

September 14-15, 2011

## AGENDA

### Wednesday, September 14, 2011

**8:30 a.m. Call to Order**

Pledge of Allegiance

Welcome Dr. Loren J. Anderson, President, Pacific Lutheran University

Agenda Overview

**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 July 12-14, 2011 Meeting** (*Action Item*)
- **Approval of Minutes from the August 9, 2011 Special Meeting** (*Action Item*)
- **Approval of Private Schools** (*Action Item*)

**8:45 a.m. Strategic Plan Dashboard**

Mr. Ben Rarick, Executive Director

Mr. Aaron Wyatt, Communications and Legislative Director

**9:00 a.m. Waiver Criteria and Requests**

Ms. Sarah Rich, Research Director

**10:30 a.m. Break**

**10:45 a.m. Draft Revisions to SBE Graduation Requirements and Credit Definition Rules**

Dr. Kathe Taylor, Policy Director

**11:30 a.m. Public Comment**

- 12:00 p.m. Recognition Lunch for Warren Smith**
- 1:00 p.m. 2012 Legislative and Budget Considerations**  
Mr. Ben Rarick, Executive Director
- 2:00 p.m. Governance Draft Work Plan Discussion**  
Mr. Ben Rarick, Executive Director
- 3:00 p.m. Break**
- 3:15 p.m. Wenatchee School District Teacher/Principal Evaluation Pilot**  
Mr. Jon DeJong, Assistant Superintendent, Organizational Development, Wenatchee School District  
Mr. Mark Goveia, Principal, Sunnyslope Elementary School, Wenatchee School District
- 4:30 p.m. Public Comment**
- 5:00 p.m. Adjourn**

**Thursday, September 15, 2011**

- 8:00 a.m. Preparing Washington State Students**  
Mr. Jared Costanzo, Student Board Member
- 8:15 a.m. Online Learning: Alternative Learning Experience and Multi-district Providers**  
Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI  
Mr. Karl Nelson, Director, Digital Learning, OSPI  
Ms. Susan Stewart, Chief Administrative Officer, Washington Virtual Academy (WAVA)  
Mr. William Fritz, Superintendent, Steilacoom School District
- 10:15 a.m. Break**
- 10:30 a.m. OSPI Briefing on 2011 State Assessment Results and Adequate Yearly Progress (AYP)**  
Dr. Alan Burke, Deputy Superintendent, OSPI  
Dr. Robin Munson, Assistant Superintendent, Assessment and Student Information, OSPI
- 11:30 p.m. Accountability Update**  
Ms. Sarah Rich, Research Director
- 12:30 p.m. Lunch**  
Cardboard Confessions Video, Othello School District

- 1:00 p.m. Middle School Survey of College and Career Ready Practices**  
Dr. Kathe Taylor, Policy Director
- 1:30 p.m. The Opportunity Gap: African American Students**  
Ms. Erin Jones, Assistant Superintendent of Student Achievement, OSPI  
Ms. Trise Moore, Director, Family Engagement, Federal Way School District  
Mr. Tim Herron, Director/Founder, Act Six Foundation  
Mr. Lull Mengesha, Author, *The Only Black Student*  
Four Students, Pacific Lutheran University
- 3:00 p.m. Break**
- 3:15 p.m. Report from NASBE Common Core Meeting**  
Ms. Connie Fletcher, Board Member  
Ms. Phyllis Frank, Board Member
- 3:30 p.m. Public Comment**
- 4:00 p.m. Business Items**
- Waiver Requests (***Action Item***)
  - Draft Proposed Language for WAC 180-51-066 (***Action Item***)
  - Draft Proposed Language for WAC 180-51-050 (***Action Item***)
  - SBE 2012-13 Draft Proposed Budget (***Action Item***)
- 5:00 p.m. Adjourn**

# The Washington State Board of Education

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

Pacific Lutheran University  
Chris Knutzen Hall  
12180 Park Avenue South  
Tacoma, Washington  
253-535-7450

September 14-15, 2011  
Pacific Lutheran University  
Tacoma, Washington

## MINUTES

### Wednesday, September 14, 2011

**Members Attending:** Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Ms. Mary Jean Ryan (phone), Mr. Jared Costanzo, Mr. Bob Hughes, Ms. Amy Bragdon, Mr. Matthew Spencer, Mr. Tre' Maxie (13)

**Members Absent:** Dr. Bernal Baca (excused), Dr. Kris Mayer (excused) (2)

**Staff Attending:** Mr. Ben Rarick, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (7)

The meeting was called to order by Chair Vincent at 8:36 a.m.

Dr. Anderson welcomed the members to the University. This is the second week of the new school year on campus and the University hosts a record first-year class of 734 students and a total of 3,500 students.

Chair Vincent also introduced the new Executive Director, Ben Rarick, to the Board.

**Motion** was made to approve the Consent Agenda to include:

- Minutes from the July 12-14, 2011 Board Meeting
- Minutes from the August 9, 2011 Special Board Meeting
- Private Schools

**Motion** seconded

**Motion** carried

### Strategic Plan Dashboard

Mr. Ben Rarick, Executive Director

Mr. Aaron Wyatt, Communications and Legislative Director

Members reviewed the 2011-2014 strategic plan goals and discussion followed. All five goals have been worked on and will be completed by the November Board meeting. Mr. Wyatt gave an overview of the work accomplished under the five goals. It is time to revisit the Strategic Plan to determine what goals need emphasis. Staff were asked at the July meeting to work on updating the Strategic Plan and will have this completed by the November 2011 meeting.

## Waiver Requests

Ms. Sarah Rich, Research Director

Fifteen districts are requesting waivers from the 180-day school day basic education requirement as follows:

Auburn	Five days	2011-12
Bainbridge Island	Four days for grades K-6 Two days for grades 7-8	2011-12; 2012-13; 2013-14
Deer Park	Four days	2011-12; 2012-13
Entiat	Four days	2011-12; 2012-13; 2013-14
Highline	Four days for elementary Two days for secondary	2011-12; 2012-13; 2013-14
Kettle Falls	Four days	2011-12; 2012-13; 2013-14
Medical Lake	Four days	2011-12; 2012-13; 2013-14
Mount Vernon	One day	2011-12; 2012-13; 2013-14
North Kitsap	Five days	2011-12; 2012-13; 2013-14
Oak Harbor	Four days	2011-12; 2012-13; 2013-14
Okanogan	Four days	2011-12; 2012-13; 2013-14
Orondo	Four days	2011-12
Sunnyside	Seven days	2011-12; 2012-13; 2013-14
Thorp	Two days	2011-12
Wahkiakum	Four days	2011-12; 2012-13; 2013-14

Full applications from the above mentioned districts were provided for the Board Members review. Ms. Rich directed the Members to the summary of waiver requests and the graph showing the requests for each district.

## Innovation Waivers

The 2011 Legislature passed HB 1521 and HB 1546 regarding innovation in education. The Board is directly involved in HB 1546, which encourages innovation by establishing innovation schools and zones with a focus on arts, science, technology, engineering, and mathematics. Within the scope of their statutory authority to waive, OSPI and SBE may grant waivers for innovation schools/zones and shall provide an expedited review of requests. The bills were provided in the Members' packets.

The timeline for the process is as follows and includes those dates specifically listed in the bill indicated in bold:

September 19, 2011	Applications distributed by OSPI
<b>January 6, 2012</b>	Districts submit applications to the Educational Service Districts (ESDs)
January 11-12, 2012	Board Meeting
February 10, 2012	ESDs recommend to OSPI
February, 2012 (date TBD)	Special Board meeting to consider waiver requests
<b>March 1, 2012</b>	OSPI will notify districts of approval
<b>SY 2012-13</b>	Districts begin implementation
<b>January 15, 2013 and odd-numbered years thereafter</b>	OSPI reports to the education committees on the progress of the innovation schools/zones

Discussion followed.

### Review of Waiver Criteria

The Board reviewed the key points from the waiver discussion they had in July and gave direction to staff for bringing forward draft rules in November.

The Board reviewed the key points from the waiver discussion they had in July and gave direction to staff for bringing forward draft rules in November. The July discussion included general agreement to cap the number of waiver days, build in additional accountability for the minimum 1,000 instructional hours, and to require districts to write a report at the end of the waiver period. After reviewing July's discussion, the Board considered whether or not to continue to grant waiver days for parent teacher conferences and discussed the importance of giving districts flexibility regarding days as long as the minimum 1,000 instructional hours continued to be met.

### Draft Revisions to SBE Graduation Requirements and Credit Definition Rules

Dr. Kathe Taylor, Policy Director

The Board approved new graduation requirements in November 2010; however, the requirements are not yet implemented, pending financial support from the state.

Dr. Taylor reviewed the statutory requirements met by the Board along with the OSPI fiscal analysis presented to the Board at the November 2010 meeting.

Within the 20 credit framework already in rule, changes to WAC 180-51-066 include:

- Increase English from 3 to 4 credits.
- Increase social studies from 2.5 to 3 credits (adding .5 credit of civics per [RCW 28A.230.093](#)).
- Clarify that 2 credits of health and fitness are .5 credit health and 1.5 credits fitness.
- Decrease elective credit requirements from 5.5 to 4.
- Make Washington State History and Government a non-credit requirement that must be successfully passed and note that the requirement has been met on the student transcript.
- Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements while earning one credit.

These proposed changes would go into effect for the graduating class of 2016.

Make the following policy change to WAC 180-51-050:

- Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.

Final draft changes made at this meeting will be filed with the Code Reviser and communication will go out to stakeholder organizations. A public hearing will be held at the November 2011 meeting.

### Public Comment

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

Ms. Sullivan raised the issue of why now and what the impact will be on the districts that don't have these graduation requirements in place – from both a fiscal and a social cost. She provided a list of districts – ranging from big (Seattle with ten high schools) to mid-sized

(Olympia, North Thurston, Central Valley near Spokane) and small (Wellpinit). School districts are stretched thin already. Staff has mentioned that they haven't spoken with these districts to determine impact. The fiscal analysis provided by Shawn Lewis at OSPI is not an official fiscal note and Seattle didn't respond to the survey when he was creating the analysis. She encouraged the Board to talk with districts and understand the impact. This isn't about agreeing or disagreeing with whether this is the right thing to do. It's about the timing. Life has changed in the time since the Board started talking about this, and the revenue forecast tomorrow won't be any better. She is concerned about impacts to LEA, and future cuts to education. Kids who are on a college track already will take 4 credits of English and 3 credits of social studies, regardless of what is required by the state or district. This has the impact of reducing electives that are used for things like art or for credit retrieval. For Seattle Public Schools, it will reduce their 5.5 electives to 4 – they don't have more than the current set amount. WSSDA's regional meetings are scheduled at the end of this month through October and Ms. Sullivan urged the Board to use those as an opportunity to find out what districts think and how they would implement the new requirements. She stated that there is no rush for the Board to take action tomorrow on filing the 102 with the Code Reviser and instead gather the information for the next two months and take action in November.

Wendy Rader-Konofalski, Washington Education Association (WEA)

The WEA thanked the Board for its consistent commitment to keeping the implementation or enforcement of the new graduation requirements contingent on funding. When talking about funding, distinctions weren't made between state or local costs. If there is a cost at the local level, then imposing this would simply be an unfunded mandate at a time when morale is low, teachers are slammed dealing with new tests, new curriculum, and more kids in their classrooms. The Board did not put a time limit on that commitment, so regardless of how many years it takes, WEA hopes that the Board will stay true to their commitment. Currently, educators and districts are struggling about how to preserve the quality of education for students under the dramatic cuts we are experiencing. Class sizes are huge. Thousands fewer adults are in our schools, counselors and support staff are gone in many districts or reduced, the last remnant of state funding professional development is gone and teachers are struggling to maintain the ability to collaborate or mentor each other. Dealing with these urgencies must precede additions to credit expectations.

Bruce Caldwell, Washington Music Educators Association (WMEA)

WMEA believes that every child should have equal access to rigorous music classes taught by highly qualified music educators, that those classes meet every day, and that students may enroll in these classes every term of their high school career. To achieve that end, Washington State graduation requirements, when combined with district graduation requirements and college entrance requirements, should not impact this access with unintended consequences by limiting students' abilities to maintain continuous enrollment in sequential terms of music classes, such as band, choir, and orchestra. WMEA was not aware of the direction of the Board's work until recently. As they represent more than 1,600 music teachers who connect with 50 percent of the students in the state each year, they ask that the following requests be considered:

1. The decision involving the reduction of electives to 4 credits be delayed beyond the November meeting to give WMEA time to work with the Board to find a possible alternative that will benefit students.
2. If that cannot be done, then whether electives remain at 5.5 credits or are reduced to 4 credits, WMEA asked that they be identified as "student-choice electives" and that school districts be strongly urged to not encroach on those electives with additional requirements.

Heather Pope, League of Education Voters (LEV)

LEV supports the graduation requirements. Postsecondary education includes many areas and LEV agrees that it's time to move forward. Our kids deserve so much more. It's our responsibility to figure out how districts need support and move forward.

Tim Knue, Washington Association of Career and Technical Education (WA-ACTE)

Mr. Knue echoed the comments of the music educators. He encouraged the Board to foster the innovation zone.

Brooke Brod, Stand for Children

Ms. Brod thanked the Board for being a strong voice for a career- and college- ready diploma. The Board has always done tremendous work and the recommendations have helped lay the foundation students need and deserve. She urged the Board to continue moving forward on adopting the changes in the credits for graduation requirements. The Board is well versed in the facts and figures that highlight the pressing need for ensuring students are ready for postsecondary education. Ms. Brod gave examples of some that stand out for her as an advocate and former teacher. She strongly encouraged the Board to move forward with adoption of the graduation requirements at the November meeting.

Bob McMullen, Association of Washington School Principals (AWSP)

AWSP is concerned about the Board's intention to proceed at this time with the adoption of the Graduation Requirement and Credit Definition Rules package. AWSP believes it is not well understood what the financial and work time impact will be on school districts if this package is implemented at this time. Their concern is exacerbated because of the continuation of Washington State's budget shortfall and multi-year budget cuts, which continue to devastate education with the loss of thousands of employees and the cutting of hundreds of essential programs. It is AWSP's belief that implementation of the SBE Graduation Requirement and Credit Definition Rules package is highly likely to create additional time and fund expenditures to school districts. Three examples:

1. English and Social Studies graduation requirement credit increases: What will be the time and financial costs to implement these graduation requirements? It will likely require high school staffing adjustments, acquisition of new materials, school and district record keeping changes and policy rewrites, and intensive parental communication.
2. Washington State History as a non-credit graduation requirement: What will be the time and financial costs to schools and districts to increase the civics requirement and adjust Washington State History to a non-credit graduation requirement? It will likely require Washington State History to be moved to middle school/junior high, the creation of high school make up provisions, record keeping changes and policy rewrites, and intensive parental communication.
3. The "two for one" policy addition: What will be the time and financial costs to schools and districts to implement a policy enabling students to take CTE-equivalent courses which satisfy the two requirements? It will likely require policy establishment defining and aligning specific CTE courses, the identification of CTE instructional hours expected to reach the identified equivalencies, the rewriting of CTE course learning expectations, CTE teacher training, and intensive parental communication.

AWSP recommends that the Board take the time to attain a clearer understanding of anticipated implementations costs prior to enacting the SBE Graduation Requirements and Credit Definitions Rules package.

Anne Luce, Partnership for Learning

The Washington Roundtable and Partnership for Learning (PFL) support the proposed rule changes. Restructuring the course requirements for a high school diploma will provide greater



alignment to the postsecondary entry requirements in Washington State and is a step in the direction toward the implementation of the new graduation requirements. Our business community supports these graduation requirements. The business community supports the graduation requirements because they better prepare our students for the job market in Washington State. The proposed rule changes support competency-based learning. By adopting a non-time based definition of a credit and enabling a two-for-one policy the Board will recognize that students learn at different paces and have varying experiences outside of the classroom that impact their learning. Based on the data presented today by the Board staff, the Washington Roundtable and the PFL believe that the rule changes will not negatively impact districts given that the majority of the districts in our state already provide three credits of social studies and four credits of English.

#### Wes Pruitt, Workforce Training Board (WTB)

The WTB has supported two reports issued this year emphasizing the need for students to be career ready. He suggested that as the Board moves forward to help kids become more college ready we're leaving behind the resources for students to become more career ready. There is a balance in the original proposal that might not be present in the current proposal. He suggested reading Pathways to Prosperity, which talks about students with multiple pathways.

#### Brooke Valentine, Parent, Kent School District

As a parent in Kent, she supports the Board's adoption of the graduation requirements. It's important to move forward on the requirements. It's important to parents that students are prepared for college.

### **2012 Legislative and Budget Considerations**

Mr. Ben Rarick, Executive Director

Mr. Rarick presented the proposed SBE fiscal year 2011 budget. The Office of Financial Management (OFM) has asked all agencies to prepare for more cuts in response to the economic forecasts, which project a deficit in the 2011-13 budget. Discussion followed on the impact to the SBE and how it impacts the K-12 system overall.

Mr. Rarick highlighted a few bills from last year's legislative session that are likely to re-emerge during the 2012 session, including changes to the Transitional Bilingual funding formula, as well as important aspects of how alternative learning experience programs are regulated and funded.

2011 Legislative Session key issues include:

1. Alternative Learning Experience (ALE) program changes:
  - HB 2065 required OSPI to develop funding methodology achieving a 15 percent reduction.
  - Emergency WACs issued by OSPI established 80 percent and 90 percent reduction thresholds based on contact time requirements.

Emerging issues include:

- What does the 180 day and 1,000 hour requirement mean in the ALE context? What does the BEA minimum guarantee in the virtual world?
  - What does a non-seat time based funding formula look like? Is the future a 'mixed model' of virtual and bricks and mortar learning delivery models?
2. Transitional Bilingual Program (TBP) funding change:
    - Provision in Senate Bill 5919 allowing for re-calibration of per student allocation amounts based on language proficiency. Exit bonuses introduced.

Emerging issues include:

- Are students spending too long in the program? How long is too long?
- How does the new funding structure play out in terms of winners and losers?
- Can the exit bonuses be considered Basic Education if they are not dedicated to actual TBP qualifying students?
- The Quality Education Council (QEC) required a report due December 2011. What will it say?

Discussion followed.

### **Governance Draft Work Plan Discussion**

Mr. Ben Rarick, Executive Director

During the 2011 Legislative Session, the Governor proposed a new education governance system for Washington, which would have established a Secretary of Education to oversee all aspects of the system. Senate Bill 5639 was the legislative vehicle for these proposals and was amended and passed out of the Senate Early Learning and the K-12 Education Committee. The bill never passed out of the Ways and Means Committee. The House Companion Bill, HB 1973, never received a hearing.

During spring and summer of 2011, the Board conducted analyses of different governance structures, looking in detail at Massachusetts, Maryland, and Colorado. At the July 2011 Board retreat, the following key points emerged:

- Government emerges from “governance.” The Board expressed an interest in working on governance as a precursor to helping shape government structures.
- A necessary component of good governance is a meaningful system-wide strategic planning process for the preschool through high school education system, referred to as “P-13.”
- Such a system must involve continuous and broad stakeholder input, and incorporate goals, strategies, and measurable indicators of student success.
- Seven goals were identified as a preliminary launching point for such a plan. The goals included three of the four State Education Plan goals, plus four state basic education goals as specified in statute.
- A goal was established to develop governance recommendations for consideration by the new governor who takes office in January 2013.

Mr. Rarick provided questions for discussion:

1. Where have we been:
  - The 2011 Legislative Session Governance Proposal was discussed at the July Board Retreat, which included:
    - ✓ Government vs. Governance.
    - ✓ Governance: effective strategic planning for a P-13 system.
    - ✓ January 2013 recommendations to new governor on government.
    - ✓ Action plan for new process done by the Executive Director.
2. Where we are going?
  - Goals:
    - ✓ Start with Education Reform Plan and Basic Education goals.
  - Strategies:
    - ✓ Specific enough to convey a priority.
    - ✓ Can someone reasonably disagree with this strategy?
  - Indicators:
    - ✓ Outcome indicators (are key student outcomes improving?).

- ✓ Process indicators (are we planning or coordinating toward improved student outcomes?).
- Reporting Structure:
  - ✓ Report Card and ongoing stakeholder engagement strategy.

Existing models to build from were presented and discussion followed.

### **Wenatchee School District Teacher/Principal Evaluation Pilot**

Mr. Jon DeJong, Assistant Superintendent, Organizational Development, Wenatchee School District

Mr. Mark Goveia, Principal, Sunnyslope Elementary School, Wenatchee School District

At the July 2011 meeting, the Board heard two presentations on the state's Teacher/Principal Evaluation Pilot (TPEP). Staff from OSPI presented an overview of the program and staff and faculty from Anacortes discussed their teacher evaluation pilot. Wenatchee staff joined the meeting today and presented their principal evaluation pilot. They provided a one-page summary outlining the purpose for each of the background materials enclosed in the Board packet.

The Wenatchee School District (WSD) Pilot committee structure is comprised of:

- Steering committee: superintendent, four administrators, and three teachers.
- Teacher committee: five administrators and six teachers.
- Principal committee: six administrators and five teachers.

The committee goals were:

- Develop evaluation tools that reflect current research and promote professional growth.
- Review the current tools and retain those aspects that are effective and eliminate or revamp those aspects that are not.
- Build off of previous work and experiences.
- Effectively use multiple measures of student growth for building and instructional improvement.
- Develop tools that are truly beneficial, not just the fulfillment of a requirement.
- Develop a teacher/principal evaluation system that reflects the WSD vision of becoming a world class school district.

The following challenges, now and in the future, were discussed:

- There is not much available in the way of principal frameworks.
- Time and timelines.
- Changing our culture to provide adequate accountability and support to ensure growth.
- Refining the use of data as a measure of effectiveness and determining impact on student learning.
- Maintaining professional development in the face of diminishing resources.

### **Public Comment**

#### **Ann Varkadas Bethel School District**

Ms. Varkadas has listened to Core 24 for the past four years and is fully in support; however her concern is for the districts who don't have it. The resources for history and English are not available for curriculum. There are materials and technology needed to do a good job. Anytime a credit is added it's not free. She asked the Board to consider highly qualified teachers in small communities. It's a very complex idea and the funding has to be there. With all the cuts that have occurred and more coming in the future, everyone is working very hard and doing their best to provide for students.

The meeting was adjourned by Chair Vincent at 4:20 p.m.

### **Thursday, September 15, 2011**

**Members Attending:** Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Mr. Jared Costanzo, Ms. Amy Bragdon, Mr. Matthew Spencer, Mr. Tre' Maxie, Mr. Bob Hughes (12)

**Members Absent:** Dr. Bernal Baca (excused), Dr. Kris Mayer (excused), Ms. Mary Jean Ryan (excused) (3)

**Staff Attending:** Mr. Ben Rarick, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (7)

The meeting was called to order by Vice-chair Dal Porto at 8:10 a.m.

### **Preparing Washington State Students**

Mr. Jared Costanzo, Eastern Washington Student Board Member

Mr. Costanzo compared graduation requirements among Washington, Oregon, and Idaho. He talked about the admission requirements for the University of Washington or Harvard vs. the three state comparisons.

### **Online Learning: Alternative Learning Experience and Multi-district Providers**

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI

Mr. Karl Nelson, Director, Digital Learning, OSPI

Ms. Susan Stewart, Chief Administrative Officer, Washington Virtual Academy (WAVA)

Mr. William Fritz, Superintendent, Steilacoom School District

At the July 2011 meeting, Mr. Mueller, Mr. Nelson, and a student and staff member from the Everett School District presented on the following:

- Defined key terms in online learning.
- Discussed the online learning options available to districts and students, including how students earn high school credit.
- Reviewed OSPI's multidistrict online provider approval process.
- Discussed the implementation of a district-run online program in the Everett School District.

Alternative Learning Experience (ALE) is a method for claiming state basic education funding, using the existing funding system and definitions.

The issues that arose with the 2005 ALE rules were:

- Growth of interdistrict enrollment.
- Emergence of large contracted programs.
- Low rates of ALE student participation in state assessments.
- Parent stipends and reimbursements.
- Diminished role of the certificated teacher in some parent-partnership programs.
- Some ALE programs look more like home-based instruction rather than public education.

The changes made to the ALE rules in spring 2011 include:

- Re-emphasize the role of Washington certificated teachers.
- Parent reimbursements are prohibited.
- FTE part-time students must be included in accountability reporting.
- New definitions and structural changes to improve clarity of requirements.
- Changes in the enrollment reporting process.

ESHB 2065 defines ALE in statute. It adds new restrictions to spending on ALE programs and creates a differential funding scheme to accomplish a 15 percent statewide cut to Basic Education. The Bill prohibits employees receiving recruitment bonuses and requires districts to issue credit for certain online courses.

Online courses in 2009-10 included 10,000-16,000 students and 40+ online school programs. Approximately two-thirds of students in online ALE programs transferred from one district to another to attend the program. Sixty percent of online students in CEDARS have grade history data. Ninety-two percent of online courses were completed and 98.3 percent of all courses, statewide, were completed.

The difference between online and non-online grades include:

- Online courses often use a proficiency-based grading model.
- Online courses are often more rigorous.
- Online courses often attract students of varying academic backgrounds and motivations.
- Programs may not filter out students who are not suited for online learning.

The Washington Virtual Academies (WAVA) are statewide, tuition free, public school programs for grades K-12 of the following districts:

- Steilacoom Historical School District, K-8.
- Omak School District, K-12.
- Monroe Public Schools, 9-12.

WAVA is approved by OSPI's digital learning department – multidistrict online school programs and is accredited by the Northwest Accreditation Commission.

WAVA provides:

- Washington State certificated teachers, employed by the districts and are part of the districts' collective bargaining agreements.
- Washington State credentialed administrators.
- Curriculum, materials, and supplies.
- K-12 traditional mastery-based curriculum for K-8.
- Traditional high school curriculum for 9-12.
- Online school, class connect, and data management tools.
- School-wide activities.

WAVA assessment requirements include:

- DIBELS testing.
- MSP/HSPE testing for grades 3-8 and 10.
- End-of-Course (EOC) exams.
- Annual Yearly Progress (AYP).

- Curriculum aligned to Washington State standards.
- District and state graduation requirements.

### **OSPI Briefing on 2011 State Assessment Results and Adequate Yearly Progress**

Dr. Alan Burke, Deputy Superintendent, OSPI

Dr. Robin Munson, Assistant Superintendent, OSPI

The state assessments for new learning standards include:

- New elementary and middle school math standards were approved in 2008-09 and were first assessed on the math Measurements of Student Progress (MSP) administered in spring 2010.
- The new high school math standards occurred in 2009-10 and were first assessed on math End of Course assessments (EOCs) in spring 2011.
- The new K-12 science standards were approved in 2009-10. Elementary and middle school standards were first assessed on the science MSP in spring 2011. High school standards will be assessed on the biology EOC in spring 2012.

In spring 2011:

- Students took EOC exams in algebra I and geometry. The results set a new baseline for math EOCs. Data for at least three years is needed to determine effectiveness of the new math standards.
- In spring 2011, grades five and eight MSP tested students on new science learning standards, which set a new baseline for the science MSP. Once again, data for at least three years is needed to determine effectiveness of the new science standards.

Presenters provided results on assessments and discussion followed.

The changes to state testing in 2012 include:

- Online testing starting with grade three in reading and math and more online participation.
- New EOC biology exam.
- More restricted access to Collection of Evidence (COE) as an alternative for meeting graduation requirements.
- New English Language Proficiency assessment.
- Revised Washington Alternative Assessment System (WAAS) Portfolio.

Graduation rates were presented and discussion followed.

### **Accountability Update**

Ms. Sarah Rich, Research Director

The accountability system created in E2SSB 6696 outlines two phases for implementing an excellent and equitable education for all students and the tools necessary for schools and districts to be held accountable. Phase One has been completed but most of the work in Phase Two is yet to come. Federal funds for voluntary School Improvement Grants and Required Action Districts are likely to be eliminated.

The Board has the opportunity to continue exercising its strategic oversight role and provide thoughtful leadership to more fully develop an effective statewide accountability system. More and more schools are labeled 'failing' under the No Child Left Behind Act. Recommendations for next steps include:

- Explore ways to include the English Language Learner data in the Index.

- Propose ways to use the Index to identify schools in need of improvement and support.
- Continue oversight of the Required Action process and begin to develop research-based state intervention models for required action.

Ms. Rich gave an overview of the process used to identify and recommend Required Action Districts and discussion followed.

Moving forward with the Accountability Index will be discussed further at the November meeting in Vancouver.

### **Othello School District Video, Cardboard Confessions**

Staff provided a video entitled “Cardboard Confessions,” which was created by students in the Othello School District.

### **Middle School Survey of College and Career Ready Practices**

Dr. Kathe Taylor, Policy Director

Throughout its three-year discussion of graduation requirements, the Board has repeatedly recognized pre-high school preparation as a contributing factor to high school success. In order to get a clearer picture of the college- and career-ready strategies practiced in Washington’s middle schools, the Board surveyed principals in schools that included grades 6, 7, and/or 8. Of the 563 principals queried, 185 or 33 percent responded. The inventory of practice, listed by school, is available on the SBE website under “For Schools.” Individuals can search the database to identify schools that are engaging in similar practices. They can also identify schools that reported achieving significant success in improving student attendance, behavior, English, or math performance that they would be willing to share with others. Principals of schools not currently included in the database can complete the survey at <http://www.surveygizmo.com/s3/507163/Middle-Level-Survey>.

### **The Opportunity Gap: African American Students**

Ms. Erin Jones, Assistant Superintendent of Student Achievement, OSPI

Ms. Trise Moore, Director, Family and Community Partnership, Federal Way School District

Mr. Tim Herron, Director/Founder, Act Six Leadership and Scholarship Initiative, Tacoma

Mr. Mycal Ford, Student, PLU and Act Six Scholar

Ms. Danay Jones, Student, PLU

Ms. Nicole Jordan, Student, PLU and Act Six Scholar

Mr. Obe Quarless, Admissions Counselor, PLU and Act Six Scholar

The Opportunity Gap speaks to the lack of access many students have to resources that lead to academic success. Cultural competence is a set of skills that professionals need in order to improve practice to serve all students and communicate effectively with families. These skills enable the educator to build on the cultural and language qualities that young people bring to the classroom rather than viewing those qualities as deficits. Change in the following areas was discussed:

1. What data is collected, how data is collected, who sees the data, and how data informs decisions.
2. The recruitment, hiring, placement, retention, and training of educators.
3. The engagement of families and communities in the education of students.
4. The academic, physical, social-emotional, and cultural support provided to students.
5. The transitions for students from one academic level or school to the next.

African American and Hispanic students trailed Caucasian peers by an average of more than 20 test score points on the NAEP math and reading assessments at fourth and eighth grades—a difference of about two grade levels. These gaps persisted even though the score differentials between African American and Caucasian students narrowed between 1992 and 2007 in fourth grade math and reading and eighth grade math.

Both Caucasian and Asian American students were at least twice as likely to take classes considered academically rigorous in core academic subjects than African American and Hispanic students. Fewer than 10 percent of African American or Hispanic students participated in rigorous coursework in 2009.

The panel gave presentations of experiences as African American students in schools and answered clarifying questions from the Members.

### **Report from NASBE Common Core Meeting**

Ms. Connie Fletcher, Board Member

Ms. Phyllis Frank, Board Member

Washington is the 44<sup>th</sup> state to join the Chief State School Officers/National Governors Association effort to support the development and implementation of Common Core State Standards in English Language Arts (ELA) and mathematics, nationwide. The Gates Foundation joined with the National Association of State Boards of Education (NASBE) to sponsor four regional meetings inviting state board and education department members to provide stimulus and guidance in the development of Individual State Action Plans (ISAP).

The new standards will be implemented in state classrooms in the 2013-14 school year. On everyone's mind is how the national assessment will work with End-of-Course and individual state assessments. The national assessment is to occur in grade eleven with one opportunity for retake. Washington State's participation and leadership in the Smarter Balanced Assessment Consortium is addressing the conflicts this may present for states.

### **Public Comment**

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

Ms. Sullivan thanked the Board for the great discussions the past few days. She also welcomed Mr. Rarick as the new Executive Director to the Board. This afternoon the Board will discuss proposing new rules that increase the credit requirements for English and Social Studies. When the Board approves this, it is about filing draft rules that will be published in the Washington State Register. That's a signal to stakeholders and districts that you intend to adopt changes. She asked the Board to table this decision until the November meeting and gather the information, to write informed rules. WSSDA's regional meetings are scheduled where the Board can get direct feedback from affected districts; Dr. Taylor will be meeting with school principals next month, which will also be very helpful, and WSSDA will try to help with the outreach too. WSSDA is concerned about the process, when you will decide to close public comment – will it be the same day as when you vote on adoption of the rules? How does that really take into consideration the impact or public comments if you vote the same day? It doesn't allow for much handling of the public comments. She suggested the following options to consider, rather than voting today to file the CR 102:

1. Set aside for the next meeting, and direct staff to make active outreach to districts that will be affected.



2. Set the date of compliance to the class of 2018 – this would align better with common core and with when ESHB 2261 planned to have the education reform elements fully funded. 2016 seems arbitrary.
3. Talk with districts that don't meet the requirements now and encourage them to adopt – rather than imposing an unfunded mandate; this would signal your interest and provide you with information about what might be holding them back.

#### Reva Palmer, Franklin Pierce School District

Ms. Palmer welcomed the Board to the District. She encouraged the Board to get input from principals about the different configurations of graduation requirements when thinking about funding and working with the Legislature. She expressed the importance of not cutting off the options for students. Ms. Palmer thanked the Board for their work on the graduation requirements.

#### Wendy Rader-Konofalski, Washington Education Association (WEA)

Hawthorne Elementary School, one of the three SIG schools in Seattle, did not make Annual Yearly Progress (AYP) for nine years. This year is the second year into their SIG effort and they are now making AYP in every cell. But this didn't happen because they were identified and told to get better. They receive \$2 million from the Department of Education to divide between three schools. Seattle district received \$4 million from the state several years ago to help with their low performing schools and they also have a TIF grant for \$12 million. This goes to show that as WEA has always said, our schools and educators are willing and excited about innovation to improve student success—and given support, resources, time, respect, they will get there. On the other hand, shaming, blaming, and then abandoning schools is not productive. WEA suggests that OSPI not identify new low performing schools this year when they know there is no funding to help. Use the \$50,000 it costs to identify low performing schools to help students at the school level. AYP is already penalizing enough now that all our districts are suffering from cuts and struggling to preserve quality, this isn't the time to pile on negative energy.

### **Business Items**

#### Waiver Requests

**Motion** was made to grant waivers to Auburn, Bainbridge, Deer Park, Entiat Highline, Kettle Falls, Medical Lake, Orondo, Sunnyside, Thorp, and Wahkiakum School Districts from the 180 day school year requirement for the number of days and school years requested. Provided; however, that if a state law is enacted authorizing, or mandating that, a school district operate on less than the current statutory requirement of 180 school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its school calendar for that year below the current statutory requirement.

**Motion** seconded

**Motion** carried

#### Draft Proposed Language for WAC 180-51-050 and 180-51-066

**Motion** was made:

(1) To approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC 180-51-066 as shown in **Attachment B**.

(2) To approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC 180-51-050 as shown in **Attachment B**.

Discussion

**Motion** seconded

**Amended Motion** was made to approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC 180-51-050 as shown in **Attachment B** and WAC 180-51-066 as shown in **Attachment B-2**.

Discussion

**Amended Motion** denied

Ayes: Vice-chair Dal Porto, Mr. Randy Dorn, Ms. Connie Fletcher, Mr. Hughes

Nays: Ms. Bragdon, Dr. Fox, Ms. Frank, Mr. Maxie, Mr. Schuster, Chair Vincent

Abstain: Ms. Ryan

Discussion

**Original Motion** carried

Ayes: Ms. Bragdon, Mr. Dorn, Ms. Fletcher, Dr. Fox, Ms. Frank,  
Mr. Maxie, Mr. Schuster, Chair Vincent

Nays: Mr. Hughes, Vice-chair Dal Porto

Abstain: Ms. Ryan

#### SBE 2012-13 Draft Proposed Budget

**Motion** was made to approve the SBE budget for 2012-13 subject to the Executive Director's authority to make adjustments as required by subsequent legislative action.

**Motion** seconded

**Motion** carried

The meeting was adjourned by Vice-chair Dal Porto at 4:35 p.m.

