



THE WASHINGTON STATE BOARD OF EDUCATION

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

November 4, 2013

Dear Board Members,

I hope this correspondence finds you all well and eager to get back to the work of preparing all students for post-secondary success. Enclosed is your Board Packet for the November 14-15, 2013 Board meeting at ESD 112 in Vancouver.

Please make note of the fact that this meeting is on a Thursday and Friday, which is atypical. Accordingly, the plan is to get you on the road relatively early Friday to avoid the heavy I-5 traffic heading north. Also, for those that can make it, Sarah has scheduled a visit to the local Skills Center on Wednesday afternoon – more details are available in your packet. The visit will be apropos to our discussion of the career and college-ready graduation requirements on Friday morning.

We have several important policy issues for your consideration, and the list of action items is lengthy. I would ask you to focus your attentions on three items: our legislative agenda, our work on an accountability framework (including our discussion about systems goals pursuant to Senate Bill 5491) and our rulemaking work pertaining to charter school authorizer oversight and revocation procedures. Of course, you will also be electing your executive committee at this meeting, as well. I will be doing a video pre-briefing to provide additional guidance on the extensive materials in this packet later this week.

I also had the recent pleasure of meeting with Representative Ross Hunter, Chair of the House Appropriations Committee. He was pleased at the headway you all have made on a number of policy fronts and wanted me to convey his support for your continued work on graduation requirements and the accountability framework. He asked for time to address the Board at the meeting. He is scheduled to join us for part of Thursday the 14th.

Each meeting, we need to take some time to recognize the outstanding accomplishments of the young people in our public schools. At this meeting, we will welcome the acclaimed Battle Ground High School Select Jazz Band for a performance following our meeting activities on Thursday the 14th. As you may know, the BGHS Jazz Band has won several awards and was featured in [this news article](#) highlighting their accomplishments.

Until next week,

Ben

November 14–15, 2013

AGENDA

Thursday, November 14

8:00-8:15 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 from the September 10–12, 2013 Board Meeting (**Action Item**)

8:15-8:30

Announcement of Nominations for the Executive Committee

Phyllis Bunker Frank, Board Lead

8:30-9:00

Strategic Plan Dashboard & Orientation to the Agenda

Ms. Sarah Lane, Communications Manager

Mr. Ben Rarick, Executive Director

- Strategic Plan Dashboard & Draft Proposal
- Consideration of Board Norms Draft Document
- General Updates

9:00-10:45

E2SSB 5329 Accountability System – Board Work Session

Ms. Linda Drake, Research Director

Mr. Ben Rarick, Executive Director

Mr. Andrew Parr, Senior Policy Analyst

Mr. Andy Kelly, Assistant Superintendent, OSPI

Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI

Ms. Chriss Burgess, K-8 Turnaround Director, OSPI

Mr. Travis Campbell, K-12 Director, OSPI

- 10:45-11:05** **Legislative Update**
Representative Ross Hunter, 48th Legislative District (Invited)
- 11:05-11:30** **Public Comment**
- 11:30-1:00 p.m.** **Joint Working Lunch With PESB**
Mr. Ben Rarick, Executive Director
Ms. Jennifer Wallace, Executive Director, PESB
- Panelists:
Mr. Andy Kelly, Assistant Superintendent, OSPI
Ms. Jeannie Harmon, TPEP Program Manager, OSPI
Mr. Stephen Miller, Vice-President, WEA
- 1:00-1:15** **Break**
- 1:15-3:15** **Roundtable Discussion on Implementation of Senate Bill 5491 –
Indicators of Educational System Health**
Ms. Mary Jean Ryan, Facilitator
Mr. Greg Lobdell, President, Center for Educational Effectiveness
- Staff Presentation & Introduction of Issue, Followed by Discussion
- 3:15-3:30** **Break**
- 3:30-4:30** **Draft Charter Rules on Authorizer Oversight**
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Julia Suliman, Policy Analyst
- 4:30-5:00** **Election of Officers for the Executive Committee**
Ms. Mary Jean Ryan, Acting Chair
- 5:00-5:25** **Student Music Performance**
Battle Ground High School Select Jazz Band
- 5:25** **Adjourn**

Friday, November 15

- 8:00-8:30 a.m.** **Student Presentations**
Mr. Eli Ulmer, Student Board Member
Ms. Mara Childs, Student Board Member
- Anti-Bullying Presentation
 - Student Led Anti-Bullying Resolution Discussion
- 8:30-9:30** **Legislative Agenda**
Mr. Ben Rarick, Executive Director
- 9:30-9:45** **Basic Education Waivers - Option 2 Waiver Recommendation**
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Julia Suliman, Policy Analyst

- 9:45-11:45** **Board Work Session & Discussion**
- 11:45-12:00 p.m.** **Public Comment**
- 12:00-1:00** **Lunch**
- 1:00-2:00** **Additional Board Discussion**
- 2:00-3:00** **Business Items**
- Adoption of Board Norms Framework **(Action Item)**
 - Approval of Private Schools for the 2013-2014 School Year under RCW 28A.195.040 and Chapter 180-90 WAC **(Action Item)**
 - Approval of Draft Rules on Establishment of an Accountability Framework for Public Hearing **(Action Item)**
 - Approval of Draft Charter Rules on Authorizer Oversight for Public Hearing **(Action Item)**
 - Approval of 2015–2016 Board Meeting Dates and Locations **(Action Item)**
 - Approval of March 27 Special Board Meeting for Charter School Authorizer Applications **(Action Item)**
 - Approval of August 25 Special Board Meeting for Cut Scores **(Action Item)**
 - Adoption of Revised Strategic Plan **(Action Item)**
 - Adoption of Student-Led Anti-Bullying Resolution **(Action Item)**
 - Approval of Legislative Agenda **(Action Item)**
 - Approval of Preliminary Report on Goals for Statewide Indicators of Education System Health **(Action Item)**
 - Adoption of WAC 180-19-210, Charter Authorizer Annual Reports **(Action Item)**
 - Approval of Option 2 Waiver Analysis **(Action Item)**
- 3:00** **Adjourn**

The SBE Executive Committee Election Process

- ✓ Nominations for Executive Committee should be submitted via email to this year's committee lead, Phyllis Bunker Frank, by Friday, November 1, 2013. All members of the Board may vote except student board members. There are five positions open for election – they are:
 - Chair
 - Vice Chair
 - Immediate Past Chair (if the past chair is unavailable, a third member-at-large is elected to fill the position – see Article IV (4)(3) of the bylaws).
 - Two Members at Large

Terms for the positions are as follows:

- Chair – two year term with option for a second term
- Vice-chair – two year term with option for a second term
- Immediate Past Chair – one year following the Chair term of office if not re-elected
- Two Members at Large – one year term with option of second term

The eligibility status for current executive committee members for re-election to the committee is as follows:

- Mary Jean Ryan (current Vice Chair and Acting Chair): Not eligible for any position on the committee because she is leaving the Board.
 - Kris Mayer (Member at Large): Not eligible for Member at Large position.
 - Judy Jennings (Member at Large): Eligible for all positions.
- ✓ The first agenda item on the first day of the meeting is “Announcement of Nominations for the Executive Committee” and Acting Chair, Mary Jean Ryan, will ask for additional nominations. At this time, each candidate has the option of discussing their interest in participating in the Executive Committee. The Board packet will include ballots reflecting nominations made as of that date and provide for additional names if additional nominations are made at the meeting.
 - ✓ The last agenda item on the first day of the meeting is “Election of Officers for the Executive Committee” and members will vote in sequence on the open seats (for example, the vice chair position will not be voted on until the chair position has been filled). Per the Public Meeting Act RCW 42.30.060, the ballots are required to be signed. Executive assistant, Denise Ross, and staff designee will count them and the winners announced by Bunker Frank, Committee Lead.
 - ✓ Ballots will be cast, and votes will be counted, in the following order: Chair, Vice-Chair and three Members at Large. The person elected to the position of Chair will

be removed from the ballot for Vice Chair and Members at Large if previously nominated. The successful Vice Chair will also be removed from the Member at Large ballot if they were previously nominated. Elections will be based on majority vote of the ballots and must constitute a majority of a voting quorum.

- ✓ If a tie happens in any category, members will re-vote for that position until a nominee is elected on a majority vote.
- ✓ The outgoing Chair adjourns the meeting and the new Chair facilitates the meeting on the second day.

RCW 42.30.060

Ordinances, rules, resolutions, regulations, etc., adopted at public meetings — Notice — Secret voting prohibited.

- (1) No governing body of a public agency shall adopt any ordinance, resolution, rule, regulation, order, or directive, except in a meeting open to the public and then only at a meeting, the date of which is fixed by law or rule, or at a meeting of which notice has been given according to the provisions of this chapter. Any action taken at meetings failing to comply with the provisions of this subsection shall be null and void. (2) No governing body of a public agency at any meeting required to be open to the public shall vote by secret ballot. Any vote taken in violation of this subsection shall be null and void, and shall be considered an "action" under this chapter.[1989 c 42 § 1; 1971 ex.s. c 250 § 6.]

Board Member Term Summary

Name	Position Type	Position #	1998-2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Cindy McMullen	Elected	Region #1												
Phyllis Bunker Frank	Elected	Region #2												
Kevin Lavery	Elected	Region #3												
Bob Hughes	Elected	Region #4												
Peter Maier	Elected	Region #5												
Deborah Wilds	Appointed	Position #1												
Tre' Maxie	Appointed	Position #2												
Isabel Munoz-Colon	Appointed	Position #3												
Connie Fletcher	Appointed	Position #4												
Kristina Mayer	Appointed	Position #5												
Mary Jean Ryan	Appointed	Position #6												
Vacant	Appointed	Position #7												
Judy Jennings	Private Schools													
Randy Dorn	Superintendent													
Eli Ulmer	Student													
Mara Childs	Student													

Grandfathered term or part of initial staggered term
 Finished someone else's term
 1st term
 2nd term

- 1** – Peter Maier is finishing the term vacated first by Warren Smith and then Tre' Maxie
- 2** – Before being appointed, Tre' Maxie occupied the elected region #5 position vacated by Warren Smith
- 3** – Isabel Munoz-Colon is finishing the term vacated by Sheila Fox
- 4** – Before being appointed, Connie Fletcher finished the elected region #3 position vacated by Steve Floyd
- 5** – Connie Fletcher is finishing the term vacated by Eric Lieu
- 6** – Judy Jennings is finishing the term vacated by Jack Schuster

No board member, other than the Superintendent of Public Instruction, can serve more than two consecutive four-year terms.

Bylaws

of the

Washington State Board of Education

Adopted January 15, 2009

Bylaws Index

ARTICLE I Name

ARTICLE II Purpose

ARTICLE III Membership and Responsibilities

- Section 1. Board composition
- Section 2. Meeting attendance and preparation,
- Section 3. External communication
- Section 4. Board responsibilities

ARTICLE IV Officers

- Section 1. Designation
- Section 2. Term of officers
- Section 3. Officer elections
- Section 4. Duties

ARTICLE V Meetings

- Section 1. Regular meetings
- Section 2. Agenda preparation
- Section 3. Board action
- Section 4. Consent agenda
- Section 5. Parliamentary Authority

ARTICLE VI Executive Committee

- Section 1. Executive committee

ARTICLE VII Committees

- Section 1. Designation

ARTICLE VIII Executive Director

- Section 1. Appointment
- Section 2. Duties
- Section 3. Annual evaluation
- Section 4. Compensation and termination of the executive director

ARTICLE IX Amending Bylaws

- Section 1. Amending bylaws
- Section 2. Suspending bylaws

ARTICLE I
Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II
Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

ARTICLE III
Membership and Responsibilities

Section 1. Board composition. The membership of the Washington State Board of Education is established by the Legislature and outlined in the Revised Code of Washington (RCW 28A.305.011).

Section 2. Meeting attendance and preparation. Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board's projects and policymaking.

Section 3. External communication. Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

Section 4. Board responsibilities. The board may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

ARTICLE IV
Officers

Section 1. Designation. The officers of the board shall be the chair the vice chair, immediate past chair, and two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two -year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) The immediate past chair shall serve a term of one-year.

Section 3. Officer elections. (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(2) **One-year position.** (a) The members at-large office positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

Section 4. Duties. (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair.** The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

ARTICLE V Meetings

Section 1. Regular meetings. (1) The board shall hold an annual planning meeting and such other regular and special meetings at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act. Procedures shall be developed and adopted in the BOARD PROCEDURES MANUAL to specify how recognition is to be sought and the floor obtained during such meetings.

Section 2. Agenda preparation. (1) The agenda shall be prepared by the executive committee in consultation with the executive director and other staff, as necessary.

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair or executive director will give final approval of all items and changes that will appear on the agenda at a board meeting.

(4) The full agenda, with supporting materials, shall be delivered to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) Hearings to receive information and opinions, other than those subject to the provisions of Chapter 34.05 RCW relating to adoption of rules and regulations or as otherwise provided by law, shall be scheduled when necessary on the agenda prior to final consideration for action by the board.

Section 3. Board action. (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or videotelecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair, unless a roll call is requested and sustained by one quarter of the voting members who are present.

(5) All regular and special meetings of the full board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

Section 4. Consent agenda. (1) Non-controversial matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items may be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be referred to a standing committee or shall be considered by the full board at the direction of the chair.

Section 5. Parliamentary Authority. The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

ARTICLE VI EXECUTIVE COMMITTEE

Section 1. Executive committee. (1) (a) The executive committee shall consist of the chair, the vice chair, the immediate past chair, and two members at-large.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

ARTICLE VII Committees

Section 1. Designation. (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board. Rule changes should be discussed in committee before recommended language is referred to the board for discussion and possible vote.

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) Appointments of non-state board members to a state board committee shall be made by the board chair in consultation with the committee chair(s) and the executive director, taking into consideration nominees submitted by board members, and identified groups or organizations.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

(5) Each committee will be responsible for recommending to the budget process costs associated with responsibilities of the committee.

ARTICLE VIII Executive Director

Section 1. Appointment. The board may appoint an executive director.

Section 2. Duties. (a) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(b) The board shall establish or modify a job description for the executive director, as needed.

Section 3. Annual evaluation. (a) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(b) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director.

Section 4. Compensation and termination of the executive director. The rate of compensation or termination of the executive director shall be subject to the prior consent of the full board at the planning meeting.

ARTICLE IX Amending Bylaws

Section 1. Amending bylaws.

(1) These bylaws may be amended only by a two-thirds affirmative vote of the board members.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

Section 2. Suspending bylaws. These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.



THE WASHINGTON STATE BOARD OF EDUCATION

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

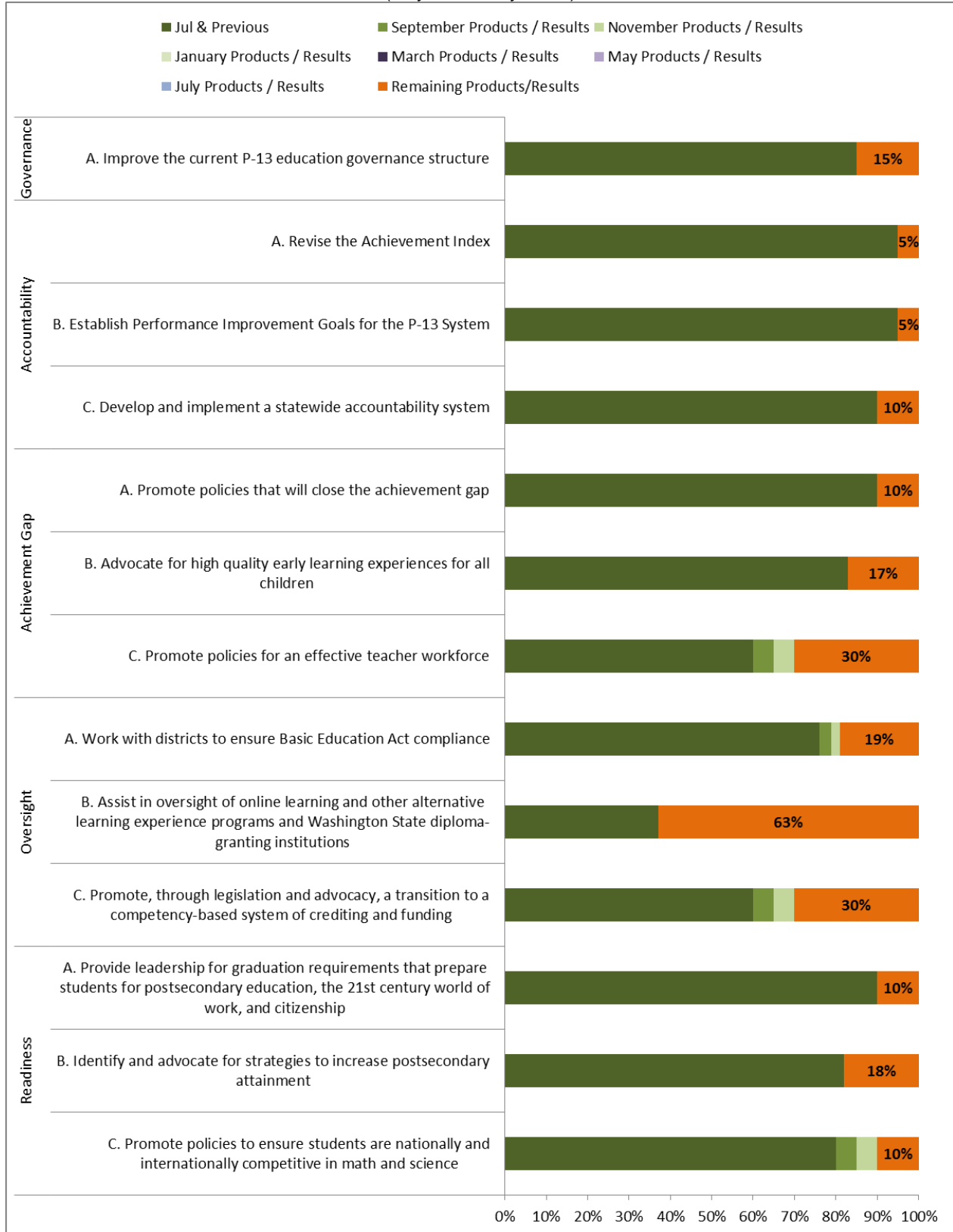
Title:	Strategic Plan Review	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input 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 checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the proposed 2013-2014 revised Strategic Plan accurately represent the board's current work, anticipated projects, legislative assignments, and statutory responsibilities?	
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 checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Board members will review the current work related to the board's 2011-2014 Strategic plan and the draft 2013-2014 revised Strategic Plan for possible approval.	



THE WASHINGTON STATE BOARD OF EDUCATION

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

Strategic Plan Annual Progress Dashboard (July 2013-July 2014)





THE WASHINGTON STATE BOARD OF EDUCATION

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

Strategic Plan Two-Month Executive Summary (September & October 2013)

Goal	Recent Work
Effective and accountable P-13 governance	<ul style="list-style-type: none"> Invited representatives from OSPI, WTECB, WSAC, EGOAC, QEC, DEL, and the ethnic commissions to participate in the October AAW webinar to discuss SB 5491 goals. Convened a cross-section of AAW representatives to discuss the data limitations of SB 5491 indicators. Participated with WSAC in the National Governors Association's Site Visit for Improving Learning Scale.
	Outreach ^{i, ii, iii, iv, v}
Comprehensive statewide K-12 recognition and accountability	<ul style="list-style-type: none"> Prepared amendment to ESEA Flexibility application submitted to U.S. Department of Education. Held the October AAW webinar to discuss SB 5329 accountability framework. Drafted rules for SB 5329.
	Outreach ^{vi, vii, viii, ix}
Closing the achievement gap	<ul style="list-style-type: none"> Developed further policy options for targeted subgroups, including ELL and Two or More Races. Suggested a few schools for KCTS to recognize for their efforts to close the achievement gap. Discussion of a legislative proposal around extended learning opportunities.
	Outreach ^{x, xi}
Strategic oversight of the K-12 system	<ul style="list-style-type: none"> Approved Spokane School District to be a charter school authorizer. Signed a Charter School Authorizing Contract with Spokane School District. Basic Education compliance process completed. Public hearing on proposed rules on charter authorizer annual reports. Researched charter authorizer oversight processes for rule-making. Economy and efficiency (Option 2) waiver analysis.
	Outreach ^{xii}
Career and college readiness for all students	<ul style="list-style-type: none"> Next Generation Science Standards adopted. Meetings with Legislature to encourage the implementation of the career- and college-ready requirements within fully-funded basic education. Isabel participated in a CTE Taskforce/Workgroup. Work on cross-crediting continues.
	Outreach ^{xiii}

ⁱ Learning First Alliance

ⁱⁱ Quality Education Council

ⁱⁱⁱ SB 5491 update and discussion with agency heads

^{iv} Excellent Schools Now

^v Blog: Stop Bullying Now: A Safe Learning Environment for All Students

^{vi} Educational Service District 113 Superintendents

^{vii} Association of Washington State Principals Board Meeting

^{viii} League of Education Voters

^{ix} Parent Teacher Association Legislative Assembly

^x Blog: A budget cut by any other name . . .

^{xi} Special Education Legislative Taskforce

^{xii} Met with Charter School Commission's new Executive Director

^{xiii} Developed new career and college readiness graduation requirements materials



2012-2013 Minimum Basic Education Requirements Compliance

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 July 30, 2013 the SBE launched the basic education compliance reports through OSPI's I-Grants system. On July 31, 2013 the SBE notified all districts that they must complete and submit the online report by September 13, 2013. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports. As of October 18, 2013 compliance reports had been submitted by all 295 districts and approved by SBE staff.

STATE BOARD OF EDUCATION

2013-2014 – Minimum Basic Education Requirement Compliance

Please Check One		
In Compliance	NOT in Compliance	
<input 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 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 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 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 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.

Note: A district that has been granted a waiver of the minimum 180-day school year requirement is in compliance with RCW 28A.150.220.

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Office of Superintendent of Public Instruction** meets the basic education program requirements contained in RCW 28A.150.220 and the minimum high school graduation requirements set forth in WAC 180-51-066 for students entering the ninth grade on or after July 1, 2009 through June 30, 2012 and WAC 180-51-067 for students entering the ninth grade on or after July 1, 2012.

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	Date
Board President or Chair	Date

District Graduation Credit Requirements

Districts are also asked to provide the following information, so the SBE database accurately reflects 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 2014
English	
Math	
Social Studies	
Science (at least one lab)	
Arts	
Occupational Education/CTE	
Health and Fitness	
World Languages	
Culminating Project*	
High School and Beyond Plan*	
Electives	
Other District Requirement for Credit (specify):	
TOTAL	0.0

**The Culminating Project and High School and Beyond Plan are non-credit state requirements. Some districts may choose to award credit for these experiences.*

What non-credit district graduation requirements do you have?

Does your district award competency-based credit?

If Yes, in what subjects?

Does your district have Career and Technical Education course equivalencies; that is, Career and Technical Education courses that your high school(s) or district have determined to be equivalent to academic core courses and are accepted as meeting core graduation requirements?

Yes No

Strategic Plan Products and Assignments

Goal One: P-13 Governance					
A.	Improve the current P-13 education governance structure.	Comments	Staff	Due	Progress
<i>CommitmentStaff Resources:</i> ●					
I.	Seek avenues for collaboration between Collaborate with SBE, WTECB, OSAWSAC , OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	ESSB 5491 requires SBE to work with OSPI, WFTECB, QEC, WA Student Achievement Council, and EOGOAC to establish and report performance goals for statewide indicators of educational health.	Ben / Sarah	Ongoing	▲▲▲△
II.	Engage the Office of Washington Student Achievement Council to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben has met with Gene and spent time at the WSAC retreat. Linda has been on Roadmap committee for alignment. Probably need some board-to-board communication.	Ben	Ongoing	▲▲▲△

Commented [SL1]: There seems to be a current proliferation of organizations working on student achievement goals and accountability issues. Since we were charged with setting statewide indicators of educational health under ESSB 5491, this gives us more credibility and responsibility to coordinate roles and responsibilities. Let's be more aggressive and specific in this goal.
~ Connie Fletcher

Goal Two: Accountability					
A.	Revise the Achievement Index.	Comments	Staff	Due	Progress
<i>CommitmentStaff Resources:</i> ●●●					
I.	Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Certainly has been a focus. Work with AAW shifting from revised Index to accountability system.	Ben / Linda / Sarah	2013.06 2013.12	▲▲▲△
II.	Develop an Achievement Index that includes student growth data and meets with approval by the USED. <u>Plan phase-in of adequate growth and additional college- and career-ready indicators.</u>	The goal remains securing federal approval, particularly with regards to employing an Ever ELL approach. Ben spoke to USED representatives at CCSSO conference August 21, 22. A telephone call with USED representatives is scheduled for August 27.	Ben / Linda	2013.09	▲▲▲△

Commented [SL2]: Add a specific goal for implementation of the revised Achievement Index.
~ Peter Maier

Commented [SL3]: We're mostly done with this work. Ye!
~ Connie Fletcher

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Commented [SL4]: Given the amount of updating on everything, am not sure where we are on this and if two triangles are an accurate reflection.
~ Kevin Laverty



Strategic Assignments

Objectives, Timeline, Achievements

B.	Establish performance improvement goals for the P-13 system. <i>CommitmentStaff Resources:</i> ●●				
I.	Assist in the development of revised Annual Measurable Objectives (AMOs) that align with the revised Achievement Index.	This work is embedded in the flexibility application, but the work on the ELL AMAOs represents real progress. Linda attends regular meetings with OSPI staff on AMOs.	Ben / Linda	2013.09 2014.07	▲▲▲△
II.	Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan. Align statewide system health indicators with the SBE Strategic Plan, as required ESSB 5491.	Major work on this with Emily last year. ESSB 5491 moves this along to a higher level conversation.	Ben / Linda	Ongoing	▲▲▲△
C.	Develop and implement a statewide accountability system. <i>CommitmentStaff Resources:</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.	Major movement on this item with E2SSB 5329. Implementation remains a key consideration as we move into the 2014-15 school year.	Ben / Linda	Ongoing	▲▲▲△
II.	Advocate for legislation and funding to support a robust and student-focused accountability system.	Again, major movement here. \$10 million from the legislature.	Ben / Jack	Ongoing	▲▲▲▲

Commented [SL5]: Use ESSB 5491 for this purpose ~ Connie Fletcher

Commented [SL6]: Done! ~ Connie Fletcher

Commented [SL7]: Never done! ~ Connie Fletcher

Commented [SL8]: Do we need to use the words "write draft legislation," or is that too much of a reach toward tactics? ~ Kevin Lavery

Commented [SL9]: Again, never done! We're making strides with this with our achievement index and accountability measures. ~ Connie Fletcher

Goal Three: Achievement Gap					
A.	Promote policies that will close the achievement gap. <i>CommitmentStaff Resources:</i> ●	Comments	Staff	Due	Progress
I.	Promote and support best practices that will close the achievement gap. Provide a forum for the discussion and analysis of promising practices relating to closing the achievement gap, and identify policies for achieving goals outlined in SB 5491.	This could probably use a little more definition.	Ben / Linda	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.	We did this well last year at our retreat, and 5491 will hopefully create the opportunity to institutionalize a set of metrics on this.	Ben / Linda / TBD	Ongoing	▲▲▲△
B.	Advocate for high quality early learning experiences for all children. <i>CommitmentStaff Resources:</i> ●				
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.	Major movement on this via the 2013 budget. \$ billion in policy adds for McCleary. \$90m for FDK.	Ben / Jack	2013.01 2014.05	▲▲▲△

Commented [SL10]: While I recognize that the SBE has a full plate at the moment, longer term I would like the Board to place more emphasis on advocating for expanded pre-K access. A widespread consensus is emerging that pre-K is one of the best ways (possibly the single most effective way) to boost educational achievement for all. In this state, however, no other governmental group is actively pushing this concept. I suggest something like "Develop potential frameworks for greatly expanded access to pre-K." ~ Peter Maier

Strategic Assignments

Objectives, Timeline, Achievements

II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.	We were advocates on the 3 rd grade reading bill this session. Ben was consulted on the final draft and helped make it less burdensome on districts.	Ben	Ongoing	▲▲▲△
C. Promote policies for an effective teacher workforce. <i>CommitmentStaff Resources:</i> ●				
I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.	This seems relegated to the annual November meeting. We should probably take a fresh look at this concept.	Ben / Linda	Nov. (annually)	▲▲▲△
II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance. Provide a forum for discussion and analysis of professional development and communication needs as transition to Common Core.		Ben / Linda	Ongoing	△△△
III. Advocate for dedicated state funding for professional development.		Ben / Jack	Ongoing	△△△

Commented [SL11]: I believe we need more direct involvement in encouraging communities to provide more high quality day care and early learning opportunities for all low and middle income kids. Seattle is considering this now. ~ Connie Fletcher

Commented [SL12]: Please remind me again of our action in this arena; apologize if I'm having senior moments. Are we talking reduced class sizes, additional teachers, specialized programs? ~ Kevin Laverty

Commented [SL13]: What can/should we do to promote the effective implementation of TPEP? ~ Connie Fletcher

Goal Four: Oversight				
A. Work with districts to ensure Basic Education Act Compliance <i>CommitmentStaff Resources:</i> ●	Comments	Staff	Due	Progress
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack has done a nice job on this all around – our process is much tighter and districts know how to get their questions answered. We still, however, have only districts' word as to compliance. At minimum, we might provide support for the funded JLARC study on use of school days and instructional time. We might also continue to advocate for defining school day in terms of instructional hours.	Jack / Staff	2013.06 2014.06	▲▲▲△
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	We did accomplish this. They are now being utilized. Some member interest in revisiting.	Jack / Staff	2013.11	▲▲▲

Commented [SL14]: Let's look at a new model based on competency. On-line learning will be changing how we do education dramatically. The old models of 180 days and 1000 hours may not make sense in the near future. On the other hand, how do we change this without shortchanging kids who need more time? ~ Connie Fletcher

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Commented [SL15]: Replace this goal with "Analyze possible different approaches to waivers, including potential legislation". ~ Peter Maier

Commented [SL16]: Here we have a chance to expand or modify this. Am not sure if we are talking advocacy via the WASA/WSSDA letter or beyond. While the criteria piece is completed, I think there are still some concerns about how the waivers are presented to us at meetings – i.e., recommendations based on criteria, the use of a spreadsheet with a series of checkoffs, etc. ~ Kevin Laverty

Strategic Assignments

Objectives, Timeline, Achievements

<p>B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions.</p> <p><i>Commitment</i> <i>Staff Resources:</i> ●</p>				
<p>I. Examine policy issues related to the oversight of online learning for high school credits. Examine policy issues related to awarding competency-based crediting.</p>	<p>I spent a little time on this and I think additional time is warranted generally on the topic of competency based crediting.</p>	<p>Linda</p>	<p>2013.02</p>	<p>▲▲▲△</p>
<p>II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.</p>	<p>The online private school bill was the subject of legislation this year. This issue has resolved itself – now private schools can be online.</p>	<p>Linda</p>	<p>2014.01</p>	<p>▲▲▲▲</p>
<p>C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.</p> <p><i>Commitment</i> <i>Staff Resources:</i> ●</p>				
<p>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.</p>	<p>There was new legislation that clarified the categories used for ALE, and restored funding to prior (full) 100% levels.</p>	<p>Ben / Jack</p>	<p>2013.02</p>	<p>▲▲▲▲</p>
<p><u>D. Charter Schools</u></p> <p><i>Staff Resources:</i> ●</p>				
<p><u>I. Adopt rules to support implementation of the charter schools law, including rules on oversight of school district authorizers, charter school termination or dissolution. Review adopted rules after first approval cycle for possible amendment.</u></p>		<p>Jack</p>	<p>2014.07</p>	<p>△△△△</p>
<p><u>II. Develop and implement quality based process for approval of school districts as authorizers of charter schools in a way that promotes a high standard of quality for charter school authorizing.</u></p>		<p>Jack</p>	<p>Ongoing</p>	<p>△△△△</p>
<p><u>III. Conduct effective, ongoing oversight of the performance of district authorizers of charter schools.</u></p>		<p>Jack</p>	<p>Ongoing</p>	<p>△△△△</p>
<p><u>IV. Annually, report, in collaboration with Washington Charter School Commission, on the performance of the state's charter schools.</u></p>		<p>Jack</p>	<p>Dec. (annually)</p>	<p>△△△△</p>

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Goal Five: Career and College Readiness					
A.	Provide leadership for graduation requirements that prepare students for postsecondary education, the 21 st century world of work, and citizenship.	Comments	Staff	Due	Progress
<i>Commitment</i> ●● <i>Staff Resources:</i>					
I.	Advocate for the implementation of Washington career and college-ready graduation requirements.	Tremendous amount of work here, but to no avail. Next step is meeting with key legislators and understanding the next step. WA Student Achievement Council Roadmap aligns with career and college-ready graduation requirements—Linda is on the alignment committee for development of the Roadmap.	Linda / Jack	2013.06.01 2014.05	▲▲▲△
II.	Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.	Major investment of staff time, which produced some success in 2013 session.	Ben	Ongoing	▲▲▲△
B.	Identify and advocate for strategies to increase postsecondary attainment and citizenship.				
<i>Commitment</i> ● <i>Staff Resources:</i>					
I.	In partnership with stakeholders (including WSAC), 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.	Our work on cross-crediting fits here, as does our look at post-secondary remediation. Board members Tre' Maxie and Cindy McMullen will present at WSSDA conference on CTE cross-crediting.	Linda	Ongoing	▲▲▲△
II.	Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	We invested major work here in November and January of this year and produced a set of recommendations that ultimately are close to what the legislature did. Future work will involve the transition to CC assessments. CCSSO conference in August will be on this topic—Linda and Ben will be joining a team from OSPI.	Ben / Linda		▲▲▲△
III.	Develop strategies to improve senior-year course taking to reduce remediation rates and increase postsecondary attainment.		Ben / Linda		

Commented [SL17]: Hold firm ~ Connie Fletcher

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Commented [SL18]: We will need to be more involved in the Career side of Career and College Readiness. Kids are being priced out of college, and career and tech education may be better options. ~ Connie Fletcher

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

C. Promote policies to ensure students are nationally and internationally competitive in math and science. <i>Commitment Staff Resources:</i> ●				
I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement. Advocate for adoption of Next Generation Science Standards and analysis of assessment and professional development needs for effective implementation.	We've made some investment on this in next generation science standards, and pursuing the third credit of lab science. That math angle to this has been less recent.	Linda	2013.06 2014.09	▲ ▲ ▲
II. Develop phase in plan a timeline and advocacy for a third credit of science as a graduation requirement, s for Legislature's consideration.	Major investment on this, but the plan did not materialize	Ben / Jack	Ongoing	▲ ▲ ▲
D. Setting Graduation Standards for Assessments				
I. Develop minimum proficiency standards for SBAC assessment as required under HB 1450.	The bill requires a review of WA student's experience on the SBAC and review of scores of other states that use the SBAC or an 11th grade assessment required for graduation	Ben / Linda	2015.06	▲ ▲ ▲

Commented [SL19]: Common Core and Next Gen Science standards will dominate our work in this area. It should be pretty clear what needs to be done to improve learning in these important areas. ~ Connie Fletcher

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: 8 pt

Formatted: Font: 8 pt

Staff Resources

Progress

- = 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



Board Norms for the Washington State Board of Education

Adopted by the Board, _____ 2013

- Board meetings will focus on the Board’s goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
- At Board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.
- Every board member should play a meaningful role in the Board’s overall operations. Each member expects of others a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.
- The purpose of Board meetings, above all else, is to discuss policies for helping all students to succeed and to graduate college and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.
- Board meetings should include the following procedures:
 - Board meetings should start on time and end on time.
 - Materials for the meeting should be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.
 - Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).
 - Each staff presentation should start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.
 - Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until a designated “pause” for questions.

- Each Board member expects of the others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.
 - Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.
- When considering policy proposals, each Board member expects of others an opportunity for advance review. The Board agrees to a “no surprises” mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.
- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.
- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose. Members will avoid letting their affiliations or backgrounds define their contributions or policy positions.
- Board members will maintain the confidentiality of executive sessions.
- In their communications with the public, individual Board members should support the majority decisions of the Board while maintaining the right to express their own personal views (see Bylaw Article III, section 3).



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Strategic Communications Plan	
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 type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	We are trying to do more concentrated stakeholder outreach, leverage digital media and elevate the board's brand.	
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 type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Board members will review the Strategic Communications Plan.	



Strategic Communications Plan

Objective: The strategic communications plan will help staff communicate more effectively and proactively with the board, media, Legislature, stakeholder groups, and citizens to ensure they are aware of what the board is working on, and how it will improve outcomes for students in Washington.

Vision:

1. SBE will be recognized as the leader in career and college readiness reform in Washington.
2. The public will:
 - a. Know who the board is and what it does,
 - b. Get information about the board from the board, and
 - c. Understand how the board's work improves outcomes for kids.
3. SBE is known to solicit and value stakeholder input.
4. SBE is known to be accessible, transparent and thoughtful.
5. SBE must be innovative and strategic in its communications given its small size.

We plan to accomplish this through branding, high-quality written materials, increased media presence, and concentrated stakeholder outreach.

1. STAFF/BOARD COMMUNICATION

Objective: Foster ongoing high-quality communication between staff and board members.

Vision: A free flow of information between staff and board where everyone is informed, up-to-date and engaged.

Action Items:

- Use new SharePoint to allow board members to provide feedback on documents.
- Created Board Meeting Preview videos featuring the Executive Director.
- Alert members of potential articles/blog posts about them.
- Share articles/blog posts about the board with board members/staff.
- Ask members to let us know when they are scheduled to give presentations to stakeholder groups.
- Provide materials (handouts, PowerPoints, graphics) for members to give presentations.
- Work with members to feature one in each newsletter.
- When appropriate (geography, timing) pitch member profile pieces to media.

Measure: Add a communication question to the board meeting survey and track responses and feedback.

2. STAKEHOLDER OUTREACH & EDUCATION

Objective: Foster collaborative relationships with stakeholder groups by sharing SBE information with them and gathering feedback and input both in-person and electronically.

Vision: Stakeholder groups see the SBE as accessible and communicative, helping them understand complex board work areas.

Action Items:

- Identify key stakeholder groups (both generally and topic-specific).
- Keep stakeholders up-to-date on board work by sending news releases, blog posts, meeting agendas, meeting highlights, newsletters, annual report.
- Inform stakeholders of opportunities to provide input and/or public comment.
- Staff/board members accept invitations to speak to stakeholder groups, send thank you note after for the opportunity to address group.
- Publicize member/staff presentations (when open to the public) on website, Facebook and Twitter with date/time/location.
- Post photos of member/staff presentations on Facebook and Twitter.
- Identify new stakeholder groups (i.e. Black Education Roundtable), check with other minority commissions to see if they have education groups.
- Reach out to stakeholder groups and offer to speak at events, provide content for newsletters, share materials, and answer questions.
- When speaking to stakeholder groups hand out a survey related to the topic of discussion and use a sign-up sheet to collect contact information of audience members.
- Meet monthly with OSPI communications team for collaboration.
- Participate in the South Sound Education Communicators meetings to discuss upcoming board work and collect feedback.
- Meet with regional legislators and superintendents at board meetings locations.
- Hold stakeholder meetings on specific topics when necessary.
- Hold webinars on specific topics when in-person meetings aren't advantageous.
- Review stakeholders' publications, blogs and social media sites for mentions of the board/board work, and to find out what topics are important to the group.
- Keep ongoing list of outreach efforts.

Materials:

- Bimonthly electronic newsletter, feature a board member, explain SBE projects, and highlight recent accomplishments/milestones, publish 5-6 times a year.
- Create a one-pager explaining who the board is and what the board does, current work, and recent achievements.
- Create one-pagers for SBE requested/supported legislation, explaining the problem to be solved, the background of the situation, how the legislation solves the problem (or makes progress toward a solution), and who else supports the bill.

- Develop graphics to visually explain complex ideas (changing graduation requirements, revised index, index tier labels, etc.).
- Create an annual report – include: mission, vision, board members, accomplishments, areas of work, student data, photos, graphics.
- Post materials on website and social media.
- Include materials in press releases and blog posts when appropriate.
- Develop one-pagers for areas of SBE work (charter schools, revised index, etc.).
- Create videos to share new board work, progress on goals, accomplishments, explain complex topics.

