in which the **6th** birthday is reached prior to the first day of September of such year . . . and continue to the **16th** birthday."

Wisconsin – "... a child who is between the ages of **6** and **18** years old"

Wyoming – "... a child . . . whose **7th** birthday falls on or before September 15 of any year and who has not attained his **16th** birthday . . ." or "... completed the tenth grade"

Recent updates to this ECS StateNote have been made by Melodye Bush, Kyle Zinth, and Michael Colasanti.

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Equipping Education Leaders, Advancing Ideas

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	<u>STEM Vital Signs Report—Joint Discussion with the Professional Educator Standards Board</u>	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>Policy considerations informed by the information presented by Washington STEM could include:</p> <ul style="list-style-type: none"> • How will Common Core State Standards and Next Generation Science Standards affect student preparation for college and careers, particularly in STEM fields? • What are the specific impacts of the achievement gap for STEM fields, and how might they be address? <p>Considerations of joint interest to SBE and the Professional Educator Standards Board include:</p> <ul style="list-style-type: none"> • Are teachers prepared to teach to high standards? • How can the state support improved teacher preparation in STEM? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Washington STEM is a nonprofit organization dedicated to advancing science, technology, engineering and math education in Washington State. Representatives from Washington STEM will present information on the Vital Signs report for Washington State and answer questions concerning the report. Information in the report impacts some responsibilities of the Board, including accountability, graduation requirements, and the achievement gap. SBE and the Professional Educator Standards Board will hold a joint discussion concerning the report.</p>	

VITAL SIGNS



WASHINGTON

Business leaders in Washington have sounded an alarm. They cannot find the science, technology, engineering and mathematics (STEM) talent they need to stay competitive. Students' lagging performance in K–12 is a critical reason why.

To address this challenge, Washington is raising the bar. The state has joined 44 others in adopting rigorous math standards for K–12—the Common Core State Standards—and it is working with other states to create robust tests aligned to those standards. These are promising developments, but to succeed amid profound practical, political and financial challenges, the state has to maintain its resolve.

Washington needs to ensure that schools and students have opportunities to meet higher expectations. Students have made some progress in math over the past decade, yet not enough students have the chance to learn challenging content to prepare them for college and careers. Washington's high school graduation requirements in math and science do not align with college entrance requirements, which may contribute to the high cost of math remediation for its underprepared college students.

To its credit, Washington stretches its math and science education dollars farther than other states do. Smart investments will be critical as business leaders work with educators and state leaders to tackle new reforms in lean times.

STEM SKILLS ARE IN DEMAND

In Washington, STEM skills have stayed in demand even through the economic downturn.

STEM:
2.1 jobs for every
1 unemployed person



Non-STEM:
3.7 unemployed
people for every 1 job



CAN WASHINGTON MEET THE DEMAND FOR STEM SKILLS?

Students have made real academic strides in most states, but no state is on track to getting all students the STEM skills they need to succeed in college and careers. Low-income and minority students lag farthest behind.

Students have improved in math

Since 2003, eighth graders in Washington have made gains on the National Assessment of Educational Progress (NAEP), also known as “the nation’s report card.” Yet most still have far to go to reach a score of 299, NAEP’s cutoff for “Proficient” performance.

8th Grade NAEP scale scores, 2003 & 2011

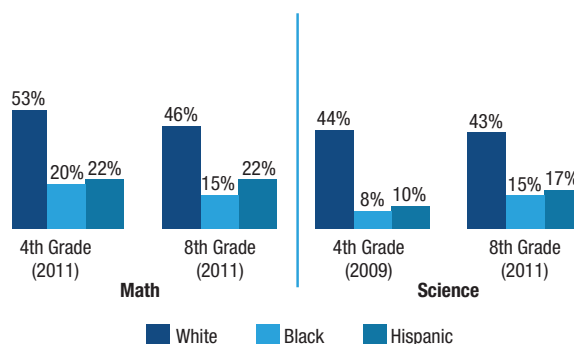
	NAEP Scale Score		Change Since 2003	
	2003	2011	WA	Most Improved State
All	281	288	+7	+17 (DC)
Low Income	265	273	+7	+19 (MA)
White	285	294	+9	+17 (HI)
Black	262	265	+2	+19 (NJ)
Hispanic	263	269	+6	+24 (AR)

Totals may not sum due to rounding errors.

Closing achievement gaps must remain a priority

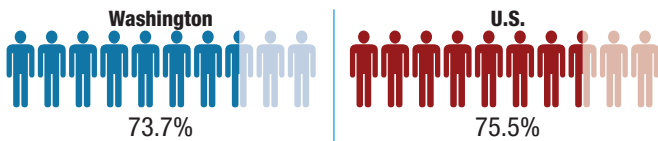
No state has closed the persistent achievement gaps among racial and ethnic groups.

Percentage of students in Washington scoring at or above proficient in math and science, 2009 & 2011

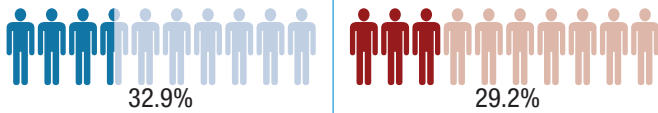


Washington must plug gaps in the STEM pipeline from high school through college

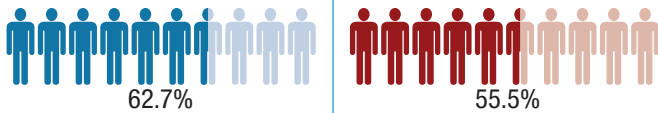
What percentage of high school students graduate? (2009)



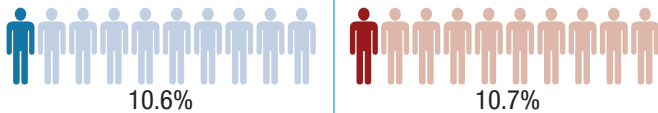
Of students who enter a two-year degree program, what percentage graduate? (2009)



Of students who enter a four-year degree program, what percentage graduate? (2009)



What percentage of college degrees and certificates are in STEM fields? (2008-09)



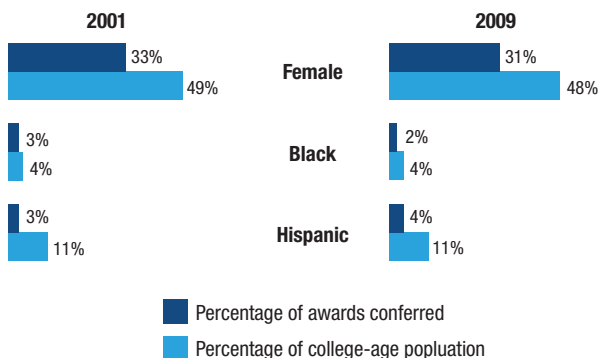
No student should need remediation

51% of Washington's community college students need remediation in math, which costs the state **\$93,017,341** each year.

Women and minorities are too critical a resource to remain untapped

Women and minorities are a very large share of the population but they earn just a small share of STEM degrees and certificates.

Percentage of degrees/certificates conferred in STEM fields in Washington



WILL WASHINGTON STAND FIRM ON HIGH EXPECTATIONS?

Setting high expectations is a critical step toward raising student performance in STEM.

Washington is showing a commitment to high expectations

Washington has joined **44 other states in adopting Common Core State Standards** in math. Washington is also working with other states on common math tests to gauge students' mastery of those standards.

Common standards and tests in math could be a game changer

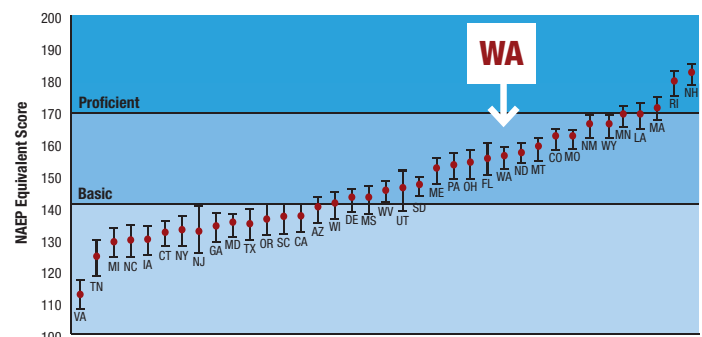
As **states adopt common tests aligned to the Common Core**, they will also have to **set a common high passing score** or threaten the credibility of the entire common standards enterprise. Washington is well prepared for this transition, because it has traditionally set the passing threshold on its math and science tests very high.

Science is the next frontier for better standards and higher expectations

Twenty-six states, including Washington, are collaborating on common **"Next Generation" content standards in science**, which they aim to complete in 2013. If these standards meet a high bar, Washington should adopt them or standards as rigorous.

Washington sets the passing score on its 8th-grade science test higher than most other states do, though it still falls short of NAEP's bar for proficiency.

NAEP scale equivalents of grade 8 science standards for proficient performance, by state, 2009



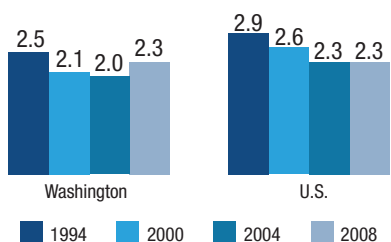
ARE STUDENTS EXPOSED TO CHALLENGING AND ENGAGING CONTENT?

Lack of access to such content severely limits young people's college and career prospects.

Building a strong foundation in science takes time

Time for science in Washington elementary schools has held steady since 1994.

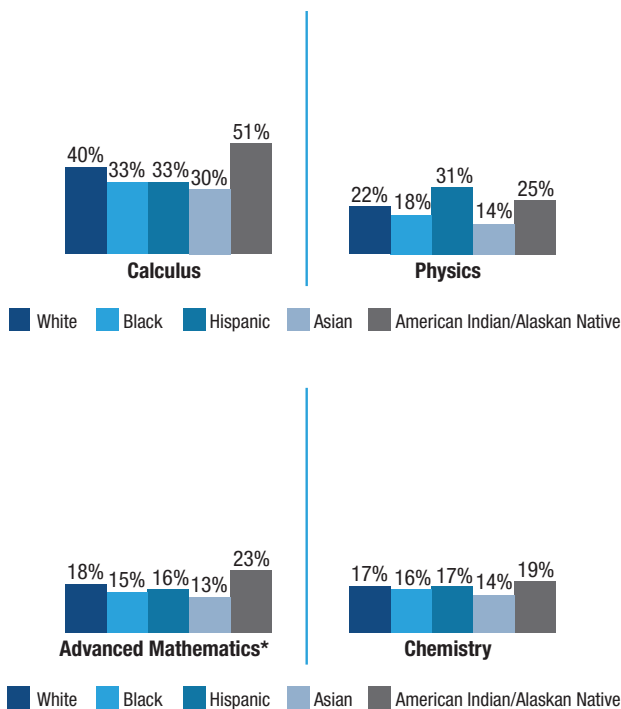
Hours per week spent on science in grades 1–4, 1994–2008



Students of all backgrounds need access to challenging math and science courses

Nationwide, many minority students lack access to such courses.

Percentage of students in schools that do not offer challenging math and science courses, by race/ethnicity, 2009



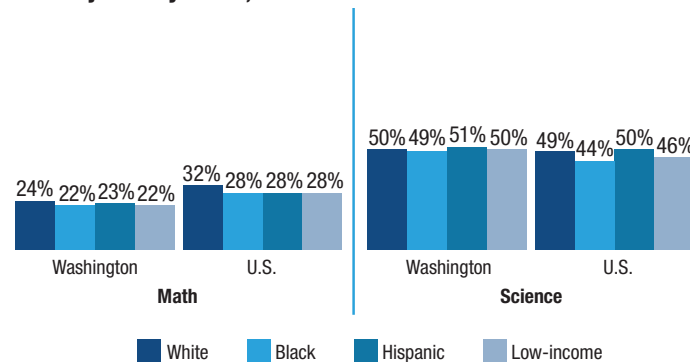
* Includes trigonometry, elementary analysis, analytic geometry, statistics, and precalculus

ARE TEACHERS PREPARED TO TEACH TO HIGH STANDARDS?

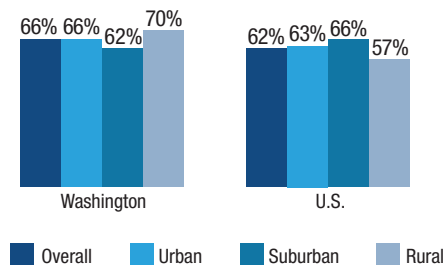
Research shows that teachers' content knowledge and teaching experience can affect student performance.

Teachers need deep content knowledge

8th graders whose teachers have an undergraduate major in the subject they teach, 2011



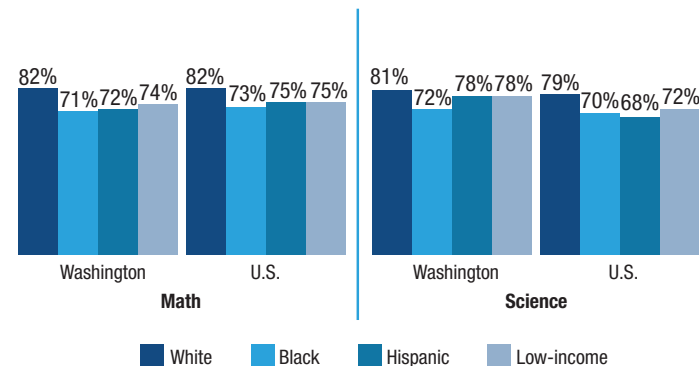
8th graders whose science teachers took three or more advanced science courses in college, 2011



High-need schools need to retain excellent teachers

In most states, minority and low-income students are more likely to have inexperienced teachers, indicating high turnover rates.

8th graders whose teachers have 5+ years of experience teaching their subject, 2011

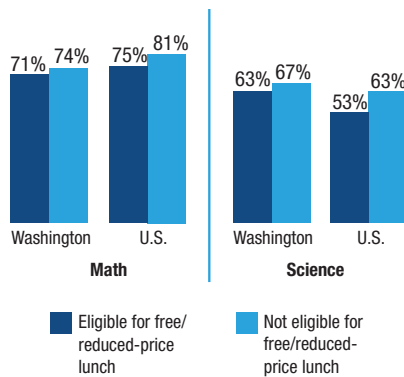


* Reporting standards not met.

DO SCHOOLS AND TEACHERS IN WASHINGTON HAVE WHAT THEY NEED TO SUCCEED?

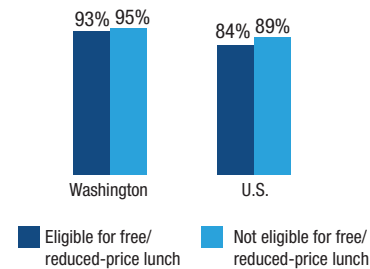
Teachers need the tools of their trade

8th graders whose teachers say they have all or most of the resources they need, by income, 2011



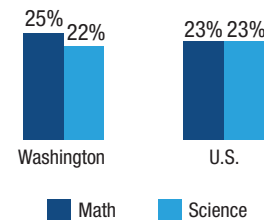
All students need access to science facilities and supplies

8th graders whose schools have science labs, by income, 2011



Parent support and engagement are critical to student success

Teachers who say lack of support is a serious problem, 2011



For the complete state report, methodology, and sources, visit changetheequation.org/stem-vital-signs.

RECOMMENDATIONS

Impatience is a virtue when it takes data and real solutions as its guides. The time to act is now. These Vital Signs provide business, education, state and policy leaders with an extensive and reliable set of indicators to promote STEM learning and high expectations for all students. We've crunched the numbers to offer insights into much-needed actions that can be undertaken right away with resolve.

■ Ease the transition between high school and college

Washington students should understand the requirements for college admission and whether their high school classes are preparing them for college-level work. Unfortunately, large percentages of Washington students attend schools that don't even offer higher-level courses like calculus and physics. The state should expand access to such courses. For example, it could strengthen initiatives that help schools boost participation in AP courses, especially among women and minorities.

■ Improve teacher preparation and support

Washington needs more teachers with a strong background in STEM content and pedagogy, particularly in math. Strategies include requiring teachers to demonstrate a stronger grasp of content while broadening the supply of teachers who can clear the higher hurdles. Washington should create more pathways into teaching for STEM majors in college or STEM professionals who are interested in teaching. The state should also

strengthen incentives to attract and retain such teachers for the schools that need them most—often in low-income communities.

Current teachers must receive excellent professional development, especially as new math and science standards take effect. Rather than reporting on the amount of professional development teachers receive, states should measure and report on its quality.

■ Light students' fires

At a time when STEM jobs are plentiful, the numbers of students earning STEM degrees and certificates in Washington have not kept pace with demand. Women and minorities remain underrepresented in STEM fields. One way to inspire greater interest in STEM is to support out-of-school programs that give students real-world exposure to STEM work. Washington can also promote initiatives that educate young people—especially those who are underrepresented in STEM fields—about the social and financial benefits STEM careers.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	<u>Presentation and Discussion on Teacher Assignment Data and Educator Workforce Development Policies and Practice</u>	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>Policy considerations for the SBE on this topic may include:</p> <ul style="list-style-type: none"> • What is the impact of teacher assignment on students meeting graduation requirements? • How does information on these topics inform the transition to new standards? • Should assignment and hiring practices be a district or school performance measure that could be included in an accountability system? • How could information about teacher assignment and hiring practices be used to address low performing schools and districts? • Data on numbers of teachers who teach out-of-endorsement has not been available before; what impact does this have on areas of SBE interest? What additional data of this type would be of interest to the SBE? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The PESB will share and discuss two reports with the SBE: 1) an update on the development of Washington State's educator workforce and 2) a new report on high school mathematics teacher assignment. Data on the number of teachers who teach out-of-endorsement has not been available previously. The PESB will briefly present on teacher assignment practices, and a panel of district human resources personnel will talk about how assignment works at the district level.</p> <p>SBE will have an opportunity to ask questions and discuss areas of overlapping interest and potential collaboration.</p>	

Presentation and Discussion on Teacher Assignment Data and Educator Workforce Development Policies and Practices

Policy Consideration

The focus of the joint discussion will be on teacher assignment and educator workforce development practices and policies. The policy considerations for the Washington State Board of Education (SBE) on these topics include:

- What is the impact of teacher assignment on students meeting graduation requirements?
- How does information on these topics inform the transition to new standards?
- Should assignment and hiring practices be a district or school performance measure that could be included in an accountability system?
- How could information about teacher assignment and hiring practices be used to address low performing schools and districts?
- Data on numbers of teachers who teach out-of-endorsement has not been available before; what impact does this have on areas of SBE interest? What additional data of this type would be of interest to the SBE?

Summary

The Professional Educator Standards Board (PESB) will share and discuss two reports with the SBE: 1) a report on Washington State's educator workforce development, and 2) a new report on high school mathematics teacher assignment. Data on the number of teachers who teach out-of-endorsement has not been available previously. The PESB will briefly present on teacher assignment practices, and a panel of district human resources personnel will talk about how assignment works at the district level.

Background

PESB and the SBE annually meet jointly to discuss areas in which the individual roles and responsibilities of each board may come together collaboratively to expedite improvements to our education system and increase student learning results. The boards have informally alternated taking the lead to set an agenda for the joint discussion. This year the PESB chose to engage with SBE on the topic of educator workforce development and assignment policy with a focus on secondary math.

Action

No action required.

High School Mathematics Assignment

A preliminary report on 2011-2012 Washington math teacher assignment data

Purpose of this report

Recently, Washington's Office of the Superintendent of Public Instruction (OSPI) began collecting new teacher, student, and course data within its Comprehensive Education Data and Research System (CEDARS).¹ This new data allows Washington a much more detailed look at teacher assignment. This report examines a slice of this new data in an effort to determine whether a better method of measuring and reporting teacher assignment might exist. We also hope this report will spark a reevaluation of Washington PESB and federal policies related to teacher assignment.

Why High School Mathematics?

CEDARS include data for all courses taught in Washington and allows examination of any course or subject. Our focus is high school mathematics for many reasons, including;

- There currently exists a particular interest in "STEM" subjects, which include math.
- Because math curriculum tends to be sequential, where Algebra II follows Algebra I and precludes Calculus, it is easier to spot patterns related to the sophistication of course content.
- Washington and federal assignment policy tends to be more straightforward in high school than middle school.

Quick Takeaways

Data Takeaways

- About 10 percent of students enrolled in math courses are being taught by a teacher without a matched math credential.²
- A remedial math student is much more likely to be enrolled in a non-matched course.
- The likelihood that a student is in a non-matched math course is dependent on the district they attend (from less than 1 percent to more than 20 percent).

¹ www.k12.wa.us/CEDARS/

² This is the first time that CEDARS data has been used in this way. We need to keep in mind that there could be errors in reporting or extracting the data.

Policy Takeaways

- It is now possible to begin measuring how assignment policies impact students.
- CEDARS is a powerful new longitudinal data warehouse. System designers need user feedback to improve accuracy as well as develop criteria for what needs to be collected and analyzed in the future. The more policymakers use CEDARS, the better it will become.
- Washington’s Federal Highly Qualified Teacher Report shows that in 2010-2011³ 99 percent of secondary teachers in Washington were characterized as “Highly Qualified.” While this is a positive sign for assignment policy, it also suggests that a more powerful measurement tool is required to ensure the continuation of improvements in assignment policy.

Unanswered Questions

This report is intended to encourage an open a dialog with school districts and policy makers about teacher assignment. As such, it strives more to ask questions than provide answers. For example:

- Why do we see these dramatic differences on assignment between districts? Is it related to:
 - district characteristics?
 - student characteristics?
 - differences in how districts collect and report data?

Important concepts to better understand this report

- This report is limited to high school data. “High school” is defined as a school having a lowest grade level of 9th, 10th, 11th, or 12th grade.
- Course terms can range from six weeks to one year. This report accounts for these differences by weighting the term types (weighted counts). One student enrolled in one year-long course is equal to one student enrolled in 2 semester courses or 1 student enrolled in three trimester courses.
- Non-matched assignment means that a teacher’s endorsement credential does not match the course subject. Those with pre-endorsement credentials and those with PESB identified “Related” endorsements are considered matched.

³ 2010-2011 was the last year available at the writing of this report (www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx).

Current Assignment Practices in Washington

“Properly assigned” means a teacher’s credentials match the subject content of the course that teacher is teaching. Content knowledge has always been an important consideration in deciding who should teach what, but only in the past 30 years or so has content knowledge been codified in teacher credentialing systems. A modern Washington teaching certificate includes endorsements that indicate specific subject content knowledge.⁴ A new teacher in Washington receives a teaching certificate with one or more endorsements. Current policy requires that a teacher receive an endorsement from an authorized teacher preparation program.⁵ Also, the teacher must pass the WEST-E, Washington’s subject content test.

Currently the main driver for assignment policy in schools and districts is Highly Qualified Teacher (HQT) provision, a section of the No Child Left Behind (NCLB) Act.⁶ The purpose of HQT is to reduce the number of teachers working in courses who do not have the proper content knowledge. The challenge with HQT is in its implementation.

HQT characterizes a person as unqualified rather than improperly matched to a course. It also requires that parents be told which teachers are “unqualified.” The policy’s effectiveness depends in part on the shame associated with being reported as unqualified. HQT is punitive, but also includes exceptions that allow a teacher who is not properly matched to be classified as highly qualified. Many of these exceptions, such as considering a teacher’s educational background (majors and minors), make sense. Some, such as whether a teacher has taught the course in prior years, might make less sense. HQT’s largest exception is for proportional assignment, where teachers can work for a portion of their day outside their proper assignment and still be considered highly qualified. Relying on these exceptions, districts are able to assign in a manner that allows them to report all of their teachers as highly qualified even though many students take courses taught by teachers who lack matching content knowledge. It is likely that districts improved their assignment policies at the beginning of HQT, but with current reports showing virtually 100% compliance, it might be time to consider new assessment strategies.

HQT is a federal policy, but Washington also charges the PESB with establishing rules regulating teacher assignment. Washington’s rules are important, but they are not punitive and seem to have less influence over districts’ assignment methods. Washington’s assignment policy matches endorsements to subjects (e.g. Biology endorsements are matched to Biology courses). Washington also has something called a related endorsement, where, for example, the content of Biology is related to Life Science, Nutrition, and General Mathematics courses. Washington’s current assignment policies are intended to serve as guidelines to districts, not answer every conceivable question related to endorsement and assignment. Teacher assignments that do not

⁴ Some WA teachers are working under an older type of certificate that has no endorsements. Also, although most endorsements are subject content related, a few are also related to characteristics of the students, such as English Language Learner, Bilingual, Special Education.

⁵ This includes all programs authorized in Washington as well as those authorized in other states.

⁶ NCLB is the 2001 reauthorization of the Elementary and Secondary Education Act.

comply with PESB rules are expected to obtain a waiver / approval from the local school board. Assignments of teacher who are provisional and teaching more than 40% outside their endorsement area are required to receive PESB approval for a waiver. Non-provisional teachers only need local board approval. In all cases, districts are expected to develop a plan of assistance for teachers in the out-of-endorsement assignments. Districts must report all waivers at the end of the school year to PESB.

A New Way to Measure Assignment

With OSPI’s new Comprehensive Education Data and Research System (CEDARS) it is possible to look at assignment in an entirely different way. Rather than asking districts to count the number of teachers who have a certain proportion of their schedule out-of-assignment, it is possible to use the administrative data available in CEDARS along with credential data to count teachers, courses, and students impacted by assignment practices. We can also aggregate by fields such as school, district, course type, or course name.

Assignment by course type⁷

Course Category	Weighted course N	Weighted total student	Weighted students per course	Weighted student not matched	Percent Weighted not matched
Arts	6202	120925	19.5	13733	11%
English Language Arts	14357	264709	18.44	40248	15%
Health/Physical Education	5739	140790	24.53	16183	12%
History/Social Studies	10210	212507	20.81	11208	5%
Mathematics	13642	262580	19.25	26260	10%
Science	8929	199154	22.3	17779	9%
World Languages	5561	115197	20.72	2270	2%

The table above compares assignment policies by course type for all high school courses taught in Washington in 2011-2012 and shows that a non-matched teacher is teaching about 10 percent of the students enrolled in mathematics courses in Washington.⁸ High school math assignment practices appear similar to science and arts, and different from English or world languages.

⁷ This section looks at the more common types of courses and does not include course types such as Health Care, Law Endorsement, and Hospitality. Also, this section does not reflect Career and Technical course types, such as Agriculture, Marketing, and Industrial Arts.

⁸ Using OSPI’s CEDARS and Credentialing data and applying PESB’s course matching rules.

Assignment by School Title I Eligible Status⁹

Title I Eligible	Course type	Weighted course N	Weighted total student	Weighted student not matched	Percent weighted not matched
Yes	Not Mathematics	52103	780670	80968	10.40%
Yes	Mathematics	7502	133160	16064	12.10%
No	Not Mathematics	46307	781884	60527	7.70%
No	Mathematics	6049	128664	9848	7.70%

The purpose of Title I, a provision of the 1965 Elementary and Secondary Education Act (ESEA), is to distribute federal funding to schools and districts serving a higher percentage of lower-income families. The cutline for eligibility is 40 percent or more. Generally, students enrolled in Title I Eligible schools are more likely to be enrolled in courses taught by non-matched teachers. Also, within Title I schools, students are more likely to be enrolled in non-matched mathematics courses.

⁹ Schools with missing Title I status data are not included in this table.

Assignment by urbanicity

Urbanicity	Course type	Weighted course N	Weighted total student	Weighted student not matched	Percent weighted not matched
11-City: Large	Mathematics	364	6193	232	3.70%
12-City: Mid-size	Mathematics	1594	33326	2582	7.70%
13-City: Small	Mathematics	1937	39725	4711	11.90%
21-Suburb: Large	Mathematics	4105	81850	7085	8.70%
22-Suburb: Mid-size	Mathematics	1056	21238	2192	10.30%
23-Suburb: Small	Mathematics	246	4593	438	9.50%
31-Town: Fringe	Mathematics	369	7562	1029	13.60%
32-Town: Distant	Mathematics	887	16640	2124	12.80%
33-Town: Remote	Mathematics	634	11957	1078	9.00%
41-Rural: Fringe	Mathematics	1405	26808	2787	10.40%
42-Rural: Distant	Mathematics	658	9269	1521	16.40%
43-Rural: Remote	Mathematics	362	3187	477	15.00%
11-City: Large	Not Mathematics	2365	32306	3473	10.70%
12-City: Mid-size	Not Mathematics	10964	185987	19376	10.40%
13-City: Small	Not Mathematics	13653	232528	20314	8.70%
21-Suburb: Large	Not Mathematics	29016	491737	42666	8.70%
22-Suburb: Mid-size	Not Mathematics	8283	129361	13199	10.20%
23-Suburb: Small	Not Mathematics	1964	27362	2352	8.60%
31-Town: Fringe	Not Mathematics	3263	52041	4169	8.00%
32-Town: Distant	Not Mathematics	6756	102805	10304	10.00%
33-Town: Remote	Not Mathematics	4070	67653	5685	8.40%
41-Rural: Fringe	Not Mathematics	11096	165485	12093	7.30%
42-Rural: Distant	Not Mathematics	5357	61619	6704	10.90%
43-Rural: Remote	Not Mathematics	2267	20137	2099	10.40%

The Federal Common Core of Data uses the school's physical address to categorize its location relative to population areas. Among non-mathematics courses, there is not much variance between

urbanicity categories. However, greater variation exists within mathematics courses, where students in fringe, distant, and remote schools are more likely to be enrolled in non-matched courses.