# The Washington State Board of Education

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

<b>Title:</b>	<b>Private Schools</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Approval under RCW 28A.195.040 and Chapter 180-90 WAC	
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other:	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Private schools seeking SBE approval are required to submit an application to OSPI. Materials included in the application include: 1) State Standards Certificate of Compliance; 2) documents verifying that the school meets the criteria for approval established by statute and regulations.</p> <p>Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.</p> <p>Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.</p>	

Private Schools for Approval

2011-12\*

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bellevue Children's Academy 2 <sup>nd</sup> Location Initial Yuka Shimizu 14640 NE 24 <sup>th</sup> St Bellevue WA 98007-3723 425.556.0791	1-8	0	220	0	King
Blossoming Hill Montessori Initial Teresa Marie Falavigna 23855 SE 216 <sup>th</sup> St (Mail: 1815 Ilwaco Ave NE Renton 98059-4240) Maple Valley WA 98038-8402 206.225.9291	P-6	20	20	0	King
Carpe Diem Primary School, Inc. Janice Campbell 10014 SW Bank Rd (Mail: PO Box 141 Vashon 98070-0141) Vashon WA 98070-4646 206.373.8898	K-3	0	25	0	King
Dolan Academy & Learning Center LLC Initial Janet Dolan 18500 156 <sup>th</sup> Ave NE Suite 204 Woodinville WA 98072-4459 425.488.3587	K-8	0	1	0	King
Emerald Heights Academy Barbara Hair 3850 156 <sup>th</sup> Ave SE (Mail: PNB 2144 140NW Gilman Blvd #2 Issaquah 98027-5394) Bellevue WA 98006-1760 425.643.1671	P-8	2	64	0	King
Forest Park Adventist School Shannon Whidden 4120 Federal Ave Everett WA 98203-2117 425.258.6911	1-8	0	10	0	Snohomish
Gardenview Montessori School Kelda Adair 3242 Firwood Ave Bellingham WA 98225-1424 360.527.9638	P-1	30	8	0	Whatcom
Kitsap Adventist Christian School Becky Rae 5088 NW Taylor Rd Bremerton WA 98312-8803 360.377.4542	K-8	0	23	0	Kitsap

Private Schools for Approval

2011-12\*

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Lakeside School Bernie Noe 14050 1 <sup>st</sup> Ave NE Seattle WA 98125-3099 206.368.3600	5-12	0	789	0	King
Pacific Learning Academy Initial Kirsten O'Malley-Keyes 22525 SE 64 <sup>th</sup> Pl Suite 272 (Mail: PO Box 8, Issaquah 98027-0001) Issaquah WA 98027-8114 425.562.3545	6-12	0	1	0	King
Praise Academy Dr Cheryl Baker 1022 SW 151 <sup>st</sup> St Burien WA 98166-1840 206.612.9102	K-12	0	14	2	King
River Day School Initial Colleen Curran 116 W Indiana Spokane WA 99205-4827 509.326.6595	K-6	0	20	0	Spokane
Soundview School Inae Piercy 6515 196 <sup>th</sup> St SW Lynnwood WA 98036-5921 425.778.8572	P-8	18	123	0	Snohomish
Spanish with Sarah Initial Sarah Segall 534 NE Everett Camas WA 98607-2025 360.990.1585	P-1	26	16	0	Clark

# The Washington State Board of Education

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

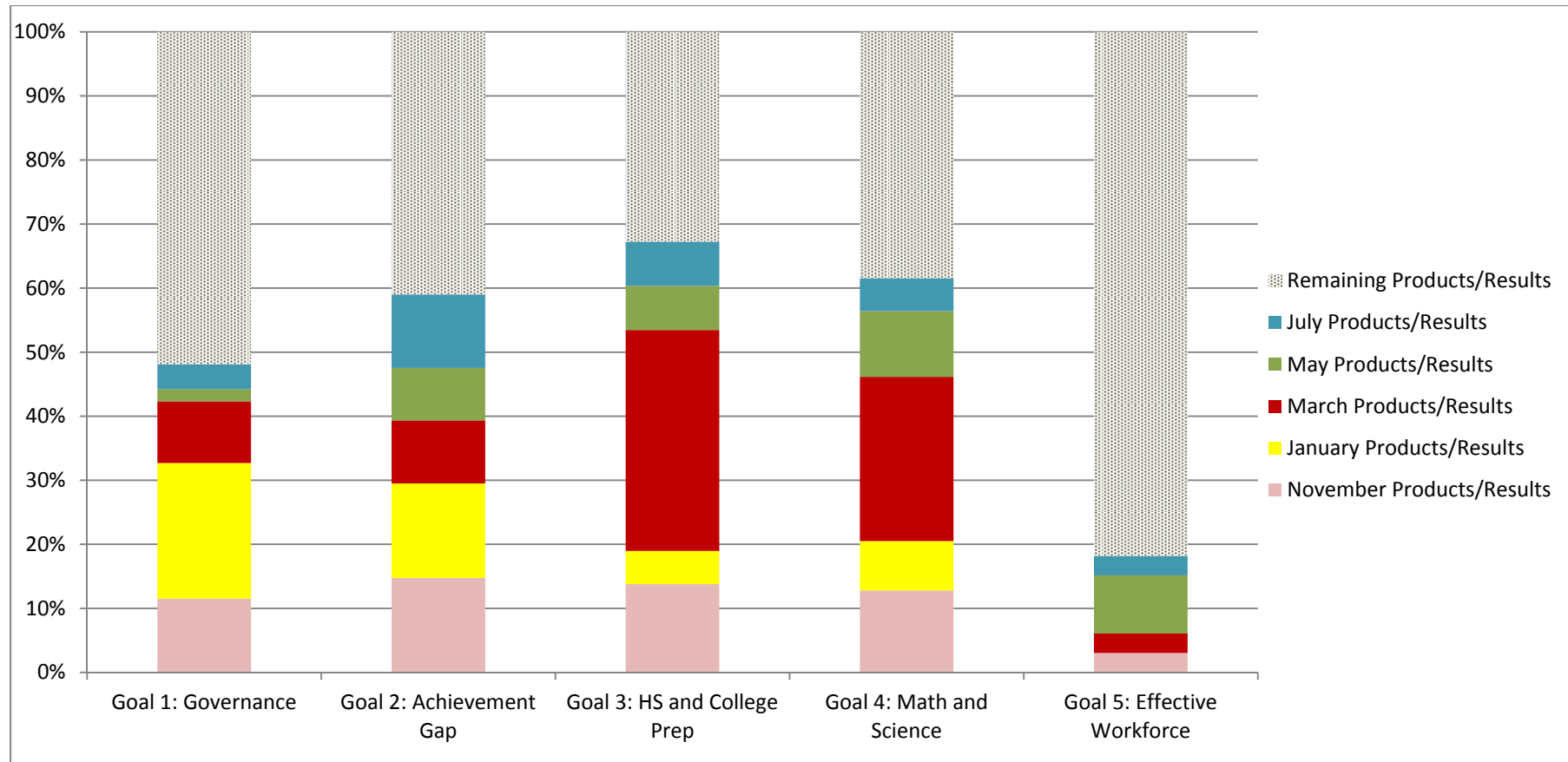
<b>Title:</b>	<b>Strategic Plan Dashboard</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	Board members will review the current work on the 2011-2014 strategic plan goals.	

# The Washington State Board of Education

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## Strategic Goals Snapshot



# The Washington State Board of Education

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## Goal 1: Governance: Advocate for an effective, accountable governance structure for public education in Washington

Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Catalyze education governance reform in Washington									Current:  Past: Correspondence <sup>i</sup> Research <sup>ii iii iv</sup> Legislative and Stakeholder Outreach Graphics
	● ○ ○	● ○ ○	● ● ●	● ● ●	● ● ○	● ● ○	○ ○ ○	○ ○ ○	
Use the State Education Plan to foster stronger relationships among education agencies									Current:  Past: Collaboration <sup>v</sup> Research <sup>vi</sup>
	● ●	● ●	● ○	○ ○	○ ○	○ ○	○ ○	○ ○	

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

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



**A. Catalyze educational governance reform in Washington (Timeline 2011-2014)**

1. Define the issues around governance:
  - Create a synopsis of literature on governance reform. ....
  - Provide systems map to demonstrate the current Washington K-12 governance structure. ....
  - Examine other states' education governance models and national trends. ....
  - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions. ....
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study groups in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities. ....
3. Create a public awareness campaign around governance issues. ....
4. Support process identified to examine and make governance recommendations. ....

**ACHIEVEMENTS:**

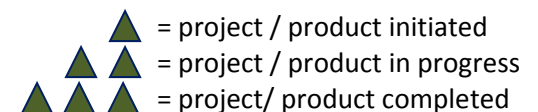
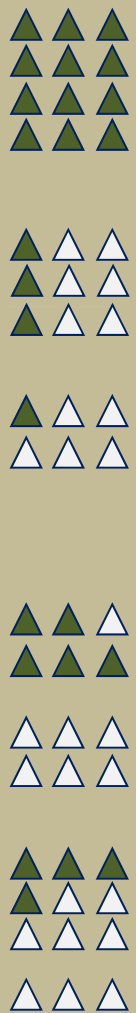
- Produce a compelling set of materials on need for change in public education governance by 2011. ....
- Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature. ....

**B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)**

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan. ....
2. Share the State Education Plan and solicit input from education stakeholders. ....
3. Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities. ....
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities. ....

**ACHIEVEMENTS:**

- Incorporate stakeholder education feedback on the State Education Plan. ....
- A visible, credible, and actionable State Education Plan by 2011. ....
- Implementation schedule prepared for State Education Plan. ....
- Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012. ....



# The Washington State Board of Education

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



## Goal 2: Achievement: Provide Policy Leadership for Closing the Academic Achievement Gap

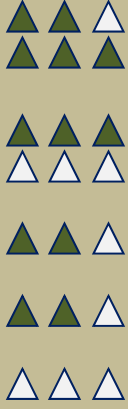
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English language learners									Current: New AI timeline and website RFT. Analyzing 696 and accountability analysis. Presentations to July and September meetings  Past: Development <sup>vii</sup> Presentations <sup>viii</sup> Index <sup>ix</sup> ELL Board Presentation
	● ● ○	● ● ●	● ● ○	● ● ○	● ● ○	● ● ○	● ● ○	○ ○ ○	
Advocate for high quality early learning experiences for all children along the K-3 grade educational continuum									Current:  Past:
	○	●	●	○	●	○	○	○	

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

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

**A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners (2010-2014)**




1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap. ....
2. Together with OSPI, implement the Required Action process for lowest achieving schools. ....
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index. ....
4. Work with stakeholders to assess the school improvement planning rules. ....
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap and identify improvements needed. ....
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE. ....
7. Reflect upon constructive alignment of allocated and supplemental opportunities to learn in a school calendar year that is efficient, effective, and equitable. ....



**ACHIEVEMENTS:**

- Use data to turn the spotlight on schools that are closing the achievement gap. ....
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011. ....
- In partnership with stakeholders, develop state models for the bottom five percent of lowest-achieving schools by 2012. ....
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program. ....
- Create district and state level data on SBE Accountability Index. ....
- Work with stakeholders on creating performance measures on college and career readiness. ....
- Revise school improvement plan rules. ....
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal Three. ....
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions. ....
- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions. ....



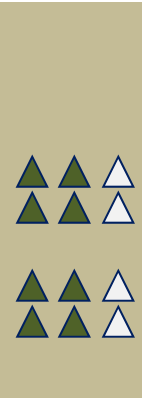
 = project / product initiated  
 = project / product in progress  
 = project/ product completed







**B. Advocate for high quality early learning experiences for all children along the K through third grade educational continuum (2010-2018)**

- 5. Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes. ....
- 6. Promote early prevention and intervention for K-3 students at risk for academic difficulties. ....

**ACHIEVEMENTS:**

- SBE will support bills that increase access to high quality early learning experiences. ....
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3. ....



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

# The Washington State Board of Education

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



## Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

Objectives	2010		2011					Efforts	
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct		Nov / Dec
Provide leadership for state-prescribed graduation requirements that prepare students for postsecondary education, the 21 <sup>st</sup> century world of work, and citizenship									Current: Revise Rules  Past: Presentations <sup>x</sup>
	●●●	●●○	●○○	●●○	●○○	●●○	○○○	○○○	
Create a statewide advocacy strategy to increase postsecondary attainment									Current:  Past: Development <sup>xi</sup> Meetings <sup>xii</sup> ACT meeting
	●○	●○	●○	●○	●○	●○	○○	○○	

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

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

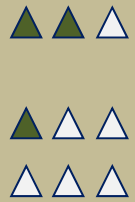
**C. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (2010-2018)**

- 7. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements. . . . .
- 8. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the High School and Beyond Plan; increased instructional time; support for struggling students; and curriculum and materials. . . . .
- 9. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others, to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies. . . . .



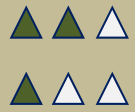
**ACHIEVEMENTS:**

- Adopt new rules and related policies for the revised graduation requirements by 2011-12. . . . .
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and Culminating Project support. . . . .
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter. . . . .



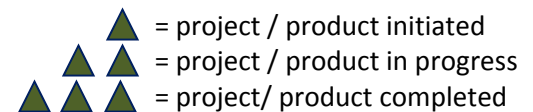
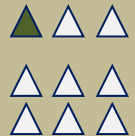
**D. Create a statewide advocacy strategy to increase post-secondary attainment (2010-2014)**

- 10. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies. . . . .
- 11. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education. . . . .



**ACHIEVEMENTS:**

- Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually. . . . .
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal Two. . . . .
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs. . . . .



# The Washington State Board of Education

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



## Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide policy leadership to examine the role of middle school preparation as it relates to high school success									Current: Middle Level Survey  Past: Documentation <sup>xiii</sup> Survey <sup>xiv</sup>
	● ○ ○	● ● ○	● ● ○	● ● ○	● ● ○	● ● ○	○ ○ ○	○ ○ ○	
Assist in oversight of online learning programs and Washington State diploma-granting institutions									Current: Online Policy discussions in July Relationship between BEA and Online  Past: Research <sup>xv</sup>
	○ ○	○ ○	○ ○	○ ○	● ○	● ○	○ ○	○ ○	

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

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

**E. Provide policy leadership to examine the role of middle school preparation as it relates to high school success (2011-2013)**

- 12. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a high school and beyond planning process in middle school. ....
- 13. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school. ....



**ACHIEVEMENTS:**




- Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require. ....
- Develop middle school policy recommendations to SBE via advisory group by 2012. ....

**F. Assist in oversight of online learning programs and Washington State diploma-granting institutions (2011-2012)**

- 14. Examine policy issues related to the oversight of online learning for high school credits. ....
- 15. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria. ....

**ACHIEVEMENTS:**

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012. ....
- Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011. ....

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



# The Washington State Board of Education

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



## Goal 4: Math & Science: Promote Effective Strategy to Make Washington's Students Nationally and Internationally Competitive in Math and Science

Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide system oversight for math and science achievement									Current: Cut Sores  Past: Changed Math Rule Presentations <sup>xvi</sup> Collaboration <sup>xvii</sup>
	● ○ ○	● ○ ○	● ● ○	● ● ○	● ○ ○	● ● ○	○ ○ ○	○ ○ ○	
Strengthen science high school graduation requirements									Current:  Past: Approved Graduation Requirements Legislative Letter
	●	●	●	●	●	●	○	○	

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

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

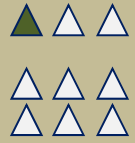
**G. Provide system oversight for math and science achievement (2010-2012)**

- 16. Advocate for meeting the State Education Plan goals for improved math and science achievement. . . . .
- 17. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement. . . . .
- 18. Monitor and report trends in Washington students' math and science performance relative to other states and countries. . . . .
- 19. Establish performance improvement goals in science and mathematics on the state assessments. . . . .



**ACHIEVEMENTS:**

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington. . . . .
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries. . . . .
- Adopt performance goals and a timetable for improving achievement in math and science assessments. . . . .



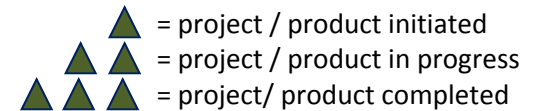
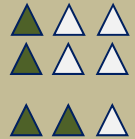
**H. Strengthen science high school graduation requirements (2010-2015)**

- 20. Increase high school science graduation requirements from two to three science credits. . . . .
- 21. Work with the HECB in requiring three science credits for four-year college admissions requirements. . . . .
- 22. Consult with OSPI on the development of state science end-of-course assessments. . . . .



**ACHIEVEMENTS:**

- Add third credit in science rule change for Class of 2018, with alignment to the HECB by 2011. . . . .
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium. . . . .
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year. . . . .



# The Washington State Board of Education

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



## Goal 5: Effective Workforce: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Review state and local efforts to improve quality teaching and education leadership for all students									Current: TPEP review  Past: Joint report with PESB Research <sup>xviii</sup>
	●	○	○	●	●	●	○	○	
Promote policies and incentives for teacher and leader quality in areas of mutual interest, and in improving district policies on effective and quality teaching									Current:  Past: Web updates Joint report with PESB
	●	○	●	○	○	○	○	○	

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

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

**I. Review state and local efforts to improve quality teaching and educational leadership for all students (2010-2018)**

- 23. Provide a forum for reporting on teacher and principal evaluation pilot programs. . . . .
- 24. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days. . . . .



**ACHIEVEMENTS:**

- Hold joint Board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and MERIT school evaluations in 2011 and 2012. . . . .
- Discontinue 180 day waivers by 2015 (contingent on state funding) . . . . .



**J. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching (2010-2014)**

- 1. Examine issues and develop recommendations on state policies related to:
  - Effective models of teacher compensation. . . . .
  - Equitable distribution of highly effective teachers, including those from diverse backgrounds. . . . .
  - Effective new teacher induction systems. . . . .
  - Effective evaluation systems. . . . .
  - Reduction in out-of-endorsement teaching. . . . .
  - Effective math and science teachers. . . . .



**ACHIEVEMENTS:**

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 Legislative Sessions. . . . .



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

- 
- <sup>i</sup> 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- <sup>i</sup> 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- <sup>iii</sup> 2011.02.23 Research Brief for Governance Work Session.
- <sup>iv</sup> 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies.
- <sup>v</sup> 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- <sup>vi</sup> 2010.11-12: Completed Education Plans and Incorporated Feedback.
- <sup>vii</sup> 2010.09-10: Continued Education reform development.
- <sup>viii</sup> 2010.09-10: Presentation to the Race and Pedagogy conference.
- <sup>ix</sup> 2010.11-12: New Washington Achievement Gap Award. 2010 Index Data. 2010 Index Lookup Tool.
- <sup>x</sup> 2010.09-10: Presentations: Youth Academy, QEC, AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
- <sup>xi</sup> 2010.09-10: Continued work on the Education Plan.
- <sup>xii</sup> 2010.11-12: Planning for January meeting, met with the Higher Education Coordinating Board, State Board of Community and Technical Colleges, Workforce Education and Training Board.
- <sup>xiii</sup> 2010.09-10: Preparation and policy brief.
- <sup>xiv</sup> 2011.04.25: Inventory survey on career- and college readiness practices in the middle grades.
- <sup>xv</sup> 2011.04.10: Working on research agenda with the Higher Education Board to advance dual credit opportunities.
- <sup>xvi</sup> 2010.09-10: Math presentation in the September Board meeting.
- <sup>xvii</sup> 2010.09-10: Staff participation in STEM plan meetings.
- <sup>xviii</sup> 2010.09-10: Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study.

# The Washington State Board of Education

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

<b>Title:</b>	<b>Basic Education Program Requirements: Current Waiver Requests</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant to Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	SBE staff has reviewed the Option One waiver applications included with the memo and recommends them for the Board's consideration and approval.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	Fifteen districts are requesting waivers from the 180 school day basic education requirement.	

## **BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUESTS**

### **BACKGROUND**

#### **Option One Waiver Requests**

At the September Board meeting, SBE will consider applications for Option One waivers from 15 school districts. Five applications are renewals and ten are new.

A summary of the requests has been included after the Expected Action portion of the memo. The full application is available electronically in Appendix A. A hard copy will be available at the meeting.

#### **Current Options for Waivers from the 180 Day Requirement**

Currently, SBE grants waivers from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. Currently, 27 districts have Option One waivers for the 2011-12 school years and beyond, down from 66 in 2010-11. The number of current Option One waivers does not include the waiver requests presented in this memorandum.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This option requires staff review. Twenty-two districts have Option Three waivers for school years 2011-12 and beyond.

#### **Definitions and Discussion**

There have been a variety of interpretations of 'school day' and 'instructional hour' among districts. SBE staff receives several calls or emails on these topics daily. The definitions below are posted on the SBE website to ensure clarity in our messaging.

#### **School Day:**

Current: RCW 28A.150.030 (Effective until September 1, 2011)

*A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district.*

New definition: RCW 28A.150.203 (Effective on September 1, 2011)

*"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.*

### Full-day Parent Teacher Conferences

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

SBE has approved waivers for full-day parent teacher conferences since March 2007. Six of the Option One waivers to be discussed at this Board meeting (Federal Way, Highline, Omak, Riverside, Sequim, and Waitsburg) include parent-teacher conferences. Several more will be considered in September.

### Instructional Hours:

RCW 28A.150.205

*"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.*

Parent-teacher conferences are explicitly included in the definition of instructional hours and therefore districts should count this time toward the required 1,000 hours of instruction.

## **POLICY CONSIDERATION**

SBE staff has reviewed the following Option One waiver applications and provided them to the Board for consideration.

## **SUMMARIES OF WAIVER APPLICATIONS**

Auburn is requesting five days for the next school year (2011-12) to improve learning outcomes for each student through implementation of their school improvement plans and the formation of professional learning communities. This is a renewal of their previous waiver of five days.

Bainbridge Island is requesting four waiver days for K-6 and two waiver days for grades 7-8 for the next three years for parent teacher conferences. This is a new request.

Deer Park is requesting four waiver days for the next two school years for parent-teacher conferences. This is a new request.

Entiat is requesting four waiver days for the next three years for parent teacher conferences. This is a new request.

Highline is requesting four waiver days for elementary schools and two waiver days for secondary schools for the next three years for review of student data and parent teacher conferences. At the elementary level, one day is for staff to review student data and three days are for parent teacher conferences. At the secondary level, one day is for staff to review student data and one day is for parent teacher conferences. This is a renewal of their previous waiver of five days, of which only one day was actually used.



Kettle Falls is requesting four waiver days for the next three school years for parent teacher conferences. This is a new request.

Medical Lake is requesting four waiver days for the next three school years for parent teacher conferences. This is a new request.

Mount Vernon is requesting one day for the next three school years for collaboration and professional development to boost reading and math achievement. This is a new request.

North Kitsap is requesting five days for the next three school years for parent teacher conferences. This is a new request.

Oak Harbor is requesting four days for the next three years for parent teacher conferences. This is a new request.

Okanogan is requesting four days for the next three years for parent teacher conferences. This is a new request.

Orondo is requesting four days for the next school year (2011-12) for parent teacher conferences. This is a new request.

Sunnyside is requesting seven days for the next three years for parent teacher conferences (four days) and collaboration time to analyze student achievement data to plan for instruction (three days). This is a renewal of their previous waiver of seven days.

Thorp is requesting two days for the next school year (2011-12) for implementation of Response to Intervention to improve reading and math achievement, analyze math curriculum, and align current curriculum to the new common core standards. This is a renewal of their existing waiver of two days.

Wahkiakum is requesting four days for the next three years for professional development to improve instruction and use of assessment data in the classroom. This is a renewal of their previous waiver of four days.

### **EXPECTED ACTION**

Consider approval of the districts' applications included in this memorandum.

**Table A: Summary of Waiver Applications**

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 10-11?	PLA** and which year	2010 Washington Achievement Awards
Auburn	2011-12	5	175	19	199	0	R	No	Olympic Middle	Gildo Rey Elem, Hazelwood Elem, West Auburn Sr High
Bainbridge	2011-14	4/2	176/178	3	183	8	N	No		Bainbridge High, Captain Charles Wilkes Elem, Odyssey Multiage Prog, Woodward Middle
Deer Park	2011-13	4	176	6	186	10	N	No		
Entiat	2011-14	4	176	1	181	8	N	No		Paul Rumburg Elem
Highline	2011-14	4 Elem 2 md/hi	176/178	2	182	0	R	No	Academy of Citizenship, Odyssey School	Aviation High, Career Link, Health Sciences and Human Services High
Kettle Falls	2011-14	4	176	2	182	6	N	No		
Medical Lake	2011-14	4	176	.5	180.5	10	N	No		Medical Lake High
Mount Vernon	2011-14	1	179	3	183	3	N	No		Mount Baker Middle
North Kitsap	2011-14	5	175	18	198	0	N	No		Vinland Elem
Oak Harbor	2011-14	4	176	2	182	6-8	N	No		Olympic View Elem
Okanogan	2011-14	4	176	0	180	0	N	No		
Orondo	2011-12	4	176	4	184	8	N	No		
Sunnyside	2011-14	7	173	12	192	14	R	No		
Thorp	2011-12	2	178	1	181	0	R	No		
Wahkiakum	2011-14	4	176	2.5	182.5	0	R	Yes		

\*\*Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics or secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

Table B: 2011 Waiver Requests – March and May

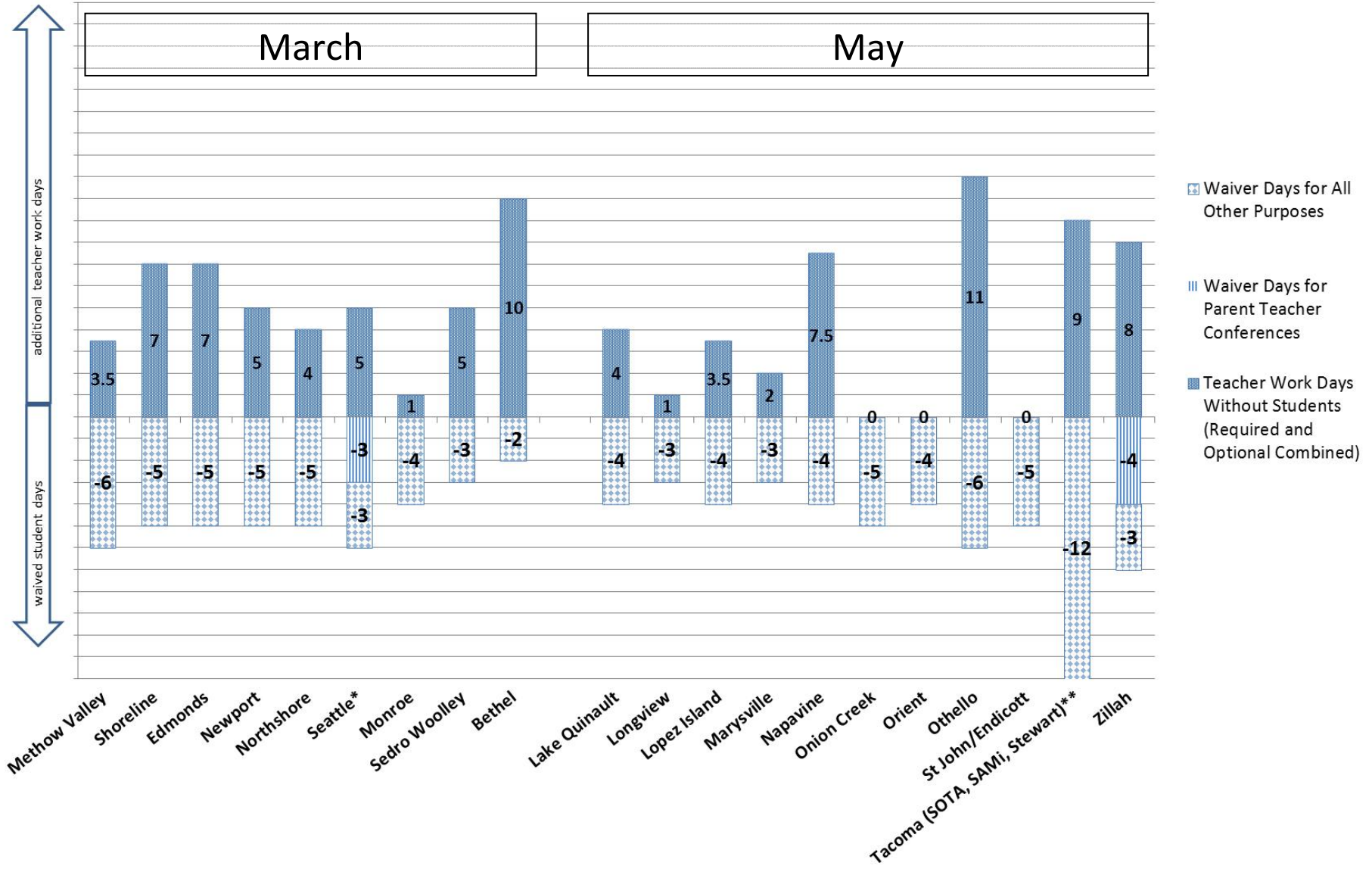
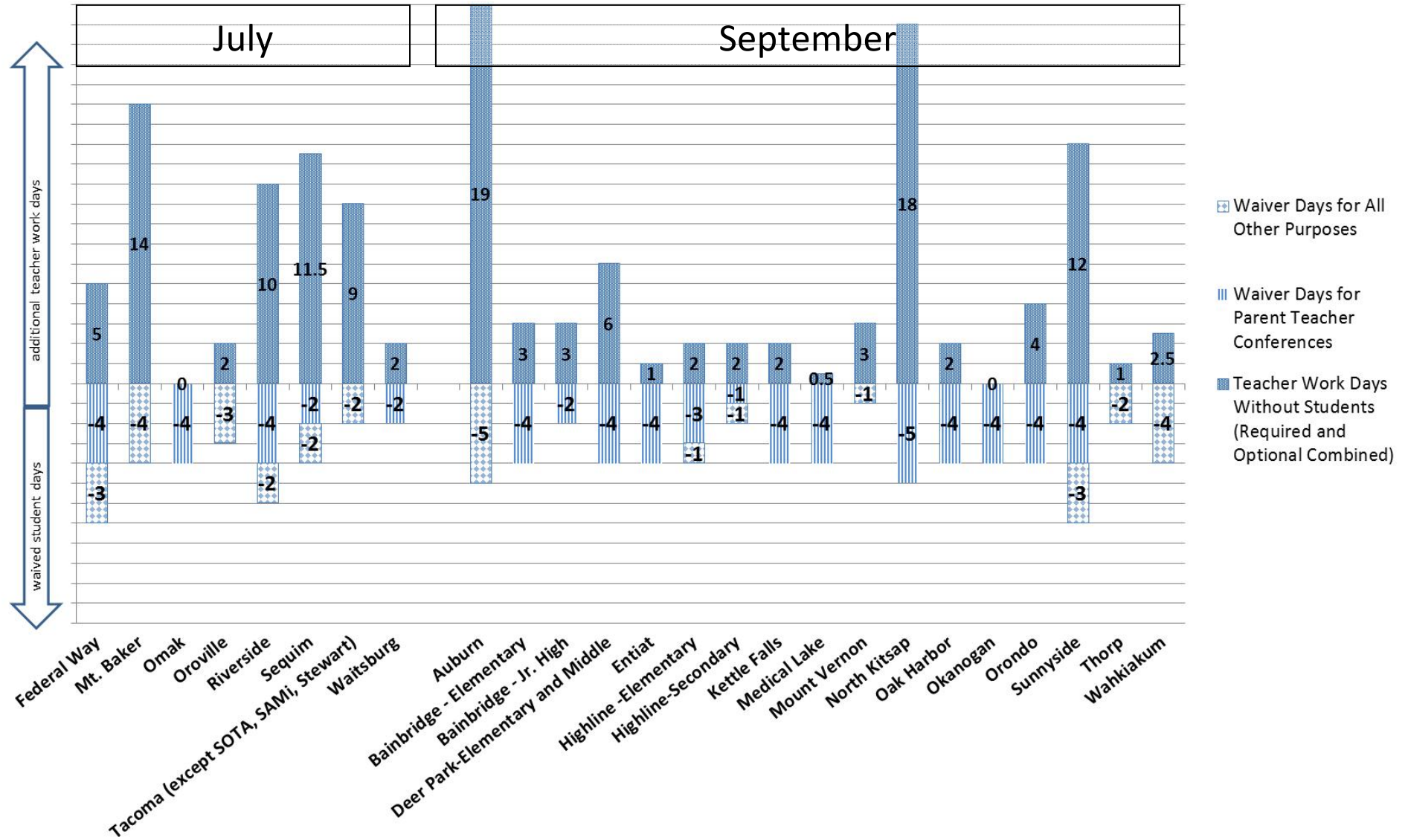


Table C: 2011 Waiver Requests – July and September



## Appendix A: Full Waiver Applications

### Auburn

1. District	Auburn
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	5
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2

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

The district, schools, departments and individual teachers need time with the 180 day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to the 2009-2012 District Strategic Improvement Plan. The district strategic plan sets the expectation and the accountability to assure that each student, regardless of ethnicity, language, disability, or income level, achieves. Strategies incorporated into the district improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so each student will achieve or exceed standards, graduate on time, and are successful beyond high school.

In August 2008, the Auburn School Board of Directors authorized a three-year District Strategic Improvement Plan be completed. A committee consisting of district improvement consultants, parents, community members, teachers, and administrators was commissioned and a three-year plan to improve student achievement throughout the district was completed in March 2009. On April 13, 2009 the Auburn school board of directors adopted and approved the 2009-2012 Auburn School District Strategic Improvement Plan for implementation September 2009 – August 31, 2012. The plan requires all twenty-two Auburn schools fully revise and align their improvement plans, resources and efforts to the four goals of the District Strategic Improvement Plan. The 2009-2012 district strategic improvement plan can be accessed from our district website at: <http://www.auburn.wednet.edu/Superintendent/DistStratPlan.html>

Goal One—Student Achievement With district support, leadership and guidance, each student will achieve proficiency in the

Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3-8 and 10. *(Superintendent's - Student Achievement and Accountability Goal 1. Superintendent continues the implementation of the District Strategic Improvement Plan for the operation of the professional learning communities; standards-based learning; common assessments; interventions; and continuous improvement for students at or beyond standards in reading, writing and math with an overall 10 percent decrease in at-risk performance and an overall 10 percent increase in on target performance. Closure of the achievement gap is a central element of this goal.)*

Goal Two—Dropout Rate and On-time Graduation Schools will reduce dropout rates and meet additional AYP indicators as determined by a K-8 attendance and on-time high school graduation rates. *(Superintendent's - Student Achievement and Accountability Goal 2. High school completion of credits will increase by 10 percent.)*

#### Goal Three—Parents/Guardians and Community Partnerships

The district and schools will continue to develop partnerships to support student academic achievement and success. *(Superintendent's - Community Relationships and Partnerships Goal 1. Superintendent engages the community by expanding partnerships, enhancing cultural competency, improving systems of communication, and increasing parent participation in all aspects of student achievement and support.)*

#### Goal Four—Policies and Resource Management

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy and resource allocation. *(Superintendent's - Policy and Guidance Goal 2. Superintendent maintains sound budgetary practices that address eminent fiscal challenges and provides a 3-5 percent ending fund balance. The district will effectively generate and align resources to support the district and school improvement plans.)*

The district strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their professional learning communities (PLCs). The district strategic improvement plan calls for deep alignment of instruction to standards. Aligning classroom instruction to standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This will result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. Statistically, only 30percent of students in the fifth grade will remain in the Auburn School District when they reach the 12<sup>th</sup> grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in conjunction with high standards. The district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver days are also needed to increase parent and community partnerships for students who come from families of poverty. Fifty-eight (58%) percent of the district's elementary student body qualify for free and reduced lunch.

The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science; improvement in literacy; classroom based assessments (CBA/CBPA) in social studies, health, P.E. and the arts; development of instructional models that address student mobility; and the use of technology for differentiated instruction and assessment of student achievement. Waiver days will be utilized in these targeted areas for restructuring.

The implementation of school math and literacy improvement plans is paramount. The Auburn School District targets the alignment and delivery of mathematics between the sixth and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. A new mathematics program and instructional resources for Middle School grade 6, 7, and 8 core instruction and high school Algebra 1, Geometry, and Algebra 2 have been adopted for implementation in the fall of 2011. Math and reading intervention models are being developed to address the challenges of mobility and our low-income demographics.

A different system of delivering math instruction is warranted to address our students with mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with the new mathematics standards and addresses the episodic learning needs of a transitory, low-income demographic. Currently, time is needed to implement the goals and strategies of individual school improvement plans into every classroom culture.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focused on literacy to result in significant gains, and close achievement gaps. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level.

The development of delivery models to address the learning needs of our diverse and low-income populations is significant in the district's strategic improvement plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level.

The use of technology for the purpose of improving instruction, assessment of student achievement, and parent communication is important in the individualization of student learning and partnerships with parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great potential for the development of individualized learning plans for student performance and frequent communication with parents on student progress toward achievement of standards.

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

First and foremost the Auburn School District is a district in improvement status.

The 2009-2012 District Strategic Improvement Plan Committee conducted an extensive study of both student performance data and school perceptual data. For the school years, 2005-2006; 2006-2007; and 2007-2008 the committee reviewed State assessment results, discipline records, student and staff demographics, on-time graduation rates, extended graduation rates, and the drop-out rates for the Auburn School District. Additionally, school perceptual survey data aligned to the Nine Characteristics of High Performing Schools was collected from thousands of district staff, students, parents and community members. The Center for Educational Effectiveness in Redmond, WA conducted and tabulated the perceptual survey results for the district and each of our twenty-two schools. The extensive survey results were correlated to the Nine Characteristics of High Performing Schools. Data from student assessments and the school and district perceptual surveys was triangulated to develop a clear picture of the overall performance of the district. Although the perceptual survey results portrayed our schools favorably, the district strategic improvement plan committee was concerned with overall student academic performance levels, the widening achievement gaps, and our schools currently in steps of improvement status. Therefore, the District Strategic Improvement Plan was developed to focus our district and schools to become a high-achieving culture where each student meets or exceeds standards of learning.

Links to the results of the 2008 and 2010 staff, parent, and student surveys conducted and tabulated by the Center for Educational Effectiveness for the Auburn School District can be accessed from our district website at: <http://www.auburn.wednet.edu/Academics/EducEffectPercSurvey.html>

The district strategic improvement plan committee will reconvene during the 2011-2012 school year to review progress and recalibrate the strategic plan for continued implementation during the 2012-2015 school years.

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

The 2009-2012 District Strategic Plan requires district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. Beginning with the 2009-2010 school year the DIBELS assessment is required for all students in grades K-5 and the MAP assessments in reading and mathematics are required for all grade 3, 4, 5, 6, 7, 8 and 9 students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

**DIBELS** - The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big Ideas of early literacy: **Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language, and Comprehension**. Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress. <https://dibels.uoregon.edu/>

**MAP** - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the State assessments. The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter and spring, all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement and growth, providing perspective on an individual student's learning. <http://www.nwea.org/>

NWEA has aligned their End of Course Exams for Algebra and Geometry with the Washington State End of Course Assessments. Auburn School District is implementing NWEA End of Course Assessments during the spring of 2012.

Data from our DIBELS and MAP assessment results is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. The dashboards are disaggregated by grade level and student demographics. To assure district and school level accountability to these required assessments the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter, and spring assessment windows) during regular scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student level results are presented to the principals during their principal cadre meetings. Teachers have access to their student assessment results via the DIBELS and NWEA websites. District DIBELS and MAP dashboards are accessible on our district website.



DIBELS <http://www.auburn.wednet.edu/Academics/DIBELS.html>

MAPs <http://www.auburn.wednet.edu/Academics/MAP.html>

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

The expectation of the school board and district is that each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet adequate yearly progress by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10. In order to accomplish this goal, both formative and summative assessment data will be vital to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance that gains have been realized. Common formative assessments for all content areas are being developed by the schools to monitor student learning progress. The 2009-2012 district strategic improvement plan provides support for schools to develop the assessment tools for monitoring and adjusting classroom instruction and to assess student attainment of identified standards. Beginning with the 2009-2010 school year, the Auburn School Board is presented with quarterly updates reporting student academic achievement district-wide. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is being used to indicate progress in reading fluency for kindergarten through grade five students. Progress in mathematics and reading at grades three, four, six, seven, eight, and nine is monitored using Northwest Evaluation Association's Measurement of Academic Progress (MAP) assessments. Attainment of high school credit earned toward graduation for ninth and ten grade students is reported at each semester as are enrollments in Advanced Career and Technical Education, Honors, and Advanced Placement courses. High School Dropout, on-time graduation, and extended graduation rates are closely monitored as evidence.

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

The 2009-2012 Auburn School District Strategic Improvement Plan provides the framework through which the district will support our schools in ensuring the academic success of each student. The district strategic improvement plan signaled the start of a collaborative process that links the vision and goals set forth by the district with the revised school improvement plans developed by each of our twenty-two schools.

The process emphasizes continuous improvement that engages all stakeholders in the quest to improve learning for all students. The district defines the "what," or destination, and the schools determine the "how," or the best approach to get there. This is a shared commitment to accountability based on collaborative structures to improve learning for each student. The framework of the district plan supports student achievement through the formation of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry and nurturing leadership. The district plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians and community, which is characterized by trust and mutual respect.

The district plan sets the expectation that each student—regardless of ethnicity, language, and disability or income level—can achieve high standards. Strategies incorporated into our district improvement plan represent research-based practices that provide appropriate interventions

and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

### ***District Mission***

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

### ***District Vision***

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

### ***School Board Beliefs***

A comprehensive public education is paramount. Effective leadership and high quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:

- We believe every student can achieve high standards of learning.
- We believe public schools are the foundation of good citizenship.
- We believe in the responsible stewardship of resources.
- We believe in sustainable community partnerships.
- We believe in family and advocate involvement.
- We believe public schools must value diversity.
- We believe in safe and positive learning environments.
- We believe in shared accountability for student success.
- We believe in a culture of professional collaboration.
- We believe in preparing students for success beyond high school.

The district strategic improvement plan contains four goals each with objectives, strategies, evidence of outcomes and established timelines. The four goals and accompanying objectives are:

### **GOAL 1: Student Achievement**

With district support, leadership and guidance, each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

#### **Objective 1.a Professional Learning Communities**

Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions and extended learning.

#### **Objective 1.b School Improvement Plans**

School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming subgroups.

#### **Objective 1.c K-12 Standards-Based Focus**

Schools implement standards-based teaching and learning.

### **GOAL 2: Dropout Rate and On-Time Graduation**

Schools will reduce dropout rates and meet additional AYP indicators as determined by K-8 attendance and high school on-time graduation rates.

**Objective 2.a Reduce Dropout Rates**

Schools implement prevention, intervention and retention strategies to reduce student dropouts.

**Objective 2.b On-Time High School Graduation**

High schools increase on-time graduation.

**GOAL 3: Parents/Guardians and Community Partnerships**

The district and schools will continue to develop partnerships to support student academic achievement and success.

**Objective 3.a Public Relations**

District employees contribute to a respectful and welcoming environment.