Measure: Track number of presentations, feedback from surveys, positive mentions about the board in stakeholder newsletters, blogs and tweets, and requests for our materials.

3. ISSUED-BASED COMMUNICATION PLANS

Objective: Proactively prepare for the communication needs of SBE work areas by collaborating with staff subject matter experts to develop individual communication plans.

Vision: The field, public, Legislature, and stakeholder groups better understand SBE work area, how it affects them, how it will improve outcomes for children, and when it will be implemented.

CHARTER SCHOOLS COMMUNICATIONS PLAN

Objective: Work with Jack and Julia to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders and public are well informed of the role SBE plays in implementing the charter school law, where we are in the process, the basis for board actions, whom to contact with concerns/questions, and the next steps.

Key Stakeholders:

- Washington Charter School Commission
- School districts
- WSSDA
- Washington State Charter Schools Association (LEV, Stand for Children, Partnership for Learning, and Democrats for Education Reform)
- Small group of legislators
- Small group of media

Key Messages:

- Quality charter schools begin with quality charter authorizers.
- It is better that charter schools be done well than done quickly.

- Looking for high-quality applications closely aligned with the goals of the law from districts that are thoughtful, deliberate, and committed to being quality authorizer.
- We employ a rigorous review and evaluation process.
- Emphasis is on serving at-risk populations through quality schools.

Action Items:

Rule-making:

- Email draft rules to ListServ and stakeholders, post on website and social media asking for feedback.
- Email notice of public hearing dates/times/locations to ListServ and stakeholders, post on website and social media.
- Post adopted rules on charters webpage, highlight in the newsletter.
- Meet with regional legislators and superintendents at board meeting locations to discuss progress and solicit feedback.

Notices of Intent:

- Email deadline reminder to ListServ and stakeholders, post on website and social media.
- Post notices of intent on the website as they are received.
- Prepare talking points for possible media inquiries.
- Send news release on Oct. 2 (if any school districts submit notices).

Applications:

- Email deadline reminder to schools who submitted notices of intent.
- Post applications on the website as they are received.
- Prepare talking points for possible media inquiries.
- Send news release on Jan. 2 (if any school districts submit applications).

Deny/Approve: (only applies if applications are received):

- Prepare talking points for possible media inquiries.
- Send news release day of board's decision by April 1 (possibly not if applications are denied).

Materials:

- One-pager
- Webpage
- PowerPoint
- Annual Report to Legislature, Governor and public
- News Releases
- Video

Timeline:

- Oct. 1 – Notices of Intent due

- Dec. 31 – Applications due
- April 1 – Approve or deny applications

REVISED INDEX COMMUNICATIONS PLAN

Objective: Work with Linda and Andrew to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders and public are well informed of the development of the revised Achievement Index and its uses (RAD, awards), where we are in the process and the next steps, whom to contact with concerns/questions, and feel their input was sought and valued.

Key Stakeholders:

- OSPI
- U.S. ED
- ESD superintendents
- Small group of district superintendents
- District Assessment Coordinators (Greg Lobdell)
- WSSDA
- WEA
- EOGOAC and ethnic commissions
- LEV
- AAW
- Washington Policy Center
- Small group of Legislators
- Small group of media

Key Messages:

- Part of ESEA waiver from No Child Left Behind Act.
- Aligns state and federal accountability into one process Revised index is transparent and robust, and incorporates federally required elements.
- In addition to proficiency, tracks student growth percentiles and career and college readiness.
- OSPI selected a Student Growth Percentile Model.
- Growth is good.
- The Index is for school accountability—is not and will never be for teacher evaluation.
- All schools and students have room to grow.
- Adequate growth is growth to standard.
- Focused on closing the achievement gap (half the Index rating).
- Transitioning from normative standards to criterion-referenced standards after Common Core State Standards re-baseline.

- Not an A-F rating system, rating tiers are: exemplary, very good, good, fair, underperforming, priority – lowest 5%.
- Revised Index will be used for Achievement Awards and identifying schools for extra support.

Action Items:

- Invite representatives from stakeholder groups and ethnic commissions to participate in the AAW meetings/webinars.
- Seek input from AAW and other stakeholders on development of revised Index and its uses (RAD, awards) through meetings, webinars, videos, and electronic feedback mechanisms.
- Meet with regional legislators and superintendents at board meetings locations to discuss progress and solicit feedback.
- Develop materials to explain revised Index rating system, tier categories and timeline.
- Work with OSPI on materials to explain SGP.
- Develop materials to explain RAD I and RADII timelines.
- Post materials on website and social media sites, provide to staff/board members for presentations to public/stakeholders.
- Work with contractor to develop an interactive online tool to display, compare and track revised Index ratings (integrate with report card and peers comparison).
- Prepare talking points for possible media inquiries.
- Send news release when revised Index is approved by USED.
- Send news release when Achievement Award winners are announced.
- Send news release if SBE identifies any RAD II districts.

Materials:

- One-pager
- Webpage
- PowerPoint
- News Release
- Blogs
- Videos
- Webinars
- Visuals/graphics

Timeline:

- November 1 – solicit feedback on 5329 draft rules
- December? – revised Index approved by USED
- Mid-February? – revised Index ratings released
- Mid-February - Respond to queries from stakeholders on Index
- End of April – Achievement Awards
- January - RAD II announced

GRADUATION REQUIREMENTS COMMUNICATIONS PLAN

Objective: Work with Linda to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders and legislators are well informed of the importance and flexibility of a career and college ready diploma, whom to contact with concerns/questions, and feel their input was sought and valued.

Key Stakeholders:

- Legislators
- CTE/Skill Center communities
- Guidance Counselors
- Parents
- ESD superintendents
- WSSDA
- WEA
- Small group of media

Key Messages:

- Career and college readiness for all students.
- 24 credit framework is rigorous, flexible and meaningful.
- Many personalized pathways to career and college.
- Keeps all postsecondary options open.
- Adds a lab science, three electives (based on the High School & Beyond Plan).
- Many schools already offer 24 credits.
- Up to two credits may be waived locally for students who have attempted 24.
- Everyone needs math and science.

Action Items:

- Gather input from CTE communities.
- Develop materials to explain the proposed credit changes and flexibility.
- Create one-pager for legislators.
- Write blog post(s) and create video highlighting the benefits, flexibility and importance of 24 credit framework, post on website, social media; email to ListServ and stakeholders.
- Track legislation progress and list dates/times/locations of hearings on SBE Legislative Priorities webpage, Facebook and Twitter.
- Prepare talking points for possible media inquiries.
- Send news release when(if) bill is passed.

Materials:

- One-pager

- Webpage
- Blogs
- Videos
- Visuals/graphics

Timeline:

- Nov-Dec – Prepare for Leg session
- Jan – March – Legislative Session
- 2014-2015 School Year – 24 credits available (if passed in 2014 Leg. session)
- Class of 2018 – 24 credits required to graduate (if passed in 2014 Leg. session)

5491 GOALS COMMUNICATIONS PLAN

Objective: Work with Linda and Andrew to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders feel their input was sought and valued. Legislators see value in the goals set by the board (and partners) for evaluating the health of the statewide educational system.

Key Stakeholders:

- OSPI
- WTECB
- SBCTC
- WSAC
- EOGOAC
- QEC
- DEL
- Ethnic commissions
- AAW
- Legislators

Key Messages:

- The data provides a snapshot of the overall health of the statewide educational system.
- The goals focus on closing the achievement gap.
- The goals are a means to evaluate progress in the educational system.
- Tracking the data will help us understand whether reform efforts and investments are making positive progress.
- The goals are realistic but challenging.
- The goals are set on a biennial basis, and may only be adjusted upward.
- Trying to align the goals with other systems (Roadmap, Results Washington).

Action Items:

- Invite representatives from stakeholder groups and ethnic commissions to participate in the AAW meetings/webinars.
- Seek input from AAW and other stakeholders on data availability and development of goals through meetings, webinars, videos, and electronic feedback mechanisms.
- Create a webpage listing the indicators and goals, and ways to provide feedback.
- Work with a contractor to develop an interactive online tool to display, compare and track goals.
- Write blog post(s) and create video explaining the goals, post on website, social media; email to ListServ and stakeholders.
- Develop one-pager listing the goals and explaining how they measure the closing of the achievement gap.
- Prepare talking points for possible media inquiries.
- Send news release when report is sent to the Legislature.
- Pitch TVW a discussion of the statewide goals for either The Impact or Inside Olympia.

Materials:

- Webpage
- One-pager
- Blogs
- Videos
- Visuals/graphics
- News Release

Timeline:

- Dec. 1 – Report Due to Legislature (2013 and every even numbered year)

LEGISLATIVE PRIORITIES COMMUNICATIONS PLAN

Objective: Work with Ben, Jack and Julia to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Legislators are well informed of the importance and benefits of the bills and budget actions proposed or supported by the board, and know whom to contact with concerns/questions.

Key Stakeholders:

- All legislators
- Key legislators
- Small group of media

Key Messages:

- Will depend on the specific bill or budget item.

Action Items:

- Create one-pagers for legislators.
- Write blog posts and create videos highlighting the importance and benefits of the bill, post on website, social media; email to ListServ, legislators and stakeholders.
- Hold an open house for legislators during Legislative Committee Days, give a presentation on who the board is, what it does, introduce SBE bills, and provide contact information.
- Track legislation progress and list dates/times/locations of hearings on SBE Legislative Priorities webpage, Facebook and Twitter.
- Notify members of opportunities to testify on key bills.
- Prepare talking points for possible media inquiries.
- Send news release if bill is passed.

Materials:

- One-pagers
- Webpage
- Blogs
- Videos
- Visuals/graphics
- Op-eds
- News release

Timeline:

- Nov – Dec – Prepare for Legislative Session
- Nov 21-22 – Legislative Committee Days
- Jan – March – Legislative Session

4. MEDIA

Objective: Increase the amount of positive media coverage for the board by fostering relationships with reporters and providing them with timely, relevant information.

Vision: The board would be the source of media information about the board and its work, and media coverage would be positive and accurate.

Action Items:

- Update SBE media list.
- Add each reporter who contacts the office to the media list.

- Send news releases to the media list announcing meetings, new board members, and major accomplishments/milestones.
- Send meeting highlights to media list after meetings.
- Send newsletter to media list.
- Respond quickly to media requests.
- Prepare talking points when expecting media interest so we can respond quickly and stay on message.
- Be as helpful as possible, direct reporter to correct source if not SBE.
- Reach out to media in board meeting location. Let them know we have a meeting soon in their area and invite them to attend. Try to schedule time with Executive Director and a local board member or the Chair to meet with local media to explain who the board is and what we are working on.
- Ask local media/bloggers if they would publish a notice on their website/social media accounts with the date/location of the upcoming board meeting in their area.
- Proactively reach out to reporters we know are interested in a particular subject when there is change or progress in that area (i.e. – Chris Ingalls – waivers).
- Send draft agenda to TVW, highlighting the key portions of the meeting.
- Pitch board-related topics/interview with Executive Director for TVW's Inside Olympia and The Impact.
- Track articles, blogs posts, and radio and television spots that mention the board or specific members. If negative or inaccurate, decide whether a response is necessary and if so, what type (i.e. press release, blog post, call to reporter to correct misinformation).

Measure: Track the number of articles, blogs, and radio and television spots that favorably mention the board.

5. DIGITAL COMMUNICATIONS

Objective: Leverage technology to increase engagement by reaching out to and interacting with stakeholder groups through a user-friendly website, social media sites, and compelling and informative videos.

Vision: SBE web and social media sites would be recognized as the authority on board work and known to be informative, up-to-date and engaging.

Website:

- Meetings: Post dates/locations of board and workgroup meetings, agendas and materials, highlights, video/audio. Work to complete posting of archived materials from past meetings.
- FAQs: Convert FAQ PDFs to webpages. Make FAQ menu a drop down list instead of a page. Post links to FAQs on related responsibilities pages.

- News: Convert news release PDFs to webpages. Post news releases on News tab and add headline and link on the homepage. Create a photo gallery of high-resolution photos for use by media.
- Achievements: Create 2013 achievements page and update old achievement pages.
- Responsibilities: Break up each topic page into multiple subpages with an index on the main topic page.
- Materials: Post handouts, PowerPoints and graphics on the materials page and the related responsibilities pages as they are developed.
- Legislative Priorities: Create a page for SBE-supported legislation and legislation that affects SBE. Track progress of legislation. List dates/times/locations of hearings.
- Blog: Post regularly (3-5 times a month – have a data spotlight once a month). Add link to new posts on homepage and post to social media. Send posts to board members, ListServ, Legislature, and stakeholders. Monitor comments – approve/disapprove within 3-days.
- Usability Testing: Identify top five “user personas” of website (i.e. teachers, parents, superintendents, ed reform groups). Identify top user tasks of website (i.e. find waiver info, contact the board, when is the next meeting). Find two volunteers from each persona, watch and record volunteers performing tasks, make changes to website to increase ease of performing top tasks. Run usability testing every 12-18 months.

Social Media:

- Post regularly on Facebook and Twitter – SBE press releases, blog posts, newsletters, favorable media coverage, upcoming meeting dates/locations, meeting agendas and materials, meeting highlights, video of meetings, movement of SBE-supported legislation, legislative hearing dates/times/locations, job openings, opportunities for public comment, new materials (handouts, videos, graphics), and photos.
- Post/retweet articles and blogs about the board or board-related topics (i.e. graduation requirements, Common Core, Next Gen Science, charter schools, achievement index, waivers).
- Post photos of board meetings, board/staff presentations, meetings with groups, and site visits.
- Monitor interactions and mentions, delete any inappropriate comments. Respond to at replies, comments and direct messages within 3 days.
- Live tweet agenda items and actions at board meetings.
- Use relevant twitter hashtags to increase searchability of SBE tweets (i.e. #waedu #ngss #charterschools).
- Follow stakeholder groups on Twitter. Follow back those who follow SBE on Twitter (except those with inappropriate photos/content).
- Keep up with new tools; decide if a good fit for SBE use.

Video:

- Move all videos to one SBE YouTube account, delete the extra account.
- Convert YouTube account to a government branded channel, allows for longer videos and eliminates advertisements.
- Monitor YouTube comments, respond within 3 days.
- Post videos on YouTube, Twitter and Facebook.
- Create videos of Executive Director preparing board members for what to expect at next board meeting, send link to board members.
- Create video of board members explaining why they serve on the board, what they hope to do for Washington students.
- Create videos as needed to explain board work (i.e. student growth percentiles, achievement index, charter schools, waivers, graduation requirements).

Measure: Use Google analytics to measure number of website visitors. Track number of social media fans and number of interactions with fans. Track number of YouTube views, solicit feedback from board members on usefulness of board preview videos.

6. BRANDING

Objective: Consistently use SBE logo, acronym and colors.

Vision: SBE materials and resources are easily identifiable as belonging to or coming from the board.

Action Items:

- Use SBE logo on business cards, handouts, website, blog, Facebook, Twitter, YouTube, videos, PowerPoints, and materials.
- Develop and use templates with SBE logo, header and colors:
 - Letterhead
 - PowerPoints
 - Handouts
 - News releases
 - Memos
 - Cover Sheets
 - Agendas
 - Fax Coversheets
 - Meeting Highlights
 - Meeting Minutes

Measure: Track the number of SBE branded materials being used by staff/board and stakeholders versus non-branded materials.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>E2SSB 5329 Accountability System—Board Work Session</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 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>The State Board of Education (SBE) will: 1) Review and comment on the Accountability System Design that will be presented by OSPI staff; 2) Review and comment on OSPI Accountability System draft rules; 3) Consider approval of SBE draft Accountability Framework rules (included in this packet).</p> <p>Key questions the SBE may consider include:</p> <ul style="list-style-type: none"> • How does OSPI's Accountability System Design determine the number of schools served under Level I and Level II required action? • How will limited resources be distributed to schools in need of improvement? • Do the Guiding Principles in the draft Accountability Framework rules capture the important considerations in the development of a statewide Accountability System? 	
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 type="checkbox"/> PowerPoint	
Synopsis:	<p>OSPI staff will present the Accountability System Design and rules to the SBE and SBE members will have the opportunity to review the design and ask OSPI staff questions.</p> <p>The SBE will also consider approval of draft Accountability Framework rules. According to the bill, the Accountability Framework “creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions.” If approved, staff will file a CR-102.</p> <p>The draft Accountability Framework rules include:</p> <ol style="list-style-type: none"> 1. A timeframe for approval of Level II required action plan. 2. Criteria for assigning districts from Level I required action to Level II required action. 3. Guiding principles that are intended to provide guidance to OSPI in the design of the Accountability System. <p>The packet includes a memo describing the process for the development of the Accountability System, draft Accountability Framework Rules, and the Achievement and Accountability Workgroup Feedback Report. The packet also includes an update on the Achievement Index, OSPI draft Challenged School in Need of Improvement Rules, and OSPI's draft accountability system design.</p>	



E2SSB 5329 ACCOUNTABILITY SYSTEM

Policy Consideration

At the November 2013 Board meeting, the State Board of Education (SBE) will have the opportunity to review features of the Washington School Accountability System that the Board and the Office of the Superintendent of Public Instruction (OSPI) have been developing in response to E2SSB 5329 K-12 Education—Failing Schools (Chapter 159, Laws of 2013). These features involve operationalizing Level II district required action, integrating Level II required action into a unified system of accountability and support, and creating a comprehensive system that applies equally to Title I, Title I-eligible, and non-Title I schools in the state.

The SBE may:

1. Review and comment on the Accountability System Design that will be presented by OSPI staff.
2. Review and comment on OSPI Accountability System draft rules.
3. Consider approval of SBE draft Accountability Framework rules (included in this packet).

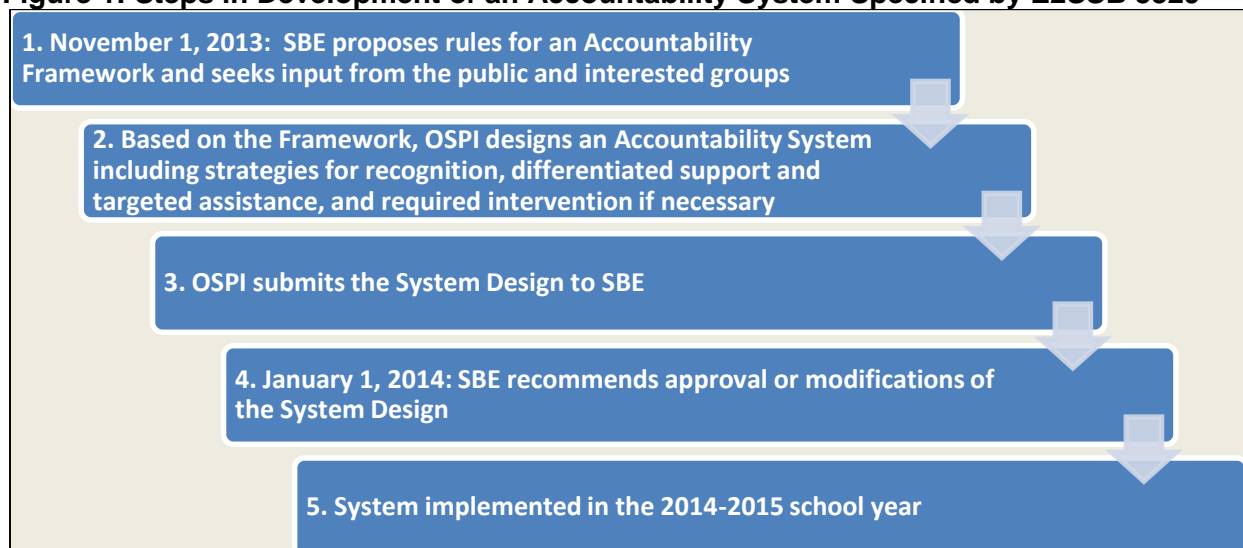
Key questions the SBE may consider include:

- How does OSPI's Accountability System Design determine the number of schools served under Level I and Level II required action?
- How will limited resources be distributed to schools in need of improvement?
- Do the Guiding Principles in the draft Accountability Framework rules capture the important considerations in the development of a statewide Accountability System?

Summary

Steps in a process for developing an Accountability System are specified by [E2SSB 5329](#) (Section 12), and summarized in Figure 1 below.

Figure 1: Steps in Development of an Accountability System Specified by E2SSB 5329



Step 1 (Figure 1) is the proposal by SBE of Accountability Framework rules by November 1, 2013. In compliance with this responsibility, SBE's draft rules were posted on the SBE website on November 1, 2013. The draft Accountability Framework rules are included in this Board meeting packet. The statutory purpose of the Accountability Framework is to provide guidance to OSPI in designing an Accountability System (Step 2, Figure 1). The SBE draft rules establishes Guiding Principles for the state Accountability System that is intended to meet this obligation. According to the bill, the Accountability Framework "creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions." In addition to Guiding Principles, the draft rules outline a timeline of Level II required action plan approval, and the criteria for designating a district a Level II Required Action District (RAD).

At the November 2013 SBE meeting, OSPI staff will present the Accountability System Design to the SBE and members will have the opportunity to review the design and ask OSPI staff questions. This agenda item addresses the requirement of submittal to the SBE of the Accountability System design (step 3, Figure 1). E2SSB 5329 describes the Accountability System Design as comprising "a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and if necessary, requiring intervention in schools and school districts."

The SBE and OSPI staffs have met regularly on Accountability System work. The development of the Accountability System has taken place in a collaborative environment with the intention of creating a well-aligned and integrated system of statewide accountability.

Next steps for the SBE include:

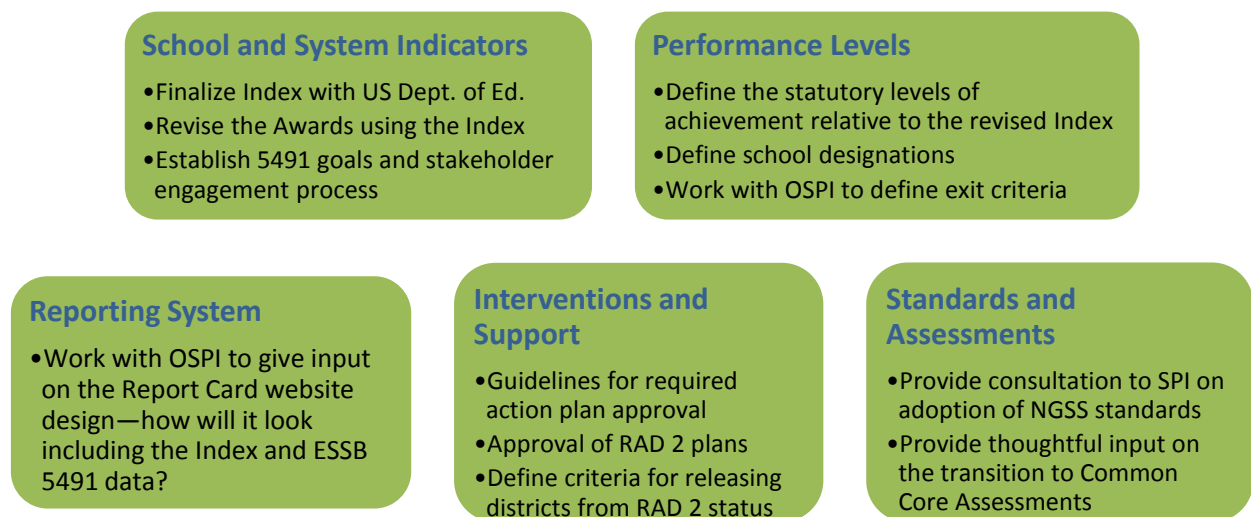
1. Recommending approval or recommending modifications of the System Design by January 1, 2014.
2. If the SBE approves the draft Accountability Framework rules, staff will file a CR-102. A public hearing on the rules will take place at the January 2014 Board meeting.

Background

References to an "accountability framework" were made in successive acts of the Legislature: ESHB 2261 in 2009; E2SSB 6696 in 2010; and, E2SSB 5329 in this year's session. As was specified in the July 11-12, 2012, Board Meeting memo on the Statutory Authority for Accountability, these references indicate the SBE's Accountability Framework is intended to be comprehensive, embracing in its design data reporting, performance measurement, and support for schools to raise achievement.

At the July 2013 SBE meeting, the Board considered a model of a statewide accountability that included fundamental elements that must be addressed to design, operationalize, and evaluate a credible and technically defensible school accountability system. Figure 2 below depicts the fundamental elements of the system, with some SBE tasks associated with each element. The work of the Board on school accountability at the November meeting will focus on the fundamental element of Interventions and Supports.

Figure 2: Fundamental Elements of the Accountability System and SBE Tasks



The Achievement and Accountability Workgroup (AAW), an assembly of 22 representatives from stakeholder groups, has been meeting since fall 2012 to provide input on the revised Achievement Index and the development of the Accountability System. The workgroup met via webinar on October 9, 2013, and a Feedback Report of the webinar on E2SSB 5329 is included in this packet. Table 1 below summarizes some of AAW discussion topics and Board decisions to date.

Table 1: Topics of AAW Discussions and SBE Decisions

Date	Topic/Decision
July 2012	<ul style="list-style-type: none"> • Accountability Resolution • Achievement and Accountability Workgroup Charter
September- November	<ul style="list-style-type: none"> • Approved Performance Indicators: Proficiency, Student Growth Percentiles (SGP), College and Career Readiness (CCR) • Equal weighting of subjects
December-January 2013	<ul style="list-style-type: none"> • Prototype Index, including CCR sub-indicators and focus on opportunity gaps • Subgroup disaggregation • Mixed norm and criterion, with transition to criterion-referenced adequate growth
February-March	<ul style="list-style-type: none"> • Phase-In Plan for CCR sub-indicators • Using the Index to determine federal designations • Achievement gaps weighted strongly: half the Index score
April-May	<ul style="list-style-type: none"> • Weighting of growth and proficiency • Composite Index will identify top 5% and bottom 5% for federal designations
June-July	<ul style="list-style-type: none"> • AAW Summative Report and Public feedback on Index • Tiers and tier labels, federal designation: shift to 6 tier levels • English Learners: Inclusion of 'Former ELL' in Index
August-September	<ul style="list-style-type: none"> • Discussion of impact of transition to Common Core State Standard assessments • Timelines
October	<ul style="list-style-type: none"> • Review of draft rules • Review of proposed ESSB 5491 goals

The September letter from the SBE to the AAW asked the AAW to give feedback on the Guiding Principles of the Accountability Framework as articulated in the draft rules, and on the proposed goals for statewide indicators and measure of educational system health (work on statewide accountability called for in ESSB 5491).

Action

At the September SBE meeting the Board may consider approval of draft SBE accountability framework rules. If approved, staff will file a CR-102.

Chapter 180-17 WAC

Accountability

WAC 180-17-020

Process for submittal and approval of revised required action plan in Level I.

(1) Except as otherwise provided in WAC 180-17-030, school districts designated as required action districts by the state board of education shall develop a required action plan according to the following schedule:

(a) By April 15th of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan approved by the superintendent of public instruction to the state board of education for approval.

(2) The state board of education shall, by May 15th of each year, either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved, stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty days of notification that its plan was rejected. The state board of education shall approve the school district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050 or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. The review panel shall consider and issue a decision regarding a district's request for reconsideration to the state board of education by no later than June 10th. The state board of education shall consider the recommendations of the panel and issue a decision in writing to the school district and the panel by no later than June 20th. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education by July 30th. The state board of education shall approve the plan by no later than August 10th if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within twenty days of the panel's decision. The state board of education shall approve the district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050.

WAC 180-17-030

Process for submittal and approval of a required action plan when mediation or superior court review is involved.

(1) By April 1st of the year in which a school district is designated for required action, it shall notify the superintendent of public instruction and the state board of education that it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. Mediation with the public employment relations commission must commence no later than April 15th.

(2) If the parties are able to reach agreement in mediation, the following timeline shall apply:

(a) A school district shall submit its required action plan according to the following schedule:

(i) By June 1st, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By June 10th, the school district shall submit its required action plan to the state board of education for approval.

(b) The state board of education shall, by June 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW [28A.657.050](#) and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW [28A.657.050](#). After receipt of the superior court's decision, the following timeline shall apply:

(a) A school district shall submit its revised required action plan according to the following schedule:

(i) By June 30th, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By July 7th, the school district shall submit its revised required action plan to the state board of education for approval.

(b) The state board of education shall, by July 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW [28A.657.050](#) and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

[Statutory Authority: RCW [28A.657.120](#). WSR 10-23-083, § 180-17-030, filed 11/16/10, effective 12/17/10.]

WAC 180-17-040

Failure to submit or receive approval of a required action plan.

The state board of education shall direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

[Statutory Authority: RCW [28A.657.120](#). WSR 10-23-083, § 180-17-040, filed 11/16/10, effective 12/17/10.]

WAC 180-17-050

Release of a school district from designation as a required action district.

- (1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW [28A.657.100](#).
- (2) If the board determines that the required action district has not met the requirements for a release in RCW [28A.657.100](#), the state board of education may determine that the district remain a Level I required action district and submit a new or revised required action plan under the process and timeline prescribed in WAC [180-17-020](#) or [180-17-030](#), or it may assign the district to Level II status, according to the requirements of [180-17-060](#).

WAC 180-17-060

Designation of required action districts to Level II status.

- (1) For required action districts which have not demonstrated recent and significant progress toward the requirements for release under RCW [28A.657.100](#), the state board of education may direct that the district be assigned to Level II status of the required action process.
- (2) For the purposes of this section, recent and significant progress shall be defined as progress occurring within

the two most recently completed school years, which is determined by the board to be substantial enough to put the school on track to exit the list of persistently lowest-achieving schools list, as defined in RCW 28A.657.100, if the rate of progress is sustained for an additional three school years. Schools meeting their annual measurable objectives (AMOs) for the all students group for two consecutive years, as established by the office of the superintendent of public instruction, may also be deemed to have made recent and significant progress under this section.

- (3) If the required action district received a federal School Improvement Grant for the same persistently lowest-achieving school in 2010 or 2011, the superintendent may recommend that the district be assigned to Level II of the required action process after one year of implementing a required action plan under this chapter
- (4) Districts assigned by the state board of education as required action districts must be evaluated for exit under the same criteria used for their original designation into required action status; except, the board may, at its discretion, exit a district if subsequent changes in the exit criteria make them eligible for exit.

WAC 180-17-070

Level II needs assessment and revised required action plan - requirements.

- (1) Upon assignment of a school district to Level II required action district status, the state board shall direct the superintendent of public instruction to conduct a Level II needs assessment and review to determine the reasons why the previous required action plan did not succeed in improving student achievement. The needs assessment shall be completed within ninety (90) days of the Level II designation and presented to the board at its next regularly scheduled meeting.
- (2) The needs assessment and review shall include an evaluation of the extent to which the instructional and administrative practices of the school materially changed in response to the original Level I needs assessment and the periodic reviews conducted by the office of the superintendent of public instruction, during Phase I required action.

- (3) Based on the results of the Level II needs assessment and review, the superintendent of public instruction shall work collaboratively with the school district board of directors to develop a revised required action plan for Level II.
- (4) The Level II required action plan shall include the following components:
- a. A list of the primary reasons why the previous plan did not succeed in improving student achievement.
 - b. A list of the conditions which will be binding on the district in the Level II plan. These may include:
 - i. Assignment of on-site school improvement specialists or other personnel by the superintendent of public instruction;
 - ii. Targeted technical assistance to be provided through an educational service district or other provider;
 - iii. Assignment or reassignment of personnel;
 - iv. Reallocation of resources, which may include redirection of budgeted funds or personnel, as well as changes in use of instructional and professional development time;
 - v. Changes to curriculum or instructional strategies;
 - vi. Use of a specified school improvement model; or
 - vii. Other conditions which the superintendent of public instruction determines to be necessary to ensure that the revised action plan will be implemented with fidelity and will result in improved student achievement.
- (5) The final plan shall be submitted to the state board of education for approval prior to May 30th of the year preceding implementation, with a cover letter bearing the signatures of the superintendent of public instruction and the chair of the board of directors of the required action district, affirming mutual agreement to the revised plan.

WAC 180-17-080

Level II required action plan - procedures for direct submission to State Board of Education by Superintendent of Public Instruction; role of Required Action Plan Review Panel.

- (1) If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a Level II required action plan within ninety (90) days of the completion of the needs

- assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a Level II required action plan directly to the state board of education for approval. Such submissions must be presented and approved by the board prior to July 15 of the year preceding the school year of implementation.
- (2) The school district board of directors may submit a request to the required action plan review panel for reconsideration of the superintendent's Level II required action plan within ten (10) days of the submission of the plan to the state board of education. The state board of education will delay decision on the Level II required action plan for twenty (20) calendar days from the date of the request, in order to receive any recommendations and comment provided by the review panel, which shall be convened expeditiously by the superintendent of public instruction as required, pursuant to RCW 28A.657.070 (2) (c). After the state board of education considers the recommendations of the required action review panel, the decision of the board regarding the Level Two required action plan is final and not subject to further reconsideration. The board's decision must be made by public vote, with an opportunity for public comment provided at the same meeting.
 - (3) If changes to a collective bargaining agreement are necessary to implement a Level II required action plan, the procedures prescribed under RCW 28A.657.050 shall apply. A designee of the superintendent shall participate in the discussions among the parties to the collective bargaining agreement.
 - (4) In Level II required action, the superintendent of public instruction shall attempt to work collaboratively with the local board of education. However, if the superintendent of public instruction finds that the Level II required action plan is not being implemented as specified, including the implementation of any binding conditions within the plan, the superintendent may direct actions that must be taken by school district personnel and the board of directors to implement the Level II required action plan. If necessary, the superintendent of public instruction may exercise authority under RCW 28A.505.120 regarding allocation of funds.
 - (5) If the superintendent of public instruction seeks to make material changes to the Level II required action plan at any time, those changes must be submitted to the state

board of education for approval at a public meeting where an opportunity for public comment is provided.

WAC 180-17-090

Input of the education accountability system oversight committee prior to Level II designations.

- (1) Prior to assigning a required action district to Level II status, the board must hold a public hearing on the proposal, and must take formal action at a public meeting to submit its recommendation to the education accountability system oversight committee established in RCW 28A.657 for review and comment.
- (2) Prior to assigning a district to Level II status, the board must provide a minimum of thirty (30) calendar days to receive comments by the education accountability system oversight committee. If written comment is provided by the committee, it shall be included in Board meeting materials, and posted to the board's website for public review. The superintendent of public instruction may begin the Level II needs assessment process once the board has formally requested committee input on a Level II designation, but may not initiate any part of the required action process until the board has made an official designation into Level II status.

WAC 180-17-100

Establishment of accountability framework to improve student achievement for all children.

- (1) Pursuant to the requirements of RCW 28A.657.110 (Chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.
- (2) The statutory purpose of the accountability framework is to provide guidance to the superintendent of public instruction in the design of a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if

- necessary, intervention in underperforming schools and school districts, as defined under RCW 28A.657.020.
- (3) The Board finds that the accountability system design and implementation should reflect the following principles and priorities:
- a. Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority to get all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measure how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college-readiness for all students should remain the long-term focus of the system.
 - b. The Board recognizes that the transition to Common Core State Standards creates practical challenges for shorter term goals-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for Index performance tiers and exit criteria for required action status. The board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom tiers of the index.
 - c. To the greatest extent allowable by federal regulations, the federal accountability requirements for title one schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The composite achievement index score should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction, and the lists of persistently low-achieving schools as required under federal regulations.
 - d. The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by

federal regulation, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered.

- e. The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the Board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of Common Core and the underlying standard of career and college-readiness for all students.
- f. In the education accountability framework, goals-setting should be a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goals-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed, and the time necessary, for implementation of reforms to achieve the desired system outcomes.
- g. While the board supports the use of school improvement models beyond those identified by the federal department of education under the No Child Left Behind Act, the board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of required action plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable change in practice.
- h. Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make

significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.

- i. Fostering quality teaching and learning is the ultimate barometer of success for a system of school accountability and support. The central challenge for the superintendent of public instruction is developing delivery systems to provide the needed resources and technical assistance to schools in need, whether they be rural or urban, homogenous or diverse, affluent or economically challenged. In instances where traditional approaches have failed, the system will need to be prepared to develop innovative ways to secure the right instructional and leadership supports for districts and schools that need them.



ACHIEVEMENT INDEX UPDATE

Policy Consideration/Summary

This memo provides updated information on the following items.

- The Revised Index Tier levels were modified to bring the Washington and Federal school classifications and designations into closer alignment. Under the Revised Index, approximately 50 percent of Washington schools will be classified as Good or a higher rating.
- The Tier level descriptors were updated to include floors and ceilings to avoid the misrepresentation of schools. These changes will ensure that schools with lower proficiency rates and or low graduations rates will not be identified as Exemplary. The described changes will also ensure that schools with the greatest achievement gaps will be rated no higher than Underperforming.
- The Revised Index Tier level will be lowered for schools where participation rates on the state assessments fail to meet the Federal and State expectation of 95 percent. The ESEA Waiver Amendment includes a Tier level reduction when subgroups fail to meet the participation target.
- Transitional Priority School is a new term for an ESEA identified Priority school that is expected to exit Priority status after meeting the exit criteria specified in the ESEA Waiver Amendment. This term will be applied to the Priority schools that implemented an approved Turnaround model for three full years and for which Index results are not yet available.
- The full impact of SBAC field test on accountability is not yet known but it is certain that the SBAC participating schools will have neither current year proficiency rates nor growth percentiles based on the SBAC field test. Due to the large number of SBAC participating schools, the OSPI is determining how best to compute SGPs for students taking the regular state assessments.
- Preliminary discussions were held with an OSPI team on the possible creation of a Language Acquisition Award to recognize the performance of ELL students on the WELPA. The preliminary or draft framework of a Language Acquisition Award was designed and is included at the end of this memo.

Summary and Update

Tier Level Classifications

The current Index assigns all schools to one of five tiers, whereas the Revised Achievement Index (Table 1) will include six tiers: Exemplary, Very Good, Good, Fair, Underperforming, and Lowest 5%. Each tier is briefly described below.

All schools (Title I and non-Title I) will be classified in one of the tier levels based on the composite score derived from the Revised Achievement Index. The system described below

meets Federal and State requirements for identifying schools for recognition and supports regardless of Title-I status.

Table 1: Blending the State and Federal School Classifications/Designations

Tier	Tier Description	Federal Category of Title I Schools	Approx. % of All Schools
Exemplary	<ul style="list-style-type: none"> • Top 5% of schools based on the composite Index score • Schools must have a proficiency rate for All Students equal to or greater than the state average • High schools must have a 5-Yr ACGR* for All Students equal to greater than the state average 	Reward	5%
Very Good	<ul style="list-style-type: none"> • Approx. the next 15% of schools based on the composite Index score 		15%
Good	<ul style="list-style-type: none"> • Approx. the next 30% of schools based on the composite Index score 		30%
Fair	<ul style="list-style-type: none"> • Approx. the next 30% of schools based on the composite Index score 		30%
Underperforming	<ul style="list-style-type: none"> • Approx. the next 5% of schools based on the composite Index score • Lowest 10% of schools based on subgroup performance--no school with subgroup performance in the lowest 10% can score higher than this tier • High schools with a 5-Yr ACGR* for subgroups below 60% over three years 	Focus	15%
Lowest 5%	<ul style="list-style-type: none"> • Lowest 5% of all schools, both Title I and non-Title I, based on the composite Index score • High schools with a 5-Yr ACGR* for All Students below 60% over three years 	Priority	5%

*Note: 5-Yr ACGR = 5-Year Adjusted Cohort Graduation Rate

Some schools will be identified as Priority, Focus, and Reward as required by the ESEA Waiver based on the combination of proficiency, growth, and college and career (graduation) data where applicable. The USED requires that a cohort of Priority schools be identified every three years. Be advised that a school may be classified at the “Lowest 5%” tier and not be a Priority School designated under the ESEA Waiver because it is not a Priority school identification year. Under the same premise, a previously identified ESEA Priority school might be classified in the “Underperforming” tier well outside of the “Lowest 5%” tier based in the current year index but remains a Priority school until it has implemented an approved turnaround model for three years and met the other exit criteria.

Both Title I and non-Title I schools identified as Focus on the basis of subgroup performance will be subject to a ceiling of the Underperforming tier. The ESEA Waiver Amendment specifies that all schools identified at the Exemplary Tier will be subject to a proficiency rate and graduation rate (for high schools) floor equal to or greater than the state average. These floors will ensure that schools with lower than average proficiency rates and or lower graduation rates will not be identified as Exemplary.