Mathematics assignment by district

Practices such as the use of alternative schools or self-contained classrooms for profoundly handicapped students are probably driving at least some to the assignment practices in Washington. If so, we could expect some minimum threshold for the proportion of students enrolled in non-matched courses.

Districts with over 1000 students enrolled in math at the top and bottom of range

District Name	Weighted students in not matched courses	Weighted total student	Percent weighted not matched
Snoqualmie Valley School District	0	1344	0%
Bainbridge Island School District	11	1371	0.8%
Mercer Island School District	20	1300	1.54%
Quillayute Valley School District	45	2614	1.72%
Bellingham School District	63	3019	2.09%
Tahoma School District	47	1535	3.06%
University Place School District	38	1204	3.16%
Northshore School District	149	4058	3.67%
Franklin Pierce School District	81	2021	4.01%
Seattle Public Schools	232	5776	4.02%
...
Yakima School District	660	3783	17.45%
Eastmont School District	267	1511	17.67%
Wenatchee School District	383	2163	17.71%
Bethel School District	681	3596	18.94%
Sunnyside School District	229	1166	19.64%
Longview School District	374	1874	19.96%
Olympia School District	612	2917	20.98%
Prosser School District	231	1080	21%
Wapato School District	279	1081	25.81%
Grandview School District	273	1047	26%

The table above reflects the tails of the distribution of mathematics assignment by district.¹⁰ The range of less than 5 percent out-of-assignment to greater than 20 percent might suggest that individual district policies may drive much of the differences in assignment policies.

Mathematics assignment by course

Because mathematics is sequential, we would expect more out-of-assignment teaching in the beginning of the curriculum due simply to the fact that more courses are being offered.

Top ten courses measured by Weighted Not Matched

Course Name	Weighted matched	Weighted not matched	Weighted grand total
Mathematics-Other 02999	5415	4120	9535
General Math 02002	1796	3962	5758
Algebra I 02052	40187	2503	42690
General Applied Math 02151	2114	2108	4222
Business Math 02154	983	1913	2896
Geometry 02072	56912	1697	58609
Pre-Algebra 02051	2442	1311	3753
Particular Topics in Foundation Math 02003	374	983	1357
Foundation Math-Other 02049	566	938	1504
Consumer Math 02157	468	909	1377

The table above shows the earlier supposition is correct — that unmatched courses tend to occur at the beginning of the mathematics curriculum, such as General Math, Pre-Algebra, and Algebra I.¹¹

Another way to look at this information is to measure courses where students have the highest likelihood of being in a non-matched course (percent).

¹⁰ Tails of distribution refers to districts with the lowest and highest percent students in of non-matched courses.

¹¹ “Mathematics Other” is an unfortunate category that leaves out a lot of important information. It is likely this is a remedial-type course.

Unmatched, measured by percentage of students

Top ten courses with an enrollment of over 1000, measured by the highest likelihood (percent) of students being taught by a non-matched teacher

Course Name	Weighted matched	Weighted not matched	Weighted total	Percent not matched
Particular Topics in Foundation Math 02003	374	983	1357	72.4%
General Math 02002	1796	3962	5758	68.8%
Business Math 02154	983	1913	2896	66.1%
Consumer Math 02157	468	909	1377	66.0%
Occupationally Applied Math 02152	486	898	1384	64.9%
Foundation Math-Other 02049	566	938	1504	62.4%
Business Math with Algebra 02155	496	505	1001	50.4%
General Applied Math 02151	2114	2108	4222	49.9%
Mathematics-Other 02999	5415	4120	9535	43.2%
Pre-Algebra 02051	2442	1311	3753	34.9%

Many, if not most, of the ten courses for which students are most likely to be taught by a non-matched teacher could be categorized as remedial. It's premature to take a position as to whether this is good or bad policy, but it clearly begs important questions.

General Math assignment policies by district

The chart below offers a closer look at district assignment policies for General Math [02002], a course that has both a high number and high percentage of students in non-matched courses. .

Districts with more than 100 students enrolled in the course General Math 02002

District Name	Weighed not matched	Weighted total students	Percent weighted not matched
Federal Way School District	323	369	87.5%
Tacoma School District	244	357	68.3%
Yakima School District	210	340	61.8%
Auburn School District	247	337	73.3%
Mead School District	218	264	82.6%
Pasco School District	150	244	61.5%
Kennewick School District	178	218	81.7%
Renton School District	164	205	80.0%
Central Valley School District	61	202	30.2%
Edmonds School District	184	188	97.9%
Seattle Public Schools	128	163	78.5%
North Thurston Public Schools	112	156	71.8%
Stanwood-Camano School District	0	133	0.0%
Lake Washington School District	92	116	79.3%
North Franklin School District	78	116	67.2%
Tumwater School District	62	102	60.8%

Many of these districts employ a strategy of not assigning a matched teacher for General Math 02002. There might be practical assignment policy reasons to do so, such as:

- 1 They have a limited supply of math teachers and prefer to assign those they have to higher-level math courses.
- 2 General Math students tend to be better served by a teacher who has qualities other than high-school math subject content.
- 3 Similarly, districts believe secondary mathematics teachers are less effective at teaching math to remedial students than teachers with other endorsements.

Endorsements

The top ten endorsements for non-matched teachers teaching math courses.

Endorsement	Count
SPECIAL EDUCATION	1479
ELEMENTARY EDUCATION (K-8)	874
ENGLISH LANGUAGE ARTS	287
SOCIAL STUDIES	281
HISTORY	262
BUSINESS EDUCATION	223
PHYSICAL EDUCATION	185
VISUAL ARTS	139
READING	121
EARLY CHILDHOOD SPECIAL EDUCATION	117

The most common endorsement for non-matched teachers teaching mathematics in 2011-2012 was Special Education. Similar to Bilingual and English Language Learner endorsements, Special Education is not connected to particular content. Teachers with these credentials usually have at least one additional endorsement in a content specialty. The next most common endorsement is K-8, which does not match any secondary subject (note that this report is limited to schools where the lowest grade is 9th grade or above). Also of interest but not reflected in this table, 37 of the non-matched teachers have a middle-level mathematics endorsement.

Reconsidering the concept of teacher shortage

In 2011-2012, about 262,580 high-school students were enrolled in 13,642 mathematics courses.¹² Of these students about 10 percent were taught by a teacher who did not have a matched endorsement.¹³

A typical high school mathematics course enrolls about 20 students and a full-time teacher will usually teach five courses per day. That means as a state, Washington was short the equivalent of about 263 endorsed mathematics teachers. However, that is a best-case scenario. In reality, not all teachers teach one type of course exclusively, so the number of people teaching math must be higher. In fact, the number of unique people teaching mathematics course to high-school students in Washington in 2011-2012, who were not matched, was 1,055. But that's not an accurate reflection of the shortage, either. Typical matched assignment teachers instruct 4.5 math courses per day, whereas a non-matched teacher instructs 2.5 math courses¹⁴. So the shortage is somewhere between 263 and 1,055 teachers, and most likely between 400 and 500 people.

Washington may have a shortage of math endorsements, but that does not mean it has a shortage of teachers willing to teach math. Rather, it is likely that Washington has a workforce retooling issue, where 1,055 teachers are teaching secondary math for a portion of their schedule and need a Mathematics endorsement. Asking preparation programs to generate more secondary math teachers may be part of the solution, but these new teachers will need open full-time positions.

¹² For this report, a student enrolled for one semester is counted as .5.

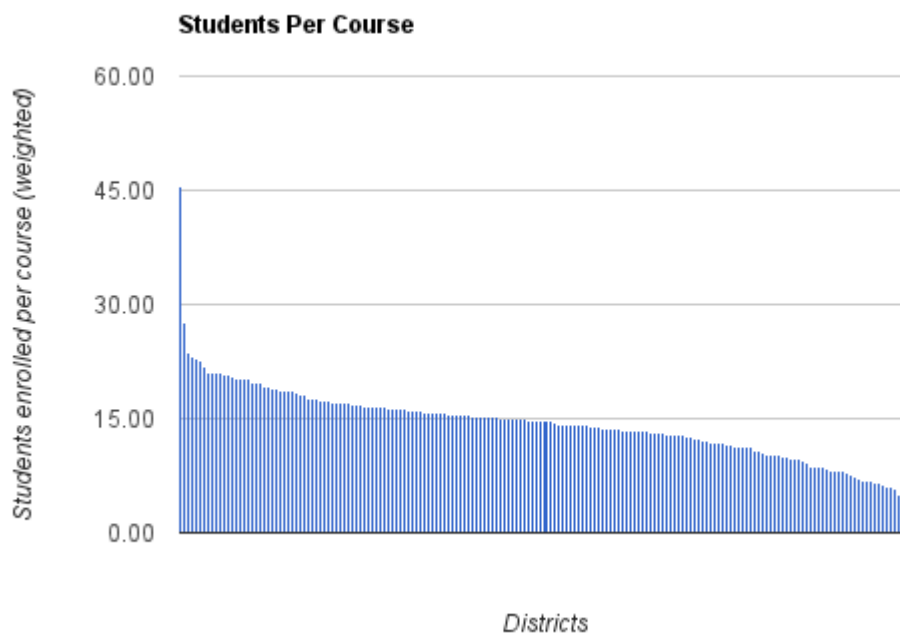
¹³ Some mathematics courses are considered matched when taught by teachers with other endorsements, such as Chemistry or Physics. Also, some teachers work under an older certificate that does not have endorsements. These are grandfathered and also considered matched.

¹⁴ No Child Left Behind and current Washington policy allow for exceptions based on a teacher working only part of the day out-of-assignment. With this, we would expect districts to assign fewer courses to a non-matched teacher.

Appendix

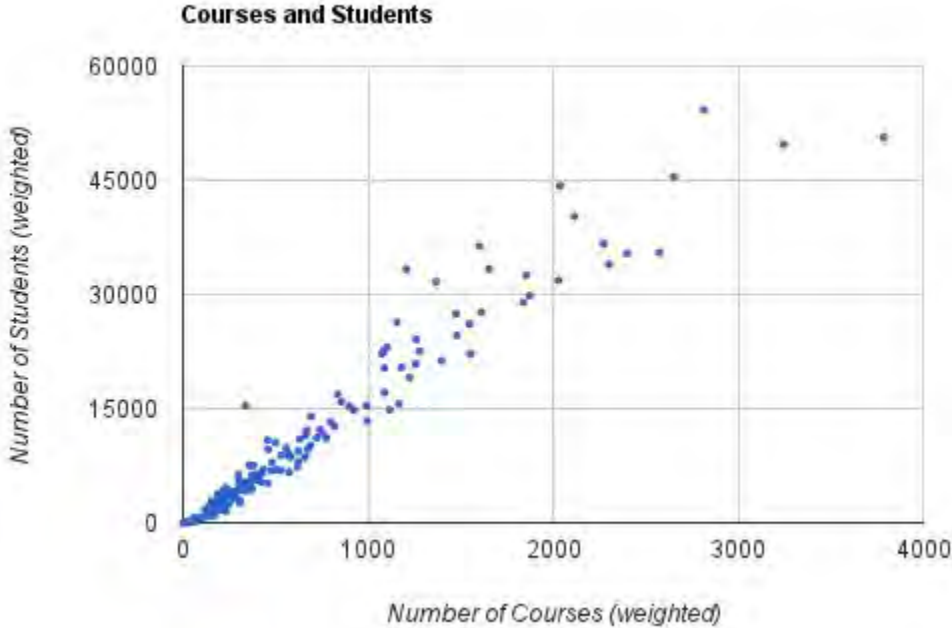
A closer look at the data

Average number of students per course (all courses) per district



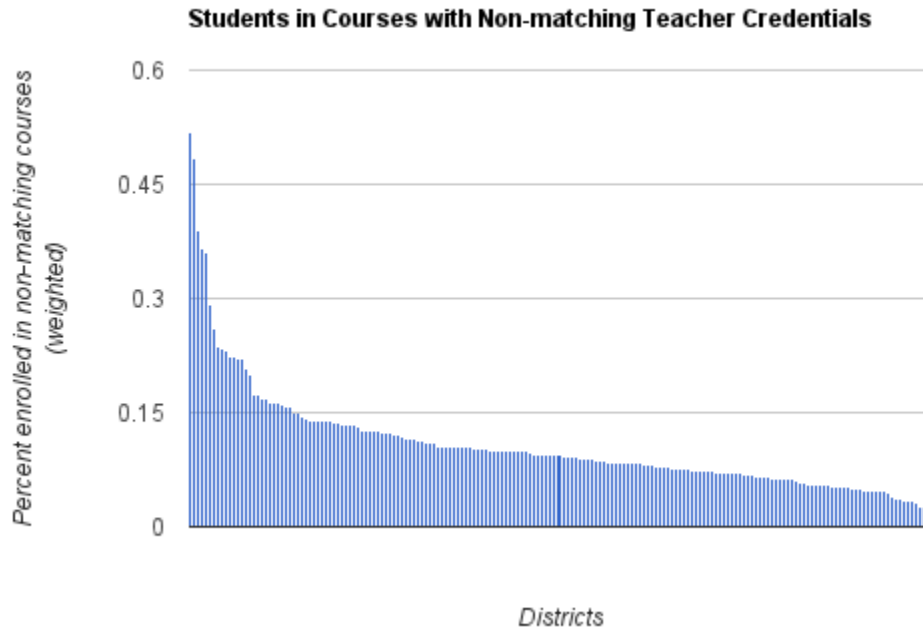
The chart above reflects the ratio of high-school students assigned to courses. Each district is a line. The typical number of students assigned to courses is about 15, but there is considerable variance between districts. It is likely that districts on the far right and left have issues with their reporting.

Plotting the number of courses numbers and number enrolled for all courses in all districts



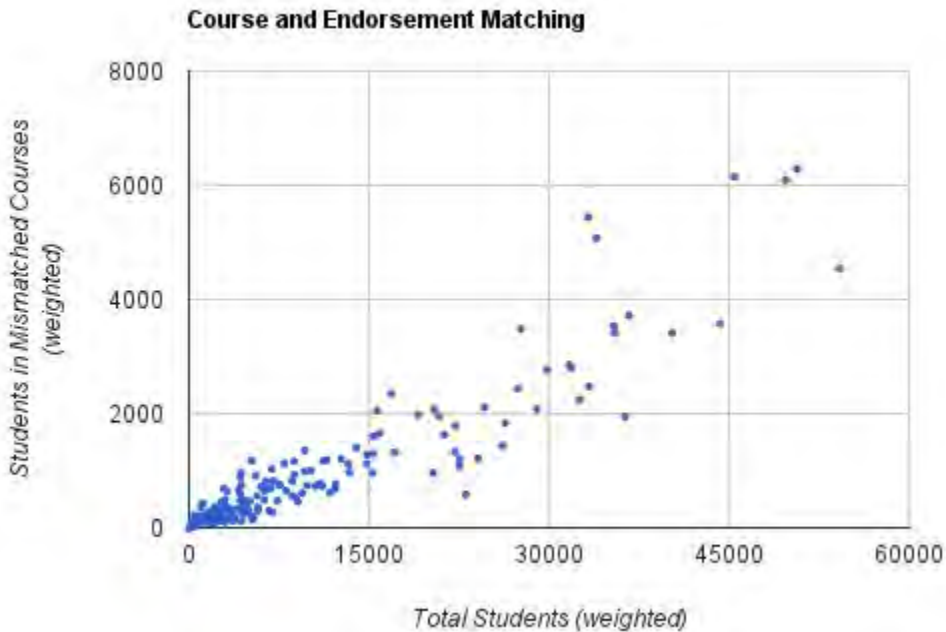
The chart above plots the weighted number of high-school students in courses against the weighted number of courses offered. Each point is a school district. The results show the expected linear relationship with a some districts above or below their peers.

Percent of students enrolled in any non-matched courses per district



The chart above reflects the percentage of the weighted number of high-school students assigned to courses where the teacher's credentials do not match PESB's table of rules. The typical district has about 10 percent of its students in non-matched courses. However, there is considerable variance between districts. Like the course enrollment numbers, it is likely districts on the far right and left are struggling with the exportation of correct data to OSPI. It is also important to keep in mind that this is the first time this data is being exposed, so differences could be related to something other than assignment practice, such as differences in the way districts are coding their courses.

Plotting the number of students enrolled in courses assigned to non-matched against enrollments in all courses.



The chart above reflects the weighted number of high-school students enrolled in all courses plotted against the number enrolled in courses where the teacher’s credentials do not match the course description. If all districts were employing the same endorsement strategies and policies we would expect a linear relationship. This chart suggests there are differences between districts.

About the query

The notes below are intended to describe exactly how the data was extracted for this report.

OSPI's CEDARS Data

The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data system managed by OSPI to collect, store and report data related to students, courses, and teachers in order to meet state and federal reporting requirements, and to help educators and policy makers to make data driven decisions.

<https://www.k12.wa.us/CEDARS/default.aspx>

OSPI's Cert Data

OSPI's Cert Data is a record of educator credentialing transactions in Washington. The current schema has a table for

- person data (name, DOB, Certificate Number, etc.)
- certificate data (certificate name, valid dates, etc.)¹⁵
- endorsement data (qualities associated with teacher assignment, such as mathematics, instrumental music, biology, etc.)¹⁶

OSPI's Course Catalog

Rather than develop a new course catalog, OSPI adopted the Federal Catalog created for the ongoing National Assessment of Educational Progress (NAEP) twelfth grade transcript study. The NAEP catalog was designed so that people could be hired and trained to examine any high school transcript from any school in the nation and code it to one set of rules for further study. There are many courses in this catalog, including courses that are not relevant for Washington's public schools.

Prior to Washington adopting a state course catalog, districts used their own courses and course descriptions, which were designed to relate to the State Board of Education (graduation requirements), institutions of higher education (transcripts to apply for college), as well as the district itself (capturing what was being taught to whom). As with the NAEP study, OSPI uses its Course Catalog to codify courses across disparate systems.

PESB's Assignment Matching Rules

Expectations for endorsements are continually changing. When an endorsement is changed significantly, a new endorsement code is applied. Sometimes, but not always, the name is also updated to reflect the change to the endorsement expectations.¹⁷ This means assigning a biology

¹⁵ One person can have multiple certificates.

¹⁶ One certificate can have multiple endorsements

¹⁷ Such as updating "Earth Science" to "Earth and Space Science"

endorsement to teach a specific biology course requires multiple rules. These rules usually include old and new biology type endorsements.

Field Name	Field Description
Course Code	The code identifying the course type
Course Name	The name associated with the course code
Endorsement Code	The code identifying a particular endorsement
Endorsement Name	The name associated with the endorsement
Matched Type Code	The rule explaining how this course was matched to this endorsement

Applying PESB’s Assignment Matching Rules to CEDARS data

The algorithm goes through each course taught in Washington and applies the following logic to produce the best matching value;

- 1 Check to see if there is a rule in PESB’s “Assignment Rule Table” for this course, if no rule, return the value “0”, if yes move to the next step;
- 2 Pull the credential for the person teaching this course and check if any of the endorsement codes match the course according to PESB’s “Assignment Rule Table”, if yes return “1”, if no move to next step;
- 3 Check if credential record has endorsements that are defined as related in PESB’s “Assignment Rule Table”, if yes return “2”, if no move to next step.
- 4 Check if this credential record has a K-8 endorsement, if yes return “90”, if no move to the next step;¹⁸
- 5 Check if credential record is the older type with no endorsements, if yes return “98”, if no return “99”

Data Quality

The idea of data quality means the information returned accurately reflects what is happening within the area that is being measured. In the case for this paper, data quality means:

- We are counting all students in Washington’s public high schools (none are being left out and none are being double counted)
- We are accounting for all courses being taught in Washington’s public high schools
- We are accurately separating the courses that are being taught by someone with and without the proper teacher endorsement.

There are several ways where this might not be true, such as;

- Some districts are not accurately measuring their course-level enrollment
- Some districts are not accurately crosswalking their courses to the state course codes.
- PESB’s crosswalk table for establishing the proper assignment rules is inaccurate
- Some districts may not be pushing the correct data up to OSPI
- OSPI might be unintentionally mishandling some or all of the data
- The extract from OSPI’s data might be incorrect (saving the wrong values)

¹⁸ Helpful for middle level assignment.

- The structure of the data might be missing key elements that allow it to be measured accurately across districts.

As part of the CEDARS project, OSPI is collecting this data in a systematic way, where it is expected that the quality improves over time. The course-level data in this report has gone through a series of validity checks within OSPI and it is reasonable to begin using it for reporting and decision-making. The next step is to look at the data in a different ways using researchers and analysts.

This report considers the first year of course-level data, matches it against PESB policy, and reports back data to answer the basic questions about Washington’s assignment practices. We expect the data will be reasonably close for most districts. The information in this report will be useful, but not definitive. Again, it is important to keep in mind that the differences we see in districts might be due to district reporting errors, or perhaps errors in the logic employed when aggregating the results.

Looking for Errors

To double-check the data we pulled the list of teachers assigned math courses and marked as non-matched. Next, we joined a different copy of OSPI’s the endorsement data to these records, created a report that aggregated by endorsement, and looked to see that there were no appropriate secondary mathematics endorsements. This check found one record that might be an error.

Course Code	Course Name	Match Code	Endorsement Code	Endorsement Name
02157	Consumer Math 02157	99	3837	MATHEMATICS

Possibilities

When going back through the data, there was one instance of a math course [02157] that was matched to a person with a math endorsement [3837] and marked as not matched [99]. There are many potential reasons for this possibility, including:

- 1 The teacher received this endorsement after the extract was complete
- 2 PESB has an error on its assignment rules table and one rare course to assignment situation is not represented correctly (if there were no rules for the course it would have returned [0]).
- 3 There is a systematic problem with the extract rules
- 4 There is nothing wrong with the extract data. Rather, the information PESB is using to double-check the extract is incorrect.

Testing each situation

- 1 This is not a timing problem because the endorsement was attained by the teacher well prior to the extract.
- 2 PESB’s assignment rules table has a correct rule for this situation and it appears to have been correctly applied under all other similar situations (records with the same endorsement and course)

- 3 Perhaps an algorithm error, but incorrect extract algorithms tend to create systematic errors (not limited to one record within thousands).
- 4 Looking at data using algorithms often exposes simple errors within the data table. The most likely culprit is a technical problem, such as a person receiving an updated credential where an older endorsement record was not being properly joined.
- 5 There is also a good chance that the extract is correct and the data PESB is using to check the error is incorrect.

What to do about this error?

Although we are not yet sure what is causing this particular anomaly, the error has a negligible impact on the aggregate numbers in this report. Because of this, we are noting the error in this section but leaving the extract and report, “as is.”

Other Issues

Course Catalog

The NAEP course catalog was intended to be used by a trained individual to match many transcripts from many institutions. OSPI had technical people match (crosswalk) district data to the new OSPI codes. There could be systematic errors in the data by district. Also, building new assignment policies for this information might create an incentive for districts to mismatch their courses according to get a better assignment result.

OSPI adopted the Federal Catalog as a static document. The catalog was developed to be used across all schools and researchers. There are compromises and omissions, which is fine for ongoing open-ended research but will impede Washington’s abilities to use this for specific policy decisions such as matching teacher credentials to their assignment.

For instance:

- The catalog does not capture information about special education (profound or otherwise), this is likely an important part of deciding who is assigned to the course, which means that it is an important part of understanding the decision from a policy level.
- The catalog captures information about English language learners using only one course code.
- The catalog was designed for a high school transcript study, while they are probably too detailed at the high school level, there is very little to describe what is happening at the elementary or middle level.¹⁹
- The catalog expects training, without which most of the fine-grained differences will be lost to data quality issues, including misunderstanding and miscoding of the data on the district side.
- There are likely Washington-specific courses that are important to track.
- In the future it is likely Washington will need to track particular courses for research purposes.²⁰

¹⁹ People interested in areas such as the Arts, STEM, Bilingual, and First People’s Cultural programs will be disappointed to find information about their subjects elementary and middle school will be missing.

²⁰ Such as comparing specific curriculum, teaching styles, or other course based interventions.

Solutions

Have policy organizations use the course catalog whenever possible. Instead of Universities and the State Board talking in general topic descriptions such as “Biology,” it would be helpful if they defined rules using the specific Washington Course Codes in the table below.

Course Code	Course Name
3051	Biology 03051
3052	Biology Advanced Studies 03052
3056	AP Biology 03056
3057	IB Biology 03057
3062	Conceptual Biology 03062
3063	Particular Topics in Biology 03063
3097	Biology Independent Study 03097
3098	Biology Workplace Experience 03098
3099	Biology Other 03099
3203	Applied Biology/Chemistry 03203

Definitions

Key terms used in this report

Term	Definition
Weighted	Districts use a variety of course lengths (terms), such as quarter, semester, or entire year. This report counts students by year (a student attending a semester course is counted as .5). See the appendix for list of term types and weights
Student	For this report, a student is a person enrolled in a course. If a person is attending 4 courses, that is counted as 4 students (person * 4 = 4). Also, a student is counted as one entire year attendance (see weighted above), a person attending 4 semester courses is counted as 2 (person * 4 * .5 = 2)
High School	For this report, high school is defined as a school with a minimum grade level of 9, 10, 11, or 12 are included. Only high schools are included in the results of this report.
Non-matched or not matched	Courses where the endorsement on the credential for the person teaching does not match the subject material (see below for list of match types).

Matched Types

Match Type Code	Match Type Definition
0	PESB has yet to make a decision about proper endorsement for this course. There are courses where PESB is less likely to make assignment policy, these will probably include courses where WA has no endorsement, such as religion, journalism, philosophy, etc.
1	Matched, such as a biology course being taught by a teacher who has a biology endorsement.
2	Related match, defined by stakeholders and PESB as having content knowledge, such as Algebra I being taught by a teacher with a chemistry endorsement. Related is intended to be a reasonable match for districts that need additional flexibility.
90	Has K-8 all subject credential, this is useful when looking at middle-level courses.
98	All-Subject Credential, this is an older credential that does not have endorsements attached. Typically this credential is grandfathered for assignment policies.
99	Not matched, defined as none of the conditions from above are applicable.

Teachers have multiple endorsements. This analysis looks at the best possible match for each course. For instance, a teacher with matched (1) and related matched (2) endorsement is counted as matched (1). In this report of secondary teachers, matched includes any match type except 90 and 99.

Related Endorsements for Math Courses

Endorsement	Related Course Types ²¹
Biology	General Mathematics Pre-algebra Algebra
Chemistry	Basic Mathematics Pre-algebra Algebra Pre-calculus Calculus
Earth & Space Science	Basic Mathematics Pre-algebra Algebra
Physics	Basic Mathematics Pre-algebra Algebra Pre-calculus Calculus

²¹ Course types predate OSPI's state course catalog and were meant to be general descriptions, not exact course names or definitions.