**Objective 3.b Communication to Parents/Guardians**

The district and schools communicate academic expectations, student progress and support for student learning to maximize parent/guardian involvement in student academics.

**Object 3.c Partnerships**

The district and schools develop new and strengthen existing partnerships to promote student achievement.

**GOAL 4: Policies and Resource Management**

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

**Objective 4.a Fiscal Stability and Resource Allocation**

The district provides fiscal stewardship and alignment of resources to support student achievement.

**Objective 4.b Policies and Procedures**

The district's policies and procedures support student achievement.

**Objective 4.c Safe Schools**

Student achievement is fostered through safe learning and work environments.

**Objective 4.d Technology**

The district and schools promote student achievement through expanded use of technology.

The Auburn School District 2009-2012 Strategic Improvement Plan with the strategies and evidences of outcomes defined for district, school and/or staff level can be accessed from our district website at <http://www.auburn.wednet.edu/Superintendent/200912StratPlanSummary.pdf>

13. Describe the innovative nature of the proposed strategies.

Each strategy incorporated into our district improvement plan represents research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

Beginning with the 2009-2010 school year, the school board, superintendent, central office administrators and departments, principals, and school improvement goals, objectives and strategies have been aligned with the district strategic improvement plan. The goals and objectives of the school board for the 2010-2011 school year are posted to the district website at: <http://www.auburn.wednet.edu/SchoolBoard/SchIBrdimages/Board%2010-11%20Stated%20Dist%20Obj.pdf>

Regular monitoring of progress on the strategies outlined in the district strategic plan is on-going. Dashboards have been developed and are presented quarterly to the school board, district and school administrators, and are posted on our district website to inform parents and community members at: <http://www.auburn.wednet.edu/Academics/StratPlanProgress.html>

To increase capacity and district support for the cultural shift to sustain continual improvement in student learning and achievement, the Auburn School District in partnership with the Center for Improving the Teaching Profession (CSTP), have developed a teacher leadership academy. The Auburn Teacher Leadership Academy (ATLA) centers on an intensive institute for teacher leaders to deeply learn skills detailed on the CSTP Teacher Leadership Skills Framework and to provide on-going collaborative networking and support as teacher leaders implement plans for change in their settings. The teacher leadership framework is accessible at: <http://www.cstp-wa.org/teacher-development/teacher-leadership/skills-framework>

The three goals of the teacher leadership academy are:

1. Equipping teacher leaders with knowledge and skills needed to implement change initiatives in their settings that will build teacher capacity to impact student learning;
2. Build leadership capacity across the district in order to increase involvement of teacher leaders in initiatives beyond their own classrooms; and
3. Better connect a network of teacher leaders to each other and to needed resources.

On May 24, 2011 our first cohort of 50 teacher leaders graduated from the program. [http://www.auburn.wednet.edu/Communications/NewsletterArchives/IYS/IYS\\_June2011.pdf](http://www.auburn.wednet.edu/Communications/NewsletterArchives/IYS/IYS_June2011.pdf) Our second cohort of 51 teachers is scheduled to begin their 68 hours of academy sessions August 2011 and continue their program throughout the 2011-2012 school year. Three hundred or more teachers will participate in the leadership academy over the next several years.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

As established on April 13, 2009 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2009-2012 Auburn School District Strategic Improvement Plan. All activities and initiatives engaged at both the district level and school level will align to this plan.

15. Describe how the waiver directly supports the district and/or school improvement plans.

In order to accomplish the goals outlined within our strategic plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

The Auburn School District Strategic Plan is the blueprint for our district's continuous improvement and academic success for all students K-12. It is the framework for our planning, resource allocation, staff development and decision making. The school board and school district define the "tights" while allowing for the "loose" essential to individual schools, departments and instructional staff needed to implement the best practices and available resources to address the learning needs of all students. This is a shared accountability based on collaborative structures to improve learning for each student.

The district improvement plan includes strategies characterized by trust and mutual respect to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and the community. The district improvement plan sets the expectation that each student, regardless of ethnicity, language, disability, or income level, can achieve high standards. Strategies incorporated into the improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will stay engaged in school, achieve or exceed standards, graduate on time, and are successful beyond high school.

As defined in the district strategic improvement plan, all Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work began in September 2009 with 1/3 of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the schools work with central office staff, OSPI school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plan. School improvement plans are presented to the school board for approval and adoption. Each year all Auburn Schools continue to align their improvement plans to the goals of the district strategic improvement plan using their current assessment and perceptual data. Each year school improvement teams present their progress to the school board or participate in school improvement site visitations. During the 2011-2012 school year the final 1/3 of our schools will participate in the fully revised school improvement process.

School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, school departments, and individual staff need waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts.

Hard copies of the individual school plans are available upon request. Following school board approval and adoption of all twenty-two schools fully revised improvement plans they will be posted to the district website.

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

In August 2008, the Auburn School District Board of Directors commissioned a committee to develop a three-year District Strategic Improvement Plan to address the learning needs of all students and to close learning gaps. Membership of the District Strategic Improvement Plan Committee represented a diverse group of stakeholders, including an OSPI district improvement facilitator, education consultants, parents, community members, students, teachers, and administrators. To include student voice and feedback, elementary and secondary student focus groups were also included throughout this process. At a minimum, the committee met twice each month from September 2008 through March 2009. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within

the 180-day school year for successful implementations. The improvement committee presented its final work and recommendations to the school board during their March 2009 and April 2009

school board meetings. The District Strategic Improvement Plan and committee recommendations were adopted for implementation by the Auburn School District Board of Directors on April 13, 2009. The 2009-2012 District Strategic Improvement Plan was designed and approved by the school board as a three-year plan September 2009 – August 31, 2012. The district strategic improvement committee will reconvene in the fall of 2012 to review progress and make recommendations to recalibrate the plan for the next three years, 2012-2015.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our district negotiated agreement for September 1, 2009 through August 31, 2011 (*in compliance with State regulations for Time, Responsibility, and Incentive*) provides for the following (see attached PDF of Auburn School District CBA):

District Designated Time – (Time)

District designated time totals 44.5 hours per diem; 3.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation; 7.0 hours for secondary grading day; 27 hours for building determined days; 7.0 hours for individual determined day (occurs immediately after labor day. Individual Responsibility Hours are prorated based upon an employee's FTE status.

Individual Responsibility Contract –(Responsibility)

Each employee will receive an Individual Responsibility Contract (*to implement state reforms for assessment, standards, and accountability*). Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 107 Individual Responsibility hours for the 2010-2011 school year. Employees who are on Steps 7 and above on the State Allocation Model have a total of 129.5 Individual Responsibility hours for the 2010-2011 school year. Individual Responsibility Hours are prorated based upon an employee's FTE status.

Responsibility Contract activities can be documented from August 1 through June 30. These individual responsibilities are outlined below:

1. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
2. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
3. Student assessments
4. Classroom, lesson, and job preparation
5. Parent contacts

Commitment Stipend – (Incentive)

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM) In the 2003-2006 Negotiated Agreement, employees who were on Steps 0-6 of the SAM received a commitment stipend of \$100. Employees who were on Steps 7-16 of the SAM received a commitment stipend of 3 per diem days.

By the conclusion of the 2006-2009 negotiated agreement, each employee received seven (7) additional days of per diem pay added to the Commitment Stipend.

In addition to the above and starting in 2009-10, a longevity commitment stipend of \$1,200 will be added to every staff member beyond year 16 on the SAM in columns 1-9.

Early Release Days

The Auburn School District has two early release days during the school year. The day before Thanksgiving vacation and the last day of the school year.

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	19
Total	199

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

	Hours	% of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
Building/district meetings	3.5	Optional	X		
Grading/building determined day	34	Optional		X	
Individual determined day	7	Optional			X
Individual Responsibility Contract for state reforms for assessment, standards, and accountability	107 – 129.5	Optional			X
Total	151.5 – 174 hours	approx. 19 – 21 days at 8 hours/day (calculated by staff)			

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

District Designated Hours and Individual Responsibility Contract hours are locally funded teacher hours replacing responsibility for education reform pushed back to districts by the

State's elimination of Learning Improvement Days, I-728 Funding, and continual reductions in basic education funding allocations.

District designated time and individual responsibility contract hours are used by teachers for work beyond the school day to address student achievement and state education reform requirements. This work includes recalibrating instruction to address continual changes in state content standards and the assessments (MSP, HSPE, EOC, WLPT); managing multiple graduation requirements; developing and scoring classroom based assessments aligned to content standards; interpreting local and district student assessment data to address intervention and enrichment; implementing differentiated instruction to address individual student learning needs; implementation of standards-based teaching and learning in all classrooms, shifting grading practices to communicate progress toward proficiency of standards; administering, scoring and reporting the state required CBA's and CBPA's for social studies, health and fitness, and the Arts; and increased communication with parents to engage them in their child's learning.

The request for renewal of the waiver days is for the work outlined in the renewal application to accomplish the goals outlined within our strategic plan and individual school improvement plans. Time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

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

The activities of 2010-2011 waiver days focus on the implementation of the school improvement plan to address these essential questions: (#1) What is it we want our students to learn? (#2) How will we know if each student has learned it? (#3) How will we respond when some students do not learn it? (#4) How will we extend and enrich the learning for students who have demonstrated proficiency? During the 2010-2011 school year, waiver day trainings occurred September 24; October 22; March 14; May 9; and June 13.

The following describe school improvement waiver day activities:

- Aligning instruction to the district identified Power Standards (In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards. The Power Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science, writing, communication, social studies, physical education, music, ELL, Arts, library, and electives. Power Standards for remaining content areas including Career and Technical Education are under development. The Power Standards are what we guarantee our students will learn from classroom to classroom and grade level to grade level.)
- Implemented *Algebraic Thinking* coaching along with professional collaboration and continue mathematics support at the middle school level.
- Provided training in *Key Elements to Algebra Success* program, and professional collaboration between middle school and high school Algebra 1 teachers.
- Provided training for and developed weekly mathematics problem solver lessons, activities and assessments aligned with the State Performance Expectations for Mathematics.



- Developing classroom based common formative assessments in reading, mathematics, Algebra 1, Algebra 1 End of Course Assessments, Geometry, Algebra 2, and science aligned to Power Standards.
- Restructuring extended learning programs for alignment with math, reading, writing, and science standards.
- Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets were focused on achievement gap learner, including low income, Hispanic and Native American student groups.)
- Differentiating learning for low-income demographics aligned with State standards and best practices.
- Continued implementation of GLAD strategies for ELL students within our classrooms to improve learning and performance on the WLPT, MSP, and HSPE.
- Restructuring schools to provide tier-one, tier-two, and tier-three intervention models for the 2010-2011 school year.
- Analyzing student performance data obtained from DIBELS, MAP and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping Walk to Math and Walk to Read groups.
- OSPI district improvement grant utilized at four elementary schools in steps of improvement for school improvement professional development activities and initiatives.
- Implementation of student led conferences at the high school level.
- Developed programs and services for parents of students in the graduating class of 2011 about graduation standards.
- Provided training on standards-based teaching and learning and reporting, professional learning communities, and interpreting assessment data and information.
- Implementation of OSPI Striving Readers program at two Auburn School District middle schools.
- Alignments with State mathematics and science standards at elementary and secondary.
- Preparation for fourth year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.
- Integration of technology into the classroom (electronic data bases, SWIFT teacher websites, web accessible library collections, document cameras, LCD projectors, grade scan, wireless laptop carts, and organizing classroom websites) for student learning and increased communication with parents, students and community.

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

The wavier days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners and to develop intensive strategies necessary for our Tier 3 learners to become successful.

District leadership has provided teachers with on-going professional development and training on "Understanding by Design", Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, using MAP assessment data for instructional decisions, professional collaboration, and revising school improvement plans, and implementation of the Auburn

Teacher Leadership Academy (ATLA). The infusion of these training opportunities continues to provide support and targeted professional development needed for individual teachers and schools to improve academic performance for all students.

In fidelity with the district strategic plan, implementation of PLCs, common assessments, standards alignment, and interventions, student achievement continues. For the first time in a decade, the Auburn School District grades 3-5 outperformed the state average in math and reading. Additionally, the district out-performed the state in reading and math for low income and ELL learners. On K-5 winter DIBELS, assessment for reading continued to improve with an average decrease of 4.45% at-risk readers and 7.58% increase in on-target readers for a combined improvement average of 11.9%. Our only longitudinal comparison data for 2008 is second grade DIBELS which shows a 9.47% decrease in at-risk readers and a 20.7% increase in on-target reading performance for a combined improvement average of 30.17%.

Third through fifth grade winter MAP scores, as compared to 2009, show an average decrease of at-risk math 5.95% and an average on-target increase of 2.55% for a combined MAPS math average improvement of 8.5%.

At the middle school grade 6, 7, 8 MSP scores for 2010 showed a mixture of increases and decreases. Sixth grade reading scores dropped, but less than the state, from 68.9% to 54.8% while math scores stayed flat at 47.2% meeting standard. In 7<sup>th</sup> grade, writing was level at 66.6%, reading improved from 54.9% to 57.3%, and math improved from 48.6% to 51.4% meeting standard. Eighth grade scores all improved; reading from 60.6% to 62.4%, math 44.4% to 46.9%, and science from 39.5% to 44.3%.

Middle school MAP winter math score comp compared to 2010 demonstrated slight increases. Combined 6-7-8 MAP math comparisons show an average decrease of 1.7% for at-risk performance and an increase in on-target performance of .6%. 6-7-8 Reading MAP comparisons demonstrate a decrease of 2.05% in at-risk performance and a 3.17% increase for on-target results.

2011 HSPE results in reading, writing, and science show increases from 84.90% to 85.7% in writing, from 74.70% to 79.3% in reading, and from 35.50% to 40.8% in science.

High school annual drop-out rates decreased from 4.4% to 3.4% while on-time graduation increased from 81% to 85.5% and extended graduation rates increased from 86.2% to 91.4%.

	Annual Drop-out Rate		On-Time Graduation Rate		Extended Graduation Rate	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
ASD	4.4%	3.4%	81.0%	85.5%	86.2%	91.4%
AMHS	2.6%	2.6%	89.6%	89.8%	91.7%	93.2%
ARHS	2.7%	1.5%	88.6%	93.2%	93.2%	97.5%
ASHS	5.4%	4.6%	74.2%	79.3%	81.0%	87.3%
WAUB	18.6%	13.8%	20.7%	44.4%	67.2%	88.7%

Ninth grade comparison MAP math scores show a decrease in at-risk performance of 1.22% and an increase of .42% in on-target performance. At-risk MAP reading scores decreased .74% and on-target results increased 1.95%.

2011 winter DIBELS data show an elimination of at-risk demographic category performances with the sole exception of Native American. Dramatic definition changes in K-12 demographic categories by the state make it impossible to do comparisons with previous years for MAP categorical grades 3-9 in reading and math.

Comparisons of 9<sup>th</sup> grade first semester credit completion to 2010 are essentially flat with only a 2% improvement in decreasing at-risk credit progress. However, it is important to note that the number of at-risk decreased by 31 students. As of June 3<sup>rd</sup> the goal of doubling the number of 8<sup>th</sup> grade student enrollment in college bound scholarship program has been achieved in 2010 with 98 students enrolled and 218 enrolled for 2011.

Middle School Honors course enrollments increased from 1,877 to 2,004 from semester 1 2009 to semester 1 2010. Enrollments in honors programs at the middle level are represented by about 30% of students from diverse heritage.

In high school honors, advanced CTE and advance placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw an 8% increase in diverse population participation from 2008-09 to 2010-11. High School honors and advanced placement courses had a 6% increase in diverse population enrollment from 2008-09 to 2010-11.

Extended learning interventions are a standard intervention model at all 14 elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include tracking and credit retrieval. Seven hundred and ninety (790) students benefited from APEX on-line learning during the first semester, the development and implementation of PLCs was a great success as well as the implementation of power standards and data analysis.

The school board conducted an abundance of reports from schools and departments regarding school improvement plans, PLC work, data analysis, interventions and strategic plan updates. A majority of school board time is now dedicated to academic achievement priorities. Quarterly reporting of the implementation of the 2009-2012 District Strategic Improvement Plan are posted on the Auburn School District Website at:

<http://www.auburn.wednet.edu/Academics/StratPlanProgress.html>

District DIBELS Dashboards are posted on the Auburn School District website at:

<http://www.auburn.wednet.edu/Academics/DIBELS.html>

District MAP Assessment Dashboards are posted on the Auburn School District website at:

<http://www.auburn.wednet.edu/Academics/MAP.html>.

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

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District by the State Board of Education. Hard copies of the 2010-2011 school year calendar are distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during the parent and teacher conferences and student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a followup report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

## Bainbridge Island

1. District	Bainbridge
2. New or Renewal	New
3. Is the request for all schools in the district?	K-8 only
4. Number of Days	4 days for K-6; 2 days for 7-8
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	17
Reduction	8
Remaining number of half days in calendar	9

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

To provide meaningful time for parents and teachers to talk about student learning and growth of learning over time. The use of full day parent/guardian/teacher conferences increases academic achievement by: 1) protecting instructional time; 2) eliminating schedule changes and disruption (e.g., changes in specialist schedules) for teachers and students; 3) allowing teachers to focus on teaching when teaching and conferencing when conferencing; 4) protecting vulnerable children including those on IEPs and those receiving tutor and LAP services (typically these programs lose time or are cancelled altogether in order to provide contractual PCP time); 5) maintaining the focus on teaching and learning for an additional week each year; 6) providing more time for longer conferences, typically 35-40 minutes rather than 20-25 minute schedule during early dismissal; 7) providing for an option to truly include students in conferences; and 8) reducing the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

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

### MSP

3rd Grade	Reading: 89.8%	Math: 78.3%	
4th Grade	Reading: 89.7%	Math: 75.7%	Science: 86.3%
5th Grade	Reading: 86.7%	Math: 68.4%	Science: 57.0%
6th Grade	Reading: 84.0%	Math: 72.0%	
7 <sup>th</sup> Grade	Reading: 87.5%	Math: 87.9%	Writing: 89.6%
8 <sup>th</sup> Grade	Reading: 91.6%	Math: 77.0%	Science: 84.1%

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

Maintain or increase student achievement in all areas. The district will also conduct a survey of teachers and parents/guardians to determine the benefits and detriments of the full day conference schedule. Baseline data will be collected in the 2011-12 school year.

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

Continue to analyze MSP data and Measure of Academic Progress (MAP) at all grade levels. Gather perception data to establish baseline.

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

Conduct parent conferences with parents for all students Kindergarten through 8<sup>th</sup> grade. Many educators believed that full days of parent/guardian/teacher conferences, rather than early release days for conferences would produce a more uniform academic environment, which they believe is better for student learning. Consecutive early release days are disruptive to elementary and middle school routines. Schedules need to be revised to create planning time for every teacher and to enable students with disabilities to access the resource room or related service providers, which can diminish the time devoted to core academics. Parents need to alter work schedules and/or find childcare. Teachers are often overwhelmed by the requirements of planning for teaching while conducting conferences.

13. Describe the innovative nature of the proposed strategies.

Utilizing strategies of student-led conferencing.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

They will be the same activities.

15. Describe how the waiver directly supports the district and/or school improvement plans.

The district's commitment to best practice fuels the need for an alternative conference schedule. Copies of school improvement plans or the district improvement plan are available for review from the Curriculum and Instruction Office of BISD. Contact [jgoldsmith@bisd303.org](mailto:jgoldsmith@bisd303.org) to request copies.

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

A districtwide committee comprised of parents and staff developed the initial plan for revising the conference day schedule from half days to full days. Community and staff surveys were completed to assist in the development of the original plan to convert numerous half day conferencing into full day periods. Staff and parents felt this was a better use of instructional time.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

It is agreed that the work year for bargaining unit employees for the duration of the contract is consistent with the number of days funded by the state. In addition to the state funded school year, each employee has two (2) voluntary supplemental days at per diem pay, if worked. These

two days may only be worked in accordance with the district calendar the week prior to the start of each school year. The activities to be accomplished on said days will be determined by the employer after consultation with the association regarding various in-service, staff development, and professional improvements needs in the district. At least one of these two supplemental days will be guaranteed for teacher preparation.

Link to the CBA:

<http://www.bainbridge.wednet.edu/files/hr/agreements/Negotiated%20Agreement%20BIEA%2011-30-2009.pdf>

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

	<b>K-6</b>	<b>7-8</b>
1. Student instructional days (as requested in application)	176	178
2. Waiver days (as requested in application)	4	2
3. Additional teacher work days without students	3	3
<b>Total</b>	<b>183</b>	<b>181</b>

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

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

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The requested waiver days are for parent/guardian/student/teacher conferences that need to occur during the school year. None of the three days are available for parent conference time. Two days are provided to teachers to prepare for the start of the school year. The third day is being provided as a component of the Capital Project Levy for Technology – the intended use of this day is for staff development on the use and integration of technology into instruction. The capital project funds may not be used to support parent conference time.

## Deer Park

1. District	Deer Park
2. New or Renewal	New
3. Is the request for all schools in the district?	Elementary & Middle Schools
4. Number of Days	4
5. School Years	3
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	Elementary: 12 Middle: 2 High: 4
Reduction	Elementary: 10
Remaining number of half days in calendar	Elementary: 2 Middle: 2 High: 4

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

Parent/Teacher Conferences.

The purpose and goals of this waiver are:

- Protect instructional time.
- Eliminate schedule changes and disruptions that occur on half days.
- Allow teachers to focus on teaching when teaching, and conferencing when conferencing.
- Maintain the focus on teaching and learning for an additional week each year.
- Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, and reduces absences, and improves behavior.

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

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

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

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



success in meeting this goal. We will use an upward trend in conference attendance to benchmark success toward meeting this goal.

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

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

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

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

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

13. Describe the innovative nature of the proposed strategies.

Student led parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus 2 weeks of half days, allows schools to better maintain routines and structures that can be critical for a students' academic success. Too many half days can be disruptive to school routines, and therefore student learning. This waiver is an effort to limit the number of half days the Deer Park School District would have to use otherwise. Traditionally, our middle school had not had student led parent/teacher conferences, and this waiver will allow us to do this 'best practice' at the middle level as well.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

A positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with four full days of student led parent/teacher conferences rather than 10 half days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The four-day plan provides families with broader options for childcare, release from work, and family time.

15. Describe how the waiver directly supports the district and/or school improvement plans.

One of our three main priority areas for the 2011-2012 school year is to enhance communication with our families and constituents. We want to make it more predictable, routine and familiar. This conference schedule helps us in attainment of that goal. Another main priority area is for teams of teachers to ensure that our curriculum is guaranteed and viable, and that we have appropriate assessments. The fruits of this labor are what is shared with parents

during conferences. Our priorities and goals for 2011-2012 are found on our website: <http://www.dpsd.org>.

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

All of our employee groups and administrators are aware of our priority areas and goals for next year. Parents have expressed frustration with too many half days in the past. We are conducting an all-parent survey in the fall, to gauge the effectiveness of how we communicate with them, and will conduct a follow up survey in the spring to measure progress.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our CBA with our teachers provides for one ‘orientation day’ before the start of school. They have 5 additional optional days, (TRI), outside of the 180 day student year, that they can access for training, meetings, etc. They also have 21 hours of directed, intentional collaboration time in order to work on our district priority of high performing teacher teams, (plcs). Additionally, both elementary and secondary teachers are given a half-day for conference and grading preparation, and the last day of school is a ½ day.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	6
Total	186

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

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

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

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

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

## Entiat

1. District	Entiat
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	3
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	12
Reduction	8
Remaining number of half days in calendar	4

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

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

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

Entiat School District is working to increase student learning in all content areas and, consequently, increase student performance on all state and local assessments, particularly in mathematics and science.

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

The district uses the following measures and standards to determine academic success.

- State assessments: Measures of Student Progress, High School Proficiency Exams, End of Course exams.
- Local assessments: Measures of Academic Progress (MAP) at grades K – 11 administered three times per year, DIBELS at grades K – 5 administered at two times per year to all elementary students and more often to selected students.

The district standard is that each student will make at least one year of growth in reading and mathematics each school year and that students who are significantly below expected grade level will make more than one year of growth each year and will close the gap between their achievement and achievement expected for their grade and age.

Expected district benchmarks are:

- All students will successfully complete every course and grade level and demonstrate proficiency on local, state and national assessments.
- Gaps in student achievement that are connected to race, socioeconomic status, and gender will be eliminated.

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

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

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

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

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

13. Describe the innovative nature of the proposed strategies.

Seeking to minimize disruptions to instructional time is not particularly innovative but it makes sense if the district seeks to get the most out of the available days in the school year. Using the early release (half day of instruction, half day of student-led parent conferences) model resulted in eight school days with a modified schedule where each secondary class period was less than 30 minutes long and each elementary daily schedule had to be adjusted to accommodate a host of variables and needs. The ability to schedule full days of parent conferences results in greater instructional continuity, less disruption to scheduling for everything from instructional support to food services to transportation, and less of an effect on parents regarding child care arrangements.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

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

15. Describe how the waiver directly supports the district and/or school improvement plans.

Key elements of the district improvement plan are assuring effective instruction in every classroom, providing effective feedback to students regarding their learning, building academic background knowledge, and providing sound and timely interventions for students who are struggling to learn the expected content or who have already mastered that content. The district

argues that these elements are most effectively implemented when the integrity of the full school day is maintained to the greatest possible extent. Student-led parent conferences are an important component of an effective instructional program. Through the waiver request the district is seeking to conduct those conferences in a way that has the least impact on the integrity of the remaining school days. This link provides access to the Entiat School District learning improvement plan summary.

[http://www.entiatschools.org/2254109231325310/lib/2254109231325310/Entiat\\_S\\_D\\_Improvement\\_Plan\\_Summary\\_0720111.pdf](http://www.entiatschools.org/2254109231325310/lib/2254109231325310/Entiat_S_D_Improvement_Plan_Summary_0720111.pdf)

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

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

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Neither collective bargaining agreement (Entiat Education Association, Entiat Chapter of the Public School Employees of Washington) addresses the development of the school calendar. The attached school calendar for 2011 – 12 details the school year. In summary:

- There are four early release days (first and last days of school, day before Thanksgiving vacation, semester grading in January).
- The district has a one hour late start each Monday morning to conduct learning improvement and professional development work with certificated staff and classified staff who are involved in instructional support.
- Student-led parent conferences are conducted on two full days in fall and two full days in spring.

There are no other interruptions to instructional time.

The following are links to the district's certificated and classified collective bargaining agreements.

<http://www.entiatschools.org/entiat/lib/entiat/EEA%20Agreement%202010-2013%20Yr%201.pdf>  
[http://entiat.schoolwires.net/225410511174012427/lib/225410511174012427/Entiat-PSE\\_Neg\\_Agreement\\_07-10.pdf](http://entiat.schoolwires.net/225410511174012427/lib/225410511174012427/Entiat-PSE_Neg_Agreement_07-10.pdf)

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	1
Total	181

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The additional teacher work day occurs the day before school starts. Student-led parent conferences could not be conducted on that day.

## Highline

1. District	Highline
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	4 Elementary, 2 Secondary
5. School Years	3
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

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

The goals for our waiver days are:

- 1) To offer concentrated time for staff to review student data – one (1) elementary waiver day.
- 2) To use this data analysis to refine their School Improvement Plans for the following year, and/or – up to one (1) secondary waiver day.
- 3) To work with students on understanding and sharing their progress and academic data with their families and/or other adults – three (3) elementary waiver days and one (1) or more secondary waiver days.

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

Our literacy and math scores are flat, yet our district vision to prepare all students for college, career and citizenship. There is a large gap between our expectations and dreams for students and what their assessments show. Since School Improvement Plans and student ownership of their goals are both calculated to enhance learning, our requested waiver days will provide dedicated time to act on these strategies.

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

We have both short term indicators (level of implementation) and long term indicators (level of impact). Our short term indicators (used as a focus for part of our waiver day time) will be used to strengthen goals on the School Improvement Plan through analysis of student data/perception data to build a strong, relevant and focused plan that lead to enhanced student outcomes (see item # 11 below for our method); our more long term outcomes would be that stronger strategies within those plans lead to improved MAPS and MSP/HSPE scores or our other academic school targets that are part of our accountability system. In addition, when schools using part of the waiver day time for student sharing of goals and progress, they are more knowledgeable about what it will take to personally grow and improve academically.

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



Our Executive Directors of School attend and observe waiver day activities and also personally review and add recommendations to strengthen School Improvement plans. These plans include the outcomes for student learning expected to be reached through new strategies. Principals also send an agenda to their Executive Director that outlines the specific work /activities for waiver day time (and PCT time as well).

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

At the beginning of the year, clear expectations are set for the use of waiver day around the goals mentioned in #8. One of those expectations is to clearly share with parents how the day will be used and its benefit to students. As mentioned in #11, our Executive Directors of Schools marshal the process.

13. Describe the innovative nature of the proposed strategies.

Our strategies are not intentionally innovative per se, but provide focused time for schools to reach the goals in #8.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

We anticipate similar activities in year 2 and 3. Our School Improvement plans identify our main strategies for improving math, literacy, and college readiness. These focus areas will remain constant throughout the three year period.

15. Describe how the waiver directly supports the district and/or school improvement plans.

Since one of the major goals of our waiver day request is to use this time to analyze student data that will strengthen the School Improvement Plan, our proposal is directly tied to supporting the school improvement plan. Each of our schools also has school targets to reach. These targets are tied to our accountability system based on 28 System-wide Indicators. This alignment helps not only strengthen school plans, but also aligns this work with district intent and our strategic plan work.

At this point, we do not publish School Improvement Plans on the district website. However, each school highlights its goals in the annual Performance report that is published on each school's specific website.

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

We have surveyed parents on the day of the week most helpful for them in scheduling a waiver day (they told us Fridays are best or days tied to school vacation periods). Teachers and principals have valued the past waiver time we have been granted, and when a sample was probed, asked for us to keep waiver day time so that there is concentrated time to delve into student data either through student led conferences or through analyzing results of the strategies in their School Improvement plans. For elementary schools, we feel it important for students to be present with parents whenever possible to talk about their progress. In the past it was extremely disruptive to have five or six days of early release as well as evening time in

order to conduct conferences for all students and their families. It was also difficult for teachers to extend their time late into the evening for this length of time. For secondary, a multiple day schedule was also disruptive, but we were able to complete all conferences within a one day period due to the maturity of the students and their ability to lead a conversation about their own performance/progress with their family.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

We are currently in the midst of bargaining a three-year contract with our teachers’ association. The joint team is resuming bargaining in August so a CBA is not yet available. We have included a DRAFT student calendar that was jointly developed by the bargaining team but has not yet been formally approved by its membership. We do have it posted on our website for parents however so they can plan around the first day of school. Table 17.B reflects and aligns to the draft calendar and shows Professional Development days, parent-teacher/student led conferences as well as PCT time.

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

	Elem	Secondary
1. Student instructional days (as requested in application)	176	178
2. Waiver days (as requested in application)	4	2
3. Additional teacher work days without students	2	2
Total	182	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

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

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

Both of these days happen before school starts. These days are called Professional Development days. Schools use these days to review their current School Improvement plan and the goals and expectations for the year. They also use them to discuss and launch any district academic initiatives. Through this waiver, we are asking for time that would allow staff to review student data and refine their School Improvement Plans for the following year—and/or work with students in sharing their academic goals and progress. These on-going conversations and check-ins also help schools make mid-course adjustments throughout the year if needed.

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

During the 2009-2010 school year, our district adopted a 90 minute early release for 30 weeks of the school year. Due to this change, we only implemented one (1) of the approved five (5) waiver days as we could not do that and stay within the total annual instructional hours requirement. We were not aware that approval needed to be granted for our student led conference days (as some students were present on all days) and so did not include those in earlier waiver requests. More importantly, we did not want students to lose out on 4 additional instructional days plus the weekly release even if this had been approved by WAC. For the one (1) day, we used this time for one of several purposes in our original plan: using student data to drive a new School Improvement plan, to drive new strategies to enhance student learning, or student sharing of their goals and progress.

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

Over time, we have strengthened the quality and relevance of our School Improvement plans for schools. We are changing the format of these plans for the next cycle to make them even more relevant and timely. As noted above, our original "5 waiver day" plan included focusing on both math and data. Since PCT time was used to focus on math, winnowing our days from five (5) to one (1) allowed time to revise School Improvement plans and/or have paneled student presentations.

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

Each spring, the board approves a student calendar for the district. As noted in # 17a, our draft calendar is now posted for parents. Each school posts the activities on-line and/or in newsletters so parents know what will happen on the waiver day. In the past, our survey of parents asked them what day of the week is best for a waiver day, and they identified Friday as that day (and/or time adjacent to holiday breaks) as it would allow some to do college visits or head out with family for an extended weekend.

## Kettle Falls

1. District	Kettle Falls
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	3
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	9
Reduction	6
Remaining number of half days in calendar	3

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

The purpose of the waiver is to set aside four school days for an ambitious Student Led Conferences (SLC) program. Although SLC is not normally thought of as professional development, Kettle Falls School District proposes that the Washington State Board of Education consider our SLC plan as professional development not only for teachers but also critical development for parents of first generation college bound students.

The primary instructional goal is to increase the percentage of students attending college, technical school or military options after graduation. This will be accomplished through a multi prong plan.

1. Increase student achievement and motivation through a detailed planning and reporting process with parents and advisors with an emphasis on preparation for the 13<sup>th</sup> year plan during student led conferences for high school students and age appropriate preparation for younger students.
2. Prepare students for reporting to parents each semester and a community panel at 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grades. At 4<sup>th</sup> and 8<sup>th</sup> grade the presentations are called "Passages". The 12<sup>th</sup> grade presentation is the culminating project.
3. Establish a system of K-12 learning targets based on state standards that support the skills students will need to be successful in higher education.
4. Students report the progress toward learning standards in reference to future goals to parents during student led conferences.
5. Students report future learning target goals to parents for review at the next student led conference along with their future educational plan to meet their 13<sup>th</sup> year plan goals.

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

Kettle Falls School District has both positive and negative data motivating these efforts. Our negative data centers on math achievement. The combined planning with parents is intended to raise parental awareness and support for math literacy because of the job opportunities requiring math. The positive data is that the high school pilot of SLC combined with Gear Up has produced amazing results with our most recent graduating class. The high school has documented a continuing education application/acceptance letter to higher education/military of over 80% of this year's seniors. The Gear Up will no longer be available to support the high

school. Our goal to keep over 80% of our seniors headed toward continuing education will rest on SLC and culminating project.

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

1. Parent participation and satisfaction will be monitored. In the pilot parents participation was over 90%. Our benchmark will be to maintain over 90% participation with 90% satisfaction.
2. Math achievement will be monitored. In all other tested subjects except math our students routinely outperform the state.
3. Most importantly we would like to maintain the benchmark of over 80% of our seniors applying/accepted to continuing education.

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

1. The District will collect parent participation satisfaction surveys and generate participation percentages.
2. The District will rely on OSPI mandated math testing and compare to state averages.
3. The District will collect data on our graduates through Spokane Community College's high school graduate study to maintain statistics on not only application/acceptance but also attendance in continuing education.

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

The primary goal is to increase the percentage of students attending college, technical school or the military after graduation. This will be accomplished through a multi prong plan.

1. Increase student achievement and motivation through a detailed planning and reporting process with parents and advisor with an emphasis on preparation for the 13<sup>th</sup> year plan during student led conferences.
  - a. Teacher develop curriculum and binders for students to produce evidence of progress toward the 13<sup>th</sup> year plan.
  - b. Advisors train students to present their evidence and evaluate the presentation.
  - c. Teachers connect current learning targets to real world application to motivate students and gain parent support.
2. Prepare students for reporting to parents each semester and a community panel at 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grades. At 4<sup>th</sup> and 8<sup>th</sup> grade the presentations are called "Passages". The 12<sup>th</sup> grade presentation is the culminating project.
  - a. Teachers prepare students for the next level of education by exposing students to the requirements of the next level. The exposure is in the form of an education plan for the next level that meets the student/parent set goals.
  - b. Parents become involved in financial planning for the 13<sup>th</sup> year plan. FASFA forms are required for the student's binder as well as applications to higher learning.
3. Establish a system of K-12 learning targets based on state standards that support the skills students will need to be successful in higher education.
  - a. Teachers meet in curriculum bands and grade level bands to develop a scope and sequence of learning targets based on state standards.

- b. Teachers meet in curriculum bands and grade level bands to develop classroom based assessments aligned to the learning targets.
4. Students report the progress toward learning standards to parents during student led conferences.
5. Students report future learning target goals to parents for review at the next student led conference.

13. Describe the innovative nature of the proposed strategies.

Our student population is over 60percent free and reduced lunch qualified. These strategies build parent support for education beyond high school in families that have no culture of continuing education. Parent support and a detailed plan for education beyond high school is critical for student achievement both before and after graduation.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The activities build throughout the student's career culminating in a thirteenth year plan presented to the community.

15. Describe how the waiver directly supports the district and/or school improvement plans.

The District improvement plans directly address student led conferences, passages, and learning targets. The plan may be viewed at [www.kfsd.org](http://www.kfsd.org).

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

Teachers and administrators comprise the District Leadership Team (DLT). Each teacher on the DLT represents a curriculum team or grade level team. The District Improvement Plan is written by the DLT. Teacher members report the proposed goals in the improvement plan.

Parents and community members comprise the authentic audience for the students. They review the learning targets, assessments, and student plans.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

If this application is accepted the District will not use half days for student led conferences. The conferences will be held during the 4 whole days provided by the waiver. The CBA between KFEA and the District does not speak directly to professional development days or full instruction days. One half day per semester is traded for one parent conference evening per semester as per the CBA. The District delivers professional development during a one hour late start each Wednesday. The last day of school each year is the only other half day. The CBA is not available on line thus it will be enclosed with the application.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	2
Total	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	.5	.5	
2	Optional			1

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The first teacher day without students is a mandatory District orientation day. The second day is compensation for planning/training negotiated three years ago on a teacher directed basis.

The District’s implementation of Student Led Conferences is an incredibly authentic planning process involving not only teachers and administrators, but more importantly students and parents. This process is also time consuming. To deliver this program that will effectively raise our students’ achievement after graduation, we propose to integrate the professional development of late start Wednesday with 2 full day student led conferences per semester. Spreading this work over 4 half days per semester is simply not as educationally effective or cost effective.

## Medical Lake

1. District	Medical Lake
2. New or Renewal	New
3. Is the request for all schools in the district?	No – elementary and middle only
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	10
Reduction	10
Remaining number of half days in calendar	0

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

The purpose of this waiver request is to provide time for parent/teacher/student conferences, with the following considerations:

- Protect instructional time;
- Eliminate schedule changes and disruption (e.g., changes in specialist schedules) for teachers and students.
- Maintain the focus on teaching and learning for an additional week each year.
- Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Medical Lake School District's Strategic Plan specifically calls out the importance of family and community engagement as a strategy for improving academic achievement, and overall closing the achievement gap. One way to engage families around support for their children is through parent/teacher/student conferences. Teachers use this one-to-one time with their students' families to discuss the student's progress, including sharing benchmark assessment data, classroom-based assessment information, and overall progress toward demonstrating proficiency on grade level standards. This time between the family member(s) and the teacher are critically important to a vision of collaboration around helping increase student achievement.

Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, reduces absences, and improves behavior.

Through having one full day and one evening in both fall and spring devoted to parent/teacher/student conferences, direct communication with parents and students will be accomplished. Evening conferences ensure a greater participation rate by parents in that scheduling will take place during times when most parents are available, and will not interfere with the majority of parents' work schedules.

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



The District reviews multiple test scores/measures over a period of time to assess student achievement. In addition, schools are using Measures of Academic Progress (“MAP”) testing three (3) times a year to benchmark student knowledge and skills. MAP data is being shared and discussed with most families in parent/teacher/student conferences, in addition to a variety of other individual student achievement data. This data allows the teacher and the parent/guardian to immediately focus on areas for improvement or recognition.