As described in the ESEA Flexibility Request, the Revised Index will incorporate participation rates on assessments and unexcused absence targets. A school’s tier will be lowered by one level if the school (All Students) or any ESEA subgroup does not meet the assessment participation rate (minimum of 95%) or unexcused absence target (maximum of 1%). For instance, a school that would have received an Exemplary rating would receive the next lower

rating of Very Good if the “All Students” group or an ESEA subgroup from the school did not meet the participation rate minimum and/or the unexcused absence maximum.

Transitional Priority Schools

Of the 64 Priority Schools currently identified by the OSPI, 17 of these are Cohort I SIG schools that implemented intervention models for the 2010-11, 2011-12, and 2012-13 school years. These schools are eligible to exit Priority status beginning in the 2014-15 school year pending analysis of the 2012-13 assessment and graduation data that is expected to be completed in early to mid-December 2013. These 17 schools are referred to as Transitional Priority Schools as each is expected to transition out of Priority status through the 2013-14 (current) school year. The Transitional Priority Schools are expected to follow their intervention plan through the current and subsequent years to ensure that the school improvements and related increased student achievement are sustained beyond the mandated implementation period.

Issues Related to SBAC Field Testing

In 2013-2014 the SBAC will be field tested, and the Smarter Balanced Consortium, of which Washington State is a governing member, is seeking participation from a representative sample of approximately ten percent of students in tested grades from Washington. The field test will yield limited information on the performance of students and schools because the field test is designed to ascertain the suitability and difficulty of items. All students in tested grades are required to participate in either the SBAC field test or the regular state assessments.

Field Test Flexibility

The USED will allow a one-year waiver for required assessments so students will not have to ‘double test,’ and schools will not experience any federal penalty for lack of state assessment results. The OSPI indicated that Washington will apply for the “Dual Testing” flexibility to ensure that students will not sit for both the SBAC field test and the state assessments. All students will need access to the high stakes assessments required for high school graduation, so the reading and writing HSPE, mathematics EOCs, and the biology EOC will be administered, regardless of whether a high school participates in field testing.

The USED is also offering “Determination” flexibility that exempts SBAC participating schools from accountability determinations for the 2013-14 school year. If Determination flexibility is requested and granted, the 2012-13 accountability determination will carry forward for the 2013-14 school year. For example, if a school at the Very Good Tier in 2012-13 and is an SBAC field test participating school, the school will be designated at the Very Good Tier for 2013-14. The OSPI indicated that Washington will apply for the “Determination” flexibility.

Accountability and the SBAC Field Test

The OSPI indicated that schools were asked to volunteer and all volunteering schools would be permitted to participate on the SBAC field test. The number and percentage of SBAC participants by grade level are summarized on Table 2. The OSPI will provide the SBAC with the requested representative sample from the pool of field test participants. The OSPI is currently recruiting for additional 11th grade participants.

Participation in the SBAC field test will prevent the calculation of student growth percentiles for 2013-2014 for those participating students. The SBE and OSPI are seeking guidance from Dr. Damian Betebenner and his colleagues at the National Center for the Improvement of Educational Assessment (NCIEA) regarding the computation of SGPs for students participating in the regular state assessments. Because of the high percentage of students expected to participate in the SBAC field test, the OSPI is determining how best to compute SGPs for students taking the regular state assessments.

Table 2: Summary of SBAC Field Test Participation

Grade Level	Students in State	SBAC Field Test Participants	Percent Participating	Schools	Districts
3	79609	31231	39.2%	607	148
4	79288	31085	39.2%		
5	78297	30608	39.1%		
6	79792	30720	38.5%		
7	80340	29236	36.4%		
8	80488	29032	36.1%		
9	73011	8418	11.5%	91	
10	82719	3480	4.2%		
11	78466	9041	11.5%		

The absence of SGP calculations for SBAC participants may cause a practical concern communicating with stakeholders: as growth is being advocated for use in the Revised Index and promoted as a tool for schools and teachers, educators and the public may develop an interest in growth only to be informed that SGPs will not be everywhere available again until 2014-15.

ELL Update

The ESEA Waiver Amendment that was formally submitted to USED in October 2013 included a plan to disaggregate the performance of both Current and Former ELL groups. In earlier communications, USED representatives were receptive to using ‘Current’ and ‘Former ELL’ subgroups. The USED will likely limit the use of Former ELL to those exiting ELL services less than or equal to two years prior to testing.

Reporting on the achievement of current and Former ELL students provides an exciting opportunity for the Board to support the creation of a “Language Acquisition Award” to highlight the progress of additional schools on another important metric. The reward would be intended to recognize the schools whose current ELL students demonstrate high levels of performance on the WELPA or make impressive academic progress. The SBE staff met with an OSPI team to preliminarily discuss the elements of a Language Acquisition Award.

Elements of a Language Acquisition Award

Rationale for the Award

- A Language Acquisition Award would recognize schools whose ELL students are performing at the highest levels with regards to language acquisition.
- Language acquisition is an indicator of school success apart and separate from the typical indicators of school success such as reading proficiency rates and median reading SGPs.
- The recognition would send the strong message that the SBE/OSPI values the hard work and results produced by a select group professionals focusing on the most rapidly expanding subgroup in the state.

It was stipulated that the award should recognize only the highest performing schools and that the recognition should be fair and unbiased. Further, it was agreed that the recognition should be designed in a manner to promote only “best practices”.

There is little question that the recognition or award should be made at the school level and that a minimum number of continuously enrolled ELL students must be present at the school to be eligible for the recognition. It was also agreed that certain schools (Priority and Focus Schools identified through low ELL subgroup performance) should be excluded from consideration in order to facilitate clear messaging.

If such an award were to be created, the measure could be based on ELL performance on the WELPA over multiple years and mimic the AMAO targets utilized for Title III accountability. The recognition might be based upon any combination of the measures briefly described below.

- The average student point gain for ELL students at the school on the WELPA between the current and prior year. (ELL Progress)
- The percentage of ELL students at the school who show a point gain of at least XX points on the WELPA over the two most recent administrations. (Combination of Performance and Progress)
- The percentage of ELL students who meet or exceed the cut score on the WELPA necessary to exit ELL services. (ELL Performance)

The OSPI Title III Data Analyst will conduct some preliminary analyses on the most recent WELPA results to learn more about the above cited measures.

As a final note, the decision to recognize all schools whose ELL students meet some yet to be determined threshold on the selected measure would be appropriate. Or as an alternative, the decision to recognize the performance of the highest 5 percent of schools on a yet to be determined measure could also be made. The former methodology would be considered criterion based while the latter would be normative or comparative. Further thoughts and considerations on the identification methodology should be predicated on the results produced by the OSPI Data Analyst.



Achievement & Accountability Workgroup (AAW) E2SSB 5329
Feedback Report from the October 9, 2013, Meeting

Overview

During this AAW meeting, members discussed E2SSB 5329 via an afternoon webinar. AAW members were asked to provide feedback and ask questions via the webinar chat tool, participate in polls, fill out a post-webinar survey, suggest revisions to draft rules for ESSB 5329, and were invited to participate in a follow-up teleconference if interested. Feedback from all of those sources was used in the creation of this report. Each member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

During group discussions, AAW members provided input on the implementation of E2SSB 5329:

Table with 2 columns: E2SSB 5329 Discussion Topics and Feedback. Rows include: Issues with Support Provided to RADs, Considering New RADs, Issues with Timelines between Steps in the RAD Process, When will Districts Need the RAD Plan?, Developing Exit Criteria, and Requesting Flexibility on Normative Measure of Bottom 5%.

Issues with Transition to Common Core	<ul style="list-style-type: none"> • Concern over the effect of the SBAC on the bottom 5% • Note that some districts will be field-testing the SBAC and will not have MSP/HSPE data in spring
Recognition and Replication of Successful Practices	<ul style="list-style-type: none"> • Some priority schools are implementing many best practices, they should be recognized • Two members were more interested in successful practices than schools during recognition • Use an intentional process to replicate successful practices and school environments through a clearinghouse, a conference, analytical documents, or school visits

AAW members also offered general feedback on other policy issues. The general feedback table can be found on the last page of this document.

AAW Feedback on E2SSB 5329

Issues with Support Provided to RADs

- “An issue for the districts would be the quality and level of expertise and ‘help’ that would be provided by OSPI. It is both underfunded to do the work and it lacks expertise in the very issues that have put schools on the lists. There would probably be other challenges if we had a little more time to think about it.”
- An AAW member noted that successful support to RADs relies on the “willingness and capability of staff/district to adopt & implement multifaceted turnaround plan. Availability of resources. Establishing clarity of roles in a RAD II school between the district, OSPI and SBE.”
- “My concern is that a struggling district assigned to Level II will do ‘more of the same.’ So, even the state support ‘team’ needs to change personnel... have someone on site that is different from the person who has been there, etc.”
- “On the rigor of required action plans: I've sat through school improvement plan meetings that feel more like jumping through hoops - more like filling out a form to make somebody somewhere else feel like they're doing something to improve education rather than being able to sit down as a school leadership team and really addressing the specific needs of our school and our kids. In order to best meet the needs of our kids to help them get college and career ready, we need to focus on more variables than just reading and math - but it seems like that's all we're getting from the federal and state government.”

Considering New RADs

- “Having the state assessments in the major language would be great. But we thought that had been decided that it wouldn't be done. We use a normed referenced test in

Spanish. We know this won't count for accountability but were wondering if this would go toward the OSPI analysis for growth as they consider which schools/districts for RAD.”

- “So you are saying that OSPI will ONLY look at the state assessment data. The SGPs are based on the state assessments - MSP/HSPE/EOC. ELL students do not grow per Paul at OSPI until they reach a certain English proficiency. So basing this ONLY on state assessments will not capture the reality in schools with 80% ELL in their ALL category. This question goes with the question about primary language assessment data. Will anything else be considered in OSPI's analysis for growth when considering which schools would become RAD?” (Please see the primary language assessment issue in the general feedback section.
- “It seems that there should be some additional demographic considerations given to schools with district level programs. i.e. special ed. programs, highly capable, ELL, etc.”

Issues with timelines between steps in the RAD process

- When setting timelines of 20 or 30 consecutive calendar days for steps in the RAD process, breaks at the school or district could cause delays.
- For the workload capacity at SBE and OSPI, handling 20 schools in 30 days is going to be much more challenging than handling five schools in 30 days.

Webinar Poll: Timelines

Taking into consideration that schools must be ready to implement plans by the start of the school year after being designated Level II, do the draft rules allow sufficient time for the Oversight Committee and the Review Panel to perform their roles?

30 days for the Educational Accountability System Oversight Committee

20 days for the Required Action Review Panel

56% Yes

44% No

When Will Districts Need the RAD Plan?

- “February. Districts start staffing at that time.”
- “Preliminary plan by March; Input Apr.-June, consideration of other factors and adjust; Final plan by July”
- “I have question about REAL resources. If the plan is resource-dependent, then the plan needs to be done by April for resource allocation and budgeting. Certainly, would have to be in place by the time the budget for the year of implementation is adopted by the local board -- most do late June?”

Developing Exit Criteria

- Two AAW members noted that the use of AMOs to exit from RAD status should be aligned with the use of AMOs to exit from the priority, focus, and emerging list.

- Two AAW members noted that the rules on exit criteria should specify that a RAD could exit for meeting the AMOs for the all student group for two years and could not exit for meeting the AMOs for two years for a particular subgroup.
- An AAW member thought that the criteria for exiting the priority list should be the same as RAD status.
- “Out of 32 schools in our district we had NO school meet all AMO's and it gets harder to meet next year. Using AMO as the measure to exit makes it very difficult to exit.”

Requesting Flexibility on Normative Measure of the Bottom 5%

- “By definition won't there always be PLA schools? There will always be a bottom 5% no matter how much schools improve.”
- “I don't mind heading in this direction. I think there are too many questions -- and requesting future flexibility right now on this matter -- is not a priority.”

Webinar Poll: Requesting Flexibility on Normative Standards

Should we request flexibility from normative standards in the future?

78% Yes

22% No

Issues with Transitioning to Common Core

- “How will the transition to Common Core affect the bottom 5% of schools?”
- “Important to note that many districts including ours just applied to have all of our schools participate in SBAC field test...meaning we will never take MSP again, except for Science. As a result we won't have any scores this spring.”

Recognition and Replication of Successful Practices

- “We have priority schools that are implementing more best practices than even our reward schools. These schools should be recognized for their work and outstanding practices as well. (Even confirmed by BERC)”
- “It seems to me that we will all benefit from recognition of effective best practices -- I'm not into schools as much as best practices. That is, what is going on in school A that will help me improve my school's program. I'm thinking a ‘clearinghouse’ approach for best practices that schools/districts can cherry pick to improve their programs.”
- “I think the important part of recognition of schools is an intentional process to replicate the successful practices and school environments at challenged schools.”

GENERAL FEEDBACK FROM BOTH WEBINARS

In addition to the feedback that was requested on E2SSB 5329, AAW members offered feedback on other policy issues.

General Discussion	Feedback
Issues with State Assessments Offered in Only English	<ul style="list-style-type: none"> • The comprehension of ELL students is not being understood because state assessments are in English • Students may be proficient when tested in another language
ELL Accountability Concerns	<ul style="list-style-type: none"> • Schools are punished in the Index for having ELL students • ELL students will not demonstrate growth until reaching a certain English proficiency • Feelings of losing ground on the ELL issues • How will the Former-ELL cell impact the ELL subgroup?
Special Education Accountability Concerns	<ul style="list-style-type: none"> • There will be a Former-ELL cell to examine progress after exit from ELL, why not do this for SPED too?
Using SBAC as a Graduation Requirement	<ul style="list-style-type: none"> • Some don't support it, some support it with adequate time for the students to prepare • First cohort to have SBAC as a graduation requirement should have instruction based on Common Core from 6th grade onward
ESHB 2261 Funding	<ul style="list-style-type: none"> • Differentiated funding to high need areas is needed to successfully implement 2261; set class size requirements for high poverty schools
Negative Effects of the Transition to Common Core	<ul style="list-style-type: none"> • What will happen to the Index during the transition to Common Core? • What adjustments will be made to mitigate the negative effects during the shift to Common Core?

Challenged Schools In Need of Improvement (E2SSB 5329)

Amendment to WAC 392-501-707. Authority

The authority for these rules is RCW [28A.657.020](#), [28A.657.030](#), and [28A.657.100](#), which require the superintendent of public instruction to annually:

- (1) Identify challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state,
- (2) Recommend school districts for designation as required action districts to the state board of education, and
- (3) Make recommendations to the state board of education regarding the release of school districts from being designated as a required action district.

Amendment to WAC 392-501-710. Purpose

The purpose of this chapter is to:

- (1) Adopt criteria for identifying challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state;
- (2) Establish criteria for recommending to the state board of education school districts for required action; and
- (3) Establish exit criteria for districts that receive a required action designation.

New WAC 392-501-715. Definitions.

For purposes of this chapter, the following definitions apply:

- (1) “Challenged schools in need of improvement” are the lowest achieving schools within the state. Challenged schools in need of improvement include priority schools and focus schools.
- (2) “Schools” are the public schools of the state, including schools that are eligible to use Title I funds for school wide programs, schools that participate in Title I by using Title I funds for school wide programs, schools that are not eligible to use Title I funds, and charter schools established under chapter 28A.710 RCW.

(3) “Title I” is Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended.

(4) The “Washington Achievement Index” is a system developed by the state board of education pursuant to RCW 28A.657.110 to identify schools and school districts for recognition, for continuous improvement, and for additional state support. The Washington Achievement Index includes an “all students group” category, a “targeted subgroups” category and student subgroup categories including American Indian, Asian, Black/African American, Hispanic, Pacific Islander, White, Two or More Races, low income, students with disabilities, English Language Learners.

Amendment to WAC 392-501-720. Process and Criteria for identifying challenged schools in need of improvement.

(1) By February 1 of every year, the superintendent of public instruction will identify challenged schools in need of improvement using the following criteria:

(a) Priority schools are the persistently lowest achieving schools in the state. Priority schools are (i) schools in the **Priority-Lowest 5%** tier of the Washington Achievement Index for the all students group in reading, writing, science, mathematics and beginning in the 2014-2015 school year, English language arts, combined for the past three consecutive years based on the composite index score, or (ii) secondary schools that have a weighted-average five-year adjusted cohort graduation rate that is less than sixty percent based on the past three years of data.

(b) Focus schools are (i) Schools that are in the **Underperforming** tier of the Washington Achievement Index in one or more student subgroup categories in reading, writing, science, mathematics and, beginning in the 2014-2015 school year, combined for the past three consecutive years based on the composite index score, or (ii) high schools that have a five-year adjusted cohort graduation rate that is less than sixty percent among one or more of student subgroup categories for the past three consecutive years.



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

November 4, 2013

Dear State Board of Education,

It is our pleasure to present to you, educational policy leaders within our state, an initial draft of the Student and School Success Synergy Model for Continual Improvement. This model represents the best thinking of hundreds of local and state experts in school improvement and has been reviewed by partners at the US Department of Education. Furthermore, our model directly aligns with best national research published through the Academic Development Institute (ADI) and the Center on Innovation and Improvement (CII) around creating a statewide system of care that ensures all schools in every community have the incentives, capacity, and opportunity to become schools that we would be proud for each of our children to attend.

The Student and School Success Synergy Model evolved from a theory of action that utilizes the Turnaround Principles as articulated through the ESEA Waiver process with the ultimate goal of equality in outcome for Washington State's 1.1 million students.

We eagerly look forward to progressive dialogue with you and other educational and policy leaders within our state to continue to strengthen our work and ensure that we are delivering the very best recognition for success.

We believe in the power of local control and are poised as a division within OSPI to collaborate and provide increasingly direct and guided support as necessary to reach our goals.

For Kids,

[Andrew E. Kelly \(Andy\)](#)

Assistant Superintendent Student and School Success

Office of Superintendent of Public Instruction

(360) 725-4960 – office

(206) 817-9344 – cellular

Andrew.kelly@k12.wa.us



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

Student and School Success Synergy Model for Continuous Improvement

States receiving flexibility through the federal *ESEA Waiver* process must ensure career- and college-ready expectations for all students, including English learners and students with disabilities. These states must also implement differentiated accountability systems with support focused on building educator capacity in the lowest-performing schools (Priority schools) and schools with the largest achievement gaps (Focus schools) to implement federal Turnaround Principles and substantially increase student learning. Turnaround Principles include: (1) provide strong leadership, (2) ensure teachers are effective, (3) increase learning time, (4) strengthen the instructional program, (5) use data to inform improvement, (6) establish safe environments, and (7) engage families and communities.

The Superintendent of Public Instruction's Office of Student and School Success addresses these challenges. The Office created a theory of action that utilizes Turnaround Principles as the platform for building educator capacity in Priority and Focus schools to deliver career- and college-ready curriculum, instruction, and assessments to all students. This theory of action provides the foundation for the state's approach in supporting school teams to ensure the *theory* underpinning the federal Turnaround Principles becomes *sustainable practice* in their schools and districts.

The Office's theory of action posits a continuous improvement process anchored in data and high-leverage evidence-based practices around *Courageous Leadership* and *Transformational Teaching* will lead to substantial increases in learning outcomes aligned with Common Core State Standards (CCSS) and other state standards for all students. To move from theory to practice, the Office collaborated with the [Academic Development Institute](#) (ADI) to identify 17 high-impact behaviors and practices in schools effective in rapidly improving educator capacity and student performance. Each of the state's Priority and Focus school must craft action plans around these practices using ADI's Indistar online tool. These practices, referred to as "Expected Indicators" in Washington, align with federal Turnaround Principles.

Perhaps not unexpectedly, needs assessments in Washington's Priority and Focus schools surfaced a common issue: educator capacity to deliver data-driven differentiated instruction and interventions aligned with CCSS, so that all students, including English learners and students with disabilities, have access and support to achieve to rigorous standards. Based on this, the Office developed a system of professional development (PD) and technical assistance (TA) under Turnaround Principle 2 to support instructional teams to collect and analyze data (Turnaround Principle 5) around career- and college-ready assessments aligned with the CCSS and to use those data to strengthen the instructional program (Turnaround Principle 4). This system of PD/TA focuses on building educator capacity to deliver core instruction to all students, monitor student learning through benchmark assessments aligned to CCSS, and differentiate instruction based on their assessment of student mastery. Common to all PD/TA is the message that *Courageous Leadership* provides the foundation for sustainable change, as the principal must keep a focus on instructional improvement and student learning outcomes (Turnaround Principle 1).

This approach enables identified underperforming schools to transform the theory underpinning Turnaround Principles into *sustainable practices* that boost learning outcomes for all students. Our desire as a state that honors local control is that this first most frequently occurs at the local level with differentiated supports and services provided by the Office of Student and School Success. However, when local efforts fail to move the academic needle for each of the students we serve, Student and School Success is poised to collaborate in a deeper, and if necessary, more directive way to ensure an equitable outcome for the 1.1 million students we are charged to serve in Washington State.

What follows is a menu of professional development the Office offers which are aligned to the seven Turnaround principles. In addition to this menu, Student and School Success also provides targeted coaching to support the growth and development of building principals and collaborate with district partners, targeted iGrants to help schools focus their improvement plans on the identified gaps, differentiated and custom support depending on needs and growth trajectory of each of the schools we serve.

Instructional Supports and Services
OSPI: Divisions of
Student and School Success
&
Student Support

This document describes the services and support provided through OSPI’s Division of Student and School Success. The first column lists the content area and specific professional development, coaching, and/or technical assistance offered through the division. This includes the primary service area (e.g., Mathematics, Reading), title of the service, intended audience, and approximate length. The second column provides a brief description of expected outcomes for participants. **For questions, please call our office at (360) 725-4960 or email the following individuals:**

- All services offered K-12 through the Division Director: Travis Campbell at travis.campbell@k12.wa.us
- English Language Development: Chriss Burgess at chriss.burgess@k12.wa.us
- Mathematics Services: Patrice Turner at patrice.turner@k12.wa.us
- Reading/Language Arts Services: Judi Mosby at judi.mosby@k12.wa.us
- Special Education Services: Chriss Burgess at chriss.burgess@k12.wa.us or Debra Howard at debra.howard@k12.wa.us

Principle 1: Provide Strong Leadership

Student/School Success Support	Brief Description
<p><i>Mathematics and Reading:</i> Leadership Research</p> <p>Audience: District and school leaders and grade-level teacher leaders Length: ½ day each for <i>Mathematics Leadership Research</i> and <i>Reading Leadership Research</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop knowledge of leadership skills necessary to support increased student achievement in mathematics/reading; • Use current mathematics/reading research to develop a shared vision of quality mathematics/reading leadership; and • Translate the vision of quality mathematics/reading leadership into personal and/or team goals.
<p><i>Special Education:</i> Incorporating Academic Learning Standards into IEPs</p> <p>Audience: Administrators Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Define/redefine roles, responsibilities and expectations specific to Special Education (staff, students, programs, policies/procedures, etc.); • Increase knowledge of rules/regulations regarding Students with Disabilities and their access to CCSS (e.g., instruction, assessment); • Identify barriers and solutions at school and district levels;

<p><i>Note. See Principle 4 for Related Teacher and Team Services</i></p>	<ul style="list-style-type: none"> • Identify gaps in current professional development and create action and progress monitoring plans to address gaps; and • Gain functional knowledge in using IEP review tools to assist with implementation and progress monitoring.
<p>Special Education: Leadership Coaching Audience: Administrators and Teams Length: Customized to fit school needs</p>	<p>As a result of Coaching, participants will build capacity to:</p> <ul style="list-style-type: none"> • Incorporate academic learning standards into IEPs and implement standards-based instruction and interventions; • Implement a Response to Intervention (RTI) Framework (i.e., a multi-tiered instructional framework), increase access to Core Instruction, and implement action goals related to Special Education; and • Create systemwide mission and vision for serving students with disabilities.
<p>English Language Development: Implementing Sheltered Instruction Audience: Administrators and Teams Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain awareness of sheltered instruction and the research base regarding effective implementation; • Understand how sheltered instruction supports content learning for all students, but is essential for the success of English language learners; and • Experience a training simulation of one sheltered instruction component.
<p>All Student and School Success Services: Leadership Coaching Audience: Administrators and Teams Length: Customized to fit school needs</p>	<p>Leadership coaching services are available to Priority and Focus schools identified through Washington’s approved <i>ESEA Flexibility Request</i>. Coaches provide “shoulder-to-shoulder” support using the Indistar® action planning tool, assist school leadership in interpreting Needs Assessments and other relevant data to inform instruction and strategic academic interventions, assist with facilitating professional development, conduct classroom walkthroughs with leaders, and provide general guidance around implementing the school’s Student and School Success Action Plan.</p>
<p>Guidance and Counseling Program Development Audience: District and school leaders, school counselors Length: Approximately 1 hour to 1 day based on school needs</p>	<p>Secondary education provides technical assistance to school districts and schools in the development of guidance and counseling programs to address barriers to student success, specifically in meeting developmental outcomes in personal/social, educational, and college and career readiness guidance needs of students.</p>

Principle 2: Ensure Effective Instruction

Student/School Success Support	Brief Description
<p>Reading: Increasing Phonics and Advanced Decoding Skills</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>Phonics and word study skills are necessary for students to comprehend text. These skills must be taught in an explicit and systematic manner for students to gain automaticity with print (Chall and Popp, 1996). As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their knowledge of how to assess students’ phonic and decoding skills; and • Build their capacity to systematically and explicitly help students to perform key encoding and decoding tasks as they read.
<p>Reading: Increasing Morphological Awareness and Its Application</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>Students are expected to access more complex text as they progress through the grades. Hence, it becomes necessary that the advanced decoding skills be expanded to include more complex morphology, including roots and syntax. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their knowledge of how to assess students’ advanced decoding skills; and • Build capacity to support students to increase their ability to use more complex morphology (e.g., roots and syntax) to understand the meaning of words across curriculum and content areas.
<p>Reading: Comprehension Strategy Knowledge-Grades K-6</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades K-6 Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of effective instructional practices for teaching reading comprehension strategies; and • Build capacity to support students to increase their ability to apply reading comprehension strategies to understand the meaning of text across curriculum and content areas.
<p>Reading: Rethinking Content Area Literacy-Grades 4-12</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades 4-12 Length: 1 day</p>	<p>The Common Core State Standards insist that instruction in reading, writing, speaking, listening, and language should be a shared responsibility within the school. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of current research around adolescent literacy in order to ensure students are prepared for college and career demands; • Develop practical, effective instructional strategies to prepare students for accessing text across the content areas; and • Build capacity as content area teachers to support quality adolescent literacy.
<p>Reading:</p>	<p>It is important for teachers and students to understand the reading – writing connection that</p>

<p>Reading/Writing Connection</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades 3-12</p> <p>Length: 1 day</p>	<p>requires students to draw upon and write about evidence from literary and informational texts</p> <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of research that (1) strongly supports the teaching of the two reciprocal processes together and (2) emphasizes that literate persons are both readers <i>and</i> writers, constructing meaning from the texts that they read and the ones that they write; and • Develop practical, effective instructional strategies that explicitly integrate reading and writing.
<p>Reading:</p> <p>Increasing Academic Vocabulary</p> <p>Audience: District/school reading leadership teams and additional teacher leaders</p> <p>Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their understanding of current research around the importance of students developing skills to build their academic vocabulary, so they can access the increasingly complex words and texts they encounter as they progress through the grades; and • Develop practical, effective instructional strategies that explicitly support students to build their skills in understanding words they encounter that are not part of their oral vocabularies.
<p>Mathematics:</p> <p>Problem Solving</p> <p>Audience: District/school math leadership teams and additional teacher leaders</p> <p>Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Expand understanding of problem-solving standards and their relevance; • Understand common student learning challenges with problem solving; and • Identify instructional strategies that address learning challenges.
<p>Mathematics:</p> <p>Quality Instruction</p> <p>Audience: District/school math leadership teams and additional teacher leaders</p> <p>Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop knowledge of research-based instructional practice that promotes student achievement in the mathematics classroom; • Apply knowledge of research-based instructional practice in mathematics to support increased student achievement; • Develop tools to monitor implementation of quality instructional practice in the classroom; • Use current mathematics research to develop a shared vision of quality mathematics instruction; • Translate the vision of quality mathematics instruction into indicators (operational definition); and

	<ul style="list-style-type: none"> • Create a tool to monitor district implementation of quality mathematics instruction.
<p>English Language Development: Content and Language Objectives that Work</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn why language objectives are important to effective instruction for English language learners (ELLs); • Learn to write language objectives that support content objectives; and • Write language objectives that are scaffolded for the five levels of language acquisition.
<p>English Language Development: Fostering a Verbal Environment: Developing Oral Language in English Language Learners</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Establish an understanding of the research regarding oral language development in English language learners in an effort to their increase academic achievement; • Become knowledgeable about current research and identify support needed to implement research-based practices for oral language development; and • Engage in professional dialogue with colleagues about improving instruction through effective use of specific strategies to develop oral language in English language learners. <p>Note. This professional development may include lesson modeling.</p>
<p>English Language Development: Classroom Strategies that Work for ELLs</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research related to selected Marzano’s High-Yield Strategies; and • Learn to apply these high-yield strategies with a language acquisition perspective. <p>Note. This professional development may include lesson modeling. Additionally, some text(s) may be required.</p>
<p>English Language Development: Guidelines for Teaching Literacy to ELLs</p> <p>Audience: District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain knowledge of distinctions in literacy instruction for English language learners; • Apply research-based distinctions to their teaching or monitoring practices; and • Develop skills in teaching comprehension skills that will assist ELLs to build meaning. <p>Note. This professional development may include lesson modeling.</p>
<p>Reading; Literacy Instruction for Culturally and Linguistically Diverse Students</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Increase their cultural competency; • Deepen their understanding of how to effectively engage culturally and linguistically diverse students in learning; and

<p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit individual school/district needs</p>	<ul style="list-style-type: none"> • Develop and implement effective strategies to support literacy instruction for their culturally and linguistically diverse students.
<p>All Content Areas: Cultural Competence and Language Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit individual school/district needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand some key definitions of culture; • Understand some key components of language that are related to culture; • Identify areas of instructional practice that have opportunities for modification with regard to culturally competent communication; and • Create plan of action to address these identified areas of practice.
<p>The Advanced Placement (AP) Program Audience: Secondary Teachers Length: 4 – 5 days</p>	<p>This program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.</p> <p>Teachers received professional development through week long AP Summer Institutes provided by the College Board. There are four venues for summer institutes offered in Washington: Bellevue School District, Pacific Lutheran University, Spokane School District, and Vancouver School District.</p> <p>OSPI is available to offer technical assistance concerning AP professional development.</p>
<p>The Advancement Via Individual Determination (AVID) Audience: Secondary administrators, teachers, and counselors Length: 3 days</p>	<p>This program is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.</p> <p>Teachers, administrators, and counselors receive professional development through three day AVID Summer Institutes and one to two day AVID Path trainings. All summer institutes are located outside of Washington while selected Path trainings occur in Everett School District,</p>

	<p>Spokane School District, and Vancouver School District.</p> <p>OSPI is available to offer technical assistance concerning AVID professional development.</p>
--	---

Principle 3: Increase Learning Time
--

Student/School Success Support	Brief Description
<p>Mathematics, Reading/ELA, Special Education, English Language Development: Creating an Effective Learning Environment</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Customize to fit school and/or district needs <i>Note. This also supports indicators in Principle 6</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand how to set up classroom structures that support active engagement of all students; • Learn how to conduct classroom walkthroughs with a focus on increased learning time and student engagement and to analyze data collected through the process; and • Depending on staff needs, build capacity in areas such as lesson planning.
<p>Mathematics, Reading/ELA, Special Education, English Language Development: Cooperative Learning</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop capacity to implement a variety of cooperative learning activities to improve students’ understanding of a subject and increase their authentic engagement in learning; • Understand how to set up cooperative learning opportunities so that each team member achieves the intended learning outcome and assists fellow teammates in doing so as well; and • Learn how to use cooperative learning activities to establish an atmosphere of achievement and student engagement.

Principle 4: Improve Instructional Program

Student/School Success Support	Brief Description
<p>Reading and/or Mathematics: Systems Gap Analysis</p> <p>Audience: School and district administrators and teams</p> <p>Length: School and district teams can engage in <i>Reading Systems Gap Analysis</i> and/or <i>Mathematics Gap Analysis</i>. The length for each content area is 2-3 days.</p>	<p>The Systems Gap Analysis is a reflective process that focuses on what students experience as they progress through the school system over time. Through this process, participants will:</p> <ul style="list-style-type: none"> • Develop an understanding of current K-12 reading/mathematics research as it relates to effective implementation of a comprehensive reading/mathematics system; • Use current research to analyze existing reading/mathematics programs for strengths and opportunities (gaps) in the areas of leadership, core instructional program, quality instruction, assessment, and interventions; • Begin future action planning and implementation of research-based reading/mathematics improvement efforts; • Enhance knowledge in current reading/mathematics research as it relates to systematic implementation of a comprehensive reading/mathematics system; • Enhance understanding of reading/mathematics leadership, core program, quality instruction, assessment, and intervention and the relationship of each to student achievement; and • Build capacity to write and implement effective school and district improvement plans related to the reading/mathematics program. <p>Note. Consider doing in conjunction with <i>Special Education Program Analysis</i>.</p>
<p>Special Education: Program Analysis</p> <p>Audience: School and district administrators and teams; includes both Special Education and General Education leaders and staff</p> <p>Length: Customized to fit school and district needs</p>	<p>Participants will engage in a complete analysis of school/district Special Education programs focusing on students' access to Core instruction and interventions. The process includes the following:</p> <ul style="list-style-type: none"> • Comprehensive interviews with identified team(s); and • Data analysis and review of staffing, policies/procedures including referral and eligibility processes, staff training, RTI implementation, interventions, Core materials, demographics, collaboration opportunities, formative assessments, data-based decision making, etc. <p>At the conclusion, a synthesis report will be provided; report will include suggestions for next steps to complement action planning.</p> <p>Note. Consider doing in conjunction with <i>Reading/Mathematics Gap Analysis</i>.</p>

<p>Reading: K-5: Getting More from the Reading Core 6-12: Getting More in and Beyond the Core</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: 1 day each, includes on-site technical assistance customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand how to deliver research-based strategies aligned to Common Core State Standards to all students, including English language learners and students receiving special education services; • Develop practical classroom applications for Core instruction; • Increase content and pedagogical knowledge needed to raise reading achievement for all students, including English language learners and students receiving special education services; and • As needed, engage in technical assistance to assist with effective implementation of research-based standards-aligned instructional practice.
<p>Reading/ELA and Mathematics: Creating a Curricular Calendar</p> <p>Audience: District/school leadership teams, grade-level teams, and additional teacher leaders Length: Customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop a curricular calendar aligned with the Common Core State Standards; and • Understand how to use the calendar as a roadmap for instruction throughout the school year.
<p>Reading/ELA and Mathematics: Writing Units of Study</p> <p>Audience: District/school leadership teams, grade-level teams, and additional teacher leaders Length: Customized to address school needs</p>	<p>Units of study are roadmaps for learning. The units are developed based on the Common Core State Standards and/or the district’s curricular calendar. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Write units of study based on the Common Core State Standards and/or the district’s curricular calendar; and • Understand how to use the units of study as roadmaps for learning throughout the school year.
<p>Reading: Oral Language Development</p> <p>Audience: District/school reading leadership teams and additional teacher leaders in grades K-8 Length: 1 day</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research identifying the role of oral language development in subsequent reading achievement; • Develop effective strategies for incorporating oral language instruction and development into all areas of reading instruction; and • Build capacity to incorporate the English Language Development Standards in reading instruction.

<p>Reading: Modeling Lessons</p> <p>Audience: Grade-level teams and additional teacher leaders Length: Customized to address school needs</p>	<p>Coaching and Technical Assistance are available to assist teachers in developing and implementing lessons using the districts’ adopted reading materials for Core and intervention instruction. These lessons are described as “model lessons.” Model lessons serve as one tool in a coaching cycle and can be implemented with grade-level teams to ensure capacity building and sustainability. This support is particularly important as schools and districts begin analyzing data and making instructional adjustments.</p>
<p>Reading and Mathematics: Differentiated Instruction</p> <p>Audience: District/school leadership teams and additional teacher leaders Length: Customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research around differentiated instruction, including varying paths to adjust instruction based on content, process, product, and the environment; • Engage in classroom-based activities that can be used to modify instruction based on student need; and • Learn how to effectively use student data to make informed instructional decisions. <p>Note. A survey is available to assess district/school needs based upon specific challenges and successes directly linked to lesson planning and instruction; results of the survey are used to customize professional development and technical assistance to meet individual district/school/team needs.</p>
<p>Special Education: Incorporating Academic Learning Standards into IEPs</p> <p>Audience: Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs Length: 2 days</p> <p><i>Note. See Principle 1 for Related Administrator Services</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Build capacity to create IEPs based upon students’ achievement relative to grade-level standards; • Understand history and requirements regarding content standards and Common Core State Standards; • Increase functional knowledge of Common Core State Standards in ELA and Mathematics; • Identify sources of data to create standards-based Present Levels of Academic Achievement and Functional Performance (PLAAFP); • Use ELA and Mathematics Standards to develop PLAAFP and Measurable Annual Goals; and • Utilize IEP review tools to assess implementation.
<p>Special Education: Student Access to Research-Based Interventions</p> <p>Audience: Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Review their current interventions and progress monitoring systems using web-based sites (American Institutes for Research [AIR], What Works Clearinghouse, Response to Intervention [RTI] Networks, IRIS Center, Intervention Central, Best Evidence Encyclopedia, etc.); • Inventory current intervention programs and analyze outcomes;

<p>Length: Customized to address school needs</p>	<ul style="list-style-type: none"> • Identify intervention gaps; • Create a fidelity check; • Determine barriers/solutions, including blended service delivery models with Title 1/Special Education; and • Evaluate implementation of their RTI or multi-tiered instructional framework.
<p>All Content Areas: Using Multi-Tiered Instructional Materials Effectively</p> <p>Audience: School and district leadership teams, grade-level teams, additional teacher leaders Length: Customized to address school needs</p>	<p>As a result of this Technical Assistance, participants will:</p> <ul style="list-style-type: none"> • Understand current research and resources for effective secondary and tertiary interventions; • Evaluate their multi-tiered system to determine the effectiveness of their current interventions and to identify gaps; and • Access a variety of resources to help select instructional materials and resources to support effective implementation of their secondary and tertiary intervention systems.
<p>All Content Areas: Effective Instructional Strategies</p> <p>Audience: School and district leadership teams, grade-level teams, additional teacher leaders Length: Approximately ½ - 1 day for professional development for strategies; technical assistance Customized to address school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand current research around instructional strategies effective in supporting all students to learn to high standards; and • Build capacity to implement research-based strategies in a variety of settings In order to meet the needs of all students, including English language learners and students receiving Special Education services. <p>Note. Technical assistance will be tailored to fit the school’s demographics and areas of need.</p>
<p>Mathematics: Instructional Materials Alignment</p> <p>Audience: District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff Length: 1 ½ days</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Identify individual elements within a grade-level standard based on conceptual understanding, procedural proficiency, and mathematical processes, so that when combined with all grade-level standards, the school will have an aligned and balanced mathematics program; • Check the instructional alignment of each element of the performance expectations with specific lessons in the instructional materials to ensure that all students receive aligned grade-level mathematics instruction; • Identify and address gaps in current instructional materials; • Develop a better understanding of Washington State K-12 Mathematics Learning Standards and the Common Core State Standards for Mathematics; • Coordinate with and engage Special Education and English Language Development staff to ensure all students have access to grade-level standards-based instruction and intervention; and • Apply understanding of grade-level standards and elements of the Washington State K-12

	<p>Mathematics Learning Standards and Common Core State Standards for Mathematics, as described in Washington State’s three-year transition plan, to align instructional materials.</p>
<p>Mathematics: Curriculum Guide Development</p> <p>Audience: District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff</p> <p>Length: 2 days</p> <p><i>Note. Mathematics Instructional Materials Alignment Professional Development described above is a pre-requisite for this professional development</i></p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Use information from the <i>Mathematics Instructional Materials Alignment Professional Development</i> to create comprehensive curriculum guides to address the pacing and sequencing of instructional materials, standards, and assessments to ensure all students have access to standards-based instruction; • Understand the importance of each section of the Curriculum Guide Tool and how the tool supports teaching to standards in classrooms; • Gain a working knowledge of state curriculum tools that support mathematics curriculum work; and • Use curriculum guides to support increasing student achievement in mathematics.
<p>Running Start / Dual Credit Program Expansion</p> <p>Audience: District and school leaders, school counselors</p> <p>Length: Approximately 1 hour to 1 day based on school needs</p>	<p>Secondary Education maintains regular communications with higher education partners, as well as shared responsibility around Launch Year dual credit programs development. Program staff can assist schools with information on program basics and guidance resources.</p>

Principle 5: Use Data to Improve Instruction

Student/School Success Support	Brief Description
<p>Mathematics and Reading: Benchmark Assessments</p>	<p>The Mathematics and Reading Benchmark Assessments (MBAs/RBAs) are standards-based interim assessment tools developed for K-10. These assessments are designed to provide a bridge between classroom formative assessments and end-of-year summative assessments. Additionally, the MBA/RBA tools are intended to be used to evaluate student learning of specific State and Common Core State Standards in Mathematics/English Language Arts, identify student instructional needs through collaborative data dialogue, and adapt instruction to better enable academic proficiency for all students.</p> <p>Note. RBAs “spiral” over the course of the year. That means some of the same standards will be measured in RBA 1, RBA 2, and/or RBA 3. For this reason, teams are encouraged to use the RBAs to measure student growth over the course of the year on these standards.</p>
<p>Mathematics and Reading: MBA and RBA Data Analysis</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit school/district needs</p>	<p>Analysis of MBA/RBA data is integral to increasing student academic success. Support to analyze data includes assisting stakeholders in understanding the DataDirector platform, using assessment reports to engage in a protocol for identifying student misconceptions, and developing a data-based plan for instructional modification. Additional support is also available to assist with the effective implementation of the designated instructional adjustments for improvement.</p>
<p>Mathematics and Reading: Formative Assessments</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit school/district needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop an understanding of formative assessments and the potential for improving student achievement in mathematics/reading under a comprehensive assessment system; and • Create/adapt formative assessments to support students to achieve to Washington State and Common Core State Standards.
<p>Mathematics and Reading: Designing and Implementing a Comprehensive Assessment System</p> <p>Audience: District/school leadership teams and grade-level teams, including Special Education and English Language Development staff Length: Customized to fit school/district needs</p>	<p>As a result of this Technical Assistance and Professional Development, participants will:</p> <ul style="list-style-type: none"> • Develop an understanding of the variety of assessments that meet a variety of different purposes; and • Design and implement a comprehensive assessment system that provides various users with information they need to make decisions.