Weights applied to the term codes

Term	Weight	Number of Records
ALLYR	1	2,628,302
SEM1	0.5	1,965,862
SEM2	0.5	2,108,378
TRI1	0.33	381,631
TRI2	0.33	375,420
TRI3	0.33	378,570
Q1	0.25	105,965
Q2	0.25	94,117
Q3	0.25	112,058
Q4	0.25	101,016
SIXWKT1	0.17	6,891
SIXWKT2	0.17	5,657
SIXWKT3	0.17	6,141
SIXWKT4	0.17	6,306
SIXWKT5	0.17	6,533
SIXWKT6	0.17	7,236
TERM1of8	0.13	3,602
TERM2of8	0.13	3,508
TERM3of8	0.13	3,697
TERM4of8	0.13	2,141
TERM5of8	0.13	2,371
TERM6of8	0.13	2,421
TERM7of8	0.13	2,522
TERM8of8	0.13	2,651
OTHER	1	85,339

Educator Workforce Regional Meetings

A Report to the Governor and Washington State Legislature on the Status of Requirements in SB 6696, 2010 Legislative Session

“Beginning with the 2010 school year and annually thereafter, each educational service district, in cooperation with the professional educator standards board, must convene representatives from school districts within that region and professional educator standards board-approved educator preparation programs to review district and regional educator workforce data, make biennial projections of certificated staff needs, and identify how recruitment and enrollment plans in educator preparation programs reflect projected need.” - E2SB 6696, 2010 Legislative Session

Background

Critical to the Professional Educator Standards Board (PESB) successfully meeting its responsibility of maintaining a high quality system of educator preparation and certification is ensuring we are producing an educator workforce responsive to school and district needs. This requires a clear picture of their needs today and well into the future in order to inform and influence the pipeline of future educators with recruitment and enrollment strategies. In recent years, PESB data have demonstrated the need to strengthen the connection between supply and demand, requiring a more strategic approach rooted in better projections of district hiring needs and practices. In addition, a growing body of research points to the advantages of tighter connections between educator preparation programs and school districts as highly beneficial not only to development of a district's future workforce, but to their current school and student learning improvement efforts as well.¹

The PESB convened a planning and oversight committee for this project consisting of representatives from Educational Service Districts (ESDs), the Higher Education Coordinating Board (HECB), Washington Association of School Administrators (WASA), Washington School Personnel Administrators Association (WSPA), and the Office of Financial Management's Education Research and Data Center (ERDC). In addition, the committee engaged the expertise of University of Washington's Center for Study of Teaching and Policy for their focus on developing human capital in schools and districts and the reallocation of staffing and other resource to support learning improvement.

¹ Barry, B.; Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). *Creating and Sustaining Urban Teacher Residencies: A New Way to Recruit, Prepare and Retain Effective Teachers in High-Needs Districts*. Carrboro, NC: Center for Teaching Quality.

Goldhaber, D., & Liddle S. (2011). *The Gateway to the Profession: Assessing Teacher Preparation Programs Based on Student Achievement*. Bothell, WA: Center for Education Data and Research, University of Washington Bothell.

Humphrey, D., Wechsler, M., Hough, H. (2008). Characteristics of Effective Alternative Certification Programs. *Teachers College Record*. Vol. 110, No. 4. New York, NY: Teachers College, Columbia University.

Darling-Hammond, L., Sykes, G. (2003). Wanted: A National Teacher Supply Policy for Education: The Right Way to Meet the “Highly Qualified Teacher” Challenge. *Education Policy Analysis Archives*. Vol. 11, No. 33. Retrieved 12/27/11 from <http://epaa.asu.edu/epaa/v11n33/>.

The oversight committee prepared a strategy for convening districts regionally to examine and confirm challenges districts encounter in hiring and determine next steps in meeting the requirements of SB 6696. The PESB assumed responsibility for developing content for, and facilitation of, the regional meetings, while ESDs assumed responsibility for inviting and convening school districts in their region.

Regional Meetings

Beginning in May of 2011, each ESD selected a date to host the first of the legislatively-mandated annual meetings of their districts at the ESD. Appendix A contains a sample invitation letter and agenda for the 2-4 hour workshops, each an opportunity to learn more about recruitment and hiring processes, challenges and potential solutions. Scheduling meetings posed considerable difficulty; ESDs indicated hesitancy in pressing on district attendance given the current economic challenges faced by school districts. Even with considerable effort, turnout at regional meetings was extremely low in most regions and was the first indication that the project would not result in the desired outcome of the legislation. Appendix B contains the list of districts in attendance at each regional meeting.

Attendance by representatives from educator preparation programs at the regional meetings was significant, indicating a strong interest in creating partnerships with districts to address the production of educators that are best prepared to meet district demand.

Despite low district turnout, the facilitated discussions did yield important results. Districts shared, and PESB and preparation programs in attendance gained insights about, typical hiring practices and barriers to early recruitment and hiring. It was apparent that most districts still conduct late hiring², lack reliable projections of their need, have uncertainty about the potential pool and /or sources of their future employees, and have minimal focus on workforce development. The literature on workforce development notes that careful approaches to hiring reduce training costs, increases retention, and improves productivity³. This is supported in the literature for most industries; the literature on education workforce development is less robust, but also points to the need to plan long-term, select workers that “fit” in the scheme of the hiring authority, and reflect that values and skills that contribute to the goals of the hiring authority.

Because of low district turnout at the regional meetings, PESB determined that a state-wide survey of districts would be required to confirm the information provided by those that attended. The PESB also determined that, even though not required, this report to the Legislature would be prepared and that the projects first year deliverable of district hiring projections be delayed. Although the PESB was not charged with collection of district or regional reports on workforce projections, we recognized that district compliance would be minimal. Therefore, the PESB determined that it would submit a report

² For purpose of this report, late hiring is defined as candidate selection that occurs within 30-days of the beginning of a school year

³ The Center for Comprehensive School Reform and Improvement (2005). *Things to remember during the teacher hiring season*. Washington, DC: Author.

Liu, E. (2005). *Hiring, job satisfaction, and the fit between new teachers and their schools*. Cambridge, MA: The Project on the Next Generation of Teachers, Harvard University Graduate School of Education.

Liue, E. & Johnson, S.M. (2006). New teachers' experiences of hiring: Late, rushed, and information-poor. *Educational Administration Quarterly*, 42(3), 324-360.

Plecki, M; Alejano,C; Knapp, M; & Lochmiller, C. (2006). *Allocating Resrouces and Creating Incentives to Improve Teaching and Learning*. Seattle, WA: Center for the Study of Teaching and Policy.

Wellins, R.S. & Schweyer, A. (nd) *Talent management in motion – Keeping up with an evolving workforce*. Washington, DC: Human Capital Institute / Development Dimensions International.

outlining findings from the first-year regional dialogues and follow-up survey, with implications for legislative and PESB response and the future of this legislative charge.

Survey

The survey to districts was developed in a web environment for ease of completion and automated submission. The survey consisted of two parts. In the first part, respondents were asked 16 questions that confirmed the findings of the regional meetings on the status of hiring practices at the district level. The statements were crafted from the information discussed in the regional meetings, asking survey respondents to confirm what was heard. Most survey statements were confirmed. Respondents were also given the opportunity to comment on the statement, in particular if their response was to disagree with the statement.

In the second part of the survey, districts were provided the option of projecting hires for the upcoming school year by teacher endorsement area. The PESB only asked about teacher hiring; not administrator, Educational Staff Associate, or classified staff. Since it had been determined that projections of staff (teacher) need were not commonly done and created significant challenges, the PESB decided to make the projections optional. SB 6696 calls for these projections to be reported through Educational Service Districts, but district compliance is expected to be low.

Survey Results

District response rate to the survey was low; less than 30% provided response. Coupled with non-duplicated count of 50 districts in attendance, the meetings and survey provided input from just over 40% of districts. However, the survey did provide response and commentary that confirmed the information shared at the regional meetings. Key findings include:

1. Although early hiring is best practice, the current system includes financial risks that create a disincentive for early hiring.
2. Districts would benefit from greater state-level assistance in estimating enrollment and employment trends.
3. Districts would like strong partnerships with teacher preparation programs, but relatively few have pursued this or view it as among their priorities;
4. Districts would like to see more qualified candidates per opening, especially in the fields of STEM, Special Education, English Language Learners, and health-related Educational Staff Associates roles, such as Speech-Language Pathologists and School Psychologists.
5. The “highly-qualified” requirements of the Federal No Child Left Behind Act are a primary driver in screening teaching applicants.
6. Districts agree that there is room for improvement in their workforce development strategies, but are uncertain as to specific steps and resources.

These findings are discussed in greater detail below, followed by implications and recommendations for state policymakers. Overall, the combined results of the district meetings (51 districts) and the responses to the survey (69 districts) paint a picture of a system that meets the demands of the workforce needs in a varied, inconsistent manner and often lacks a comprehensive strategy.

Hiring Challenges

Hiring is an annual challenge for most districts. This is true even in small districts with low turnover and current statewide reductions in hiring due to economic conditions, and it is driven by uncertainty

that most districts feel unable to address. Highest on the list of uncertainty is enrollment. Enrollment drives apportionment, which in turn funds positions. So in a medium to small district in particular, uncertainty results in high risk to hire. It should be noted that small school provisions are made in the operating budget each year setting a base of instructional staff for small schools with graduated increases until a threshold is reached. Schools of over 300 students are treated the same in the apportionment model. Those allotments can change in each fiscal year by legislation.

Since teacher contracts are binding requirements for expenditure, there is a disincentive to hire early for fear of letting more contracts than can be supported in enrollment. Some districts contract for consultant time to construct projections based on available local data to arrive at some comfort level with hiring, but even with reduced risk and some certainty about a minimum level of workforce need, most districts still finalize contracts for new hires in August or September when they “see the whites of their eyes.”

The survey confirmed what was heard in regional meetings; that although 85% would prefer to hire earlier, the current budget allocations tied to enrollment figures that are unavailable/unpredictable until school opens is problematic. Two survey questions addressing the relationship between enrollment, fiscal risk and hiring were all strongly supported in responses. The questions were varied in the description of the funding challenge; one framed the challenge as financial risk, the other described late hiring as a result of enrollment uncertainty.

We lose quality candidates because of how late we need to hire due to layoff/recall and funding uncertainties.
- District representative

Responses to both survey statements strongly concur that enrollment/funding was a barrier to early hiring. Comments at the regional gatherings and 79% of district survey responses confirmed the tendency of districts to view early hiring as risky. Few statements

spoke of viable means for risk mitigation, however, rather accepting it as the reality of the system. As expressed in one superintendent’s written comment, “. . . but there’s nothing we can do about it.” We found little district reference or discussion of past patterns of hiring as a consideration in assuming risk. The PESB found numerous examples of districts with long-standing stable patterns of hiring in certain endorsement areas that were still unwilling to hire prior to annual enrollment and funding certainty.

The other uncertainty districts face is aligning the “master schedule” of courses offered to the incoming class of students that requires assignment of specifically qualified and endorsed teachers. While most districts reported significantly more applicants per position than are needed, federal “highly qualified” (HQ) requirements, and state requirements for endorsement and assignment requires district human resource staff spend considerable time and energy screening large pools for those with qualifications that match positions the district anticipates will be required, even while recognizing that the size and configuration of the newly enrolled student body may change. Most districts reported that they first sort applicants by HQ requirements and endorsement, then forward eligible candidates to principals for consideration. Time consuming and costly, the process may unintentionally screen out teachers that might be a better fit, but without the credentials that are being immediately sought within the late, and time-constrained hiring process.

By August, districts are scrambling to finalize a master schedule, confirm actual enrollment and bring new teachers on board; what a representative from the state superintendents association refers to as “the tyranny of the immediate”. Teacher candidates are not always available by the time the district makes contact with them, either because they’ve signed on with another district or they had to take other employment. Preparation programs reported their perception that when hiring is pushed until late summer, quality candidates that completed their preparation program in the spring, anxious about employment security, have taken positions out-of-state with districts willing to sign an early contract.

District comments regarding the relationship between late hiring and the quality of the applicant pool were mixed, with some acknowledging they “lose quality candidates because of how late we hire” and others perceiving the quality of the pool unaffected by late hiring and that earlier “doesn’t necessarily mean the cream of the crop”. Studies of districts both in Washington State and nationally affirm a relationship between late hiring and teacher quality, and that districts that hire late tend to hire a greater proportion of the applicant pool, indicating selectivity decreases.⁴

Districts told us they struggle to avoid, but not uncommonly do begin the school year with unfilled positions. One district reported starting the current school year with 29 positions open, and filled them with substitute teachers for the first month of class. The opposite, undesirable scenario for districts is having teachers on contract with enrollment too low to support the expense. While this occurs less often because districts would rather underestimate, the PESB heard from one district where a major employer shut down and the student population dropped precipitously. Even in the current fiscal environment with dramatic reductions in statewide hiring, an unpredicted spike in enrollment this year resulted in one large district hiring over 100 additional first-year teachers close to the start of the school year, which created a major challenge and unanticipated expense in terms of mentoring and induction.

The PESB did hear from a small number of districts that routinely engage in proactive and early hiring. Some school districts reported they hire teachers for the upcoming school year no later than April. Their recruitment activities are extensive and screening is concerned more with teacher/district match than with specific qualifications, confident that matching qualifications to the course requirements can occur as the school year approaches. Human resource staff are given more authority in determining hiring because the recruitment process employs principals at the beginning and candidates are well vetted and known by principals, giving them confidence that hiring decisions can be made by HR. The ability to hire early or promise contingency contracts has increased the ability of some districts to bring preferred teachers into their systems, and they report they believe this has led to increased retention.

Difficulty Forecasting

Although the feedback from districts in the survey tended to defend their local forecasting efforts, only 41% responded that they do not have a difficult time forecasting hiring need, only a few districts provided projections of their anticipated hires. PESB data and various reports suggest that districts could benefit from forecasting tools to assist them in their efforts⁵.

Forecasting is a mega-analytics challenge. Large data sets across multiple variables provide useful information on demographic and economic variability. Districts lack the capacity and technical expertise to make sense of these large data points. Slight shifts in demographics or economic indicators can have significant impact on teacher hiring. A small district may have some relief in the small school base funding provided in the operating budget, but schools larger than 300 students all experience those same challenges. A middle sized school district can manage a change in enrollment of 20 or 30 students, district-wide, without significant workforce implications, but an enrollment shift of

⁴ Jones, N., Maier, A., & Grogan, E. (2011) *The extent of late hiring and its relationship with teacher turnover: evidence from Michigan*. Evanston, IL: Society for Research on Educational Effectiveness.

The New Teacher Project. (2008) *The Impact of State and Local Human Capital Policies on Chicago Public Schools*. New York: Author.

The New Teacher Project. (2010). *Boosting the Supply and Effectiveness of Washington’s STEM Teachers*. New York: Author.

⁵ Levin, J., & Quinn, M. (2003). *Missed opportunities: How we keep high quality teachers out of urban classrooms*. New York: The New Teacher Project.

Darling-Hammond, L. & Sykes, G. (2003). Wanted: A National Teacher Supply Policy for Education: The Right Way to Meet the “Highly Qualified Teacher” Challenge. *Education Policy Analysis Archives*. Vol. 11, No. 33.

100 students or more may mean workforce changes that are not only numerically significant (five new teachers) but across elementary, middle-school and high school class structures, mean significant re-alignment of existing workforce and new workforce need. To compress the decision making process in the human services department to less than 30 days with an expectation of a reasonable outcome is to tax a system that is already functionally at the whim of financing variability.

Lack of Clarity About and Capacity to Improve Workforce Development Practices

Removing funding and policy barriers and providing reliable forecasting tools can only yield improvement in workforce development if accompanied by changes in practice. At the regional meetings, districts discussed the statewide variability in the human resource staffing and expertise districts are able to employ or access. Larger districts may employ individuals with significant human resource experience, credentialing, and expertise, while in smaller districts this may fall within the myriad of responsibilities of the Superintendent, who may rely on clerical support for job postings, compliance paperwork, and other responsibilities typical of a human resource division. When asked if they would be interested in “resources and consultation on improved data-drive human resource strategies in support of school and student learning improvement”, 79% indicated interest, but several commented it was a notion with which they were unfamiliar but wanted to know more.

In a number of other large states where range of district size yields varying capacity, regional collaboration in recruitment and screening applicants for hiring has had positive results⁶. 66% of Washington districts

surveyed indicated that they do not pool resources by engaging in cross-district recruitment or hiring, primarily because of time and competing priorities. At the regional meetings districts joked amicably about competing with

Never heard of this practice.

Haven't done this yet, but might be a good idea.

I am not clear on what "data-driven human resource strategies" are.

Not sure what this will entail and mean.

We would be interested in learning more about this concept.

- Comments from district representatives when asked if they had considered cross-district collaborative recruitment and hiring, or data-driven HR strategies.

one another for the same pool of applicants. Examples of collaboration among districts tended to center on a given district sharing information on candidates they are no longer considering for employment.

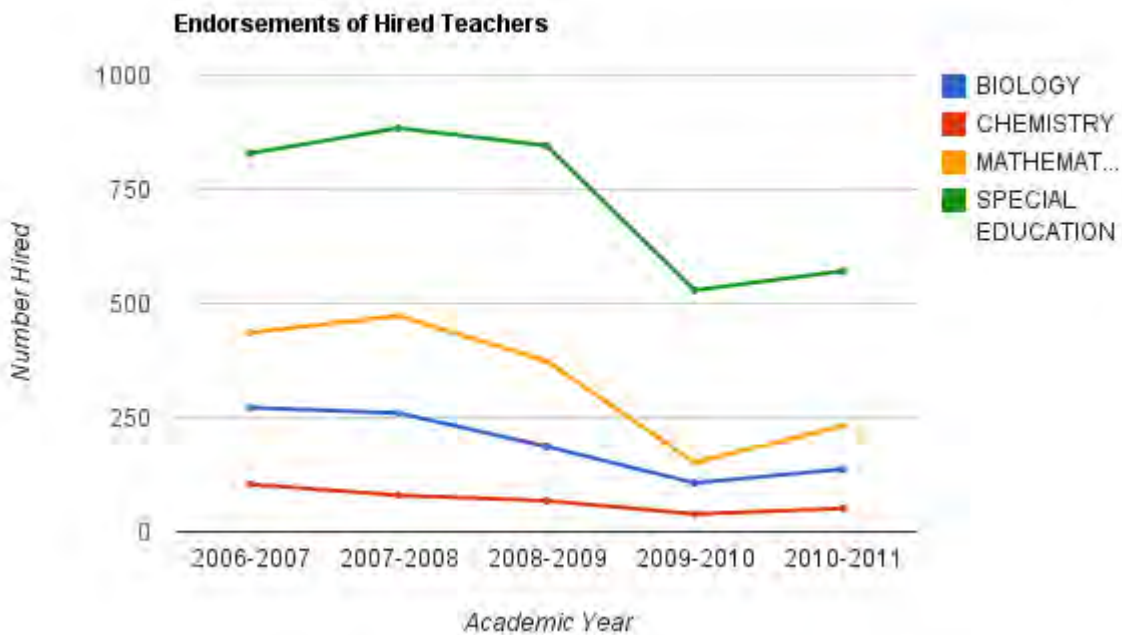
Desire for Strong Applicant Pool in Specific Credentials

Most districts commented and reported on the survey that they overall had plenty of applicants per position, particularly in the current economic climate. At the same time, 82% reported they continue to have difficulty finding enough qualified candidates in particular areas. Comments suggest districts perceive this as a lack of available candidates, but this again also likely a factor of tight hiring timelines, limited recruiting and need for tighter connections with preparation programs as suppliers, not just overall production.

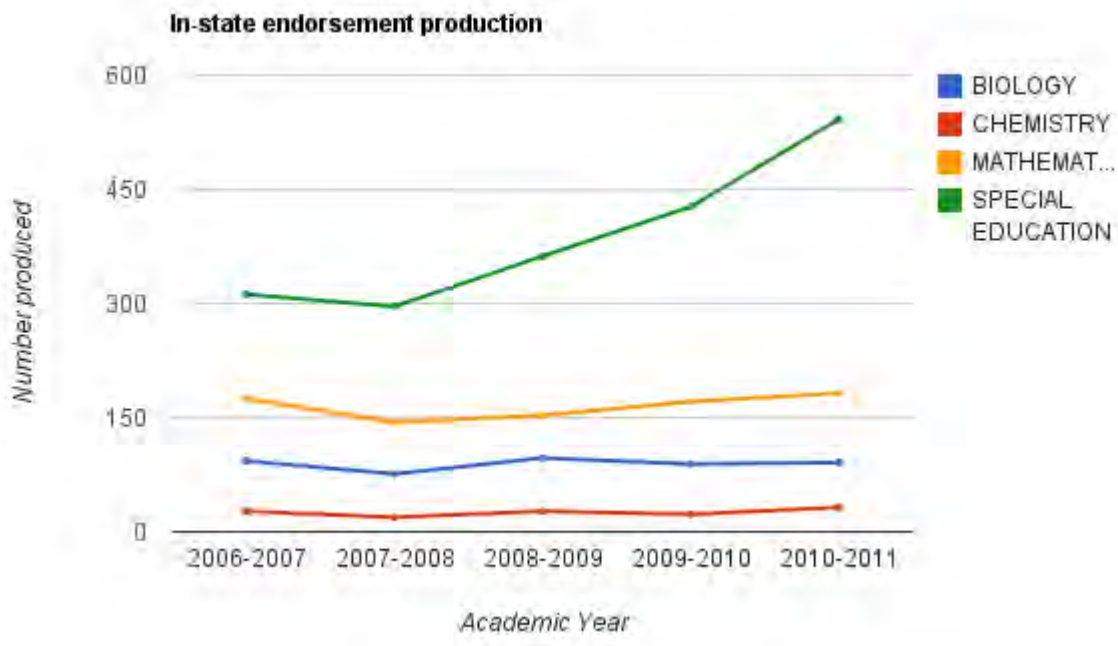
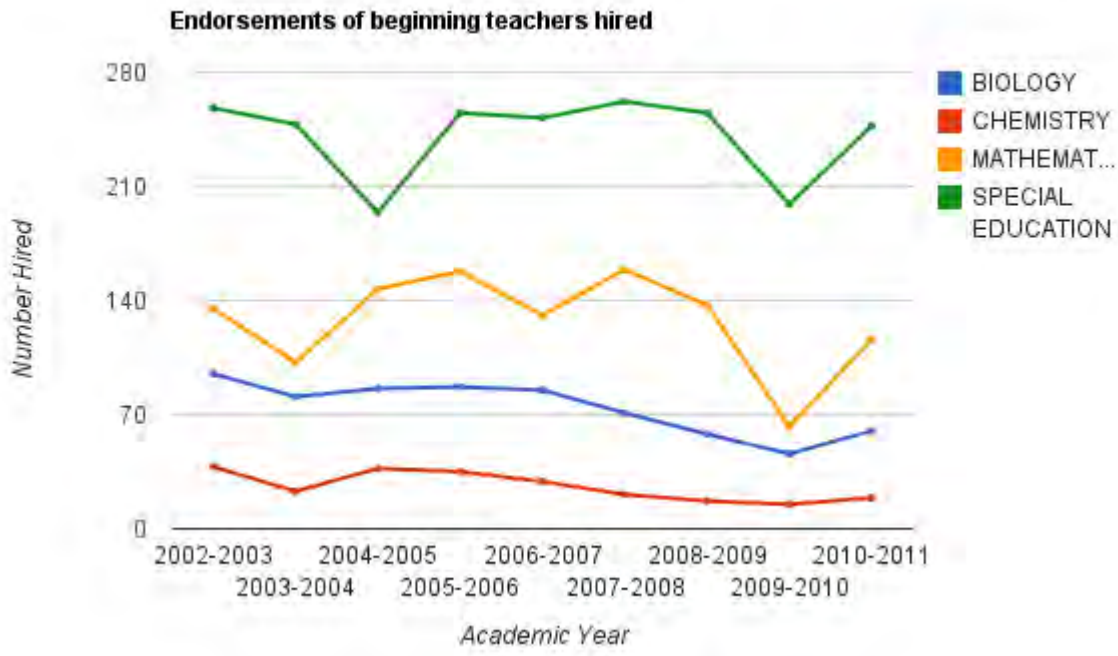
⁶ The Center for the Future of Teaching and Learning. (2002). *A Kern County Initiative for Recruiting, Preparing and Retaining Highly Qualified and Effective Teachers*. Santa Cruz, CA: Author.
Kansas Educational Employment Board - <http://www.kansasteachingjobs.com/>

Before looking to instate production of beginning teachers as a solution for shortages, we need to consider two important trends. First, over the past few years fewer experienced teachers are leaving their position, which means Washington districts have been hiring fewer new teachers. Second, of the new teachers districts hire, only a fraction of those hires are beginning teachers. Take for example, Biology, Chemistry, Mathematics and Special Education, subjects usually considered to be shortage areas.

Below, when we look at endorsements hired, we see districts hiring fewer Biology, Chemistry, Mathematics, and Special Education teachers. If we expect this trend of lower hiring to return to pre-2009-10 averages we would expect districts to hire about 800 teachers with Special Education credentials, 400 with Mathematics, 250 with Biology, and about 75 people with teaching credentials for Chemistry.



When considering new hiring it is important to remember that only a portion of new teachers hired are actually beginning teachers. Most are experienced teachers transferring from other districts or other states. Below, we see the number of teachers hired who who are considered “Beginning” (less than .5 years of experience and has not previously worked in a Washington school district). We would expect in a typical year that districts would hire about 250 *beginning* teachers with Special Education credentials, 140 with Mathematics, 75 with Biology, and about 40 *beginning* teachers with teaching credentials for Chemistry. This is the pool of beginning teachers is fed by Washington teacher preparation programs as well as beginning teachers prepared by programs outside of Washington.



Especially considering the latest downtrends, Washington’s in-state production of beginning teachers is adequate to provide for Washington’s hiring needs of beginning teachers. Below we can see WA teacher preparation programs responding to the demand to increase production, especially in the fields of Special Education and Mathematics, but we don’t necessarily see more for these newly minted teachers finding employment. In fact, there are enough new Special Education credentials to meet the demand of all districts hiring, including experience and new teachers.

We are not ready to recommend WA teacher preparation programs to decrease production, but we are not hopeful that increasing in-state production of newly minted teachers will improve the district identified shortage issue, where they are unable to find a qualified teacher to fill an open position. However it does beg the question, why are some districts unable to find qualified people? More importantly, are there hiring and human resource practices that would alleviate this issue without attempting to flood the market with new unemployed teachers?

71% of districts surveyed indicated interest in stronger, sustained partnerships with educator preparation programs as an integral part of the development of their future and current workforce, with 56% acknowledging the need for regular conversation with preparation programs related to district needs. District comments at the regional forums and in the survey varied in terms of how they define partnership; whether as largely a recipient of preparation program production or a collaborator in key decisions related to enrollment and program design. Others commented seeing great advantage to strong partnerships, but feel time limitations and competing priorities prevent further pursuit. “We are too busy dealing with everyday emergencies to plan too far ahead”. Research indicates that with early and effective recruitment, even “at-risk” and under-performing districts and schools can generate a large applicant pool⁷.

Implications

What PESB discovered in these regional meetings and subsequent survey is that while most district focus on developing the workforce once teachers are hired, projecting future workforce needs and development of longer-term, strategic recruitment and hiring practices, including strong partnerships with preparation programs, is a practice new to most Washington districts.

Risk aversion is the most significant determinate. Enrollment projection is imprecise unless districts commit resources to consultant services. No Child Left Behind (NCLB) and state endorsement/assignment policies further complicate a difficult hiring environment, but given their important contribution to effective delivery of instruction, the risk aversion issue overrides any need to address highly qualified or assignment policy. Contrary to workforce development studies across many industries, including education, districts attribute policy and financial barriers, as well as lack of time and resources, as cause for pursuing improvements to their workforce development practices.

RECOMMENDATIONS FOR STATE POLICYMAKERS

Provide Districts Forecasting Tools

The state currently engages in economic forecasting for budgeting purposes. Discussions with the Office of Financial Management suggest that a simple online tool might be developed that could provide districts with the ability to reduce the margin of risk and creating a willingness to look at earlier hiring approaches. With school districts as their business user, this might be an appropriate role for the Education Research and Data Center (ERDC). Consistent with district comments, of particular utility would be tools they could access without cost, created in open-architecture models that permit local level “tweaking” to account for local knowledge that would influence results. In this way, even

⁷ Liue, E. & Johnson, S.M. (2006). New teachers’ experiences of hiring: Late, rushed, and information-poor. *Educational Administration Quarterly*, 42(3), 324-360.

Levin, J., & Quinn, M. (2003). *Missed opportunities: How we keep high quality teachers out of urban classrooms*. New York: The New Teacher Project.