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

The percentage of parents and students involved in direct communication with staff regarding student progress will indicate the impact of scheduling conferences during full days and evening hours.

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

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

- Documentation of the number of families that participate in conferences;
- MSP/HSPE Data (District and School level data);
- MAP data.

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

The District seeks strong family involvement in the education of its students. Parent/teacher/student conferences are one strategy for family engagement in that they provide time for detailed discussions of academic issues. Conferences bring educators and families together to jointly promote a student’s academic success.

13. Describe the innovative nature of the proposed strategies.

Parent/teacher/student conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus ten (10) half days, allow schools to maintain routines and structures that can be critical for students’ academic success. Half days can be disruptive to school routines and therefore to student learning. This waiver is an effort to remove half days in the Medical Lake School District calendar.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

A positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with four (4) full days of parent/teacher/student conferences, rather than ten (10) half days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The 4-day plan provides families with broader options for child care, release from work and family time.

15. Describe how the waiver directly supports the district and/or school improvement plans.

Medical Lake School District Board of Directors has set as one of its goals “to increase student achievement for all students by implementing the correlates of highly effective schools.” These correlates include positive home-school relations and frequent monitoring of student progress. The parent/teacher/student conference waiver clearly supports these correlates.

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

Formal and informal surveys of parents have indicated their preference for full days and evening conferences which are scheduled at least twice a year. All staff and administrators have stated the value of these parent/teacher/student interactions during staff meetings.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Attached please find a copy of our CBA. We are involved in negotiations at this time and have tentatively agreed to the following language on “Employee Work Year” on page 11, Lines 18-22: *The employee work year shall consist of the number of days mandated by the state. Any extension or deduction of contract days shall be computed at the regular daily rate of the employee.*

For the duration of this waiver request (2011-2014), there will be no professional development days and one half day (last day of school) in our district. Grades K-8 will have four parent conference days per year, for a total of 175 full instruction days each school year. Grades 9-12 will have two half days for grading purposes and one early release day (one hour on day before Thanksgiving) for a total of 177 full instruction days each school year. The district has also negotiated four hours reserved for district in-service prior to school opening. This is the only time during which staff is brought together to complete required annual school trainings, as well as to prepare for the school year (please see CBA, page 22, lines 44-45).

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	.5
Total	180.5

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1/2	100	.25	.25	

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

## Mount Vernon

1. District	Mount Vernon
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	1
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	K-6: 18 7-8: 16 9-12:12
Reduction	3
Remaining number of half days in calendar	K-6: 15 7-8: 13 9-12:9

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

This waiver request is part of a district-wide strategy to increase student achievement and reduce the achievement gap by improving teachers' instructional practice through a culture of collaboration. The day provided by the waiver will provide teachers with the opportunity to improve their practice by working in cross-district professional learning communities to:

- Review vertical alignment of first semester reading and math learning targets based on content power standards identified in 2010-11;
- Discuss implementation of reading and math programs to ensure that the curriculum is being implemented with fidelity and is having the intended impact on student achievement; and
- Discuss implementation of high yield instructional strategies, designed to differentiate instruction for heterogeneous student groups.

Goals of the overall district initiative, which include the waiver day, are as follows:

1. Scores on the Mathematics sections of the Measures of Student Progress and High School Proficiency Exam will increase by a minimum of 4% annually for all grade levels.
2. Scores on the Reading sections of the Measures of Student Progress and High School Proficiency Exam will increase by a minimum of 3% annually for all grade levels.
3. The gap between the performance of Hispanic and white students on the Reading and Math portions of the MSP and HSPE will decrease by a minimum of 4% annually for all grade levels.

Specific goals for the waiver day are provided below.

On a follow-up survey, teachers will:

1. Identify specific areas of alignment addressed during the waiver day activities;
  2. Identify issues addressed related to implementation of reading and math curriculum across all content areas;
  3. Identify what they gained from their group discussion of differentiation strategies; and Reflect the positive impact of what they learned during the day on their practice.
9. What is the student achievement data motivating the purpose and goals of the waiver?

Though the district has made progress this year in both goal areas, as evidenced by results of the Measures of Academic Progress (administered 3 x/yr in grades K-8), we remain well below the state average. Additionally, the gap between majority and minority students persists. 2010 MSP/HSPE scores for all grade levels tested remain below 70% in reading and below 50% in math. The gap in achievement between Hispanic and white students ranges, in math, from 20% in grade 3 to 31% in grade 10. In reading, the gap ranges from 26% in grade 8 to 32% in grade 10.

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

Both student and teacher outcomes for the waiver day are identified in section # 8. Progress towards student outcomes that are tied to the larger district strategy, of which the waiver day is a part, will be measured throughout the year using Measures of Academic Progress (MAP) in grades 3–8 and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-2, along with benchmark assessments in math and reading and common formative course assessments in all other content areas. Teacher outcomes will be assessed using a follow-up survey and will be used to measure the effects of the waiver day.

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

Goals specific to the waiver day will be evaluated using a follow-up survey administered to all teachers.

Student outcome goals will be assessed annually using the MSP and HSPE.

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

All certified staff in grades K-6 will meet for ½ day in grade level bands (K-1,2-3,4-6), to:

- Review vertical alignment of first semester reading and math learning targets based on content power standards identified in 2010-11;
- Discuss implementation of reading and math programs to ensure that the curriculum is being implemented with fidelity and is having the intended impact on student achievement; and
- Discuss implementation of high yield instructional strategies, designed to differentiate instruction for heterogeneous student groups.

Each team will be facilitated by a content coach or curriculum specialist, who have been trained in facilitation of professional learning communities.

In the afternoon, teachers will return to their schools to work in grade level or specialist teams (including specialists) to review student work samples, review the progress of individual students, and identify intervention needs and strategies.

All certified staff in grades 7–12 will meet for ½ day in content area, cross-district teams to:

- Review vertical alignment of content standards for first semester;
- Discuss implementation of content reading and writing strategies and standards; and

- Discuss implementation of high yield instructional strategies, designed to differentiate instruction for heterogeneous student groups.

In the afternoon, teachers will return to their schools to work in content teams to review student work samples and discuss course benchmark assessments. All meetings will be facilitated by content coaches or administrators.

13. Describe the innovative nature of the proposed strategies.

While professional learning communities (PLCs) have become a common part of the education jargon, they are rarely a central part of a district-wide instructional improvement strategy. Done well, PLCs build upon the social nature of learning to deepen understanding, build commitment to improvement, and promote innovation. This plan proposes to broaden the PLC strategy to include district-wide teams, with the hope of enhancing staffs' commitment to a common curriculum and instructional framework while spurring innovation. The use of trained facilitators is intended to help staff, who are accustomed to working in building department and grade level teams, work together successfully in larger teams.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The improvements we need to make are significant and will take time. We expect waiver day activities to continue to be focused on district-wide vertical and horizontal alignment relative to curriculum, assessment, and instructional strategies. However, the agenda will be planned each year based on input from teachers and principals.

15. Describe how the waiver directly supports the district and/or school improvement plans.

The plan's goals and strategies are based on the district's instructional framework, which may be accessed at <http://bit.ly/r3J7ND>. Improvement plan goals for each of the district's 9 schools, which will be finalized and reviewed by the School Board next fall, are required to be aligned with this framework and will include the following strategies: professional learning communities, continuous use of student data from multiple sources, and implementation of high yield instructional strategies.

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

The idea for a waiver day came out of discussions during the 2009-10 school year with our district calendar committee, our administrative team, and our district Citizens' Advisory Committee. While they see the need for collaboration time to improve achievement through district-wide collaboration, parents and staff both urged us to look for alternatives to half-days, which they believe are disruptive and less useful than full days. The district's Board of Directors passed a resolution in support of the waiver on July 13, 2011.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The current collective bargaining agreement between the district and the Mount Vernon Education Association (MVEA) provides for the following half-days:  
 Planning/Collaboration Days: Teachers for grades K-6=7 days; 7-8=6 days; 9-12=5 days;  
 Parent-Teacher Conferences: K-6 = 8 days; 7-8 = 7 days; 9-12 = 4 days.

The current CBA may be accessed at <http://www.mountvernonea.org/09-11%20CBA.pdf>.

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

1. Student instructional days (as requested in application)	179
2. Waiver days (as requested in application)	1
3. Additional teacher work days without students	3
Total	183

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X	X	
2	100%		X	
3	100%		X	

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The district funds one day before the start of the school year. That day is used for a district-wide back-to-school meeting and building level meetings—both of which are an important part of preparing for the start of school. The waiver day will provide an opportunity previously available through the state-funded Learning Improvement Days. As explained above, the day will be in lieu of three early release days.

## North Kitsap

1. District	North Kitsap
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	5
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	1
Reduction	0
Remaining number of half days in calendar	1

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

Communication is a critical component of working with parents as partners to support their children's learning. The district's goal is to develop positive relationships and trust between parents and teachers. The need for face-to-face contact at conferences is a piece of the overall communication picture that cannot be underestimated.

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

Student MSP data shows the need to meet with parents regarding concern over grades or progress, transition to next year's grade, and/or concerns over behavior or work habits.

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

We will be using baseline data in the areas of Measurement of Academic Progress (MAP) and Measurements of Student Progress (MSP). We will expect measured growth in each area.

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

We will be setting goals towards making Adequate Yearly Progress on all of our MSP goals as well as showing above average gains on our Measurement of Academic Progress scores compared to national norms. We will also be surveying our parents regarding effectiveness of conferences.

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

A committee will be overseeing format and function of our conferences at both the elementary and secondary levels. A continuous improvement process protocol will be used to adjust and modify each year.

13. Describe the innovative nature of the proposed strategies.



Rather than half-days for student conferences, our community has spoken up about the need for fewer half-days in our schedule.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

We will use the release days for the same purpose in subsequent years.

15. Describe how the waiver directly supports the district and/or school improvement plans.

One of our goals is to improve communication regarding student progress to our families. This is an excellent vehicle to ensure face-to-face communication.

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

The Time Task Force is a committee made up of staff and parents of children in our school district. The Time Task Force recommends a calendar each year. They specifically requested full conference days within the school calendar.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

[http://www.nkschools.org/15891052891214933/lib/15891052891214933/NKEA\\_Contract\\_2009-11.pdf](http://www.nkschools.org/15891052891214933/lib/15891052891214933/NKEA_Contract_2009-11.pdf)

Teachers have 3 professional development days within the additional 18 days without students. If we are granted this waiver, we will have 168 full instructional days. The five waiver days will be for the purpose of parent/teacher conferences. We will also have 7 half-days. Those days were negotiated "furlough" days to offset the pay cut for all teachers in our state. Finally, each Wednesday, students are released 50 minutes early to allow for Professional Learning Community collaboration.

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	18
Total	198

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100		X	
2	100		X	
3	100		X	
4	100			X
5	100			X
6	100			X
7	100			X
8	100			X
9	100			X
10	100			X
11	100			X
12	100			X
13	100			X
14	100			X
15	100			X
16	100			X
17	100			X
18	100			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The additional days are negotiated by contract. Conference days were not negotiated into the contract. For at least the last 8-9 years the practice has been to have conferences during the school year. We were not required to get a waiver for these days until this school year. While we were in an open contract year this year with our teachers association, this was not one of the issues discussed, as we found out about the waiver requirement change after we had already set our issues for the year. If we do not get this waiver, we will have to increase the number of half-days to allow for student/teacher conferences This is something our community is against.

## Oak Harbor

1. District	Oak Harbor
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	Would have had 6-8 half-days for conferences plus one half-day for the last day of school
Reduction	By consolidating all half-day for conferences, it reduces the number of half-days by 6-8.
Remaining number of half days in calendar	One – last day of school.

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

Consolidate instructional time by avoiding half-day conferences.

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

Uninterrupted teaching results in improved student performance. In addition, transitions are reduced and instructional time in increased (8 half-days compared with 4 full days).

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

Uninterrupted teaching results in improved student performance as measured by a 5percent improvement on the MSP by 2014. In addition, transitions are reduced and instructional time in increased (8 half-days compared with 4 full days).

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

MSP results.

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

Uninterrupted teaching results in improved student performance. In addition, transitions are reduced and instructional time in increased (8 half-days compared with 4 full days).

13. Describe the innovative nature of the proposed strategies.

Increased time on-task and fewer transitions are correlated with increased student achievement.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Once implemented it is important to sustain this strategy since it increases time on-task and reduces transitions.

15. Describe how the waiver directly supports the district and/or school improvement plans.

All of our school improvement plans list specific MSP improvement goals. These strategies are easy to implement and fully support those achievement objectives. All of our school improvement plans are available at:

<http://www.ohsd.net/index.cfm?page=c2&cid1=61&cid2=439>.

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

Our staff and parents do not like half-days. They pose childcare challenges and are disruptive to the educational process. Our community much prefers 4 full day for conferences as opposed to 8 half-days.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our collective bargaining agreement does not govern the number or scheduling of conference days. Our CBA only requires one half-day, the last day of school. There is only one professional development day in the CBA. Our CBA is available at:

[http://www.oheaonline.org/negotiatedagreement/2010-2012\\_OHEA-OHSD\\_Negotiated\\_Agreement\[1\].pdf](http://www.oheaonline.org/negotiatedagreement/2010-2012_OHEA-OHSD_Negotiated_Agreement[1].pdf).

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	2
Total	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	x		
2	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

Uninterrupted teaching results in improved student performance. In addition, transitions are reduced and instructional time is increased.

## Okanogan

1. District	Okanogan
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

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

Reporting progress through student-parent-teacher conferences is a natural way to integrate learning and to honor and reflect every team member's voice in the learning process. Preparation and successful implementation of student-parent-teacher conferences demand active participation from students, teachers, and parents. It creates a purposeful way for young adolescents to talk with adults about their learning and offers parents a direct and active role in their child's school life.

**Goals of Student-Parent-Teacher Conferences:**

- To encourage students to accept responsibility for their learning.
- To teach students to evaluate their academic performance.
- To engage the parent, the student, and the teacher in honest dialogue.
- To increase parent participation at conference time.

Student-Parent-Teacher conferences offers each member of the team an opportunity for a sustained and focused conversation about learning. The process honors the student as knowledgeable about his/her accomplishments and offers students the chance to set goals to address areas that challenge him/her. The conference itself becomes a treasured collection of work samples that shows growth and expertise in a variety of areas, connecting content, concepts, and skills from the disciplines in an integrated and natural way. By granting students an active and meaningful role in assessing and interpreting their own learning, we provide an authentic context for self-evaluation, a context that fosters accountability and the honest appraisal of both successes and challenges.

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

Students are more connected when they are responsible for the information given to their parents. Student-involved conferences are emerging as a way to actively engage students in their learning process. Following are some of the benefits of student-involved conferences:

- \* Students assume greater control of their academic progress.
- \* Students accept personal responsibility for their academic performance.
- \* Parents, teachers, and students engage in open and honest dialogue.
- \* Parents attend conferences at increased rates.
- \* Students learn the process of self-evaluation.
- \* Students develop organizational and oral communication skills.

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

Students, parents and teachers, working as a team can deliver effective standards-based conferences. While these conferences may look different in different classrooms and grades, effective student-parent-teacher conferences incorporate five basic components:

1. The student helps lead the conference.
2. The student demonstrates skills that show mastery of standards.
3. The student shows evidence of growth over time
4. The student self-assesses and reflects on work evidence.
5. The student articulates a measurable goal and discusses a plan of action.

Having students take more of a role in conferences allows them to examine how their strengths, weaknesses, and behavior affect them as learners. These type of conferences are experiences that can positively change and impact the communication patterns of students, parents, and teachers. If a conference is just looking at a folder of work, it is a missed opportunity. A powerful student-initiated parent-teacher conference focuses on student learning goals:

- The student does most of the talking while the parent asks questions for clarification and makes statements about the child and his/her work that may give the teacher greater insight.
- The child will tell you the Performance Standards he or she is working on in class.
- The child will discuss with you his or her progress in each class.
- The child will discuss with you his or her improvement plan for the upcoming grading period.
- After the child has finished, he or she will turn the meeting over to the parent and the teacher for any further questions that need to be answered.

This is an active event in which the learner and those responsible for supporting her education identify her strengths and areas of growth and make plans to address these areas. Unfortunately, parents often do not know how to support their children in school, particularly if they were unsuccessful in their own schooling. The conference is one tool to help parents support their child's success.

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

As a classroom teacher or administrator, to ensure information shared in a student-parent-teacher conference reveals a student's strengths and weaknesses, one must review summative and formative classroom assessment practices and information gathering about student learning. Assessment encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. In order to grapple with testing, educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur. Students should be able to articulate this shared information about their own learning. When this happens, student-parent-teacher conferences, a formative assessment strategy, are valid. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.

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

For years parent-teacher conferences have been the primary means of parent-teacher communication. Because traditional parent-teacher conferences exclude the student from the process, this model does little to facilitate dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. But now, many schools are trying to actively include the student into the conferences. It is important for the student to take the lead by sharing samples of their course work, discussing interests and goals, and working together with their parents on a preliminary plan for the balance of high school and beyond. This form of conferencing allows all three people to form a partnership that is equal among stakeholders.

13. Describe the innovative nature of the proposed strategies.

Student-involved conferences provide students with an opportunity to talk with significant adults about their educational progress. The meetings are mainly facilitated by the student. During the meeting, the student shares his or her educational goals and examples of his or her work (portfolio). The student also helps to analyze his or her strengths and weaknesses, and reflects upon the educational consequences of choices the student has made. Together, the student, teacher(s) and parents determine what each will do to help the student move closer to the student's educational goals.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The student-parent-teacher conferences typically have three phases: preparation, the actual conference, and an evaluation component. To prepare students for the conference, teachers instruct students on how to lead the conference, assist them with collecting and preparing information to be shared with parents, and describe how to explain and interpret any information to be shared. During the actual conference, discussion of academic grades is typically the primary focus, but this format also provides an opportunity for students to share the contents of their portfolios and discuss self-selected academic and social goals for the upcoming term. After the conference, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of these type of conferences. If some parents want to meet with the teacher alone, teachers can give parents the option of selecting either a student-parent-teacher conference or a traditional parent-teacher conference, reserving five minutes at the end for a private conversation between parent and teacher, or permit the parent to schedule a follow-up conference with the teacher.

Once students have learned how to prepare for and conduct a conference, students can be asked to conduct conferences with their parents at home on a regular basis.

Many schools report doubling their parent participation at parent conferences with this approach.

Student-involved conferences are designed to achieve one or more of the following goals:

- to encourage students to accept personal responsibility for their academic performance;
- to teach students the process of self-evaluation;
- to facilitate the development of students' organizational and oral communication skills and to increase their self-confidence;
- to encourage students, parents, and teachers to engage in open and honest dialogue;
- and to increase parent attendance at conferences.



15. Describe how the waiver directly supports the district and/or school improvement plans.

Many teachers using the student-involved conference format frequently report that, as a result of involvement, parent and teacher bonds are strengthened. Both teacher and parent are more likely to initiate subsequent contacts throughout the remainder of the school year.

Although the format and content of student-involved conferences may vary from school to school, the concept remains the same: the student is active in the academic conference with the parents. At times, the teacher serves as a discussion facilitator when needed. The beauty of this model is increased accountability moving the student from passive to active participant in a three-way interaction among parent, teacher, and student. Students assume "equal partner" status in discussions concerning their academic progress.

During the conference, students may share their data folders which contain graphs and charts of academic and behavioral progress combined with other data collected. In addition, students share their personal mission statement, SMART goals and other work samples that demonstrate performance. The District Improvement Plan is located on the Okanogan School District website.

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

Building principals discussed, and staff approved, student-parent-teacher conferences. Teachers have spoken to and received positive feedback from students about this proposal. Communication with the home has taken place by email, phone calls, and memos. The school board has approved the proposed conferences and passed a resolution endorsing the proposal.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The district does provide two workdays before school starts – one half-day for the building principals to review school rules for students and adults, and one-and-a-half days for teachers to work in their classrooms to prepare for the start of school.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	0
Total	180

## Orondo

1. District	Orondo
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	20
Reduction	8
Remaining number of half days in calendar	12

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

To provide opportunity for students and parents to discuss student progress, review student achievement data, update and revise student learning plans and address outstanding areas of academic concern.

The Orondo Elementary and Middle School has a record of very high parent & student participation in parent/student/teacher conferences. Our school has placed a priority on twice annual face to face collaboration. We have seen the positive impact of this process in greater attention to homework, proactive problem solving in discipline concerns, and increased interaction between parents and students in monitoring academic progress. Our school emphasizes student participation at these conferences and structures a parent/student/teacher dialog. Students and parents meet with teachers twice each year to review the students' progress and set goals.

This communication between teachers and parents and students is a critical loop to support the professional development and instructional work of the district. We review summative state assessment data annually. Each grade level targets specific concepts and vocabulary related to the state standards, reinforcing these in lessons and classroom assessments. Students track their progress toward these academic goals using the NWEA MAP assessment as a benchmark three times per year. Students know their previous MAP score and the point gain they are targeting before each assessment period.

Our staff use the professional development time to analyze trends in student performance and determine areas of strength and weakness from the perspective of our school, our grade level groups, sub groups within each grade (ethnic, socioeconomic status, English language learner etc.) and individual students.

It is critical that this information is understood by everyone. Parent/student/ teacher conferences allow our teachers to hear parent concerns and recommendations. They allow parents to know how best to support their student's achievement and they reveal areas that need further development in both school and home systems. These conferences allow students to celebrate their achievements and to participate in problem solving discussions.

Orondo School serves a student population that is more than 70% Hispanic, with more than 75% of our students qualifying for free and reduced price lunch. Our School Improvement

Team has targeted the development of data driven goals to increase the achievement of all our students as a schoolwide priority. Parents are an essential partner in the ongoing support of these goals. Yet many of these parents are unfamiliar with the academic setting and are uncertain how to help their students overcome barriers to learning. Twice yearly, face to face time supports student achievement. Full day conferences allow staff to set a schedule that accommodates working parents and minimizes the loss of learning time.

The benefits of these efforts are monitored by use of a data management system that measures achievement and displays ongoing reports of student progress. It is essential that we share this information with parents in a timely manner.

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

Our school did not make AYP in 2010-2011. Our NWEA MAP confirms the need for attention to improvement of instruction and achievement. Testing indicates that we are performing below national and state averages in both reading and math. Our work in the 2010-11 school year is showing signs of improvements in these areas. In the 2010-2011 school year we narrowed the gap between our MAP reading average and the national average by 59%. Our gains in math were even more encouraging. Orondo MAP scores closed the gap between our scores and national norms. The Orondo scores exceeded the national norms. We made a 160% reduction in the gap between our 2010 math scores and the national average. The professional development, progress monitoring, and goal setting work that underlies these scores are resulting in increased achievement. It is critical that we continue this work and that students and parents remain active partners in this learning.

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

We will increase by 5% those students meeting state standards on the MSP in both reading and math in grades 3-7. We will maintain Orondo NWEA MAP math scores above grade level and narrow the gap between our NWEA MAP reading scores by at least 20%. We will increase the percent of individual students scoring at or above grade level in math on the NWEA math MAP by 5%.

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

NWEA MAP scores will be monitored 3 times per year in the 2011-12 school year. MSP scores will be reviewed in fall 2011.

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

We are requesting a waiver of four days to support full day parent/student/ teacher conferences on November 17 & 18, 2011 and on March 29 & 30, 2012. Full day conferences preserve educational continuity by reducing the number of half days required to accommodate the conference schedule. The quality of instruction is improved with the maintenance of full day schedules. The full day conference schedule does not lessen learning time, rather it concentrates instruction and allows teachers to focus early in conference week on rigorous instruction and later in the week on quality contact with students and parents. If the waiver is not

in place, it is necessary to schedule a full week of half day instruction twice a year. In contrast, scheduling two full days of parent/student/teacher conferences allows students to attend more full days of school, and to increase time in the regular schedule resulting in less interruption to the academic program. Preserving more full days of instruction especially supports our mathematics instruction. Many of our core services in mathematics and nearly all of our mathematics interventions are scheduled in the afternoon.

Summary:

Full day conferences allow for more days of regular class instruction without reducing the total instructional time. This improves continuity of learning, especially in math since many of our classroom schedules focus on math instruction right after lunch. This schedule also allows teachers to focus on each activity without shifting continually throughout the week. Finally, the schedule allows teachers to alter their schedules to accommodate later hours for parents without the stress of simultaneous late nights and early mornings.

13. Describe the innovative nature of the proposed strategies.

During the 2009-2010 school year our school increased the leadership role of the School Improvement Planning Team (SIP). Prior to this the team had met intermittently. We determined that we needed to meet weekly in order to focus on clear achievement targets and to build a comprehensive support system for the instructional support teams in the building. This weekly oversight of school improvement efforts continued in the 2010-11 school year. With the SIP team guiding our work, curriculum teams identified annual targets and designed intervention to support these targets. We also worked to increase parent partnership to support student achievement. The SIP team worked with our Federal Program Director to expand parent involvement opportunities. This work includes training events and access to computer labs. It includes support for parent officers and the development of leadership skills. Our migrant parent advisory council attended a state leadership training and planning conference in February of 2011 and returned to the district to organize a meeting with administration to critically examine student achievement data and to engage in an ongoing dialog regarding home/school partnership for academic success. These parent leaders worked with administration to recommend effective venues to sustain parent/student/teacher collaboration for student success. A key component of this strategy is to give priority to twice annual face to face teacher/student/parent conferences for all students.

Formative assessment data show gains in both reading and math scores. We are awaiting results of the 2011 MSP assessments to evaluate the success of our efforts to date.

We have taken steps to ensure that students and parents are partners in learning with our staff. Our conference plan is designed to support a collaborative dialog between parents, students and teachers. As parents have become better informed of their students' learning targets and progress, and as students participate in goal setting conversations with both teachers and parents, we have seen a qualitative change in school/family communication. Parents increasingly inquire about specific assessment information and the classroom performance of their children. They ask for strategies to support student learning and routinely report steps they have taken to help students succeed. Parents also offer recommendations to staff regarding strategies they have found helpful in the home and provide insights into student preferences and interests. Both parents and teachers use this time to listen to student concerns and to assist the student to overcome barriers to their learning. We believe that a collaborative dialog with parents is an essential component in our work to increase student achievement.

More than 90% of our parents participate in parent/student/ teacher conferences. It is challenging to provide ample time to schedule these conferences. Without a waiver to provide full day conferences, students will experience week long breaks in daily instructional routine with a half day schedule that provides the required time to conduct conferences on multiple afternoons. This schedule also requires our teachers to stay late to meet with families and to return early for the start of school on the following days. By scheduling full day conferences teachers can focus on full days of instruction early in the week and dedicate time that fits parent schedules to families on conference days at the end of the week.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The waiver request is to support full day parent/student/ teacher conferences. The Orondo school depends on increasingly active parent participation. Parent attendance exceeds 90% at parent/student/teacher conferences. This ongoing collaboration with families is an essential component in our school improvement strategy. The ability to schedule these conferences without reducing instruction to half days and with increased flexibility to maximize parent participation supports the student achievement work of our school. This benefit is ongoing from year to year.

15. Describe how the waiver directly supports the district and/or school improvement plans.

Our School Improvement Plan calls for an increase in student achievement in the area of reading and mathematics. The use of achievement data to drive instruction is a critical component in the strategy to reach these goals. A primary focus of the parent involvement component of our School Improvement Plan is parent/student/ teacher conferences. The ability to schedule these conferences for ease of access to parents and optimal efficiency for teachers enhances this critical service. Such a schedule, additionally, supports a higher quality of classroom instruction. For these reasons, a waiver to provide full day conferences enhances and supports our School Improvement Plan. We are seeing improvements in reading and mathematics achievement. A 59% reduction in the gap between our NWEA MAP reading scores in 2010-2011 and the elimination of the gap in our MAP math scores (with our school scoring above national norms in NWEA MAP math) indicate that the collaborative work of our teachers, students and parents are making a difference.

These goals and activities support our school's vision statement which is copied below:

*Our school is an interdependent community that places high priority on learning and student success. We use this priority as a guide when making decisions about time and resources. All staff members contribute their expertise and vision to the collaborative commitment to learning and student success. Administration, staff and community stakeholders maintain fidelity to this focus in decision making.*

All of our students receive instruction that challenges them to greater achievement, focused on specific learning targets. Students know what these goals are and readily express their goals and progress toward them. Students, staff and parents work together to support these learning targets. Students meet these targets and push beyond them.

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

The superintendent and the school improvement team prepared a school calendar in keeping with our schoolwide plan. The parent advisory committee supports a conference schedule that meets the needs of parents' calendars and that minimizes half days of instruction. The final determination to request this waiver to allow for full day conferences came from our school board who strongly support the continuity of instruction it will facilitate.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Orondo Teachers are contracted for 185 days. One of these days is provided to compensate teachers for out of classroom activities and is scheduled at their discretion. One of these days is available for individual teacher choice to prepare classrooms at the beginning of the school year. The three remaining days are district assigned for inservice education and school improvement work . For the 2011-2012 school year, one of these days is assigned before the start of school, one is scheduled at a mid point in the year for collaboration to support our School Improvement Plan and one is scheduled at the end of school to facilitate the close of the year. Of the 180 student days, 164 student days are full days on regular schedule. Seven half days are scheduled to support inservice education (one per month in Sept, October, December, January, February, April and May). One late start day is scheduled to support student assessment and open house. Two half days are scheduled for records preparation before grading periods. One half day is scheduled on the day before Thanksgiving and the last student day of the school year is a half day. This waiver will provide for four of the student days to be available for full day parent/student/teacher conferences.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	5
Total	185

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%			x
2	100%	X		
3	100%	X		
4	100%	X		
5	100%			x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The district assigned teacher work days described above are used for professional development. The request for waivers is to provide for teacher/ student/parent conferences during the school day that accommodate parent schedules and maximize home/school collaboration to increase student achievement.

## Sunnyside

1. District	Sunnyside
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	7
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0

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

The purpose of the waiver is to provide the necessary structure to improve student achievement K-12. This will be accomplished by engaging families in their child's learning with parent conferences and professional development for all certified staff that is focused on improving instruction. The seven days that we will use as a result of the waiver will be for four parent conferences and three professional development days.

The four days of parent conferences are focused on engaging parents in their student's learning and developing relationships with them to support and reinforce what is being taught in school. We have two conference days in the fall and two in the spring. One of the barriers that we have faced in engaging our parents is that Ninety-seven percent of our students qualify for free and reduced lunch because a majority of our families live in poverty. In addition to this, English is not spoken in many of our homes. For this reason engaging our parents with our schools and teachers is critical for student achievement. Parent conferences are essential for Sunnyside's ability to engage families.

We have utilized the waiver to do conferences and have had a great amount of success with regards to turnout and parent and family participation. Over ninety-five percent of parents attended conference in the elementary and middle schools. A little over seventy-five percent of the parents at the high school attended conferences this year but the numbers of parents attending is rising. These conferences are well planned by each school and student-lead conferences are done in about eighty percent of conferences. This has really added to the high attendance rate and engagement of parents as measured by our increase in attendance. Schools also have a number of staff members that are bilingual and are utilized to communicate with our monolingual families to help reduce the language barrier and make families feel more comfortable and welcome. The 180-day waiver is a critical element in educating families and building relationships to support and help our students learn and achieve at high levels.

Sunnyside School District is starting its third year as a Summit District. The Summit initiative has helped SSD go through a transformation the past two years focused on district-wide improvement. This has helped align our curriculum, instruction, and assessment to state standards district-wide. The three professional development days that we will utilize are essential to help our teachers improve their instructional skills. The three professional development days will focus on K-12 Math, Literacy, English Language Learners, and Special



Education to help deepen teacher's understanding of the before, during, and after strategies for the use of the curriculum guides aligned to Washington State Standards. Professional development on these days will also be focused on staff building a stronger understanding of Dr. Marzano's High Yield Strategies (HYS) and Guided Language Acquisition Design (GLAD) strategies to improve teaching and learning.

We have developed and implemented curriculum guides that are aligned to state standards in math, reading, science, health and fitness and fine arts. We will utilize the three professional development days to analyze student achievement in these areas utilizing common assessment data, reading and math benchmark assessments and MAP data. The administrative team and instructional coaches have been trained on a common protocol to be utilized when looking at common assessment results. The protocol helps to focus conversations on strengths, challenges, and implications for planning instruction in the upcoming units. The professional development will support teachers by helping them answer the following guiding questions; How will you plan for re-teaching? What alternative instructional strategies will you use? How will you differentiate instruction to meet the needs of all learners? What assessments will you use to monitor learning outcomes? I have included the common assessment protocol that our teacher teams will utilize when looking at common assessment data. The common assessment protocol will be utilized to reflect on strengths, challenges and implications for the use of instructional time and instructional practices for the next unit of instruction.

The collaboration between buildings, grade levels and subject areas will focus on common assessment data and reading and math benchmark assessment data. The collaboration across the district helps the system as a whole by looking at strengths and challenges on specific standards tested and is broken down for each grade level and building site. The collaboration is focused on building on strengths from the results of the assessments in schools and sharing their strategies to support schools that did not perform as well on this assessment. The staff collaboration will focus on utilizing the protocol and administrators and instructional coaches will facilitate conversations to focus collaborative lesson planning that will include, planning for re-teaching, alternative instructional strategies, differentiated instruction, and assessments to monitor learning outcomes.

The 180-day waiver allows us to maximize student-learning time with 173 full days of instruction without fragmenting daily instruction time and provides continuity and focused learning time

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

The student achievement data motivating the purpose and goals of the waiver are the Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE). Sunnyside School District utilizes MSP and HSPE assessments to monitor our progress on an annual basis. Our current results on the MSP and HSPE are attached to this document. We are on step 2 of AYP as a district and have not met adequately yearly progress as measured by the MSP and HSPE in reading and math at the elementary, middle, and high school bands.

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

As a district we will use our SSD student achievement targets, which include the MSP, and HSPE results in reading, writing, and math. In addition to these assessments we also utilize the Reading and Math Benchmark Assessments from OSPI that test the essential state standards

and are administered three times a year. As a Summit district we use these assessments to monitor our progress throughout the year. The Measurement of Academic Progress (MAP) is given three times a year to measure student growth from spring to spring and is also tied to our Summit 2011-2012 SSD student achievement targets. I have attached the 2011-2012 SSD student achievement targets that have been developed and established in collaboration with OSPI.

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

The evidence consists of individual school building plans and goal, staff development schedules aligned with the District Improvement Plan, Student Discourse Observation Tool, teacher professional growth plans, teacher in-service evaluations, and improvement in student achievement data as measured by MAP, MSP, HSPE, and reading and math benchmark assessments.

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

We utilize professional development days focused on improving student achievement by looking at data in our PLC's and utilizing the District's curriculum, instruction and assessment (CIA) conceptual framework. In the PLC's teachers will collaboratively plan lessons based on student needs that are determined by analyzing students assessment data on common assessments aligned to state standards. In PLC's a majority of the time will be spent on collaboratively planning the instructional time and instructional practices for the next unit of instruction. I will attach the CIA conceptual framework that guides the work of the PLC's for our teachers, instructional coaches, and administrators.

13. Describe the innovative nature of the proposed strategies.

We are implementing the curriculum, instruction and assessment framework K-12. This framework combines Dufour's four critical questions of a PLC with the essential elements that we utilize for unit planning. The framework will be utilized by teachers to plan unit target/standards, develop common assessments, and implement instructional lesson cycles that will be collaboratively planned. As part of the lesson cycle teachers will focus on research based instructional strategies and timely interventions to help students who do not meet proficiency on the common assessment and/or formative assessments. The end-of-unit summative assessments that are given will be checked for standard alignment with results from the math and reading benchmark assessments, MSP/HSPE, MAP, etc.

The CIA conceptual framework is innovative because it focuses the curriculum, instruction, and assessment process into one framework that involves unit planning and the lesson cycle process supported in PLC's. We are able to imbed all of our research based instructional strategy training that will include high yield strategies and GLAD into this framework to support teachers in helping students learn at high levels by helping them answer the question, what do we do when students don't know?

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Most of the activities are on-going and will continue for the three school years. The level of implementation will increase each of the three years. SSD has student lead conference occurring K-8 and we are focused on having student lead conferences implemented K-12 by year three of the waiver. The high school is training staff in student lead conferences this coming year. By year three of this waiver a majority of our parent conferences will be student lead K-12.

Our professional development will focus on improving teaching and learning utilizing the CIA conceptual framework. This year literacy and math teachers will fully implement the conceptual framework. By the end of year three all teachers in all content areas will implement the CIA framework within their PLC. The three professional development days are critical in supporting this implementation.

15. Describe how the waiver directly supports the district and/or school improvement plans.

The waiver supports the district's improvement plan by providing the opportunity for comprehensive teacher and staff training in high quality instruction, for all staff to be trained in GLAD strategies for ELL students, providing time for staff to work in their PLC groups and, opportunities to work on curriculum guide revision. The district's improvement plan can be found online at the web address below.

<http://www.sunnyside.wednet.edu/upload/uploads/district/districtimprovementplan.pdf>

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

The District communicates with parents, staff and the community through advisory committees, publications, and collaboration with various community organizations, non-profit organizations, and municipalities.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Certificated employees receive a contract for 180 days. There are 173 full-instruction days, leaving seven (7) contracted days without students. The seven no-student days are used as follows:

November 9	Parent/Teacher Conference
November 10	Parent/Teacher Conference
December 9	District Directed Inservice
February 3	District Directed Inservice
April 5	Parent/Teacher Conference
April 6	Parent Teacher Conference
April 20	District Directed Inservice

There are opportunities provided for 12 supplemental workdays during the year (*13 days for teachers with more than 16 years of experience*).

Seven (7) of those days have been scheduled:

#1	August 29	District Directed Inservice
#2	August 30	District Directed Inservice
#3	August 31	District Directed Inservice
#4	September 1	District Directed Inservice
#5	September 2	Inservice/Collaboration Day
#6	October 7	District Directed Inservice
#7	June 15	Building Checkout/Collaboration Day

The remaining five (5) days are teacher validated.

#8	TBD	Teacher Validated
#9	TBD	Teacher Validated
#10	TBD	Teacher Validated
#11	TBD	Teacher Validated
#12	TBD	Teacher Validated
#13	<i>TBD (Year 16+ Only)</i>	<i>Teacher Validated</i>

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

1. Student instructional days (as requested in application)	173
2. Waiver days (as requested in application)	7
3. Additional teacher work days without students	12
Total	192

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional	X		
3	Optional	X		
4	Optional	X		
5	Optional	X		
6	Optional	X		
7	Optional	X		
8	Optional			X
9	Optional			X
10	Optional			X
11	Optional			X
12	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

We have work days above the 180 school days but they are dependent on the amount of funding available from our federal dollars. This waiver allows us to provide a calendar that has four parent conference days and three imbedded professional development days. The majority of the days above the 180 school days are completed before school begins. By having this waiver we are able to have three embedded professional development days during the calendar year that provides continuity and support for teacher learning.

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

The District used the waiver days as planned for professional development and parent-teacher conferences.

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

Sunnyside School District has had some gains on the WASL K-12 but overall we did not meet our AYP goals. Specifically we have seen gains in math on the MSP 6-8 and math benchmarks K-12 for the 2010-11 school year. MAP has seen growth in many of the grade bands but overall the growth has not achieved at the level we had hoped for. We are focusing efforts on improving instruction K-12 utilizing professional development to implement our CIA conceptual framework and collaborative plan and improve instructional practice.