<p>Reading: Using Data to Design Instruction</p> <p>Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Use multiple reliable and valid assessments to document students’ immediate instructional needs; • Design instruction utilizing data collected and analyzed from assessments that measure student progress and needs in reading; and • Measure the program’s success in meeting those needs.
--	--

Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: Greg.Williamson@k12.wa.us)	
Student/School Success Support	Brief Description
<p>Counselor Summer Institute Audience: District and school leaders, school counselors Length: Approximately 1 hour to 1 day based on school needs Contact: Mike.Hubert@k12.wa.us</p>	<p>OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 & 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention & intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx</p>
<p>School Safety Center: Incident Command System (ICS) Training Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Mike.Donlin@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand the ICS system and how to use it to manage disasters/emergencies. • Be prepared to test for FEMA certification (Washington state building principals are required to be ICS certified).
<p>School Safety Center: Harassment, Intimidation and Bullying Training Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Mike.Donlin@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • For compliance officers only: Understand their training requirements under RCW 28A.300.285, the state Harassment, Intimidation and Bullying Prevention law. • For school wide audiences: Gain a working knowledge of the investigation and reporting requirements of the legislation, and learn about best practices from the field.
<p>School Safety Center:</p>	<p>As a result of this Professional Development, participants will:</p>

<p>Comprehensive Safe School Planning Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Mike.Donlin@k12.wa.us</p>	<ul style="list-style-type: none"> • Become familiar with best practices regarding comprehensive safe school planning, and the impacts on student academic achievement and student support.
<p>School Safety Center: Gangs in Schools Training Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on staff needs Contact: Mike.Donlin@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn about effective practices in reducing the effects of gangs on student learning and wellbeing.
<p>Health Services: District Assessment Training Audience: School Nurses and others administering the district assessment Length: Approximately ½ to 1 day based on staff needs Contact: Katie.Johnson@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand the purpose of the district assessment tool. • Create a plan for administering the district assessment in a systematic way that gathers meaningful and timely data.
<p>Compassionate Schools: The Heart of Learning and Teaching: Compassion, Resilience, and Academic Success Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on staff needs Contact: Ron.Hertel@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain information about the collective work of educators to support students whose learning is adversely affected by adverse childhood experiences, chronic stress and trauma. • Gain a working knowledge of current information about best practices to address the effects of trauma on learning. Information includes self-care for adults and children, classroom strategies, and how to build parent and community partnerships that work.
<p>McKinney –Vento: Audience: District McKinney Vento Liaisons Length: Approximately ½ to 1 day based on staff needs Contact: Melinda.Dyer@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand how to comply with the federal requirement for the State Education Agencies to provide training and technical assistance to Local Education Agencies regarding the identification and provision of service to homeless children and youth. • Gain information on up to date information and best practice strategies to assist with the job of homeless liaison. • Gain information on training and technical assistance regarding the provisions of the

	<p>federal McKinney-Vento Act, to ensure that districts provide the required services for homeless children and youth, and recognize the rights of homeless children and youth enrolled in public schools.</p>
<p>Counselor Summer Institute Audience: District and school leaders, school counselors Length: Approximately 1 hour to 1 day based on school needs</p>	<p>OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 & 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention & intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx</p>
<p>Kids At Hope</p>	<p>Brief Description</p>
<p>Module 1 Introductory Empowerment Training: Audience: District and school leaders, all classroom teachers, support staff, and school partners Length: 4 hours Contact: Wally Endicott wally@kidsathope.org</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Be able to relate various educational and youth development theories to their day to day interactions with children creating more positive relationships. • Take advantage of a wide range of research and provide positive strength based feedback to students. • Understand the science and practice of HOPE and be able to apply it every day to all students. • Understand the difference between a cultural strategy and a programmatic strategy. • Explore their conscious and unconscious attitudes about success and failure (Pygmalion effect, attribution theory). • An understanding of how you validate a child's potential, not just their behavior.
<p>Module I: Train the Trainers Certification Academy Audience: District and/or school leadership teams Length: 2 Days Contact: Wally Endicott</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Be able to construct and lead a cultural strategy which supports the success for all children, without exception. • Be able to monitor, document and validate whether students are connecting in a meaningful and sustainable manner with adults. • Create an environment that supports the success of all children by helping them

wally@kidsathope.org	<p>complete their Passport to the Future (a document which focuses on life's goals) within four destinations: Home & Family; Education & Career; Community & Service; and Hobbies & Recreation.</p> <ul style="list-style-type: none"> • Gain a deeper understanding of the three universal findings (evidence based) contained in a wide range of research which documents the elements associated with success and failure. • Become part of a team of individuals that acquire the training techniques and technical assistance skills they will need to sustain the Kids at Hope initiative within their school/organizational culture.
--	--

Principle 7: Engage Families and Communities (Contact Greg Williamson: Greg.Williamson@k12.wa.us)	
Student/School Success Support	Brief Description
<p>21st Century Community Learning Centers (Afterschool Programming): Youth Program Quality Initiative (YPQI)</p> <p>Audience: District/school leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Rudi.Bertschi@k12.wa.us</p>	<p>For 21st Century grantees: As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Identify components of a successful afterschool program that supports both the children and adults in the community. • Use assessment tools to measure current the success of the program. • Develop a plan for implementing program improvements. <p>For non-grantees:</p> <ul style="list-style-type: none"> • A participant will learn about the benefits of applying for the 21st Century program and learn about the RFP calendar and get familiar with essential elements for a successful grant application. • Participants will learn successful parent and community engagement strategies from a program with many years of success serving these audiences.
<p>Graduation: A Team Effort (GATE)</p> <p>Audience: School administrators, school counselors, student support staff, community partners. Length: Approximately ½ to 1 day based on school needs Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain an overview of dropout statistics, legislative foundations, the OSPI GATE Initiative, and dropout prevention, intervention and reengagement related frameworks and activities.

<p>Dropout Early Warning and Intervention Systems: Audience: School administrators, school counselors, student support staff, community partners. Length: Approximately ½ to 1 day based on school needs Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Understand the current dropout prevention, intervention and reengagement research. • Gain a working knowledge of the national dropout prevention center framework, early warning indicators, intervention tracking, and evaluation processes as outlined thru the DEWIS work.
<p>Healthy Youth Survey: Audience: School administrators, school counselors, student support staff, community partners Length: Approximately ½ to 1 day based on school needs Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Gain a working knowledge of the survey administration, current data and the use of the AskHYS.net website to access data.
<p>Alcohol, Tobacco and Other Drugs Audience: School administrators, school counselors, student support staff, community partners. Length: Approximately ½ to 1 day based on school needs Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> •
<p>Military Kids Audience: School administrators, school counselors, student support staff, community partners. Length: Approximately ½ to 1 day based on school needs Contact: Dixie.Grunenfelder@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Become familiar with elements of the Interstate Compact for Military Children. • Become familiar with Operation Military Kids and the resources and services available to children from families experiencing military deployment.
<p>Foster Care Liaison: Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Ken.Emmil@k12.wa.us</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn about current efforts to share foster care status of individual children with school district staff as appropriate and will receive technical assistance about how to design supportive services to improve educational outcomes for children in foster care (including improving communication systems between schools, Children’s Administration and the courts).
<p>Children of Incarcerated Parents Support</p>	<p>As a result of this Professional Development, participants will:</p>

<p>Program: Audience: District/school reading leadership teams and additional teacher leaders Length: Approximately ½ to 1 day based on school needs Contact: Kathleen.Sande@k12.wa.us</p>	<ul style="list-style-type: none"> • Become familiar with the department of corrections and DSHS services to help incarcerated parents (when appropriate) to stay connected with their child’s educational progress.
<p>Educational Advocacy</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> •
<p>Navigation 101 Audience: District and school leaders, school counselors Length: Approx. 1 hour to 1 day based on school needs Contact: Tim.Stensager@k12.wa.us</p>	<p>Navigation 101 is a part of a comprehensive school guidance and counseling program that helps students make clear, careful choices for school success and their future. Within advisory the guidance curriculum provides students with resources and tools to complete their High School & Beyond Plan in their culminating portfolio. http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx</p>
<p>Title I Family Engagement: Contact: Penelope.Mena@k12.wa.us</p>	<p>For Title I Eligible Schools: Many family engagement strategies can be used for parents to help their children become more successful academically.</p>
<p>Navigation 101 Audience: District and school leaders, school counselor Length: Approx. 1 hour to 1 day based on school needs</p>	<p>Navigation 101 is a part of a comprehensive school guidance and counseling program that helps students make clear, careful choices for school success and their future. Within advisory the guidance curriculum provides students with resources and tools to complete their High School & Beyond Plan in their culminating portfolio. http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx</p>
<p>Kids At Hope</p>	<p>Brief Description</p>
<p>Successful Parenting - Successful Children Audience: Parents and primary caretakers of students. Parents and primary caretakers that are: district and school leaders, classroom teachers, support staff, and school partners Length: 2.5 hours Contact: Wally Endicott wally@kidsathope.org</p>	<p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> • Learn what it means to believe in their children and how to express that belief in loving terms on a daily basis. • Be able to surround their children with caring adults at home and in the surrounding community on a daily basis. • Identify, teach, and model the skills, talents, intelligence and traits that will support their child’s success in the future at all destinations in life (Home & Family; Career & Education; Hobbies & Recreation; Community Service). • Understand and equip themselves with an asset based reference language to use in order to validate their child's potential, not just their behavior.

Hope Square Community Empowerment

Audience: ALL caring adults in any community

Length: 2.5 Hours

Contact: Wally Endicott

wally@kidsathope.org

As a result of this Professional Development, participants will:

- Explore a cultural strategic framework to understand how an entire community can connect the services and experiences that support a child’s development with a set of shared evidence-based principles and practices in order to increase the expectation and result that all children will succeed, without exception.
- Be able to ensure that children receive the elements of success that have been scientifically proven to improve a child’s sense of self, resiliency and personal empowerment.
- Grasp the answer to the simple question: “Why do some children fail and some succeed.”
- Understand the science and practice of HOPE and be able to apply it every day to all children.
- Learn the difference between self-efficacy and collective-efficacy and how to create an evidence-based culture within their community that values rather than devalues its youth.



State of Washington

Office of
Superintendent of Public Instruction

OSPI

Office of Student and School Success

Andrew E. Kelly

Assistant Superintendent

*Theory of Action &
Implementation Framework*

Our Mission...

“Ensure equality of outcome for Washington State’s 1.1 million students”

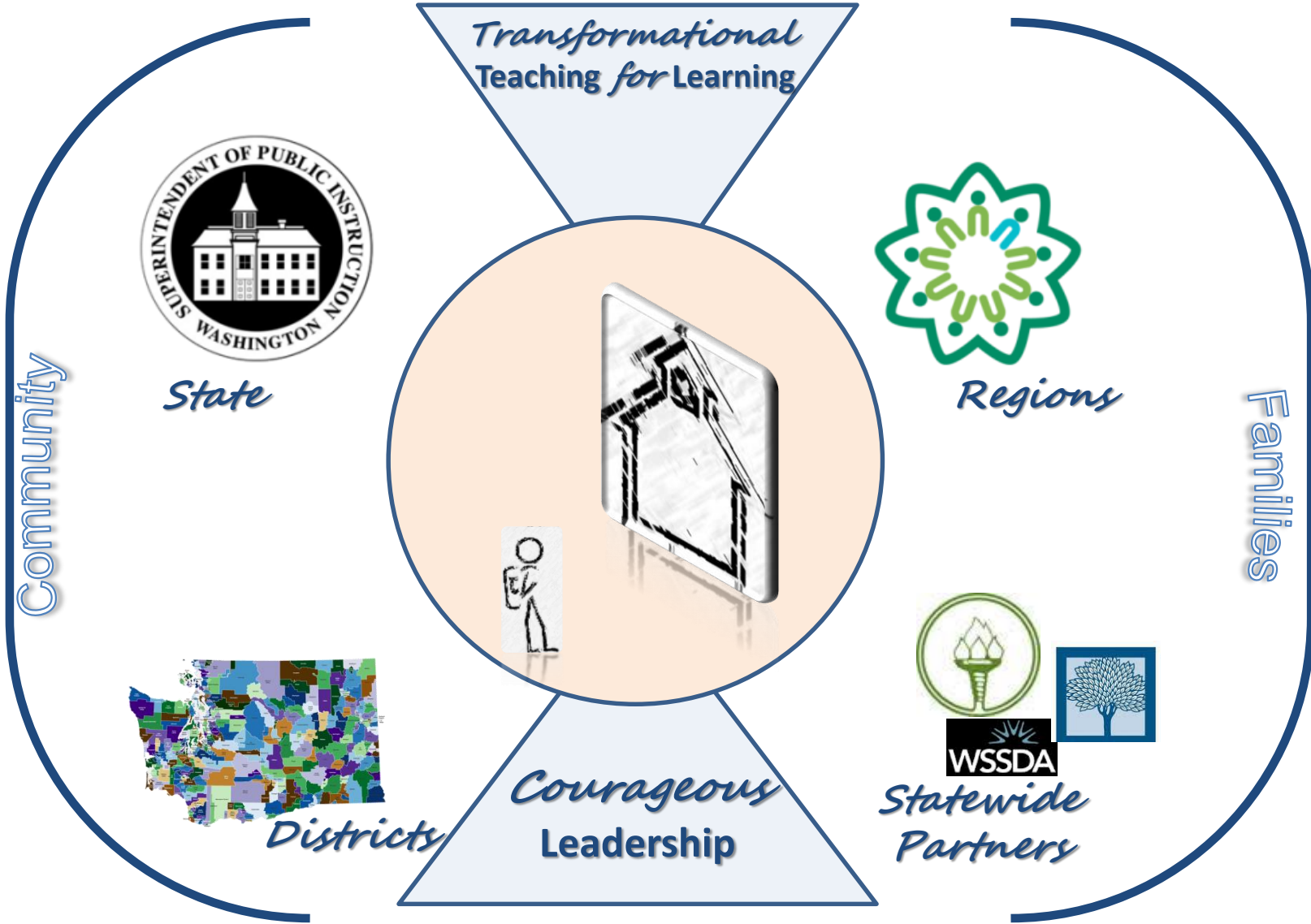


State of Washington

Office of Superintendent of Public Instruction

OSPI

A Collaborative Vision of Targeted, Differentiated Support...





State of Washington

Office of
Superintendent of Public Instruction

OSPI

Theory of Action...

*Transformational
Teaching for Learning*

“If we do ____, then we impact ____ that will result in ____!”

Activities

Impacts

Results

*Courageous
Leadership*



Theory into Action...

Transformational Teaching for Learning

Activities

- Complete Comprehensive Needs Assessment
- Target/prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 *Student and School Success Principles*
- Develop Action Plan in Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
- Implement PD and TA

Impacts

- Improved Teaching/Leading with an equity focus
- Improved educator, leader, and organizational capacity
- Improved student engagement in rigorous standards-aligned curricula

Results

- More effective teachers and leaders
- Increasing student achievement/growth
- Closing gaps in AMOs, Grad Rates for “all” and/or “sub-group”
- Increasing % of students graduating college- and career-ready

Courageous Leadership



First Steps...

Transformational Teaching for Learning

Activities

- Complete Comprehensive Needs Assessment
- Target and prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 Student and School Success Principles
- Develop an Action Plan using Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
- Implement PD and TA

Courageous Leadership

Analyze Needs Assessment Data

- Student growth data
- Perceptual data
- Leader, educator, and organizational capacity—both strengths and opportunities for growth aligned to the 7 Student and School Success Principles

Target/Prioritize Transformative Practices

Ex: “Implement Multi-Tiered Instructional Framework”--See Principles 4 & 5

and

“Quick Wins”

Ex: Establishing operating norms for meetings--See Principle 1

**Trans-
formative
Practices**

**Quick
Wins**



Transformational Teaching for Learning

Activities

- Complete Comprehensive Needs Assessment
- Target and prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 *Student and School Success Principles*
- Develop an Action Plan using Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
- Implement PD and TA

Courageous Leadership

**Trans-
formative
Practices**

**Quick
Wins**

**Step 4:
Monitor**

**Step 1:
Assess**

**Indicator
S.M.A.R.T. Goal:
“If we do...
Then we impact...”**

**Step 2:
Create**

Step 3: Implement

Exploration

Installation

Initial
Implement

Final
Implement

Implementation Teams Utilize Continuous Improvement Cycle for each Indicator using the INDISTAR Action Planning Tool

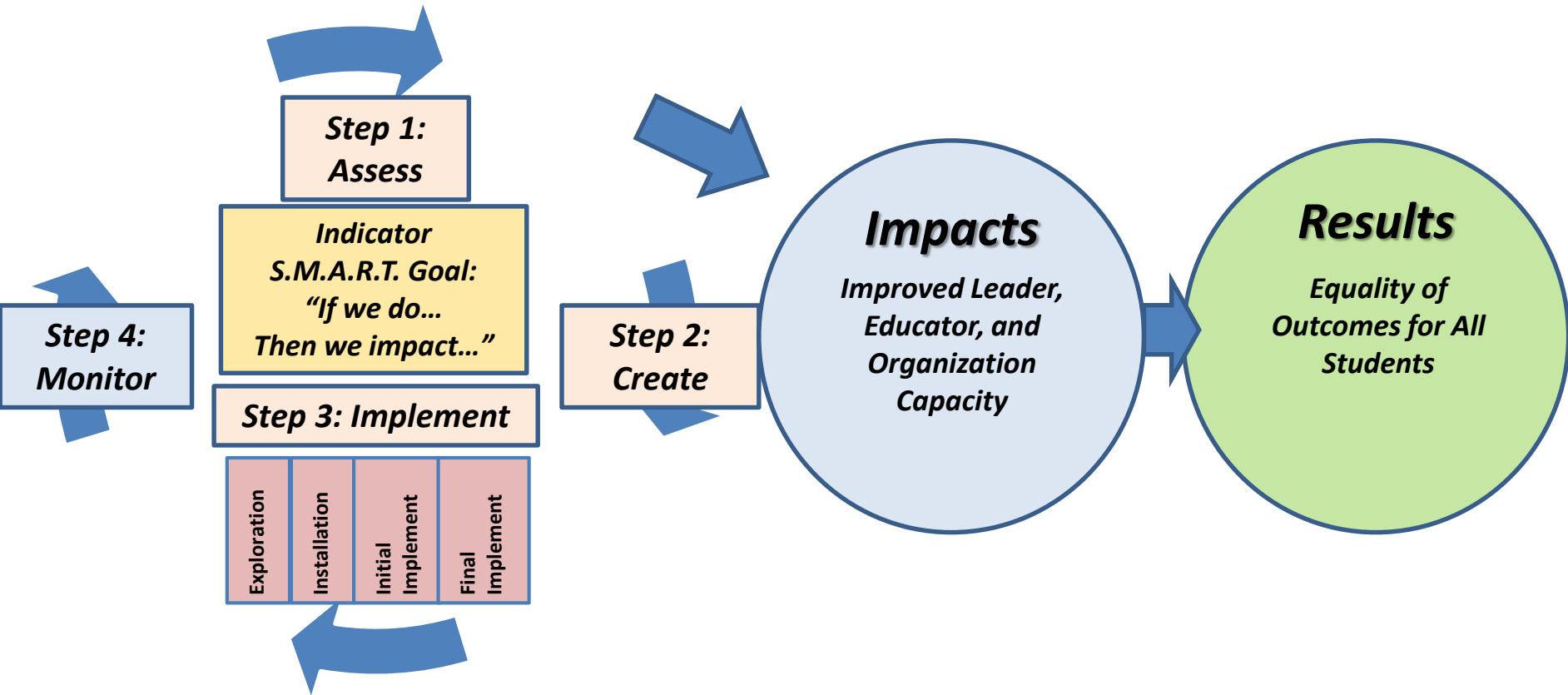


State of Washington

Office of Superintendent of Public Instruction

OSPI

Implementation Leads to...





Theory into Action ...

Transformational Teaching for Learning

Activities

- Complete Comprehensive Needs Assessment
- Target/prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 *Student and School Success Principles*
- Develop Action Plan in Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
- Implement PD and TA

Courageous Leadership

Impacts

- Improved Teaching/Leading with an equity focus
- Improved educator, leader, and organizational capacity
- Improved student engagement in rigorous standards-aligned curricula

Results

- More effective teachers and leaders
- Increasing student achievement/growth
- Closing gaps in AMOs, Grad Rates for “all” and/or “sub-group”
- Increasing % of students graduating college- and career-ready

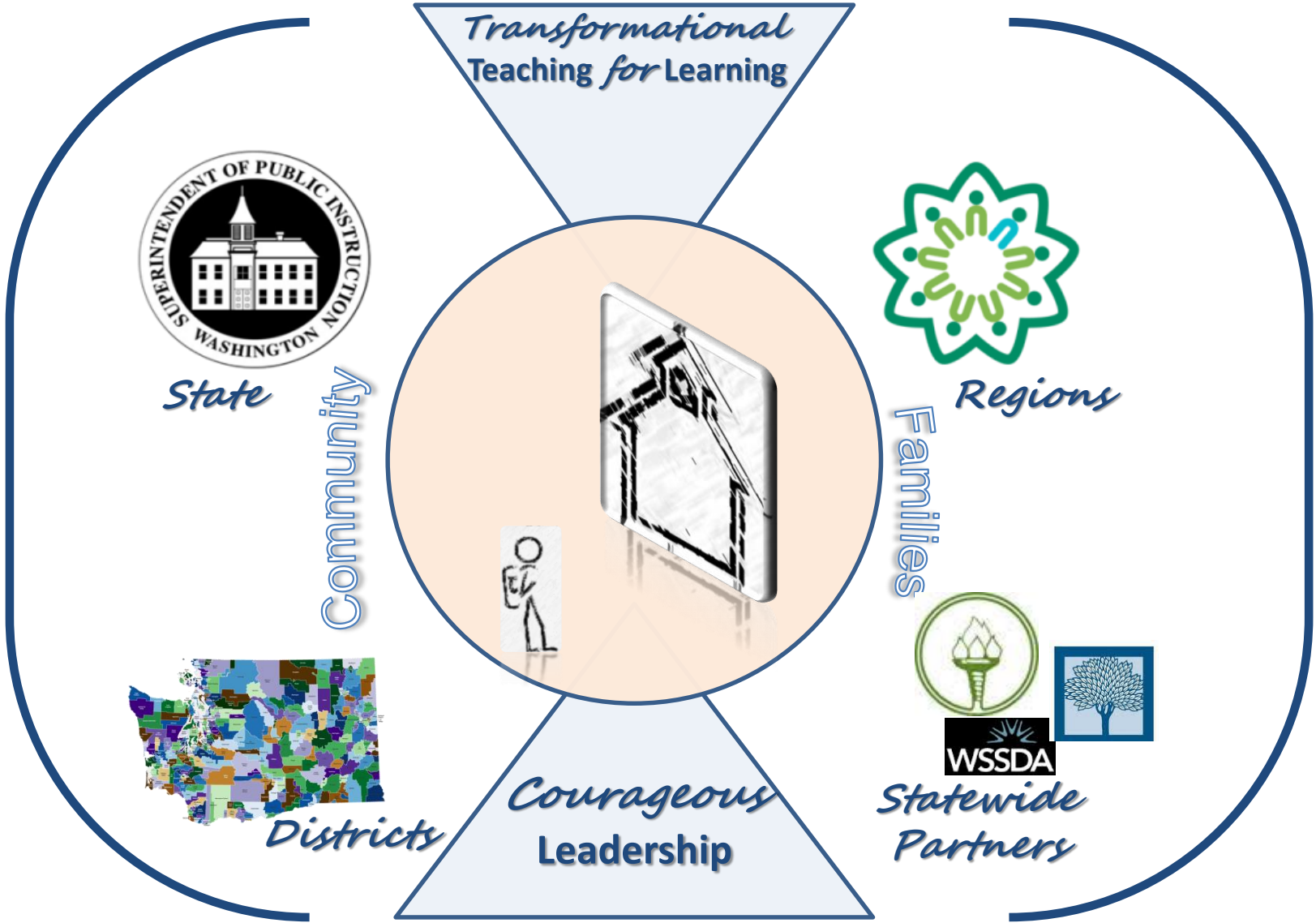


State of Washington

Office of Superintendent of Public Instruction

OSPI

A Collaborative Vision of Targeted, Differentiated Support...



Aligned Federal and State Accountability System

State System

Tier
Exemplary – Top 5%
Very Good – Next 15%
Good – Next 30%
Fair – Next 30%
Underperforming – Next 5% + Schools with large achievement gaps (10%)
Priority – Lowest 5%

Federal Definitions

Reward – Highest Performing

Reward – High-Progress

← “Emerging”: Next 5% based on Index

← Focus: Subgroup Performance – Lowest 10% on Assessments + Grad Rates < 60%

← Priority: Lowest 5% based on Index + High Schools w/Grad Rates < 60%

Aligned Federal and State Accountability System

State System

Federal System

Tier	
Exemplary - Top 5%	Supports for All Schools
Very Good - Next 15%	
Good - Next 30%	
Fair - Next 30%	
Underperforming - Next 5% + Schools with large achievement gaps (10%)	
Priority - Lowest 5%	

Aligned Federal and State Accountability System

State System

Federal System

Tier	
Exemplary - Top 5%	Recognition: Reward Schools
Very Good - Next 15%	
Good - Next 30%	Supports for All Schools
Fair - Next 30%	
Underperforming - Next 5% + Schools with large achievement gaps (10%)	
Priority - Lowest 5%	

Aligned Federal and State Accountability System

State System

Federal System

Tier	
Exemplary - Top 5%	Recognition: Reward Schools
Very Good - Next 15%	
Good - Next 30%	
Fair - Next 30%	
Underperforming - Next 5% + Schools with large achievement gaps (10%)	Supports for All Schools
Priority - Lowest 5%	
	Priority Schools

Aligned Federal and State Accountability System

State System

Federal System

Tier		
Exemplary - Top 5%	Supports for All Schools	Recognition: Reward Schools
Very Good - Next 15%		
Good - Next 30%		
Fair - Next 30%		
Underperforming - Next 5% + Schools with large achievement gaps (10%)		Focus Schools
Priority - Lowest 5%	Priority Schools	

Aligned Federal and State Accountability System

State System

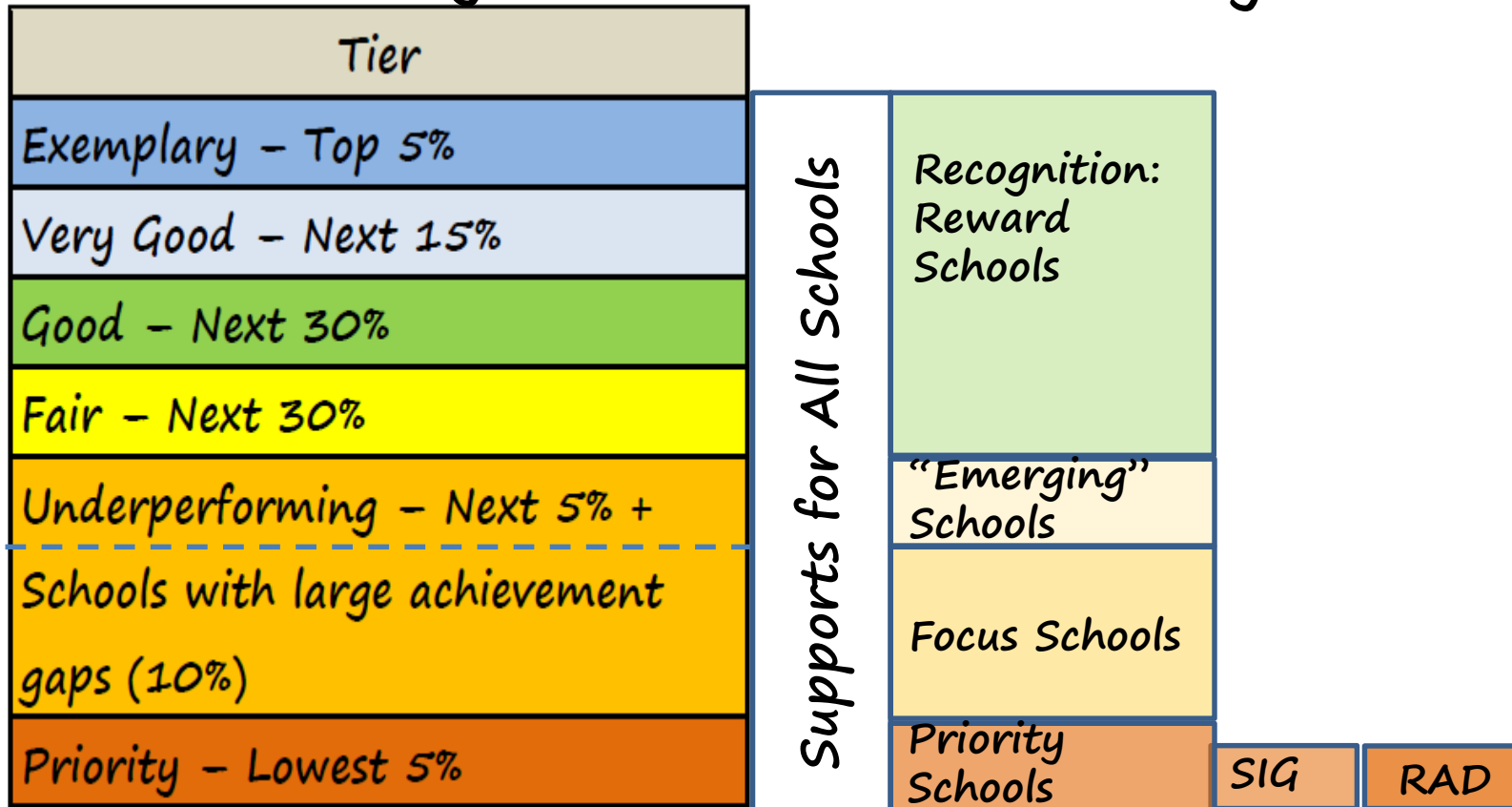
Federal System

Tier		
Exemplary - Top 5%	Supports for All Schools	Recognition: Reward Schools
Very Good - Next 15%		"Emerging" Schools
Good - Next 30%		Focus Schools
Fair - Next 30%		Priority Schools
Underperforming - Next 5% + Schools with large achievement gaps (10%)		
Priority - Lowest 5%		

Aligned Federal and State Accountability System

State System

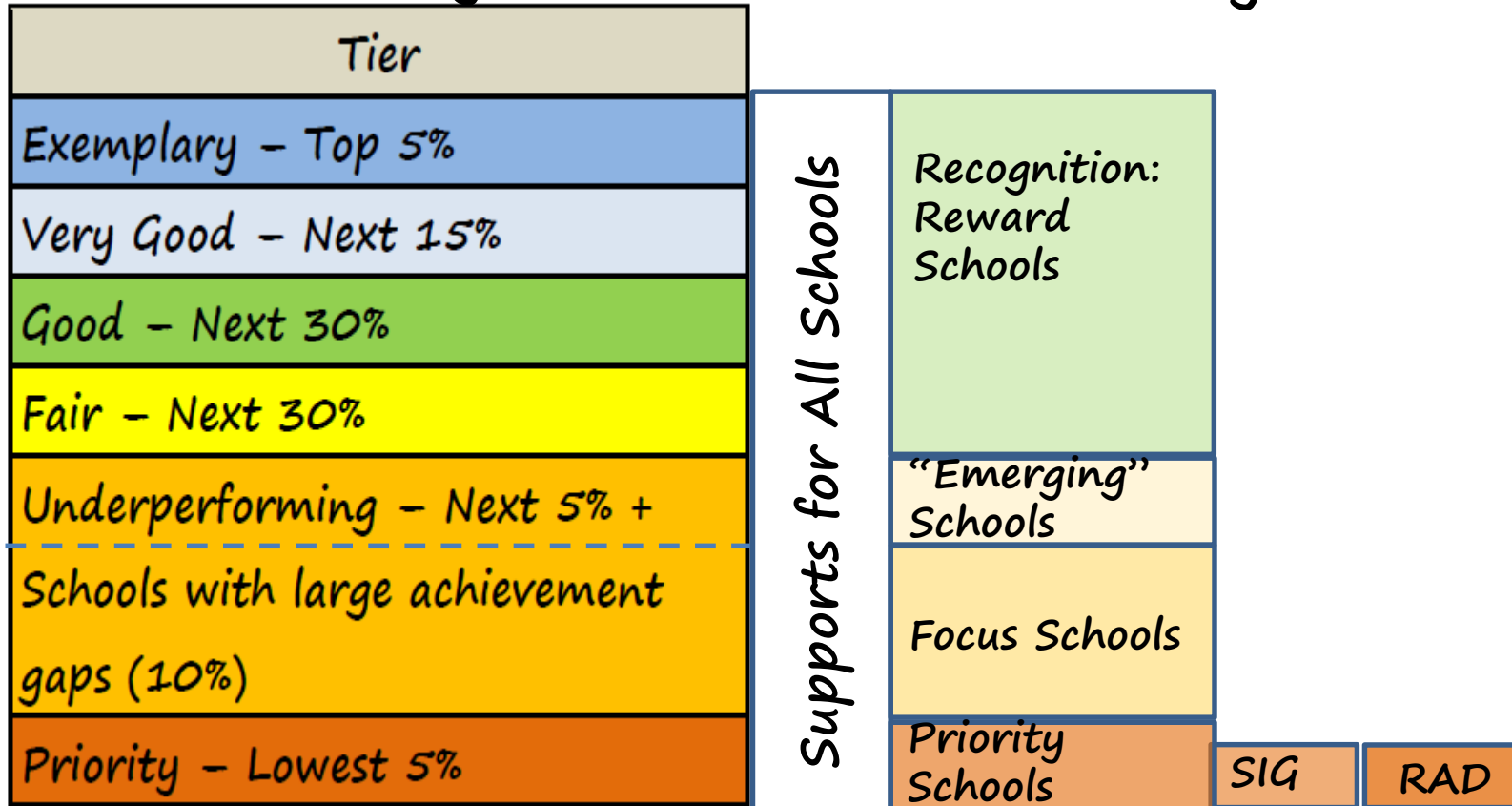
Federal System



Aligned Federal and State Accountability System

State System

Federal System





THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Roundtable Discussion with PESB — Working Lunch Session	
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:	How can the state's accountability framework support the development and implementation of best practices in attracting, retaining, and support high quality educators in struggling schools?	
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 checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The State Board of Education (SBE) continues to work toward the development of a school and district accountability framework for the state. In particular, the Board is providing guidance to OSPI in its development of specific delivery models to support struggling schools identified through the process established in Senate Bill 5329.</p> <p>Essential to any school improvement plan are strategies to attract, retain, and support high quality teachers. This lunch discussion will focus on efforts underway within OSPI to support effective teaching in struggling schools. Andy Kelly and Jeanne Harmon, both from OSPI, will offer thoughts to structure a joint discussion between the SBE and the PSEB on this topic. Ms. Kim Mead, the new president of the Washington Education Association, has been invited to participate in the discussion as well.</p> <p>A PESB report on Educator Workforce Regional Meetings is available in the online board packet materials at www.sbe.wa.gov/materials.php</p>	



THE WASHINGTON STATE BOARD OF EDUCATION

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

- What: Joint Working Lunch Session – Roundtable Discussion Between the Professional Educator Standards Board and the State Board of Education
- Panelists: Andy Kelly, Assistant Superintendent, Office of Student and School Success
- Jeanne Harmon, Teacher/Principal Evaluation (TPEP) Project Manager - OSPI
- Invited Guest: Kim Mead, President, Washington Education Association
-

Abstract:

Last year, the two boards had a discussion about educator workforce development practices, and, in particular, how data on teacher assignment, hiring practices, out-of-endorsement teaching, and other factors can help inform policy on educator workforce development across the state.

The Boards discussed strategies individually and collaboratively for moving the needle on improving district staffing and workforce development practices, including:

- Secure better predictive data for districts to project enrollment and hiring need and incentives to use them;
- Address real and perceived barriers to recruitment and earlier hiring, including enrollment uncertainty that makes early hiring a financial risk;
- Consider the role of training and technical assistance in staffing and workforce development for low performing schools
- Consider staffing and workforce development in the criteria to be addressed in improvement plans by required action districts.
- Consider out-of-field assignment data and its role in school and district accountability.

Since last year, the legislature enacted Senate Bill 5329, a bill that strengthens the required action district process and gives the superintendent of public instruction a direct role in helping struggling school districts succeed. For our panel discussion, the two Boards will explore how the state could employ innovative solutions to the challenges of workforce development and retention in struggling schools and districts.

Andy Kelly, from OSPI's Office of Student and School Success, and **Jeanne Harmon**, Teacher/Principal Evaluation Project Manager at OSPI, will offer reflections to begin a discussion among the Boards on the question: "how can the state's accountability framework for schools incorporate innovative workforce development strategies to ensure the highest quality educators for our struggling schools?"



THE WASHINGTON STATE BOARD OF EDUCATION

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

In particular, Mr. Kelly will speak to OSPI's work on operationalizing the federal 'turnaround principles' to diagnose and address the teaching needs of struggling schools as part of OSPI accountability system design required in Senate Bill 5329. He will touch on the data indicators that are used to diagnose these challenges, and strategies district and building leaders can use to address them.

Jeanne Harmon will discuss how a variety of initiatives currently underway in our state – including enhanced compensation for national board certified teachers, TPEP evaluation system implementation, and others – relate to and can support efforts to support our most struggling schools.

A PESB report on Educator Workforce Regional Meetings is available in the online board packet materials at www.sbe.wa.gov/materials.php

Structure:

Ben Rarick & Jennifer Wallace: Introduction and Discussion (10 minutes combined)

Andy Kelly & Jeanne Harmon: Opening Remarks (40 minutes combined)

Open Discussion w/ Panelists
& Invited Guest: Discussion and Next Steps (40 minutes)

Potential outcomes:

- Modifications to the state accountability system design to support struggling schools and/or districts.
- Modifications to the data that is collected and analyzed on workforce recruitment and retention, particularly in working with required action districts and schools being served by the Office of Student and School Success.
- Modifications to state statute or policy on workforce development practices

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.