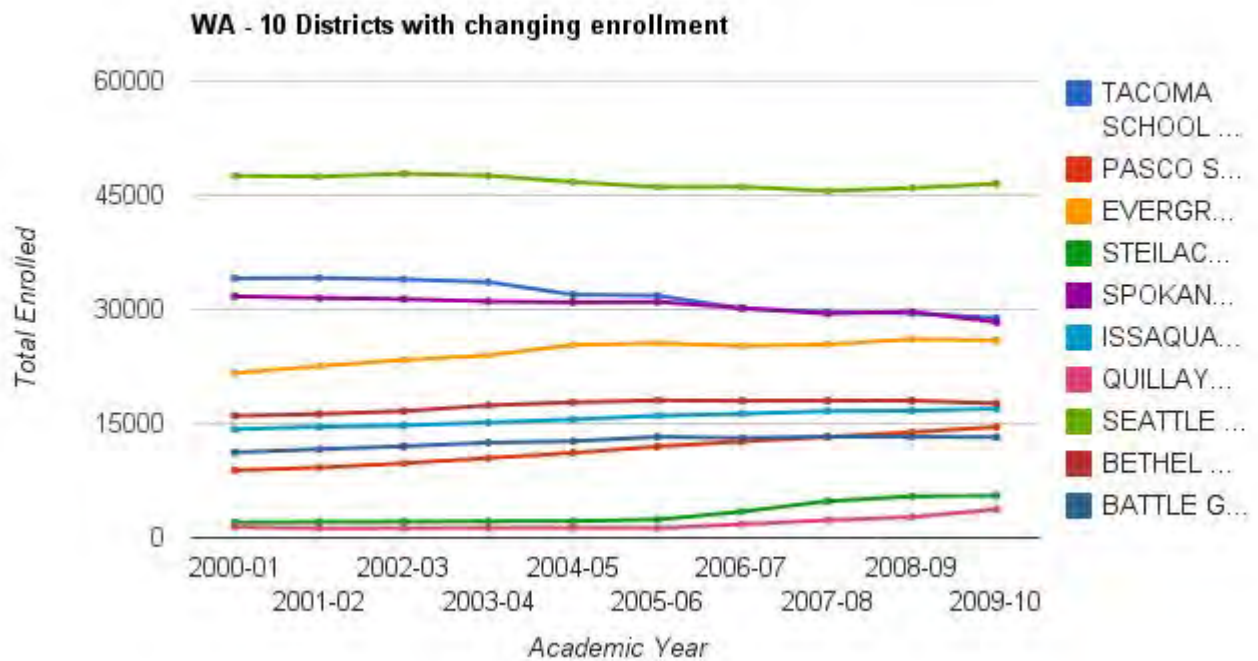
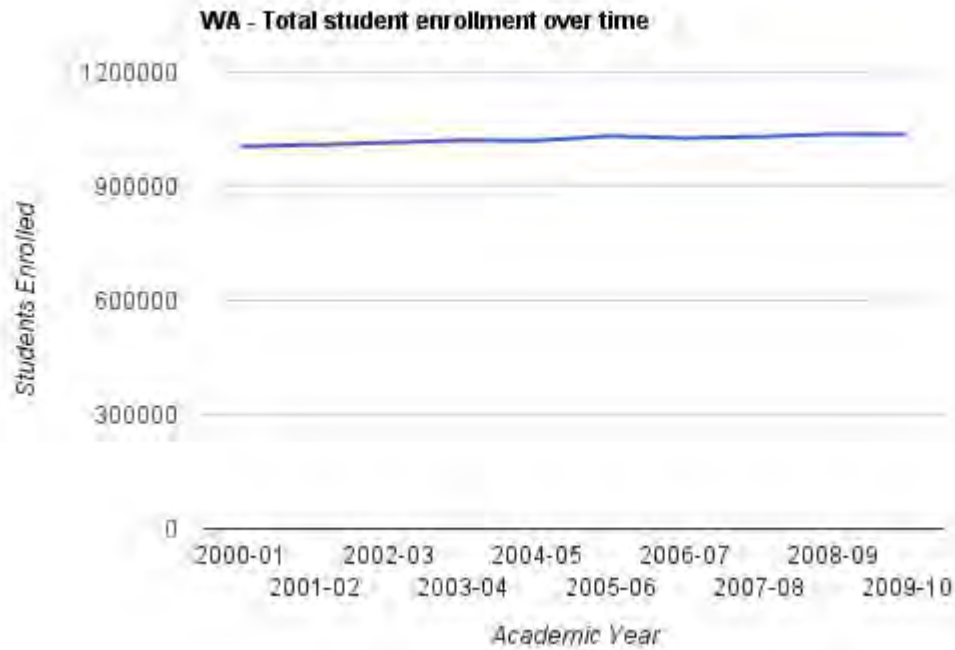
Campbell, C., DeArmond, M., & Schumwinger, A. (2004). *From bystander to ally: Transforming the district human resources department*. Seattle, WA: Center on Reinventing Public Education, University of Washington.

small districts that commented that their demographics were too small to be helped by state-level data work, could use tools that were flexible enough to respond to local input on key indicators such as small business closure, new business growth or unanticipated demographic influences that a state-level forecast model might miss.

Improve Funding Predictability and Minimize Risk

Policy to change the allocation approach that penalizes districts that over-commit teacher contracts could help immensely. The legislature in the past has considered policy that would base allocations on rolling averages or fixed rate increases that are predictable. Given the size of the state-wide risk pool (a million K-12 students) it is conceivable that the state could design a model that would hold harmless those districts that over-extend while supporting districts' best estimates. Policy could design adjusted allocations, correcting over-payments over time. The risk pool size might well mitigate any significant increased costs, since the student population state-wide grows at a small and highly predictable rate, and all students are entitled and thus funded.

The PESB is not recommending that allotments disconnect from actual student enrollment. However, PESB is proposing that the state look at the entire student population as a "risk pool" and approach the problem of district uncertainty from the perspective of a managed service model. One million students attend public education programs. The growth/change in this service population is relatively stable in terms of predictable growth. Within the state, there is significantly greater variability at the districts (disaggregated) level. However, the "winners" and "losers" in population variability are minor impacts to the overall "risk pool" of students needing public education. The state should devise policy that targeted the state-level anticipated growth of the K-12 population and a distribution formula that provided a projected and stable base and adjusted that allotment over time so that no individual district faced penalty for over or under projecting staffing needs. In this manner, districts could proceed with a cogent, well designed approach to workforce development with confidence that over-staffing or under-staffing would be addressed financially without penalty. Adjustments with a risk pool of one million are minimal and reasonable for our state. The Figure below demonstrates that state-wide population enrollment is steady and reasonably predictable. The second Figure shows that some communities within the state experience quite different population trends that the state as a whole. The PESB believes that this opportunity for mitigating local risk in hiring should be closely examined.



Data provided by National Center for Education Statistics - Common Core of Data (CCD)
 See interactive charts at <http://data.pesb.wa.gov/regionalworkforce>

Provide Workforce Development Resources and Support

Research across industries suggests that attention to workforce development, while a commitment of time and resources, pays significant long-term dividends. In education, a recent report from University of Washington stated, “The ability of school leaders to take advantage of what local talent pools offer, or even to assemble those pools in the first place, reflects in large measure how the district has arranged its human resource function”⁸. The challenge is particularly great for rural and remote districts, whose recruiting and hiring challenges may be further complicated by the need for multi-endorsed teachers and/or partial FTEs as well as inadequate access to preparation programs with whom to partner to meet their needs.

With district capacity and access to human resource professionals greatly varied, Washington may benefit from pursuit of regional recruiting and hiring collaborative models, which exist in several other states. Kern County and several other rural regions in California have for over a decade operated highly successful regional collaborative to build their collective capacity and realize economies of scale. The initiative has included maintaining clear and accurate understanding of their projected workforce needs; design and implementation of recruiting and hiring strategies that meet their collective needs, rather than competing with one another; and leveraged collective dialogue and planning with preparation programs resulting in “grow your own” preparation programs located in the region.

Development of a statewide online system for recruitment may also provide more equitable access for districts. The State of Kansas was recently recognized for development of an online system for application and recruitment; one that applies virtual tools to aid applicants and districts, bridges the gap of accessibility for remote districts, and supports HR professionals and other district personnel across the state with technical assistance. The system has been effective in helping districts to fill shortages and to streamline the application process. They also believe the system has supported greater coordination between remote districts and preparation programs.

Incentivize District Participation in Partnerships

Recent University of Washington research focusing on Washington State preparation programs suggests a relationship between proximity of student teaching / residency school or district with location of first teaching job and teaching effectiveness as measured by student learning gains⁹. Residency-model preparation programs that represent strong partnerships between preparation programs and districts provide direct opportunities for districts to shape their future employees and their current school and student learning improvement efforts. Western Washington University’s Science, Mathematics and Technology Education (SMATE) program has demonstrated gains in student learning attributed to their strong field-based partnership well. At Nooksack Elementary school, for example, 5th grade science scores on the Washington Assessment of Student Learning (WASL) rose from 36% passing to 90% passing in two years of the program. Beyond the positive implications for student learning and teacher effectiveness, a recent report on Urban Teacher Residencies may have broader implications for other field-based preparation models as well. As is the case in other states, many of the prospective teachers in our higher education preparation programs, in whom we invest public dollars, do not go on to become teachers. 2005-06 placement rates for Washington’s approved preparation programs was 57%. Advocates for strong partnerships

⁸ Plecki, M.; Knapp, M; Castaneda, R.; Haliverson, T.; LaSota, R; & Lochmiller, C. (200?). *How Leaders Invest Staffing Resources for Learning Improvement*. Seattle, WA: Center for the Study of Teaching and Policy.

⁹ Goldhaber, D., & Liddle S. (2011). *The Gateway to the Profession: Assessing Teacher Preparation Programs Based on Student Achievement*. Bothell, WA: Center for Education Data and Research, University of Washington Bothell.

between school districts and preparation programs, like Urban Teacher Residencies, argue that higher placement and retention rates make them both better tailored to local need and a better state-level investment. They suggest another potential funding mechanism for state policymakers is to consider directing enrollment slots to established partnerships, rather than putting the full burden of funding for planning, recruitment, program design and operation with institutions.

PESB Efforts and Next Steps

Preparation programs are interested in preventing the loss of quality candidates, in dialogue on partnerships, and to being responsive to P-12 needs. It is in their interest to advise candidates as to what districts are looking for and to prepare them in the skills to be successful. Without projections on both the endorsement needs and dialogue on the specific qualities of educators a district or region needs, the current dynamics of over-production in some areas, shortages in others, and late hiring are likely to continue. Making changes to preparation program enrollment, faculty configuration, curriculum and program design can take a couple years or more. The need for long-range planning that is responsive to district needs conflicts with the predominant year-by-year, risk-averse focus of Washington districts waiting for budget and enrollment to lock in. While the short-term focus around hiring projections may feel logical at the local level in a time of strained budgets, the costs over time are significant.

Although the PESB dialogue and survey focused primarily on the teaching workforce, districts repeatedly expressed particular challenges in finding school psychologists and health service providers (occupational therapists, physical therapist, speech-language pathologists, and school nurses), and are often forced to pay high contractual rates to meet the needs of children with special needs. The PESB has undertaken an analysis to understand the production, shortages, and assignment issues, with an anticipated report to the Board in May of 2012.

In addition, the PESB is examining several mechanisms to address the issues we heard around the “highly qualified” (HQ) federal requirements reported in the regional dialogue and in the survey as fraught with confusion and challenges to hiring, assignment, and effective advising of candidates. This issue could potentially be resolved with development of a statewide recruiting system as described above. The PESB will advance an initiative to focus higher education preparation programs on the need that districts have to ascertain and confirm the HQ status of new teacher candidates, separate from and in addition to state certification and endorsement credentials. Preparation programs participating in the regional meetings agreed that analysis of candidate coursework and test results should allow them to provide districts with verification assurance of new teacher qualifications related to HQ requirements, thus removing that step for districts in the recruitment of new teacher candidates.

With hiring in dramatic decline, districts are challenged with more strategic development of their existing teacher workforce; often needing educators to be qualified for a broader range of subject area assignments. In the 2007 the PESB created and the Legislature funded the Educator Retooling program; providing funding support for certified teachers to add “shortage area” endorsements, including Bilingual Education, English Language Learner, Mathematics, Middle Level Math, Middle Level Science, Chemistry, Biology, Physics, Earth and Space Science, or Special Education. Until FY ‘11, up to \$3,000 per year in loan forgiveness was available to teachers to pay for tuition for coursework, WEST-E exams and supervision for the pedagogy assessment or other observation instruments if required by the candidate’s university or college program. Approximately 800 teachers from 175 school districts in Washington have added or are in the process of adding shortage area endorsements to their certificates with support of the Educator Retooling Program. The PESB continues to work with districts and preparation programs to consider retooling in the context of equipping their existing staff to meet a broader range of assignment needs, rather than just filling vacancies. In addition, the Retooling program has taken on another purpose by strengthening

content area knowledge of veteran teachers to address student achievement. Several school districts and endorsement programs have formed partnerships to offer new subject area endorsements for large numbers of teachers. These “endorsement academies” employ a professional learning community model to build capacity in content knowledge as a school improvement strategy. Districts like Renton have employed this model to retool a critical number of their elementary teachers to gain middle-level math endorsements. Kent school district has retooled a significant number of elementary educators to gain ELL endorsements.

The PESB has learned of a number of other efforts at the district and regional level. In one remote area a small district in anticipation of an upcoming retirement is working directly with a teacher preparation program to “grow their own” multiple-endorsed candidate with ties to their community. We also learned of a few cases of districts coordinating with neighboring districts or the ESD to fill a position. In one region of the state, four higher education institutions and a growing number of districts meet regularly on issues of preparation, induction, training, and assessment of interns, new teachers, and mentors. There are examples of districts that involve the partner preparation programs at higher education institutions in several stages of hiring and in dialogue on the educators they want in the future. There are others examples where the vision of a building leader and a higher education colleague have led to notable results in coordinated workforce preparation and professional development (<http://www.youtube.com/user/WAPESB>; <http://www.pesb.wa.gov/regional-workforce/a/partnerships>). The comprehensive, strategic, and partnered approaches we’ve observed suggest that workforce development is a goal that is both possible and fruitful in spite of the challenges of policy, budgets, and risk.

The PESB has been actively engaging IHEs and districts in regional dialogue in diversifying the educator workforce and on effective partnering. Again, the variability of practice is perhaps the most significant learning from the regional dialogue and survey. It is encouraging to hear that even when a district representative asks, “what would a partnership look like?”, our survey and interviews confirm that there is interest.

The PESB will convene the oversight group during the spring of 2012 and determine next steps. Among options to be considered will be working with those districts with strong workforce development approaches, as identified in this first round of meetings, and prepare guidance and materials for other districts to consider. PESB will also consult the oversight group on strategies for assisting districts.

Conclusion

With the exception of a handful of districts that submitted best-guess estimates through the survey, PESB believes that too few districts are prepared or willing to advance improvements in workforce development at the current time. PESB further believes that these improvements are critical in addressing an educator workforce that delivers on the promise of public education. The board looks forward to working with the Legislature to further this important initiative.

The Washington State Board of Education

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

Title:	Achievement Index Revision – Preparation for December AAW Meeting	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education. <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap. <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system.	<input checked="" type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science. <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K–12 teacher and leader workforce in the nation. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> Does the proposed letter to the AAW accurately reflect SBE priorities and intentions for next steps in the Index revision process? What have other states done to build their own accountability system that could inform these questions? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>SBE will review and approve a proposed letter to the AAW to guide the discussion at the December AAW meeting.</p> <p>SBE will also review and discuss the questions presented in the AAW letter which include:</p> <ol style="list-style-type: none"> College and Career Readiness subindicators. English Language Learner data. Tier labels. Performance Targets. 	

ACHIEVEMENT INDEX REVISION – PREPARATION FOR DECEMBER AAW MEETING AND NEXT STEPS

Policy Consideration

The Board will consider approving the Achievement and Accountability Workgroup letter, which directs the AAW to focus on specific topics at the December meeting. Those same topics are presented in this memo and will be discussed at this meeting.

1. If the Washington State Board of Education (SBE) approves the staff recommendation to go beyond high school graduation rates and include additional measures of College and Career Readiness (CCR) in a revised Index, what measures should be included? Which of these should only be publicly reported versus included in the calculation of an Index?
2. What are the best ways to address the inherent accountability challenges of incorporating the achievement of English Language Learners?
3. What tier labels are most appropriate to describe the performance levels of schools? Should the Index continue to use relative performance descriptors (Exemplary – Struggling), letter grades (A – F), or labels directly linked to an established standard (e.g. Exceeds Expectations, Meets Expectations, Approaching Expectations, Does Not Meet Expectations)?
4. How should performance targets be set for each performance indicator? Which subindicators, if any, should be norm-referenced and which should not?

Additionally, although it is not a new question for the AAW, SBE will continue to discuss issues of subgroup disaggregation.

Summary

Career and College Readiness

As part of their Elementary and Secondary Education Act flexibility requests, states have an opportunity to replace federal accountability with a coherent, aligned state accountability system. Recent developments in data systems across states make it newly possible to link K–12 data with post K–12 data including workforce, training, and two and four year college data. More than 17 states have added career- and college- readiness measures into their accountability systems. An initial analysis of the CCR measures by state is summarized in Table One.

In Washington, adding CCR measures to our revised Index is an opportunity to align accountability with the purpose of basic education as articulated in state law: “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” (RCW 28A.150.200 (2)).

Table 1: Career and College Readiness measures included in state accountability systems as described in ESEA flexibility applications (sorted from most often to least often used).

	ACT or SAT scores	Industry Certification or CTE endorsement	AP/IB success	Dual Credit	Work-Keys	Compass or Accuplacer	Advanced coursework	College remediation	Algebra in 8 th grade	College-ready cut scores on state tests	% 9 th graders credit deficient
Colorado	X										
Florida	X	X	X	X			X				
Idaho	X		X	X		X					
Illinois	X	X	X	X	X						
Indiana		X	X	X							
Iowa										X	
Kentucky	X	X			X	X					
Louisiana	X	X	X	X							
Maryland		X									
Missouri							X				
Nevada	X		X					X			X
New Mexico	X	X		X							
New York		X									
North Carolina	X				X						
Oklahoma	X	X	X						X		
South Dakota	X										
Wisconsin	X										

Policy Recommendations - National Governor's Association's Center for Best Practices issue brief: [Creating a College and Career Readiness Accountability Model for High Schools](#)¹

This issue brief was written in response to the availability of ESEA waivers and the opportunity for states to create innovative accountability systems that focus on preparing students for careers and college. Although many states are participating in one of two assessment consortia (PARCC and SBAC) with the ultimate goal of aligning assessments to the newly adopted CCR standards, this brief urges states to move forward with immediate incorporation of existing CCR measures. The brief lays out principles for states to consider as they move forward in this effort:

1. Use multiple measures including assessment, graduation, CCR, and school environment. The measures should be meaningful, actionable, and limited.
2. Provide incentives for schools to work with hardest-to-reach students, such as awarding 'bonus' points for four-year graduation rates, the percent of students enrolling in post-secondary education who do not require remediation, the percent of students enrolling on post-secondary education or obtaining family-wage employment within one year of graduation.
3. Set realistic targets that are based in research and are realistic given past performance. States need to identify schools and districts that are making the most progress, and set targets that reflect that level of performance.

Included in the multiple measures are the following recommendations:

- **Assessment:** The percent of students who are CCR as assessed by SBAC. This can be distinct from a lower graduation requirement, but states are urged to use the higher CCR standard for accountability purposes.
- **Graduation rates:** High school graduation is a critical milestone in readiness for next steps for students. States should include on time and extended graduation rate data.
- **Credit accumulation:** States should hold schools and districts accountable for the number of students who are on track to graduate as well as the number of students who are accelerated beyond the minimum.
- **Additional CCR measures:** States should include the percent of students who pass a dual credit course, who pass an Advanced Placement exam, an International Baccalaureate exam, or who receive a career certificate. Because the quality of dual credit courses varies, the report urges states to routinely evaluate whether the courses truly represent college-level work.
- **School environment:** Three methods that states use are student surveys, teacher condition surveys, and chronic absenteeism.
- **Other measures:** The report recognizes that many skills beyond just content knowledge will influence the degree to which students succeed including persistence, problem solving, and critical thinking. Because there are no states with the current capacity to measure these attributes, incorporating evidence of post secondary success is something states should consider such as college enrollment, remediation, and persistence.

¹<http://www.nga.org/files/live/sites/NGA/files/pdf/1008COLLEGECAREERREADYGOALS.PDF;jsessionid=46410AF6E547591CD8BA6536BBD6DFC7>

Policy Recommendations - Education Sector's Data That Matters: Giving High Schools Useful Feedback on Grads' Outcomes by Anne Hyslop²

This report explores CCR measures and how they can be helpful feedback tools to ensure that high schools are preparing students for their future. The report recommends using both “indicators” of readiness, defined as things that are measured while students are still in high schools, and “evidence” of readiness which would include data collected after high school. Education Sector recommends that feedback for high schools should include both.

Type of measure	When it occurs	Characteristics	Examples
“Indicators” of CCR	Measured while students are still in high school	<ul style="list-style-type: none"> • Generally these measures are highly influenced or controlled by high schools; • Measures are generally known to be good predictors of post-high school success 	<ul style="list-style-type: none"> • Attendance • Behavior • Course-taking patterns • ACT or SAT scores • AP or IB programs • Dual enrollment courses • Industry certification • Graduation rates
“Evidence” of CCR	Measured after students complete high school	<ul style="list-style-type: none"> • Generally these factors are less under direct control of high schools; • Measures actual success or attainment 	<ul style="list-style-type: none"> • College enrollment • Remediation rates • Persistence rates • College graduation rates • Participation in apprenticeship or training programs • Attainment of professional licenses or certifications • Earnings/employment data

English Language Learners

English Language Learners comprise one of the federal subgroups, and therefore states have been held accountable to increase their rate of proficiency on reading and math assessments. Under NCLB, 100 percent of students in every subgroup were expected to meet state standards by 2014. Under the current AMOs that were proposed by Washington to substitute for NCLB, schools must close proficiency gaps for their ELL subgroup just as they must close proficiency gaps for all subgroups.

Additional federal accountability for ELLs is addressed in Title III. Students are tested for English proficiency annually. There are four levels of proficiency: Level One–Beginning, Level Two–Intermediate, Level Three–Advanced, and Level Four–Transitional (proficient). When students reach Level 4 they are considered fully English language proficient and no longer qualify for support in either the federal Title III program or the state Transitional Bilingual Instructional Program.

² http://www.educationsector.org/sites/default/files/publications/HSFeedback_CYCT_RELEASE.pdf

Federal Title III accountability holds schools receiving Title III funds responsible for three outcomes, referred to as Annual Measurable Achievement Objectives (AMAOs). Note that this acronym is similar to AMO but this is a separate set of expectations.

- AMAO–1: Annual increases in the number or percentage of children making progress in learning English. In Washington, this is measured as one scale score point gain from one year to the next. In 2012–13, the target is 67.5 percent of students making progress for a district to meet this AMAO.
- AMAO–2: Annual increases in the number or percentage of children attaining English proficiency. In 2012–13, the target is 14.2 percent transitioning for a district to meet this AMAO.
- AMAO–3: The number or percentage of students meeting AYP targets in the reading and math ELL cells. Under the ESEA flexibility waiver, the new AMO targets of closing proficiency gaps by 50 percent by 2017 will apply.

Accountability Challenges

There are several challenges inherent in the federal accountability system and revising the Achievement Index is an opportunity to address them. First, ELLs take statewide assessments*, but may not have the English language skills needed to understand the text or respond effectively in English. Therefore, the percent of ELLs meeting standard on these tests is not likely an adequate measurement of their performance.

A second challenge is that as soon as students reach English proficiency, they are no longer counted as ELLs. Therefore, just as students are most likely to be able to access the language in the test, they are not counted in that subgroup any longer and this dampens the performance of the subgroup.

Third, after transitioning, ELLs generally perform below the state average and perform particularly low in grades 6–8. There is no accountability for these students other than the “all students” group.

Finally, there is no specific expectation set for the amount of time it should take to acquire English proficiency or progress from one level to the next. There is therefore no definition of Long Term English Learners in our current reporting system. The result is that there are varying numbers of LTELs, but that information is not reported and there is no accountability for the number of LTELs.

Options to Explore in Response to these Challenges

First, adding the Washington Growth Model for the subgroup of ELLs is a strong first step to mitigate the challenges inherent in measuring proficiency. Each year, the vast majority of new ELLs enter in Kindergarten. In OSPI’s most recent annual report to the Legislature (December 2011), 66 percent of new ELLs were Kindergarteners³. Their student growth percentile data will be available in fourth grade. If the growth performance indicator incorporates adequate growth, targets for schools will be set in alignment with how many students are on track to meet

³ <http://www.k12.wa.us/LegisGov/2011documents/TransitionalBilingualReport2011.pdf>

standard within three years, or for these students, by the end of seventh grade. That represents eight years of instruction for many students.

Second, Washington could opt to create a new subgroup of former ELLs. This would ensure that sufficient attention is paid to these students, knowing that they tend to have lower rates of proficiency after transitioning than students who were never ELLs. This subgroup could be employed for both proficiency and for growth, so that even if the former ELLs are not currently proficient in large numbers, their growth rates can be included.

Other options to explore include the following:

- The percent of ELL progressing from one level to the next. This may present a data challenge but should be explored.
- The percent of ELLs who are LTELs. This would involve stakeholder outreach to explore the creation of an expectation for the amount of time that is reasonable for students to acquire English proficiency. In other words, how long is 'too long'? Unlike other states, Washington has neither law nor commonly held belief on this topic. After deciding what is 'too long', this may still present a data challenge but should be explored.
- Student Growth Percentiles on the WELPA. This would require further exploration regarding whether or not this is a suitable assessment for this purpose. Additionally, Washington is likely to adopt new English Language Development standards as part of a multi-state consortium, so this is a rapidly changing landscape.

Tiers

The current Index applies tier labels to schools (Exemplary, Very Good, Good, Fair, Struggling). Index points from one to seven determine the tier.

Some states have adopted a letter grade system of A–F or a system of 1–5 stars. This is helpful to parents and stakeholders because it employs a known concept.

Letter Grades, 1-5 Stars	
Arizona Florida Indiana Louisiana New Mexico Oklahoma South Carolina Tennessee	A–F
Idaho Illinois Nevada	1–5 stars

Other states have used tier labels to convey a clear sense of state expectations for schools. For example, Oregon has a simple system of Outstanding, Satisfactory, and In Need of Improvement. There is little question which schools have met state expectations with those labels.

Examples of clear state expectations for acceptable school performance	
Arkansas	Exemplary Achieving Needs Improvement Needs Improvement Focus Needs Improvement Priority Schools
Colorado	Exceeds Meets Approaching Does Not Meet
Kentucky	Distinguished Proficient Needs Improvement
Massachusetts	On track to Career and College Ready Off track to CCR Focus Priority
Oregon	Outstanding Satisfactory In Need of Improvement
Wisconsin	Significantly Exceeds Expectations Exceeds Expectations Meets Expectations Meets Few Expectations Fails to Meet Expectations
Iowa	Exceptional High Performing Commendable Acceptable Needs Improvement Priority

A minority of states have descriptive labels, which range from high to low performance, but do not necessarily reflect a state expectation. For example, does a “Fair” or “Progressing” school meet state expectations?

Descriptive tier labels	
Washington’s Current Index	Exemplary Very Good Good Fair Struggling
Connecticut	Excelling Progressing Transition Review Turnaround
South Dakota	Exemplary Status Progressing

	Focus Priority
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Performance Targets

The current Index sets performance targets for reading, writing, math, and science based on the percent of students who meet standard in a given year. For reading and writing, performance tends to be higher; and math and science is generally lower reflecting overall state trends.

The chart below demonstrates how the current Index score range of 1–7 relates to tiers. Each point in the range covers ten percentage points, with the exception that below 40 percent meeting standard receives a one regardless of how low it is.

Some tiers are essentially larger than others, covering anywhere from .5 Index points to 1.5 points. For example, a school with 75 percent of students meeting standard would receive a score of 5.5 and be in the “Exemplary” tier. A school with 100 percent of students meeting standard would receive a score of seven and would also be in the “Exemplary” tier.

Table 2 illustrates the relationship between percent of students meeting standard, the Index score, and the tiers. The final two columns display average elementary and average middle school performance for 2012.

Table 2: Current Index performance targets

% Met Standard	Index Score	Tier (Index Score Range)	2012 Average Elementary	2012 Average Middle School
90-100	7	Exemplary (5.5-7)		
80-89.9	6			
75-79.9	5		Very Good (5-5.49)	← Reading 70.5%
70-74.9				← Reading 69.8%
60-69.9	4	Good (4-4.99)	← Science 62.8%	← Reading 69.8%
50-59.9	3	Fair (2.5-3.99)	← Writing 61.4%	← Science 66.4%
45-49.9			← Math 59.4%	
40-44.9				← Math 58.7%
<40	1	Struggling (1-2.49)		

This reflects a criterion-based approach to scoring. One school's score is unrelated to other schools' performance, and it is possible for more and more schools to get a higher and higher score as overall student achievement improves. State average or median performance of schools is not taken into account. The rationale for this is that these are tied to the rate at which students meet standard, which is by definition the expectation for what all students should know and be able to do. Average performance is not a factor. Generally schools receive a much higher score for their reading and writing performance because most schools have higher rates of success in these subjects than science or math.