The building plans and goals were partially met but we did not get the overall growth needed to meet or exceed each building goals overall. The staff development was well received by teachers as measured by the positive feedback from ninety percent of the teacher in-service evaluations. The staff development schedules were implemented and the student discourse observational tool was presented to our math teachers. Unfortunately we did not have teachers implement the student discourse observational tool with fidelity. The professional growth plans have been revamped as part of our new evaluation system and will be fully implemented at the high school for the 2011-2012 school year. At the K-8 level professional growth plans will be tied to evaluations with teachers who volunteer.

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

Frequent communication, newsletters, local media, and letters sent home.

## Thorp

1. District	Thorp
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Two
5. School Years	2011-2012
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	7
Reduction	0
Remaining number of half days in calendar	7. Six half-days are used for Parent Teacher conferences. One half day is for release before Thanksgiving.

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

During the 2011-2012 school year we will begin implementing RTI in our elementary program. The purpose of implementing RTI in our program is to increase the focus on reading and math in an attempt to bring all students to grade level in these areas and reduce the number of students qualifying for SPED services or needing additional support through Title I. We will also use these two days to complete a curriculum map in Math, mapping our current curriculum material using the new National Core Standards K-12. In addition to these two days we will use most of our early release Fridays during the school year to complete both these tasks. With cuts to the state budgets these waiver days once again become critical to our school system if we are to be able to fulfill our responsibilities to our students and communities.

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

We currently have 20percent of our student population qualifying for special education services. An additional 30 students are regularly receiving TITILE I services K-12. The state has officially adopted the National Common Core Standards which all staff must become familiar with.

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

- (1) The number of students qualifying for IEPs;
- (2) MAP test results administered 1-12, three times each year;
- (3) DRA test results administered in K-6, twice a year;
- (4) Classroom data collected by teachers throughout the year;
- (5) We will be using DIBELS testing as a means of providing additional timely demonstration of growth or need for additional intervention.

We expect that we will see a reduction in the number of students receiving special education over a two year period. We expect that test results from both MAP and DRA testing will reflect student growth of at least 1 year per student and more for student not at grade level.

We will produce a curriculum MAP that will identify areas in our curriculum in Math K-12 that need to be addressed due to lack of sufficient coverage in the established materials.

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

MAP, DRA, and DIBELS scores for individual students. Classroom success of individual students. The number of students testing out of special education and a reduction in the number of students requiring TITLE 1 services.

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

We will receive training in implementing RTI in a small school district. We will use the research based RTI strategies and processes to provide all students with the reading and math support they need to be successful. A higher level of staff will be devoted to grade bands, K-2, 3-4, 5-6. This will allow us to serve between 4 and eight reading groups per hour that is set aside for this purpose in the morning.

13. Describe the innovative nature of the proposed strategies.

Response to Intervention (RTI) is a research based method of addressing the instructional needs of underperforming students.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Our waiver request is for a single year. While we anticipate requesting waivers in future years for the purpose of curriculum mapping, aligning curriculum with established state and national standards, and addressing vertical alignment of all curriculum areas, the focus of that work will change from year to year.

15. Describe how the waiver directly supports the district and/or school improvement plans.

As with all past school improvement plans student achievement and growth are at the core of our plan. Over the last two years particularly Thorp has become a magnet for students receiving special education services. Foster placement has brought in 5 over the last two years. If desired the board can request a copy of Thorp's School Improvement plan by contacting Jim Hainer by Email at [hainerj@thorp.wednet.edu](mailto:hainerj@thorp.wednet.edu) or by phone at (509) 964-2107.

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

This waiver has been renewed with the knowledge and participation of the community, board members, and staff at a regular meeting of the school board. It is also the topic, at least annually, at a meeting of our school systems PTSA.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences,

and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Contract Professional Development Days: 0

Parent Teacher Conference Days (12:00 Noon Release): 6 days-2 conference sessions

Early Release Fridays (1:30 Release): 31 (Release time is used to work on district instructional initiatives, such as math adoption-mapping, RTI development, Accreditation work, curriculum training.)

Full Instruction days: 143

There is no other non-instructional time provided for in the CBA.

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

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	1
Total	181

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The district pays the entire district staff, certificated and classified to attend a mandated training day. This day focuses on all the mandatory training required to update staff on policies, procedures, data review, review of special education needs of students. The additional two waiver days will be used to provide staff with focused, extended time to address math and RTI curriculum needs, including review of progress made over the course of the school year.

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

Goals of the waiver days requested last year included: The purpose of the waiver days will be to: (1) Allow instructional staff to collaborate on the processing and study of the "Common Core Standards"; (2) To allow staff to review Elementary and High School math materials for possible piloting and adoption. The process to complete this task will involve several meetings with all elementary staff members, our high school math teacher and me. The two waiver days and several early release days were used to work on both tasks.



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

The purpose and goals of both tasks were accomplished significantly during the 2010-2-011 school year. The elementary staff has selected the Curriculum Math Expression for a full year, all grade K-5 pilot for the next year. They will use the new National Common Core standards to map the curriculum material. We have a new middle school math and science teacher this year who will review the mapping of math curriculum completed last year and tie that to the elementary work. Staff reviewed the Common Core Standards last year and are now looking at ways we can use these new standards to further develop our new standards based grading system in the middle school. Our high school math teacher will be reviewing all math material to determine condition of the materials, appropriateness of those materials compared to the common core standards and to make recommendation for the pilot or purchase of new materials.

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

Parents and the community have been kept informed through a series of public board meeting, budget meetings and PTSA meetings.

## Wahkiakum

1. District	Wahkiakum
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6

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

The purpose in requesting the waiver is to increase student achievement as a result of additional release time for professional development for staff. Our goals are to assist staff in developing better strategies and methodologies as they provide more effective instruction and assessments in the classroom.

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

We will be viewing and interpreting MSP, HSPE and end-of-course assessments. We will also be examining student failure rates.

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

We will be utilizing the state assessment results for our district. We will also be examining classroom based assessments, DIBEL fluencies, and pre and post computer instructional programs (such as Success Maker.) Lastly, we will also survey teachers regarding their perceptions of the effectiveness of the professional development.

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

The evidence will be qualitative and quantitative assessment data from the measures and standards stated above.

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

We have already received input from staff regarding how to best provide effective professional development. We plan to allow time for our trained staff to share their expertise with their colleagues. In addition, we will be using outside consultants to facilitate our professional development activities. We expect that by increasing our staff's ability to provide effective instruction, our student achievement scores will improve.

13. Describe the innovative nature of the proposed strategies.

Our strategies outlined above will result in an improved professional learning community among our staff. Some examples of our activities will be aligning State standards to new K-12 math curriculum, teachers will be using formative assessment data in collaboration with their colleagues, we will be conducting teacher book studies on best practices, and allowing staff the opportunity to observe other teachers as they provide effective instruction.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Each year we will use a teacher inservice survey and assessment data to plan the area of focus for professional development for the following year(s).

15. Describe how the waiver directly supports the district and/or school improvement plans.

Our district/school improvement plan focuses on increasing teacher effectiveness and student achievement. This plan is available in our two school buildings and our district office. At the request of the State Board of Education, we will be happy to provide electronic versions and in the near future we plan to have them posted to our district website ([wahksd.k12.wa.us](http://wahksd.k12.wa.us)). We plan to have our improvement plans revised by early September.

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

Over the course of the last few years, each stated community entity has been polled and given the opportunity to provide additional feedback related to our request(s) for our waiver from the 180 day school year. Each group has been in support of our endeavors.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

4 professional development days we're requesting, 173 full instruction, 3 half-day instruction, and 3 half-day K-5 parent confer days and 2 half-day 6-8 parent conference.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	2.5
Total	182.5

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X	X	X
2	100%	X	X	X
3	100%	X	X	X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

2.5 additional teacher workdays are consider inadequate to provide all of the necessary professional development needed for staff to keep abreast of best practices.

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

We have been extremely pleased with the opportunity to provide additional professional development for staff. We continue to be of the thought that full days for professional development are much more effective than our previous strategy of having eight early release days. We have been using our “local teacher inservice days” as planned and requested in our prior waiver requests.

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

As a result of being granted previous waivers, we have been able to provide professional development in the areas of reading, math, ELL, technology, etc. Our reading and writing scores have been consistently above that of the state averages. We now want to turn our focus to math

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

This process started as a survey from parents and community. Some examples of our on-going communications include school newsletters, the district website, principal/staff presentations at monthly school board meetings and individual student learning plans that are shared with both parents and students.

# The Washington State Board of Education

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

<b>Title:</b>	<b>Innovation Waivers</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<p>SBE and OSPI are directed to provide an expedited review process of innovation school/zone waiver requests. To that end, staff recommend including questions in the OSPI developed innovation application and scheduling a special meeting in February to consider innovation waiver requests.</p> <p>Recommended application questions:</p> <p><i>SBE may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC (SBE rules) on the basis that the waivers are necessary to implement an innovation school or innovation zone as outlined in HB 1546. Does this innovation plan include a request for a waiver from these laws or rules? If so, which one(s)? What specifically is needed (e.g. number of days to be waived in the case of a waiver from 180 school days).</i></p> <p><i>Why is this waiver necessary to implement the innovation school(s) or zone as described in this application?</i></p>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The 2011 Legislature passed two bills regarding innovation in education: HB 1521 and HB 1546. The SBE is directly involved in HB 1546, which encourages innovation by establishing innovation schools and zones with a focus on arts, science, technology, engineering, and mathematics (A-STEM). OSPI and SBE, within the scope of their authority, may grant waivers for innovation schools/zones and shall provide an expedited review of requests. Waivers may be granted that in the opinion of SBE are necessary to be waived to implement the innovation school/zone and that are within their statutory authority to waive.</p>	

## INNOVATION WAIVERS

### BACKGROUND

#### 2011 Innovation Bills

The 2011 Legislature passed two bills regarding innovation in education: House Bill 1521 and House Bill 1546. The SBE is directly involved only in HB 1546, which encourages innovation by establishing innovation schools and zones with a focus on arts, science, technology, engineering, and mathematics (A-STEM). The SBE is not involved in HB 1521, which directs OSPI to develop criteria and a streamlined review process for identifying Washington Innovative Schools, to include them on a website, and to develop additional recognition strategies for designated schools.

#### House Bill 1546

In April, 2001, the Legislature passed House Bill 1546. The purpose is to encourage expansion of innovative K-12 schools with a priority on arts, science, technology, engineering, and mathematics (A-STEM) through partnerships with business, industry, and higher education. The intended outcome is to increase A-STEM pathways using project-based or hands on learning, particularly in schools trying to close academic achievement gaps. A priority shall be placed on models that are interdisciplinary, engaging, rigorous, and culturally relevant. To that end, this bill creates a framework for innovation to include:

- Leveraging community assets.
- Improving staff capacity and effectiveness.
- Developing partnerships among family, school, business, industry, and higher education that can lead to industry certification or dual high school/college credit.
- Evidence-based practice to reduce achievement gaps.
- Restructured school operations to improve student performance and close education opportunity gaps.

#### Innovation School/Zone Process

OSPI will develop an application process for districts to apply to have one or more schools designated as an innovation school or a group of schools/districts designated as an innovation zone with a priority on A-STEM. OSPI shall develop criteria to review applications and to evaluate the need for waivers to state statutes and administrative rules.

Interested districts must submit their applications to Educational Service Districts (ESDs). Eight of the nine ESDs may recommend to OSPI approval of up to three applications, at least two of which must be focused on A-STEM innovations. The ninth ESD, Puget Sound ESD, may recommend approval of no more than ten applications with at least half of those recommended focusing on A-STEM. There will be a maximum of 34 applications recommended by ESDs.

OSPI shall approve the innovation plans as recommended by the ESDs.

Plans must include:

- A description of the scope of the innovation school or zone.
- A description of why designation as an innovation school or zone would improve student achievement and close educational opportunity gaps.
- The specific, research-based activities and innovations to be carried out.
- Justification for each request for a waiver of state statutes or administrative rules.
- Identification of anticipated improvements in student achievement and the opportunity gaps that will occur as a result of the innovations.
- A budget and anticipated sources of funding.
- Identification of multiple measures for evaluation and accountability to be used to measure improvement in achievement and closing of gaps including assessment scores, graduation rates, and dropout rates.
- A written statement that directors and administrators are willing to exempt the schools from specifically identified local rules as needed.
- Written statements that directors and local bargaining agents will modify locally bargained agreements as needed.
- Written statements of support from the board of directors, the superintendent, the principals and staff of involved schools, each local employee association, the local parent organization, and statements of support from any interested parent, business, institution of higher education or community organization.
- Demonstration of support of the innovation plan by the majority of staff at the schools involved.

Innovation schools/zones must report the progress annually to OSPI. If the school/zone is not demonstrating improvement then OSPI is directed to revoke the designation.

#### Waivers

OSPI and SBE, within the scope of their authority, may grant waivers for innovation schools/zones and shall provide an expedited review of requests. Waivers may be granted that in the opinion of OSPI or SBE are necessary to be waived to implement the innovation school/zone and that are within their statutory authority to waive. Waivers may not be granted:

- To public health, safety, or civil rights rules, or
- That would result in a violation of state or federal laws, or
- If the waiver would jeopardize state or federal funds.

Waivers may be denied if OSPI or SBE conclude that the waiver is likely to result in a decrease in academic achievement.

SBE specifically may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC on the basis that the waivers are necessary to “implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program” (previously existing language) or to “implement an innovation school or innovation zone” (new language). The SBE attorney has advised staff that the new waiver language does not extend the existing scope of SBE waiver authority but does add an additional purpose for SBE waivers.

Timeline (items in **bold** are specifically listed in the bill; all others developed by OSPI/SBE):

September 19, 2011: Applications distributed by OSPI (to include SBE waiver questions).

**January 6, 2012:** Districts submit applications to the Educational Service Districts (ESDs).

February, 2012: SBE Special Meeting to consider waiver requests (date to be determined).

**March 1, 2012:** OSPI notifies districts that they have been approved.

**SY 2012-13:** Districts begin implementation.

**January 15, 2013 and odd-numbered years thereafter:**

OSPI reports to the education committees on the progress of the innovation schools/zones.

## **POLICY CONSIDERATION**

SBE and OSPI are directed to provide an expedited review process of innovation school/zone waiver requests. To that end, staff recommends including all necessary questions in the OSPI developed innovation application and scheduling a special meeting in February to consider innovation waiver requests.

Recommended application questions:

*SBE may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC (SBE rules) on the basis that the waivers are necessary to implement an innovation school or innovation zone as outlined in House Bill 1546. Does this innovation plan include a request for a waiver from these laws or rules? If so, which one(s)? What specifically is needed (e.g. number of days to be waived in the case of a waiver from 180 school days).*

*Why is this waiver necessary to implement the innovation school(s) or zone as described in this application?*

## **EXPECTED ACTION**

Consider approval of the recommended application questions and proposed February 2012 special meeting.



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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1546

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AS AMENDED BY THE SENATE

Passed Legislature - 2011 Regular Session

State of Washington                      62nd Legislature                      2011 Regular Session

By House Ways & Means (originally sponsored by Representatives Hargrove, Hunt, Dammeier, Pettigrew, Lias, Smith, Anderson, Fagan, Kretz, Dahlquist, Angel, Zeiger, Jinkins, and Finn)

READ FIRST TIME 02/25/11.

1            AN ACT Relating to authorizing creation of innovation schools and  
2 innovation zones focused on science, technology, engineering, and  
3 mathematics in school districts; amending RCW 28A.305.140 and  
4 28A.655.180; adding new sections to chapter 28A.630 RCW; creating a new  
5 section; and providing an expiration date.

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

7            NEW SECTION. Sec. 1. (1) The legislature finds that:

8            (a) School district boards of directors are encouraged to support  
9 the expansion of innovative K-12 school or K-12 program models, with a  
10 priority on models focused on the arts, science, technology,  
11 engineering, and mathematics (A-STEM) that partner with business,  
12 industry, and higher education to increase A-STEM pathways that use  
13 project-based or hands-on learning for elementary, middle, and high  
14 school students; and

15            (b) Particularly in schools and communities that are struggling to  
16 improve student academic outcomes and close the educational opportunity  
17 gap, there is a critical need for innovative models of public  
18 education, with a priority on models that are tailored to A-STEM-

1 related programs that implement interdisciplinary instructional  
2 delivery methods that are engaging, rigorous, and culturally relevant  
3 at each grade level.

4 (2) Therefore, the legislature intends to create a framework for  
5 change that includes:

6 (a) Leveraging community assets;

7 (b) Improving staff capacity and effectiveness;

8 (c) Developing family, school, business, industry, A-STEM  
9 professionals, and higher education partnerships in A-STEM education at  
10 all grade levels that can lead to industry certification or dual high  
11 school and college credit;

12 (d) Implementing evidence-based practices proven to be effective in  
13 reducing demographic disparities in student achievement; and

14 (e) Enabling educators and parents of selected schools and school  
15 districts to restructure school operations and develop model A-STEM  
16 programs that will improve student performance and close the  
17 educational opportunity gap.

18 NEW SECTION. Sec. 2. (1) The office of the superintendent of  
19 public instruction shall develop a process for school districts to  
20 apply to have one or more schools within the district designated as an  
21 innovation school, with a priority on schools focused on the arts,  
22 science, technology, engineering, and mathematics (A-STEM) that  
23 actively partners with the community, business, industry, and higher  
24 education, and uses project-based or hands-on learning. A group of  
25 schools that share common interests, such as geographical location, or  
26 that sequentially serve classes of students as they progress through  
27 elementary and secondary grades may be designated as an innovation  
28 zone. An innovation zone may include all schools within a school  
29 district. Consortia of multiple districts may also apply for  
30 designation as an innovation zone, to include all schools within the  
31 participating districts.

32 (2) Applications requesting designation of innovation schools or  
33 innovation zones must be developed by the school district in  
34 collaboration with educators, parents, businesses, industries, and the  
35 communities of participating schools. School districts must ensure  
36 that each school has substantial opportunity to participate in the  
37 development of the innovation plan under section 4 of this act.

1 (3) The office of the superintendent of public instruction shall  
2 develop common criteria for reviewing applications and for evaluating  
3 the need for waivers of state statutes and administrative rules as  
4 provided under section 5 of this act.

5 NEW SECTION. Sec. 3. (1) Applications to designate innovation  
6 schools and innovation zones must be submitted by school district  
7 boards of directors to their respective educational service districts  
8 by January 6, 2012, to be implemented beginning in the 2012-13 school  
9 year. Innovation plans must be able to be implemented without  
10 supplemental state funds.

11 (2) Each educational service district boards of directors shall  
12 review applications from within the district using the common criteria  
13 developed by the office of the superintendent of public instruction.  
14 Each educational service district shall recommend approval by the  
15 office of the superintendent of public instruction of no more than  
16 three applications from within each educational service district, no  
17 fewer than two of which must be focused on A-STEM-related innovations  
18 and no more than one of which may focus on other innovations. However,  
19 any educational service district with over three hundred fifty thousand  
20 full-time equivalent students may recommend approval of no more than  
21 ten applications from within the educational service district, no fewer  
22 than half of which must be focused on A-STEM-related innovations and no  
23 more than half of which may focus on other innovations. At least one  
24 of the recommended applications in each educational service district  
25 must propose an innovation zone, as long as the application meets the  
26 review criteria.

27 (3) The office of the superintendent of public instruction shall  
28 approve the innovation plans of the applicants recommended by the  
29 educational service districts. School districts that have applied  
30 shall be notified by March 1, 2012, whether they were selected.

31 (4) Designation of innovation schools and innovation zones under  
32 this section shall be for a six-year period, beginning in the 2012-13  
33 school year, unless the designation is revoked in accordance with  
34 section 7 of this act.

35 NEW SECTION. Sec. 4. (1) Each application for designation of an  
36 innovation school or innovation zone must include a proposed plan that:

- 1 (a) Defines the scope of the innovation school or innovation zone  
2 and describes why designation would enhance the ability of the school  
3 or schools to improve student achievement and close the educational  
4 opportunity gap including by implementing a program focused on the  
5 arts, science, technology, engineering, and mathematics themes that  
6 partner with the community, business, industry, and higher education  
7 and use project-based or hands-on learning;
- 8 (b) Enumerates specific, research-based activities and innovations  
9 to be carried out under the designation;
- 10 (c) Justifies each request for waiver of state statutes or  
11 administrative rules as provided under section 5 of this act;
- 12 (d) Justifies any requests for waiver of state statutes or  
13 administrative rules that are in addition to the waivers authorized  
14 under section 5 of this act that are necessary to carry out the  
15 proposed innovations;
- 16 (e) Identifies the improvements in student achievement and the  
17 educational opportunity gap that are expected to be accomplished  
18 through the innovations;
- 19 (f) Includes budget plans and anticipated sources of funding,  
20 including private grants and contributions, if any;
- 21 (g) Identifies the technical resources desired, the potential costs  
22 of those resources, and the institutions of higher education,  
23 educational service districts, businesses, industries, or consultants  
24 available to provide such services;
- 25 (h) Identifies the multiple measures for evaluation and  
26 accountability to be used to measure improvement in student  
27 achievement, closure in the educational opportunity gap, and the  
28 overall performance of the innovation school or innovation zone,  
29 including but not limited to assessment scores, graduation rates, and  
30 dropout rates;
- 31 (i) Includes a written statement that school directors and  
32 administrators are willing to exempt the designated school or schools  
33 from specifically identified local rules, as needed;
- 34 (j) Includes a written statement that school directors and local  
35 bargaining agents will modify those portions of their local agreements  
36 as applicable for the designated school or schools;
- 37 (k) Includes written statements of support from the district's  
38 board of directors, the superintendent, the principal and staff of

1 schools seeking designation, each local employee association affected  
2 by the proposal, the local parent organization, and statements of  
3 support, willingness to participate, or concerns from any interested  
4 parent, business, institution of higher education, or community  
5 organization; and

6 (1) Commits all parties to work cooperatively during the term of  
7 the pilot project.

8 (2) A plan to designate an innovation school or innovation zone  
9 must be approved by a majority of the staff assigned to the school or  
10 schools participating in the plan.

11 NEW SECTION. Sec. 5. (1)(a) The superintendent of public  
12 instruction and the state board of education, each within the scope of  
13 their statutory authority, may grant waivers of state statutes and  
14 administrative rules for designated innovation schools and innovation  
15 zones as follows:

16 (i) Waivers may be granted under RCW 28A.655.180 and 28A.305.140;

17 (ii) Waivers may be granted to permit the commingling of funds  
18 appropriated by the legislature on a categorical basis for such  
19 programs as, but not limited to, highly capable students, transitional  
20 bilingual instruction, and learning assistance; and

21 (iii) Waivers may be granted of other administrative rules that in  
22 the opinion of the superintendent of public instruction or the state  
23 board of education are necessary to be waived to implement an  
24 innovation school or innovation zone.

25 (b) State administrative rules dealing with public health, safety,  
26 and civil rights, including accessibility for individuals with  
27 disabilities, may not be waived.

28 (2) At the request of a school district, the superintendent of  
29 public instruction may petition the United States department of  
30 education or other federal agencies to waive federal regulations  
31 necessary to implement an innovation school or innovation zone.

32 (3) The state board of education may grant waivers for innovation  
33 schools or innovation zones of administrative rules pertaining to  
34 calculation of course credits for high school courses.

35 (4) Waivers may be granted under this section for a period not to  
36 exceed the duration of the designation of the innovation school or  
37 innovation zone.

1 (5) The superintendent of public instruction and the state board of  
2 education shall provide an expedited review of requests for waivers for  
3 designated innovation schools and innovation zones. Requests may be  
4 denied if the superintendent of public instruction or the state board  
5 of education conclude that the waiver:

6 (a) Is likely to result in a decrease in academic achievement in  
7 the innovation school or innovation zone;

8 (b) Would jeopardize the receipt of state or federal funds that a  
9 school district would otherwise be eligible to receive, unless the  
10 school district submits a written authorization for the waiver  
11 acknowledging that receipt of these funds could be jeopardized; or

12 (c) Would violate state or federal laws or rules that are not  
13 authorized to be waived.

14 NEW SECTION. Sec. 6. (1) The office of the superintendent of  
15 public instruction shall report to the education committees of the  
16 legislature on the progress of the designated innovation schools and  
17 innovation zones by January 15, 2013, and January 15th of each odd-  
18 numbered year thereafter. The report must include recommendations for  
19 waiver of state laws and administrative rules in addition to the  
20 waivers authorized under section 5 of this act, as identified in  
21 innovation plans submitted by school districts.

22 (2) Each innovation school and innovation zone must submit an  
23 annual report to the office of the superintendent of public instruction  
24 on their progress.

25 (3) The office of the superintendent of public instruction, through  
26 the center for the improvement of student learning, must collect and  
27 disseminate to all school districts and other interested parties  
28 information about the innovation schools and innovation zones.

29 NEW SECTION. Sec. 7. After reviewing the annual reports of each  
30 innovation school and zone, if the office of the superintendent of  
31 public instruction determines that the school or zone is not increasing  
32 progress over time as determined by the multiple measures for  
33 evaluation and accountability provided in the school or zone plan in  
34 accordance with section 4 of this act then the superintendent shall  
35 revoke the designation.

7 NEW SECTION. Sec. 1. (1) The legislature finds that:

8 (a) School district boards of directors are encouraged to support ed to  
9 the expansion of innovative K-12 school or K-12 program models, with a school  
10 priority on models focused on the arts, science, technology, 20 on  
11 engineering, and mathematics (A-STEM) that partner with business, school  
12 industry, and higher education to increase A-STEM pathways that use  
13 project-based or hands-on learning for elementary, middle, and high  
14 school students; and dents

15 (b) Particularly in schools and communities that are struggling to ed to  
16 improve student academic outcomes and close the educational opportunity may  
17 gap, there is a critical need for innovative models of public s for  
18 education, with a priority on models that are tailored to A-STEM- gram

13 under section 3 of this act.

14 (2) The state board shall adopt criteria to evaluate the need for  
15 the waiver or waivers.

16 Sec. 9. RCW 28A.655.180 and 2009 c 543 s 3 are each amended to  
17 read as follows:

18 (1) The state board of education, where appropriate, or the  
19 superintendent of public instruction, where appropriate, may grant  
20 waivers to districts from the provisions of statutes or rules relating  
21 to: The length of the school year; student-to-teacher ratios; and  
22 other administrative rules that in the opinion of the state board of  
23 education or the opinion of the superintendent of public instruction  
24 may need to be waived in order for a district to implement a plan for  
25 restructuring its educational program or the educational program of  
26 individual schools within the district or to implement an innovation  
27 school or innovation zone designated under section 3 of this act.

28 (2) School districts may use the application process in RCW  
29 28A.305.140 to apply for the waivers under this section.

30 NEW SECTION. Sec. 10. Sections 2 through 7 of this act are each  
31 added to chapter 28A.630 RCW.

32 NEW SECTION. Sec. 11. This act expires June 30, 2019.

Passed by the House April 21, 2011.  
Passed by the Senate April 20, 2011.  
Approved by the Governor May 5, 2011.  
Filed in Office of Secretary of State May 6, 2011.

# The Washington State Board of Education

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

<b>Title:</b>	Basic Education Program Requirements: Review of Waiver Criteria	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant to Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Discussion will focus on a central issue regarding Option One rules: Should the waiver rules include parent teacher conferences as an acceptable waiver activity? Additionally, does the Board intend to work with the Legislature to clarify whether or not parent teacher conferences should be included as a 'school day' as defined in RCW 28A.151.203?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>This memo summarizes Board member recommendations for establishing clear criteria and parameters for Option One waivers.</p> <p>Timeline: Staff intends to return in November with draft rules and have a final rules hearing in January, 2012.</p> <p>In July, Board Members provided guidance to staff to move forward with drafting rules clarifying Option One waivers, to include the following:</p> <ul style="list-style-type: none"> <li>• Limit Option One waivers to no more than five days.</li> <li>• Improve waiver accountability by requiring an annual Summary Report on implementation of waiver days.</li> <li>• Require districts to provide a calendar and an explanation of how they calculate instructional hours as part of the application.</li> </ul> <p>Discussion will focus on parent teacher conference days as related to waivers (see Policy Considerations/Key Questions above).</p>	



## BASIC EDUCATION PROGRAM REQUIREMENTS: REVIEW OF WAIVER CRITERIA

### BACKGROUND

In July, State Board of Education (SBE) Members provided input on specific criteria and parameters regarding Option One waiver requests. The result is presented in the form of draft criteria for approving Option One waiver requests with an accompanying discussion of the impact of eliminating Option One entirely. Staff intends to provide draft rules in November for Member input.

### Current Options for Waivers from the 180 Day Requirement

Currently, SBE grants waivers from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. There are currently 37 Option One waivers for the 2011-12 school years and beyond, down from 66 in 2010-11. The number of current Option One waivers in the table below does not include the waiver requests presented in this memorandum.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process implemented in 2010 that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Twenty-two districts have Option Three waivers for school years 2011-12 and beyond, up from seven in school year 2010-11.

**Table A: Number of 180-day Waivers by Option, School Years 2010-11 and 2011-12**

	School Year 2010-11	School Year 2011-12 (as of 6/11)	School Year 2011-12 (as of 8/1/2011)
<b>Option One</b>	66 (22.3 % of state)	27 (9.1 % of state)	37 (12.5 % of state)*
<b>Option Two</b>	3 (1 % of state)	3 (1 % of state)	3 (1 % of state)
<b>Option Three</b>	7 (2.4 % of state)	22 (7.5 % of state)	22 (7.5 % of state)
<b>Total, all options</b>	76 (25.7 % of state)	52 (17.6 % of state)	62 (21 % of state)

\*This number does not include the current waiver requests that will be considered by the Board this board meeting (15 requests). If these 15 are approved, then there will be a total of 52 Option One waivers and 77 waivers overall, very close to the 76 total waivers last school year.

**POLICY CONSIDERATION**

Board members are asked to review the following criteria for approving Option One waivers, as discussed in depth at the July 2011 Board meeting. In particular, Members are asked to decide if the draft rules should include parent teacher conferences as an acceptable waiver activity. Additionally, does the Board intend to work with the Legislature to clarify whether or not parent teacher conferences should be included as a 'school day' as defined in RCW 28A.151.203?

**Table B: Criteria for Option One Waivers July Discussion Summary**

<b>Waiver Concern</b>	<b>Staff Recommendation</b>	<b>Board Member Input</b>
<b>Criteria in Rules</b> Should staff draft rules for Option One waiver criteria (to include decisions on elements below)?	Yes	Yes, draft rules for Option One criteria but also examine the impact of eliminating Option One entirely.
<b>Accountability</b> Should SBE require a Summary Report on implementation of past waiver days (agendas, amounts of time spent, how waiver days impacted student achievement), and notify districts that SBE may select them to present or report on the use of waiver days at any time?	Yes	Yes, also require district staff to report to their local school boards.
<b>Instructional Days</b> Should SBE cap the number of waiver days allowable under Option One?	Limit the number of waiver days.	Five days maximum.
<b>Instructional Hours</b> Should SBE require districts applying for a waiver to provide evidence of 1,000 average hours and provide a calendar?	Yes	Yes
<b>Conferences</b> Should SBE grant waiver days for full-day parent teacher conferences?	Options: <ul style="list-style-type: none"> <li>• Add full-day parent-teacher conferences as an acceptable strategy in Option Three. Include it as an acceptable strategy when drafting rule language for Option One.</li> <li>• Advocate for a change in the legal definition of a school day to be inclusive of parent-teacher conferences.</li> <li>• Exclude full-day parent-</li> </ul>	No clear consensus.

	<p>teacher conferences from all Options.</p> <p>Staff recommendation: do not exclude full-day conferences from Options in an effort to protect instructional time. The result will likely be that districts will change their schedule to multiple partial days.</p>	
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**Table C: Proposed Option One Rules Framework**

	<b>Option One Current</b>	<b>Option One Proposed</b>	<b>Option Three</b>
<b>Relevant RCW/WAC</b>	RCW 28A.305.140 WAC 180-15-50 (1) and (2)		RCW 28A.305.140 WAC 180-15-50 (3)
<b>Maximum Number of Days</b>	No max	Five <ul style="list-style-type: none"> <li>• Unless Learning Improvement Days are funded, and then reduced by number of LID days.</li> <li>• Reduced if legislature waives or reduces 180 day requirement.</li> </ul>	Three <ul style="list-style-type: none"> <li>• Unless Learning Improvement Days are funded, and then reduced by number of LID days.</li> <li>• Staff recommended change: reduced if Legislature waives or reduces 180 day requirement.</li> </ul>
<b>Eligible Districts</b>	All	All	Only those without a school on the persistently lowest achieving list.
<b>Max number of years (per statute)</b>	Three		
<b>Purpose (per statute)</b>	To improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district.		
<b>Allowable activities</b>	Not defined	Same as Option Three (see right). Include conferences?	(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance. (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards. (iii) Promote the continuous use of student data (such as from

			<p>formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.</p> <ul style="list-style-type: none"> <li>(iv) Implement strategies designed to recruit, place, and retain effective staff.</li> <li>(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</li> <li>(vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills.</li> <li>(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.</li> <li>(viii) Institute a system for measuring changes in instructional practices resulting from professional development.</li> <li>(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.</li> <li>(x) Develop teacher and school leader effectiveness.</li> <li>(xi) Implement a school-wide "response-to-intervention" model.</li> <li>(xii) Implement a new or revised instructional program.</li> <li>(xiii) Improve student transition from middle to high school through transition programs or freshman academies.</li> <li>(xiv) Develop comprehensive instructional strategies.</li> <li>(xv) Extend learning time and community oriented schools.</li> </ul>
<b>Due to SBE</b>	50 days prior to	50 days prior to	30 days prior to implementation.

<b>Staff</b>	implementation.	implementation.	
<b>Application Process</b>	Entire Board votes.	Entire Board votes.	Districts notify SBE staff; staff updates Board periodically.
<b>Expiration of WAC</b>	None	None	August 31, 2018
<b>Accountability/Reporting</b>	None	Within 90 days of the end of each school year, district shall provide a Summary Report on implementation of waiver days to include agendas, amounts of time spent per activity, and how waiver days impacted student achievement.	Within 90 days of the waiver period, district shall provide a summary report to SBE on degree of attainment of plan's benchmarks and effectiveness of strategies.
<b>Conditions for Renewing/New Plan</b>	None	Summary Report (see row above)	Districts may create a subsequent plan only if the district: <ul style="list-style-type: none"> <li>• Increased student achievement on state assessments in reading and math for all grades tested.</li> <li>• Reduced the achievement gap.</li> <li>• Improved graduation rates (where applicable).</li> </ul>

### **Impact of Elimination of Option One Waivers**

Board members asked staff to analyze the impact of eliminating Option One entirely instead of defining specific parameters for Option One waivers. That would leave only Option Three available for most districts. Districts are eligible to receive an Option Three waiver under these conditions:

- The request is for three or fewer days.
- The district does not have a school on the persistently-lowest achieving list.
- Specific pre-approved strategies will be employed (currently these strategies do not include parent-teacher conferences).

Implementation of new waiver rules or the elimination of an existing waiver option would only take effect proactively and existing waivers would still be valid. However, staff used the current list of Option One waivers as a way to explore the impact of elimination of Option One. Of the 37 existing Option One waivers (34 districts), 22 would not be eligible for Option Three because they are for more than three days. Of the remaining 15 waivers, six would not be eligible for Option Three because the district has a school on the persistently-lowest achieving list. The remaining nine would be eligible for Option Three waivers.

Current Option One waivers: 37

- Waivers for more than three days - 22  
- Districts with PLAs - 6  
Districts eligible for Option Three: 9 (24 percent of current Option One waivers)

**EXPECTED ACTION**

No formal action is needed. However, staff needs confirmation that the approach to revising Option One rules as proposed is supported by the Board.

## Appendix A: RCW and WAC Language

### **RCW 28A.305.140**

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

### **CHANGE IN 2011 (SEE [1546-S2.SL](#)) [Innovation Waivers]**

The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW [28A.04.127](#).]

#### **Notes:**

**Contingent expiration date -- 1992 c 141 § 302:** "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

**Severability -- 1985 c 349:** See note following RCW [28A.150.260](#).

### **WAC 180-18-010**

#### **Purpose and authority.**

(1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.

(2) The authority for this chapter is RCW [28A.305.140](#) and [28A.655.180](#)(1).

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

### **WAC 180-18-030**

#### **Waiver from total instructional hour requirements.**

A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW [28A.305.140](#) and WAC [180-18-050](#) for up to three school years.

[Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6), [28A.655.180](#). 07-20-030, §

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

### **WAC 180-18-040**

#### **Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.**

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC [180-18-050](#) (3)(b) may develop and implement a plan that meets the program requirements identified under WAC [180-18-050](#)(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district.

(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW [28A.150.250](#) and WAC [180-16-210](#), which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6), [28A.655.180](#). 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

### **WAC 180-18-050**

#### **Procedure to obtain waiver.**

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) (1) and (3) shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least fifty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all



applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#). The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district is not eligible to develop and implement a plan under this section if:

(i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or

(ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC [180-18-040](#).

(c) A district shall involve staff, parents, and community members in the development of the plan.

(d) The plan can span a maximum of three school years.

(e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.

(f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.

(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

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

(h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:

(i) Increasing student achievement on state assessments in reading, mathematics, and

science for all grades tested;

(ii) Reducing the achievement gap for student subgroups;

(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:

(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;

(ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;

(iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;

(iv) Implement strategies designed to recruit, place, and retain effective staff;

(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;

(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;

(viii) Institute a system for measuring changes in instructional practices resulting from professional development;

(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;

(x) Develop teacher and school leader effectiveness;

(xi) Implement a school-wide "response-to-intervention" model;

(xii) Implement a new or revised instructional program;

(xiii) Improve student transition from middle to high school through transition programs or freshman academies;

(xiv) Develop comprehensive instructional strategies;

(xv) Extend learning time and community oriented schools.

(j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.

(k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:

(i) Members of the plan's development team;

(ii) Dates and locations of public hearings;

(iii) Number of school days to be waived and for which school years;

(iv) Number of late-start and early-release days to be eliminated, if applicable;

(v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;

(vi) Description of how the plan aligns with the district and school improvement plans;

(vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;

- (viii) Description of the innovative nature of the proposed strategies;
  - (ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and
  - (x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.
- (l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.
- (m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:
- (i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;
  - (ii) Reducing the achievement gap for student subgroups;
  - (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).
- (n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.
- (o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC [180-18-040](#)(1) and subsections (1) and (2) of this section.

[Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6), [28A.655.180](#). 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

### **RCW 28A.305.140**

#### **Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.**

**\*\*\* CHANGE IN 2011 \*\*\* (SEE [1546-S2.SL](#)) \*\*\***

The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.  
[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW [28A.04.127](#).]

**Notes:**

**Contingent expiration date -- 1992 c 141 § 302:** "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

**Severability -- 1985 c 349:** See note following RCW [28A.150.260](#).

## Appendix B: Conferences

### Why Waivers are Needed for Parent-Teacher Conferences

SBE has approved waivers for full-day parent-teacher conferences since March 2007. Six waivers including parent teacher conferences were approved in July 2011, and nine more will be considered in September. Regardless, there continues to be confusion about whether districts need to seek waivers for parent-teacher conferences. The rationale for requiring waivers for full-day parent-teacher conferences lies in the definition of a school day, cited below.

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

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

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

Parent-teacher conferences are explicitly included in the definition of instructional hours and can be counted toward the required 1,000 hours of instruction. The definitions are related (instructional hours comprise a school day) but distinct (a school day must be available to all students). Information on the SBE website helps provide clarification and consistent messaging about this issue.