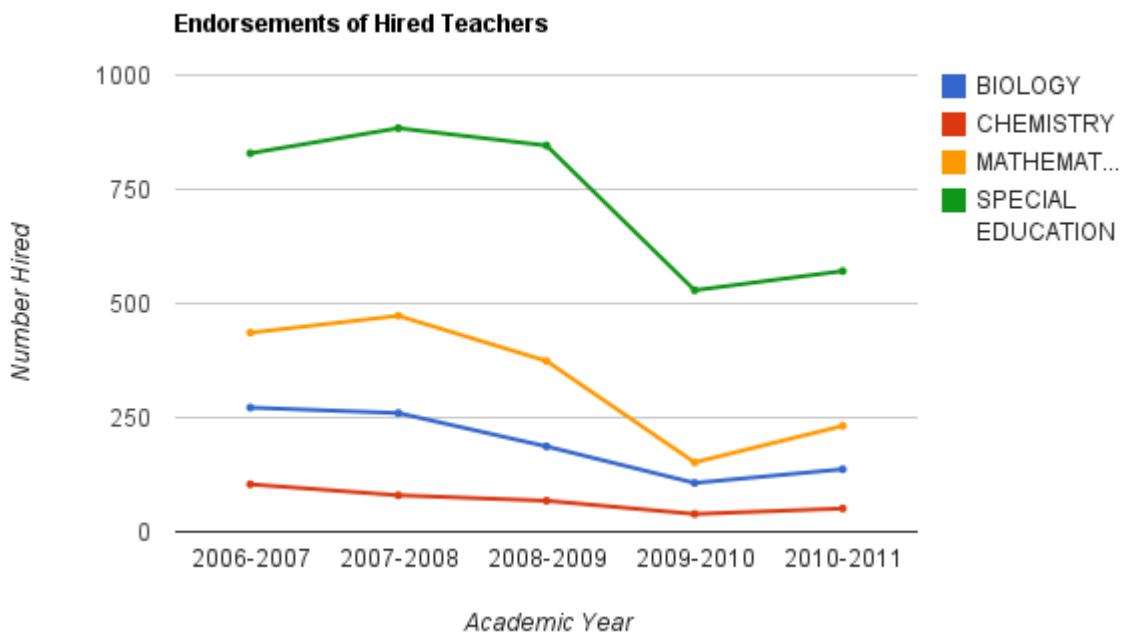
Desire for Strong Applicant Pool in Specific Credentials

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.

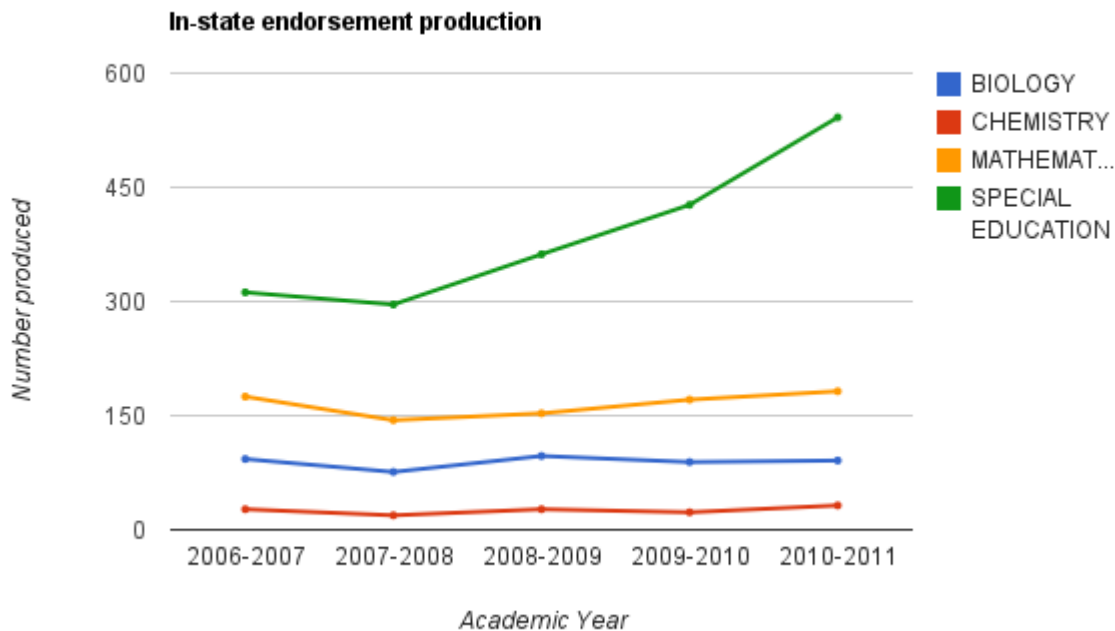
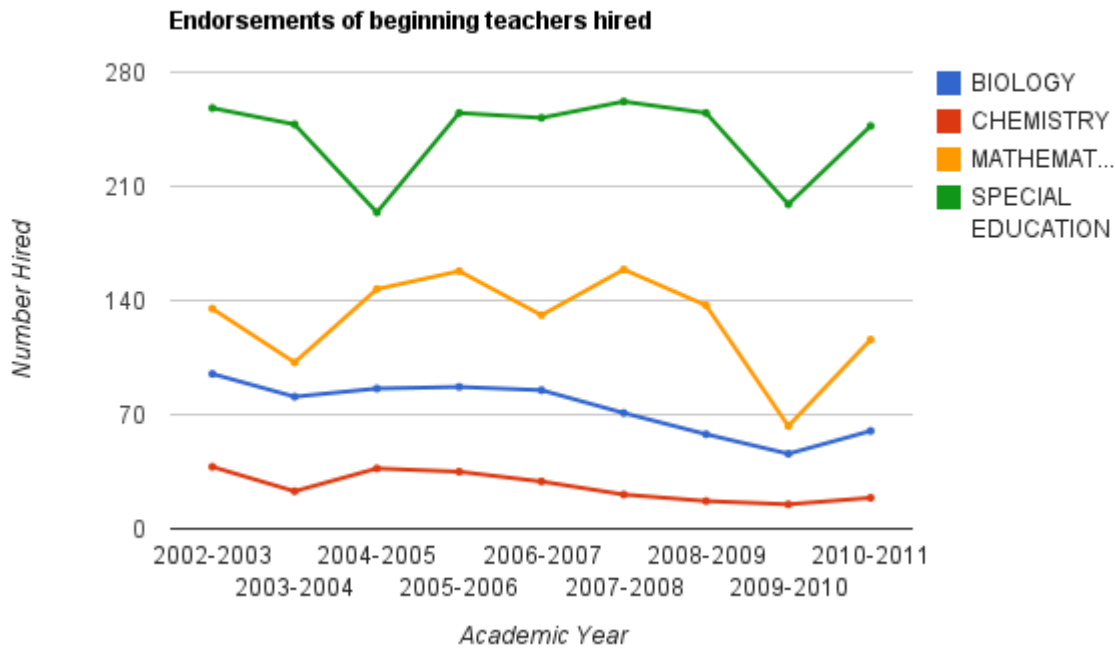
⁶ The Center for the Future of Teaching and Learning. (2002). *A Kern County Initiative for Recruiting, Preparing and Retaining Highly Qualified and Effective Teachers*. Santa Cruz, CA: Author.
Kansas Educational Employment Board - <http://www.kansasteachingjobs.com/>

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.

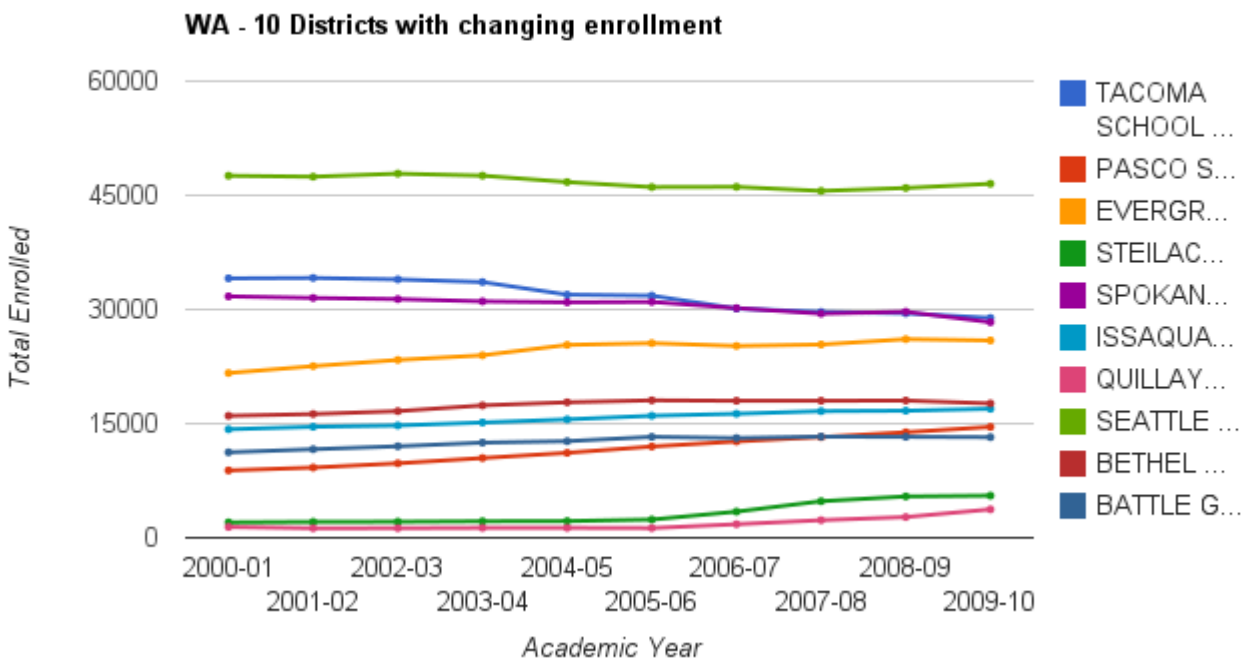
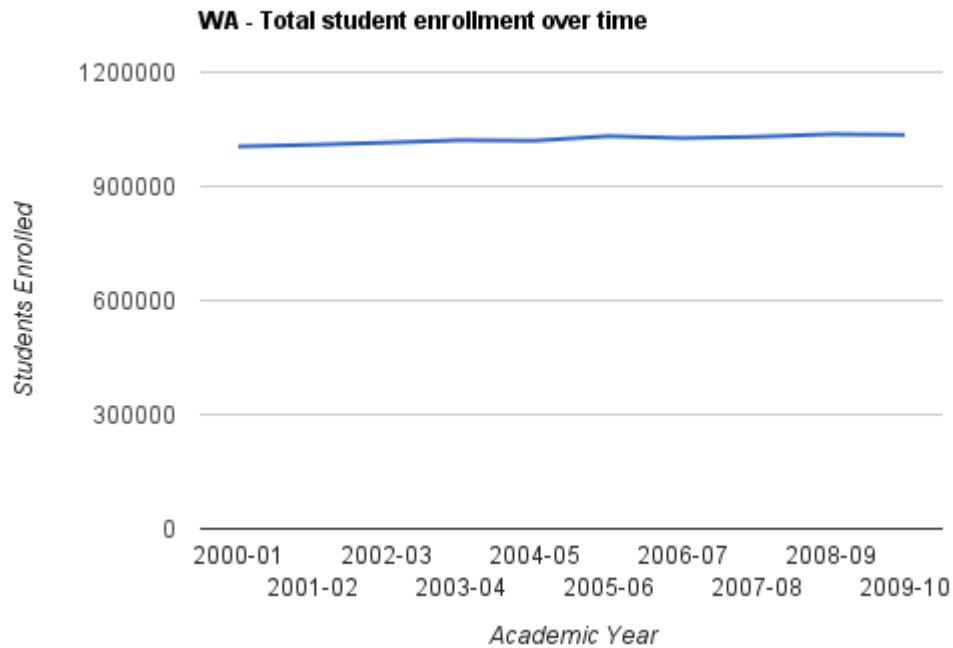
Campbell, C., DeArmond, M., & Schumwinger, A. (2004). *From bystander to ally: Transforming the district human resources department*. Seattle, WA: Center on Reinventing Public Education, University of Washington.

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 | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Discussion on Implementation of Senate Bill 5491—Indicators of Educational System Health	
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 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 checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ul style="list-style-type: none"> • Is the Board comfortable with the goals as expressed in the materials? • How do these goals become realized, and what are the implications for policy, practice or funding? • What additional indicators or changes to the indicators would the Board want to see? 	
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 checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>ESSB 5491 requires the SBE, with assistance from OSPI, the Workforce Training and Education Coordinating Board, the Educational Opportunity Gap Oversight and Accountability Committee and the Student Achievement Council to submit a report on initial baseline values and initial goals of the statewide indicators of educational health by December 1, 2013. The Board will hold a roundtable discussion with representatives from the entities named in the bill, as well as the Department of Early Learning, the State Board of Community and Technical Colleges, and the Professional Educators Standards Board.</p> <p>The draft report is included in this packet, as well as the Achievement and Accountability Workgroup Feedback Report from the October 9 webinar on ESSB 5491, a crosswalk of ESSB 5491 indicators with Results Washington, and the bill ESSB 5491.</p>	



Discussion Regarding Senate Bill 5491

Discussion Participants:

- Alan Burke, OSPI, Deputy Superintendent
- Gene Sharratt, WSAC, Executive Director
- Randy Spaulding, WSAC, Director, Academic Affairs & Policy
- Eleni Papadakis, WTECB, Executive Director
- Lester “Flip” Herndon, PESB, Board Member
- Sharon Tomiko Santos, EOGOAC, Co-Chair
- Bette Hyde, DEL, Director
- Nicole Rose, DEL, ECEAP Program Administrator
- Carrie Wolfe, DEL, Data Governance Coordinator
- Jay Reich, SBCTC, Board Member
- Greg Lobdell, CEE, President, Director of Research

Goal:

Have a high-level policy discussion about the goals of our education system, pursuant to the requirements of SB 5491. The discussion will inform the submission of a December, 2013 preliminary report to the Legislature.

Guiding Questions:

1. Are we comfortable with the measures and goals as expressed in the materials?
2. What would we change about the measures included in Senate Bill 5491?
3. How do these goals become realized? What are implications for policy, practice, or funding?
4. If we had to choose one goal statement as an overarching aspirational goal for the system, what would it be?
5. What concrete steps can each of us take to establish, and then work toward, unified goals for the education system?

Format:

Introduction	Mary Jean Ryan, Acting Chair	5 minutes
Preliminary Presentation of Data/Findings	Greg Lobdell	10 minutes
Agency Statements	Agency Heads	45 minutes
Open Discussion	All	45 minutes
Concluding Thoughts & Next Steps	Mary Jean Ryan, Acting Chair	10 minutes

ESSB 5491: Indicators of Educational Health

An Overview of the Statewide Indicators of Educational Health, Their Current State, Goals/Objectives, and Recommendations for Future Enhancements

GREGORY E. LOBDELL

THE CENTER FOR EDUCATIONAL EFFECTIVENESS, INC.

Introduction: Why Indicators of Educational Health?

In Chapter 282, Laws of 2013 (ESSB 5491), the legislature tasked the state board of education to work with various state entities – including the office of superintendent of public instruction, the workforce training and education coordinating board, the student achievement council, and the educational opportunity gap oversight and accountability committee – on establishing goals for improvement of statewide indicators of educational system health.

The process of understanding the overall health of the educational system is at a critical juncture. The implementation of fully funding basic education as required in the McCleary Supreme Court decision (<http://www.courts.wa.gov/opinions/pdf/843627.opn.pdf>) require these agencies, as stewards of the public trust, to monitor the impact of this funding on a state wide basis.

Specifically, the law tasks the agencies with submitting a report, by December 1, 2013, outlining “the status of each indicator,” and establishing “baseline values and initial goals” for the system. The legislation also allows for recommendations on “revised performance goals and measurements,” as the agencies go through the learning process of implementing the legislation.

Legislative Intent

The legislature specified in the bill their intent:

It is, therefore, the intent of the legislature to establish a discrete set of statewide data points that will serve as **snapshots of the overall health of the educational system** and as a **means for evaluating progress in achieving the outcomes set for the system and the students it serves**. By monitoring these statewide indicators over time, it is the intent of the legislature to understand whether reform efforts and investments are making positive progress in the overall education of students and whether adjustments are necessary. Finally, it is the intent of the legislature to align the education reform efforts of each state education agency in order to hold each part of the system – statewide leaders, school personnel, and students – accountable to the same definitions of success. {emphasis added}

Further, the legislation notes that there are several entities working on related efforts:

“actively working on efforts to identify measurable goals and priorities, road maps, and strategic plans for the entire educational system. It is not the

legislature's intent to undermine or curtail the ongoing work of these groups. However, the legislature believes that a coordinated single set of statewide goals would help focus these efforts."

In addition to reporting on these indicators, the bill requires that we:

"shall establish a process for identifying realistic but challenging system-wide performance goals and measurements, if necessary, for each of the indicators established in subsection (1) of this section " {emphasis added}

Partners in the Implementation of ESSB 5491

The State Board of Education has been working on development of the goals with representatives from:

- Office of the Superintendent of Public Instruction
- Workforce Training & Education Coordinating Board
- Educational Opportunity Gap Oversight & Accountability Committee
- Student Achievement Council
- Department of Early Learning
- State Board for Community & Technical Colleges

Guiding Principles for Implementing ESSB 5491

Any rigorous goals-setting process has to start with some basic assumptions about the purpose of the process, some basic parameters about how to define goals which are ambitious yet achievable, and some understanding of the sorts of interventions, supports, and resources necessary to actually achieve the goals in question.

In establishing the goals for ESSB 5491, we operated from the following guiding principles:

1. ***The state's role is important, but also limited in important ways.*** The state does not "run" local schools from an operational standpoint, nor should it, and this has important implications for a state agency's role and influence in improving performance of students on these indicators. The state does, however, have a primary role in making ample provision for our system of schools, and for developing the tools to assess our progress—establishing academic standards and assessments. Without question, these two roles play a significant role in shaping the obstacles, resources, and incentives which drive teaching and learning in the system.
2. ***Duality of Leading and Lagging Indicators.*** The indicators prescribed in ESSB 5491 all share a duality in purpose—as each are both *leading* and *lagging* indicators. *Leading indicators* are predictive of a future state. *Lagging indicators* are summative, or outcome measures. They report the outcome of measure at a given point in time. Kindergarten readiness is a leading indicator of performance in Elementary school, and also a lagging indicator of the collective environment and services for that child from birth to entrance of Kindergarten. Similarly, fourth-grade reading is a lagging indicator of the impact of the K-4 education subsystem, and is also a leading indicator toward middle school and high school success.
3. ***The goal is not always obvious.*** How you construct your goal has important implications for points of emphasis in the system, and the goals are not always obvious. For example, choosing 'closing the opportunity gap' as a policy focus may lead you to slightly different policy solutions

and points of emphasis than ‘closing the growth gap’ or ‘career and college readiness for all students’. A major benefit to goals-setting is sending a powerful message to those in the field; those who are actually delivering programs and services. Slight differences in points of focus can have significant consequences for implementation.

4. **Improvement takes time.** For the goals to have legitimacy, it’s important to think through the actual system changes that would plausibly occur, and how long those changes would be expected to actually produce changes in the experiences of individual students. Expecting student performance changes in next year’s test scores, for example, represents a disconnect in that most of the actual student learning that is measured may already have occurred. In this respect, it’s important to think through what your metrics are actually measuring, and what the sequence of events are that lead to changes in that metric, over what period of time. Key considerations include: how long does full implementation of Common Core standards take? How long does it take for increased state funding to actually impact program improvements at a classroom level?
5. **Improvements take resources.** As a system, our assumption is that we can make incremental educational improvements without major changes in funding; however, it is our collective belief that we cannot achieve ambitious goals without a significant investment in our education system. Implementation of ESHB 2261 remains the primary vehicle for complying with the state’s Constitutional responsibility for ample funding of public schools, and we therefore see it as appropriate to view these goals in concert with those funding targets.
6. **System alignment remains a goal.** A variety of alignment issues became apparent during the discussion of these goals – in particular, how these goals relate the goals of the executive branch as currently being constructed in Results Washington’s World Class Education goal (www.results.wa.gov/whatWeDo/measureResults/education.aspx), how they relate to the goals established by the Washington Student Achievement Council as part of their strategic planning activities, and how they align to the goals required for compliance with federal ESEA regulatory guidance with regards to setting Annual Measurable Objectives (AMOs). System alignment for this project means at least two things – alignment with existing goal structures, but also alignment internally so that leading indicators align with lagging indicators, and that rates of change align when one indicator is predictive of another.
7. **Monitoring the Opportunity Gap is critical.** We must continue to focus on, and monitor progress toward closing the opportunity gap. In overall terms, we are looking at the composite of readiness gaps (leading indicator) and a growth gap (lagging indicator). For example, elementary reading proficiency represents a readiness gap for the middle school grades. At the end of middle grades, the growth gap shows us whether the system has shown accelerated growth (thus closing the gap).
8. **Our first effort is a “prototype” or “pilot” version.** In our initial look at the data, it is immediately clear that some data is incomplete, whereas other data will be substantially impacted by the transition to Common Core State Standards, where upon interim benchmarks will likely need to be recalibrated. We also believe that change is inevitable. Our tools, the metrics resulting from the tools and our techniques for analyzing the metrics will continue to improve.

Indicators Required in ESSB 5491

ESSB 5491 adds a new section 2 in to chapter 28A.150 RCW which specifies the following six statewide indicators of educational health.

1. The percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills administered in accordance with RCW 28A.655.080;
2. The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with RCW 28A.655.070;
3. The percentage of students meeting the standard on the eighth grade statewide mathematics assessment administered in accordance with RCW 28A.655.070;
4. The four-year cohort high school graduation rate;
5. The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed; and
6. The percentage of students enrolled in precollege or remedial courses in college.

Status of ESSB 5491 Indicators

Overview and Notes

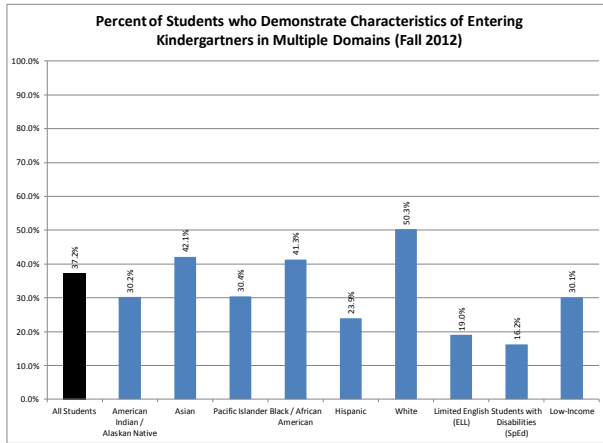
The implementation of ESSB 5491 indicators of educational health are dependent upon the data sources from which the data is gathered. The indicators and the data systems which feed into the data systems are in various states of implementation.

Table 1 summarizes the current state of each indicator and the data system which feeds that indicator, shows the 2013 baseline value, and shows the change per year over a 5 year trend.

Indicator	Current State of the Data	Comparative across states or Nation?	BASELINE: 2012-13 academic year results	5-Year Trend Change per year (PPPY=percentage points per year)
WA-KIDS: Percent of students who demonstrate the characteristics of entering kindergartners in all 6 domains	Fall 2012 sample: N=20,700 students in 118 schools. Biased toward high- need schools receiving funding for full-day Kindergarten programs.	No	37.2% (fall 2012)	N/A
4 th Grade Reading	Stable with extensive historical data.	No	72.4%	+0.19 PPPY
8 th Grade Math	Stable with extensive historical data.	No	53.2%	+0.87 PPPY
High School Graduation Rate- 4 Year Cohort	Stable with extensive historical data. Data on each graduating class is not available until December following the June graduations.	Yes	77.2%	+1.35 PPPY
Percents of graduates enrolled or employed in 2 nd and 4 th quarter after graduation	Currently, the data for “graduates enrolled” is very representative of all graduates of Washington public schools. However, the “employment” data is a subset representing only those students who have provided social security numbers (SSN). This is estimated to be approximately 50% of graduates. Despite this short-term data issue, we believe the strength of this indicator is in the comprehensive view it provides (the OR of education, employment, or training).			
Postsecondary Education	All students	Yes	60.0%	-0.10 PPPY
Postsecondary Employment	Approx. 50% of graduates w/ SSN	TBD	TBD	TBD
Percentage of students enrolled in precollege or remedial courses	Currently this data is separated into those attending 2-year and 4-year institutions. Despite this short-term data issue we will report this as a single measure of remediation pending data from OFM/ERDC.			
Attending 2-Year	Stable	Yes	57.0%	-0.20 PPPY
Attending 4-Year	Stable	Yes	11.0%	-0.20 PPPY

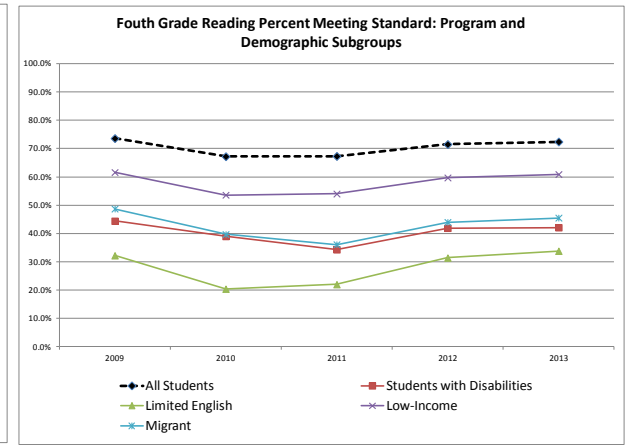
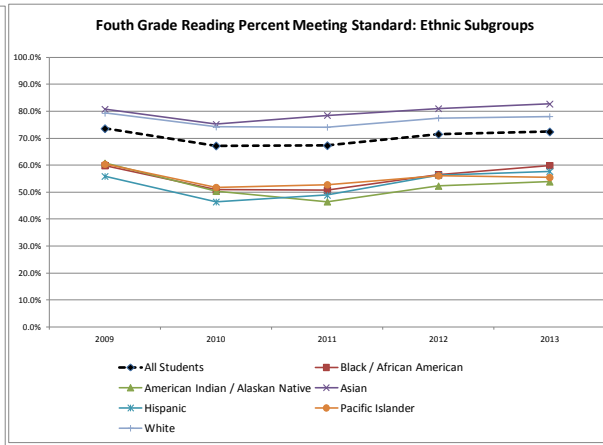
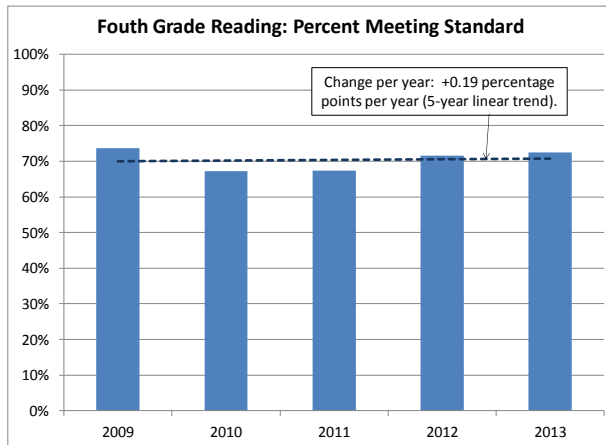
Table 1: Indicators- Current State and Baseline Values

Indicator 1: Kindergarten Readiness

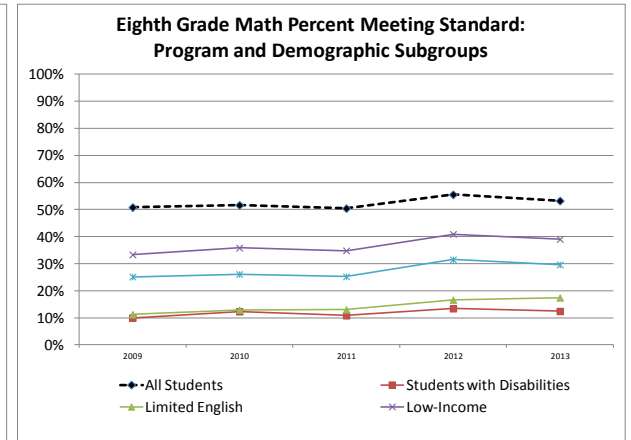
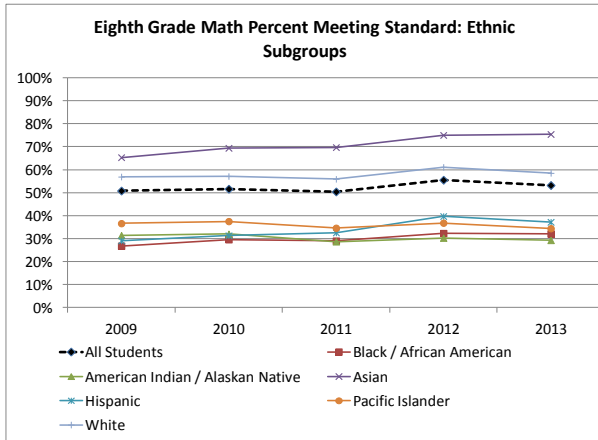
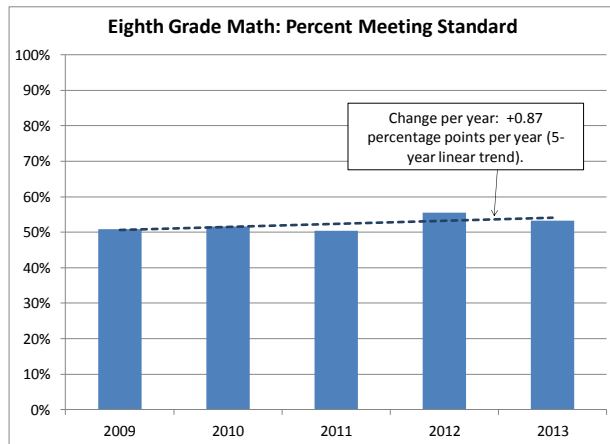


Longitudinal data and disaggregated subgroup data will be reported once Fall-2013 Wa-KIDS assessment results are available.

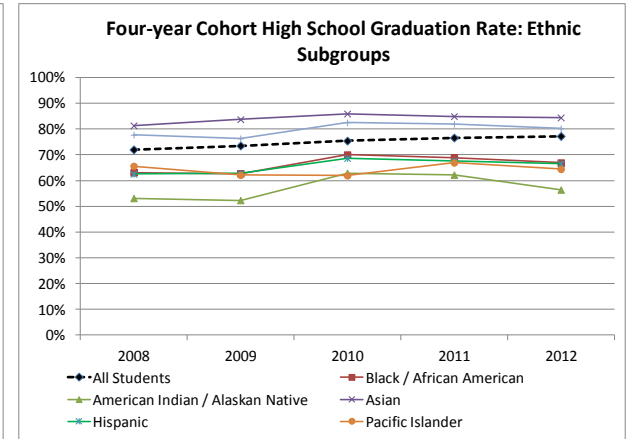
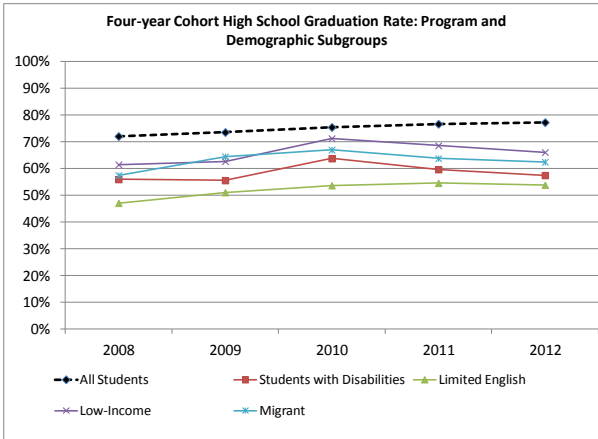
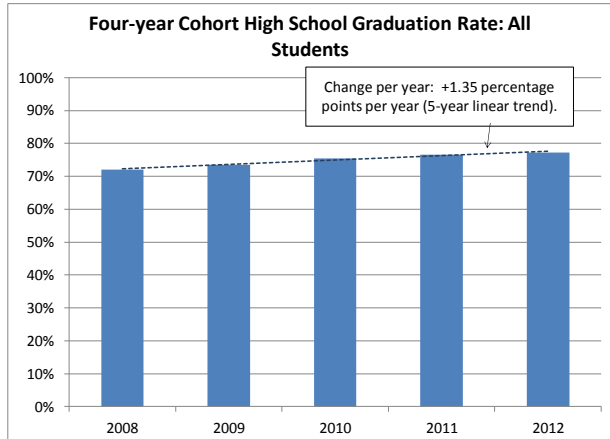
Indicator 2: Fourth Grade Reading



Indicator 3: Eighth Grade Math

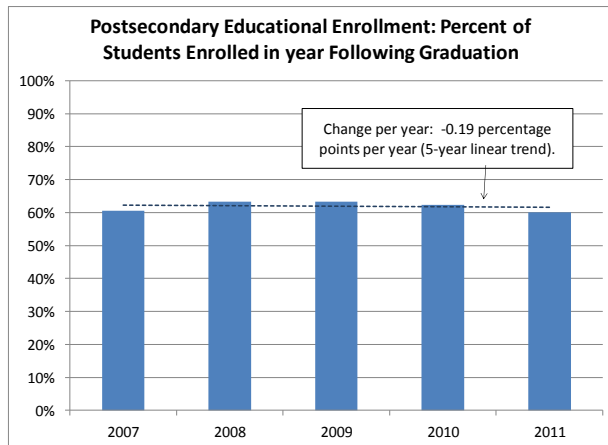


Indicator 4: 4-Year High School Graduation



Indicator 5: Postsecondary Education, Employment, or Training (Preliminary View)

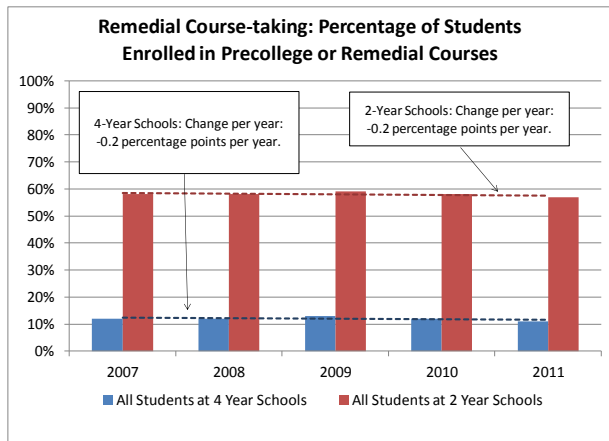
The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation that are either enrolled in postsecondary education or training or are employed. **** Preliminary View:** this preliminary view simply looks at postsecondary educational enrollment (without differentiating 2nd and 4th quarter after graduation).



* Awaiting final data from OFM/ERDC to include ethnic and demographic disaggregation and inclusion of Employment and Training data. This is expected late October, 2013.

Indicator 6: Postsecondary Need for Remedial Classes (Preliminary View)

The percentage of students enrolled in precollege or remedial courses in college.



* Awaiting final data from OFM/ERDC to include ethnic and demographic disaggregation and inclusion of Employment and Training data.

Initial Goal Setting Methodology and Targets

Phased Approach

Significant changes are underway in the instruments and sampling methodology used to measure these indicators. These include:

- Kindergarten readiness: The Fall 2012 sample for Wa-KIDS assessment is significantly biased toward high-need schools. Fall 2012 sample size is approximately 20,700 students in schools 118 schools providing full-day kindergarten. This methodology recalibrates the baseline after the Fall-2015 results are available (revised baseline will be based on fall 2012, 2013, 2014, and 2015 data).
- 4th grade reading and 8th grade mathematics: Smarter Balanced Assessments. In the 2014-'15 academic year students will be assessed toward the Common Core State Standards using the Smarter Balanced Assessments. The baselines set on the current M

	Aug '13 – Jul '14	Aug '14 – Jul '15	Aug '15 – Jul '16	Aug '16–Jul '17	Aug '17–Jul '18
Indicator	2013-14	2014-15	2015-16	2016-17	2017-18
WA-KIDS	Baseline set on Fall 2012 data		Revised after 2014-15 data available.		
4 th Grade Reading	Baseline set on 2013		Baseline reset after SBAC data availability (Fall of 2015).		
8 th Grade Math			Impact of change mediated by using National Comparisons if possible.		
Grad Rate	Goals set on Class of 2011 - Class of 2013 data (if available by 12.1.13). National comparisons should be used.				
Postsecondary education, training, or employment	Baseline set on data available fall of 2013 (Graduating Class of 2012)				
College Remediation	Baseline set on data available fall of 2013 (Graduating Class of 2012)				

Goal Targets

The goal targets build upon the guiding principles and set “realistic but challenging” (ESSB5491, page 2, line 36) goals over the 2013-14 to 2026-2027 academic years.

Two guiding goals for Washington are for the implementation of ESSB 5491:

- Close the Opportunity Gap within the PK-12 system
- Career and College-Readiness for All Students

While we use 2020 as the target for this initial set of indicators and measures, we fully realize this state is significantly changing the academic standards (what a child is expected to know and be able to do) for each grade level as we implement the Common Core State Standards (CCSS). CCSS will be implemented statewide in 2014-15. The first high school graduating class that will encounter CCSS for the duration of their K-12 experience will be the class of 2027 (kindergartners in 2014-15).

For this initial 2020 Vision, application of these Goal Targets to the indicators is based on the overall “rule” of reducing the gap between the baseline and the target by one-half (50%) by 2020.

- For achievement, graduation rate, and post-secondary education or employment the target is 100%.
- For remediation, the target is 0% (no remediation).

The following section, ***Proposed Application of the Goal Targets: Indicators and Goals***, contains,

- Specific indicators and a discussion of its current state
- 2013 Baseline and a 2-year average
- 5-Year Trend: using historical data (where available), the change per year as measured with a linear trend. This change is in “percentage points per year”.
- The specifics of the application of the goal target to each indicator—showing the resulting 2020 endpoint and the first two steps (2013-14 and 2014-15).