A contrasting approach would be normative, assigning points and tiers to relative differences among schools. For example, if overall state performance in science is so low that only 25 percent of students meet standard, a school with 40 percent of students meeting standard would earn a high score due to relative higher performance. AAW members will see options related to both criterion and normative approaches to performance indicators.

Subgroups

States must continue to *report* fully disaggregated data for state assessments, using the federal categories (see below). States must also set Annual Measurable Objectives (AMOs) in reading and math for the 'all' students subgroup and all other major racial and ethnic groups, students from low-income families, English Learners, and students with disabilities. Washington set the AMOs to reducing proficiency gaps by 50 percent over six years.

Subgroups for federal accountability:

- All
- American Indian/Alaskan Native
- Asian
- Native Hawaiian/Pacific Islander
- Black/African American
- Hispanic
- White
- Two or More Races
- Limited English
- Special Education
- Low Income

In terms of states' performance indexes, there is some latitude for states to consolidate subgroups in some circumstances. While some states continue to include fully disaggregated data in their respective indexes, others opt to create 'super subgroups' by combining some groups. Super subgroups can be used as part of the overall Index score which can drive the tier designation of schools. For example, Connecticut created a "high needs subgroup" which is made up of English Learners, students receiving special education instruction, and students receiving subsidized meals. Massachusetts created a similar high needs group but adds former ELLs. Florida takes into account the lowest 25 percent of students regardless of their subgroup. Oregon uses all of the federal subgroup categories and added another, which they call 'catch up' reflecting that these are students who scored below grade level on assessments.

States justify the creation of super subgroups as a response to several challenges:

- By definition, every student belongs to more than one subgroup and some belong to as many as five. For example, every student has a race/ethnicity and is also included in the

“all” category. Additionally, some students are also low income, have disabilities, and are English Language Learners. Supersubgroups eliminate the redundancy because students are combined into a single ‘at risk’ subgroup. This was particularly an issue under NCLB because a school’s failure to make the goal in any subgroup resulted in the school not making Adequate Yearly Progress. This concern can be minimized by an Index that is compensatory, rather than conjunctive, and by focusing on growth rather than just status.

- Small student populations (fewer than 20) need to be suppressed. Combining multiple subgroups can bring the N size above 20 and therefore make the subgroup visible. Utah, for example, argues that creating super subgroups captures 90 percent of schools, versus only 62 percent captured by lowering their ‘n’ size. Illinois and Nevada propose a hybrid of full disaggregation and super subgroups by employing a super subgroup only for schools with groups below the minimum ‘n’ size and for all other schools using fully disaggregated subgroup data.

The consolidation of subgroups into super subgroups raises some concerns. Grouping the performance of diverse subgroups together can mask the unique differences among groups and create confusion regarding appropriate intervention strategies. If a low-performing super subgroup includes students with disabilities, low income students, and English Learners, that does not mean that their needs are all the same or that the strategies to boost the performance of one subgroup will work for another.

Similarly, improving one subgroup but not another could make a school’s performance appear better than it should. One of the noted strengths of NCLB was the focus on each subgroup. Super subgroup could have the unintended consequence of obscure persistent lack of improvement in a small subgroup.

Finally, Board Members have repeatedly expressed a desire to include specific data for English Language Learners. Disaggregating data for one subgroup but not others could present issues of fairness. If the Index disaggregates ELL data, why not other subgroups as well?

The AAW was presented with a series of options regarding subgroups:

- A. Use current federal subgroups only
- B. Add new subgroups to the existing list. For example, former ELL or Catch-up students.
- C. Creating a super subgroup for schools with low N size.
- D. Both B and C.
- E. Other.

These options will be explored more fully at the December AAW meeting.

Background

To receive Elementary and Secondary Education Act flexibility, states are required to commit to several principles for improving student achievement⁴. There are four principles in all, but two of them in particular are related to the development of our revised Index, including:

1. College and Career Ready Expectations for All Students.
 - Adopting CCR standards in reading/language arts and math.
 - Administering annual, aligned assessments that correspond to those standards.

⁴ ESEA Flexibility, June 7, 2012. <https://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc>

- Measuring student growth.
- 2. State-Developed Differentiated System of Recognition, Accountability, and Support.
 - State-developed system must 'look at' student achievement in at least reading/language arts and math.
 - Include all students and all subgroups of students identified in ESEA graduation rates for all students and all subgroups.
 - School performance and progress over time, including all subgroups.
 - Must take into account student growth.
 - Set new 'ambitious but achievable' annual measurable objectives (AMOs) in at least reading/language arts and math for all districts, schools, and subgroups.
 - Provide incentives and recognition for "reward schools."
 - Publicly identify "priority schools" and ensure that districts meaningfully intervene.
 - Work to close achievement gaps by identifying "focus schools" with the greatest achievement gaps or in which subgroups are furthest behind.
 - Provide incentives and support for other Title I schools that are not improving or narrowing gaps.

Washington has received a conditional waiver of ESEA, pending the submission of a revised Achievement Index by June 30, 2013. SBE is partnering with the Office of Superintendent of Public Instruction to this end. SBE has convened a stakeholder workgroup to provide input at each step of the Index revision process. This group is known as the Achievement and Accountability Workgroup, which had its first meeting in October. The AAW will meet three more times on the topic of the Achievement Index revision, and then will turn its focus to the development of a statewide accountability framework, as envisioned in E2SSB 6696.

Action

Consider a motion to approve the proposed AAW letter.

Achievement Index Revision: Preparation for the December AAW Meeting

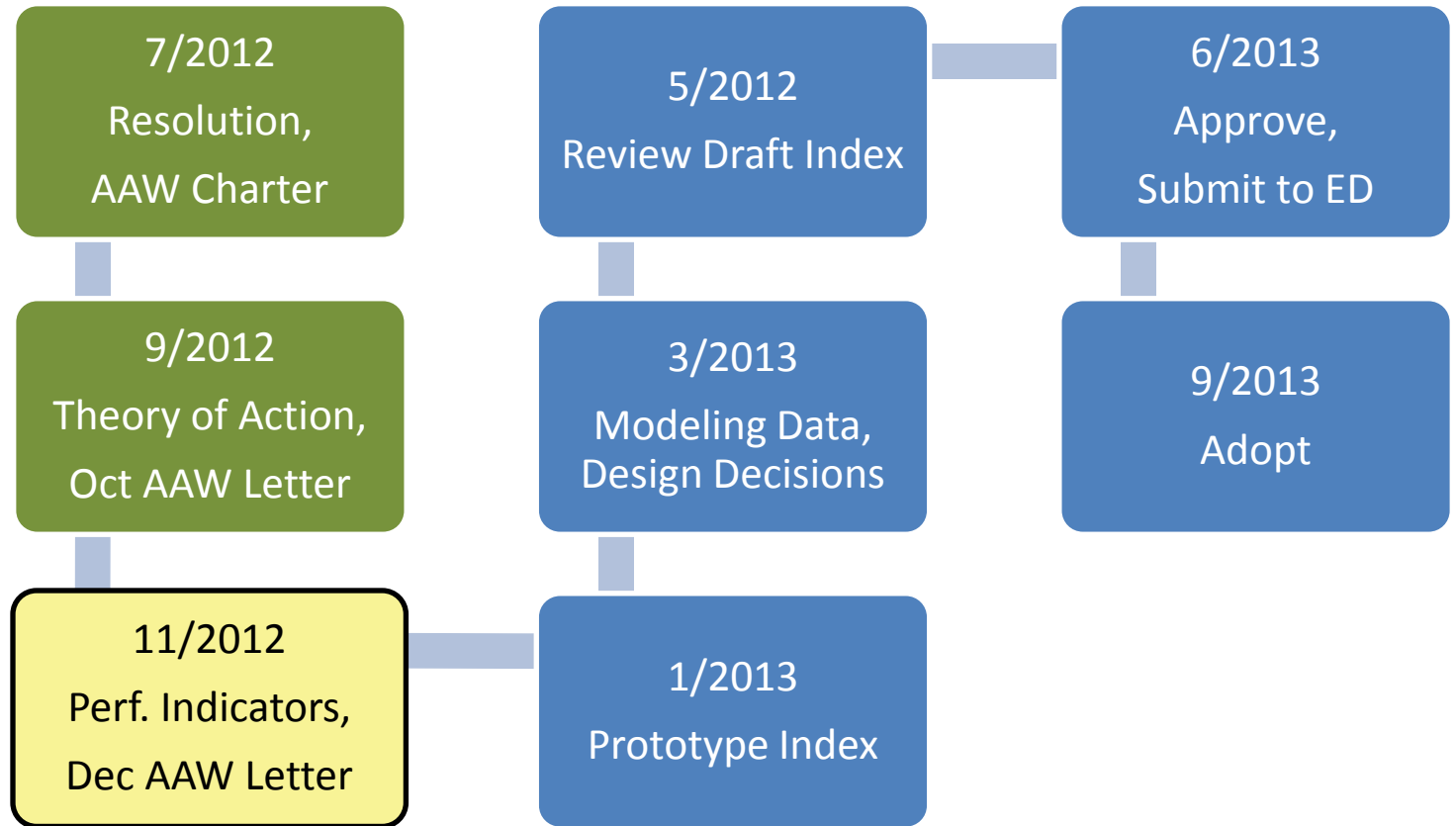
Sarah Rich
Policy Director
November 9, 2012

Objective: SBE Board Members will discuss and approve the next set of questions posed to the Achievement and Accountability Workgroup.

Note:

- Ample time for discussion throughout the presentation.
- Aside from approval of the questions, no decisions expected on these topics until January.

Index Revision Timeline



AAW Questions for December

College and Career Readiness

Specific sub-indicators to measure college and career readiness?

Which included only for the public reporting, and which for Index calculation?

ELLs

Only measures of *academic proficiency and growth* or also *language proficiency and/or growth*?

Also include a subgroup of former ELLs?

Tiers

Relative performance descriptors, letter grades, or labels directly linked to an established standard?

Targets

How should targets be set?

Norm-referenced versus criterion-referenced?

National Governor's Association: *Creating a College and Career Readiness Accountability Model for High Schools (2012)*



Recommended Principles:

- Use multiple measures, including assessment, graduation, career and college readiness, and school environment.
- Provide incentives for schools to work with hardest-to-reach students.
 - On time and extended graduation.
 - Students not needing remediation in college.
 - Students enrolling in post-secondary education or obtaining family-wage employment within 1 year.
- Set realistic targets based in research and past performance.

Source: NGA, January 2012.

<http://www.nga.org/files/live/sites/NGA/files/pdf/1201EDUACCOUNTABILITYBRIEF.PDF>

Creating a College and Career Readiness Accountability Model for High Schools Cont.

College
and Career
Readiness

ELLs

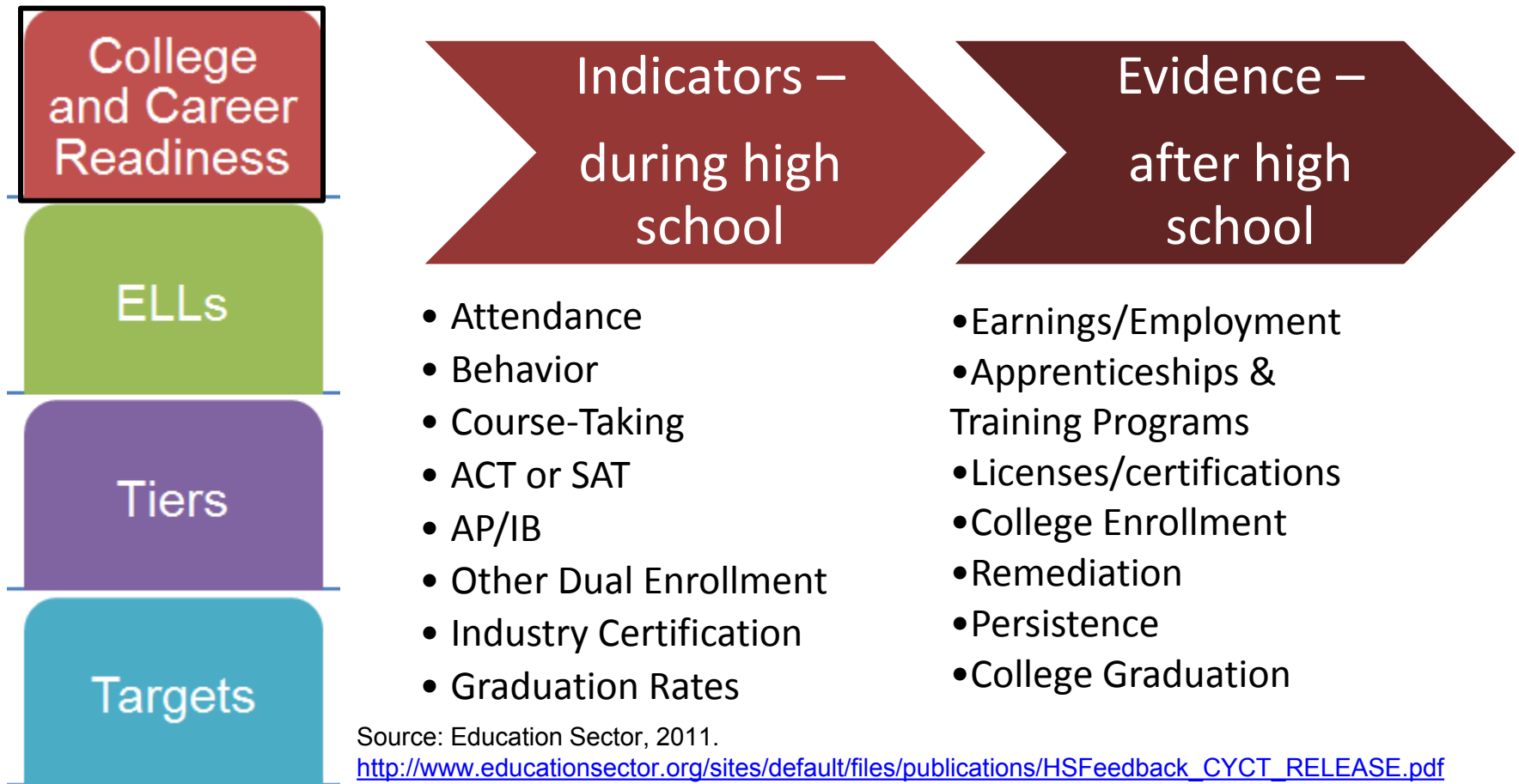
Tiers

Targets

Multiple measures:

- CCR assessment (SBAC).
- Graduation Rates (on time and extended).
- Students 'on track' to graduate.
- Dual credit, AP, IB, career certification.
- School Environment: student and teacher surveys, chronic absenteeism.
- Other measures including persistence, problem solving, critical thinking. BUT no states have current capacity to measure these qualities so instead consider college enrollment, remediation, persistence.

Education Sector's *Data That Matters: Giving High Schools Useful Feedback on Grads' Outcomes* (2011)



Types of Dual Enrollment



Baccalaureate Degree Pathway

- Advanced Placement
- International Baccalaureate
- University of Cambridge International Examinations
- Early College
- Gateway to College
- Running Start

Certification/Apprenticeship Pathway

- Technical College Direct Funded Enrollment Programs

Technical/Associate Degree Pathway

- Running Start
- Tech Prep
- Technical College Direct Funded Enrollment Programs

Source: OSPI Enrollment Website

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx>

College
and Career
Readiness

ELLs

Tiers

Targets

Questions?

RCW 28A.230.130

College
and Career
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ELLs

Tiers

Targets

(1) All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050.

(2) All public high schools of the state shall provide a program, directly or in cooperation with a community or technical college, a skills center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma.

Source: <http://apps.leg.wa.gov/RCW/default.aspx?Cite=28A.230.130>

E2SHB 1808: The Launch Act (2011)

College
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Readiness

Within existing resources, all public high schools in the state shall:

ELLs

Work towards the goal of offering a sufficient number of high school courses that give students the opportunity to earn the equivalent of a year's worth of postsecondary credit towards a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree...

Tiers

...this information shall encourage students to use the twelfth grade as the launch year for an advance start on their career and postsecondary education.

Targets

Source: <http://apps.leg.wa.gov/documents/billdocs/2011-12/Pdf/Bills/House%20Passed%20Legislature/1808-S2.PL.pdf>

Dual Enrollment



Type	Dual Credit Course Enrollments	HS Students In Dual Credit Courses	% of Total HS Students
All Dual Credits	455,914	177,410	47.0%
Tech Prep	193,102	120,539	31.9%
Advanced Placement	135,762	51,931	13.8%
Running Start	80,234	17,516	4.6%
College in High School	30,188	14,533	3.9%
International Baccalaureate	28,289	6,500	1.7%
University of Cambridge International Examinations	2,985	1,147	0.3%

Source: <http://reportcard.ospi.k12.wa.us/DualCredit.aspx?year=2011-12>

ESEA Flexibility: Overview



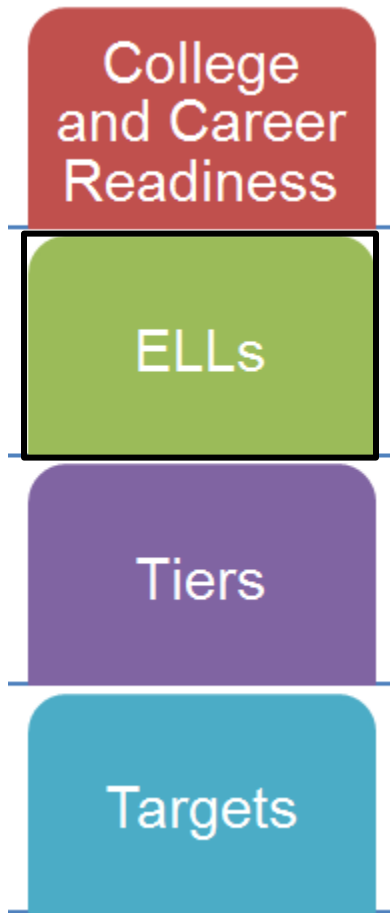
	ACT or SAT scores	Industry Certification or CTE endorsement	AP/IB success	Dual Credit
Colorado	X			
Florida	X	X	X	X
Idaho	X		X	X
Illinois	X	X	X	X
Indiana		X	X	X
Iowa				
Kentucky	X	X		
Louisiana	X	X	X	X
Maryland		X		
Missouri				
Nevada	X		X	
New Mexico	X	X		X
New York		X		
North Carolina	X			
Oklahoma	X	X	X	
South Dakota	X			
Wisconsin	X			

Source: staff analysis of Career and College Readiness measures included in state accountability systems as described in ESEA flexibility applications



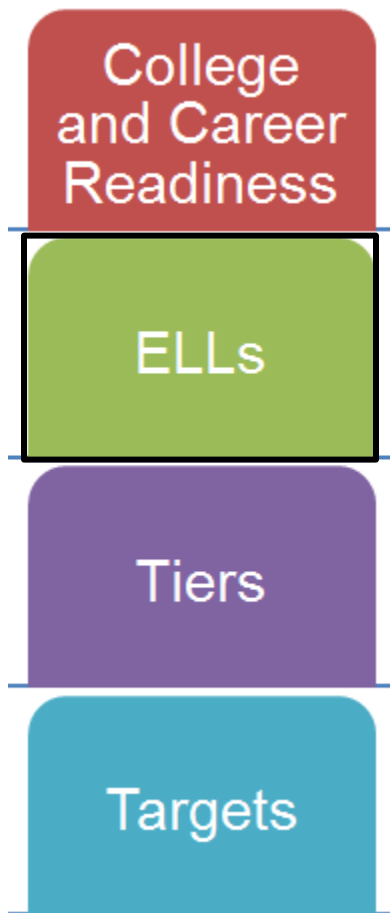
Questions and Discussion

English Language Learners – Accountability Challenges



1. % of ELLs meeting content standards is an inadequate measure of performance.
2. When students transition, they exit the subgroup which dampens subgroup performance.
3. Transitional ELLs generally perform below the state average and perform particularly low in middle grades and math and science.
4. There is no state expectation set for time in program or time to progress from one level to the next.

English Language Learners – Additional Challenges

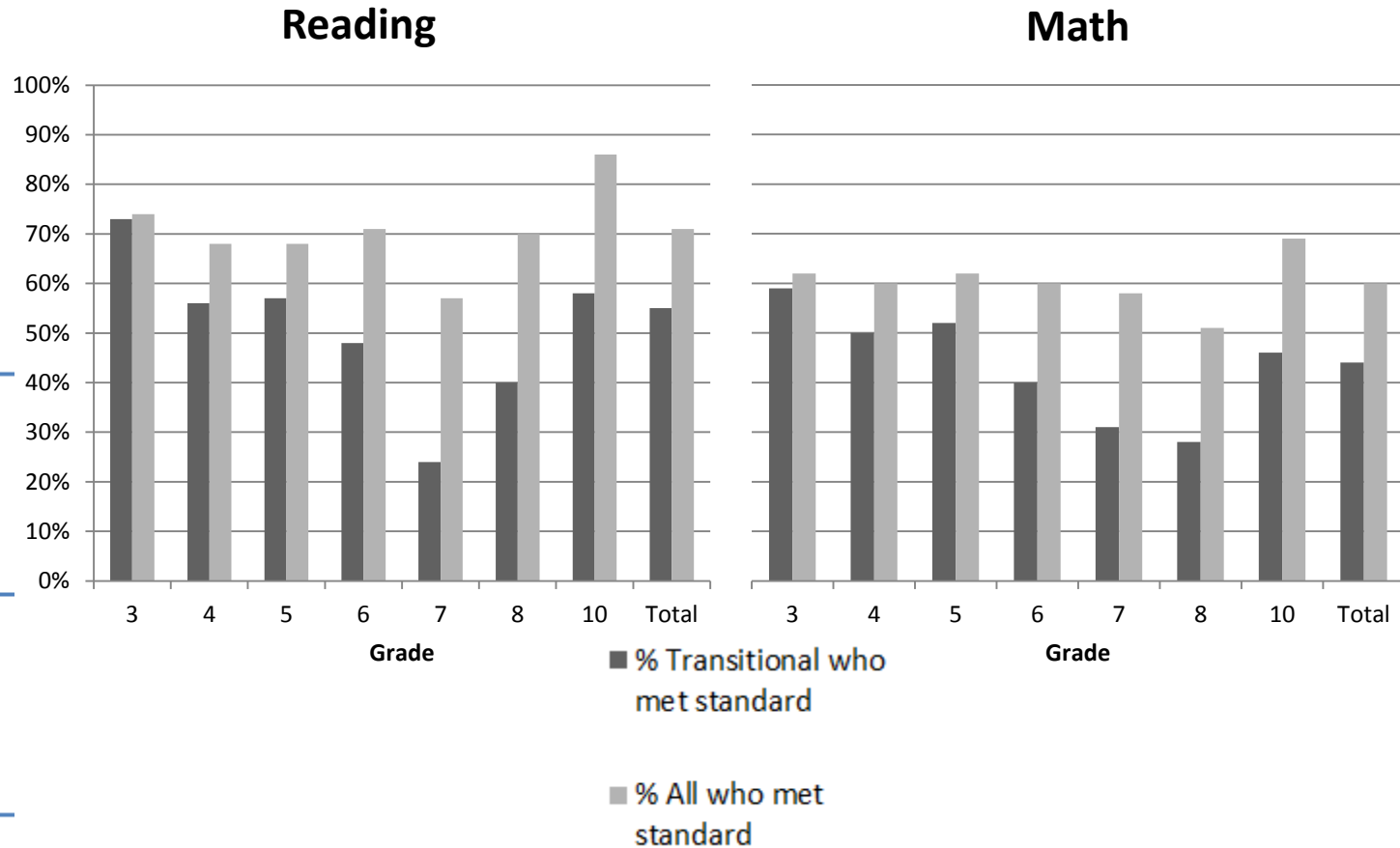
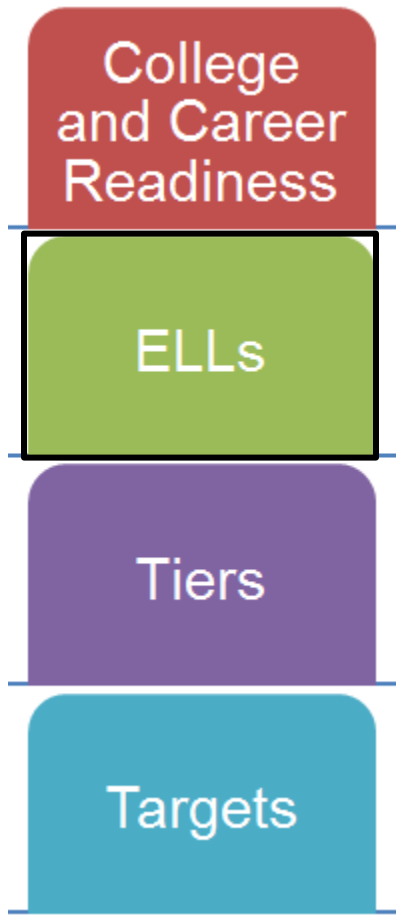


1. Many educators are not fully trained to work with ELLs.
2. Shortage of qualified staff for bilingual models and newcomer programs.
3. District and school confusion about ELL program models.
4. Districts and schools report challenges in building connections to ELL families and communities.

Source: Education Northwest's Effective Practices for English Language Learners and their Implementation in Washington Schools (2009)

http://www.k12.wa.us/QEC/pubdocs/TBIP/Education_Northwest_ELL_Demonstration_Year_2_Report_11-30-09.pdf

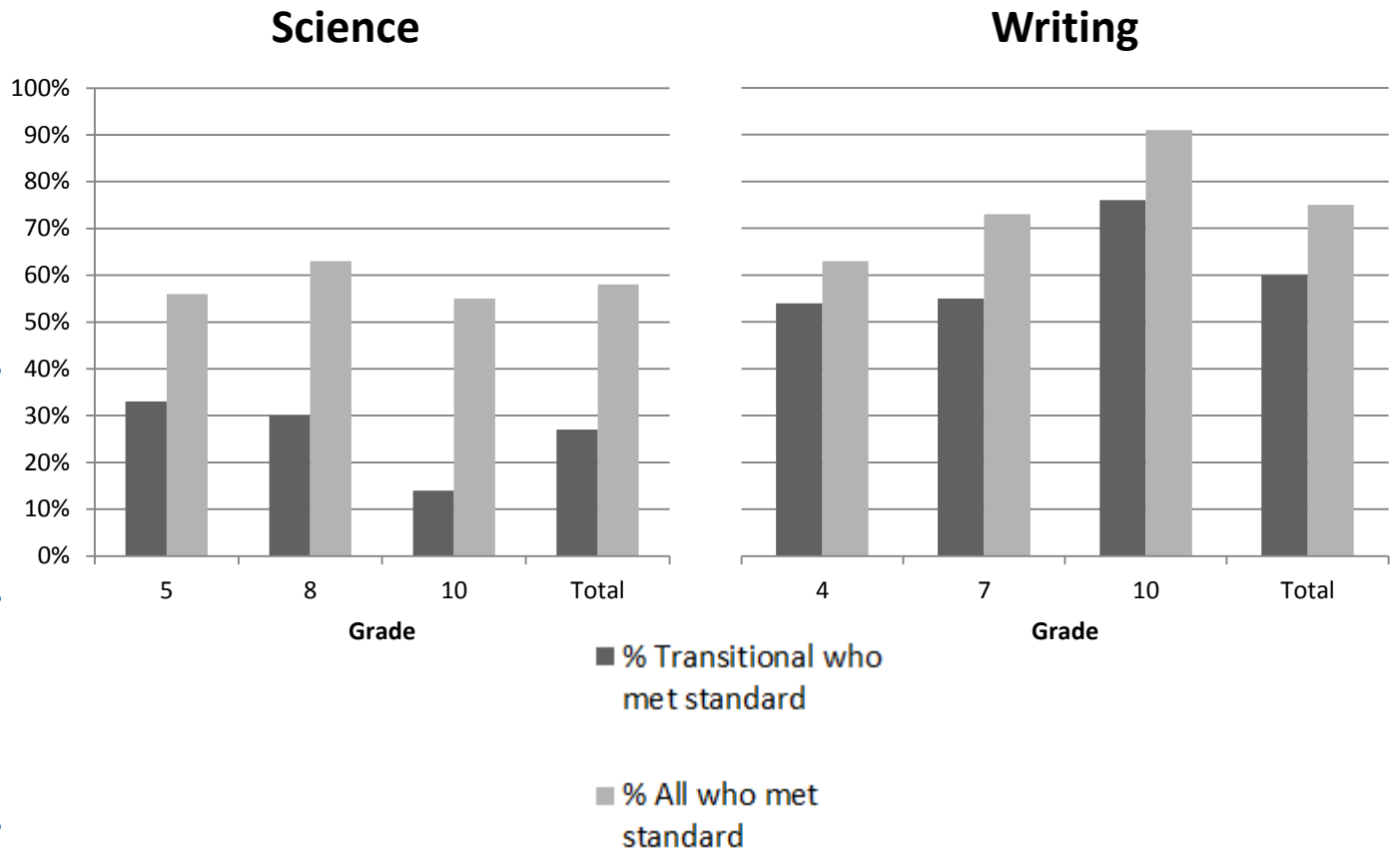
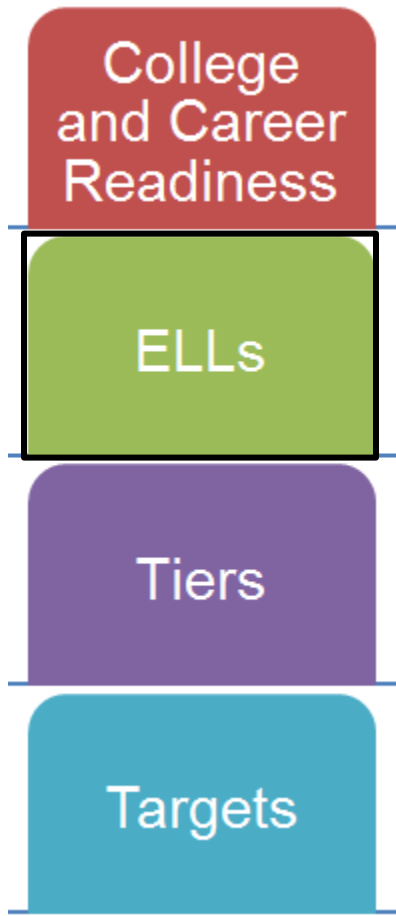
Transitional ELLs and MSP/HSPE Performance (2010-11)



Source: OSPI Educating English Language Learners in Washington State 2010-2011 (December 2011).