**Appendix C: Current Option One and Three Waivers**

**Option One Waivers**

District	# of Days	# of Years	Date Granted	Exp. Date
Battle Ground	3	2	7/15/2010	2011-12
Bethel	2	3	3/10/2011	2013-14
Edmonds	5	3	3/10/2011	2013-14
Elma	3	3	5/14/2010	2012-13
Federal Way	7	3	7/14/2011	2013-14
Granger	5	3	1/15/2009	2011-12
Granite Falls	2	2	5/14/2010	2011-12
Lake Quinalt	4	3	5/12/2011	2013-14
Longview	3	3	5/12/2011	2013-14
Lopez Island	4	3	5/12/2011	2013-14
Methow Valley	6	3	3/10/2011	2013-14
Monroe	4	3	3/10/2011	2013-14
Mount Baker	4	3	7/14/2011	2013-14
Mukilteo	2	3	8/25/2010	2012-13
Napavine	4	3	5/12/2011	2013-14
Nespelem	6	3	7/15/2010	2012-13
Newport	5	3	3/10/2011	2013-14
Northshore	5	3	3/10/2011	2013-14
Omak	4	3	7/14/2011	2013-14
Onion Creek	5	3	5/12/2011	2013-14
Orient	4	3	5/12/2011	2013-14
Oroville	3	3	7/14/2011	2013-14
Othello	6	3	5/12/2011	2013-14
Riverside	6	1	7/14/2011	2011-12
Rosalia	2	3	5/14/2010	2012-13
Saint John-Endicott	5	1	5/12/2011	2011-12
Seattle	3	2	3/10/2011	2012-13
Seattle Elementary	3	2	3/10/2011	2012-13
Seattle Middle/High	1	2	3/10/2011	2012-13
Sedro Wooley	3	3	3/10/2011	2013-14
Sequim	4	3	7/14/2011	2013-14
Shoreline	5	3	3/10/2011	2013-14
South Bend	3	3	4/28/2006	2011-12
Tacoma	2	1	7/14/2011	2011-12
Tacoma-specific schools	12	1	5/12/2011	2013-14
Waitsburg	2	3	7/14/2011	2013-14
Zillah	7	3	5/12/2011	2013-14

**Option Three Waivers:**

<b>District</b>	<b># of Days</b>	<b># of Years</b>	<b>Date Granted</b>	<b>Exp. Date</b>
Adna	3	3	5/11/2011	2013-14
Arlington	3	3	6/14/2011	2013-14
Asotin-Anatone	2	3	6/2/2011	2013-14
Bellingham	3	3	8/25/2010	2012-13
Blaine	3	3	3/7/2011	2012-13
Cle Elum	3	3	5/11/2011	2013-14
Colfax	2	2	9/26/2010	2011-12
Colton	2	2	8/4/2011	2013-14
Columbia (Hunters)	3	2	8/4/2011	2012-13
Columbia (Walla)	3	3	8/16/2010	2012-13
Curlew	2	3	8/16/2010	2012-13
Davenport	2	3	8/25/2010	2012-13
Garfield	3	3	6/24/2011	2013-14
Kittitas	3	3	5/11/2011	2013-14
LaCrosse	1	1	6/24/2011	2011-12
Naches Valley	2	3	4/25/2011	2013-14
Oakesdale	2	3	4/25/2011	2013-14
Ocean Beach	3	2	5/11/2011	2012-13
Palouse	3	3	4/25/2011	2013-14
Pomeroy	3	1	6/29/2011	2011-12
Raymond	3	3	5/11/2011	2013-14
Selkirk	3	3	6/24/2011	2013-14
Reardan-Edwall	3	3	9/27/2010	2012-13
Tahoma	3	3	3/21/2011	2013-14
Tekoa	2	2	8/4/2011	2012-13
Valley	3	3	6/24/2011	2013-14

# State Board of Education Waivers



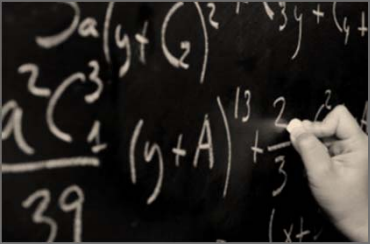
## Three Waiver Topics:

- Current Waiver Requests
- Innovation Waivers
- Option One Waiver Criteria – Refinement



# Current Waiver Requests

See page 56-62 of your packet



## Districts

Auburn	North Kitsap
Bainbridge	Oak Harbor
Deer Park	Okanogan
Entiat	Orondo
Highline	Sunnyside
Kettle Falls	Thorp
Medical Lake	Wahkiakum
Mount Vernon	

# Innovation Waivers – Two Bills

See page 64-74 of your packet



**HB 1521:** Recognition of existing innovative schools/website.

**HB 1546:** Encouraging creation of new innovation schools/zones.

- OSPI develops criteria.
- Educational Service Districts recommend to OSPI.
- Focus on arts, science, technology, engineering, mathematics (A-STEM).

Educational Service Districts (ESDs)	How many applications can ESDs recommend?	How many must focus on A-STEM?
9 ESDs	Up to 3	At least 2
Puget Sound ESD	Up to 10	At least half

# Innovation Waivers – HB 1546 continued

See page 64-74 of your packet



- OSPI and SBE: Provide *expedited* review of waiver requests.
- Waivers may be granted *if necessary* to implement the innovation school/zone.
- SBE has no new waiver authority, but does have a new purpose for waivers.
- Scope of SBE waiver authority: RCW 28A.150.200 through 28A.150.220 and Title 180 WAC.  
Includes:
  - 1,000 instructional hours
  - 180 days
  - Graduation requirements
  - Other?
- SBE may deny waivers if the waiver is likely to result in a decrease in academic achievement.

# Innovation Waivers – HB 1546 continued

See page 64-74 of your packet



Timeline (items in bold are in statute):

Applications Distributed:	September 19, 2011
Applications Submitted to ESDs:	<b>January 6, 2012</b>
SBE Regular Meeting:	January 11-12, 2012
ESDs Recommend to OSPI:	February 10, 2012
SBE Special Meeting (proposed):	February __, 2012
Approval Announced:	<b>March 1, 2012</b>
Districts Implement Innovation:	SY 2012-2013

Why is a special SBE meeting needed?

- Bill specifically requires expedited waiver review.
- ESDs will recommend schools to OSPI by February 10 and statute requires approval by March 1, 2012.

# Innovation Waivers – HB 1546 continued

See page 64-74 of your packet



## Staff Recommendations:

## Application Question Wording:

*SBE may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC (SBE rules) on the basis that the waivers are necessary to implement an innovation school or innovation zone as outlined in House Bill 1546. Does this innovation plan include a request for a waiver from these laws or rules? If so, which one(s)? What specifically is needed (e.g. number of days to be waived in the case of a waiver from 180 school days).*

*Why is this waiver necessary to implement the innovation school(s) or zone as described in this application?*

Schedule SBE Special Meeting to review waiver requests after February 10, 2012 and before March 1, 2012 (possibly Feb 23 or 24).

# Option One Waiver Refinement



## Review of July Input

Topic	Board Input
<b>Instructional Days</b> Should SBE cap the number of waiver days allowable under Option One?	Five days maximum.
<b>Instructional Hours</b> Should SBE require districts applying for a waiver to provide evidence of 1,000 average hours and provide a calendar?	Yes.
<b>Accountability</b> Should SBE require a Summary Report on implementation of past waiver days (agendas, amounts of time spent, how waiver days impacted student achievement), and notify districts that SBE may select them to present or report on the use of waiver days at any time?	Yes, and require district staff to report to their local school boards.

# Option One Waiver Refinement: Impact of Eliminating Option One



**Used current Option One waivers to explore the impact of eliminating Option One:**

Current Option One waivers: 37

Waivers for more than three days: - 22

Districts not eligible for Option One:  
(because they have a persistently lowest  
achieving school) - 6

Districts eligible for Option Three: 9  
(24% of current Option One waivers)

# Parent Teacher Conferences as Waiver Days – Input Needed



Topic	Options	Board Member Input
<p><b>Conferences</b> Should SBE grant waiver days for full-day parent teacher conferences?</p>	<p>Options:</p> <ul style="list-style-type: none"> <li>• Add full-day parent-teacher conferences as an acceptable strategy in Option Three.</li> <li>• Include conferences as an acceptable strategy when drafting rule language for Option One.</li> <li>• Exclude full-day parent-teacher conferences from all options.</li> <li>• Advocate for a change in the legal definition of a school day to be specifically inclusive OR exclusive of parent-teacher conferences.</li> </ul>	<p>No clear consensus in July – clear input needed to move forward with draft rules.</p>



# The Washington State Board of Education

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

<b>Title:</b>	<b>Draft Revisions to SBE Graduation Requirements and Credit Definition Rules</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Do these proposed revisions to WAC 180-51-066 and WAC 180-51-050 adequately address the policy changes that SBE approved in November 2010 and were determined by OSPI to have no fiscal cost if implemented?	
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials (OSPI November 9, 2010 Cost of Proposed Graduation Requirements PPT slides are attached to the memo) <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>SBE approved the Career and College Ready Graduation Requirements Framework in November 2010. In 2011, SBE forwarded its proposed changes to the high school graduation requirements for review by the education committees of the Legislature and the Quality Education Council, as directed by RCW 28A.230.090. SBE discussed its intent to move forward on the graduation requirements changes that OSPI determined to have no fiscal cost. These changes, if adopted by rule, will become effective for the graduating class of 2016. Specifically, SBE will review proposed changes to WAC 180-51-066 and WAC 180-51-050. Within the 20 credits required by WAC 180-51-066, these changes would include:</p> <ul style="list-style-type: none"> <li>• Increase English from 3 credits to 4 credits.</li> <li>• Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093.</li> <li>• Decrease electives from 5.5 to 4 credits.</li> <li>• Make successful completion of Washington State History and Government a non-credit requirement.</li> <li>• Clarify that the 2 credits of health and fitness include .5 credits of health and 1.5 credits of fitness.</li> <li>• Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.</li> </ul> <p>SBE will also consider draft changes to the definition of a high school credit in WAC 180-51-050, primarily to:</p> <ul style="list-style-type: none"> <li>• Substitute a non time-based definition of a credit for the time-based 150 instructional hours.</li> </ul> <p>Staff have also edited the rules to make the language more concise.</p>	

## DRAFT REVISIONS TO SBE GRADUATION REQUIREMENTS AND CREDIT DEFINITIONS RULES

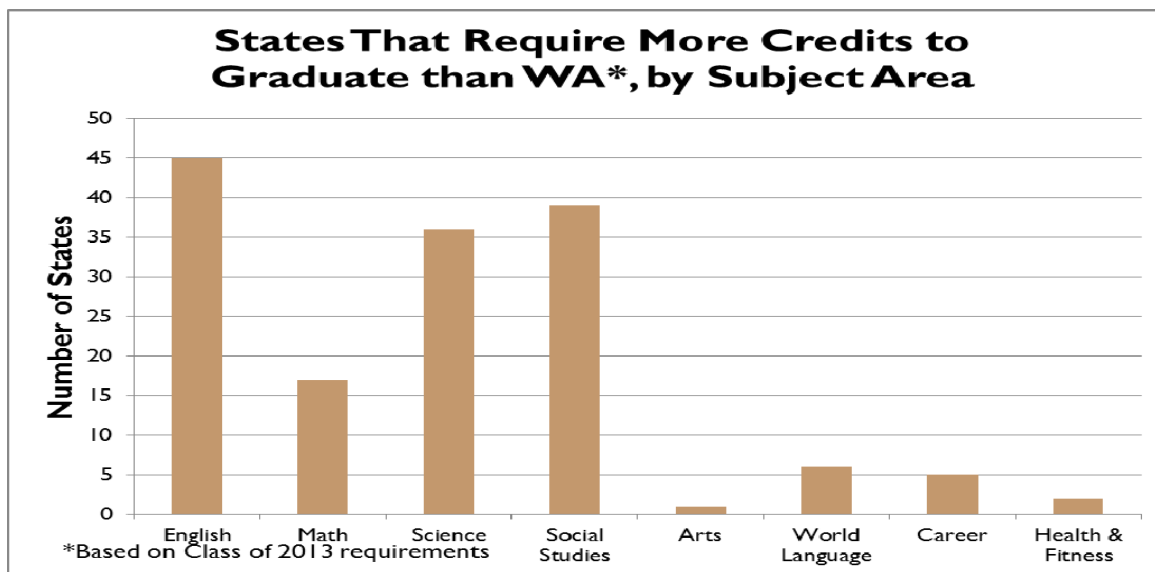
### BACKGROUND

The state intends that graduation requirements prepare students for postsecondary education, gainful employment and citizenship.<sup>1</sup> After an extensive three-year review and public outreach, the State Board of Education (SBE) approved Washington Career and College Ready Graduation Requirements in November 2010. These requirements are more likely to help students meet the state's intent, and to bring credit expectations of Washington students more in line with students in other states.

For example, during the Board's review of graduation requirements nationally, it found that the majority of states required more English, mathematics, science, and social studies credits than Washington. Specifically, among the 47 states with state graduation requirements:

- Washington and California required 3 credits of English; all others required 4 credits.
- 16 states required more than 3 credits of math (Washington changed its math requirement from 2 to 3 credits for the class of 2013.)
- 36 states required more than the 2 credits of science that Washington currently requires.
- 39 states required more than the 2.5 credits of social studies that Washington currently requires.

The following table illustrates these differences.



<sup>1</sup> [RCW 28A.150.220](#)

## **POLICY CONSIDERATION**

SBE presented the graduation requirements changes to the Quality Education Council and education committees of the House and Senate, as required by law.<sup>2</sup> During those presentations, SBE signaled its intention to adopt rules for the graduating class of 2016 only for those changes determined by the Office of Superintendent of Public Instruction to have no fiscal cost.<sup>3</sup> Within the 20 credits required by SBE's graduation requirements WAC 180-51-066, those credit and policy changes included:

- Increase English from 3 credits to 4 credits.
- Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093.
- Decrease electives from 5.5 to 4 credits.
- Make successful completion of Washington State History and Government a non-credit requirement.
- Clarify that the 2 credits of health and fitness includes .5 credits of health and 1.5 credits of fitness.
- Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.

Under SBE's high school credit definition WAC 180-51-050, SBE would:

- Substitute a non time-based definition of a credit for the time-based 150 instructional hours.

In addition to the changes listed above, staff have also edited the rules to make the language more concise. With one exception, the revisions remove language already contained in statute. A table of the proposed changes and rationale for each rule is included with this memo (Attachment A) along with a copy of the new language as it would appear in each rule (Attachment B).

A policy consideration for the Board is to determine what date to make the revisions to the credit definition WAC 180-51-050 effective. Because changes to this rule do not affect students' graduation requirements, the rule could be put into effect immediately, enabling districts to make changes in time for the entering class of 2012.

## **EXPECTED ACTION**

SBE will make any adjustments necessary to the proposed revisions for WACs 180-51-066 and 180-51-050 and approve the draft language for review at a public hearing at the Board's regular November 2011 meeting.

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<sup>2</sup> SBE presented to the Quality Education Council on December 21, 2010, the House Education Committee on January 25, 2011, and the Senate Early Learning and K-12 Education Committee on January 31, 2011, per the requirements of [RCW 28A.230.090](#).

<sup>3</sup> A copy of the PowerPoint presentation delivered by Shawn Lewis to SBE on November 9, 2010 is attached to this memo (Attachment C).

## DRAFT CHANGES TO WAC 180-51-066

Row	CHANGE	RATIONALE
1	<del>Minimum</del> <b>State subject and</b> credit requirements for high school graduation — Students entering the ninth grade on or after July 1, <del>2009</del> <b>2012</b> .	<ul style="list-style-type: none"> <li>• Shifts focus away from minimum.</li> <li>• Makes changes effective for graduating class of 2016.</li> </ul>
2	(1) <del>The statewide minimum</del> subject areas and credits required for high school graduation, beginning July 1, <del>2009</del> <b>2012</b> , for students who enter the ninth grade or begin the equivalent of a four-year high school program shall total twenty as <del>listed</del> <b>provided</b> below. <b>All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.</b>	<ul style="list-style-type: none"> <li>• Eliminates redundancy by making overall statements about alignment of credits with state learning standards, and content to be determined by the local district. Previously, these statements were included with each subject.</li> </ul>
3	(a) <del>Three</del> <b>Four English</b> credits ( <del>reading, writing, and communications</del> ) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.	<ul style="list-style-type: none"> <li>• Changes requirement from 3 to 4 credits.</li> <li>• Alignment now addressed by the overarching statement in (1).</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.655.061</a>) and does not need to be in rule; reference to WASL is outdated.</li> </ul>
4	(b) <del>Three</del> <b>mathematics</b> credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below: <i>(Remainder of math portion of rule—(1)(b)(i-vii) remains the same)</i>	<ul style="list-style-type: none"> <li>• Alignment now addressed by the overarching statement in (1).</li> </ul> <p><i>(Remainder of math portion of rule—(1)(b)(i-vii) remains the same)</i></p>
5	(c) <del>Two</del> <b>science</b> credits ( <del>physical, life, and earth</del> ) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one <b>of the two credits must be a</b> in-laboratory science. <del>is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.</del>	<ul style="list-style-type: none"> <li>• Alignment now addressed by the overarching statement in (1).</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.655.061</a>) and does not need to be in rule.</li> <li>• Determination of content by local district already addressed in overarching statement in (1).</li> <li>• Does <u>not</u> make the change to require biology because that change will need to be presented to the education committees during the 2012 legislative session, per <a href="#">28A.230.090</a>. Biology needs to be required to satisfy federal NCLB regulations regarding the use of end-of-course assessments.</li> </ul>

Row	CHANGE	RATIONALE
6	<p>(d) <del>Two and one-half</del> <b>Three social studies</b> credits <b>(2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement.</b> <del>that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW <a href="#">28A.230.095</a>).</del> The social studies requirement shall consist of the following mandatory courses or equivalencies:</p>	<ul style="list-style-type: none"> <li>• Changes requirement from 2.5 to 3 credits.</li> <li>• Clarifies the number of prescribed and elective social studies credits and presence of a noncredit requirement.</li> <li>• Alignment now addressed by the overarching statement in (1).</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.230.095</a>) and does not need to be in rule.</li> </ul>
7	<p>(i) One credit shall be required in United States history <del>and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.</del></p>	<ul style="list-style-type: none"> <li>• The study of the US Constitution is in law (<a href="#">RCW 28A.230.170</a>) and does not need to be repeated in WAC.</li> <li>• The addition of a government-based civics requirement addresses the study of government.</li> </ul>
8	<p>(ii) <del>Under the provisions of RCW <a href="#">28A.230.170</a> and <a href="#">28A.230.090</a>, one-half credit shall be required in</del> <b>Successful completion of</b> Washington State history and government <b>shall be required, subject to the provisions of <a href="#">RCW 28A.230.170</a>, <a href="#">RCW 28A.230.090</a>, and <a href="#">WAC 392.410.120</a>, and</b> <del>which shall include study of the Constitution of the state of Washington and is</del> <b>shall consider including</b> <del>encouraged to include</del> information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. <b>Successful completion must be noted on each student's transcript.</b></p>	<ul style="list-style-type: none"> <li>• "Successful completion" establishes that students must pass or meet proficiency.</li> <li>• Study of the Washington Constitution is in law (<a href="#">RCW 28A.230.170</a>) and does not need to be repeated in WAC.</li> <li>• The additional reference of WAC 392.410.120 acknowledges OSPI WAC providing guidance on Washington State history and government.</li> <li>• Clarifies that a notation of successful completion must be noted on the transcript.</li> <li>• SHB 1495, passed in 2005, strengthened the language of 28A.230.090 to say "shall consider including" information on the culture, history, and government.... instead of "is encouraged to." This change updates the rule and is the only instance where we are repeating</li> </ul>

Row	CHANGE	RATIONALE
9	<p><del>(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW <u>28A.230.090</u>(4)).</del></p>	<p>statutory language in rule.</p> <ul style="list-style-type: none"> <li>• Already addressed in <a href="#">RCW 28A.230.090</a>.</li> </ul>
10	<p><del>(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.</del></p>	<ul style="list-style-type: none"> <li>• Study of US and Washington State Constitutions is required by law (<a href="#">RCW 28A.230.170</a>; <a href="#">28A.230.093</a>).</li> </ul>
11	<p><del>(C)</del> <b>(A) The Washington State history and government requirement may be waived by the principal for students who: 1) have successfully completed a state history and government course of study in another state; and 2) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under <a href="#">RCW 28A.230.170</a> shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.</b></p>	<ul style="list-style-type: none"> <li>• Clarifies the conditions for waiver of this requirement. Current statute (28A.230.060) allows for waivers for twelfth grade students transferring from other states; the Board's rule extends the waivers to eleventh grade students, as well, and to students who have successfully completed a state history and government course in another state.</li> </ul>
12	<p><del>(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.</del></p>	<ul style="list-style-type: none"> <li>• Circumstances for waiver of Washington State history and government are now outlined in section (ii) (A) above.</li> </ul>
13	<p>(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with</p>	<ul style="list-style-type: none"> <li>• Mirrors the use of "contemporary" in the first sentence and distinguishes "world problems" from "world history" or "world</li> </ul>

Row	CHANGE	RATIONALE
	emphasis on <del>current</del> <b>contemporary world</b> problems may be accepted as equivalencies.	geography.”
14	<b>(iv) One half-credit shall be required in civics, and include at a minimum the content listed in <a href="#">RCW 28A.230.093</a>.</b>	<ul style="list-style-type: none"> <li>• Responds to statutory requirement in <a href="#">RCW 28A.230.093</a> that requires SBE to require at least .5 credit of civics when it increases the number of course credits in social studies.</li> </ul>
15	<del>(e) Two <b>health and fitness</b> credits (.5 credit health; 1.5 credits fitness) that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (<a href="#">RCW 28A.230.095</a>).</del>	<ul style="list-style-type: none"> <li>• Specifies .5 credit of health and 1.5 credits of fitness.</li> <li>• Alignment now addressed by the overarching statement in (1), as is locally-determined content.</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.230.095</a>) and does not need to be in rule.</li> </ul>
16	<del>(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under <a href="#">WAC 180-51-025</a>. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under <a href="#">RCW 28A.230.050</a>. Such excused students shall be required to substitute equivalency credits</del> <b>demonstrate proficiency/competency in the knowledge portion of the fitness requirement</b> , in accordance with <b>written district policy</b> . <del>policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.</del>	<ul style="list-style-type: none"> <li>• Limiting the fitness portion to course work does not allow for competency-based credit.</li> <li>• Locally-determined content already addressed in (1).</li> <li>• SBE has no authority to direct OSPI to develop “fitness outlines.”</li> <li>• The only reference in statute to “equivalency credits” relates to Career and Technical Education (CTE) (<a href="#">RCW 28A.230.097</a>), and therefore may be confusing (What are equivalency credits?). The new language clarifies the requirement that excused students still must demonstrate proficiency in the knowledge portion of the fitness requirement.</li> </ul>
17	<del>(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.</del>	<ul style="list-style-type: none"> <li>• The term “directed athletics” is used <a href="#">in RCW 28A.230.050</a>, along with a list of other categories that would enable students to be excused from the physical portion of the requirement. It is unclear why it is singled out for definition.</li> </ul>
18	<del>(f) One <b>arts</b> credit that at minimum is aligned with current essential academic learning requirements at</del>	<ul style="list-style-type: none"> <li>• Alignment now addressed by the overarching statement in (1).</li> </ul>

Row	CHANGE	RATIONALE
	<p><del>grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW <u>28A.230.095</u>). The essential content in this subject area may be satisfied in the visual or performing arts.</del></p>	<ul style="list-style-type: none"> <li>Assessment is addressed by law (<a href="#">RCW 28A.230.095</a>) and does not need to be in rule.</li> </ul>
19	<p>(g) One credit in <b>occupational education</b>. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as <del>proposed or adopted</del> <b>contained</b> in the career and technical education (CTE) program standards of the office of the superintendent of public instruction. <del>The assessment of achieved competence in this subject area is determined at the local district level</del></p> <p><b>(i) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.</b></p> <p><b>(ii) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.</b></p> <p><b>(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.</b></p>	<ul style="list-style-type: none"> <li>"Proposed or adopted" is not current language.</li> <li>Section g(i – iii) adds a "two for one" policy to provide greater flexibility for students to satisfy graduation requirements. Currently, students who take CTE-equivalent courses earn one credit, and they choose which credit (the CTE credit or the CTE-equivalent credit) to put on their transcripts. They do <u>not</u> satisfy two requirements. This policy would enable students to earn one credit and satisfy two requirements--both the CTE/Occupational Education requirement and its equivalent non CTE/Occupational Education requirement. The effect of this policy would be to free up an elective for the student.</li> </ul>
20	<p><del>(h) Five and one-half</del> <b>Four credits</b> of electives <del>Study in a world language other than English or study in a world culture may satisfy any or all of the required</del> <b>electives.</b> <del>The assessment of achieved competence in these subject areas is determined at the local district level.</del></p>	<ul style="list-style-type: none"> <li>Reduces elective credit requirement from 5.5 to 4.</li> <li>Identifying potential elective courses such as world language is unnecessary—districts determine electives.</li> </ul>
21	(i) Each student shall complete a culminating project	<ul style="list-style-type: none"> <li>No change</li> </ul>



Row	CHANGE	RATIONALE
	for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.	
22	(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.	<ul style="list-style-type: none"> <li>No change</li> </ul>
23	<del>(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student and Washington alternate assessment system shall determine attainment.</del>	<ul style="list-style-type: none"> <li>Already in statute (<a href="#">RCW 28A.655.061</a>).</li> </ul>
24	<del>(2) State board of education approved private schools under RCW <a href="#">28A.305.130</a>(5) may, but are not required to, align their curriculums with the state learning goals under RCW <a href="#">28A.150.210</a> or the essential academic learning requirements under RCW <a href="#">28A.655.070</a>.</del>	<ul style="list-style-type: none"> <li>Already in statute (<a href="#">RCW 28A.195.010</a>).</li> </ul>
25	<b>(k) Students who complete and pass all required international baccalaureate diploma programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW <a href="#">28A.230.090</a>, <a href="#">28A.230.170</a>, and <a href="#">28A.230</a>.</b>	<ul style="list-style-type: none"> <li>Calls attention to new law passed in 2011.</li> </ul>

#### DRAFT CHANGES TO WAC 180-51-050

Row	CHANGE	RATIONALE
1	High school credit — Definition. As used in this chapter the term "high school credit" shall mean:	<ul style="list-style-type: none"> <li>No change</li> </ul>
2	(1) Grades nine through twelve or the equivalent of a four-year high school program, <del>and grades seven and eight under the provisions of</del> <b>or as otherwise provided in RCW <a href="#">28A.230.090</a> (4) and (5):</b>	<ul style="list-style-type: none"> <li>The current language is inconsistent with RCW <a href="#">28A.230.090</a>. A separate rule, WAC 180.51.030, clearly references RCW <a href="#">28A.230.090</a> for conditions to award high school credit for courses taken before attending high school.</li> </ul>
3	<del>(a) One hundred fifty hours of planned instructional activities approved by the district;</del> <b>Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful</b>	<ul style="list-style-type: none"> <li>Removes time-based requirement (per recommendation of Core 24 Implementation Task Force<sup>4</sup>).</li> <li>Clarifies that this non time-based definition is related to successful completion of <u>course work</u>.</li> </ul>

<sup>4</sup> <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

Row	CHANGE	RATIONALE
4	<p><del>(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, by a student of clearly identified competencies in the state's essential academic learning requirements (learning standards), established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.</del></p> <p>completion of that subject; or</p>	<ul style="list-style-type: none"> <li>Streamlines definition of competency-based credit.</li> <li>Uses proficiency/competency because these words are often used interchangeably. The sample world language policy developed by WSSDA, OSPI, and SBE used this same convention.</li> <li>By <u>not</u> using the words, "course work," creates a distinction between the non time-based definition and the proficiency/competency-based definition. Proficiency/Competency-based credit could be earned for knowledge or skills gained outside of a public school classroom setting.</li> </ul>
5	Sections 2-7 will remain the same.	<ul style="list-style-type: none"> <li>No change</li> </ul>
6	<p><del>(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.</del></p>	<ul style="list-style-type: none"> <li>Not aware of any authority requiring SBE to do this, and SBE has not been implementing this subsection for at least five years.</li> </ul>

## Attachment B

### DRAFT CHANGES TO WAC 180-51-066 (as the WAC would read; new language in red)

**State subject and** credit requirements for high school graduation — Students entering the ninth grade on or after July 1, **2012**.

(1) The statewide subject areas and credits required for high school graduation, beginning July 1, **2012**, for students who enter the ninth grade or begin the equivalent of a four-year high school program shall total twenty as **provided** below. **All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.**

(a) **Four English** credits

(b) Three **mathematics** credits that satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

(A) Algebra 1 or integrated mathematics I.

(B) Geometry or integrated mathematics II.

(C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III if all of the following requirements are met:

(A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student.

(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals.

(C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses.

(D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW [28A.230.097](#) can be taken for credit instead of any of the mathematics courses set forth in (b)(i) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(v) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW [28A.230.090](#), may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and
- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC [180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC [180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;
- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits. At least one **of the two credits must be** in laboratory science.

(d) **Three social studies** credits (**2.5 credits prescribed courses, plus a .5 credit social studies elective**) and a **noncredit requirement**. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history.

(ii) **Successful completion of** Washington state history and government **shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392.410.120, and shall consider including** information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. **Successful completion must be noted on each student's transcript.**

**(A) The Washington state history and government requirement may be waived by the principal for students who: 1) have successfully completed a state history and government course of study in another state; and 2) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.**

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on **contemporary world** problems may be accepted as equivalencies.

**(iv) One half-credit shall be required in civics, and include at a minimum the topics outlined in RCW 28A.230.093.**

(e) Two **health and fitness** credits (**.5 credit health; 1.5 credits fitness**).

(i) Students may be excused from the fitness requirement under RCW [28A.230.050](#). Such excused students shall be required to **demonstrate proficiency/competency in the knowledge portion of the fitness requirement**, in accordance with **written district policy**.

(f) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as **contained** in the career and technical education (**CTE**) program standards of the office of the superintendent of public instruction.

(i) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(ii) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.

(h) **Four credits of** electives.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Students who complete and pass all required international baccalaureate diploma programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW [28A.230.090](#), [28A.230.170](#), and [28A.230](#).

[Statutory Authority: RCW [28A.305.215\(8\)](#), [28A.230.090](#). 10-19-118, § 180-51-066, filed 9/21/10, effective 10/22/10; 09-16-028, § 180-51-066, filed 7/27/09, effective 8/27/09; 08-18-013, § 180-51-066, filed 8/22/08, effective 9/22/08.]

**DRAFT CHANGES TO WAC 180-51-050  
(as the WAC would read; new language in red)**

WAC 180-51-050  
High school credit — Definition.

As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, **or as otherwise provided in RCW [28A.230.090](#) (4):**

(a) **Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or**

(b) **Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).**

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC [180-51-053](#))

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC [180-51-053](#))

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

[Statutory Authority: Chapter [28A.230](#) RCW. 05-19-105, § 180-51-050, filed 9/20/05, effective 10/21/05. Statutory Authority: Chapter [28A.230](#) RCW and RCW [28B.50.915](#). 04-20-093, § 180-51-050, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#) (6). 04-04-093, § 180-51-050, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#). 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW [28A.230.090](#) and [28A.305.130](#). 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW [28A.230.090](#), [28A.305.130](#) and 1994 c 222. 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW [28A.230.090](#)(1) and [28A.305.130](#) (8) and (9). 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW [28A.230.090](#). 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW [28A.05.060](#). 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter [28A.05](#) RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

Cost of Proposed Graduation Requirements



# Draft Graduation Requirements Rule Revisions

An Overview of  
Proposed Changes



Washington State  
Board of Education  
September Meeting

**Kathe Taylor, Ph.D.**  
**Policy Director**

# SBE Approved New Graduation Requirements in November 2010

- Prepare students for postsecondary education, gainful employment and citizenship (RCW 28A.150.220).
- Prepare Washington students at levels comparable to students in other states.
- Align better with entrance requirements at Washington's public postsecondary institutions.

# The Washington State Board of Education Approved Graduation Requirements

Core Courses	Credits
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Art	1
Occupational Education	1
Health	.5
Fitness	1.5
High School and Beyond Plan (HSBP)	
Arts	1
World Languages	2
Career Concentration	2
Electives	2
Summary	
Total Required Credits	24

**Mandatory**

■ Meets or exceeds Higher Education Coordinating Board (HECB) minimum subject requirements for admission to Washington four-year public colleges.

**Student Choice**

Washington State  
Board of Education  
September Meeting

# SBE Met Statutory Requirements

- RCW 28A.230.090 (2) (c). The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW [28A.290.010](#). The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.

# OSPI Fiscal Analysis Presented to SBE

## November 9, 2010

OSPI has evaluated the following SBE options and determined that they do not have a fiscal cost if implemented:

- Within the current 20 credit framework, the following changes:
  - Increasing English from 3 to 4 credits.
  - Increasing Social Studies from 2.5 to 3 credits, including .5 credits of civics.
  - Designating .5 credits of health (while retaining 1.5 credits of fitness).
- Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
- Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements.
- Make Washington State History and Government a non-credit requirement that must be successfully passed and noted met on the student transcript.

# Proposed Graduation Requirements Rule Changes for Graduating Class of 2016

Within the 20 credit framework already in rule, make the following changes to WAC 180-51-066:

- Increase English from 3 to 4 credits.
- Increase Social Studies from 2.5 to 3 credits; specify .5 credits of civics.
- Clarify that the 2 credits of health and fitness means .5 credits of health; 1.5 credits of fitness.
- Decrease elective credit requirements from 5.5 to 4.
- Make Washington State History and Government a non-credit requirement that must be successfully passed and note that the requirement has been met on the student transcript.
- Establish a “two for one” policy to enable students to take a CTE-equivalent course and satisfy two requirements while earning one credit.

Make the following policy change to WAC 180-51-050:

Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state’s subject area content expectations sufficiently to earn a credit.

Washington State  
Board of Education  
September Meeting

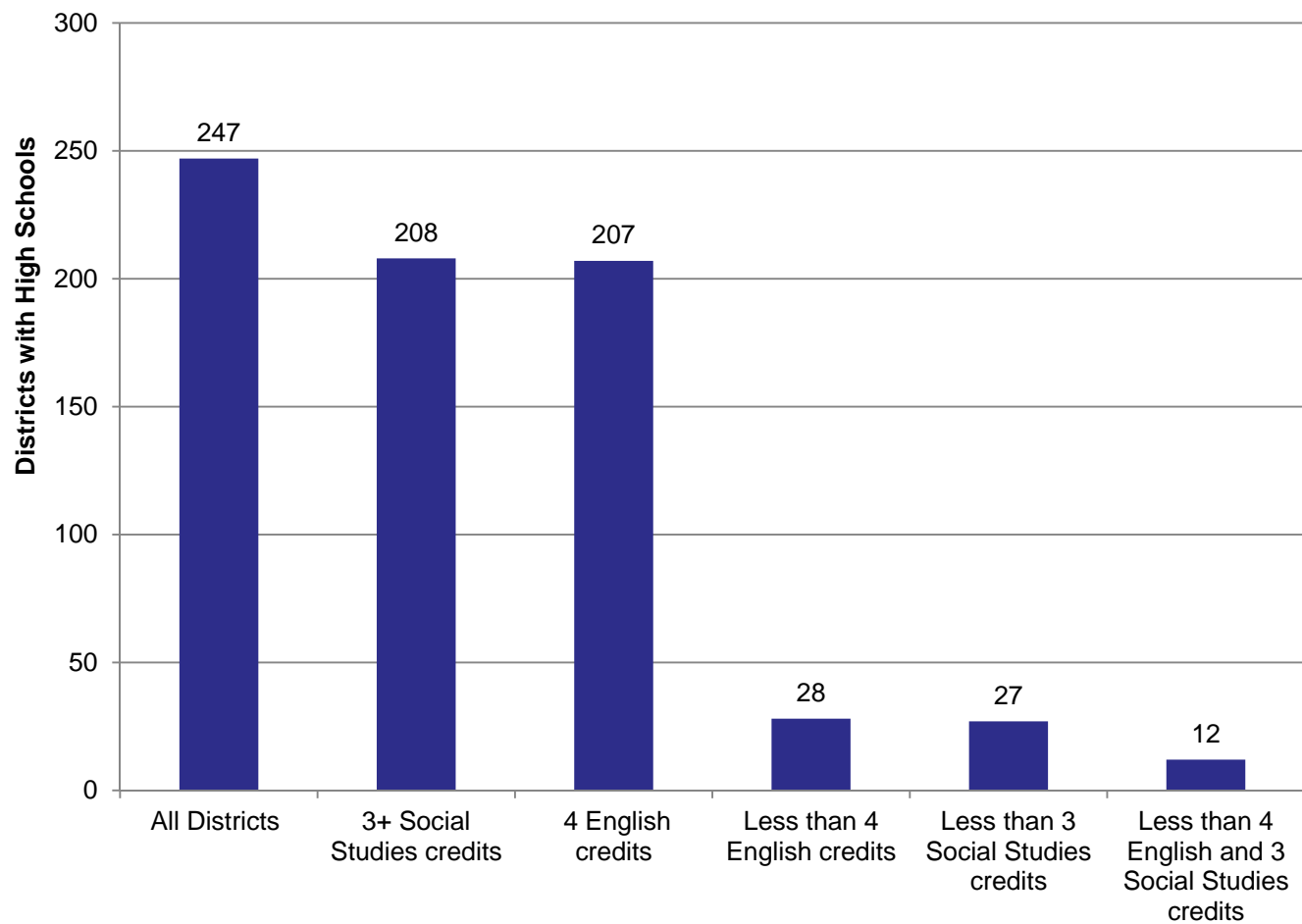
# Proposed Graduation Requirements Rule Changes

Rules also edited to:

- Eliminate redundancy.
- Remove outdated references.
- Remove statutory language repeated in rule.
- Reflect changes in law (e.g. International Baccalaureate changes made in 2011 Legislative session).

# Status of District English and Social Studies Graduation Requirements

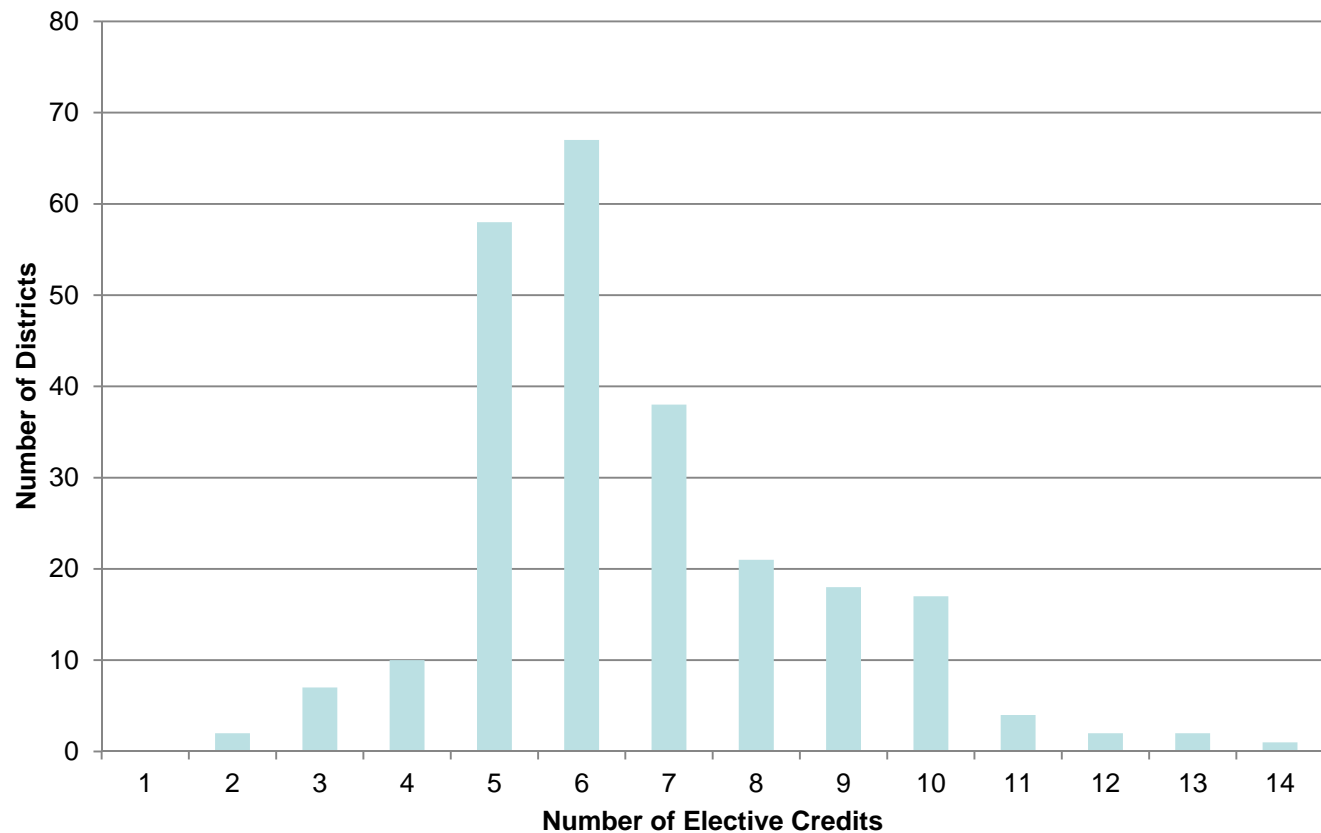
2011 Washington District Requirements





# Status of District Elective Credit Graduation Requirements

2011 District Elective Credit Requirements




# Next Steps

- File draft changes with Code Reviser.
- Publicize proposed draft changes with stakeholder organizations.
- Receive public comment and prepare responses.
- Hold public hearing at November meeting; make changes if needed.
- Adopt rule in November.