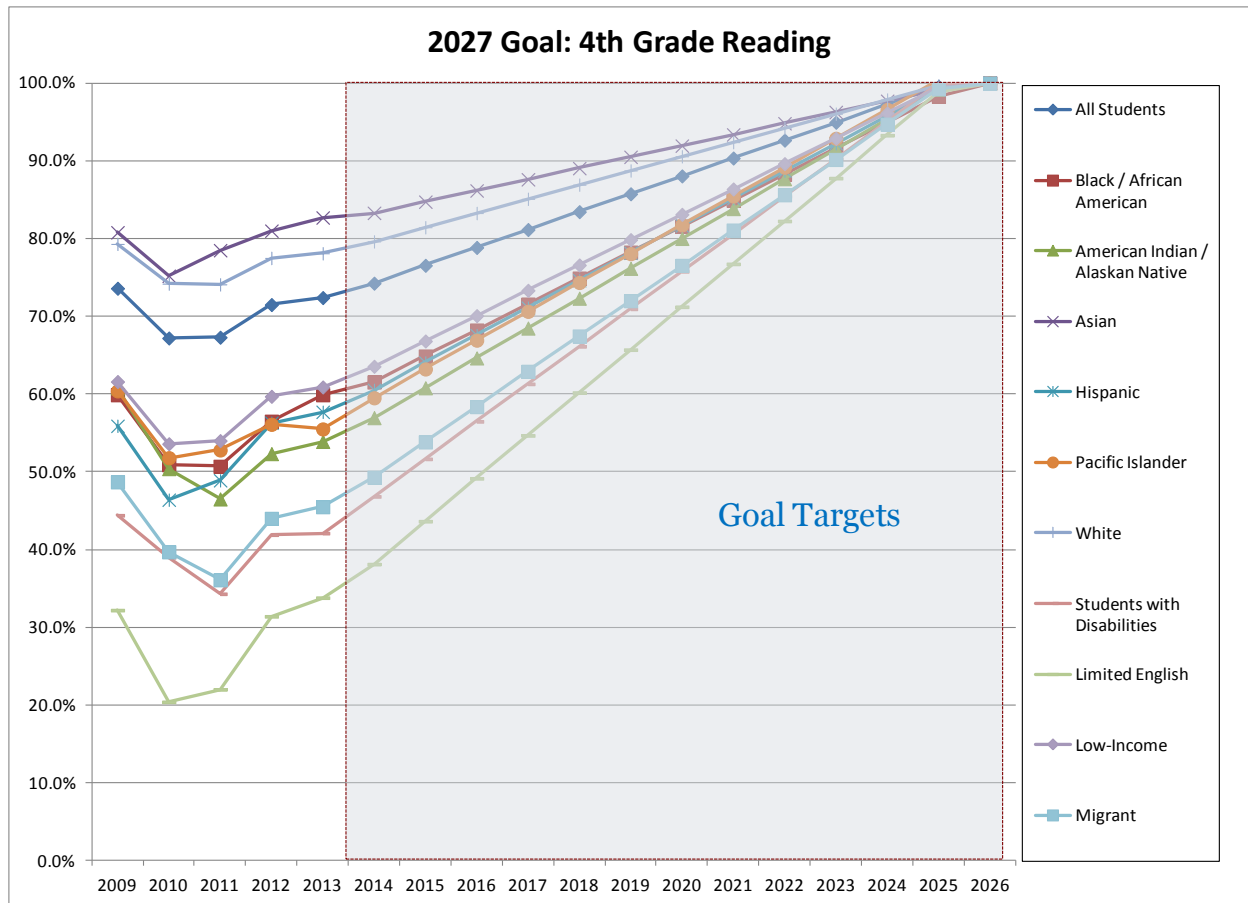
Indicator Goals

Indicator	2012-2013 results	Change per year (PPPY=percentage points per year)	Goal-Change Per Year	2013-'14 Goal	2014-'15 Goal	2020 Mid-point	2027 End-point
WA-KIDS: Percent of students who demonstrate the characteristics of entering kindergartners in all 6 domains	37.20%	N/A	+5.2	42.4%	47.7%	68.6%	100%
4 th Grade Reading	72.40%	+0.19 PPPY	+2.3	74.3%	76.6%	85.8%	100%
8 th Grade Math	53.20%	+0.87 PPPY	+3.9	58.3%	62.2%	77.8%	100%
High School Graduation Rate- 4 Year Cohort	77.2%	+1.35 PPPY	+1.9	79.1%	81. %	88.5%	100%
Percents of graduates enrolled or employed in 2 nd and 4 th quarter after graduation	Currently, the data for “graduates enrolled” is very representative of all graduates of Washington public schools. However, the “employment” data is a subset representing only those students who have provided social security numbers (SSN). This is estimated to be approximately 50% of graduates. Despite this short-term data issue, we believe the strength of this indicator is in the comprehensive view it provides (the OR of education, employment, or training).						100%
Postsecondary Education	60%	-0.10 PPPY	+3.3	63.3%	66.6%	80.0%	
Postsecondary Employment	TBD	TBD	TBD	TBD	TBD	TBD	
Percentage of students enrolled in precollege or remedial courses	Currently this data is separated into those attending 2-year and 4-year institutions. Despite this short-term data issue we will report this as a single measure of remediation pending data from OFM/ERDC.						0%
Attending 2-Year	57.0%	-0.20 PPPY	-4.8	52.7%	47.9%	28.8%	
Attending 4-Year	11.0%	-0.20 PPPY	-96	10.5%	9.5%	5.8%	

Goal Creation for Subgroups

With the baseline data, gaps exist across most subgroups. It is important to note that goals for each subgroup are not the same as the goals overall for “all students”. The goals for each individual subgroup are calculated based on “closing the gap” (in one-half by 2020 and the remaining one-half by 2027).

As an example of this visually for fourth grade reading proficiency, consider:



The December 1, 2013 Final Report to the Legislature will include the visual and tabular values for each indicator’s baseline, goals, and subgroup values. These details are not included herein to save space/resources.

Recommendations for Revisions

Introduction to Revisions

Every child in the state of Washington deserves an education that prepares her or him for a healthy, productive life. The system of education must provide every student access and the possibility of success in a system which provides 21st century skills to succeed in school, job, and career and community. Delivering on this outcome is predicated on having a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life¹.

Measuring system outcomes in this highly complex, dynamically changing system requires a clearly articulated endpoint and research-supported measurement along the path to the end point.

Revisions- Process Guidelines

- Alignment with efforts of partner agencies in measuring access and outcomes of the educational system is critical. If there is widespread agreement on the desired endpoint, then the measurements along the path should be in alignment.
- Proposed measures of educational health should reflect the contextual situation of the educational system in WA State.
- Parallel efforts can enhance the future. ESSB 5491 development and passage paralleled the work at the State Board to create a more rigorous and valid way of measuring school, district, and system accountability. Through the collaboration with stakeholders throughout the state, the State Board is nearing completion of the revised Washington State Achievement Index as a way of deeply viewing research-supported measures of educational outcomes.
- Currency in Research. Research in both the education process and measuring educational outcomes is a rapidly changing landscape. Design of the revised indicators should be grounded in the current state of the art in these areas of research.

Revisions based on desired Endpoint

As we approach recommended revisions to the ESSB 5491, the proposed revisions are predicated on crisply defining the desired endpoint.

ESSB 5491 indicates that it is not its intent to “undermine or curtail the work” (ESSB 5491, page 1, line 12) of the groups that are working on strategic plans for various components of the educational system. It further states that “the legislature believes that a coordinated, single set of statewide goals would help focus these efforts.” (ESSB 5491, page 1, line 13-14). ESSB 5491 sets the desired endpoint as the percentage of graduates who are enrolled in postsecondary education or employed or in training. As a measure, this is intended to measure the percentage of disenfranchised youth—those not in the system of postsecondary education, training, or employment.

While important to measure, we believe “attainment” is the critical endpoint measure. That is, the percentage of our citizenry who have attained sufficient certificates, credentials apprenticeships, and

¹ See the State Board of Education Mission at www.sbe.wa.gov/mission.php and www.results.wa.gov/whatWeDo/measureResults/education.aspx

degrees to obtain a living wage job. This focus on the endpoint increases alignment with other efforts to monitor the performance of the educational system.

Revisions- Design Criteria

1. The OSPI/State Board of Education Achievement Index provides critical measurements with increased:
 - a. Rigor: includes reading, writing, mathematics, and science as well as college and career readiness
 - b. Validity: uses both performance/proficiency and student growth
 - c. Components in the Achievement Index: the individual component measures can be isolated in the index and used in performance monitoring (by grade, by content area, by performance vs. student growth).
2. Contextually, the performance of English Language Learners must be monitored. This is one of our fastest growing subgroups and acquisition of English language is a critical gateway skill.
3. Research into Elementary level predictors of future success. There is mounting evidence that 3rd grade is a critical milestone for literacy skills.
4. National or cross-state comparisons. Wherever possible we will report data with cross-state comparisons. The use of the SBAC assessments in 2014-15 will enable this for English/language arts and mathematics.
5. Opportunity Gap. While subgroup performance is monitored as part of each indicator (as per the bill), explicitly measuring the opportunity gap at a critical point in time is desired.

Revised Indicators: Specification

Based on the points listed above and meeting the intent of ESSB 5491, a revised set of Indicators for legislative monitoring of the health of the education system might look like:

1. Access to Quality Schools: *New Indicator*

Indicator: The percent of schools at, or above, the “Good” tier of the revised OSPI/State Board of Education Achievement Index.

This indicator has the benefit of explicitly connecting these statewide indicators of educational health, with the school and district accountability system based on the Achievement Index.

2. Kindergarten Readiness: *As in ESSB 5491*

Indicator: Percent of students demonstrating the characteristics of entering kindergarteners on all six areas of Wa-KIDS;

3. Third-Grade Reading: *Revised Indicator*

Indicator: The percent of students meeting standard on the third grade Reading (English / Language Arts under the Common Core State Standards) assessment;

ESSB 5491 requests 4th grade reading as the indicator. There is strong research supporting 3rd-grade reading as the best early literacy measure.

4. 8th-grade Readiness for High School: *New/Revised composite 8th grade Indicator*

ESSB 5491 requires 8th Grade Math as a single indicator. We are proposing a “high school readiness” indicator comprising three critical measures of high school readiness.

- a. Indicator: The percent of students meeting standard on 8th grade assessments of Reading, Math, (English /Language Arts, mathematics under Common Core State Standards) and science (state standards evolving to the NGSS science standards in 2018);
 - b. Language Acquisition Indicator: The percentage of English Language Learner students who have reached language proficiency on the state language proficiency assessment in grades K-8.
 - c. Growth Gap Indicator: The size of the learning growth gap between the highest and lowest performing student subgroup in math and reading, expressed as the difference in student growth percentiles, through grade 8.
- 5. Extended High School Graduation: Revised Indicator**
ESSB 5491 requires the use of the 4-year cohort graduation rate. This measure does not enable us to see the impact of programs which assist students to use one or two more years to obtain their high school diploma.
Indicator: The percent of students graduating using the 5/6-year (extended) graduation rate data;
- 6. Quality of Secondary Diploma: As in ESSB 5491**
Indicator: The percent of high school graduates enrolled in precollege or remedial courses in postsecondary educational institutions;
- 7. Postsecondary Attainment: New/Revised Indicator**
ESSB 5491 requires monitoring the postsecondary percentage of students in education, training, or employment. We are not proposing to remove this indicator, but to supplement this view of “disenfranchised youth” with the overarching attainment indicator.
- a. Indicator: The percentage of high school graduates attaining certificates, credentials, and completing apprenticeships prior to age 26. Note: additional research in to the availability of data (or limitations on the data) is required. This indicator is prominent in both the Results Washington work on the “World Class Education Goal” (www.results.wa.gov/whatWeDo/measureResults/education.aspx) and the Community Center for Education Results Roadmap Project (www.roadmapproject.org)
 - b. Indicator: The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed;

These eight indicators will provide the legislature with highly valid and reliable snapshot of the health of the educational system.

Based on these revised indicators, the December 1, 2013 report to the legislature will include the current baseline values for these indicators and all subgroup data. The goal setting methodology described above for the current indicators will be applied to the revised indicators.



Achievement & Accountability Workgroup (AAW) ESSB 5491 Feedback Report from the October 9, 2013, Meeting

Overview

During this AAW meeting, members discussed ESSB 5491 via a morning webinar. AAW members were asked to provide feedback and ask questions via the webinar chat tool, participate in polls, fill out a post-webinar survey, and were invited to participate in a follow-up teleconference if interested. Feedback from all of those sources was used in the creation of this report. Each member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

During group discussions, AAW members provided input on the implementation of ESSB 5491:

ESSB 5491 Discussion Topics	Feedback
ESSB 5491 Guiding Principles	<ul style="list-style-type: none"> • Most members felt that Indicators should be disaggregated at the district level • One member stated that Indicators should be a snapshot for legislators • Interagency, P-20, and Index alignment is vital • Provide differentiated support to high need schools
Goal Targets	<ul style="list-style-type: none"> • Goal targets are unrealistic for the ELL student group • 50% improvement is unrealistic for any group • Changing goal targets due to transition to Common Core
Application of Goal Targets: Indicators and Goals	<ul style="list-style-type: none"> • A few AAW members expressed concerns with reliability of WaKIDS assessment, alignment of WaKIDS with Common Core, and its use as a comparative indicator • Two members expressed positive comments on the potential for using WaKIDS to understand gaps at the start of education and understand the whole student rather than just the state assessment information • An AAW member stated that the goal target for WaKIDS is noble, but does not align with current pre-K resources

Presentation and AAW Feedback on ESSB 5491

ESSB 5491 tasks the State Board of Education, Office of Superintendent of Public Instruction, the Workforce Training and Education Coordinating Board, the Washington Student Achievement Council, and the Educational Opportunity Gap Oversight and Accountability Committee with submitting a report, by December 1, 2013, outlining “the status of each indicator,” and establishing “baseline values and initial goals” for the system. The legislation also allows for recommendations on “revised performance goals and measurements,” as the agencies go through the learning process of implementing the legislation.

AAW members were asked to provide feedback on:

Presentation on Guiding Principles

1. The state’s role is important, but also limited in important ways.
2. The goal is not always obvious.
3. Improvement takes time.
4. Improvements take resources
5. System alignment remains a goal.
6. Our first effort is a “Beta” version.

Feedback and Questions on Guiding Principles

- Many participants were concerned that the indicators would not be disaggregated at a district level.
- Some participants were concerned that too many indicators are only based on state assessments.
- “Totally agree with your comments about 5491 being an accountability tool for the legislature and not the district. The intent of the bill was to provide a "snapshot" of the educational health system - and not a "gotcha" mechanism for districts or schools”
- “How do these indicators fit in with the proficiency targets we had to set as part of our ESEA waiver requirements? Do they have to align? Should they?”
- “Isn't part of the point of these educational indicators to measure the entire system Pre-K through college entrance, not just K12 health?”
- “I think these goals are great... BUT, without any type of system alignment amongst the other agencies (legislature, governor, OSPI, DEL, WSAC, etc.) it's going to be increasingly difficult to get there. We need to seek adoption of these goals and milestones by all parties.”
- “I agree with the importance of alignment between 5491 and accountability index. The more alignment the better!”
- “2261 is cited as the primary vehicle for providing resources. 2261 does not really address putting more resources in to high need areas. So I think there is an equity in funding issue that is not really addressed.”

- “I agree that a lot can be done within current resources, but we must develop more effective ways of spreading effective practices to all schools with higher needs students.”

Presentation of “Realistic but Challenging” Goal Targets

Two guiding goals for Washington are for the implementation of ESSB 5491:

- Close the Achievement Gap within the PK-12 system
- Career and College-Readiness for All Students

While we use 2020 as the target for this initial set of indicators and measures, we fully realize this state is significantly changing the academic standards (what a child is expected to know and be able to do) for each grade level as we implement the Common Core State Standards (CCSS). CCSS will be implemented statewide in 2014-15. The first high school graduating class that will encounter CCSS for the duration of their K-12 experience will be the class of 2027 (Kindergartners in 2014-15).

For this initial 2020 Vision, application of these Goal Targets to the indicators is based on the overall “rule” of reducing the gap between the baseline and the target by one-half (50%) by 2020.

- For achievement, graduation rate, and post-secondary education or employment the target is 100%.
- For remediation, the target is 0% (no remediation).

Feedback and Questions on Goal Targets

- “Thank you for your comments about getting serious about closing the achievement gap by putting resources in Pre-K and differentiating resources for highly impacted schools. However, these need to be done without punishing the schools, teachers, and communities in which they learn and live by putting them on ‘lists.’”
- “Kids who do not speak English will not pass the test so that subgroup will never reach 100% unless the state will test them in their primary language. When will there be any realistic proposal about this subgroup?”
- “How do you propose to deal with the widely predicted significant decrease in MSP test scores when setting goals for 4th grade reading and 8th grade math?”
- “What evidence is there that the 50% goal has any basis in reality for any of the groups, especially for the ELL subgroup?”

Presentation of Proposed Application of the Goal Targets: Indicators and Goals

- Specific indicators and a discussion of its current state
- Its comparability with across the nation
- Two “baseline” data points: a 2-year average and the latest year result

- 5-Year Trend: using historical data (where available), the change per year as measured with a linear trend. This change is in “percentage points per year”.

Tables were provided with specifics of the application of the goal target to each indicator— showing the resulting 2020 endpoint and the first two steps (2013-14 and 2014-15).

Feedback and Questions on Proposed Application of the Goal Targets: Indicators and Goals

AAW members said the following about the WaKIDS indicator:

- “The state piloted the kinder assessments. I have been told that those who piloted did not support WaKIDS but other assessments that were piloted. The state selected WaKIDS in spite of the pilot testers' input. We were told that there was heavy pressure for WaKIDS from the Pre-K crowd. Let them do WaKIDS so they can better address the pre-K skills.”
- “The state should take this opportunity to revisit the WAKIDS assessment. Listen to the practitioners. Since there is no post-test with WaKIDS the progress Greg mentioned as a goal is not measured. But no one in K12 wants to post-test with WaKIDS. There needs to be a better assessment, and one that can actually measure growth. A new assessment should align with the CCSS.”
- “Please explain how K-12 districts have any control (resources) to impact the skill levels of entering kindergartners when some communities in our state have little or no support for preK programs? Especially when applied to high poverty high ELL communities.”
- “WA Kids measures stuff that I would also like to see measured throughout the years of formal education. That is the Common Core is not all the ‘growing’ that we hope for.”
- “I agree with Ben on WaKIDS as indicator for achievement gap and funding for early learning.”
- “The guiding principles seem appropriate.
While I like the idea behind the WaKids targets (i.e. we all want all kids to be ready for K), I'm not sure they are reasonable for the following reasons:
1.) The targets should align with Results WA which indicates a 2% increase in K-readiness by 2015.
2.) While closing the gap by 2027 is noble, it does not align with current Pre-K resources. Even if ECEAP achieves entitlement by the 2018-19 school year, that only represents about 15-20% of incoming kindergartners. Our Early Achievers program for child care providers is growing quickly but is based on voluntary participation. I don't think it's fair to expect that we can close the K-readiness gap unless Pre-K is a state entitlement for all children.”

An AAW member said the following about the remediation indicator:

- “For the indicator that uses the percentage of students enrolled in precollege or remedial course, the SBCTC report includes data on recent HS graduates (within previous 3 years). Perhaps this should be specifically stated in the indicators, to exclude older, returning adult students in precollege courses.” This AAW member also stated that indicators on both recent graduates and older graduates should be requested.

Achievement and Accountability Workgroup: ESSB 5491 Indicators of Educational Health Discussion and Feedback



**BEN RARICK, EXECUTIVE DIRECTOR
LINDA DRAKE, RESEARCH DIRECTOR
GREG LOBDELL, PRESIDENT,
CENTER FOR EDUCATIONAL EFFECTIVENESS**

OCTOBER 9, 2013



AAW's Role Today



- Members of the AAW are being asked to:
 - ✦ Provide feedback on the *Guiding Principles*
 - ✦ Provide feedback on the *Goal Targets*
 - ✦ Provide feedback on the *Application of Targets- Indicators and Goals*



Critical elements in the legislative intent



It is, therefore, the intent of the legislature to...

- ✦ establish a discrete set of statewide data points
- ✦ serve as snapshots of the overall health of the educational system
- ✦ as a means for evaluating progress
- ✦ to understand whether reform efforts and investments are making positive progress

Source: ESSB 5491: Page 1, line 15 through page 2, line 3.



Specific Indicators in ESSB5491



- (1) The following statewide indicators of educational system health are established:
 - (a) The percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills administered in accordance with RCW 28A.655.080;
 - (b) The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with RCW 28A.655.070;
 - (c) The percentage of students meeting the standard on the eighth grade statewide mathematics assessment administered in accordance with RCW 28A.655.070;
 - (d) The four-year cohort high school graduation rate;
 - (e) The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed; and
 - (f) The percentage of students enrolled in precollege or remedial courses in college.



The Role of SBE and Partners



- ...shall establish a process for identifying realistic but challenging system-wide performance goals and measurements
- The performance goal for each indicator must be set on a biennial basis, and may only be adjusted upward.

Source: ESSB 5491: Page 2, line 36 through page 3, line 4.



Guiding Principles



- State's role is important, but also limited.
- The goal is not always obvious
- Improvement takes time
- Improvements take resources
- System alignment remains a goal.
- Our first effort is a “beta test” version



ESSB 5491 Indicators of Educational Health



Questions?
Comments?



ESSB 5491 Indicators of Educational Health



Feedback question:

**Do you have any concerns or additions to the
*Guiding Principles?***

Type your response into the
'chat/questions' dialogue box.



2020 Goals- Critical Timeframes



- Timeframe phases

- ✦ Across the 6 indicators, significant change in the measurement tools will occur between now and 2018
 - MSP 4th grade Reading replaced by SBAC in 2014-15
 - MSP 8th grade Math replaced by SBAC in 2014-15
 - Wa-KIDS: increased sample toward full implementation in 2018
- ✦ The first cohort of students that will encounter CCSS for the duration of their K-12 education will be the HS graduating class of 2027.



2020 Goal Targets



- **Over-arching guiding goals**
 - ✦ Close the achievement gap within the PK-12 system
 - ✦ Career and college-readiness for all students
- **Phase 1: 2020 Goals**
 - ✦ Reduce all gaps by 50% (one-half) from 100%
 - ✦ Re-calibrate baseline with 2014-15 SBAC 4th-Reading and 8th-Math results
- **Phase 2: 2020 to 2027**
 - ✦ Close the remaining gap



ESSB 5491 Indicators of Educational Health



Feedback question:

Do you have any concerns or additions to the *Goal Targets*?

Type your response into the
'chat/questions' dialogue box.



Example: 4th Grade Reading



	2009	2010	2011	2012	2013	Latest 2-year Average	5-year change per year
All Students	73.6%	67.2%	67.3%	71.5%	72.4%	72.0%	0.19%
Black / African American	59.9%	50.9%	50.7%	56.5%	59.9%	58.2%	0.56%
American Indian / Alaskan Native	60.8%	50.4%	46.5%	52.3%	53.9%	53.1%	-1.19%
Asian	80.8%	75.2%	78.5%	81.0%	82.7%	81.9%	0.96%
Hispanic	55.9%	46.4%	48.9%	56.3%	57.7%	57.0%	1.35%
Pacific Islander	60.4%	51.8%	52.8%	56.1%	55.5%	55.8%	-0.55%
White	79.3%	74.2%	74.1%	77.5%	78.1%	77.8%	0.09%
Students with Disabilities	44.4%	39.0%	34.3%	41.9%	42.1%	42.0%	-0.17%
Limited English	32.2%	20.4%	22.0%	31.4%	33.8%	32.6%	1.42%
Low-Income	61.6%	53.6%	54.0%	59.7%	60.9%	60.3%	0.47%
Migrant	48.7%	39.7%	36.1%	44.0%	45.5%	44.8%	-0.21%



Example: 4th Grade Reading

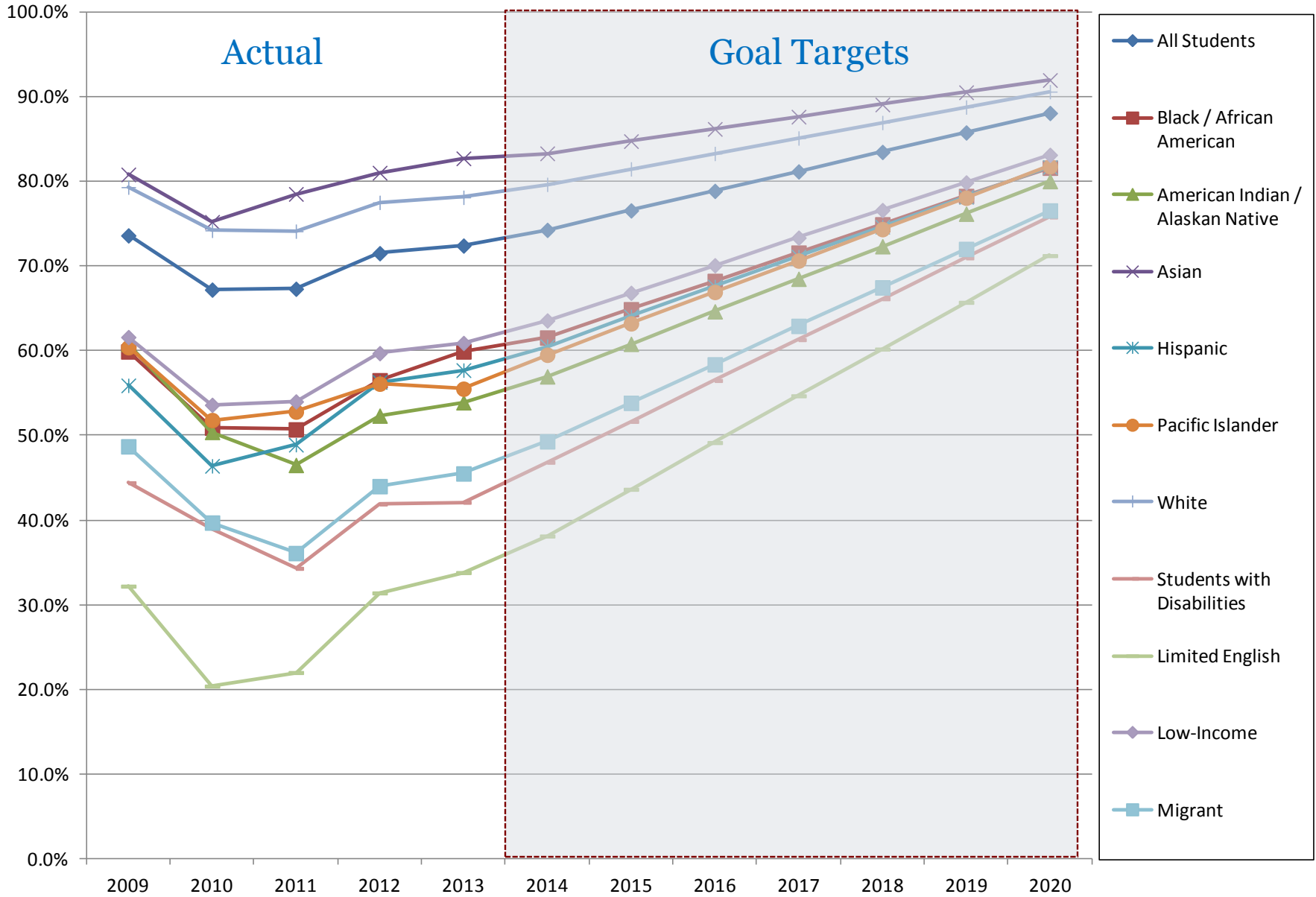


	2009	2010	2011	2012	2013	Latest 2-year Average	5-year change per year	Gap to 100%	50% of Gap	Yearly Step	2020 Endpoint	2013-14 Goal	2014-15 Goal
All Students	73.6%	67.2%	67.3%	71.5%	72.4%	72.0%	0.19%	27.6%	13.8%	2.3%	85.8%	74.3%	76.6%
Black / African American	59.9%	50.9%	50.7%	56.5%	59.9%	58.2%	0.56%	40.1%	20.1%	3.3%	78.3%	61.5%	64.9%
American Indian / Alaskan Native	60.8%	50.4%	46.5%	52.3%	53.9%	53.1%	-1.19%	46.1%	23.1%	3.8%	76.2%	57.0%	60.8%
Asian	80.8%	75.2%	78.5%	81.0%	82.7%	81.9%	0.96%	17.3%	8.7%	1.4%	90.5%	83.3%	84.7%
Hispanic	55.9%	46.4%	48.9%	56.3%	57.7%	57.0%	1.35%	42.3%	21.2%	3.5%	78.2%	60.5%	64.1%
Pacific Islander	60.4%	51.8%	52.8%	56.1%	55.5%	55.8%	-0.55%	44.5%	22.3%	3.7%	78.1%	59.5%	63.2%
White	79.3%	74.2%	74.1%	77.5%	78.1%	77.8%	0.09%	21.9%	11.0%	1.8%	88.8%	79.6%	81.5%
Students with Disabilities	44.4%	39.0%	34.3%	41.9%	42.1%	42.0%	-0.17%	57.9%	29.0%	4.8%	71.0%	46.8%	51.7%
Limited English	32.2%	20.4%	22.0%	31.4%	33.8%	32.6%	1.42%	66.2%	33.1%	5.5%	65.7%	38.1%	43.6%
Low-Income	61.6%	53.6%	54.0%	59.7%	60.9%	60.3%	0.47%	39.1%	19.6%	3.3%	79.9%	63.6%	66.8%
Migrant	48.7%	39.7%	36.1%	44.0%	45.5%	44.8%	-0.21%	54.5%	27.3%	4.5%	72.0%	49.3%	53.8%

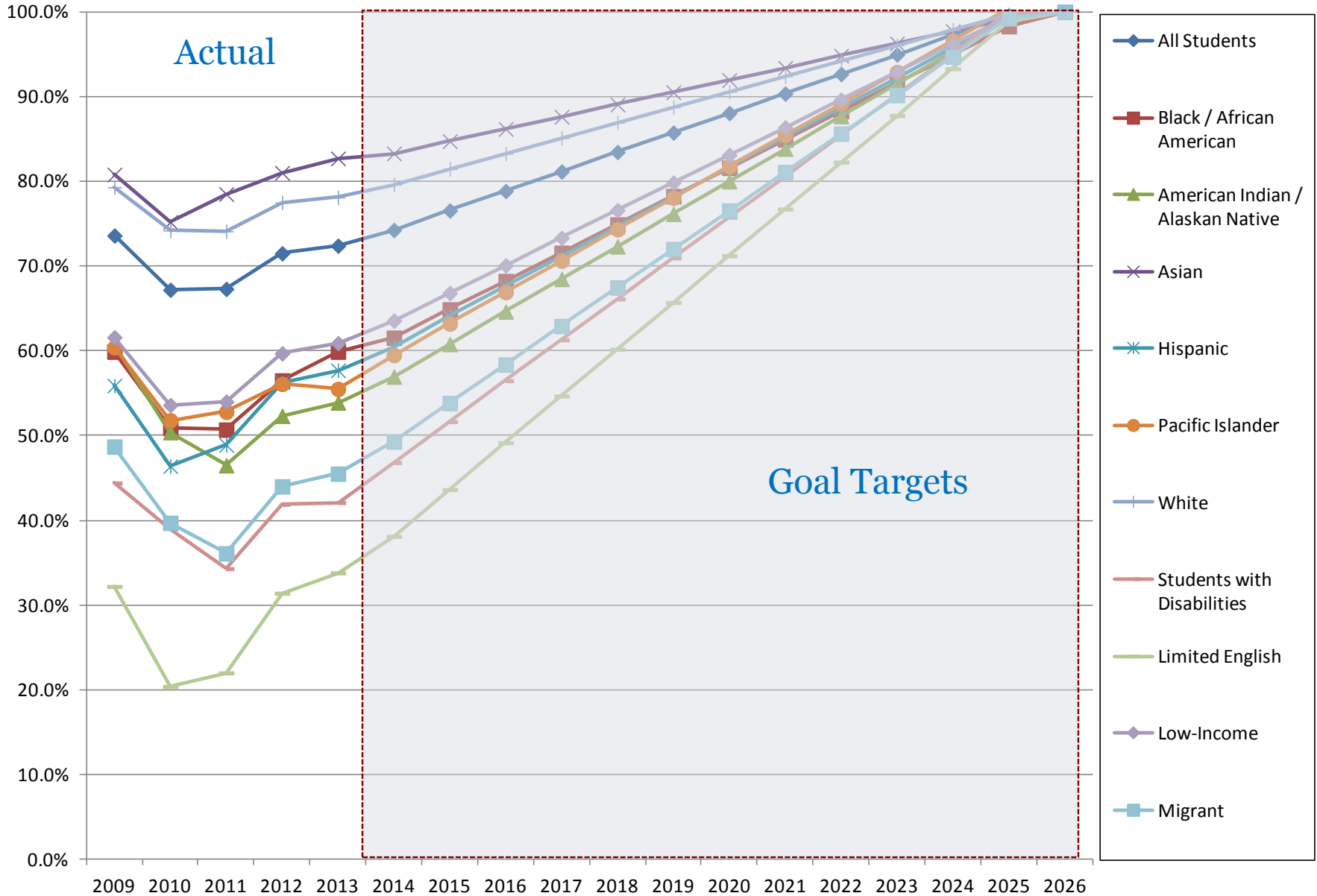
Note: This is an example of applying the goal strategy and does not show the re-calibration of baseline which will be required in in Q3 2015 with the results of SBAC 4th grade Reading assessment.



2020 Goal: 4th Grade Reading



2027 Goal: 4th Grade Reading



Implementing the Phased Approach



	Aug '13 – Jul '14	Aug '14 – Jul '15	Aug '15 – Jul '16	Aug '16–Jul '17	Aug '17–Jul '18
Indicator	2013-14	2014-15	2015-16	2016-17	2017-18
WA-KIDS	Baseline set on 2013		Revised after 2014-15 data available.		
4 th Grade Reading 8 th Grade Math	Baseline set on 2013		Baseline reset after SBAC data availability. Impact of change mediated by using National Comparisons if possible.		
Grad Rate	Goals set on Class of 2011 - Class of 2013 data (if available by 12.1.13). National comparisons should be used.				
Postsecondary education / training / employment	Goals set on latest 3 years of data				
College Remediation	Goals set on latest 3 years of data.				



Goal Summary: Application of Targets



Indicator	Current State	Comparative across states or Nation?	2012-2013 results	Change per year (PPPY=percentage points per year)	Goal-Change Per Year	2013-'14 Goal	2020 Endpoint
WA-KIDS: Percent of students who demonstrate the characteristics of entering kindergartners in all 6 domains	2012. N=20,700 students in 118 schools. Biased toward high- need schools.	No	37.2%	N/A	+5.2	42.4%	68.6%
4 th Grade Reading	Stable with extensive historical data.	No	72.4%	+0.19 PPPY	+2.3	74.3%	85.8%
8 th Grade Math	Stable with extensive historical data.	No	53.2%	+0.87 PPPY	+3.9	58.3%	77.8%
High School Graduation Rate- 4 Year Cohort	Stable with extensive historical data	Yes	77.2%	+1.35 PPPY	+1.9	79.1%	88.5%
Percents of graduates enrolled or employed in 2 nd and 4 th quarter after graduation							
Postsecondary Education	All students	Yes	60%	-0.10 PPPY	+3.3	63.3%	80.0%
Postsecondary Employment	Approx. 50% of graduates w/ SSN	TBD	TBD	TBD	TBD	TBD	TBD
Percentage of students enrolled in precollege or remedial courses							
Attending 2-Year	Stable	Yes	57.0%	-0.20 PPPY	-4.8	52.7%	28.8%
Attending 4-Year	Stable	Yes	11.0%	-0.20 PPPY	-.96	10.5%	5.8%



ESSB 5491 Indicators of Educational Health



Discussion--
Comments?



ESSB 5491 Indicators of Educational Health



Feedback question:

Do you have any concerns or recommended changes to the Goal Targets?

Type your response into the
'chat/questions' dialogue box.



Resources



- Website: www.SBE.wa.gov
- Blog: washingtonSBE.wordpress.com
- Facebook: www.facebook.com/washingtonSBE
- Twitter: www.twitter.com/wa_SBE
- Email: sbe@sbe.wa.gov
- Phone: 360-725-6025





THE WASHINGTON STATE BOARD OF EDUCATION

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

Crosswalk between E2SSB 5491 Draft Indicators and Draft Results Washington

ESSB 5491 Draft	Results Washington Draft
WaKIDS 5491 Indicator: Percentage of students who demonstrate characteristics of entering Kindergartners in all six areas	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +5.2% increase per year for All-Students.* Largest step for ethnicity is for the Hispanic subgroup at 6.3%. ELL step is 6.8% and 7.0% for Students with Disabilities. <u>1-Year Baseline:</u> 37.20%* <u>2020 Endpoint:</u> 68.6%	2.1 Increase the percentage of children entering kindergarten who demonstrate they are ready by 2% by 2015
Annual Increase: 5.2%* for All-Students	Annual Increase: 2%

*The 2012-13 baseline for WaKIDS is significantly biased toward high-need schools (those receiving funding for all-day kindergarten). As WaKIDS assessment expands to become more representative of the state, it is anticipated that the rate will rise due to the sample being more representative.

Fourth Grade Reading 5491 Indicator: The percentage of students meeting standard on the fourth grade statewide reading assessment	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +2.3% increase per year for All-Students. Largest step for ethnicity is American Indian at 3.8%. ELL step is 5.5% and 4.8% for Students with Disabilities. <u>2-Year Baseline:</u> 71.95% <u>2020 Endpoint:</u> 85.8%	2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate high school college and career ready by 2% from 2013 to 2014
	2.2.a. Increase percentage of students proficient in 4 th grade reading and writing, 7 th grade math and 8 th grade science by 2% from 2013 to 2014
	2.2.d. Reduce opportunity gaps for all students through proficiency in reading, math, science (including biology for high school) from X to X by 20XX
Annual Increase: 2.3% for All-Students	Annual Increase: 2%

Eighth Grade Math 5491 Indicator: Percentage of students meeting the standard on the eighth grade statewide mathematics assessment	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +3.9% increase per year for All-Students. Largest step for ethnicity is American Indian at 4.6%. ELL step is 6.9% and 7.3% for Students with Disabilities. <u>2-Year Baseline:</u> 54.35% <u>2020 Endpoint:</u> 77.8%	2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate high school college and career ready by 2% from 2013 to 2014
	2.2.d. Reduce opportunity gaps for all students through proficiency in reading, math, science (including biology for high school) from X to X by 20XX
Annual Increase: 3.9% for All-Students	Annual Increase: 2%



THE WASHINGTON STATE BOARD OF EDUCATION

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

ESSB 5491 Draft	Results Washington Draft
Graduation Rate 5491 Indicator: Four-year adjusted cohort high school graduation rate	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +1.9% increase per year for All-Students. Subgroup steps are TBD awaiting data from OSPI. <u>2-Year Baseline:</u> 76.9% <u>2020 Endpoint:</u> 88.5%	2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate high school college and career ready by 2% from 2013 to 2014 2.2.c. Increase percentage of high school students who graduate from high school in 4 years and 5 years 2% a year from 2013 to 2018
Annual Increase: 1.9% for All-Students	Annual Increase: 2%

HS Graduate Employment, Training, Education Rate 5491 Indicator: Percentage of high school graduates who during the second quarter after graduation are either in postsecondary education or training or are employed, and the percentage during the fourth quarter**	
Postsecondary Education: By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +3.3% increase per year for All-Students. Subgroup steps are TBD. <u>2-Year Baseline:</u> 61%** <u>2020 Endpoint:</u> 80%	1.3/2.3 Increase the percentage of population enrolled in certificate, credential, apprenticeship, and degree programs from X to X by 20XX (TBD)
Postsecondary Employment: TBD** Postsecondary Training: TBD**	Note: Results Washington contains many measures and indicators related to employment and STEM training, but none directly match to a goal for percentage of high school graduates in employment or training.
Postsecondary Education Annual Increase: 3.3% Training and Employment Annual Increase: TBD**	Postsecondary Education Annual Increase: TBD

** The legislation calls for education **OR** employment. The postsecondary education data includes all students; the postsecondary employment data only includes those students where ERDC has a SSN, which is approximately 50% of graduates. Thus, this Indicator may need to be separated into sub-indicators since it is impossible achieve with today's data.

Remediation Rate 5491 Indicator: Percentage of students enrolled in precollege remediation courses in college	
By 2020, reduce by ½ the gap toward 0% (needing remediation) for All-Students and each subgroup. Attending 2-Year: Results in a 4.79% decrease per year for All-Students. Subgroup steps are TBD. <u>2-Year Baseline:</u> 57.5% <u>2020 Endpoint:</u> 28.8% Attending 4-Year: Results in a 0.96% decrease per year for All-Students. Subgroup steps are TBD. <u>2-Year Baseline:</u> 11.5% <u>2020 Endpoint:</u> 5.8%	2.2.f. Decrease the percentage of recent high school graduates enrolled in precollege or remedial courses in college from 40% to 35% by 2017
Attending 2-Year Annual Decrease: 4.79% Attending 4-Year Annual Decrease: 0.96%	

Source: 9/10/13 draft of results Washington. The complete list of indicators for Results Washington is available at <http://www.results.wa.gov/>

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE SENATE BILL 5491

Chapter 282, Laws of 2013

63rd Legislature
2013 Regular Session

K-12 SCHOOLS--EDUCATIONAL SYSTEM HEALTH

EFFECTIVE DATE: 07/28/13

Passed by the Senate April 22, 2013
YEAS 48 NAYS 0

BRAD OWEN

President of the Senate

Passed by the House April 15, 2013
YEAS 93 NAYS 4

FRANK CHOPP

Speaker of the House of Representatives

Approved May 16, 2013, 2:41 p.m.

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 5491** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

Secretary

FILED

May 17, 2013

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE SENATE BILL 5491

AS AMENDED BY THE HOUSE

Passed Legislature - 2013 Regular Session

State of Washington 63rd Legislature 2013 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, Litzow, Kohl-Welles, Dammeier, Frockt, Nelson, Rolfes, Chase, Eide, Cleveland, Rivers, Hobbs, Fain, Hewitt, Murray, Kline, Billig, and Conway)

READ FIRST TIME 02/22/13.