<http://www.k12.wa.us/LegisGov/2011documents/TransitionalBilingualReport2011.pdf>

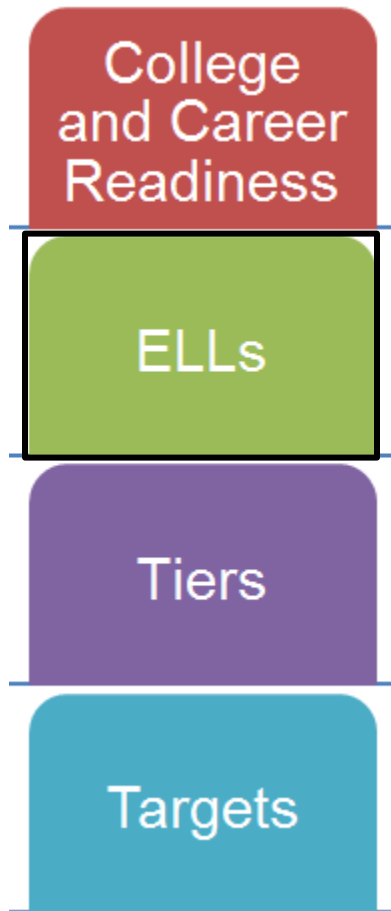
Transitional ELLs and MSP/HSPE Performance (2010-11)



Source: OSPI Educating English Language Learners in Washington State 2010-2011 (December 2011).

<http://www.k12.wa.us/LegisGov/2011documents/TransitionalBilingualReport2011.pdf>

English Language Proficiency Assessment for the 21st Century (ELPA21)



\$6.3 million federal grant to consortium of states led by Oregon:

Arkansas, California, Florida, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, West Virginia

Partners include Stanford and Council of Chief State Schools Officers (CCSSO)

Purpose: develop new English language proficiency tests aligned with Common Core State Standards.

States must adopt new common English language development standards, likely modeled on California.

ELL Considerations

Goal: coherent, aligned state and federal accountability

Do not want: misalignment between state accountability (Index) and federal accountability (AMO and AMAOs)

Example of potential misalignment: a district meeting AMAOs (Title III) and yet is identified as a Focus school in the Index due to ELL performance (Index)

College
and Career
Readiness

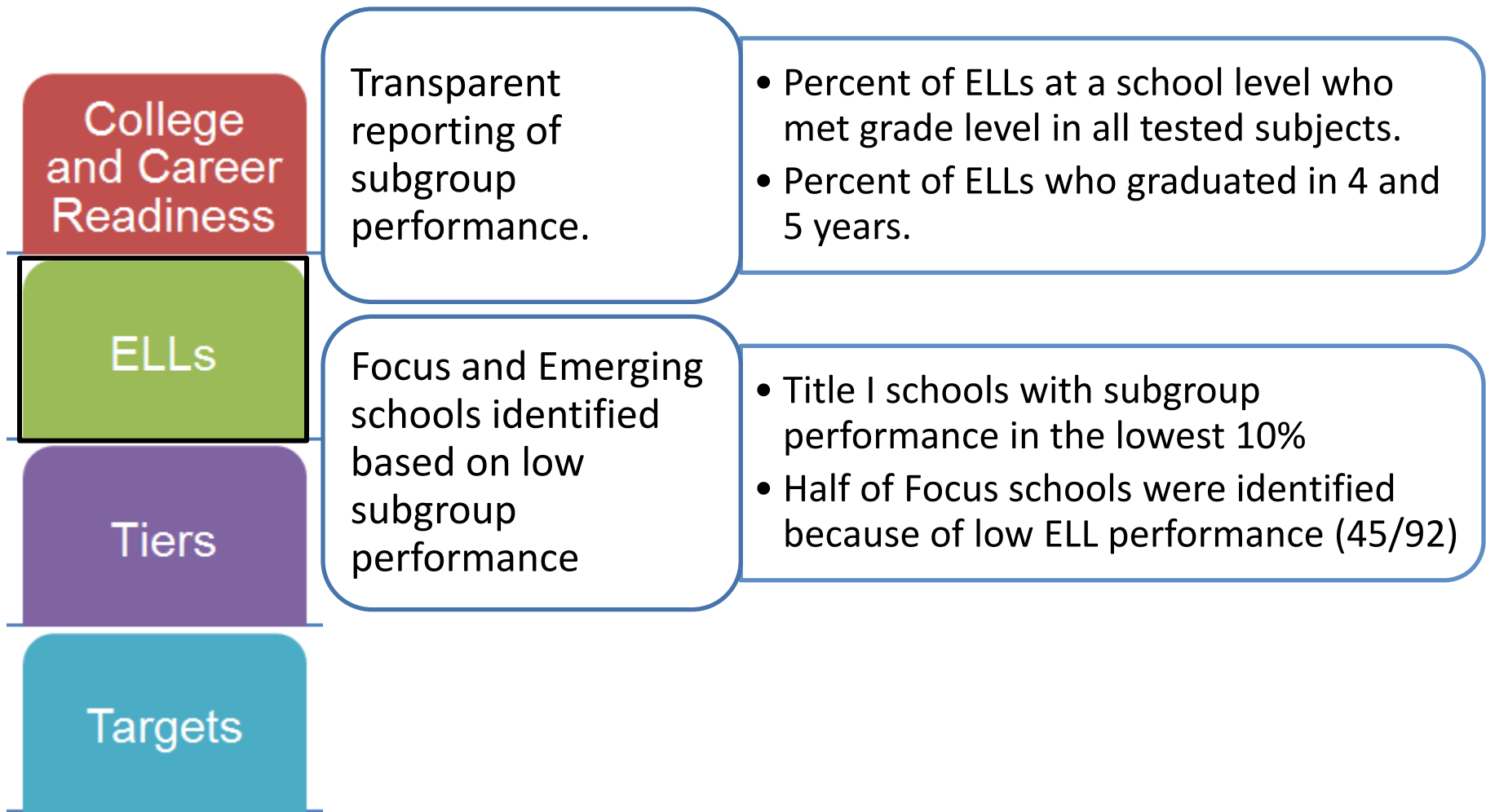
ELLs

Tiers

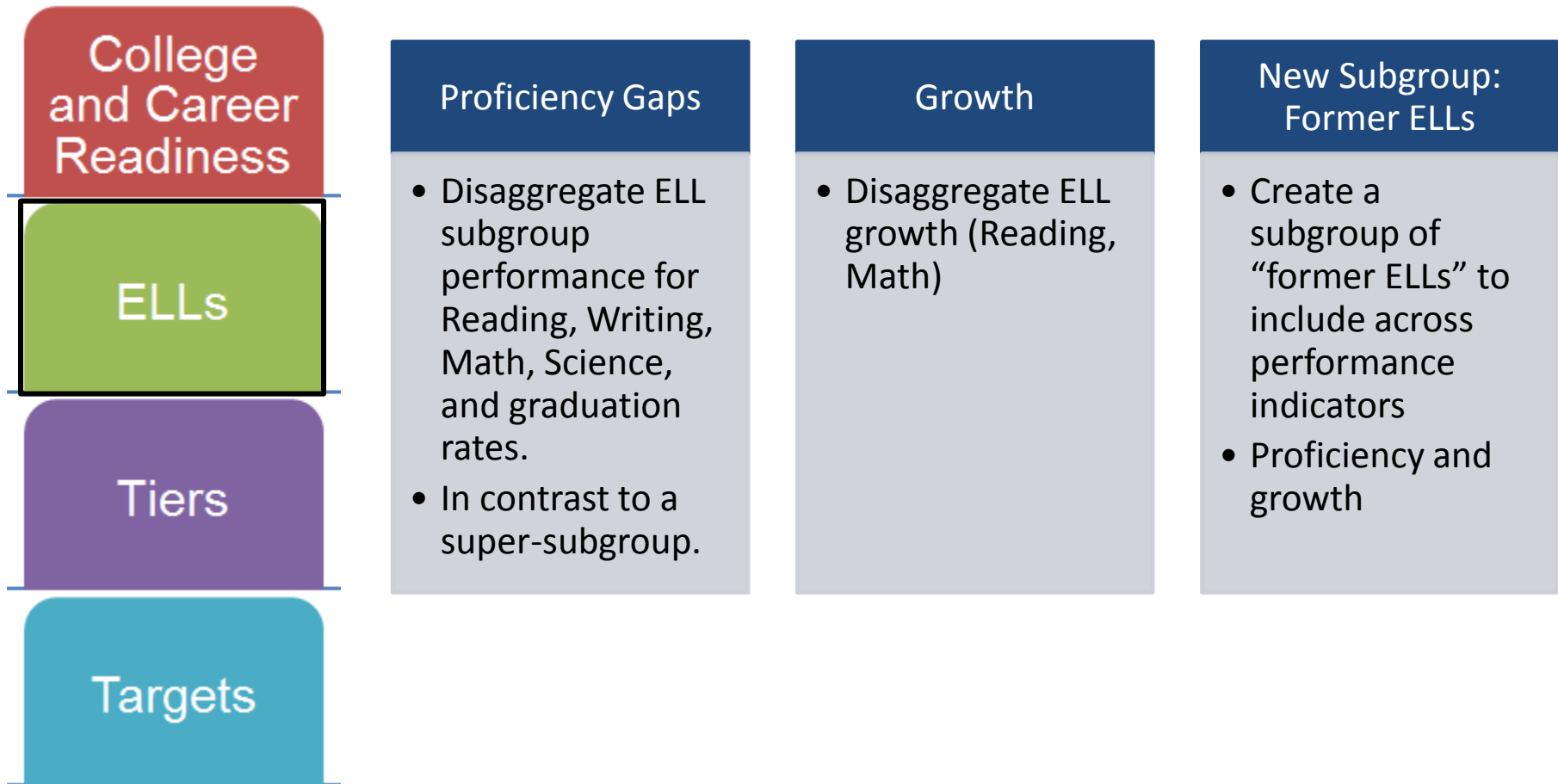
Targets



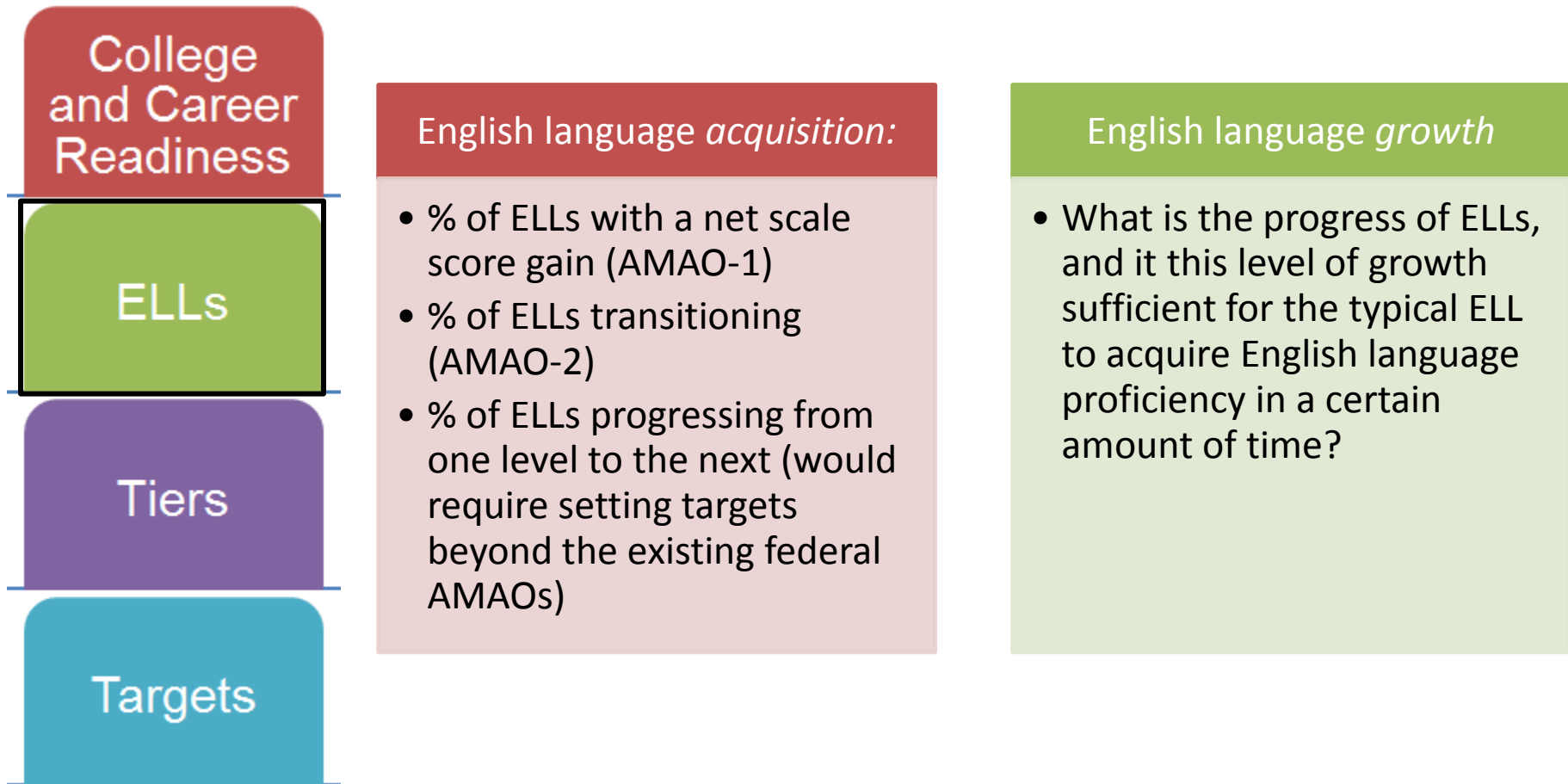
Strengthening Accountability for ELLs: ESEA Commitments



Strengthening Accountability for ELLs: Opportunities



Strengthening Accountability for ELLs: Options to Explore



College
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Readiness

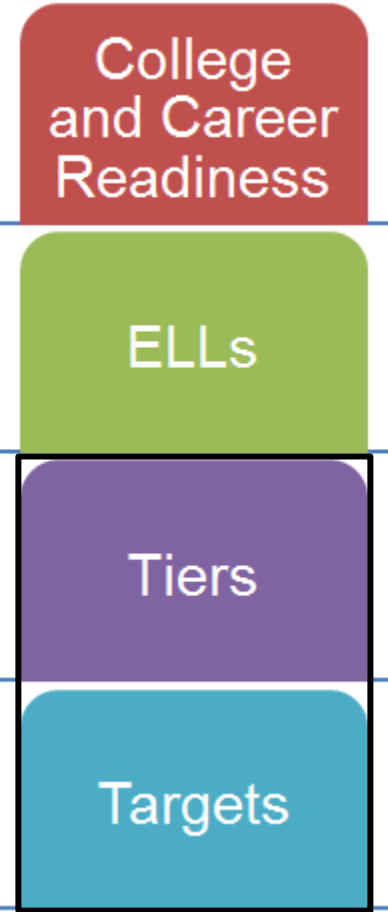
ELLs

Tiers

Targets

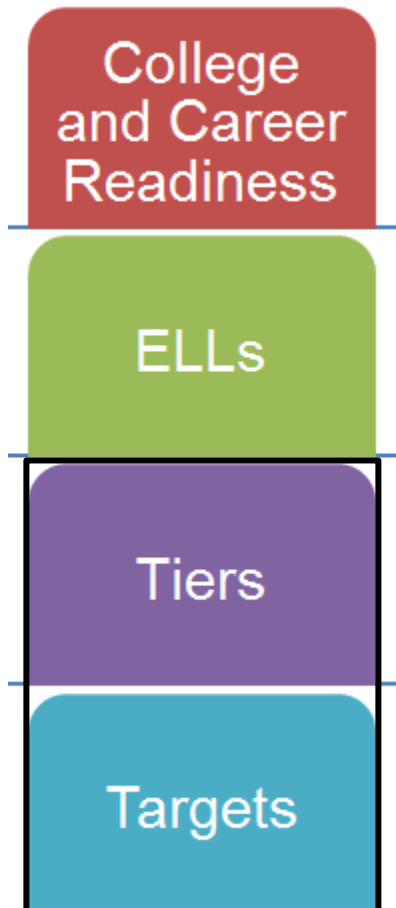
Questions and Discussion

Tiers and Targets – Current Index



% Met Standard	Index Score
90-100	7
80-89.9	6
70-79.9	5
60-69.9	4
50-59.9	3
40-49.9	2
<40	1

Tiers and Targets – Current Index



% Met Standard	Index Score	Tier (Index Score Range)	2012 Average Elementary	2012 Average Middle School
90-100	7	Exemplary (5.5-7)		
80-89.9	6			
75-79.9	5	Very Good (5-5.49)		
70-74.9			← Reading 70.5%	← Writing 71%
60-69.9	4	Good (4-4.99)	← Science 62.8%	← Reading 69.8%
50-59.9	3	Fair (2.5-3.99)	← Writing 61.4%	← Science 66.4%
45-49.9	2		← Math 59.4%	
40-44.9				← Math 58.7%
<40	1	Struggling (1-2.49)		

Tiers

	Descriptive Labels	Letter Grades	State Expectations
College and Career Readiness	Current Index: Exemplary – Struggling	A-F letter grades	On track to Career and College Ready Off track to CCR Focus Priority
ELLs			
Tiers	Retains current structure	Employs a concept familiar to parents	Conveys a clear sense of state expectations for schools
Targets			

Targets: Criterion or Norm Referenced for Each Performance Indicator



Proficiency	Growth	CCR
Criterion or Norm?	Criterion or Norm?	Criterion or Norm?
Current Index is primarily criterion referenced	Growth is norm referenced; Adequate growth combines with criterion referenced	

College
and Career
Readiness

ELLs

Tiers

Targets

Questions and Discussion

Subgroups Revisited

Options	+/-
A. Use current federal subgroups only.	Full disaggregation by existing subgroups. Some stakeholders want additional disaggregation.
B. Use current subgroups PLUS add new subgroups – former ELL, ‘Catch-up Students’.	Stronger accountability for former ELLs and for struggling students. Adds significantly more complexity.
C. Create super subgroups for schools with low N size.	Makes gaps visible; may combine subgroups of students with very different needs.
D. Other	
E. Both B and C	

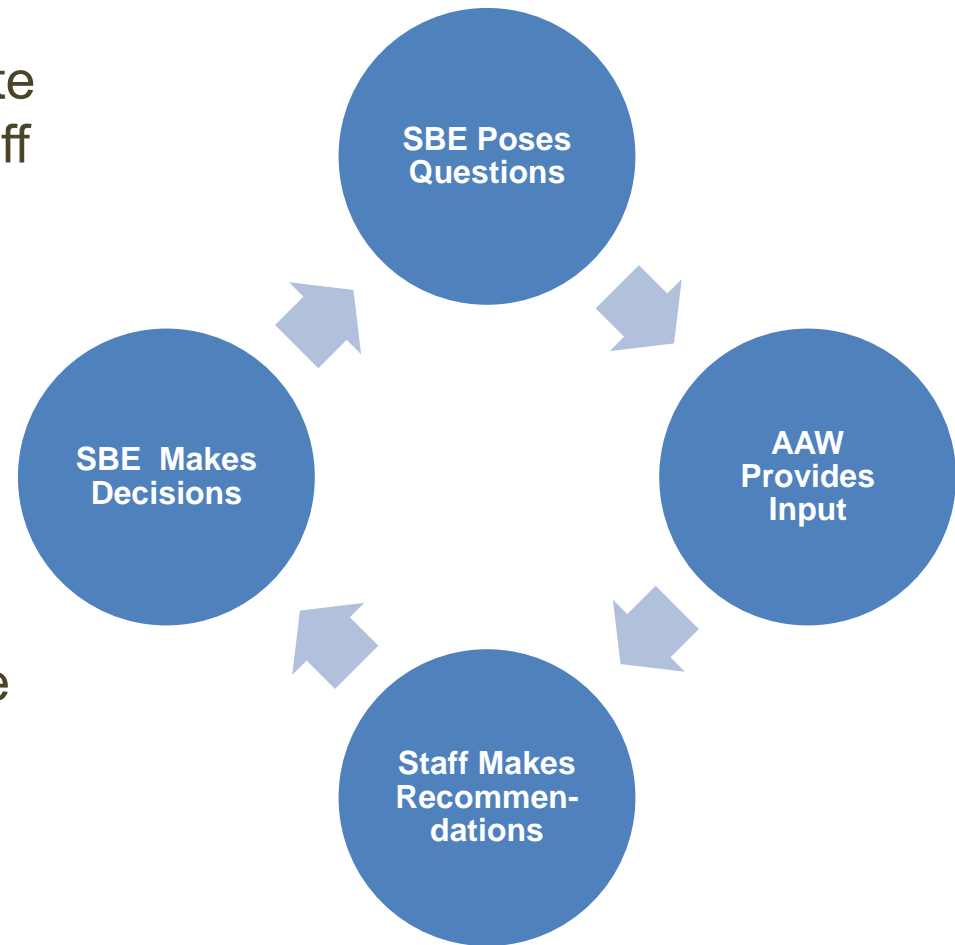
Current federal subgroups:
All
American Indian or Alaska Native
Asian
Native Hawaiian or other Pacific Islander
Black or African American
Hispanic
White
Two or more races
Limited English
Special Education
Low Income

Super Subgroup of “At Risk” Students Would Make Gaps Visible

Subgroup	Schools with 20 or more Students	Schools with 1-19 Students	Schools with Zero Students	% of Schools with "Visible" Subgroups
Pacific Islander	21	742	1404	3%
American Indian	51	1265	851	4%
Black	293	1110	764	21%
Two or More Races	467	1199	501	28%
Limited English	436	1001	730	30%
Asian	491	983	693	33%
Hispanic	1124	759	284	60%
Special Education	1262	673	232	65%
Low Income	1689	312	166	84%
White	1739	301	127	85%

Looking Ahead

1. In December, the AAW will devote a day to these questions and staff will summarize their input.
2. In January, Board Members will have an opportunity to review AAW input and staff recommendations.
3. Board Members will be asked to take action on areas where there are staff recommendations.



College
and Career
Readiness

ELLs

Tiers

Targets

Questions and Discussion

Creating a College and Career Readiness Accountability Model for High Schools

Executive Summary

The federal government announced in late 2011 that as an alternative to waiting for Congress to reauthorize the Elementary and Secondary Education Act (ESEA), the U.S. Secretary of Education would consider requests from states to waive certain requirements under the No Child Left Behind Act of 2001 (NCLB). The opportunity to request waivers carries with it a requirement that states develop new systems of accountability that support educators, improve academic achievement, and close achievement gaps.

The federal waiver process presents a unique opportunity for states to create accountability systems that focus on preparing students for college and careers. After careful consideration of current state and district accountability models for high schools and conversations with a number of state education leaders about accountability, the NGA Center for Best Practices recommends that states consider the following principles when designing a college career readiness accountability system for high schools:

1. *Use multiple measures to determine school and district performance* in the areas of assessment, graduation, college and career readiness, and school environment;
2. *Provide incentives for preparing the hardest-to-serve students for college and career*, including comparing the performance of schools and districts with similar student populations; and,
3. *Set realistic targets for accountability measures* that are grounded in research and realistic given past school or district performance.

As governors and other stakeholders work on new models of school and district accountability, it is critical that performance measures be closely aligned to overall state goals, such as preparing all students for college and careers. With the creation of new, innovative models of college and career readiness accountability systems, policymakers can focus on the policies and supports that schools and districts need to close their achievement gaps.

Introduction

The federal government announced in late 2011 that as an alternative to waiting for Congress to reauthorize the Elementary and Secondary Education Act (ESEA), the U.S. Secretary of Education would consider requests from states to waive certain requirements under the No Child Left Behind Act of 2001 (NCLB). The opportunity to request waivers carries with it a requirement that states develop new systems of accountability that support educators, improve academic achievement, and close achievement gaps. New state models of accountability must not only hold districts and schools responsible, but also create systems of support and recognition for schools that are performing well.

States have a unique opportunity to build new systems of accountability that are innovative and experimental. If successful, their innovations could eventually be used as part of a federal accountability system that holds states and local education agencies responsible for the success of educators and students in ways not found in most modern accountability systems. States also have the opportunity to change the elements of

current state accountability systems that have not been effective in improving educator quality, improving student outcomes, and closing achievement gaps.

What Is Wrong with the Current Federal Accountability System?

In 20 states, both a state and a federal accountability system are in place for schools. The federal waiver process presents an opportunity to bring the two systems in line and expand their focus to include preparing students for college and career. The measures used under NCLB do not provide a full picture of student performance. Moreover, the goal of 100 percent proficiency by 2014 is unrealistic.

Measures Not Meaningful

The measures of student performance that NCLB requires do not capture the full picture of a student's performance in school. Under NCLB, states are required to assess students in mathematics, English/language arts, and science in grades three through eight and once in high school. Additionally, states must include one "other" measure of performance for which schools and districts are held accountable. Traditionally, the other measures have been schoolwide attendance in elementary and middle schools and the four-year cohort graduation rate in high schools.

Though all of those measures are important components of student performance, they are deficient for three important reasons. First, the measures serve as a disincentive for schools to support struggling students. Research suggests that accountability based on student performance on state assessments, rather than on student growth, has led schools to focus on students whose scores are closest to the "proficient" level. That often means that students whose scores are lower get less attention and remediation.¹ Further, struggling students may be discouraged from staying in school because removing them from the group of students taking state assessments can improve a school's chance of meeting federal expectations. The practice of "pushing out" students is difficult to docu-

ment; however, practitioners acknowledge that some students, often those whose performance is significantly lower than their peers', are not encouraged to stay in school or provided with the supports they need to persist.²

Second, aggregate measures of performance can hide the students who are most at-risk. For example, average school attendance does not highlight the number of students who miss a significant number of days. Although it is important to monitor how the school is doing as a whole, it is much more important to monitor how many students are missing an inappropriate amount of school. Research suggests that the probability of graduation is nearly two-and-a-half times better for a student who has 10 or fewer absences than for a chronically absent student (one who missed more than 10 percent of school days in a year).³ Whole-school attendance averages may hide students who are falling off track.

Finally, the measures of student performance are not sufficient to provide a full picture of student or school performance. A singular focus on proficiency does not allow a school (or teacher) to earn credit for a student who has grown academically over the course of a school year but still fails to earn a "proficient" score on an assessment. The use of growth measures is one way to address that concern. Using growth allows schools to earn credit for the ability to help students grow academically in spite of being behind. Measuring growth could benefit schools that serve a significant number of students who are not on track to graduate, are overage, or are English language learners, or who require special education services.