# Changes to 180-51-50


ROW	CHANGE
<p>(a) <del>One hundred fifty hours of planned instructional activities approved by the district;</del> <b>Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards).</b> <del>If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject;</del> or</p>	<ul style="list-style-type: none"> <li>Removes time-based requirement (per recommendation of Core 24 Implementation Task Force).</li> <li>Clarifies that this non time-based definition is related to successful completion of <u>course work</u>.</li> <li><b>Note: This language is different than the language SBE originally approved to replace the 150 hour language.</b></li> </ul>
<p>(b) <del>Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, by a student of clearly identified competencies in the state's essential academic learning requirements (learning standards).</del> <del>established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.</del></p>	<ul style="list-style-type: none"> <li>Streamlines definition of competency-based credit.</li> <li>Uses proficiency/competency because these words are often used interchangeably. The sample world language policy developed by WSSDA, OSPI, and SBE used this same convention.</li> <li>By <u>not</u> using the words, "course work," creates a distinction between the non time-based definition and the proficiency/competency-based definition. Proficiency/Competency-based credit could be earned for knowledge or skills gained outside of a public school classroom setting.</li> </ul>



Office of Superintendent of Public Instruction  
K-12 Financial Resources

## Cost of Proposed Graduation Requirements


Office of Superintendent of Public Instruction  
November 9, 2010

 K-12 Financial Resources  
Office of Superintendent of Public Instruction

Slide 1  
8/31/2011

## Statutory References for Fiscal Analysis

- **2009 c 548 s112 states in part:** "it is the intent of the legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations"
- **RCW 28A.150.220 (3)(b)** provides that the basic education instructional program shall provide students the opportunity to complete twenty-four credits for high school graduation, subject to a phased –in implementation of the twenty-four credits as established by the legislature. The State Board of education has the authority to determine course distribution requirements in accordance with RCW 28A.230.090.
- **28A.230.090** provides that: "Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation."

 K-12 Financial Resources  
Office of Superintendent of Public Instruction

Slide 2  
8/31/2011

**Cost of Implementation for the Proposed Graduation Requirements  
Analysis as of November 2, 2010**

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Operating Costs:</b>					
Total Cost for Initiation of the HSBP in Eighth Grade	\$ 3,844,220.84	\$ 3,878,930.33	\$ 3,897,009.05	\$ 3,866,729.50	\$ 3,809,859.45
Total Cost for High School Updates to HSBP	\$ -	\$ 2,602,070.66	\$ 5,604,054.91	\$ 8,998,801.31	\$ 11,522,950.81
Additional High School Counselor Needs	\$ -	\$ 15,883,645.85	\$ 15,926,487.13	\$ 15,948,801.36	\$ 15,911,427.87
Total Cost of Additional Materials	\$ -	\$ 1,337,839.62	\$ 222,973.27	\$ 222,973.27	\$ 222,973.27
Additional Instructional Time	\$ -	\$ -	\$ -	\$ 35,448,228.89	\$ 35,772,423.32
<b>One Time Only Capital Facility Costs:</b>					
Total Facility Cost based on survey responses	\$ -	\$ 28,365,360.00	\$ -	\$ -	\$ -
<b>Total Costs Per School Year</b>	<b>\$ 3,844,220.84</b>	<b>\$ 38,470,224.80</b>	<b>\$ 17,217,590.16</b>	<b>\$ 61,260,128.87</b>	<b>\$ 67,233,658.30</b>

Note: Facility Costs are a one time only cost and may be begin as early as 2012.

*The Science Class Size information below is not considered to be a cost of the requirements and is only provided as supplementary information for the Quality Education Council*

Lower Class Size- Science for every 1 student\*\* \$ 3,418,997.37

\*\* Approximate cost to reduce to 22.5 is \$19,796,000

Current science course class size and funding is not differentiated within the current prototypical model.



## Initiation of HSBP in Eighth Grade

- Development of a High School and Beyond Plan in Eighth Grade is a necessary component to meaningful adoption of the Proposed Graduation Requirements
- Assumptions
  - Basic Education Class Size of 28.53
  - 13 hours of certificated staff time
  - \$2,625 per prototype school for materials, supplies and support costs



## Updates to HSBP in High School

- Annual updates and revisions to the High School and Beyond Plan will be required for each student throughout their high school career
- Assumptions
  - Phase-In for Class of 2016 and beyond only
  - Basic Education Class Size of 28.53
  - 10 hours per year of certificated time
  - \$5,250 per prototype school for supplies and support



## Added Counselor Responsibilities

- High School Counselors will be required to monitor significantly more individual requirements and ensure that student choice options are reflected in the High School and Beyond Plan
- Assumptions
  - Additional 0.5 FTE per prototypical school should be allocated approximating an average 1 hour of time per student per year.



## Additional Materials

- Where requirements are increased, additional instructional materials to be purchased by school districts
- Assumptions
  - State responsibility for the cost of foreign language, arts, English, science, and civics textbooks will increase
  - Costs were based on textbook survey data
  - Ongoing costs are for MSOC replacement of textbooks on a six year cycle
  - Analysis used individual course data – but approximation of formula = (students x 4 credits x \$63)



## Additional Instructional Time

- Additional credit requirements will create additional student FTE costs to the state. Added student FTE is comprised of students who currently do not take a full 24 credits and those who are recovering credit
- Assumptions
  - Net funded student FTE increases in senior year, through running start, and/or through skill centers.
  - Total of 8% increase in FTE is assumed each year with 60% of that increase (4.7% of student population) represents students who will take one or two classes with the other 40% (3.3% of student population) representing students who will take between than three and five classes.
  - Students will not begin accessing the additional FTE until their junior or senior years



## Facility Costs

- In some districts, the additional requirements may require additional facilities. Based on capacity survey data collected from school districts as of October 30
  - 50.6 additional science classrooms would be required
  - 24.6 additional art classrooms would be required
  - 39.2 additional general classrooms would be required.
  - Costs were assumed based on construction cost and square footage estimates.
  - Many districts do not require additional facilities
  - Survey data represented 147 districts and 57.5 of student population. Data should not be extrapolated to population as significant number of non-reporting districts have had declining enrollment in past years.



## Additional State Board Changes

OSPI has evaluated the following SBE options and determined that they do not have a fiscal cost if implemented:

- Within the current 20 credit framework, the following credits changes:
  - Increasing English from 3 to 4 credits
  - Increasing Social Studies from 2.5 to 3 credits, including .5 credits of civics
  - Designating .5 credits of health (while retaining 1.5 credits of fitness)
- Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
- Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements .
- Make Washington State History and Government a non-credit requirement that must be successfully passed and noted met on the student transcript





# Questions

- **Contact:**
  - Shawn Lewis, Office of Superintendent of Public Instruction
    - Email: [shawn.lewis@k12.wa.us](mailto:shawn.lewis@k12.wa.us)
    - Phone: 360-725-6111



## Additional State Board Changes

OSPI has requested the following changes and determined that they do not have a negative impact.

Y. Board member 12, who is a former OSPI employee.

Board member 13, who is a former OSPI employee.

Board member 14, who is a former OSPI employee.

Board member 15, who is a former OSPI employee.

Board member 16, who is a former OSPI employee.



# The Washington State Board of Education

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

<b>Title:</b>	<b>Legislative Update Cover Memo</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input 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
<b>Policy Considerations / Key Questions:</b>	<p>The Board will consider a Budget proposal, and discuss the possible impact of pessimistic economic forecasts, and a projected deficit for the state budget in 2011-13. Additionally, two legislative policy issues for the 2012 legislative session will be briefly addressed; one concerning English language learner funding, and the other concerning alternative learning experience program requirements.</p>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>In the legislative update portion of the agenda, the Executive Director will go over a proposed SBE budget. The Office of Financial Management has asked agencies to prepare 5 percent and 10 percent reduction options to respond to economic forecasts which project a deficit in the 2011-13 budget. The fiscal year 2011 SBE budget will be reviewed with members, and the OFM budget projections will be discussed in the context of a proposed 2011-13 SBE Budget.</p> <p>The Board will also briefly consider two significant policy changes from last legislative session: changes made to the Transitional Bilingual funding formula, as well as important aspects of how alternative learning experience programs (including online programs) are regulated and funded. The presentation will briefly touch upon these topics in anticipation of more in-depth discussions at the November Board meeting.</p>	

# FINAL BILL REPORT

## ESHB 2065

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C 34 L 11 E1  
Synopsis as Enacted

**Brief Description:** Regarding the allocation of funding for students enrolled in alternative learning experiences.

**Sponsors:** House Committee on Ways & Means (originally sponsored by Representative Hunt).

**House Committee on Ways & Means**  
**Senate Committee on Ways & Means**

### **Background:**

Alternative learning experience (ALE) programs are public school alternative options that are primarily characterized by learning activities that occur away from the regular public school classroom. The requirements and expectations of ALE activities are detailed in a written student learning plan developed and supervised by a public school teacher.

The regulatory requirements for ALE programs are in the Washington administrative rules. The ALE students are funded on the basis of hours towards a student learning plan, which is in contrast to the "seat time" requirements for basic education funding in non-ALE programs, where school districts claim basic funding only for enrolled students who are expected to physically attend school each day for a specified number of hours.

The ALE programs are different than home-based instruction. An ALE is a public school learning experience which is planned and supervised by a public school teacher. Home-based education is planned and supervised under the authority of the parent, not the school district. Home-based students may enroll part-time in public school classes and programs, including ALE.

Alternative learning experience program enrollment has increased significantly over time. Although ALE enrollment was inconsistently reported in the early years of the program, survey data and research reports suggest that total enrollment has increased over 450 percent since 1995. Survey reports estimate 1995 ALE enrollment at about 5,000 full-time equivalent (FTE) students, as compared to February 2011 enrollment of approximately 28,826 FTEs.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

Alternative learning experience student FTEs are funded at the same general apportionment rate as non-ALE students. Total funding for ALE programs is estimated at approximately \$150 million per school year. Alternative learning experience students generally fall into three major categories of ALE program offerings: digital and online programs, parent partnerships, and contract-based learning programs.

#### Digital or Online Learning Programs.

Digital, online learning programs are defined and authorized in statute. Students often enroll as non-resident students in geographically removed school districts that offer virtual programs. Many schools offer online learning courses, but claim enrollment for only the hours the student is in an on-site classroom. Online learning only becomes an ALE when the student is engaged in learning away from school, and the school district is using the time the student engages in this away-from-school learning as part of the FTE claimed for basic education apportionment. There are about 7,923 student FTEs in these programs as of February 2011.

#### Parent Partnership Programs.

Parent partnership programs offer a significant role for parents in the development and provision of public education. These programs are not specifically defined or authorized in statute. Many students in parent partnership programs may have been receiving home-based instruction prior to enrolling in the ALE program. However, parent partnerships are not home-based instruction because the school district is ultimately responsible for student learning, not the parent. Although there are a variety of different program models in the parent partnership category, with districts requiring varying degrees of in-person contact time in a classroom setting, all programs operate outside the standard seat-time requirements for funding required in the non-ALE setting. There are about 12,187 student FTEs in these programs as of February 2011.

#### Contract-based Learning Programs.

Contract-based learning is usually limited to secondary students, and is often used for credit retrieval or credit acceleration. Contract-based ALE programs are not specifically defined or authorized in statute. Many alternative middle and high schools offer some form of contract-based learning, as do a smaller number of comprehensive high schools; however, not all alternative high schools are ALE programs. Many contract-based programs offer flexibly-structured programs for students not succeeding in a general education high school format. There are about 8,716 student FTEs in these programs as of February 2011.

A number of studies of ALE programs in Washington have been done. The earliest known report on ALE was conducted by the Office of Superintendent of Public Instruction (OSPI) in 1999. It provides a review of ALE programs prior to mainstream use of the Internet as a tool for distance learning, and also during a time when ALE programs were just becoming available in grades K-8. Additionally, the Joint Legislative Audit and Review Committee did an extensive review of all ALE programs in 2005, including analysis of the use of parent stipends. The OSPI performed a study in December of 2009, analyzing just the digital and online aspects of ALE.

#### **Summary:**

The Legislature finds that there is ample evidence of the need to reexamine and reconsider the method by which the state funds ALE programs, and the state does not have a legal obligation to provide basic instruction using any particular delivery method or program.

A definition of ALE programs is established which includes the following components:

- The ALE program is provided in whole or in part outside the classroom setting.
- The ALE program is supervised by a certified teacher of the district or under contract.
- The ALE program is provided according to a written learning plan under district policy and the OSPI rules.

Additionally, the ALE definition includes online programs defined under current law, programs with significant participation and partnership with parents, and contract-based learning programs.

The use of parent stipends in ALE programs is prohibited, but districts may purchase materials in a student learning plan as long as they remain the property of the district. Instructional experiences and services made available to ALE students in the student learning plan must be "substantially similar" to what is available to all students in the district.

Beginning in the 2012-13 school year, state funding for students in ALE online programs is limited to those offered by an online provider approved by the OSPI under the process in statute. Definitions of "online course" and "online school program" are clarified to align with the operating definitions used by the OSPI in approving online providers. The definition of online courses is changed to specify that more than half of the instruction in these courses is provided remotely, via the Internet or other computer-based method. School districts must award credit for online high school courses that meet the district's graduation requirements and are affected by an approved online provider.

Funding is reduced by an aggregate amount of 15 percent for ALE programs for the 2011-12 and 2012-13 school years. The OSPI is tasked with determining the methodology for achieving the savings, so long as no particular ALE program receives less than a 10 percent reduction or more than a 20 percent reduction in funding.

School districts are exempt from minimum staffing requirements for certificated instructional staff for that portion of the student population participating in ALE programs.

**Votes on Final Passage:**

First Special Session

House	63	32	
Senate	34	11	(Senate amended)
House	71	25	(House concurred)

**Effective:** August 24, 2011  
September 1, 2011 (Sections 9 and 10)

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE HOUSE BILL 2065

Chapter 34, Laws of 2011

62nd Legislature  
2011 1st Special Session

ALTERNATIVE LEARNING STUDENTS--FUNDING

EFFECTIVE DATE: 08/24/11 - Except sections 9 and 10, which become effective 09/01/11.

Passed by the House May 25, 2011  
Yeas 71 Nays 25

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate May 25, 2011  
Yeas 34 Nays 11

BRAD OWEN

President of the Senate

Approved June 15, 2011, 2:54 p.m.

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is ENGROSSED SUBSTITUTE HOUSE BILL 2065 as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

June 15, 2011

CHRISTINE GREGOIRE

Governor of the State of Washington

Secretary of State  
State of Washington

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ENGROSSED SUBSTITUTE HOUSE BILL 2065

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AS AMENDED BY THE SENATE

Passed Legislature - 2011 1st Special Session

State of Washington                      62nd Legislature      2011 1st Special Session

By House Ways & Means (originally sponsored by Representative Hunt)

READ FIRST TIME 05/06/11.

1            AN ACT Relating to allocation of funding for students enrolled in  
2 alternative learning experiences; amending RCW 28A.150.262,  
3 28A.250.005, 28A.250.010, 28A.250.020, 28A.250.030, 28A.250.060,  
4 28A.150.260, 28A.150.100, and 28A.250.050; adding a new section to  
5 chapter 28A.150 RCW; creating a new section; providing an effective  
6 date; and providing an expiration date.

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

8            NEW SECTION.    **Sec. 1.** (1) Under Article IX of the Washington state  
9 Constitution, all children are entitled to an opportunity to receive a  
10 basic education. Although the state must assure that students in  
11 public schools have opportunities to participate in the instructional  
12 program of basic education, there is no obligation for either the state  
13 or school districts to provide that instruction using a particular  
14 delivery method or through a particular program.

15            (2) The legislature finds ample evidence of the need to examine and  
16 reconsider policies under which alternative learning that occurs  
17 outside the classroom using an individual student learning plan may be  
18 considered equivalent to full-time attendance in school, including for  
19 funding purposes. Previous legislative studies have raised questions

ESHB 2065.SL

1 about financial practices and accountability in alternative learning  
2 experience programs. Since 2005, there has been significant enrollment  
3 growth in alternative learning experience online programs, with  
4 evidence of unexpected financial impact when large numbers of  
5 nonresident students enroll in programs. Based on this evidence, there  
6 is a rational basis on which to conclude that there are different costs  
7 associated with providing a program not primarily based on full-time,  
8 daily contact between teachers and students and not primarily occurring  
9 on-site in a classroom.

10 (3) For these reasons, the legislature intends to allow for  
11 continuing review and revision of the way in which state funding  
12 allocations are used to support alternative learning experience  
13 programs.

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

16 (1) For purposes of this chapter, "alternative learning experience  
17 program" means a course or set of courses that is:

18 (a) Provided in whole or in part independently from a regular  
19 classroom setting or schedule, but may include some components of  
20 direct instruction;

21 (b) Supervised, monitored, assessed, evaluated, and documented by  
22 a certificated teacher employed by the school district or under  
23 contract as permitted by applicable rules; and

24 (c) Provided in accordance with a written student learning plan  
25 that is implemented pursuant to the school district's policy and rules  
26 adopted by the superintendent of public instruction for alternative  
27 learning experiences.

28 (2) The broad categories of alternative learning experience  
29 programs include, but are not limited to:

30 (a) Online programs as defined in RCW 28A.150.262;

31 (b) Parent partnership programs that include significant  
32 participation and partnership by parents and families in the design and  
33 implementation of a student's learning experience; and

34 (c) Contract-based learning programs.

35 (3) School districts that offer alternative learning experience  
36 programs may not provide any compensation, reimbursement, gift, reward,  
37 or gratuity to any parents, guardians, or students for participation.



1 School district employees are prohibited from receiving any  
2 compensation or payment as an incentive to increase student enrollment  
3 of out-of-district students in an alternative learning experience  
4 program. This prohibition includes, but is not limited to, providing  
5 funds to parents, guardians, or students for the purchase of  
6 educational materials, supplies, experiences, services, or  
7 technological equipment. A district may purchase educational  
8 materials, equipment, or other nonconsumable supplies for students' use  
9 in alternative learning experience programs if the purchase is  
10 consistent with the district's approved curriculum, conforms to  
11 applicable laws and rules, and is made in the same manner as such  
12 purchases are made for students in the district's regular instructional  
13 program. Items so purchased remain the property of the school district  
14 upon program completion. School districts may not purchase or contract  
15 for instructional or co-curricular experiences and services that are  
16 included in an alternative learning experience written student learning  
17 plan, including but not limited to lessons, trips, and other  
18 activities, unless substantially similar experiences and services are  
19 available to students enrolled in the district's regular instructional  
20 program. School districts that purchase or contract for such  
21 experiences and services for students enrolled in an alternative  
22 learning experience program must submit an annual report to the office  
23 of the superintendent of public instruction detailing the costs and  
24 purposes of the expenditures. These requirements extend to contracted  
25 providers of alternative learning experience programs, and each  
26 district shall be responsible for monitoring the compliance of its  
27 providers with these requirements. However, nothing in this section  
28 shall prohibit school districts from contracting with online providers  
29 approved by the office of the superintendent of public instruction  
30 pursuant to chapter 28A.250 RCW.

31 (4) Part-time enrollment in alternative learning experiences is  
32 subject to the provisions of RCW 28A.150.350.

33 (5) The superintendent of public instruction shall adopt rules  
34 defining minimum requirements and accountability for alternative  
35 learning experience programs.

36 **Sec. 3.** RCW 28A.150.262 and 2009 c 542 s 9 are each amended to  
37 read as follows:

1 Under RCW 28A.150.260, the superintendent of public instruction  
2 shall revise the definition of a full-time equivalent student to  
3 include students who receive instruction through alternative learning  
4 experience online programs. As used in this section and section 2 of  
5 this act, an "alternative learning experience online program" is a set  
6 of online courses or an online school program as defined in RCW  
7 28A.250.010 that is delivered to students in whole or in part  
8 independently from a regular classroom schedule. (~~The superintendent~~  
9 ~~of public instruction has the authority to adopt rules to implement the~~  
10 ~~revised definition beginning with the 2005-2007 biennium for school~~  
11 ~~districts claiming state funding for the programs.~~) Beginning in the  
12 2013-14 school year, alternative learning experience online programs  
13 must be offered by an online provider approved by the superintendent of  
14 public instruction under RCW 28A.250.020 to meet the definition in this  
15 section. The rules shall include but not be limited to the following:

16 (1) Defining a full-time equivalent student under RCW 28A.150.260  
17 or part-time student under RCW 28A.150.350 based upon the district's  
18 estimated average weekly hours of learning activity as identified in  
19 the student's learning plan, as long as the student is found, through  
20 monthly evaluation, to be making satisfactory progress; the rules shall  
21 require districts providing programs under this section to nonresident  
22 students to establish procedures that address, at a minimum, the  
23 coordination of student counting for state funding so that no student  
24 is counted for more than one full-time equivalent in the aggregate;

25 (2) Requiring the board of directors of a school district offering,  
26 or contracting under RCW 28A.150.305 to offer, an alternative learning  
27 experience online program to adopt and annually review written policies  
28 for each program and program provider and to receive an annual report  
29 on its digital alternative learning experience online programs from its  
30 staff;

31 (3) Requiring each school district offering or contracting to offer  
32 an alternative learning experience online program to report annually to  
33 the superintendent of public instruction on the types of programs and  
34 course offerings, and number of students participating;

35 (4) Requiring completion of a program self-evaluation;

36 (5) Requiring documentation of the district of the student's  
37 physical residence;

1 (6) Requiring that supervision, monitoring, assessment, and  
2 evaluation of the alternative learning experience online program be  
3 provided by a certificated (~~((instructional staff))~~) teacher;

4 (7) Requiring each school district offering courses or programs to  
5 identify the ratio of certificated instructional staff to full-time  
6 equivalent students enrolled in such courses or programs, and to  
7 include a description of their ratio as part of the reports required  
8 under subsections (2) and (3) of this section;

9 (8) Requiring reliable methods to verify a student is doing his or  
10 her own work; the methods may include proctored examinations or  
11 projects, including the use of web cams or other technologies.  
12 "Proctored" means directly monitored by an adult authorized by the  
13 school district;

14 (9) Requiring, for each student receiving instruction in an  
15 alternative learning experience online program, a learning plan that  
16 includes a description of course objectives and information on the  
17 requirements a student must meet to successfully complete the program  
18 or courses. The rules shall allow course syllabi and other additional  
19 information to be used to meet the requirement for a learning plan;

20 (10) Requiring that the district assess the educational progress of  
21 enrolled students at least annually, using, for full-time students, the  
22 state assessment for the student's grade level and using any other  
23 annual assessments required by the school district. Part-time students  
24 shall also be assessed at least annually. However, part-time students  
25 who are either receiving home-based instruction under chapter 28A.200  
26 RCW or who are enrolled in an approved private school under chapter  
27 28A.195 RCW are not required to participate in the assessments required  
28 under chapter 28A.655 RCW. The rules shall address how students who  
29 reside outside the geographic service area of the school district are  
30 to be assessed;

31 (11) Requiring that each student enrolled in the program have  
32 direct personal contact with a certificated (~~((instructional staff))~~)  
33 teacher at least weekly until the student completes the course  
34 objectives or the requirements in the learning plan. Direct personal  
35 contact is for the purposes of instruction, review of assignments,  
36 testing, evaluation of student progress, or other learning activities.  
37 Direct personal contact may include the use of telephone, e-mail,

1 instant messaging, interactive video communication, or other means of  
2 digital communication;

3 (12) Requiring state-funded public schools or public school  
4 programs whose primary purpose is to provide alternative learning  
5 experience online learning programs to receive accreditation through  
6 the Northwest (~~association of accredited schools~~) accreditation  
7 commission or another national, regional, or state accreditation  
8 program listed by the office of the superintendent of public  
9 instruction after consultation with the Washington coalition for online  
10 learning;

11 (13) Requiring state-funded public schools or public school  
12 programs whose primary purpose is to provide alternative learning  
13 experience online learning to provide information to students and  
14 parents on whether or not the courses or programs: Cover one or more  
15 of the school district's learning goals or of the state's essential  
16 academic learning requirements or whether they permit the student to  
17 meet one or more of the state's or district's graduation requirements;  
18 and

19 (14) Requiring that a school district that provides one or more  
20 alternative learning experience online courses to a student provide the  
21 parent or guardian of the student, prior to the student's enrollment,  
22 with a description of any difference between home-based education as  
23 described in chapter 28A.200 RCW and the enrollment option selected by  
24 the student. The parent or guardian shall sign documentation attesting  
25 to his or her understanding of the difference and the documentation  
26 shall be retained by the district and made available for audit.

27 **Sec. 4.** RCW 28A.250.005 and 2009 c 542 s 1 are each amended to  
28 read as follows:

29 (1) The legislature finds that online learning provides tremendous  
30 opportunities for students to access curriculum, courses, and a unique  
31 learning environment that might not otherwise be available. The  
32 legislature supports and encourages online learning opportunities.

33 (2) However, the legislature also finds that there is a need to  
34 assure quality in online learning, both for the programs and the  
35 administration of those programs. The legislature is the steward of  
36 public funds that support students enrolled in online learning and must  
37 ensure an appropriate accountability system at the state level.

1 (3) Therefore, the legislature intends to take a first step in  
2 improving oversight and quality assurance of online learning programs,  
3 and intends to examine possible additional steps that may need to be  
4 taken to improve financial accountability.

5 (4) The first step in improving quality assurance is to:

6 (a) Provide objective information to students, parents, and  
7 educators regarding available online learning opportunities, including  
8 program and course content, how to register for programs and courses,  
9 teacher qualifications, student-to-teacher ratios, prior course  
10 completion rates, and other evaluative information;

11 (b) Create an approval process for ((~~multidistrict~~)) online  
12 providers;

13 (c) Enhance statewide equity of student access to high quality  
14 online learning opportunities; and

15 (d) Require school district boards of directors to develop policies  
16 and procedures for student access to online learning opportunities.

17 **Sec. 5.** RCW 28A.250.010 and 2009 c 542 s 2 are each amended to  
18 read as follows:

19 The definitions in this section apply throughout this chapter  
20 unless the context clearly requires otherwise.

21 (1) (a) "Multidistrict online provider" means:

22 (i) A private or nonprofit organization that enters into a contract  
23 with a school district to provide online courses or programs to K-12  
24 students from more than one school district;

25 (ii) A private or nonprofit organization that enters into contracts  
26 with multiple school districts to provide online courses or programs to  
27 K-12 students from those districts; or

28 (iii) Except as provided in (b) of this subsection, a school  
29 district that provides online courses or programs to students who  
30 reside outside the geographic boundaries of the school district.

31 (b) "Multidistrict online provider" does not include a school  
32 district online learning program in which fewer than ten percent of the  
33 students enrolled in the program are from other districts under the  
34 interdistrict student transfer provisions of RCW 28A.225.225.  
35 "Multidistrict online provider" also does not include regional online  
36 learning programs that are jointly developed and implemented by two or  
37 more school districts or an educational service district through an

1 interdistrict cooperative program agreement that addresses, at minimum,  
2 how the districts share student full-time equivalency for state basic  
3 education funding purposes and how categorical education programs,  
4 including special education, are provided to eligible students.

5 (2)(a) "Online course" means a course ~~((that))~~ where:

6 (i) More than half of the course content is delivered ((primarily))  
7 electronically using the internet or other computer-based methods; and

8 ~~((Is taught by a teacher primarily from a remote location.~~  
9 ~~Students enrolled in an online course may have access to the teacher~~  
10 ~~synchronously, asynchronously, or both))~~ More than half of the teaching  
11 is conducted from a remote location through an online course learning  
12 management system or other online or electronic tools.

13 (b) "Online school program" means a school program that:

14 (i) Offers courses or grade-level coursework that is delivered  
15 primarily electronically using the internet or other computer-based  
16 methods;

17 (ii) Offers courses or grade-level coursework that is taught by a  
18 teacher primarily from a remote location using online or other  
19 electronic tools. Students enrolled in an online program may have  
20 access to the teacher synchronously, asynchronously, or both;

21 (iii) ~~((Delivers a part-time or full-time sequential program))~~  
22 Offers a sequential set of online courses or grade-level coursework  
23 that may be taken in a single school term or throughout the school year  
24 in a manner that could provide a full-time basic education program if  
25 so desired by the student. Students may enroll in the program as part-  
26 time or full-time students; and

27 (iv) Has an online component of the program with online lessons and  
28 tools for student and data management.

29 (c) An online course or online school program may be delivered to  
30 students at school as part of the regularly scheduled school day. An  
31 online course or online school program also may be delivered to  
32 students, in whole or in part, independently from a regular classroom  
33 schedule, but such courses or programs must comply with RCW 28A.150.262  
34 to qualify for state basic education funding.

35 (3) "Online provider" means any provider of an online course or  
36 program, including multidistrict online providers, all school district  
37 online learning programs, and all regional online learning programs.

1       **Sec. 6.** RCW 28A.250.020 and 2009 c 542 s 3 are each amended to  
2 read as follows:

3       (1) The superintendent of public instruction, in collaboration with  
4 the state board of education, shall develop and implement approval  
5 criteria and a process for approving ~~((multidistrict))~~ online  
6 providers; a process for monitoring and if necessary rescinding the  
7 approval of courses or programs offered by an online ~~((course))~~  
8 provider; and an appeals process. The criteria and processes for  
9 multidistrict online providers shall be adopted by rule by December 1,  
10 2009.

11       (2) When developing the approval criteria, the superintendent of  
12 public instruction shall require that providers offering online courses  
13 or programs have accreditation through the Northwest ~~((association of  
14 accredited schools))~~ accreditation commission or another national,  
15 regional, or state accreditation program listed by the office of the  
16 superintendent of public instruction after consultation with the  
17 Washington coalition for online learning. In addition to other  
18 criteria, the approval criteria shall include the degree of alignment  
19 with state academic standards and require that all teachers be  
20 certificated in accordance with Washington state law. When reviewing  
21 ~~((multidistrict))~~ online providers that offer high school courses, the  
22 superintendent of public instruction shall assure that the courses  
23 offered by the provider are eligible for high school credit. However,  
24 final decisions regarding ~~((the awarding of high school credit))~~  
25 whether credit meets the school district's graduation requirements  
26 shall remain the responsibility of the school districts.

27       (3) Initial approval of ~~((multidistrict))~~ online providers by the  
28 superintendent of public instruction shall be for four years. The  
29 superintendent of public instruction shall develop a process for the  
30 renewal of approvals and for rescinding approvals based on  
31 noncompliance with approval requirements. Any multidistrict online  
32 provider that was approved by the digital learning commons or  
33 accredited by the Northwest association of accredited schools before  
34 July 26, 2009, and that meets the teacher certification requirements of  
35 subsection (2) of this section, is exempt from the initial approval  
36 process under this section until August 31, 2012, but must comply with  
37 the process for renewal of approvals and must comply with approval  
38 requirements.

1 (4) The superintendent of public instruction shall make the first  
2 round of decisions regarding approval of multidistrict online providers  
3 by April 1, 2010. The first round of decisions regarding approval of  
4 online providers that are not multidistrict online providers shall be  
5 made by April 1, 2013. Thereafter, the superintendent of public  
6 instruction shall make annual approval decisions no later than November  
7 1st of each year.

8 (5) The superintendent of public instruction shall establish an  
9 online learning advisory committee within existing resources that shall  
10 provide advice to the superintendent regarding the approval criteria,  
11 major components of the web site, the model school district policy,  
12 model agreements, and other related matters. The committee shall  
13 include a representative of each of the following groups: Private and  
14 public online providers, parents of online students, accreditation  
15 organizations, educational service districts, school principals,  
16 teachers, school administrators, school board members, institutions of  
17 higher education, and other individuals as determined by the  
18 superintendent. Members of the advisory committee shall be selected by  
19 the superintendent based on nominations from statewide organizations,  
20 shall serve three-year terms, and may be reappointed. The  
21 superintendent shall select the chair of the committee.

22 **Sec. 7.** RCW 28A.250.030 and 2009 c 542 s 4 are each amended to  
23 read as follows:

24 The superintendent of public instruction shall create an office of  
25 online learning. In the initial establishment of the office, the  
26 superintendent shall hire staff who have been employed by the digital  
27 learning commons to the extent such hiring is in accordance with state  
28 law and to the extent funds are available. The office shall:

29 (1) Develop and maintain a web site that provides objective  
30 information for students, parents, and educators regarding online  
31 learning opportunities offered by (~~multidistrict~~) online providers  
32 that have been approved in accordance with RCW 28A.250.020. The web  
33 site shall include information regarding the online course provider's  
34 overall instructional program, specific information regarding the  
35 content of individual online courses and online school programs, a  
36 direct link to each online course provider's web site, how to register  
37 for online learning programs and courses, teacher qualifications,



1 student-to-teacher ratios, course completion rates, and other  
2 evaluative and comparative information. The web site shall also  
3 provide information regarding the process and criteria for approving  
4 ((~~multidistrict~~)) online providers. To the greatest extent possible,  
5 the superintendent shall use the framework of the course offering  
6 component of the web site developed by the digital learning commons;

7 (2) Develop model agreements with approved ((~~multidistrict~~)) online  
8 providers that address standard contract terms and conditions that may  
9 apply to contracts between a school district and the approved provider.  
10 The purpose of the agreements is to provide a template to assist  
11 individual school districts, at the discretion of the district, in  
12 contracting with ((~~multidistrict~~)) online providers to offer the  
13 ((~~multidistrict~~)) online provider's courses and programs to students in  
14 the district. The agreements may address billing, fees,  
15 responsibilities of online course providers and school districts, and  
16 other issues; and

17 (3) In collaboration with the educational service districts:

18 (a) Provide technical assistance and support to school district  
19 personnel through the educational technology centers in the development  
20 and implementation of online learning programs in their districts; and

21 (b) To the extent funds are available, provide online learning  
22 tools for students, teachers, administrators, and other educators.

23 **Sec. 8.** RCW 28A.250.060 and 2009 c 542 s 7 are each amended to  
24 read as follows:

25 (1) Beginning with the 2011-12 school year, school districts may  
26 claim state ((~~basic education~~)) funding under RCW 28A.150.260, to the  
27 extent otherwise allowed by state law, for students enrolled in online  
28 courses or programs only if the online courses or programs are:

29 (a) Offered by a multidistrict online provider approved under RCW  
30 28A.250.020 by the superintendent of public instruction;

31 (b) Offered by a school district online learning program if the  
32 program serves students who reside within the geographic boundaries of  
33 the school district, including school district programs in which fewer  
34 than ten percent of the program's students reside outside the school  
35 district's geographic boundaries; or

36 (c) Offered by a regional online learning program where courses are

1 jointly developed and offered by two or more school districts or an  
2 educational service district through an interdistrict cooperative  
3 program agreement.

4 (2) Beginning with the 2013-14 school year, school districts may  
5 claim state funding under RCW 28A.150.260, to the extent otherwise  
6 allowed by state law, for students enrolled in online courses or  
7 programs only if the online courses or programs are offered by an  
8 online provider approved under RCW 28A.250.020 by the superintendent of  
9 public instruction.

10 (3) Criteria shall be established by the superintendent of public  
11 instruction to allow online courses that have not been approved by the  
12 superintendent of public instruction to be eligible for state funding  
13 if the course is in a subject matter in which no courses have been  
14 approved and, if it is a high school course, the course meets  
15 Washington high school graduation requirements.

16 **Sec. 9.** RCW 28A.150.260 and 2010 c 236 s 2 are each amended to  
17 read as follows:

18 The purpose of this section is to provide for the allocation of  
19 state funding that the legislature deems necessary to support school  
20 districts in offering the minimum instructional program of basic  
21 education under RCW 28A.150.220. The allocation shall be determined as  
22 follows:

23 (1) The governor shall and the superintendent of public instruction  
24 may recommend to the legislature a formula for the distribution of a  
25 basic education instructional allocation for each common school  
26 district.

27 (2) The distribution formula under this section shall be for  
28 allocation purposes only. Except as may be required under chapter  
29 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and  
30 regulations, nothing in this section requires school districts to use  
31 basic education instructional funds to implement a particular  
32 instructional approach or service. Nothing in this section requires  
33 school districts to maintain a particular classroom teacher-to-student  
34 ratio or other staff-to-student ratio or to use allocated funds to pay  
35 for particular types or classifications of staff. Nothing in this  
36 section entitles an individual teacher to a particular teacher planning  
37 period.

1 (3) (a) To the extent the technical details of the formula have been  
2 adopted by the legislature and except when specifically provided as a  
3 school district allocation, the distribution formula for the basic  
4 education instructional allocation shall be based on minimum staffing  
5 and nonstaff costs the legislature deems necessary to support  
6 instruction and operations in prototypical schools serving high,  
7 middle, and elementary school students as provided in this section.  
8 The use of prototypical schools for the distribution formula does not  
9 constitute legislative intent that schools should be operated or  
10 structured in a similar fashion as the prototypes. Prototypical  
11 schools illustrate the level of resources needed to operate a school of  
12 a particular size with particular types and grade levels of students  
13 using commonly understood terms and inputs, such as class size, hours  
14 of instruction, and various categories of school staff. It is the  
15 intent that the funding allocations to school districts be adjusted  
16 from the school prototypes based on the actual number of annual average  
17 full-time equivalent students in each grade level at each school in the  
18 district and not based on the grade-level configuration of the school  
19 to the extent that data is available. The allocations shall be further  
20 adjusted from the school prototypes with minimum allocations for small  
21 schools and to reflect other factors identified in the omnibus  
22 appropriations act.