1 AN ACT Relating to statewide indicators of educational health;
2 adding a new section to chapter 28A.150 RCW; and creating a new
3 section.

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

5 NEW SECTION. **Sec. 1.** (1) The legislature acknowledges that
6 multiple entities, including the state board of education, the office
7 of the superintendent of public instruction, the workforce training and
8 education coordinating board, the quality education council, and the
9 student achievement council, are actively working on efforts to
10 identify measurable goals and priorities, road maps, and strategic
11 plans for the entire educational system. It is not the legislature's
12 intent to undermine or curtail the ongoing work of these groups.
13 However, the legislature believes that a coordinated single set of
14 statewide goals would help focus these efforts.

15 (2) It is, therefore, the intent of the legislature to establish a
16 discrete set of statewide data points that will serve as snapshots of
17 the overall health of the educational system and as a means for
18 evaluating progress in achieving the outcomes set for the system and
19 the students it serves. By monitoring these statewide indicators over

1 time, it is the intent of the legislature to understand whether reform
2 efforts and investments are making positive progress in the overall
3 education of students and whether adjustments are necessary. Finally,
4 it is the intent of the legislature to align the education reform
5 efforts of each state education agency in order to hold each part of
6 the system - statewide leaders, school personnel, and students -
7 accountable to the same definitions of success.

8 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.150
9 RCW to read as follows:

10 (1) The following statewide indicators of educational system health
11 are established:

12 (a) The percentage of students demonstrating the characteristics of
13 entering kindergartners in all six areas identified by the Washington
14 kindergarten inventory of developing skills administered in accordance
15 with RCW 28A.655.080;

16 (b) The percentage of students meeting the standard on the fourth
17 grade statewide reading assessment administered in accordance with RCW
18 28A.655.070;

19 (c) The percentage of students meeting the standard on the eighth
20 grade statewide mathematics assessment administered in accordance with
21 RCW 28A.655.070;

22 (d) The four-year cohort high school graduation rate;

23 (e) The percentage of high school graduates who during the second
24 quarter after graduation are either enrolled in postsecondary education
25 or training or are employed, and the percentage during the fourth
26 quarter after graduation who are either enrolled in postsecondary
27 education or training or are employed; and

28 (f) The percentage of students enrolled in precollege or remedial
29 courses in college.

30 (2) The statewide indicators established in subsection (1) of this
31 section shall be disaggregated as provided under RCW 28A.300.042.

32 (3) The state board of education, with assistance from the office
33 of the superintendent of public instruction, the workforce training and
34 education coordinating board, the educational opportunity gap oversight
35 and accountability committee, and the student achievement council,
36 shall establish a process for identifying realistic but challenging
37 system-wide performance goals and measurements, if necessary, for each

1 of the indicators established in subsection (1) of this section,
2 including for subcategories of students as provided under subsection
3 (2) of this section. The performance goal for each indicator must be
4 set on a biennial basis, and may only be adjusted upward.

5 (4) The state board of education, the office of the superintendent
6 of public instruction, and the student achievement council shall each
7 align their strategic planning and education reform efforts with the
8 statewide indicators and performance goals established under this
9 section.

10 (5)(a) The state board of education, with assistance from the
11 office of the superintendent of public instruction, the workforce
12 training and education coordinating board, the educational opportunity
13 gap oversight and accountability committee, and the student achievement
14 council, shall submit a report on the status of each indicator in
15 subsection (1) of this section and recommend revised performance goals
16 and measurements, if necessary, by December 1st of each even-numbered
17 year, except that the initial report establishing baseline values and
18 initial goals shall be delivered to the education committees of the
19 legislature by December 1, 2013.

20 (b) If the educational system is not on target to meet the
21 performance goals on any individual indicator, the report must
22 recommend evidence-based reforms intended to improve student
23 achievement in that area.

24 (c) To the extent data is available, the performance goals for each
25 indicator must be compared with national data in order to identify
26 whether Washington student achievement results are within the top ten
27 percent nationally or are comparable to results in peer states with
28 similar characteristics as Washington. If comparison data show that
29 Washington students are falling behind national peers on any indicator,
30 the report must recommend evidence-based reforms targeted at addressing
31 the indicator in question.

Passed by the Senate April 22, 2013.
Passed by the House April 15, 2013.
Approved by the Governor May 16, 2013.
Filed in Office of Secretary of State May 17, 2013.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Rules to RCW 28A.710.120, Oversight of Charter Authorizers	
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 checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. Is SBE oversight of charter authorizers intended by this statute to be general and ongoing, or limited only to the specific powers, duties and procedures outlined in the statute? 2. What is the role of the special review in oversight of authorizers? What results would issue from it? How does it relate to the revocation process? 3. What are reasonable timelines for actions by the board, authorizer and other interested parties, and how specific should they be? 4. How does the SBE ensure, in meeting its responsibilities under this section, that it respects the principal responsibilities of the charter school board and authorizer for oversight and operation of charter schools? 5. What steps should be taken to achieve the timely and orderly transfer of a charter contract to another authorizer, if a district's chartering authority is revoked? 	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other Approve for filing of CR 102 and public hearing.	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>RCW 28A.710.120 requires the State Board of Education to oversee the performance and effectiveness of school districts it has approved to be charter school authorizers under RCW 28A.710.090. The section delegates broad authority to the SBE to ensure that district authorizers carry out their duties at the high standard required of them. It sets out specific powers and duties for the SBE for oversight, including special reviews triggered by findings of certain deficiencies in performance, notification of the authorizer of identified authorizing problems, and if found warranted, revocation of the authorizer's chartering authority. It directs the SBE, in the event of revocation, to manage the transfer of each charter contract held by the authorizer to another authorizer. Because RCW 28A.710.120 is broader and less prescriptive than other parts of the charter school law examined so far, it raises major questions for rule-making. In your packet you will find a memo that discusses key issues for rule-making to this section, and describes how members and staff addressed each in preparing draft rules for consideration by the Board for public hearing. You will also find in your packet the draft rules, prepared as five new sections to WAC 180-19, a table cross-walking policy considerations to rule recommendations, and a copy of RCW 28A.710.120. Also enclosed is the authorizing contract with Spokane Public Schools, which as an approved charter authorizer would be subject to the rules.</p>	



THE WASHINGTON STATE BOARD OF EDUCATION

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

This table provides an overview of the policy considerations addressed in the following memo and rules for oversight of charter school authorizers.

Policy Consideration	Questions	How Addressed	Rule Provision
Regular oversight of authorizers	<ul style="list-style-type: none"> What is the authority and process for general oversight? 	<ul style="list-style-type: none"> The statute allows for continuous oversight of authorizers, outside of the special review and annual report processes. <ul style="list-style-type: none"> Problems may be identified through this process Additional information/data may be requested from authorizers 	<p>WAC 180-19-XXX Oversight of Authorizers. General Provisions (1)</p> <p>WAC 180-19-XXX Oversight of Authorizers. Notice of Identified Problems (3)</p>
	<ul style="list-style-type: none"> Are there actions the SBE can take that do not lead to contract revocation? 	<ul style="list-style-type: none"> When a problem is identified by the SBE as needing remedy, districts are given two opportunities, in statute, to fix the problem. <ul style="list-style-type: none"> Lack of response or lack of effectiveness warrants revocation. Statute contemplates a broad range of reasons for revocation 	
Protecting authorizer role	<ul style="list-style-type: none"> How can SBE ensure that overseeing the authorizers does not become overseeing the schools? 	<ul style="list-style-type: none"> Be mindful of authorizer's role, include language in rule highlighting SBE's respect for authority of authorizers 	<p>WAC 180-19-XXX Oversight of Authorizers. General Provisions (6)</p>

Policy Consideration	Questions	How Addressed	Rule Provision
Role of special review	<ul style="list-style-type: none"> • How is the special review connected to the revocation process? 	<ul style="list-style-type: none"> • No explicit connection made in statute • A report of findings should be created • Special review may or may not identify a problem that will require corrective action • If a problem is identified, it will begin the remedy and revocation process 	WAC 180-19-XXX Oversight of Authorizers. Special Review (6)
	<ul style="list-style-type: none"> • Under what circumstances would a special review take place? 	<ul style="list-style-type: none"> • Special reviews should be exceptional circumstances • Special reviews may be undertaken once an issue is identified by SBE even if the district has already identified and remedied the problem 	
Defining special review triggers	<ul style="list-style-type: none"> • What is the process for determining if a complaint is well-founded? 	<ul style="list-style-type: none"> • When a complaint is received, SBE will send to district authorizer for response. • SBE may ask for additional information from district and complainant. • Staff will review to determine whether well-founded and bring sorted complaints to the Board. 	WAC 180-19-XXX Oversight of Authorizers. Special Review (3 a-e)

Policy Consideration	Questions	How Addressed	Rule Provision
	<ul style="list-style-type: none"> How is persistently unsatisfactory performance of school portfolio defined and what categories should be included? 	<ul style="list-style-type: none"> Academic, financial, and organizational performance will be evaluated according to national standards (all will impact school quality.) Base on targets and standards in the charter contracts. Use “repeated failure to meet targets/standards” to define persistently unsatisfactory, to allow for flexibility in identifying trends over time. 	WAC 180-19-XXX Oversight of Authorizers. Special Review (2 a-c)
	<ul style="list-style-type: none"> What are “other objective circumstances”? 	<ul style="list-style-type: none"> Include violation of state and federal laws and regulations. 	WAC 180-19-XXX Oversight of Authorizers. Special Review (4)
<p>Level of involvement in district remedies</p>	<ul style="list-style-type: none"> Should the SBE give feedback on district plans for remedying identified problems? 	<ul style="list-style-type: none"> District authorizers are responsible for developing effective remedies to identified problems. <ul style="list-style-type: none"> Failure to do so may indicate ineffectiveness as an authorizer The SBE respects the role of the authorizer to address problems within its portfolio. 	

Policy Consideration	Questions	How Addressed	Rule Provision
Transfer of charter contracts if authorizer contract revoked	<ul style="list-style-type: none"> What is the process for reaching “mutual agreement” between the new authorizer (the Commission) and the charter schools in the event that a district’s chartering authority is revoked? 	<ul style="list-style-type: none"> The Commission and the schools will submit written agreement that will be certified by the SBE. 	WAC 180-19-XXX Oversight of Authorizers. Transfer of Charter Contract
	<ul style="list-style-type: none"> Who is responsible for the transfer of students and records in the event that a school’s charter contract is not transferred and the school closes? 	<ul style="list-style-type: none"> The statute is silent on this issue. 	Address in rules to RCW 28A.710.210 (Charter school termination protocol – Transfer of charter contract)



CHARTER AUTHORIZER OVERSIGHT

Policy Considerations

The State Board of Education will consider the extent and manner of oversight it will exercise over the performance of school district charter school authorizers under RCW 28A.710.120. Policy considerations for rule-making include, but are not limited to:

1. What means for regular oversight of the performance and effectiveness of district authorizers should be provided for, in addition to the annual authorizer reports submitted under RCW 28A.710.100? What action, if any, can be taken outside of the revocation process?
2. How does the Board ensure it fulfills its oversight duties while respecting the authorizer's principal role in overseeing schools?
3. What is the role of the special review in the oversight and revocation process? How is it to be conducted, by whom, and to what end?
4. To what extent should the triggers for a special review be defined in rule?
5. How prescriptive should the board be in a remedy to identified problems that require authorizer action and process timelines?
6. What steps should be taken to achieve the "timely and orderly" transfer of a charter contract to another authorizer, if necessary? How would the mutual agreement of the affected charter school and proposed new authorizer be obtained and documented?

Summary

RCW 28A.710.120 establishes the responsibility of the SBE for authorizer oversight. This section is much more open-ended and much less prescriptive than RCW 28A.710.090, which charged the board with setting an application and approval process and timelines for districts seeking approval to be charter school authorizers.

Subsection (1) states simply that "The state board of education is responsible for overseeing the performance and effectiveness of all authorizers approved under RCW 28A.710.090." This provision appears to delegate broad authority to the SBE to ensure that district authorizers carry out their duties at the standard of quality required of them by the charter school law.

The rest of the section sets out specific powers and duties for SBE oversight. These include:

- (2) Initiate a "special review," which may be triggered by persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances;
- (3) Revoke the authorizing contract, based on material or persistent failure by an authorizer to carry out its duties in accordance with nationally recognized standards for quality charter authorizing;

- (4) Notify the authorizer in writing of identified problems, if at any time the board finds the authorizer is not in compliance with a charter contract, its authorizing contract, or its duties under the law, and give the authorizer reasonable opportunity to respond and remedy the problems;
- (5) Notify the authorizer, if it persists after due notice in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified problems, that it intends to revoke the authorizer's chartering authority unless it demonstrates a timely and satisfactory remedy for the violation or deficiencies; and
- (6) In the event of revocation of an authorizer's chartering authority, manage the timely and orderly transfer of each charter contract held by that authorizer to another authorizer, with the mutual consent of each affected charter school and proposed new authorizer.

Subsection (7) requires the State Board to establish timelines and processes for taking action under this section in response to performance deficiencies by an authorizer. Timelines may need to address:

- The opportunity afforded an authorizer to respond and remedy identified problems, after notification by the SBE, characterized as a "reasonable amount of time";
- If the authorizer fails to remedy identified problems, the notification that the board intends to revoke the chartering authority, and the timeframe given for an authorizer to provide a "timely and satisfactory" remedy;
- The effective date of revocation if the authorizer does not adequately remedy the identified problems; and
- The timeline for reaching mutual agreement and completing the transfer of the charter contracts to another authorizer.

Processes that need to be established in rule include:

- General oversight of authorizers;
- Receipt and investigation of complaints about an authorizer or its charter schools;
- Special reviews by the SBE;
- Notification of the authorizer of identified problems and, if warranted, intent to revoke chartering authority; and
- Transfer of a charter contract to another authorizer, in the event of revocation of the authorizers' chartering authority.

Background

Staff examined the practices of other states for authorizer oversight to determine if there were any applicable to Washington and the drafting of these new rules. A relative few of the 42 charter states assign duties to a state education agency to protect authorizing quality at both the front end of the process – approval to be an authorizer – and the back end – oversight once approved, with the power to revoke chartering authority. A survey of charter school laws by the National Alliance for Public Charter Schools indicates that six states – Maine, Minnesota, Hawaii, Illinois, Missouri and Nevada – provide for some form of oversight of the performance of authorizers by a state agency.

- **Maine** authorizes the Department of Education to investigate and impose sanctions on authorizers in response to deficiencies in authorizer performance or legal compliance. NACSA's *Principles & Standards for Quality Charter School Authorizing* is named as the

standard for determining whether an authorizer's performance conforms to nationally recognized principles and professional standards. (Code of Maine Rules, 05-071.)

- **Minnesota** requires the Commissioner of the Department of Education to review an authorizer's performance every five years, and authorizes review of its performance more frequently at the commissioner's initiative or at the request of any interested party. If the commissioner finds upon review that the authorizer has not fulfilled the requirements of the law, he may take corrective action, which can include terminating the authorizer's ability to charter a school. Even without a performance review, the commissioner may subject the authorizer to corrective action at any time for one of several reasons enumerated in law. (Minnesota Statutes, 124D.10.) The department sets out in administrative procedures an eight-step oversight and resolution process, beginning with receipt and investigation of complaints and ending with imposition of corrective action and provision for appeal.
- **Nevada** provides that evidence of material or persistent failure to carry out the duties of charter school sponsor (i.e., authorizer) as prescribed in law constitutes grounds for revocation by the Department of Education of the entity's authority to sponsor charter schools. (Nevada Revised Statutes, 386.515.)

So far, staff have found limited applicable rules or laws. Some language from Minnesota's processes has been helpful, particularly for the rules on receiving and addressing complaints.

Key Issues

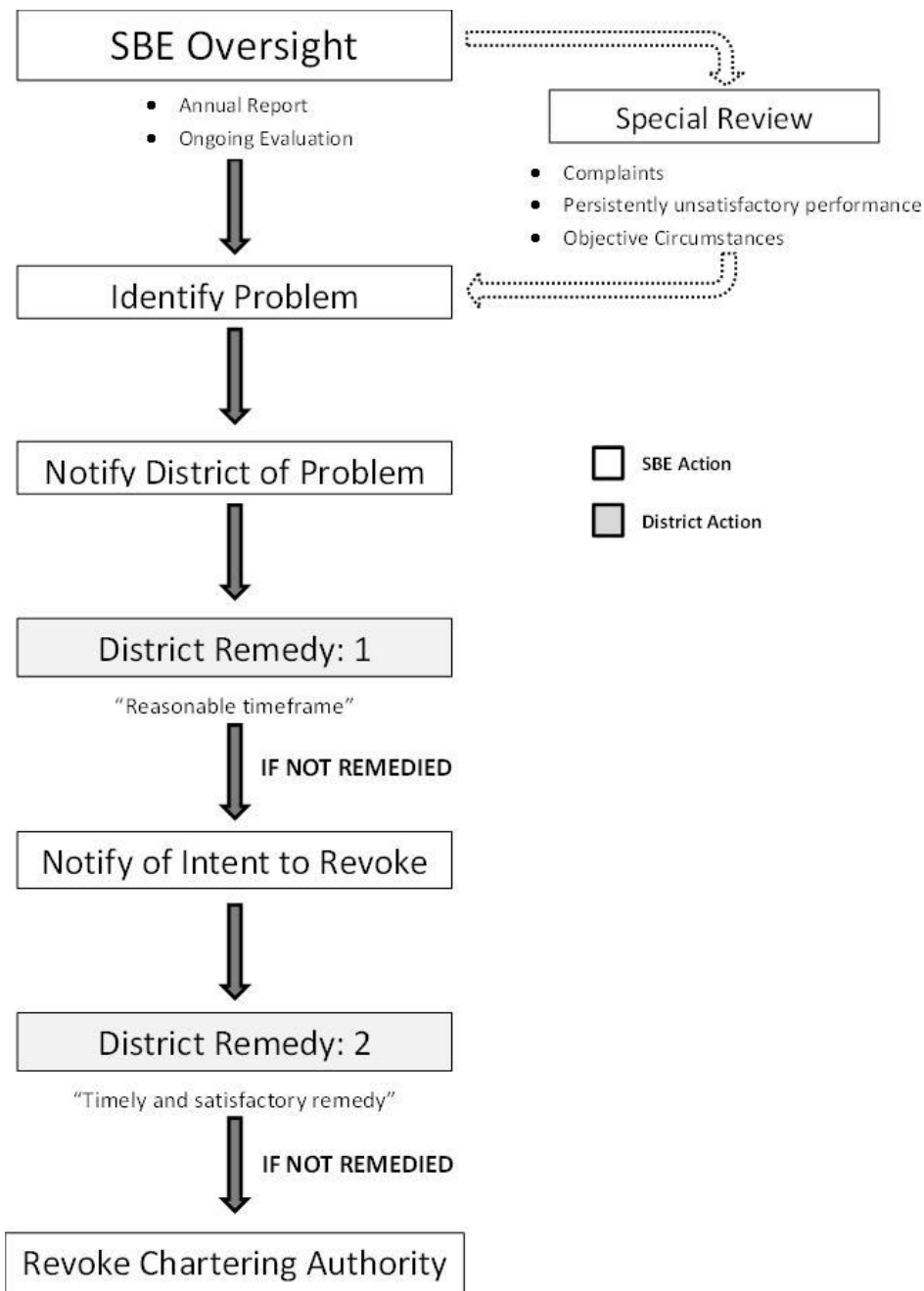
A perennial consideration in rulemaking is the level of specificity that is appropriate for the sake of clarity while allowing for the flexibility to respond to varying circumstances. The tension between the two goals was evident in discussions of timelines and oversight processes with board members and national experts. These rules represent a desire to allow for the processes to be tailored to each situation.

General Oversight of Authorizers

The statute gives the State Board broad authority to oversee district authorizers. The statute makes clear that the board should exercise continuous review of the performance and effectiveness of authorizers. RCW 28A.710.120 (4) states that, "If at any time the state board of education finds that an authorizer is not in compliance...the board must notify the authorizer in writing of the identified problems..." This language was understood by staff and board members to indicate that the board is expected to engage in ongoing oversight of authorizers, and may identify and notify authorizers of problems outside of the special review process or annual report timeline. Members and staff found it useful to include language that explicitly states this authority to clarify the board's oversight duty. The rule also details the information that the board will use in its evaluation of authorizers, and adds that the board may require the submission of additional data or information in the fulfillment of its oversight duties.

Staff and board members also discussed the process leading from identified problems to revocation and whether the board may take action without the potential result of revoking the contract. However, the statute does not seem to contemplate this. Authorizers are given two opportunities to remedy identified problems before the authorizing contract is revoked, and failure to satisfactorily remedy the identified problems warrants revocation. Lack of response or lack of effective action on the part of the authorizer constitutes a material violation of the authorizer contract, which is grounds for revocation under the statute. The statute itself also

provides broad grounds for revocation, including material violation of the authorizing contract, material violation of a charter contract, and failure to meet nationally recognized standards for effective authorizing.



Protecting the Authority of the District Authorizer

Staff and board members wanted to be mindful of the tension inherent in overseeing authorizers and using the performance of a school or schools to evaluate the authorizer, and the potential for the board to become de facto overseer of the schools themselves. National experts characterized this balance as “attentive, but not aggressive”. The authorizer has the responsibility to monitor the performance of the schools in its portfolio. School performance over time within the authorizer’s portfolio may be used by the state board as a measure of the

effectiveness of the authorizer, but the board may not take action within schools. In order to assuage concerns about the scope of the board's oversight role, staff and board members added language to the rules on general oversight affirming the board's recognition and respect for the authorizer's role and duties in overseeing its schools.

Role and Structure of Special Reviews

The statute allows for the State Board of Education to conduct special reviews of authorizers in the event of persistent underperformance of the authorizer's portfolio, a pattern of well-founded complaints, or other objective circumstances. The statute does not indicate any specific role that the special review has in the revocation process. Staff and members found it necessary to make the link between the special review and the potential for revocation of the authorizing contract explicit; if a problem is identified through the special review that will require corrective action on the part of the authorizer, the remedy and revocation process will be initiated. However, not every special review may result in the identified need for such action.

Staff and board members also contemplated the need to conduct a special review in the event that an authorizer may have already identified and begun to remedy a problem itself. This would allow the board to evaluate the problem, the authorizer's plan for a remedy, and hold the authorizer accountable if the remedy does not have the intended effect. Staff and board members found that a special review will likely be an exceptional circumstance, in addition to the general oversight, remedy, and revocation processes.

Special Review Triggers

The statute provides that a special review may be triggered by "persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances." Staff and members determined that these triggers require definition in rule.

Well-Founded Complaints

Staff and members sought to create a balance between investigating each complaint and considering the capacity of the board and the need for discretion in identifying a "pattern." Every complaint received by the state board will be sent to the district authorizer for a response. Complaints will also be forwarded on to the appropriate agency if it is determined that the complaint does not fall within the board's purview. Board staff will investigate each complaint, determine if the complaint is well-founded, and present findings to the board. Board members also requested language clarifying that the board may ask for further information from either the complainant or the district after the initial contacts.

The board will have the discretion to determine what constitutes a pattern of well-founded complaints on a case-by-case basis. There may be some complaints, determined to be well-founded, that allege a violation or failure to meet responsibility of such a magnitude that a single complaint would be enough to trigger a special review.

Persistently Unsatisfactory Performance of Authorizer Portfolio

In accordance with the national standards for authorizers, staff and members determined that performance of the authorizer's portfolio will include academic performance, financial performance, and organizational performance. In order to recognize the varying performance frameworks and standards of each authorizer, the rules provide for satisfactory performance to be measured against the charter contracts.

The term “persistent” was defined as “repeated failure to meet expectations or targets”. Using a concrete timeframe to define persistent, such as three consecutive years of not meeting academic performance standards, was also considered. However, board members were concerned this would constrain the board’s authority if an academic issue was identified that required more immediate action. There was also the potential that the three-year term would be interpreted to start over with a new contract term. The term consecutive was also problematic because it did not allow for situations such as a year of improved performance between multiple years of poor performance. Using “repeated failure” allows for flexibility in examining patterns of performance across years and accounting for anomalies. The rule also allows for the consideration of trends of improvement in academic performance that indicate a school will meet standard by the end of the contract term.

Other Objective Circumstances

Staff and board members determined that it would be useful to define objective circumstances as including but not limited to violations of federal or state laws and regulations. This allows for the same flexibility that statute allows, but also provides greater clarity to authorizers.

Identified Problem Remedies and Revocation Process Timelines

The statute requires that once an authorizer has been notified of a board-identified problem that requires corrective action, the authorizer must respond and remedy the problem in a “reasonable” amount of time. If the authorizer does not respond, or the remedy is ineffective, the board will issue a notice of intent to revoke, to which the authorizer will have another opportunity to respond and remedy in a “timely” manner.

Staff and board members discussed whether the board would have input on the authorizer’s proposed remedies, and what constituted “reasonable opportunity” and “timely.” In both instances, staff and members decided that the rule will remain flexible. Part of an authorizer’s duty is to develop effective remedies to problems within its portfolio of charter schools. If the selected remedies are ineffective, it may be an indicator of overall authorizer quality. Timelines were also left undefined beyond “reasonable” or “timely” as potential problems could require different timelines. An academic problem may require a full academic year to determine if the remedy was effective, while the discovery of a problem with the authorizer’s RFP process may be remedied by a quick change in policy.

The timeline for revoking an authorizer contract and transferring charter contracts to another authorizer requires more definition than other timelines in the statute because revocation falls under the Washington Administrative Procedure Act. The board must allow at least 20 days for the authorizer to request a hearing after the board has notified the authorizer that its contract is being revoked. If no hearing is requested, then the revocation goes into effect. The board also has the option of assigning an effective date later than 21 days. The timeline for transferring the charter contracts to another authorizer needs to allow enough time for mutual agreement between the new authorizer and the school to be reached and transfer of records, or, in the event agreement cannot be reached, the closing of the school and transfer of students to other schools. However, board members were concerned about issues that may impact the timing of revocation, including the time during the school year and instances of health and safety issues as cause for revocation. Members decided to not specify a timeframe for the effective date of contract revocation in rule, but assign on a case-by-case basis.

Process for Obtaining Mutual Agreement and Transferring Charter Contracts

In the event that an authorizing contract is revoked, the charter contracts in that authorizer's portfolio may be transferred to another authorizer. Under the law, the only eligible other authorizer is the Washington Charter School Commission (the Commission), because school districts cannot authorize outside of their boundaries. The SBE is responsible for overseeing the "timely and orderly transfer" of these contracts, including reaching "mutual agreement" between the school and Commission. Staff have reached out to the Commission regarding their rule process and developed rules that include a written agreement between the school and Commission, to be certified by SBE.

Action

Approve the draft rules for filing CR 102 and public hearing.

NEW SECTION

WAC 180-19-XXX. Oversight of authorizers. General Provisions.

(1) The state board of education is responsible under RCW 28A.710.120 for oversight of the performance and effectiveness of all authorizers approved under RCW 28A.710.090. This oversight is ongoing and is not limited to the specific actions and procedures described in these rules. For the purposes of the board's rules governing the oversight of authorizers, the term "authorizer" means a school district board of directors that has been approved to be a charter school authorizer under RCW 28A.710.090.

(2) In reviewing or evaluating the performance of authorizers against nationally recognized principles and standards for quality authorizing, the board will compare the authorizer's performance to the standards for quality set forth in the Principles and Standards for Quality Charter School Authorizing, 2012 edition, published by the national association of charter school authorizers. A link to this publication shall be posted on the board's public web site.

(3) In carrying out its responsibilities for overseeing the performance and effectiveness of authorizers under RCW 28A.710.120, the board shall utilize information including but not limited to the annual authorizer reports submitted to the board under RCW 28A.710.100,

all reports and data submitted to the office of the superintendent of public instruction under Chapter 28A.710 RCW, charter contracts, and the findings of any special review conducted under RCW 28A.710.120(2). The board will require submission of or access to materials or data from the authorizer deemed reasonably necessary to evaluate the performance and effectiveness of the authorizer.

(4) The board may contract for services with persons or entities having relevant expertise in the performance of its duties under RCW 28A.710.120.

(5) The board may conduct site visits to charter schools in an authorizer's portfolio for the purpose of conducting oversight of the performance of an authorizer under these rules. The board shall provide reasonable notice to the authorizer and the charter governing board prior to a site visit.

(6) In carrying out its duties for oversight of the performance and effectiveness of authorizers under RCW 28A.710.120, the board shall respect the principal role and responsibility of the authorizer for monitoring and oversight of the charter school under RCW 28A.710.100, and the authority of the charter school board to manage and operate the charter school under RCW 28A.710.030 and the terms of its charter contract.

WAC 180-19-XXX. Oversight of authorizers. Special review. (1)

The Board is authorized, upon a determination of persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances, to conduct a special review of an authorizer's performance. The purpose of the special review is to determine the need for additional action by the board as provided in these rules.

(2) "Persistently unsatisfactory performance of an authorizer's portfolio of charter schools" shall consist, for any school or schools, of:

(a) Repeated failure to meet the expectations for academic performance set forth in the charter contract, including but not limited to applicable state and federal accountability requirements, without evidence of a trend indicating the school will meet those expectations.

(b) Repeated failure to meet the financial performance targets within the charter contract;

(c) Repeated failure to meet the targets for organizational performance within the charter contract;

(3) "A pattern of well-founded complaints" means multiple complaints that are found by the board to be supported by sufficient factual information alleging that an authorizer is not in compliance with a charter contract, its authorizing contract, or its authorizer du-

ties, including the failure to develop and follow nationally recognized principles and standards for charter authorizing.

(a) Any individual or entity may submit a written complaint to the board about an authorizer or its charter schools. The complaint should state in specific terms the alleged violation of law, failure to comply with a charter contract or its authorizing contract, or failure to develop and follow nationally recognized principles and standards for charter authorizing. The complaint must be signed and dated and provide contact information for use by the board in requesting additional information as deemed needed. The board shall post a standard form for submission of complaints on its public web site.

(b) Upon receipt, the board shall transmit the complaint to the authorizer for its written response, which shall be submitted to the board within thirty (30) days of receipt.

(c) The board may request additional information from the complainant or the authorizer as deemed necessary to investigate the complaint.

(d) If the complaint is determined not to be well-founded, the board shall notify the complainant in writing, and the board shall not be required to take further action.

(e) If the complaint is determined to be well-founded, the board shall provide written notification of such determination to the complainant and the authorizer.

(4) "Other objective circumstances" include but are not limited to failure of the authorizer or its charter schools to comply with an applicable state or federal law or regulation.

(5) The board must provide written notice to the authorizer of initiation of a special review, documenting the reasons for the decision to conduct the review. The board must provide opportunity for the authorizer to respond in writing to the specific determinations of the need for the review.

(6) The board shall submit a written report of the results of the special review to the authorizer and other interested persons. The report may include recommended corrective actions. The report shall be posted on the board's public web site.

WAC 180-19-XXX. Oversight of authorizers. Notice of identified problems.

(1) If at any time the board finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under RCW 28A.710.100, it shall provide the authorizer with written notification of the identified problems, with specific reference to the charter contract, the authorizing contract, or the authorizer duties under RCW 28A.710.100.

(2) The authorizer shall respond to the written notification and remedy the problems within a specific time frame as determined reasonable by the board under the circumstances.

(3) Nothing in this section requires the board to conduct a special review under WAC 18-19-XXX before providing an authorizer with notice of identified problems.

WAC 180-19-XXX Oversight of authorizers. Revocation of authorizing contract.

(1) Evidence of material or persistent failure by an authorizer to carry out its duties according to nationally recognized principles and standards for charter authorizing is grounds for revocation of an authorizer's chartering contract. This may include:

(a) Failure to comply with the terms of the authorizing contract between the authorizer and the board;

(b) Violation of a term of the charter contract between the authorizer and a charter school;

(c) Demonstrated failure to develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by the national association of charter school authorizers in any of the following areas, as required by RCW 28A.710.100:

(i) Organizational capacity;

(ii) Soliciting and evaluating charter applications;

(iii) Performance contracting;

(iv) Ongoing charter school oversight and evaluation;

(v) Charter renewal decision making.

(2) Notice of Intent to Revoke. If the board makes a determination, after due notice to the authorizer and reasonable opportunity to effect a remedy, that the authorizer continues to be in violation of a material provision of a charter contract or its authorizing contract, or has failed to remedy other identified authorizing problems:

(a) The board shall notify the authorizer in writing that it intends to revoke the authorizer's chartering authority under RCW 28A.710.120. The notification to the authorizer shall explain and document the reasons for the intent to revoke chartering authority.

(b) The authorizer shall, within thirty (30) days of notification, submit a written response showing clearly that the authorizer has implemented, or will promptly implement, a sufficient remedy for the violation or deficiencies that are the stated grounds for the intent to revoke chartering authority.

(3) Notice of Revocation. If the authorizer fails to provide a timely written response or if the response is deemed inadequate by the Board to meet the requirement set forth in subsection (1):

(a) The board shall provide the authorizer with written notice of revocation of the authorizer's chartering authority. The notice of revocation shall state the effective date of revocation, which shall not be sooner than 20 days from the date of receipt of the notice of revocation by the authorizer, unless a timely notice of a request for an adjudicative proceeding is filed as set forth herein.

(b) The authorizer may request an adjudicative proceeding to contest the revocation. The request for an adjudicative proceeding

must be submitted in writing by the authorizer to the board within 20 days of receipt of the notice of revocation at the following address: Old Capitol Building, Room 253, P.O. Box 47206, 600 Washington St. SE, Olympia, Washington 98504. Any adjudicative proceeding shall be conducted in accordance with the Washington Administrative Procedure Act (APA).

WAC 180-19-XXX. Authorizer oversight. Transfer of charter contract.

(1) In the event that a notice of revocation is provided to the authorizer under WAC 180-19-XXX, any charter contract held by that authorizer shall be transferred, for the remaining portion of the charter term, to the Washington charter school commission on documentation of mutual agreement to the transfer by the charter school and the commission.

(2) Documentation of mutual agreement shall consist of a written agreement between the charter school board and the commission, signed and dated by the chair or president of the charter school board and the chair of the commission. The agreement shall include any modification or amendment of the charter contract as may be mutually agreed upon by the charter school board and the commission.

(3) The commission shall submit the agreement to the state board of education. The board shall review the agreement, and on a determination that the requirements of these rules have been met, issue written certification of the transfer of the charter contract to the charter school governing board and the commission.

(4) On certification by the board of the transfer of the charter contract, the prior authorizer shall transfer to the commission all student records and school performance data collected and maintained in the performance of its duties as an authorizer under RCW 28A.710.100 and RCW 28A.710.170.

(5) The commission, in consultation with the charter school governing board, shall develop and implement a procedure for timely notification to parents of the transfer of the charter contract and any modifications or amendments to the charter included in the memorandum of understanding.

RCW 28A.710.120

Oversight of authorizers — Notification of identified problems — Process for revocation of authorizer's authority — Timelines for actions.

- (1) The state board of education is responsible for overseeing the performance and effectiveness of all authorizers approved under RCW [28A.710.090](#).
- (2) Persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances may trigger a special review by the state board of education.
- (3) In reviewing or evaluating the performance of authorizers, the board must apply nationally recognized principles and standards for quality charter authorizing. Evidence of material or persistent failure by an authorizer to carry out its duties in accordance with the principles and standards constitutes grounds for revocation of the authorizing contract by the state board, as provided under this section.
- (4) If at any time the state board of education finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under RCW [28A.710.100](#), the board must notify the authorizer in writing of the identified problems, and the authorizer shall have reasonable opportunity to respond and remedy the problems.
- (5) If an authorizer persists after due notice from the state board of education in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified authorizing problems, the state board of education shall notify the authorizer, within a reasonable amount of time under the circumstances, that it intends to revoke the authorizer's chartering authority unless the authorizer demonstrates a timely and satisfactory remedy for the violation or deficiencies.
- (6) In the event of revocation of any authorizer's chartering authority, the state board of education shall manage the timely and orderly transfer of each charter contract held by that authorizer to another authorizer in the state, with the mutual agreement of each affected charter school and proposed new authorizer. The new authorizer shall assume the existing charter contract for the remainder of the charter term.
- (7) The state board of education must establish timelines and a process for taking actions under this section in response to performance deficiencies by an authorizer.

[2013 c 2 § 212 (Initiative Measure No. 1240, approved November 6, 2012).]



**Chapter 28A.710 RCW. Charter Schools
Provisions for Rule-Making**

RCW	Subject	Provision	Action	Recommendation
28A.710.090	Authorizers -- approval	<p>(1) The state board of education shall establish an annual application and approval process and timelines for school district boards of directors 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.</p> <p>(2) At a minimum, each applicant must submit to the state board . . .</p> <p>(3) The state board of education shall consider the merits of each application and make its decision whether to grant approval within the timelines established by the board.</p> <p>(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 [school district board of directors] . . .</p>	<p>Public hearing 2/26/13</p> <p>Adopted 2/26/13</p>	
28A.710.100	Authorizers – Annual report	<p>(4) Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board, which includes . . .</p>	<p>Draft rules for approve CR 102 7/10/13</p> <p>Public hearing 9/11/13</p> <p>Scheduled for adoption 11/15/13</p>	
28A.710.110	Authorizers -- funding	<p>(1) The state board of education shall establish a statewide formula for an authorizer oversight fee, which shall be calculated as a percentage of the state operating funding allocated under section 223 of this act to each charter school, but may not exceed four percent of each charter school's annual funding.</p> <p>(2) The state board may establish a sliding scale for the authorizer oversight fee, with the funding percentage decreasing after the authorizer has achieved a certain threshold . . .</p>	<p>Public hearing 5/8/13</p> <p>Adopted 5/9/13</p>	
28A.710.120	Authorizers -- oversight	<p>(4) If at any time the state board of education finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under section 210 of this act, the board must notify the authorizer in writing of the identified problems, and the authorizer shall have reasonable opportunity to respond and remedy the problems.</p> <p>(5) If an authorizer persists after due notice from the state board of education in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified authorizing problems, the state board of education shall notify the authorizer, within a reasonable amount of time under the circumstances, that it intends to revoke the authorizer's chartering authority unless the authorizer demonstrates a timely and satisfactory remedy for the violation.</p> <p>(7) The state board of education must establish timelines and a process for taking actions under this section in response to performance deficiencies by an authorizer.</p>	<p>Discussion memo 9/11/13</p> <p>Draft rules for approve for CR 102 11/15/13</p>	<p>Public hearing 1/9/14</p> <p>Schedule for adoption 3/6/13</p>

RCW	Subject	Provision	Action	Recommendation
28A.710.130	Charter applications	(1) Each authorizer must annually issue and broadly publicize a request for proposals for charter school applications by the date established by the state board of education under section 214 of this act.	Public hearing 5/8/13 Adopted 5/9/13	
28A.710.140	Charter applications	(1) The state board of education must establish an annual statewide timeline for charter application submission and approval or denial, which must be followed by all authorizers.	Public hearing 5/8/13 Adopted 5/9/13	
28A.710.150	Number of charter schools	(2) The state board of education shall establish for each year in which charter schools may be authorized as part of the timeline to be established pursuant to section 214 of this Act, the last date by which the authorizer must submit [the report to the applicant and the SBE of the action to approve or deny a charter application. (3) If the board receives simultaneous notification of approved charters that exceed the annual allowable limits in subsection (1) of this section, the board must select approved charters for implementation through a lottery process, and must assign implementation dates accordingly.	Public hearing 5/8/13 Adopted 5/9/13	
28A.710.210	Charter school termination or dissolution	(3) A charter contract may not be transferred from one authorizer to another or from one charter school applicant to another before the expiration of the charter contract term except by petition to the state board of education by the charter school or its authorizer. The state board of education must review such petitions on a case-by-case basis and may grant transfer requests in response to special circumstances and evidence that such a transfer would serve the best interests of the charter school's students.		Draft rules for CR 102 1/9/14

SCHOOL DISTRICT CHARTER AUTHORIZER CONTRACT
Between
THE WASHINGTON STATE BOARD OF EDUCATION
And
SPOKANE SCHOOL DISTRICT No. 81

This School District Charter Authorizer Contract (Contract) is entered by and between the Washington State Board of Education (SBE) and Spokane School District No. 81 Board of Directors (District) (collectively the parties) under the authority set forth in the Charter Schools Act, RCW 28A.710.090.