Performance Goals Are Unachievable

The requirement that all schools reach 100 percent proficiency by 2014 is perhaps the most significant challenge for states. A number of states, such as **Missouri** and **South Carolina**, were required to increase the number of students meeting adequate yearly prog-

ress (AYP) targets by 7 percent to 8 percent a year for a decade because they started out with only a few students reaching a very high bar for proficiency.⁴ Such large gains are not found in the schools demonstrating the greatest amount of growth nationally, let alone all of the schools in a state, making the goal of 100 percent proficiency virtually unattainable.⁵ The aspirational aspect of the goal helped bring to light the importance of helping all students succeed; however, that particular target runs contrary to the research on goal setting, which has found that in any area, goals must be achievable, as well as challenging and meaningful, if they are to motivate people to work harder.⁶

In 35 states more than a quarter of the schools failed to make AYP in 2008–09. In nine states more than half of all the schools missed the target.⁷ As annual targets continue to rise on the path to 100 percent, the number of schools labeled “failing” under the NCLB definition grows each year. For instance, nearly 87 percent of the schools in **New Mexico** missed performance targets in the 2010–11 school year.⁸ Even in **Tennessee**, a first round Race to the Top grantee, only half of the schools are meeting federal performance standards.⁹

Recommended College and Career Readiness Accountability Model for High Schools

Teachers and school administrators focus on the things for which they are accountable. Research indicates that in grades and subjects in which there are tests whose scores are components of district or school accountability, student achievement improves.¹⁰ In a time when there is a national consensus that schools should focus on students’ college and career readiness, it is critical for states to design accountability systems that measure the numbers of students who are college and career ready. Many states have already embarked on that path. After careful consideration of current state and district accountability models for high schools, and conversations on accountability with a number of state education leaders, the NGA Center recommends

that states consider the following principles when designing a college and career readiness accountability system for high schools:

1. Use multiple measures to determine school and district performance.
2. Provide incentives for preparing the hardest-to-serve students for college and careers.
3. Set realistic targets for accountability measures.

This brief focuses explicitly on accountability for high schools because the high school level presents the greatest opportunity for state innovation, and it is the point where college and career readiness becomes a reality for most students. This focus, however, is not intended to suggest that assessments and accountability are unimportant in earlier grades. College and career readiness measures are harder to capture for students in elementary and middle school, given the amount of time remaining in their school careers. However, states could tailor the proposed model to hold elementary and middle schools accountable by limiting the emphasis on college and career readiness measures, as many of the states that submitted first round waiver applications did. School-level accountability is but one component of a state’s accountability structure. States also need to continue their focus on student- and educator-level accountability, as well as to determine supports and rewards for students, educators, schools, and districts.

Use Multiple Measures

When building new accountability systems, states need to include a broad range of measures that take into account the full picture of student performance. Yet, states must also guard against including too many measures in their accountability systems. The measures selected need to be *meaningful*, that is, each must be directly linked to the overall performance goal of college and career readiness. Each must be *actionable*, so that teachers and administrators know how to help students improve on that particular measure. And each must be *limited*, so that teachers and administrators are not stretched too

thin or overwhelmed. The NGA Center recommends states build their high school accountability systems to include measures in the areas of assessment, graduation, college and career readiness, and environment (see the appendix for a full list of proposed measures).

Assessment

Many current state high school assessments address knowledge and skills that students learn early in high school. Unfortunately, those assessments do not provide information about whether a student is ready for college and career. The large number of students who require remedial coursework after they enter postsecondary education demonstrates the importance of focusing on preparing and then assessing students' college and career readiness. Providing college students with remedial coursework now costs an estimated \$1.4 billion annually.¹¹ To address that problem, 45 states have joined forces in two consortia (Partnership for Assessment of Readiness for College and Careers and Smarter Balanced Assessment Consortium) to develop common assessments that will identify whether students are prepared for college and careers and provide the states with more detailed information about their numbers. Although much work remains to design and validate the assessments, states should begin planning to incorporate information about the college and career readiness of their students into their new accountability systems immediately.

For the areas of mathematics and English/language arts, states should plan to use the new assessments to hold schools accountable for the percentages of students who score at the levels "college and career ready" and "approaching/emerging college and career readiness," as well as the percentage whose growth is "adequate," as determined by the state. States should include those measures for an assessment on science as well, but they will have to use state-developed assessments to obtain the information for the foreseeable future. States may also want to include other subjects, such as history or other subjects assessed through end-of-course exams, to provide a more robust picture of student learning in their accountability system.

The federal Race to the Top assessment grant program requires that states participating in the two consortia establish common performance-level definitions across the performance continuum, including "college and career ready" (CCR). The model included in this brief operates under the assumption that the scores required for high school graduation and for the designation "college and career ready" are different. The term "approaching/emerging college and career readiness" (A/E CCR) is used to signify the level directly below CCR, which could be used initially as the graduation score level by the 25 states that require or plan to require an exit exam for high school graduation.¹²

The assumption of different score levels for graduation and college and career readiness is in place for two reasons. First, to prevent large numbers of students who have not been in the system long enough to have had extensive exposure to the content aligned to the Common Core State Standards from being deemed "not ready" for college and careers. Second, to protect the integrity of the CCR performance level from pressure to lower the expectation. The CCR level must truly represent performance that indicates readiness for credit bearing courses for postsecondary institutions to use the score in placement decisions. In this scenario, over time, states could increase their annual targets to the point where their graduation expectation is the "college and career ready" level. When a state decides that the CCR level is the graduation requirement, then that score category would receive greater weight in the proposed index.

Graduation

High school graduation is the single largest hurdle that students must clear to enroll in postsecondary education and training. Students who do not graduate high school are less likely than others to become employed and, on average, earn less than their peers with some postsecondary education.¹³ An accurate, cohort-based measure of the number of on-time graduates in a given year is an essential measure of system performance. Forty-five states will have released their four-year cohort graduation rates.¹⁴

The four-year cohort graduation rate must remain the common benchmark against which all schools are judged. Four years is the traditional time for a student to move through high school. However, more than 20 percent of high school students do not graduate in four years.¹⁵ The persistence of students beyond four years must be rewarded as a valuable alternative to dropping out. Schools and districts should be accountable for an extended, five- or six-year-cohort graduation rate. Just as a marathon runner's time is tracked even after he or she has missed a qualifying time, states should continue to encourage students to earn a high school diploma beyond four years and should continue to track them. Currently, only 10 states have approval to use extended-year rates in federal accountability decisions. Of the 11 states that submitted waiver applications in the first round, four proposed to include an extended-year graduation rate.¹⁶ The number of states using an extended-year rate is likely to increase as longitudinal cohort data become more available.

Credit accumulation is a measure of the pace at which a student is progressing through high school. States should monitor, and hold schools accountable for, the number of students who are on track to graduate, as well as the number who are accumulating credit at a faster pace than traditionally expected. Accountability based on accelerated credit is beneficial for two populations of students. Students who are off track need to be able to accumulate credit at a faster pace than traditionally expected to graduate within four years. Schools should also encourage students who demonstrate readiness for college to progress with their studies at an accelerated pace. Accelerating those students benefits the school in terms of efficiency, as well as the student, who can earn college credit at little or no cost. A majority of states can currently capture credit accumulation, and all of those that accepted federal funds under the American Recovery and Reinvestment Act are required to do so by September 2012.

Interim Measures of College and Career Readiness

All states have the data to calculate the measures proposed by the NGA Center, except for the information from the college and career readiness assessments under development by the two federally funded assessment consortia (PARCC and SBAC). Until those exams are available, in the 2014–15 school year, states will need to identify interim assessment measures for determining the percentage of students who are ready for college and work. For some states, that may mean using a cross-walk score from another assessment, such as the National Assessment of Education Progress (NAEP), to estimate a percentage of students who are college and career ready. (The National Assessment Governing Board plans to release a cross-walk study providing this information.) Other states might choose performance on college entrance exams, such as the SAT or ACT, for calculating readiness.

Although those methods are necessary in the interim until the new assessments are available, states should not place great weight on these scores in their accountability systems because they are, at best, estimates. In the case of the SAT, moreover, they reflect students' aptitude, not their mastery of college and career readiness standards.

College and Career Readiness

States should hold schools and districts accountable for the percentage of students who pass a dual enrollment or dual credit course, who score “proficient” on an Advanced Placement (AP) or International Baccalaureate (IB) exam, or who earn a career certificate, as a way to further encourage college and career preparation. Students who obtain college credit in high school—through dual enrollment, dual credit, or AP or IB programs—are more likely to enroll in college and complete a degree.¹⁷ Many districts assess students in dual credit and enrollment courses, yet the quality of those courses can vary across schools and districts. States should consistently evaluate whether the courses truly represent college-level work. At the same time, students who earn a career certificate are better prepared for entry into a job or further training. Leaving high school with college credit or a career certificate not only shows that a student is ready for postsecondary success but also provides a head start toward that objective. **Indiana, Florida, and Oklahoma** currently include these measures in their state accountability systems as a way of recognizing those important indicators of college and career readiness.

Research suggests that an additional set of attributes that states have not begun to assess are also critical for a student’s preparation for college and career (see the text box “Other Measures of College and Career Readiness”). As assessments for those skills become available in the future, states may want to include the scores in their accountability systems.

School Environment

School environment is one of the most important measures of school and district performance, but it is often overlooked. There are three critical methods that states can use to monitor school environment: student surveys, teacher conditions surveys, and analysis of chronic absenteeism.¹⁸ School working conditions surveys consistently indicate that the culture and working conditions in a school affect teacher and student performance. Many states, such as **North Carolina** and **Maryland**, administer school working conditions surveys. They use the data to make policy decisions and also require districts to use them to cre-

Other Measures of College and Career Readiness

State assessments in content areas such as mathematics focus entirely on the knowledge and skills outlined in standards. It is absolutely critical that students master that content to meet the standards. But research indicates that many other student attributes are critical for success in higher education.^a

Critical thinking, problem solving, and even persistence are critical not only for students entering higher education but also for those going directly into the workplace. To date, no state has incorporated the acquisition of such skills into its accountability system. But if the goal is truly to prepare students for life beyond high school, states need to incorporate them into curricula, assessments, and even accountability systems.

States may also want to consider actual postsecondary outcomes. Metrics such as enrollment, remediation, and persistence can help determine whether schools are meeting the ultimate goal of college and career readiness. Incorporating those measures into the accountability system could lead educators to think about nonacademic skills as components of their improvement efforts.

a. David T. Conley, “Redefining College Readiness” (Eugene, OR: Educational Policy Improvement Center, 2007). Available at: <https://www.epiconline.org/files/pdf/RedefiningCollegeReadiness.pdf>.

ate district improvement plans. North Carolina also uses the results of its surveys to evaluate school principals on their ability to improve working conditions. Working conditions survey items vary from state to state. For example, some ask respondents whether academic expectations are clearly communicated, about the level of student engagement, and whether an atmosphere of safety and respect exists.

The use of student surveys appears to be growing. Some foundations have invested in studying the extent to which student surveys predict how much the students are learning. The Measures of Effective Teaching project (MET) is examining what students' perceptions of their teacher, their learning environment, and their school can tell schools and school districts about what happens in classrooms and how to improve both teacher practice and student learning.¹⁹

Student attendance data can also be helpful. The percentage of students missing school for extended periods can indicate student disengagement, which is often a precursor of dropping out of school.²⁰ Student disengagement can occur, for example, when the student is not receiving the academic, social, or emotional supports he or she needs to be successful in school. Students learn and retain information when they are engaged, which they cannot be if they are missing school. Holding schools and districts accountable for chronic absence data can help prevent student disengagement.

Other Considerations

States should consider aggregating the scores for each individual measure into an index that provides a single, overall score or letter grade for a school or district. Although states will likely place different levels of emphasis on the various metrics, general guidelines can be followed when assigning points:

- Assessment and graduation measures should account for at least half of all points allocated, with each accounting for no less than 25 percent, and

should include a greater emphasis on growth and the four-year-cohort graduation rate.

- College and career readiness and school environment measures should each account for at least 10 percent of all points allocated.
- Bonus points available should be no greater than the weight for the smallest category of points elsewhere in the index (e.g., college and career readiness, school environment), so that schools and districts cannot completely ignore any category.

In particular, it is critical that graduation measures remain a significant component of the new accountability systems to ensure that schools have a direct incentive to serve all students. If the graduation rate does not receive significant weight in the index, schools will not see positive increases in their accountability scores if they achieve significant graduation rate improvements. At the same time, schools could increase their accountability scores without increasing their graduation rate. It is essential that states not allow one of the most important outcomes of high school to be overlooked.

Provide Incentives for Preparing the Hardest-to-Serve Students for College and Career

Schools and districts should receive additional credit for supporting all students on the path to college and career readiness, with a special emphasis on hard-to-serve student populations. Bonus points should be awarded for year-to-year improvement in:

- The percentage of students scoring at the “college and career ready” level on the new federally funded assessments;
- The four-year-cohort graduation rate;
- The percentage of students demonstrating success on a college and career readiness measure;
- The percentage of students demonstrating accelerated credit accumulation;
- The percentage of graduates enrolling in post-

secondary education or obtaining employment with a family-sustaining wage within one year of graduation; and

- The percentage of students enrolling in postsecondary education who do not require remediation.

Each of those measures should include additional emphasis on improvements made by students who are overage and undercredited, limited English proficient, or receiving special education services and those who scored in the bottom 25 percent on assessments in eighth grade. For example, states could give more weight to a school's scores on measures for students in those special populations.

Further, states should incorporate a "peer index" when determining the rating of a school, to account for differences in hard-to-serve student populations (off track, overage and undercredited, limited English proficient, receiving special education, or performing poorly on state assessments). Both **California** and the New York City school district use a peer index that accounts for the "degree of difficulty" facing a school. As, for example, a competitive diver is awarded points for executing a dive based on its technical difficulty (referred to as "degree of difficulty"), in that model, schools are rewarded for improvements both in overall performance and in the performance of students whose proficiency levels are the school's lowest.

A peer index compares a school's scores on the identified measures to a set of schools, known as "peer schools," that have similar student body characteristics (such as percentages of students scoring at the "basic" level on state assessments, for example). Schools that outperform their relative peers receive more points for the particular measure. In that system, schools are also compared to the overall state

average on particular measures. Creating a peer index ensures that schools are on a level playing field when their performance is judged.

Set Realistic Targets for Accountability Measures

Although it is important to set ambitious goals for student performance, being overambitious and unrealistic can be detrimental to efforts to improve schools. One of the greatest lessons learned from NCLB is that states should not set a goal that is too ambitious. Individuals may disregard a goal if it does not seem achievable.²¹ For states, the most challenging aspect of setting performance targets is setting ambitious targets that are not unrealistic.

Performance targets should be realistic given the starting points of the students and the resources available to help them improve. States should consider their targets in relation to leading schools, districts, and states. As state longitudinal data systems become fully operational, states need to identify schools and districts that are making the most progress and calibrate subsequent state improvement targets to reflect the progress that those models demonstrate is possible.²² For example, **Colorado** produces a report for each school and district that details individual student growth—disaggregated by subpopulation—in comparison with the rest of the state.²³ A state that aims to increase the percentage of high school students with college credit may choose to benchmark its performance to past growth in the percentage of students scoring a 3 or higher on an AP exam or to the state with the greatest five-year increase on that indicator (**Vermont**, at 6 percent).²⁴ While taking into account new funding opportunities and policy changes, states should aim for relatively consistent progress across the length of the goal. Delaying expected gains until the end of the performance period may not spur immediate action.

Establish Transparency as the Foundational Principle of Accountability

Accountability for public spending is essential. Transparency is an effective way to engender public trust. Over the last 10 years, states have increased the amount of data that they report publicly. The movement toward accountability through transparency should continue and expand. States should not only report an expanded set of disaggregated performance data but should also begin to report school, district, and state education spending decisions. However, when determining how much and which data to report, it is important to balance transparency and the integrity of the accountability system. Transparency should not take precedence over ensuring that the data points used to make decisions about school ratings or accreditation are sound and accurate.

The ability to monitor performance and to study the particular aspects of success and failure is critical for ensuring system transparency and identifying areas for improvement. For example, states can require that information about the postsecondary outcomes of students be provided to high schools. Those data are critical, as they enable teachers and administrators to calibrate their preparation of students with postsecondary expectations. Forty-four states have the technical ability to provide this information to all high schools, but to date, only eight provide evidence of college readiness in individual high school feedback reports to all schools.^a States also can monitor student mobility in high schools, to track which schools are net importers or exporters of students and how that affects accountability measures, such as graduation rates.

Transparency of financial data can accomplish two things. First, it can be a check against the improper uses of funds, which may arise with greater spending flexibility. Second, it can enable practitioners and researchers to identify areas where efficiencies could be achieved. To obtain this transparency, the states could publicly report financial information on their state education agency websites. States could also create a common financial reporting system for all schools, districts, and education agencies to use, as **Rhode Island** recently did through its Uniform Chart of Accounts.^b

a. Anne Hyslop, "Data That Matters: Giving High Schools Useful Feedback on Grads' Outcomes" (Washington, DC: Education Sector, 2011). Available at: http://www.educationsector.org/sites/default/files/publications/HSFeedback_CYCT_RELEASE.pdf.

b. For more information, see <http://www.ride.ri.gov/Finance/funding/Uniform%20Chart%20of%20Accounts/>.

Conclusion

As states embark on designing new models of school and district accountability, it is critical that the performance measures be closely aligned to overall state goals, such as preparing all students for college and career. Once the U.S. Department of Education approves the new accountability systems, and perfor-

mance targets that are realistic and meaningful are in place, policymakers can focus on the policies and supports necessary for schools and districts to close their achievement gaps. States are in a prime position to lead in designing new, innovative college and career readiness accountability systems for high schools that will ultimately become the foundation for a reauthorized Elementary and Secondary Education Act.

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Appendix. Proposed State High School Accountability Measures

Categories	Measures			
Assessment	% of students rated “college and career ready” on assessments in English/language arts and math	% of students rated “approaching/emerging college and career readiness” on assessments in English/language arts, math, and science ^b	% of students meeting “adequate” growth	
Graduation	4-year-cohort graduation rate	5- and/or 6-year-cohort graduation rate	% on track to graduation in 9th grade	% of students accumulating more credits than typically gained in 1 year
College and career readiness ^a	% of students who score “proficient” on AP/IB exam, pass a dual credit/enrollment course, or earn a career certificate ^c			
School environment	Teacher working conditions survey	Student surveys	% of students who are “chronic absentees” ^d	
Bonus ^e	% of students rated college and career ready on assessments in English/language arts and math	4-year-cohort graduation rate	% of students who score “proficient” on AP/IB exam, pass a dual credit/enrollment course, or earn a career certificate	% of students accumulating more credits than typically gained in 1 year
	% of graduates enrolling in postsecondary education or obtaining employment with a family-sustaining wage within one year ^f	% of students enrolling in postsecondary education who do not require remediation ^f		

a. There are many factors beyond test scores that research suggests are important for a student’s preparation for college and career. As states develop ways to measure these attributes, they should look to incorporate the information into their accountability system. For more information see the text box “Other Measures of College and Career Readiness. .

b. Please see the explanation of the difference between these two categories in the text, under the subhead “Assessment.”

c. The calculation should be based on the 9th grade cohort.

d. A “chronic absentee” is a student who misses at least 10 percent of school days.

e. The bonus should be for year-to-year improvement, with special emphasis on the hardest-to-serve populations.

f. As states progress in their ability to link K–12 and postsecondary longitudinal data systems, actual postsecondary outcomes, such as the two outlined here, could be added to, or eventually replace, other proxy measures of college and career readiness in a state’s high school accountability system.

Notes

- 1 Helen F. Ladd and Douglas L. Lauren, "Status versus Growth: The Distributional Effects of School Accountability Policies," *Journal of Policy Analysis and Management* 29, no. 3 (summer 2010): 426–50.
- 2 Linda McNeil, Eileen Coppola, and Julian Vasquez Heilig, "Avoidable Losses: High-Stakes Accountability and the Dropout Crisis," *Education Policy Analysis Archives* 16, no. 3 (January 31, 2008).
- 3 Baltimore Education Research Consortium, "Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools, Their Prevalence and Impact," Baltimore, MD, 2011. Available at: <http://baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf>.
- 4 Annual improvements varied by state depending on where a state placed its proficiency cut score. Schools in states such as Missouri and South Carolina were required to accomplish significant growth annually because they started out with few students reaching a very high bar for proficiency.
- 5 Robert Linn, "Toward a More Effective Definition of Adequate Yearly Progress" (paper prepared for the Measurement and Accountability Roundtable sponsored by the Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity, Washington, DC, 2006). Available at: <http://www.law.berkeley.edu/centers/ewi-old/research/k12equity/Linn.htm>.
- 6 Edwin Locke and Gary P. Latham, *A Theory of Goal Setting and Task Performance* (Englewood Cliffs, NJ: Prentice Hall, 1990); see also Locke and Latham, *Goal Setting: A Motivational Technique that Works!* (Englewood Cliffs, NJ: Prentice Hall, 1984).
- 7 Shelby Dietz, "How Many Schools Have Not Made Adequate Yearly Progress under the No Child Left Behind Act?" Washington, DC: Center on Education Policy, March 2010.
- 8 Joy Resmovits, "With No Child Left Behind Overhaul Stalled, More Schools 'Failing'" *Huffington Post*, July 26, 2011. Available at: http://www.huffingtonpost.com/2011/07/26/no-child-left-behind-failing-schools_n_910067.html.
- 9 Tom Humphrey and Lydia X. McCoy, "Gov. Haslam seeks No Child Left Behind Waiver," *Knoxville News Sentinel*, July 30, 2011. Available at: <http://www.knoxnews.com/news/2011/jul/30/gov-bill-haslam-seeks-no-child-left-behind/>.
- 10 Bryan A. Jacob, "Getting Tough? The Impact of Mandatory High School Graduation Exams on Student Outcomes," *Educational Evaluation and Policy Analysis* 23, no. 2 (summer 2010): 99–122.
- 11 Paying Double: Inadequate High Schools and Community College Remediation (Alliance for Excellent Education issue brief, August 2006). Available at: <http://www.all4ed.org/files/archive/publications/remediation.pdf>.
- 12 Center on Education Policy, "State High School Tests: Changes in State Policies and the Impact of the Colleger and Career Readiness Movement" (Washington, D.C.: 2011). Available at: http://www.cep-dc.org/cfcontent_file.cfm?Attachment=Dietz%5FHSEE2011%5F120811%2Epdf. States that have exit exam requirements are responsible for determining the score level required for graduation. This score level may be set individually or collectively using one of the score levels developed by the PARCC or SBAC consortia. Given governors interest in comparability of assessment scores, states with exit exam requirements should consider establishing a common performance level for high school graduation.
- 13 Daniel Princiotta and Ryan Reyna, *Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery* (Washington DC: National Governors Association, 2009). Available at: <http://www.nga.org/Files/pdf/0910ACHIEVINGGRADUATION.PDF>.
- 14 Bridget Curran and Ryan Reyna, *Implementing Graduation Counts: State Progress to Date, 2010* (Washington, DC: National Governors Association, 2010). Available at: <http://www.nga.org/files/live/sites/NGA/files/pdf/1012GRADCOUNTSPROGRESS.PDF>.
- 15 Chris Chapman, Jennifer Laird and Angel Kewal Ramani, "Trends in High School Dropout and Completion Rates in the United States: 1972–2008," *National Center for Education Statistics report 2011-012* (Washington, DC: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, 2010). Available at: <http://nces.ed.gov/pubs2011/2011012.pdf>.
- 16 For a summary of the proposed metrics in the state waiver applications submitted in the first round, see <http://www.edweek.org/media/13waiver-c1.pdf>.
- 17 Melinda Mechur Karp, et al., "The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States" (St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota, 2007). Available at: <http://ccrc.tc.columbia.edu/Publication.asp?UID=547>.
- 18 In states that are moving to greater emphasis on proficiency-based models of learning, the measurement of chronic absenteeism should in no way be considered a barrier to allowing students to gain credit outside of the school day. The measurement of chronic absenteeism should focus on those students that are taking courses that require regular attendance at school (whether in a building or online).
- 19 For more information on the MET project, see <http://www.metproject.org/>.
- 20 John M. Bridgeland, John J. Dilulio Jr., and Karen Burke Morison, *The Silent Epidemic: Perspectives of High School Dropouts* (Washington, DC: Civic Enterprises, 2006).
- 21 Ibid.
- 22 Linn, "Toward a More Effective Definition of Adequate Yearly Progress."
- 23 For an example of a district growth summary report, see <https://cedar2.cde.state.co.us/documents/Growth2009/DistrictSummary/1220.pdf>.
- 24 College Board, "7th Annual AP Report to the Nation" (New York: College Board, 2011). Available at: <http://professionals.collegeboard.com/profdownload/7th-annual-ap-report-to-the-nation-2011.pdf>.

The Washington State Board of Education

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November 9, 2012

TO: Members of the Achievement and Accountability Workgroup

FROM: State Board of Education

RE: Input on the Revision of the Achievement Index: December

The SBE appreciates your initial input on the revising of the Index and your willingness to continue to devote your time and expertise to the Achievement and Accountability Workgroup. Your feedback has been instrumental in moving toward a revised Achievement Index.

For the December meeting of the AAW, we ask that you provide input on the following list of specific questions. We've asked SBE staff to generate another report reflecting your input on these questions, which we intend to consider in next steps for Index revision.

Focusing questions for December AAW meeting:

1. College and Career Readiness:
 - What specific subindicators should be included in the revised Index to measure college and career readiness?
 - Which of these, if any, should be included only for the public reporting? Which should be reflected on the Index?
2. English Language Learners:
 - In measuring the achievement of English Language Learners, should the revised Index incorporate just measures of academic proficiency and growth or also include language proficiency and growth?
 - Should the Index include a subgroup of former ELLs?
3. Tiers:
 - What tier labels are most appropriate to describe the performance levels of schools? Should the Index continue to use relative performance descriptors (Exemplary – Struggling), letter grades (A – F), or labels directly linked to an established standard (e.g. Exceeds Expectations, Meets Expectations, Approaching Expectations, Does Not Meet Expectations)?
4. Targets:
 - How should performance targets be set for each performance indicator?
 - Which subindicators should be norm-referenced (for example, a school has a higher graduation rate than the state average and therefore the school receives a score of 7) versus criterion-referenced (for example, 85 percent of students graduate and therefore the school receives a score of 7)? What are the relative advantages and disadvantages of each way of measuring?

Meeting materials will provide examples of these options from other states.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Approval of Private Schools	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and post-secondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Approval under RCW 28A.195.040 and Chapter 180-90 WAC	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other:	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Private schools seeking the Washington State Board of Education's approval are required to submit an application to OSPI. Materials included in the application include: 1) State Standards Certificate of Compliance, 2) documents verifying that the school meets the criteria for approval established by statute and regulations.</p> <p>Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation teacher/student ratio for both the school and extension programs are reported to OSPI in October each year. Pre-school enrollment is collected for information purposes only.</p> <p>Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.</p>	

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Recommendations for a Career and College Ready Assessment System	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K–12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K–12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations/ Key Questions:	<p>How will adoption of the Common Core State Assessment and the projected adoption of the Next Generation science standards affect the state assessment system? More specific questions include:</p> <ul style="list-style-type: none"> • What is the role of an 11th grade CCSS assessment? • What will be the role of SBE in setting cut scores for CCSS assessments? • What are the implications of high school students being taught and assessed under different standards during their high school career? • How will the new standards work with the state’s Achievement Index? • What high school assessments should be required for graduation? <p>SBE is authorized by RCW 28A.230.090 to set high school graduation requirements including the certificate of academic achievement and certificate of individual achievement (RCW 28A.230.090 (1)(b)). The Superintendent of Public Instruction is required to consult with the SBE on the assessment system (RCW 28A.655.070(3)(a)).</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>The SBE will review and discuss the changes to academic standards and to the state assessment system.</p> <p>The current system of tests required for graduation is prescribed by statute, so any changes in the type and timing of exit exams will require new legislation. The CCSS will be fully implemented in 2014–2015. Next Generation Science standards, if adopted, will be implemented in 2016–17 at the earliest. Both the Common Core and Next Generation Science standards will result in each graduating high school class experiencing different standards and/or assessments from the preceding and succeeding class for at least the next eight years.</p> <p>In view of these changes, the SBE may consider adopting a position statement recommending policies which:</p> <ul style="list-style-type: none"> • Ensure fairness to students. • Support educators during the transition to new standards and new assessments. • Promote college and career ready standards. • Encourage meaningful high school assessments. 	