I. RECITALS

On November 6, 2012, the voters of the State of Washington (State) passed Initiative 1240, codified at Chapter 28A.710 RCW (Act), providing for the establishment of public charter schools. The Act provides in RCW 28A.710.080 for school district boards of directors, approved by the SBE under RCW 28A.710.090, to be Authorizers of charter schools located within the school district's own boundaries.

On June 28, 2013, the District submitted a Charter School Authorizer application to the SBE under the authority set forth in RCW 28A.710.090 and WAC 180-19-030. SBE approved the District's application to be an Authorizer at its meeting on September 11, 2013.

The SBE authorized its Executive Director to enter into a Contract with the Board of Directors as provided in RCW 28A.710.090. Therefore, in consideration of the mutual promises and other consideration recited in this Contract, the Parties agree to the following terms set forth in this Contract.

II. DISTRICT'S BOARD OF DIRECTORS APPROVAL AS CHARTER SCHOOL AUTHORIZER

A. The SBE approves the District as a Charter School Authorizer (Authorizer) under the authority set forth in RCW 28A.710.090 and under the terms and conditions as set forth in this Contract. As an Authorizer, the District is responsible for authorizing high quality public charter schools within Spokane School District ensuring the highest standards of accountability and oversight for these schools. The District shall receive an authorizer oversight fee for each school that it authorizes in accordance with RCW 28A.710.110 and WAC 180-19-060.

B. The District's Board of Directors, through its management, supervision, and enforcement of a charter contract, agrees to serve as an Authorizer in accordance with the expectations of this Contract and shall administer the charter schools it authorizes in compliance with all applicable requirements of the Act, and SBE's rules governing charter schools (WAC 180-19) as the Act and rules exist now, or may be amended from time to time, and any applicable state or federal laws and regulations. The District agrees to serve as an Authorizer consistent with WAC 180-19-050 and the proposal and plan set forth in the District's application, including compliance with the Statement of Assurances signed by Susan Chapin, Vice-President on June 28, 2013, Attachment A, which is incorporated by reference as if fully set forth in this Contract; and to comply with the following additional performance terms:

1. Give priority to charter schools that serve at-risk students as defined in RCW 28A.710.010 and work diligently to recruit high-quality charter schools that are targeted toward at-risk students, particularly in the northeast and northwest sections of the District, and document the

demographic data and instructional research it has, or will use, to evaluate educational needs in the District and identify charter options with the potential for meeting those needs.

2. Establish and maintain a clear focus on college and career readiness in its chartering authorizing practices.
3. Solicit and prioritize, consistent with the District's budget and personnel capacity as described in WAC 180-19-030(b), Charter applications that promote the following: (1) Innovations in Curriculum, such as but not limited to Core Knowledge, Cambridge Curriculum, and International Baccalaureate; (2) Innovations in Pedagogy such as but not limited to dual language, project-based learning and blended learning; and (3) Proven Practices such as but not limited to Early College in the High School and operation of schools by charter management organizations with a demonstrated record of success in raising the academic performance of the at-risk students targeted for priority by the district.
4. Establish, empower, and effectively support a Department or Office within the District with organizational responsibility for management of the District's legal duties as a charter Authorizer, including but not limited to development of the public request for proposal, solicitation and evaluation of charter applications, compliance with the authorizing contract, charter contracts, and applicable laws, and ongoing charter school oversight and evaluation.
5. Annually issue a Request for Proposal that meets the requirements of RCW 28A.710.130 including criteria that will guide the decision to approve or deny a charter application.
6. Establish and make public the process by which the District will implement its plan for ongoing monitoring, oversight and reporting on a charter school's performance consistent with the performance framework in the charter contract or contracts.

III. STATE BOARD OF EDUCATION RESPONSIBILITIES

The SBE is charged with the responsibility to oversee the District's compliance with the Contract, its authorizer's duties under the Act, including RCW 28A.710.100, and the District's performance and effectiveness as an Authorizer pursuant to RCW 28A.710.120. This includes the SBE taking action in response to performance deficiencies by the District as an authorizer as provided in RCW 28A.710.120, and subject to any applicable rules lawfully adopted by the SBE.

IV. TERM

This Contract shall be effective upon signatures of all of the parties, shall be for a six year term commencing on October __, 2013 and ending on October __, 2019, subject to renewal upon mutual written agreement of the parties.

V. REVOCATION

The grounds and procedures for revocation of this Contract shall be as provided in RCW 28A.710.120 as it exists now, or as later amended, and as provided in applicable rules lawfully adopted by SBE governing revocation of an authorizer contract. The District agrees to be bound by these rules when lawfully adopted, and as lawfully amended from time to time, by the SBE.

VI. REPORTING REQUIREMENTS

The District shall submit an annual report to the State Board of Education as required by RCW 28A.710.100(4) and according to the timeline, content, and format specified by the Board's rules when adopted, or thereafter amended. The District will provide data and reports to the SBE on charter school enrollment and academic performance as are reasonably necessary for the SBE to submit the SBE's annual report to the governor, legislature and general public under RCW 28A.710.250.

VII. NO JOINT VENTURE, PARTNERSHIP OR OTHER ARRANGEMENT

The relationship between the District and SBE is based on applicable law, including provisions of the Charter Schools Act and the terms of this Contract. It is not intended by this Contract to, and nothing contained in this Contract shall, create any partnership, joint venture, or other arrangement between the State of Washington acting through the SBE and the District. An employee hired by the District shall be an employee of the District for all purposes and not an employee of the State of Washington for any purpose. Any contract or other instrument of indebtedness entered into by the District and any third party shall not in any way constitute an obligation of the State. Likewise, any contract or other instrument of indebtedness entered into by the SBE and any third party shall not in any way constitute an obligation of the District. The District will not pledge the full fair and credit of the State for the payment of any district contract, loan or other instrument of indebtedness.

VIII. AMENDMENT

No modification or amendment of this Contract shall be made except by written agreement signed by the parties. If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities and obligations, rights, or remedies of either the District or the SBE, this Contract shall be amended in writing to reflect the change in existing law as of the effective date of such change.

IX. RECORDS RETENTION

All documents in the possession of the District regarding a Charter School for which it is an Authorizer shall be maintained in accordance with all applicable state and federal document and record retentions requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

All documents in the possession of the SBE regarding its obligations under this Contract and the Act shall be maintained in accordance with all applicable state and federal document and record retentions requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

X. WAIVER

No failure by either party to insist upon the strict performance of any condition of this Contract or to exercise any right or remedy shall constitute a waiver of any such breach of this Contract. No waiver shall affect or alter this Contract, and each and every condition of this Contract shall continue in full force and effect.

XI. GOVERNING LAW

This Contract shall be governed by, and construed in accordance with, the Laws of the State of Washington and the venue of any action brought under this Contract shall be in Thurston County Superior Court.

XII. SEVERABILITY

In case any one or more of the provisions contained in this Contract shall for any reason be held by a court of law to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision of this Contract, and this Contract shall be construed as if such provisions had not been contained herein.

XIII. CONTRACT REPRESENTATIVES

All written communications regarding this Contract shall be sent to the designated representatives at the addresses listed below unless notified in writing of any change. All notices, demands, requests, and approvals that may or are required to be given by any party to any other party shall be in writing and shall be deemed to have been duly given if delivered personally, sent by a nationally recognized overnight delivery service, electronically transmitted, or if mailed or deposited in the United States mail and sent by registered or certified mail, return receipt requested, postage prepaid to the contact persons below:

Jack Archer
Director, Basic Education Oversight
Washington State Board of Education
600 Washington Street SE
P.O. Box 47206
Olympia, WA 98504

Steven Gering
Chief Academic Officer
Spokane School District #81
Spokane Public Schools
200 N. Bernard
Spokane, WA 99201

XIV. TITLES OF PARAGRAPHS

The various titles to the paragraphs in this Contract are used solely for convenience and shall not be used for the purpose of interpreting or construing any word, clause, paragraph, or subparagraph of this contract.

XV. COUNTERPARTS

This Contract may be executed in counterparts, each of which shall be deemed an original, and all of such counterparts together shall constitute one and the same instrument. In addition, the parties hereto agree that this Contract may be delivered either by a party or its counsel to the other party or its counsel personally, by a nationally recognized overnight delivery service, electronically transmitted, or if mailed or deposited in the United States mail and sent by registered or certified mail and signatures so transmitted constitute original signatures and are binding on the party so signing. Upon request, the parties shall further deliver between themselves actual originally signed copies or counterparts, but such further delivery, or failure therefor, shall not affect the validity or timing of the Contract.

XVI. FORCE MAJEURE

In the event that either party is unable to perform its obligations under this Agreement as a result of a force majeure, neither party shall be liable to the other for direct or consequential damages resulting from lack of performance. "Force Majeure" shall mean fire, earthquake, flood, act of God, strikes, work stoppages, or other labor disturbances, riots or civil commotions, litigation, court rulings, war or other act of any foreign nation, power of government, or governmental agency or authority, or any other cause like or unlike any cause above mentioned which is beyond the control of either party.

XVII. DISPUTE RESOLUTION

The parties agree to make best efforts to resolve any disputes arising out of this Contract at the lowest level. Both parties shall have the right to require mediation as a condition precedent to the other party filing any action arising out of the Contract in a court of law. Each party shall split the expenses of the mediator and the facility for the mediation. Each party shall otherwise pay its own expenses. Provided, the dispute resolution described in this section shall not apply to SBE oversight and enforcement duties, activities, and procedures developed pursuant to RCW 28A.710.120.

Washington State Board of Education

Spokane School District No. 81

Ben Rarick
Executive Director
Washington State Board of Education
Date: _____

Robert Douthitt
President, Board of Directors
Spokane School District #81
Date: _____



THE WASHINGTON STATE BOARD OF EDUCATION

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

Election Ballot Executive Committee November 14, 2013

Chair

Please check ONE nomination:

- Kris Mayer
- Connie Fletcher
- _____
- _____
- _____
- _____

Signature of Board Member Casting Ballot





THE WASHINGTON STATE BOARD OF EDUCATION

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

Election Ballot Executive Committee November 14, 2013

Vice-Chair

Please check ONE nomination:

- Kris Mayer
- Deborah Wilds
- Kevin Lavery
- Judy Jennings
- _____
- _____
- _____
- _____

Signature of Board Member Casting Ballot





THE WASHINGTON STATE BOARD OF EDUCATION

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

Election Ballot Executive Committee November 14, 2013

Member at Large

Please check THREE nominations:

- Kevin Laverty
- Judy Jennings
- Cindy McMullen
- Connie Fletcher
- Deborah Wilds
- Tre' Maxie
- Isabel Munoz-Colon
- _____
- _____
- _____
- _____

Signature of Board Member Casting Ballot





THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Student Presentations	
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 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:		
Possible Board Action:	<input 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>Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues. In their first dual presentation to the Board, student Board Members Mara Childs and Eli Ulmer will speak on the topic of anti-bullying and propose an anti-bullying resolution for the Board to adopt.</p>	



ANTI-BULLYING RESOLUTION

Policy Consideration

Members will consider adopting a resolution in support of including students in anti-bullying policymaking.

Background

At the September 2013 Board Meeting, the Board heard public comment from Kajmere Houchins, a student at Illahee Middle School, on her online petition to require schools to include students in anti-bullying policymaking. RCW 28A.300.285(3) already requires that district anti-bullying “policy and procedure should be adopted or amended through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.”

SBE student board members Mara Childs and Elias Ulmer have drafted a resolution in support of the inclusion of students in anti-bullying policymaking.

Action

The Board will consider adoption of the anti-bullying resolution that supports the inclusion of students in anti-bullying policymaking.

Bullying in Schools

Eli Ulmer and Mara Childs
State Board of Education
November 15, 2013

Reasons for Bullying

- Low self-esteem
- Need for validation
- Wanting to be “good enough”
 - Academic “sparring”
 - Social status and popularity
- Social insecurity
- Peer pressure
- Unintentional participation



How does it affect learning?

- Impacts three groups
 - Bully
 - Victim
 - Witnesses
- Others feel unsafe
 - Bullying creates an unsafe environment
 - Makes kids miss school and can distract kids from learning
 - Can cause depression, anxiety, and general feelings of stress



Cyber Bullying

- Anonymous Question Sites
 - Ask.fm/Formspring
- Facebook
 - Messages, pages, fake accounts
- Twitter
- Texts, IMs, etc.

The logo for ask.fm, featuring the text "ask.fm" in a white, lowercase, sans-serif font. The ".fm" part is highlighted in a bright green color. The logo is set against a dark blue rectangular background.The Facebook logo, consisting of the word "facebook" in a white, lowercase, sans-serif font. A small registered trademark symbol (®) is located at the end of the word. The logo is set against a dark blue rectangular background.The Twitter logo, featuring the word "twitter" in a white, lowercase, sans-serif font. To the right of the text is a white silhouette of a bird in flight, facing right. The logo is set against a bright blue rectangular background.

Girl Culture Bullying



totalfratmove.com

- Lack of a physical outlet - bullying takes a more subtle form, usually verbal
- “Mean Girls” overdramatizes the world of girl fighting, cliques, manipulation, and lies that girls use to climb the social ladder
- *Queen Bees and Wannabes* by Rosalind Wiseman
 - “Girls often pretend they are venting or getting advice from a friend when they’re gossiping.” (199)
 - “When a girl leaves one group for another, the friends she’s left behind feel rejected. But they often cover that feeling by convincing themselves they should be angry at her for being ‘stuck up’ and ‘fake.’” (195)

How can it be prevented?

- Teaching of equality
- The importance of respecting one another
- Focusing on the root of the problem instead of the visible outcome
- Helping young adults embrace diversity in school can help create a more comfortable environment.

Gaining social skills at a young age

- Helps kids cope with stressful social issues
- Allows for kids to make better social responses in a hostile situation
- Sets up a comfortable school climate and allows other students to see the signs of bullying and react positively



Students and Solutions

- Changing a culture at school to change behaviors
- Influencing friends to change positively
- *Choose Love* - Houston Kraft, a motivational speaker who focuses on loving others unconditionally
- John Norlin and Servant Leadership, the use of the Servant's Heart and the leadership model in *The Servant* by James C. Hunter
- WASC, Interhighs, Josten's Conference - the sharing of these ideas and events that promote community



Students and Solutions (cont.)

- Student participation in actively combating bullying is important, since students often know best.
- The resolution encourages student involvement with anti-bullying policies.
- We believe that this will greatly increase the effectiveness of these anti-bullying resolutions, as students have insight into everyday life at school, whereas adults see it from a spectator's view.



2013 Anti-Bullying Resolution

Supporting Inclusion of Students in Anti-Bullying Policymaking

WHEREAS the State Board of Education affirms its commitment to strongly support the inclusion of students in the development of anti-bullying policies within school communities; and

WHEREAS RCW 28A.300.285(3) requires that district anti-bullying “policy and procedure should be adopted or amended through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives;” and

WHEREAS, in compliance with RCW 28A.300.285, the Superintendent of Public Instruction provides a model harassment, intimidation, and bullying prevention policy and procedure on the Safety Center webpage; and

WHEREAS thousands of people have supported an online petition to involve students in the anti-bullying policy-making process and to allow students to form and organize groups to advocate for students’ rights in regards to bullying in Washington state; and

WHEREAS the State Board of Education is committed to promoting effective anti-bullying policies and procedures so that every student feels physically and emotionally safe, respected, and ready to learn; and

WHEREAS student involvement in the development of anti-bullying policies can increase the effectiveness of these policies, thus promoting an educational system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and

THEREFORE, BE IT RESOLVED that the Washington State Board of Education supports the inclusion of students in the adoption or amendment of any anti-bullying policy or procedure as required by RCW 28A.300.285.

Ben Rarick, *Executive Director*

Deborah Wilds • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes • Dr. Kristina Mayer • Mara Childs
Cynthia McMullen • Peter Maier • Mary Jean Ryan • Tre’ Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon
Randy Dorn, *Superintendent of Public Instruction*



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>SBE Legislative Agenda - Discussion</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 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:	What items will the SBE place on its 2014 Legislative Agenda?	
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 checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The State Board of Education (SBE) will discuss finalizing its legislative agenda for the 2014 legislative session, which is a supplemental session scheduled for 60 days.</p> <p>One consideration is that, in a 60-day session, there is limited time for legislators to consider a wide variety of policy issues. Focused legislative agendas have a better track record of success in this environment.</p> <p>Accordingly, the proposed agenda focuses on four items:</p> <ul style="list-style-type: none"> • Ample provision for K-12 Education. • Legislative Authorization for a 24 Credit Graduation Requirement Framework. • Development of Math and Science Course Equivalencies for Vocational and Skill Center Programs. • Restoration of Professional Development Days (3). <p>This will not preclude the board from taking positions on other issues that emerge through the legislative process, but helps focus advocacy and staff work during the 60 day session.</p>	



2014 SESSION:

Updated: 10-31-2013

SBE Legislative Priorities

Ample Provision

Make ample provision for K-12 education programs

Legislative Action: Identify a reliable and dependable revenue funding source for K-12 education to support a robust response to the McCleary Court Order, and to fully implement the provisions of ESHB 2261 and SHB 2776.

Career & College Ready

Authorization of a 24-credit career and college-ready graduation requirement framework

Legislative Action: The Board urges the Legislature to authorize implementation of the 24-credit career and college-ready graduation requirement framework that supports multiple pathways to post-secondary education and training, and living wage employment options. Changes should take effect for students who will be seniors during the 2018-19 school year (current 7th graders).

Math & Science Equivalencies

Expansion of math and science course equivalencies for vocational programs.

Legislative Action: The Board urges the Legislature to direct the development of statewide model course modules and frameworks that allow students to fulfill math and science credit requirements at skill centers and other high school programs across the state. The Board has an interest in ensuring that these credit equivalency opportunities are offered in an equitable manner across the state.

Professional Development

Support restoration of professional learning improvement days (3)

Legislative Action: The Board urges the Legislature to restore funding for three Learning Improvement Days (LID) to support the professional development needs of educators to implement new state policy reforms, including new educator evaluation models, and Common Core and Next Generational Science Standards. Dedicated professional development time will ease the strain on families and children created by the proliferation of half or partial school days, and will reverse the erosion of instructional time that has resulted from the underfunding of professional development.

DRAFT—For Discussion Purposes only

Guiding Principles of a 24-Credit Graduation Requirement

Pathways to Post-secondary

- All students should earn certain foundational high school course credits to meet the intent of Basic Education, which is “to provide all students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.”
- To fulfill the intent of Basic Education in the 21st century, all students need Science, Technology, Engineering and Math (STEM) skills; 3 credits of math and 3 credits of science are foundational high school courses credits.
- High school electives are an important part of students’ Basic Education, allowing choice in course-taking, providing the opportunity to explore a range of fields of knowledge, and allowing the opportunity to pursue certain post-secondary pathways.
- Every student should have a High School and Beyond Plan by 9th grade or earlier, upon which all course-taking decisions will be based; a student’s High School and Beyond Plan may evolve during high school to reflect the student’s changing interests and goals.
- All students should be preparing for their life after high school; each student’s High School and Beyond Plan should identify a post-secondary pathway.
- Post-secondary pathways are locally determined but should include, at least, the opportunity to:
 - Attend a skills center or pursue a Career and Technical Education program of study
 - Pursue a certificate or degree in a professional/technical program
 - Pursue a 4-year degree via a college, university, or college transfer program

DRAFT – for discussion purposes only

Talking Points on Graduation Requirements

Stakeholder Input	Options
24-credit framework crowds out electives.	Show general electives as unchanged.
CTE pathways need to be incorporated.	Create “personalized pathway requirements.” Change “occupational education” credit to “Career and Technical Education.”
Make sure students have enough free electives to pursue courses at a skills center.	4 electives + 3 personalized pathway requirements creates a combined 7 available credits.
Embrace a broader definition of college to include postsecondary education and training.	Use “pathways to postsecondary” as branding term for requirements.
The third credit of science and math make it harder for students to attend skills centers.	Develop state models of math and science course equivalencies. Students should get credit for the math and science they take at skills centers.



THE WASHINGTON STATE BOARD OF EDUCATION

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

State Board of Education's Approved Graduation Requirements

Subject	Requirements for the Class of 2016	Career- and College-Ready Graduation Requirements
English	4	4
Math	3	3
Science (without lab)	1	1
Science (with lab)	1	2
Social Studies	3	3
Occupational Education	1	1
Health and Fitness	2	2
Arts	1	2*
World Language	0	2*
Career Concentration	0	2*
Electives	4	2*
Total Credits	20	24 (Up to 2 credits can be waived locally for students who have attempted 24 credits)

* **Flexible requirements**—1 arts credit, world language credit, career concentration credit, and electives may be substituted according to a student's High School and Beyond Plan.

Shading indicates a change from the previous requirements

This table pertains only to CREDITS required to graduate. See the [Washington State Graduation Requirements 2012 to 2016](#) to see the **non-credit requirements** needed to graduate.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Proposed Graduation Course-Taking Requirements

Subject	Requirements for the Class of 2016 & Beyond	Proposed Career- & College-Ready Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 with a lab)	3 (2 with a lab)
Social Studies	3	3
Career & Technical Education	1	1
Health and Fitness	2	2
Arts	1	2 ¹
General Electives	4	4
World Language (or) Personalized Pathway Requirement		2
Total Credits	20	24²

Personalized Pathway Requirement: Credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student's High School & Beyond Plan, and locally determined.

¹ Or 1 Art and 1 Personalized Pathway Requirement

² Up to 2 credits can be waived locally for students who have attempted 24 credits.

OPTIONAL VIEW A



Proposed Graduation Course-Taking Requirements

Subject	Requirements for the Class of 2016 & Beyond*	Proposed Career & College Readiness Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 with a lab)	3 (2 with a lab)
Social Studies	3	3
Career & Technical Education	1	1
Health and Fitness	2	2
Arts	1	2 ¹
General Electives	4	4
World Language (or) Personalized Pathway Requirement		2
Total Credits	20	24²

Personalized Pathway Requirement: Credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student’s High School & Beyond Plan, and locally determined.

Sample Personalized Pathway Requirements

Healthcare

- Medical Terminology
- Patient Care

Info Technology

- Digital Fundamentals
- Web Design

There are many pathways to a career and college ready high school diploma, including career programs at 14 skill centers.

WA 4-Year College Minimum Standards

- World Language 1
- World Language 2

Construction

- Construction Safety
- Construction Techniques

¹ Or 1 Art and 1 Personalized Pathway Requirement

² Up to 2 credits can be waived locally for students who have attempted 24 credits.

OPTIONAL VIEW B



Proposed Graduation Course-Taking Requirements

Subject	Requirements for the Class of 2016 & Beyond*	Proposed Career & College Readiness Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 with a lab)	3 (2 with a lab)
Social Studies	3	3
Career & Technical Education	1	1
Health and Fitness	2	2
Arts	1	2 ¹
General Electives	4	4
World Language (or) Personalized Pathway Requirement		2
Total Credits	20	24²

Personalized Pathway Requirement: Credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student’s High School & Beyond Plan, and locally determined.

Sample Personalized Pathway Requirements

<p style="text-align: center;"><u>4-Year University & 2-Year Transfer</u> (Washington State Minimum Standards)</p> <ul style="list-style-type: none"> ✦ World Language 1 ✦ World Language 2 	<p style="text-align: center;"><u>Community College Professional or Technical Degree</u> (Nursing Example)</p> <ul style="list-style-type: none"> ✦ Medical Terminology ✦ Patient Care 	<p style="text-align: center;"><u>Post-Secondary Career Certificate</u> (Green Energy Electrician Example)</p> <ul style="list-style-type: none"> ✦ Electrical Theory ✦ Energy Sources
--	---	---

There are many pathways to a career and college ready high school diploma, including career programs at 14 skill centers.

¹ Or 1 Art and 1 Personalized Pathway Requirement

² Up to 2 credits can be waived locally for students who have attempted 24 credits.



Illustration 1, Requirement Through 2013-2014, Annual Average of 1,000 Hours in Grade 1-12

	Elementary School	Middle School	High School
Grade 1	940		
Grade 2	940		
Grade 3	940		
Grade 4	940		
Grade 5	940		
Grade 6	940		
Grade 7		1080	
Grade 8		1080	
Grade 9			1050
Grade 10			1050
Grade 11			1050
Grade 12			1050
Annual Average	1000 Hours		

Illustration 2, Beginning 2014-2015, 1,000 Hours in Each of Grades 1-6 and 1080 Hours in Each of Grades 7-12

	Elementary School	Middle School	High School
Grade 1	1000		
Grade 2	1000		
Grade 3	1000		
Grade 4	1000		
Grade 5	1000		
Grade 6	1000		
Grade 7		1080	
Grade 8		1080	
Grade 9			1080
Grade 10			1080
Grade 11			1080
Grade 12			1080

Net Change from the Requirement for an Annual Average in Illustration 1 to Requirement for Each Grade in Illustration 2

	Elementary	Middle School	High School
Grades 1	+60		
Grade 2	+60		
Grade 3	+60		
Grade 4	+60		
Grade 5	+60		
Grade 6	+60		
Grade 7		0	
Grade 8		0	
Grade 9			+30
Grade 10			+30
Grade 11			+30
Grade 12			+30



Funding the 1080 Hour Requirement

The following are excerpts from the Joint Task Force on Education Funding Final Report, December 2012

Table 1: Spending Plan Dollars in Millions	2013-15 Biennium	2015-17 Biennium	2017-19 Biennium
Fully fund revised transportation formula	\$141.6	\$225.1	\$232.8
Materials, Supplies, & Operating Costs (MSOC)	\$597.1	\$1,410.9	\$1,554.7
Reduce K-3 class sizes to 17 pupils/teacher	\$219.2	\$662.8	\$1150.6
Implement full-day kindergarten statewide	\$89.3	\$227.4	\$348.7
Implement Career & College Ready plan	\$140.4	\$327.6	\$473.4
Classified & administrative salary allocations	\$169.8	\$450.2	\$681.5
Accountability, Evaluation, & Common Core	\$66.5	\$44.5	42.0
Total	\$1,423.9	\$3,348.5	\$4,483.7

Note: Amounts may vary depending on the phase-in of the components.

Table 2: Funding Options Dollars in Millions	Estimated Biennial Impact
Use Rainy Day Fund	\$250 - \$300
Retain existing taxes set to expire	\$650 - \$800
Additional budget efficiencies and savings	\$300
Eliminate tax exemptions	\$250
Transfer all or part of K-12 transportation to transportation budget (with new revenue)	\$143 - \$930
Excise Tax on capital gains*	\$650 - \$1,400
Property Tax Options:	
Revise state school levy growth factor	\$43 - \$600
Increase state school levy	\$200 - \$2,350
Use state school levy to replace local levies	\$1,735 - \$2,680

All new revenues are dedicated to the Education Legacy Trust Account

Career & College Ready plan: This item includes funding for the following: an additional 80 hours of instructional time for students in grades seven through 12; an increase in additional instructional hours for the Learning Assistance Program (LAP) from the current level of 1.5156 hours to 2.0000 hours per week; revisions to TBIP, including increased funding for middle- and high-school bilingual instructional hours from the current 4.7780 hours per week to 6.0000 hours per week in middle school and 8.0000 hours per week in high school, along with the addition of transition support for all exited students for two years in the form of 3.0000 hours per week of additional instructional time; the addition of Family and Community Engagement Coordinators in elementary schools; and increased allocations for middle- and high-school counselors. The plan arose out of discussions related to the enhancements for increased instructional hours and credits as provided in ESHB 2261. (See ESHB 2261, section 104(2)(a), page 8 and section 104(3)(b), page 8. Note: A deadline for implementation is not currently set in statute for expanded instructional hours or the opportunity to earn 24 credits but ESHB 2261 intent language in section 1(4) stated that the "... legislature intends that the redefined program of basic education and funding for the program be fully implemented by 2018." The 2011 legislature added the statutory requirement that implementation of the expanded instructional hours is to occur "not before the 2014-15 school year." Implementation in the 2014-15 school year would enable students entering high school in that year the opportunity to earn 24 credits by graduation in 2018.)



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Recommendation to Legislature, Option Two 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 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 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. Can the SBE identify impacts of the waivers on student learning? 2. What costs savings can reliably be identified from implementation of the waivers? 3. Does the research literature on shortened school weeks provide support for such waivers? 4. Is there sufficient evidence from an examination of the waivers for a recommendation to the Legislature to continue the waiver program? 	
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>Legislation enacted in 2009 authorized the SBE to grant waivers of the basic education requirement of a minimum 180-day school year to a limited number of small districts “for purposes of economy and efficiency.” The Board has granted three of these waivers, termed Option Two to differentiate them from those authorized under RCW 28A.305.140. Currently two districts, both with under 150 enrollments, have Option Two waivers, one for 34 days and the other for 30 days. RCW 28A.305.141 expires on August 31, 2014. The statute directs the SBE to examine the waivers and make a recommendation to the Legislature by December 31, 2013 on whether the program should be continued, modified, or allowed to terminate under law.</p> <p>In your packet you will find a memo describing findings made thus far and work still ahead to complete the examination of the waivers within available data. Staff’s initial recommendation will be to not change the sunset currently set in law.</p>	



ECONOMY AND EFFICIENCY WAIVERS EXAMINATION

Policy Considerations

RCW 28A.305.141 directs the State Board of Education to examine the economy and efficiency basic education waiver pilot program, its impact on student learning, and make a recommendation to continue, modify, or allow the pilot program to expire. Policy considerations include, but are not limited to:

1. Was there an impact on student achievement?
2. Were there cost savings?
3. Does a review of the literature on shortened school weeks support continuation of the waivers?
4. Is there sufficient evidence to make a recommendation?
5. Is the economy and efficiency waiver still necessary?

Summary

The statute lists evidence to be considered in the Board's examination of the pilot waiver program, including the Washington assessment of student learning, dynamic indicators of basic early literacy skills, student grades, and attendance. Because the stated purpose of the waiver is "economy and efficiency," board staff are also examining financial data from the districts with current waivers, Paterson and Bickleton. Staff are currently collecting these and other data from the Office of the Superintendent of Public Instruction and the districts.

RCW 28A.305.141 requires that the recommendation of the SBE "focus on whether the program resulted in improved student learning." There are a number of factors that make attributing changes in student achievement to the flexible calendar difficult. The small sizes of the districts, short program time span, and incompleteness of much of the necessary data hinder the Board's ability to assess any impact on student achievement. If a change in student achievement is identified, it would also not be possible to disentangle the effect of the school schedule from the myriad other factors that may have affected student achievement over the course of the waivers. The data staff are collecting will provide information on district trends, but aside from anecdotal evidence from the district asserting one, a causal relationship cannot be identified.

In terms of financial data, preliminary analysis of state data on transportation revenues and expenditures does not indicate savings for the districts, particularly since the flexible week results in a prorated allocation from the state. In Paterson's reapplication, they estimated that transportation spending had actually increased by \$717. Other savings, such as for classified staff, substitutes, and utilities are unclear from the available data, and board staff have requested updated savings estimates and district methodology for the calculations from Bickleton and Paterson. Lyle, which discontinued the flexible schedule after two years, indicated that they did not reduce salaries of classified or certificated staff because of negotiated contracts, decreasing the possible savings from such a waiver.

The examination of the waiver program has also included a review of the districts' applications, supplemental materials, and a literature review of high-quality research on the impacts of a four-day week. Findings from the literature review indicate that there is no discernible impact on student learning and savings are often less than anticipated. Anecdotal evidence from district applications showed positive impacts attributed to the flexible week, primarily in attendance and staff and community satisfaction. Student achievement data provided in the reapplications were not complete enough to discern a change, either positive or negative. The district methodology used to arrive at estimated savings was unclear.

As a result of the limitations above, and other considerations such as change in student cohorts and assessments, the SBE will not be able to make a recommendation based on student achievement, as required in statute. The waivers' effects on district savings are also still uncertain. The Board must then make a recommendation based on other considerations, including whether a waiver for the express purposes of "economy and efficiency" is necessary.

In examining this issue, we must consider that Washington state accounts for the diseconomies of scale faced by small districts with the small school and remote and necessary factors in the school funding formula. These factors increase the state funding allocation for small districts to alleviate resource challenges inherent in serving small student populations or being in rural locations. In 2012-2013, Bickleton received \$16,373 per pupil from the state and Paterson received \$8,987 per pupil, compared to the state average of \$6,522 per pupil. The small school factor is intended to address the same issues that the economy and efficiency waiver is intended to address, creating redundancy between the funding formula and BEA waivers.

There has also been very limited demand for the waivers. Over the course of the waiver pilot program, only four schools have applied to receive these waivers. There were 52 districts in 2011-12 with enrollment below 150. Three districts – Bickleton, Paterson, and Mill A – requested waivers under this statute. There were 53 districts in 2011-12 with enrollment between 150 and 500. One district, Lyle requested, and was granted, a waiver under this statute, but abandoned its modified calendar after two years. While there is a cap on the number of waivers that may be granted in this pilot program (two waivers for districts below 150 students, three for districts between 150 and 500), there has been a low number of applications given the number of districts that would be eligible. The lack of interest by districts that would qualify in the 150-500 student category could indicate that, among larger districts, it is of less interest than among the smallest districts. Expansion of the program to districts over 500 may not, then, elicit any increased interest.

Another key consideration is whether the purpose of the waivers is consistent with the basic education act (BEA). The BEA presumes that there is value in the number of days that a student is in school, as well as the number of hours. Any deviation from the time requirements of the BEA would need to add value to a student's educational experience. In the requirements for the "Option One" waivers, districts must show how the educational program would be enhanced by the waiver. For the Economy and Efficiency, or "Option Two" waiver, the requirements emphasize potential savings, rather than educational enhancements. This seems incongruous with the intent of the BEA and the tenet of school finance that funding and basic education programs should only be decreased for educational reasons, not for budgetary reasons. This begs the question of whether the affordability of the program of basic education warrants a waiver from it.

Background

Data to be Considered

The following datasets have been requested and will be considered:

- Median Student Growth Percentiles
- State Assessments (WASL, MSP, HSPE)
- Language Proficiency Exams (WELPA, WLPT)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Transportation Revenue and Expenditures
- Classified Staff Salaries
- District Reported Savings
- State Revenue and Expenditure Reports

Other indicators mentioned for evaluation in RCW 28A.305.141 included attendance and student grades. Both Bickleton and Paterson cite decreased absences of teachers and students as a benefit of the flexible schedule. This was attributed to having a business day off to take care of appointments, which normally require a full day absence because of the long distance traveled to town. Data reported to the state for student attendance is limited to unexcused absences before 2011-2012. The data on unexcused absences cannot support the district findings since the absences described would be excused and the two years of excused absence data is not enough to discern a trend. Student grade point averages for grades K-8 are also unavailable at the state level.

Attributing changes in district finances to the flexible week is similarly difficult because of factors that impact savings, such as contract agreements with staff, changes in fuel prices, and programmatic changes. The recent changes in the state transportation funding formula pose additional challenges to calculating transportation savings. Most savings will accrue to the state, which prorates the transportation allocation for the four-day week, decreasing the funding a district receives. Paterson continues to transport high school students into neighboring Prosser, so does not receive a prorated allocation. Any local dollars used for transportation may be available for the district to repurpose as a result of the flexible schedule.

Impacts on other aspects of the school community, such as child nutrition programs, childcare, and districts' ability to recruit and retain staff were not studied independently due to the lack of funding for such in-depth analysis, the lack of available data to assess, and difficulty attributing observed changes to the flexible schedule. However, some of these were addressed in the districts' reapplications. Both Paterson and Bickleton explained that childcare for working parents was not a major concern in their communities, where many parents work at home on farms or many families have multiple caregiver options, such as nearby relatives. A letter from Lyle's current superintendent, in response to a staff request for feedback on the waiver program, cited childcare as a concern in her community and one of the reasons for discontinuing the flexible schedule. Bickleton does not participate in the free and reduced price lunch program. Paterson provides a free breakfast and lunch for every student in the district, using local dollars to supplement the federal reimbursements, and provides these meals on "Adventure Fridays".

Application Review

The waiver reapplications for Paterson and Bickleton included information about how the flexible week was implemented, including activities on the now-free Fridays. Paterson has instituted "Adventure Fridays" on select Fridays throughout the school year for enrichment programs,

such as field trips, fine arts, and special projects. Bickleton has used the Fridays for professional development programs and is working on a school-to-work program with wind turbine companies in the area. Both districts also report using time outside of the student day for instructional and team planning, staff meetings, and professional development, though do not specify if this is limited to Fridays or is distributed throughout the week.

Both districts stated that savings from the waiver allowed them to continue reading programs and increased hours of kindergarten by preserving classified staff. Both had received grants for Reading First prior to 2009 and used savings to replace those funds and preserve the program.

The public comment submitted as part of the reapplication was overwhelmingly positive. However, there was a significant number of identical comments on both applications. All of the comments in Bickleton's application appeared in Paterson's. Paterson's application also included specific comments about "Adventure Friday" and in-depth comments from teachers about the new schedule.

Literature Review

The review of the research to date on the four-day week provided findings in three main areas: student achievement, finances, and school culture.

Student achievement: While a number of districts across the nation have implemented four-day weeks, the available high-quality studies have found that student achievement was not affected, either positively or negatively (Gaines, 2008, Donis-Keller & Silver, 2009, Plucker, Cierniak, & Chamberlin, 2012). Any impacts that were observed in case studies were not attributable to the school schedule alone, and so, at best, the flexible week was found to not adversely affect student learning.

Finances: Savings attributed to the four-day week varied across districts depending on programming, but most research found that savings were less than anticipated. Although the savings experienced were a small percentage of a district's overall budget (on average, between 0.4% and 2.5%), they were found to be significant in terms of the number of staff or instructional programming that they could be redistributed to support (Griffith, 2011). Transportation was found to be the area with the greatest savings, though this conflicts with the findings of Bickleton and Paterson. This could be the result of programming choices and of the state prorating transportation allocations to account for the four-day week, decreasing the funding Washington districts receive. Paterson stated that the largest savings were in classified staff salary and benefits. Bickleton stated that its largest savings were in transportation, followed by classified staff.

School Culture: Many studies found increased student and teacher attendance with the four-day week. This finding was also echoed by Paterson and Bickleton. Studies also found decreased behavioral problems, increased morale, and fewer discipline referrals in the research reviewed.

Action

Staff is seeking the board's approval to produce a recommendation to the legislature consistent with the analysis contained in this memorandum.

RCW 28A.305.141

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

(1) In addition to waivers authorized under RCW [28A.305.140](#) and [28A.655.180](#), the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW [28A.150.220](#) and [*28A.150.250](#) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW [28A.150.220](#) that school districts offer an annual average instructional hour offering of at least one thousand hours shall not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2014.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) The state board of education shall examine the waivers granted under this section and make a recommendation to the education committees of the legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or allowed to terminate. This recommendation should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. Such evidence includes, but is not limited to: Improved scores on the Washington assessment of student learning, results of the dynamic indicators of basic early literacy skills, student grades, and attendance.

(5) This section expires August 31, 2014.

[2009 c 543 § 2.]



Approval of Private Schools

SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS

Approval of a Private School for the 2013-14 School Year

BACKGROUND

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

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

Private schools may provide a service to the 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.

POLICY CONSIDERATION

Approval under RCW 28A.195.040 and Chapter 180-90 WAC.

EXPECTED ACTION

- The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as a private school for the 2013-14 school year.

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
First Presbyterian Church School * Matthew Shuts 20 Tacoma Ave S Tacoma WA 98402-2697 253.272.7145	P-5	164	85	0	Pierce

*=First Presbyterian Church School is appealing to the State Board for approval of the school for 2013-14.

Washington State Board of Education Meeting Dates and Locations for 2015-2016

Dates for 2015	Dates for 2016
January 7-8 Olympia	January 13-14 Olympia
March 11-12 Tacoma	March 9-10 Renton
May 13-14 Pasco	May 11-12 Yakima
July 8-9 Federal Way	July 13-14 Spokane
*September 9-11 Spokane <i>*Wed, Thur & Fri dates scheduled due to Labor Day holiday on Monday, Sept. 7.</i>	*September 13-15 Everett <i>*Wed, Thur & Fri dates scheduled due to Labor Day holiday on Monday, Sept. 5.</i>
*November 4-5 Vancouver <i>*Scheduled a week earlier due to Veterans Day holiday on Wed, Nov. 11.</i>	November 9-10 Vancouver