Recommendations for a Career and College Ready Assessment System

Policy Consideration

Washington State has adopted the Common Core State Standards (CCSS) for English Language Arts and mathematics which will be fully implemented in 2014–2015. In addition, Next Generation Science Standards may be adopted by Washington State and implemented as early as 2016–2017. These new standards will profoundly impact the state’s K–12 assessment system.

The Washington State Board of Education (SBE) will review the changes projected in the state assessment system. SBE may consider adopting a policy position designed to help:

- Ensure fairness to students.
- Support educators during the transition to new standards and new assessments.
- Further college and career readiness standards.
- Encourage meaningful high school assessments.

Policy considerations and key questions include:

- What is the role of an 11th grade CCSS assessment?
- How will CCSS articulate with higher education?
- What is the role of the SBE setting cut scores for CCSS assessments?
- How will End of Course assessment work with CCSS?
- Some high school students will be taught and take assessments under a mix of standards—what are the implications?
- How will the new standards work with the state’s Achievement Index?
- Should high school exit exams change?

Summary

The assessment system is used to evaluate institutions, measure individual student progress, and describe minimum standards met by high school students for graduation. Students in the class of 2015 (who entered 9th grade in the 2011–12 school year and beyond) will need to pass five high school exit exams:

- Two math End of Course exams.
- One High School Proficiency Exam in reading.
- One High School Proficiency Exam in writing.
- One biology End of Course exam.

Students who pass all high school exit exams earn a CAA Certificate of Academic Achievement, a high school graduation requirement.

The current high school assessment system is required by law, (see Table 1) and any changes to the assessment system will require new legislation.

Table 1 – Summary of Relevant High School Assessment Law

A certificate of academic achievement shall be obtained by most students by about the age of 16.	28A.655.061(2)
Students who meet standard on statewide assessments in reading, writing, math, and science (for the class of 2015 and beyond) will earn a Certificate of an Academic Achievement.	28A.655.061 (3) 28A.655.061 (4)
Students will have the opportunity to retake an assessment up to four times in a content area where they did not meet standard.	28A.655.061 (7)
SAT, ACT, and AP tests may be used as alternative assessments.	28A.655.061 (10) (b)
Beginning in 2011–2012, the statewide high school assessment for science is an end-of-course assessment in biology.	28A.655.068
The statewide assessments in mathematics will be end-of-course assessments in the first and second year of high school mathematics; the graduating class of 2013 and 2014 will need to pass one math EOC, and the graduating class of 2015 and beyond will need to pass two math EOCs.	28A.655.066
Alternative assessment methods will include grade comparisons and collections of work samples.	28A.655.065 (4) 28A.655.065 (5)

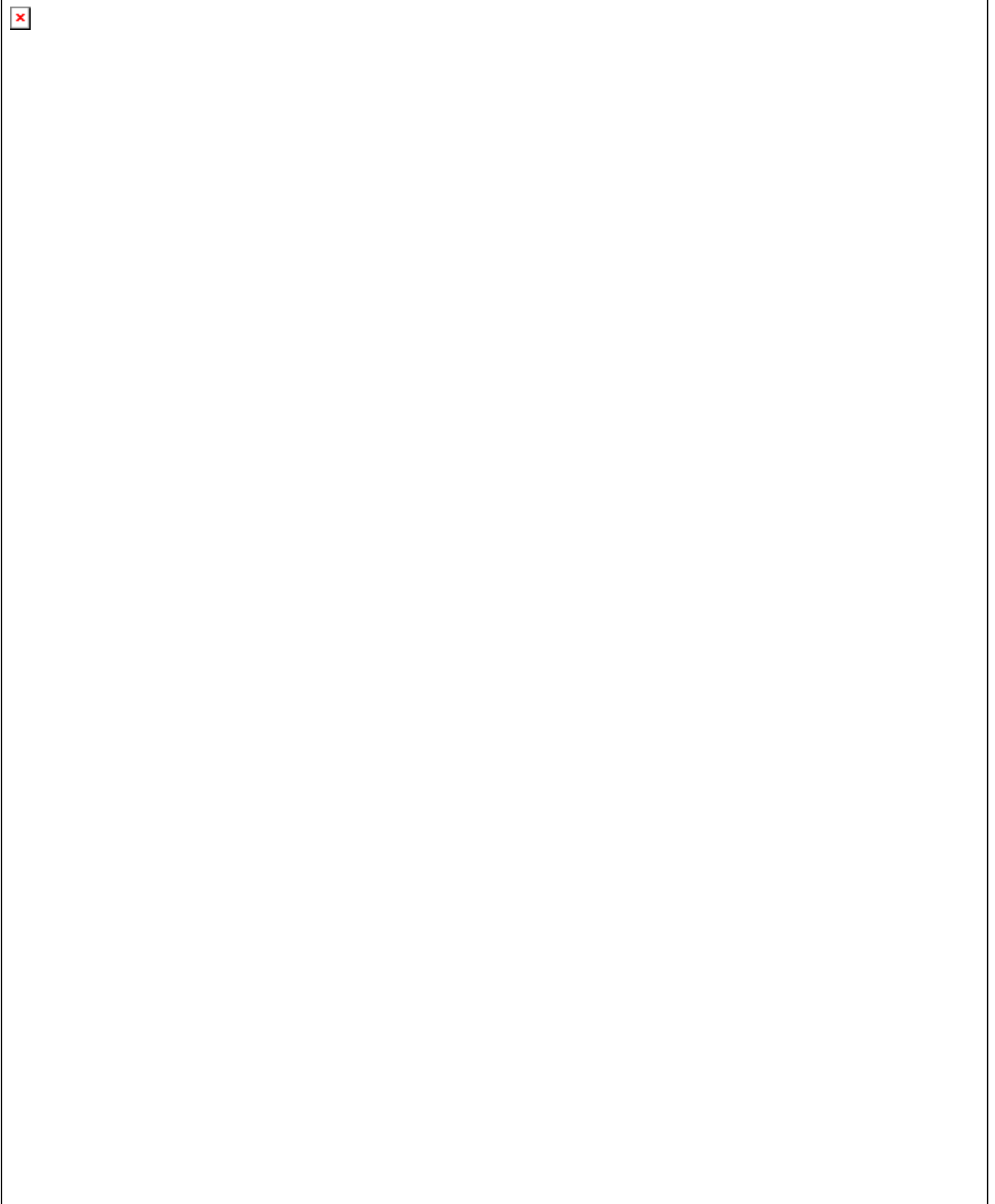
In July 2011, Superintendent Randy Dorn adopted the Common Core State Standards for the State of Washington. These new standards in English Language Arts and mathematics will be fully implemented in 2014–2015, when new assessments based on the Common Core State Standards will be available. Washington State is a member of the Smarter Balanced Consortium (SBAC) which is developing an assessment system based on the Common Core Standards. In addition, Washington State is a member of a partnership of states developing new science standards, the Next Generation Science Standards. These standards could be implemented as early as the 2016–17 school year with new assessments available for the 2017–18 school year.

These new academic standards (Common Core and Next Generation Science) will be the basis for statewide high school assessments. Table 2 shows the typical assessments taken by high school students in grades 9 through 11 starting with the class of 2013 and projecting through the class of 2020. This table depicts how changeable the high school assessment system will be over the next decade. The ‘observations’ column of the table emphasizes how each graduating class, for at least the next 8 years, is likely to experience different academic standards and/or different assessments from the class that precedes it and from the class that follows it.

In view of the many changes the system will undergo, the SBE may consider developing and promoting policies such as:

- Students should not have to pass assessments for graduation that are based on different standards than they have been taught..
- Any changes to graduation requirements should be made for incoming ninth grade classes, not for students who are partly through their high school year.

Table 2 High School Assessments (this table assumes SBAC assessments will be implemented)



Background

SBE is authorized by RCW 28A.230.090 to set high school graduation requirements, including the Certificate of Academic Achievement and Certificate of Individual Achievement (RCW 28A.230.090 (1)(b)).

The Superintendent of Public Instruction is required to consult with the SBE on the assessment system (RCW 28A.655.070(3)(a)):

“In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. School districts shall administer the assessments under guidelines adopted by the superintendent of public instruction. The academic assessment system may include a variety of assessment methods, including criterion-referenced and performance-based measures.”

It is also the responsibility of the SBE to identify the scores that meet standard on statewide student assessments. High school students must score at or above the level identified by SBE to obtain a certificate of academic achievement (28A.305.130 (4)(b)).

Action

The SBE will:

- Discuss the state assessment system.
- Identify further information that may assist in decision-making.
- Consider adopting a position statement including recommendations for a Career and College Ready Assessment System.

Developing an Assessment System that Supports College and Career Readiness for All Students

PRESENTATION TO THE BOARD,
NOVEMBER 9, 2012

Ms. Linda Drake, Senior Policy Analyst



High school assessment system



New Tests

- 9 and 10th Grade exams created to new standards
- 11th grade Smarter Balanced Assessment

For the next 8 to 10 years, each high school class will have different high school assessments and/or different standards than the previous class

Washington's Content Standards

Washington's Reading (2005), Writing (2005), and Math (2008) Standards



Common Core State Standards for English Language Arts and Mathematics

- Adopted July, 2011
- Full implementation 2014-2015

Washington's Science Standards (2009)



Next Generation Science Standards

- Consider adoption in Spring 2014
- Earliest full implementation 2016-2017 (likely 2017-2018)

The assessment system and the role of the State Board of Education (SBE)

Graduation Requirements RCW 28A.230.090

- SBE is authorized to set high school graduation requirements, including the Certificate of Academic Achievement

Setting Cut Scores RCW 28A.305.130 (4)(b)

- SBE is responsible for identifying scores students must achieve to meet standards on statewide assessments to obtain a Certificate of Academic Achievement

Providing Consultation RCW 28A.655.070(3)(a)

- SPI, in consultation with SBE, shall maintain, continue to develop and revise a statewide academic assessment system



Policies decisions that led to the current assessment system

- Assessments that are graduation requirements should be given in the 10th grade
- Content areas for testing should be reading, writing, math, and science
- For math and science, end of course exams are preferred over comprehensive exams
- Alternative assessments are important options and include collections of evidence, grade comparisons, and SAT/ACT



Assessments for high school graduation are required by law

RCW 28A.655.061

- Most students should meet requirements by the age of 16 [10th grade]
- Content areas are reading, writing, mathematics and science
- Alternative assessments include ACT and SAT

RCW 28A.655.066

- Mathematics assessments are End of Course exams for the 1st and 2nd year of high school mathematics
 - algebra 1, integrated math 1
 - geometry, integrated math 2

RCW 28A.655.068

- Starting in 2011-12 school year, the science assessment is an End of Course exam in biology

RCW 28A.655.065

- Alternative assessments include:
 - Grade Comparison
 - Collections of Evidence



Current assessment system—based on Washington State Standards

2008 Washington Math Standards, 2005 Washington Reading/Writing Standards and 2009 Washington Science Standard 1.2

Grades 3-8

Measurement of Student Progress (MSP)

- reading
- math
- writing (grades 4, 7)
- science (grades 5, 8)

High School

High School Proficiency Exams (HSPE)

- reading
 - writing
- End of Course (EOC) Exams
- algebra 1
 - geometry (Class of 2015 and beyond)
 - Biology (Class of 2015 and beyond)

Exit Exams

All high school assessments are also Exit Exams

- Alternative options include
 - ACT/SAT/AP test
 - Grade comparison
 - Collection of Evidence



Common Core State Standard Assessments

Smarter Balance Assessment Consortium (SBAC)

- More rigorous tests measuring student progress toward “**college and career readiness**”
- Adaptive tests, designed to be delivered by computer
- Summative, end-of-year assessments
- The high school assessment will be an 11th grade assessment
- Software to access SBAC test items for the creation of End of Course exams

2014-2015 statewide implementation and assessment of Common Core State Standards

Common Core State Standards for English language arts and mathematics; 2009 Washington State Science Standards 1.2

Grades 3-8

Smarter Balanced Assessments

- English language arts
 - mathematics
- Washington science MSP

High School

10th Grade Exit Exams based on CCSS

Washington biology EOC

11th grade Smarter Balanced Assessment

- English language arts
- mathematics

Exit Exams*

10th Grade Exit Exams based on CCSS

- reading
 - writing
- EOCs based on CCSS
- math 1
 - math 2
- Washington biology EOC
- Assessment options

* Without new legislation

Projected assessments by class

Class of :	9 th grade year	10 th grade year	11 th grade year	exit exams	observations	standards
2013 (current Seniors)	2009-10	2010-11 math 1 EOC or math 2 EOC, reading HSPE, writing HSPE	2011-12	one math EOC or math HSPE	"First graduating class that must pass a math EOC to graduate."	WA standards
				writing HSPE		
				reading HSPE		
2014 (current Juniors)	2010-11 math 1 EOC	2011-12 math 2 EOC, reading HSPE, writing HSPE, biology EOC	2012-13 Some students will take SBAC pilots	same as above	"First graduating class to pilot the SBAC 11th Grade Test."	WA standards
2015 (current Sophomores)	2011-12 same as above	2012-13 same as above	2013-2014 same as above	two math EOCs	"First class that must pass 2 math EOCs, and Biology EOC to graduate."	WA standards
				reading HSPE		
				writing HSPE		
				biology EOC		
2016 (current Freshmen)	2012-13 same as above	2013-14 same as above	2014-15 SBAC	same as above	"First class to take 11th grade SBAC Test."	WA standards
2017 (current 8th graders)	2013-14 same as above	2014-15 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2015-16 SBAC	two math EOCs	"First class that must pass Common Core Tests to graduate."	CCSS WA
				reading HSPE		
				writing HSPE		
				biology EOC		
2018 (current 7th graders)	2014-15 math 1 EOC based on CCSS standards	2015-16 same as above	2016-17 SBAC Earliest implementation of Next Generation Science Standards	New requirements with SBAC? (would require new legislation in 2014)	"First opportunity to switch grad requirement tests to SBAC tests."	CCSS WA
				biology EOC		
2019 (current 6th graders)	2015-16 same as above	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 SBAC delivery by computer only Earliest Next Generation Science assessment	SBAC? Science assessment?	"Earliest possible implementation of Next Gen Science Standards."	CCSS and Next Generation
2020 (current 5th graders)	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 Earliest Next Generation Science assessment	2018-19 SBAC Next Generation Science Assessment	New requirements based on Next Generation? (2016 for new legislation if required)	"Earliest possible implementation of Next Gen Science Standards assessment."	CCSS and Next Generation

Class of 2013, current seniors

Class of :	9 th grade year	10 th grade year	11 th grade year	exit exams	observations	standards
2013 (current Seniors)	2009-10	math 1 EOC or math 2 EOC, reading HSPE, writing HSPE	2011-12	one math EOC or math HSPE	<i>"First graduating class that must pass a math EOC to graduate."</i>	WA standards
				writing HSPE		
				reading HSPE		
2014 (current Juniors)	2010-11 math 1 EOC	2011-12 math 2 EOC, reading HSPE, writing HSPE, biology EOC	2012-13 Some students will take SBAC pilots	same as above	<i>"First graduating class to pilot the SBAC 11th Grade Test."</i>	WA standards
2015 (current Sophomores)	2011-12 same as above	2012-13 same as above	2013-14 same as above	reading HSPE	<i>"First class that must pass 2 math EOCs, and Biology EOC to graduate."</i>	WA standards
				writing HSPE		
				biology EOC		
2016 (current Freshmen)	2012-13 same as above	2013-14 same as above	2014-15 SBAC	same as above	<i>"First class to take 11th grade SBAC Test."</i>	WA standards
2017 (current 8th graders)	2013-14 same as above	2014-15 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2015-16 SBAC	two math EOCs	<i>"First class that must pass Common Core Tests to graduate."</i>	CCSS WA
				reading HSPE		
				writing HSPE		
				biology EOC		
2018 (current 7th graders)	2014-15 math 1 EOC based on CCSS standards	2015-16 same as above	2016-17 SBAC Earliest implementation of Next Generation Science Standards	New requirements with SBAC? (would require new legislation in 2014) biology EOC	<i>"First opportunity to switch grad requirement tests to SBAC tests."</i>	CCSS WA
2019 (current 6th graders)	2015-16 same as above	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 SBAC delivery by computer only Earliest Next Generation Science assessment	SBAC? Science assessment?	<i>"Earliest possible implementation of Next Gen Science Standards."</i>	CCSS and Next Generation
2020 (current 5th graders)	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 Earliest Next Generation Science assessment	2018-19 SBAC Next Generation Science Assessment	New requirements based on Next Generation? (2016 for new legislation if required)	<i>"Earliest possible implementation of Next Gen Science Standards assessment."</i>	CCSS and Next Generation

One math EOC, generally taken in 10th grade

Class of :	9 th grade year	10 th grade year	11 th grade year	exit exams	observations	standards
2013 (current Seniors)	2009-10	2010-11 math 1 EOC or math 2 EOC, reading HSPE, writing HSPE	2011-12	one math EOC or math HSPE writing HSPE reading HSPE	"First graduating class that must pass a math EOC to graduate."	WA standards
2014 (current Juniors)	2010-11 math 1 EOC	2011-12 math 2 EOC, reading HSPE, writing HSPE, biology EOC	2012-13 Some students will take SBAC pilots	same as above	"First graduating class to pilot the SBAC 11th Grade Test."	WA standards
2015 (current Sophomores)	2011-12 same as above	2012-13 same as above	2013-2014 same as above	two math EOCs reading HSPE writing HSPE biology EOC	"First class that must pass 2 math EOCs, and Biology EOC to graduate."	WA standards
2016 (current Freshmen)	2012-13 same as above	2013-14 same as above	2014-15 SBAC	same as above	"First class to take 11th grade SBAC Test."	WA standards
2017 (current 8th graders)	2013-14 same as above	2014-15 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2015-16 SBAC	two math EOCs reading HSPE writing HSPE biology EOC	"First class that must pass Common Core Tests to graduate."	CCSS WA
2018 (current 7th graders)	2014-15 math 1 EOC, reading CCSS standards	2015-16 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2016-17 SBAC Next Generation Science Standards	math 1 EOC, reading CCSS standards math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC biology EOC	"First opportunity to switch grad requirement tests to SBAC tests."	CCSS WA
2019 (current 6th graders)	2015-16 same as above	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 SBAC delivery by computer only Earliest Next Generation Science assessment	SBAC? Science assessment?	"Earliest possible implementation of Next Gen Science Standards."	CCSS and Next Generation
2020 (current 5th graders)	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 Earliest Next Generation Science assessment	2018-19 SBAC Next Generation Science Assessment	New requirements based on Next Generation? (2016 for new legislation if required)	"Earliest possible implementation of Next Gen Science Standards assessment."	CCSS and Next Generation

Class of 2016,
current Freshmen

First class to take the 11th grade SBAC,
10th grade exit exams for graduation

Class of :	9 th grade year	10 th grade year	11 th grade year	exit exams	observations	standard
2013 (current Seniors)	2009-10	math 1 EOC or math 2 EOC, reading HSPE, writing HSPE	2011-12	one math EOC or math HSPE	"First graduating class that must pass a math EOC to graduate."	WA standards
			writing HSPE			
			reading HSPE			
2014 (current Juniors)	2010-11	math 2 EOC, reading HSPE, writing HSPE, biology EOC	2011-12	Some students will take SBAC pilots	"First graduating class to pilot the SBAC 11th Grade Test."	WA standards
	2012-13					
2015 (current Sophomores)	2011-12	same as above	2012-13	2013-2014	"First class that must pass 2 math EOCs, and Biology EOC to graduate."	WA standards
	same as above					
	same as above					
	same as above					
2016 (current Freshmen)	2012-13	2013-14	2014-15	SBAC	"First class to take 11th grade SBAC Test."	WA standards
	same as above					
2017 (current 8th graders)	2013-14	2014-15 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2015-16	SBAC	"First class that must pass Common Core Tests to graduate."	CCSS
	same as above					
	same as above					
	same as above					
2018 (current 7th graders)	2014-15	2015-16	2016-17	SBAC Earliest implementation of Next Generation Science Standards	"First opportunity to switch grad requirement tests to SBAC tests." New requirements with SBAC? (would require new legislation in 2014)	CCSS
	math 1 EOC based on CCSS standards					
2019 (current 6th graders)	2015-16	2016-17	2017-18	SBAC delivery by computer only Earliest Next Generation Science assessment	"Earliest implementation of Next Gen Science Standards."	CCSS and Next Generation
	same as above					
2020 (current 5th graders)	2016-17	2017-18	2018-19	SBAC Next Generation Science Assessment	"Earliest possible implementation of Next Gen Science Standards assessment." New requirements based on Next Generation? (2016 for new legislation if required)	CCSS and Next Generation
	Earliest implementation of Next Generation Science Standards					

Class of 2017,
current 8th graders

This class will also take
10th grade exit exams
for graduation
based on CCSS in
reading, writing and
math

Class of :	9 th grade year	10 th grade year	11 th grade year	exit exams	observations	standard:
2013 (current Seniors)	2009-10	2010-11 math 1 EOC or math 2 EOC, reading HSPE, writing HSPE	2011-12	one math EOC or math HSPE	"First graduating class that must pass a math EOC to graduate."	WA standards
				writing HSPE		
				reading HSPE		
2014 (current Juniors)	2010-11 math 1 EOC	2011-12 math 2 EOC, reading HSPE, writing HSPE, biology EOC	2012-13 Some students will take SBAC pilots	same as above	"First graduating class to pilot the SBAC 11th Grade Test."	WA standards
2015 (current Sophomores)	2011-12 same as above	2012-13 same as above	2013-2014 same as above	two math EOCs	"First class that must pass 2 math EOCs, and Biology EOC to graduate."	WA standards
				reading HSPE		
				writing HSPE		
				biology EOC		
2016 (current Freshmen)	2012-13 same as above	2013-14 same as above	2015-16 SBAC	same as above	"First class that must take 11th grade SBAC Test."	WA standards
2017 (current 8th graders)	2013-14 same as above	2014-15 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2015-16 SBAC	two math EOCs	"First class that must pass Common Core Tests to graduate."	CCSS WA
				reading HSPE		
				writing HSPE		
				biology EOC		
2018 (current 7th graders)	2014-15 math 1 EOC based on CCSS standards	2015-16 same as above	2016-17 SBAC Earliest implementation of Next Generation Science Standards	New requirements with SBAC? (would require new legislation in 2014)	"First opportunity to switch grad requirement tests to SBAC tests."	CCSS WA
				biology EOC		
2019 (current 6th graders)	2015-16 same as above	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 SBAC delivery by 2018-19 Earliest Next Generation Science Standards	SBAC?	"Earliest possible implementation of Next Gen Science Standards."	CCSS and Next Generation
2020 (current 5th graders)	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 Earliest Next Generation Science assessment	2018-19 SBAC Next Generation Science Assessment	New requirements based on Next Generation? (2016 for new legislation if required)	"Earliest possible implementation of Next Gen Science Standards assessment."	CCSS and Next Generation

This class might have new science standards by their 11th grade



The first class to have instruction in CCSS throughout their high school career

Class of 2018, current 7th graders

Class of :	9 th grade year	10 th grade year	11 th grade year	exit exams	observations	standards
2013 (current Seniors)	2009-10	2010-11 math 1 EOC or math 2 EOC, reading HSPE, writing HSPE	2011-12	one math EOC or math HSPE	"First graduating class that must pass a math EOC to graduate."	WA standards
				writing HSPE		
				reading HSPE		
2014 (current Juniors)	2010-11 math 1 EOC	2011-12 math 2 EOC, reading HSPE, writing HSPE, biology EOC	2012-13 Some students will take SBAC pilots	same as above	"First graduating class to pilot the SBAC 11th Grade Test."	WA standards
2015 (current Sophomores)	2011-12 same as above	2012-13 same as above	2013-2014 same as above	two math EOCs	"First class that must pass 2 math EOCs, and Biology EOC to graduate."	WA standards
				reading HSPE		
				writing HSPE		
				biology EOC		
2016 (current Freshmen)	2012-13 same as above	2013-14 same as above	2014-15 SBAC	same as above	"First class to take 11th grade SBAC Test."	WA standards
2017 (current 8th graders)	2013-14 same as above	2014-15 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2015-16 SBAC	two math EOCs	"First class that must pass Common Core Tests to graduate."	CCSS
				reading HSPE		
				writing HSPE		WA
				biology EOC		
2018 (current 7th graders)	2014-15 math 1 EOC based on CCSS	2015-16 same as above	2016-17 SBAC	New requirements with SBAC? (would require new legislation in 2014)	"First opportunity to switch grad requirement tests to SBAC tests."	CCSS
				biology EOC		
2019 (current 6th graders)	2017-18 same as above	2017-18 same as above	2017-18 SBAC?	Science assessment?	"Earliest possible implementation of Next Gen Science Standards."	CCSS and Next Generation
2020 (current 5th graders)	2017-18 Earliest implementation of Next Generation Science Standards	2017-18 Science assessment	2017-18 Next Generation Science Assessment	New requirements based on Next Generation? (2016 for new legislation if required)	"Earliest possible implementation of Next Gen Science Standards assessment."	CCSS and Next Generation

Each class for the next 8 years will have different high school assessments and/or standards than the previous class

Our current 5th graders might be the first class who will need to pass assessments based on both the CCSS and the Next Generation Science Standards to graduate



Projected assessments by class

Class of :	9 th grade year	10 th grade year	11 th grade year	exit exams	observations	standards
2013 (current Seniors)	2009-10	2010-11 math 1 EOC or math 2 EOC, reading HSPE, writing HSPE	2011-12	one math EOC or math HSPE	"First graduating class that must pass a math EOC to graduate."	WA standards
				writing HSPE		
				reading HSPE		
2014 (current Juniors)	2010-11 math 1 EOC	2011-12 math 2 EOC, reading HSPE, writing HSPE, biology EOC	2012-13 Some students will take SBAC pilots	same as above	"First graduating class to pilot the SBAC 11th Grade Test."	WA standards
2015 (current Sophomores)	2011-12 same as above	2012-13 same as above	2013-2014 same as above	two math EOCs	"First class that must pass 2 math EOCs, and Biology EOC to graduate."	WA standards
				reading HSPE		
				writing HSPE		
				biology EOC		
2016 (current Freshmen)	2012-13 same as above	2013-14 same as above	2014-15 SBAC	same as above	"First class to take 11th grade SBAC Test."	WA standards
2017 (current 8th graders)	2013-14 same as above	2014-15 math 2 EOC, reading HSPE, writing HSPE all based on CCSS standards, biology EOC	2015-16 SBAC	two math EOCs	"First class that must pass Common Core Tests to graduate."	CCSS WA
				reading HSPE		
				writing HSPE		
				biology EOC		
2018 (current 7th graders)	2014-15 math 1 EOC based on CCSS standards	2015-16 same as above	2016-17 SBAC Earliest implementation of Next Generation Science Standards	New requirements with SBAC? (would require new legislation in 2014)	"First opportunity to switch grad requirement tests to SBAC tests."	CCSS WA
				biology EOC		
2019 (current 6th graders)	2015-16 same as above	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 SBAC delivery by computer only Earliest Next Generation Science assessment	SBAC? Science assessment?	"Earliest possible implementation of Next Gen Science Standards."	CCSS and Next Generation
2020 (current 5th graders)	2016-17 Earliest implementation of Next Generation Science Standards	2017-18 Earliest Next Generation Science assessment	2018-19 SBAC Next Generation Science Assessment	New requirements based on Next Generation? (2016 for new legislation if required)	"Earliest possible implementation of Next Gen Science Standards assessment."	CCSS and Next Generation

Should 11th grade SBAC exams be used as exit exams?

- Smarter Balanced tests measure college and career readiness
 - According to the SBCTC, 57% of recent high school graduates who enroll in community or technical college take at least one pre-college course in reading, writing or math (Research Report 11-3, Revised April 2012)
- For math, Smarter Balanced tests are cumulative, not end of course exams



Exit exam costs

- Approved alternatives to exit exams: Collections of Evidence (COE)
- OSPI estimates \$20M for COEs for the 2013-2015 biennium
- As the number of assessments required for graduation increase, numbers of COEs are likely to increase
 - Cost considerations: local scoring, local stipend, limiting student eligibility
- Adding 11th Grade Tests
 - 11th grade tests will add \$30/student/test

Questions and topics for discussion

- What does the SBE want to take a legislative position on?
- What will be the SBE's role?

- College and career versus graduation
- Which assessments for graduation?
- CCSS and higher education
- Collections of evidence
- Ensuring students are tested on the same standards they are taught
- Accountability index