23 (b) The total aggregate statewide allocations calculated under  
24 subsections (4) through (12) of this section for full-time equivalent  
25 student enrollment in alternative learning experience programs as  
26 defined in section 2 of this act shall be reduced by fifteen percent  
27 for the 2011-12 and 2012-13 school years. The superintendent of public  
28 instruction shall determine how to implement this aggregate fifteen  
29 percent reduction among the different alternative learning experience  
30 programs. No program may receive less than a ten percent reduction and  
31 no program may receive greater than a twenty percent reduction. In  
32 determining how to implement the reductions among the alternative  
33 learning experience programs, the superintendent of public instruction  
34 must look to both how a program is currently operating as well as how  
35 it has operated in the past, to the extent that data is available, and  
36 must give consideration to the following criteria:

37 (i) The category of program;

1 (ii) The certificated instructional staffing ratio maintained by  
2 the program;

3 (iii) The amount and type of direct personal student-to-teacher  
4 contact used by the program on a weekly basis;

5 (iv) Whether the program uses any classroom-based instructional  
6 time to meet requirements in the written student learning plan for  
7 enrolled students; and

8 (v) For online programs, whether the program is approved by the  
9 superintendent of public instruction under RCW 28A.250.020.

10 (c) The superintendent of public instruction shall report to the  
11 legislature by December 31, 2011, regarding how the reductions in (b)  
12 of this subsection were implemented.

13 (d) For the purposes of this section, prototypical schools are  
14 defined as follows:

15 (i) A prototypical high school has six hundred average annual full-  
16 time equivalent students in grades nine through twelve;

17 (ii) A prototypical middle school has four hundred thirty-two  
18 average annual full-time equivalent students in grades seven and eight;  
19 and

20 (iii) A prototypical elementary school has four hundred average  
21 annual full-time equivalent students in grades kindergarten through  
22 six.

23 (4) (a) The minimum allocation for each level of prototypical school  
24 shall be based on the number of full-time equivalent classroom teachers  
25 needed to provide instruction over the minimum required annual  
26 instructional hours under RCW 28A.150.220 and provide at least one  
27 teacher planning period per school day, and based on the following  
28 general education average class size of full-time equivalent students  
29 per teacher:

	General education average class size
30	
31	
32	
33 Grades K-3 . . . . .	25.23
34 Grade 4 . . . . .	27.00
35 Grades 5-6 . . . . .	27.00
36 Grades 7-8 . . . . .	28.53
37 Grades 9-12 . . . . .	28.74

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year.

(c) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level . . . . .	26.57
Skill center programs meeting the standards established by the office of the superintendent of public instruction . . . . .	22.76

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for laboratory science, advanced placement, and international baccalaureate courses.

(5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators . . . . .	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs . . . . .	0.663	0.519	0.523

1	Health and social services:			
2	School nurses.....	0.076	0.060	0.096
3	Social workers.....	0.042	0.006	0.015
4	Psychologists.....	0.017	0.002	0.007
5	Guidance counselors, a function that includes parent outreach and			
6	graduation advising.....	0.493	1.116	1.909
7	Teaching assistance, including any aspect of educational instructional			
8	services provided by classified employees.....	0.936	0.700	0.652
9	Office support and other noninstructional aides.....	2.012	2.325	3.269
10	Custodians.....	1.657	1.942	2.965
11	Classified staff providing student and staff safety.....	0.079	0.092	0.141
12	Parent involvement coordinators.....	0.00	0.00	0.00

13 (6) (a) The minimum staffing allocation for each school district to  
14 provide district-wide support services shall be allocated per one  
15 thousand annual average full-time equivalent students in grades K-12 as  
16 follows:

17		Staff per 1,000
18		K-12 students
19	Technology . . . . .	0.628
20	Facilities, maintenance, and grounds . . . . .	1.813
21	Warehouse, laborers, and mechanics . . . . .	0.332

22 (b) The minimum allocation of staff units for each school district  
23 to support certificated and classified staffing of central  
24 administration shall be 5.30 percent of the staff units generated under  
25 subsections (4) (a) and (b) and (5) of this section and (a) of this  
26 subsection.

27 (7) The distribution formula shall include staffing allocations to  
28 school districts for career and technical education and skill center  
29 administrative and other school-level certificated staff, as specified  
30 in the omnibus appropriations act.

31 (8) (a) Except as provided in (b) of this subsection, the minimum  
32 allocation for each school district shall include allocations per  
33 annual average full-time equivalent student for the following  
34 materials, supplies, and operating costs, to be adjusted for inflation  
35 from the 2008-09 school year:

36 Per annual average

	full-time equivalent student
	in grades K-12
Technology . . . . .	\$54.43
Utilities and insurance . . . . .	\$147.90
Curriculum and textbooks . . . . .	\$58.44
Other supplies and library materials . . . . .	\$124.07
Instructional professional development for certified and	
classified staff . . . . .	\$9.04
Facilities maintenance . . . . .	\$73.27
Security and central office . . . . .	\$50.76

(b) During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

	Per annual average
	full-time equivalent student
	in grades K-12
Technology . . . . .	\$113.80
Utilities and insurance . . . . .	\$309.21
Curriculum and textbooks . . . . .	\$122.17
Other supplies and library materials . . . . .	\$259.39
Instructional professional development for certificated and	
classified staff . . . . .	\$18.89
Facilities maintenance . . . . .	\$153.18
Security and central office administration . . . . .	\$106.12

(9) In addition to the amounts provided in subsection (8) of this section, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:

- (a) Exploratory career and technical education courses for students in grades seven through twelve;
- (b) Laboratory science courses for students in grades nine through twelve;
- (c) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and

1 (d) Preparatory career and technical education courses for students  
2 in grades eleven and twelve offered through a skill center.

3 (10) In addition to the allocations otherwise provided under this  
4 section, amounts shall be provided to support the following programs  
5 and services:

6 (a) To provide supplemental instruction and services for  
7 underachieving students through the learning assistance program under  
8 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the  
9 district percentage of students in grades K-12 who were eligible for  
10 free or reduced-price meals in the prior school year. The minimum  
11 allocation for the program shall provide for each level of prototypical  
12 school resources to provide, on a statewide average, 1.5156 hours per  
13 week in extra instruction with a class size of fifteen learning  
14 assistance program students per teacher.

15 (b) To provide supplemental instruction and services for students  
16 whose primary language is other than English, allocations shall be  
17 based on the head count number of students in each school who are  
18 eligible for and enrolled in the transitional bilingual instruction  
19 program under RCW 28A.180.010 through 28A.180.080. The minimum  
20 allocation for each level of prototypical school shall provide  
21 resources to provide, on a statewide average, 4.7780 hours per week in  
22 extra instruction with fifteen transitional bilingual instruction  
23 program students per teacher.

24 (c) To provide additional allocations to support programs for  
25 highly capable students under RCW 28A.185.010 through 28A.185.030,  
26 allocations shall be based on two and three hundred fourteen one-  
27 thousandths percent of each school district's full-time equivalent  
28 basic education enrollment. The minimum allocation for the programs  
29 shall provide resources to provide, on a statewide average, 2.1590  
30 hours per week in extra instruction with fifteen highly capable program  
31 students per teacher.

32 (11) The allocations under subsections (4)(a) and (b), (5), (6),  
33 and (8) of this section shall be enhanced as provided under RCW  
34 28A.150.390 on an excess cost basis to provide supplemental  
35 instructional resources for students with disabilities.

36 (12)(a) For the purposes of allocations for prototypical high  
37 schools and middle schools under subsections (4) and (10) of this  
38 section that are based on the percent of students in the school who are



1 eligible for free and reduced-price meals, the actual percent of such  
2 students in a school shall be adjusted by a factor identified in the  
3 omnibus appropriations act to reflect underreporting of free and  
4 reduced-price meal eligibility among middle and high school students.

5 (b) Allocations or enhancements provided under subsections (4),  
6 (7), and (9) of this section for exploratory and preparatory career and  
7 technical education courses shall be provided only for courses approved  
8 by the office of the superintendent of public instruction under chapter  
9 28A.700 RCW.

10 (13)(a) This formula for distribution of basic education funds  
11 shall be reviewed biennially by the superintendent and governor. The  
12 recommended formula shall be subject to approval, amendment or  
13 rejection by the legislature.

14 (b) In the event the legislature rejects the distribution formula  
15 recommended by the governor, without adopting a new distribution  
16 formula, the distribution formula for the previous school year shall  
17 remain in effect.

18 (c) The enrollment of any district shall be the annual average  
19 number of full-time equivalent students and part-time students as  
20 provided in RCW 28A.150.350, enrolled on the first school day of each  
21 month, including students who are in attendance pursuant to RCW  
22 28A.335.160 and 28A.225.250 who do not reside within the servicing  
23 school district. The definition of full-time equivalent student shall  
24 be determined by rules of the superintendent of public instruction and  
25 shall be included as part of the superintendent's biennial budget  
26 request. The definition shall be based on the minimum instructional  
27 hour offerings required under RCW 28A.150.220. Any revision of the  
28 present definition shall not take effect until approved by the house  
29 ways and means committee and the senate ways and means committee.

30 (d) The office of financial management shall make a monthly review  
31 of the superintendent's reported full-time equivalent students in the  
32 common schools in conjunction with RCW 43.62.050.

33 **Sec. 10.** RCW 28A.150.100 and 2010 c 236 s 13 are each amended to  
34 read as follows:

35 (1) For the purposes of this section and RCW 28A.150.410 and  
36 28A.400.200, "basic education certificated instructional staff" means  
37 all full-time equivalent classroom teachers, teacher librarians,

1 guidance counselors, certificated student health services staff, and  
2 other certificated instructional staff in the following programs as  
3 defined for statewide school district accounting purposes: Basic  
4 education, secondary vocational education, general instructional  
5 support, and general supportive services.

6 (2) Each school district shall maintain a ratio of at least forty-  
7 six basic education certificated instructional staff to one thousand  
8 annual average full-time equivalent students. This requirement does  
9 not apply to that portion of a district's annual average full-time  
10 equivalent enrollment that is enrolled in alternative learning  
11 experience programs as defined in section 2 of this act.

12 **Sec. 11.** RCW 28A.250.050 and 2009 c 542 s 6 are each amended to  
13 read as follows:

14 (1) By August 31, 2010, all school district boards of directors  
15 shall develop policies and procedures regarding student access to  
16 online courses and online learning programs. The policies and  
17 procedures shall include but not be limited to: Student eligibility  
18 criteria; the types of online courses available to students through the  
19 school district; the methods districts will use to support student  
20 success, which may include a local advisor; when the school district  
21 will and will not pay course fees and other costs; the granting of high  
22 school credit; and a process for students and parents or guardians to  
23 formally acknowledge any course taken for which no credit is given.  
24 The policies and procedures shall take effect beginning with the 2010-  
25 11 school year. School districts shall submit their policies to the  
26 superintendent of public instruction by September 15, 2010. By  
27 December 1, 2010, the superintendent of public instruction shall  
28 summarize the school district policies regarding student access to  
29 online courses and submit a report to the legislature.

30 (2) School districts must award credit for online high school  
31 courses successfully completed by a student that meet the school  
32 district's graduation requirements and are provided by an approved  
33 online provider.

34 (3) School districts shall provide students with information  
35 regarding online courses that are available through the school  
36 district. The information shall include the types of information  
37 described in subsection (1) of this section.

1        ~~((3))~~ (4) When developing local or regional online learning  
2 programs, school districts shall incorporate into the program design  
3 the approval criteria developed by the superintendent of public  
4 instruction under RCW 28A.250.020.

5        NEW SECTION.    **Sec. 12.**    Sections 9 and 10 of this act take effect  
6 September 1, 2011.

7        NEW SECTION.    **Sec. 13.**    Section 9 of this act expires July 1, 2013.  
         Passed by the House May 25, 2011.  
         Passed by the Senate May 25, 2011.  
         Approved by the Governor June 15, 2011.  
         Filed in Office of Secretary of State June 15, 2011.

# The Washington State Board of Education

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

## **Engrossed Substitute Senate Bill 5919**

Passed Legislature – 2011 1<sup>st</sup> Special Session

**State of Washington**

**62<sup>nd</sup> Legislature**

**2011 1<sup>st</sup> Special Session**

**By** Senate Ways and Means (originally sponsored by Senators Murray and Zarelli)

Read First Time on 5/24/11

### **Sec. 1**

Notwithstanding other provisions of this subsection (10), the actual per-student allocation may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention, as detailed in the omnibus appropriations act.

## 2 Engrossed Substitute House Bill 1087.SL

### New Section. **Sec. 514 for the Superintendent of Public Instruction—For Transitional Bilingual Programs**

General Fund—State Appropriation (FY 2012	\$83,959,000
General Fund—State Appropriation (BY 2013)	\$88,580,000
General Fund—Federal Appropriation	\$71,001,000
<b>Total Appropriation</b>	<b>\$243,540,000</b>

Appropriations in below are subject to the following conditions and limitations:

(5) (a) The office of the superintendent of public instruction shall implement a funding model for the transitional bilingual program, beginning in school year 2012-13, that is scaled to provide more support to students requiring most intensive intervention, (students with beginning levels of English language proficiency) and less support to students requiring less intervention. The funding model shall also provide up to two years of bonus funding upon successful exit from the bilingual program to facilitate successful transition to a standard program of education.

(b) It is expected that per-pupil funding for level two proficiency will be set at the same level as would have been provided statewide prior to establishing differential per-pupil amounts; level one will be 125 percent of level two; level three through the level prior to exit will be 75 percent of level two; and two bonus years upon successful demonstration of proficiency will be 100 percent of level two. Prior to implementing in school year 2012-13, the office of superintendent of public instruction shall provide to the senate and house of representatives ways and means committees recommended rates based on the results of proficiency test procurement, expressed as both per-pupil rates and hours of instruction as provided in RCW 28A.150.260 (10) (b).

(c) Each bilingual student shall be tested for proficiency level and, therefore, eligibility for the transitional bilingual program each year. The bonus payments for up to two school years following successful exit from the transitional bilingual program shall be allocated to the exiting school district. If the student graduates or transfer to another district prior to the district receiving both years' bonuses, the district shall receive the bonus for only the length of time the student remains enrolled in the exiting district.

(d) The quality education council shall examine the revised funding model developed under this subsection and provide a report the education and fiscal committees of the legislature by December 1, 2011, that includes recommendations for:

(i) Changing the prototypical school funding formula for the transitional bilingual program to align with the revised model in an accurate and transparent manner;

(ii) Reconciling the revised model with statutory requirements for categorical funding of the transitional bilingual instructional program that is restricted to students eligible for and enrolled in that program;

(iii) Clarifying the elements of the transitional bilingual instructional program that fall under the definition of basic education and the impact of the revised model on them; and

(iv) The extent that the disparate financial impact of the revised model on different school districts should be addressed and options for addressing it.

(e) The office of superintendent of public instruction shall report to the senate and house of representatives ways and means committees and education committees annually by December 31<sup>st</sup> of each year, through 2018, regarding any measurable changes in proficiency, time-in-program, and transitional experience.

# *Legislative & Budget Update*

Ben Rarick  
Executive Director

# Presentation Roadmap – Two Issues

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1. Overview of budget proposal.
2. Very brief overview of two legislative issues from the 2011 legislative session which are likely to re-emerge in the 2012 session.



# 2012 Session Budget Climate

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Revenue Forecast: **-\$1.5 billion?** **-\$2 billion?**

OFM has requested initial 5 percent & 10 percent reduction options from each agency.

Two Angles:

1. How does this impact SBE?
2. How does it impact the K-12 system overall?

Spreadsheet shows potential impacts to SBE.

# Emerging Legislative Issues

# 2011 Session Review – Key Issues

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## 1. Alternative Learning Experience Program Changes

- HB 2065 required OSPI to develop funding methodology achieving 15 percent reduction.
- Emergency WAC's issued by OSPI establishing 80 percent and 90 percent reduction thresholds based on contact time requirements.

## 2. Transitional Bilingual Funding Change

- Provision in 5919 allowing for re-calibration of per student allocation amounts based on language proficiency. Exit bonuses introduced.

## 2. ALE – Funding Provisions of 2065

“(b) The total aggregate statewide allocations calculated under subsections (4) through (12) of this section for full-time equivalent student enrollment in alternative learning experience programs as defined in section 2 of this act shall be reduced by fifteen percent for the 2011-12 and 2012-13 school years. The superintendent of public instruction shall determine how to implement this aggregate fifteen percent reduction among the different alternative learning experience programs. No program may receive less than a ten percent reduction and no program may receive greater than a twenty percent reduction.”

Major points:

- 15 percent total reduction.
- No program greater than a 20 percent reduction or less than a 10 percent reduction.
- OSPI to develop formula which achieves this goal, and must consider the various funding factors listed in statute (staffing levels, contact time, type of program, status of prior approval, etc) in development of the formula.

# ALE Emergency WAC's

## OSPI methodology - How to qualify for 90% vs. 80% proration

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(a) For alternative learning experience on-line programs under RCW 28A.150.262, in addition to the direct personal contact requirements specified in subsection (4) of this section, each student receives on average either:

(i) At least one hour per week of face-to-face, in-person instructional contact time from a certificated teacher during each month of reported enrollment for the student; or

(ii) At least one hour per week of synchronous digital instructional contact time from a certificated teacher during each month of reported enrollment if the student's written student learning plan includes only on-line courses as defined by RCW 28A.250.010;

# ALE Emerging Issues

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1. What does the 180 day and 1000 hour requirement mean in the ALE context?
  - What does BEA minimum guarantee in the virtual world?
2. What does a non-seat time based funding formula look like?
  - Is the future a ‘mixed model’ of virtual and bricks/mortar learning delivery models?

# 3. Transitional Bilingual Funding Changes

## Statutory and budget language implementing the changes

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### (ESHB 5919)

“Notwithstanding other provisions of this subsection (10), the actual per-student allocation **may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention**, as detailed in the omnibus appropriations act.”

### (Budget proviso, Section 514)

“The office of the superintendent of public instruction shall implement a funding model for the transitional bilingual program, beginning in school year 2012-13, that is **scaled to provide more support to students requiring most intensive intervention**, (students with beginning levels of English language proficiency) and less support to students requiring less intervention. The funding model **shall also provide up to two years of bonus funding upon successful exit from the bilingual program** to facilitate successful transition to a standard program of education.”

# TBP Funding - Emerging Issues

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1. Are students spending too long in the TBP program?  
How long is too long?
2. How does new funding structure play out in terms of “winners and losers”
  - Another hold harmless scenario?
3. Can the “exit bonuses” be considered Basic Education if they aren’t dedicated to actual TBP-qualifying students?
4. QEC required report due December 1, 2011 (Three months from now). What will it say?



# The Washington State Board of Education

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<b>Title:</b>	<b>Governance</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	The Board will consider one approach to developing an Education Plan for the state.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>In the governance portion of the agenda, the Executive Director will provide a brief history of the Board's deliberations to date on reviewing effective governance models. The presentation will draw upon this background to propose a structure for the development of a new Education Reform Plan. This new structure would be the primary means by which the State Board of Education provides "strategic oversight" to the education system. A central premise of the approach would be that developing good "governance" models is a necessary first step to understanding what "government" models best fit the System's needs. In otherwords, the goals of the education system should inform the structure of that system.</p>	

# The Washington State Board of Education

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

## Title: Governance - A Plan for Moving Ahead

### BACKGROUND

During the spring and summer of 2010, the State Board of Education refined its operational strategic plan and included as a goal to “advocate for an effective, accountable governance structure for public education in Washington.” During the same time period, various entities in the state collaborated on a State Education Plan, which was to become the basis for the state’s application for *Race to the Top* funding made available by the Obama administration and the federal ARRA legislation. Washington’s application for these funds was unsuccessful, and the Education Reform Plan never became operational or received the explicit backing of all the key stakeholders in the system.

During the 2011 Legislative Session, Governor Gregoire proposed a new education governance system for Washington, which would have established a Secretary of Education to oversee all aspects of the system. Senate Bill 5639, the legislative vehicle for these proposals, was amended and passed out of the Senate Early Learning and K-12 Education Committee, but never passed out of the Ways and Means Committee. The House companion bill, HB 1973, never received a hearing.

During the spring and summer of 2011, the State Board conducted analyses of different governance structures across states, looking in detail at three states (Massachusetts, Maryland, and Colorado). In July, the State Board focused on governance at its retreat. Emerging from the retreat were the following key points:

- “Government” (structure, implementation, and administration) emerges from “governance” (strategic oversight, policy design, evaluation). The Board expressed an interest in working on *governance* as a precursor to helping shape *government* structures.
- A necessary component of good *governance* is a meaningful system-wide strategic planning process for the preschool through high education system, referred to as “P-13.”
- Such a system must involve continuous and broad stakeholder input, and incorporate goals, strategies, and measurable indicators of student success.
- The Board identified seven goals as a preliminary launching point for such a plan. Those goals included three of the four State Education Plan goals, plus four state basic education goals as specified in statute.
- The Board established a goal of developing governance recommendations for consideration by the new governor to take office in January, 2013.

### POLICY CONSIDERATION

During the September meeting, the Board will consider the outline of a plan to begin a strategic planning process for the education system. The plan will become the mechanism by which the State Board executes its “strategic oversight” of the system, and will incorporate the following concepts:

- A stakeholder input strategy and schedule.

- Goals - The seven preliminary goals outlined at the Board retreat, and consideration of some refinements.
- A strategy for establishing meaningful progress indicators:
  - Process indicators – “Are we doing the necessary things – coordination, analysis, etc. -- to enable system progress?”
  - Performance indicators – “Are the results revealing student success? What is success?”
  - Choosing data points that “tell a story.” Break away from the mold of the standard performance measures we see regularly.
- A ‘cycle of inquiry’ model which incorporates the following concepts:
  - Accountability – how do agencies, councils, or the Legislature engage the plan and accept ownership of its results?
  - How are results reported? What type of “report card” structure is most fitting?
  - Periodic re-visitation of strategies (and perhaps also goals) based on results.
- A communications and engagement strategy:
  - How to frame the strategic plan not as a *document*, but as a *process*.
  - How do stakeholders interact with the process?
    - Web-enablement? Can stakeholders critique the plan or otherwise engage the product?

The September meeting will provide an opportunity for the Board to engage with the new Executive Director for the first time on the concept of an Education Plan and expected next steps. The goal is to receive preliminary feedback from the Board towards the development of a more formal action plan in November.

### **EXPECTED ACTION**

None

# ***Strategic Planning as Effective P-20 System Governance***

A Vision for How the State Board of Education  
can Fulfill its Statutory Duty to Provide  
*Strategic Oversight* to the Education System

Ben Rarick  
Executive Director

# Stakeholder Engagement

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Presentation meant to be detailed enough to guide a formative conversation, but conceptual enough to acknowledge the reality that not all of the key stakeholders and potential partners have been consulted in the development of the outline.

Factors: Three weeks into executive director transition, and first conversation with Board on the topic.

# Presentation Roadmap

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1. Where we've been – Review SBE discussions to date on the governance question.
2. Where we're going – Discuss potential models for an effective strategic planning process.
3. How we'll get there – Discuss considerations, key stakeholders/partnerships, resource issues, timelines, etc.

# 1. Where We've Been

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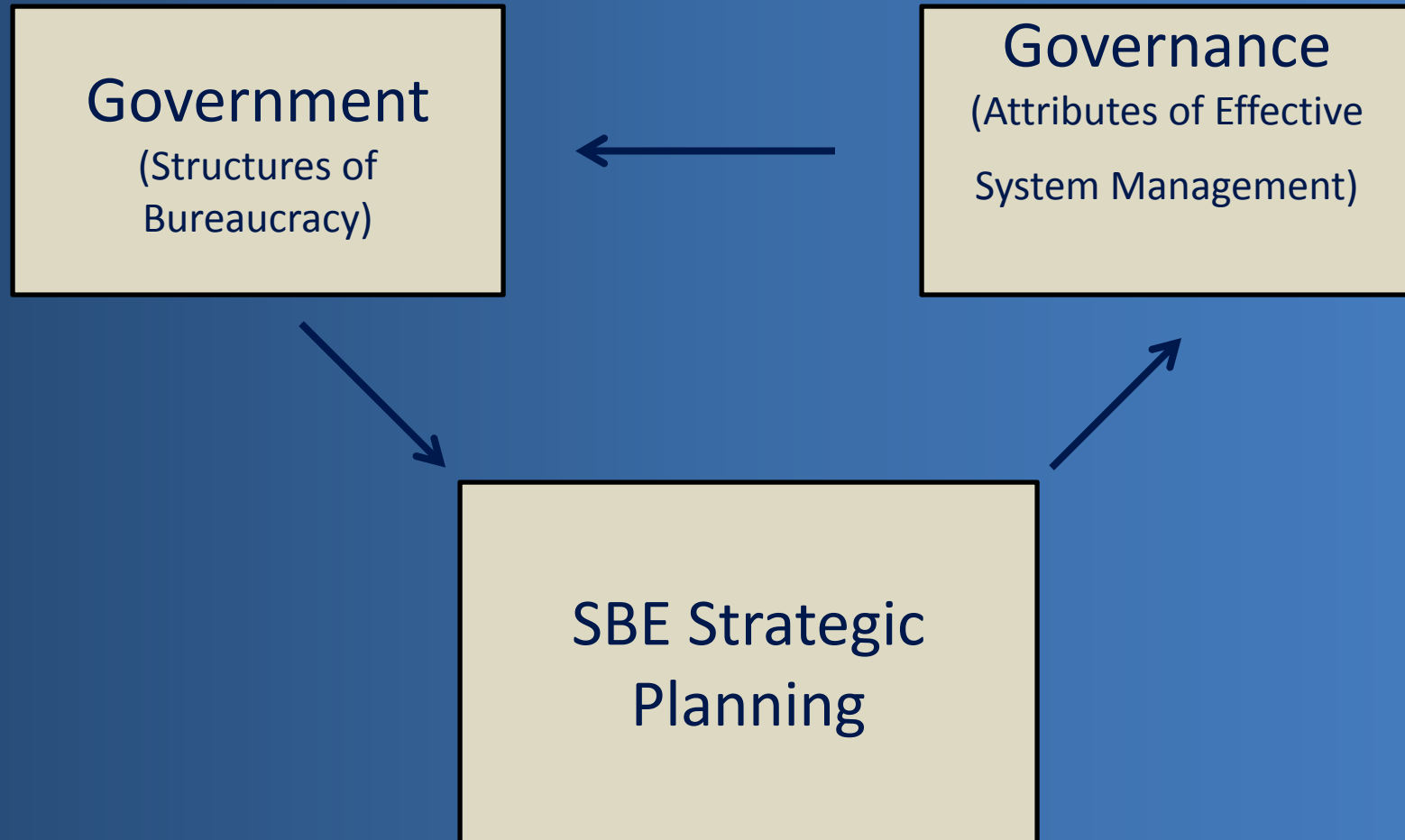
2011 Legislative Session Governance Proposals

July Board Retreat

- Government vs. Governance
- Governance: Effective Strategic Planning for P-13 System
  - Build off 4 Basic Education Goals and 3 of 4 from State Education Plan Draft
- January 2012 Recommendations to New Governor on 'Government'
- Executive Director: Action Plan for New Process

# Governance vs. Government

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## 2. Where We're Going - Potential Plan Structure

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### Goals

- Start with Education Reform Plan and Basic Education Goals.

### Strategies

- Specific enough to convey a priority.
- Can someone reasonably disagree with this strategy?

### Indicators

- Outcome indicators (are key student outcomes improving?)
- Process indicators (are we planning/coordinating toward improved student outcomes?)

### Reporting Structure

- “Report Card” and On-going Stakeholder Engagement Strategy.

# Key Framing Considerations

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## 1. *“Just another Strategic Plan”*

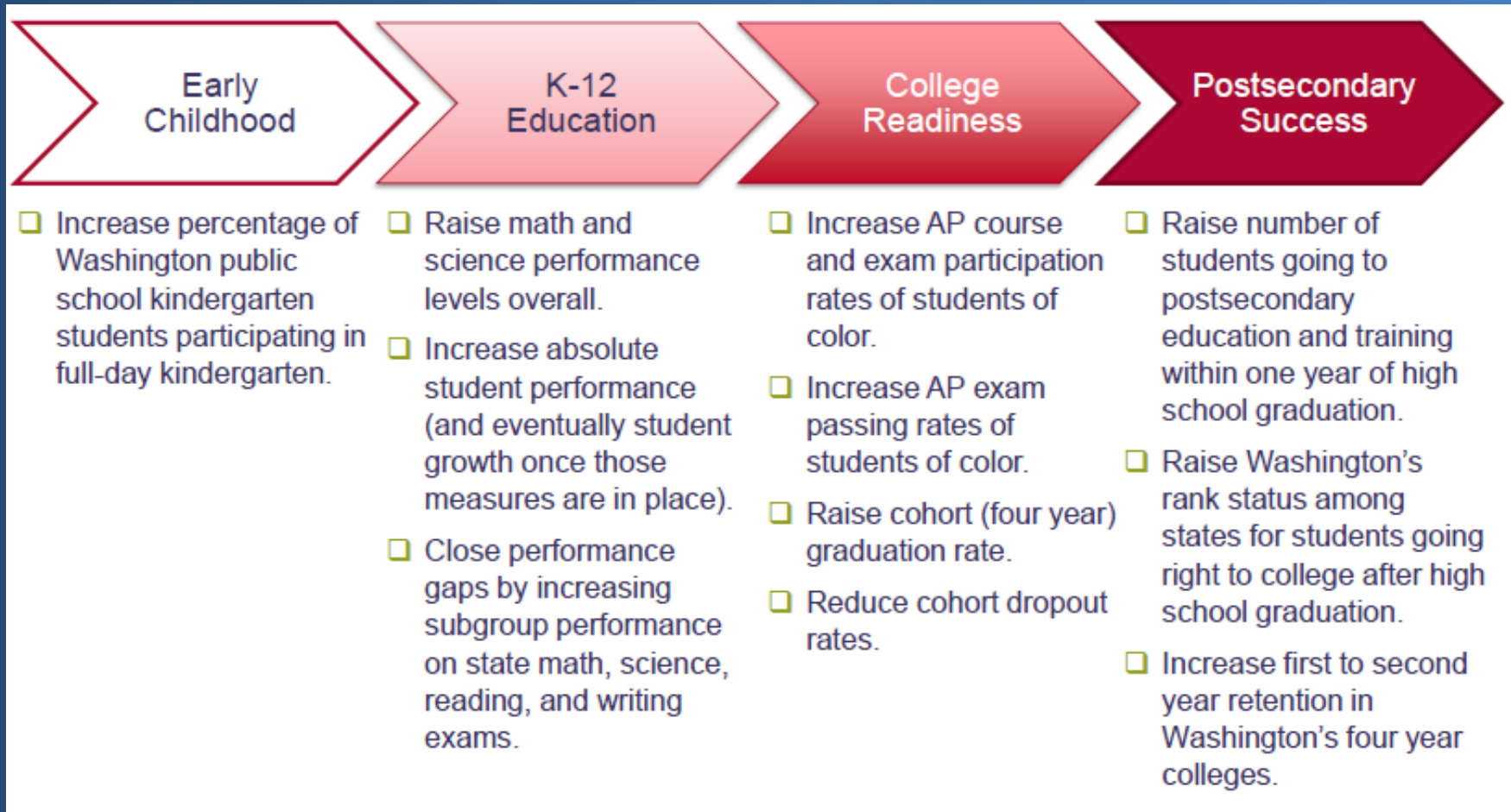
- The world of education is littered with strategic plans. How will this effort be different? How will it change anybody’s behavior?

## 2. Form and Structure is just as important as Substance. In fact, form and structure is substance.

- Why? Interaction breeds behavior change and understanding.
- How people participate in the plan is an extremely important design decision.

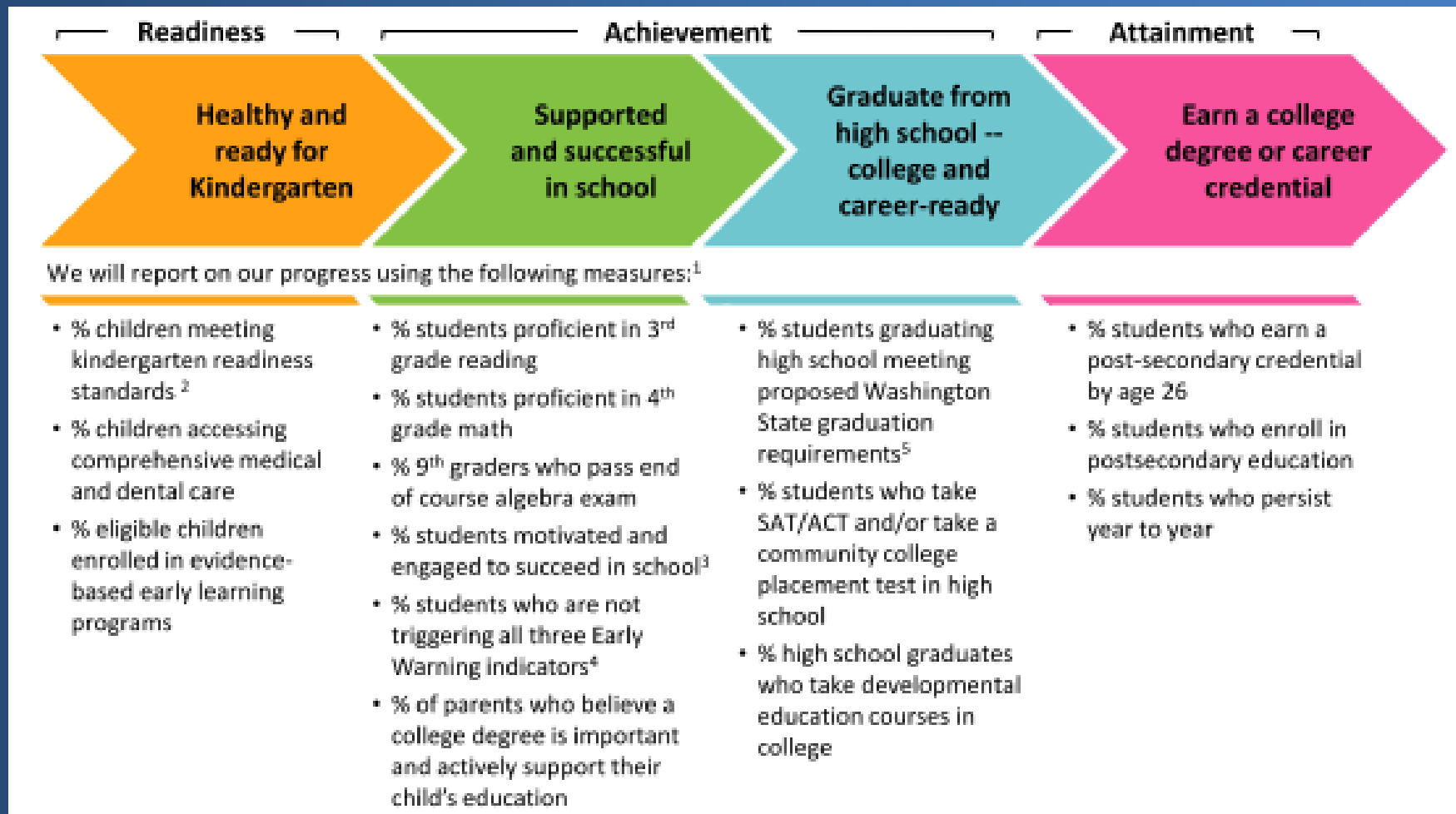
# Existing Models to Build From?

(One Example: The People's Plan – ESN Network)



# Existing Models to Build From?

(One Example: The People's Plan – ESN Network)



# Strategic Plan as Process:

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Web-enablement through interactive report card / dashboard structure.

Video vignettes by key leadership stakeholders to highlight the story that the data tells.

- Engage ‘key communicators’ network.
- Stakeholders post comments, suggest refinements.
- Stakeholders as ‘co-owners’; attribution & credit.

Resources are major obstacle to achieving the refined web-enablement model.

# Potential Key Stakeholder Partners

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- Agencies: OSPI, HECEB, SBCTC, DEL, others
- Advocacy Networks (Excellent Schools Now, others)
- Labor Associations, School Directors Assoc, Etc
- Legislature, Governor/OFM
  - Ed Research & Data Center
  - Engage Priorities of Government (POG) Process
- Academia (UW, WSIPP, Others)
- Philanthropy
- National Partner: Achieve? ECS?

# Potential Annual Planning Cycle

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- September - October – **Data Analysis.** Much of the Annual Data Becomes Available for Indicators.
- November - December – **Reporting Results.** Issue ‘Report Card’ on Success Indicators.
- January - April – **Advocacy.** Legislative Session to Be Informed by Results. Make the Plan Actionable.
- May – August – **Investigation & Reflection.** Site Visits, Revisit Goals/Strategies with Stakeholder Partners as part of “Cycle of Inquiry”

# Strategic Plan: Process Considerations?

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- Option A: Long Development Timeline
  - Working through key goal areas one month at a time with broad stakeholder list. Theme the Board meetings according to goals.
- Option B: Shorter Development Timeline
  - Assuming stakeholder input from Race to Top Application/State Education Plan/Basic Ed legislation. Establish initial framework of goals and strategies relatively quickly, then work more deliberately through indicators and progress monitoring.



# Other Considerations

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1. Attempt to establish process in statute via a bill?
2. Need separate strategic plan for agency and for system?
3. Partnerships with stakeholders – where is the line blurred?

# Potential Action Plan

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## Short and Mid-Term Action Steps:

Approach Key Stakeholder Partners with Concept –  
October & November

Detailed Plan Blueprint For Board– November  
Discussion & January Consideration

Identifying “Launching Point” for the Plan – March?

- Legislative and/or QEC role?
- Accompanying bill request?

# Concluding Thoughts

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- I think of this not as an interesting project, but as an essential requirement of a system that takes itself seriously.
- Resource limitations are and will be a major obstacle, but that can't be an excuse for not making some progress on effective governance.

To access the QEC meeting recording go to:  
[www.sbe.wa.gov](http://www.sbe.wa.gov)  
Homepage Carousel Images  
Click #3

The Washington State Board of Education

# State Board of Education

Future Opportunities to Work with the QEC

Jeff Vincent, Chair

Ben Rarick, Executive Director

Presentation to the Quality Education Council

August 24, 2011

The Washington State Board of Education

## Statutory Responsibilities

- Strategic oversight of public education system
- Advocacy role
- Promote achievement of basic education goals

Wednesday, August 24

7

## How does the statutory role translate operationally?

### “Strong policy leadership”

- Thought leadership
  - Forum for forward-thinking policy discussion
  - Example – how will kids' needs change in 5 years? 10? How can we get there first?
- Provide the broad policy leadership that no individual agency is well-suited to provide
  - Vertical articulation through the system
  - Key pathways (early learning to K-12 to higher ed)

## How does the statutory role translate operationally? (continued)

### Making strategic planning meaningful

- Goals that can't be reasonably disagreed with are less meaningful.
  - “Improve student achievement”
  - Well crafted goals & strategies necessarily force priority-setting, which in turn force difficult choices.

### Making data meaningful

- How do we know if the system is successful? Where is our 'report card'? What would a meaningful report card look like?

## Relationship between SBE & QEC

How can the puzzle pieces fit together in the system?

### Contribute to the goals-setting responsibilities of the QEC.

- "Identify measurable goals and priorities for the educational system in Washington state for a ten-year time period" (Chapter 548, Laws of 2009)
- "Inform future educational policy and funding decisions of the legislature and governor" (ibid)

SBE offers a venue for broad-based stakeholder input into the goals-setting & priority-setting process.

## The QEC/SBE Relationship:

Potential areas for collaboration

Being thoughtful well in advance on policy issues before the QEC in furtherance of SBE strategic plan goals.

### Examples:

- Pending English Language Learner Formula Changes
- Alternative Learning Experience Funding Policy
- Continued 2776 Basic Ed Implementation

## Final thoughts

State Board is uniquely positioned to aid the work of the QEC

- Statutory charge to engage in system oversight and strategic goals-setting
- Broad-based representation on the Board (practitioners, advocates, parents, students)
- “The System’s connection to the field (schools, districts, school boards, etc)”

# The Washington State Board of Education

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

<b>Title:</b>	<b>Wenatchee School District Teacher/Principal Evaluation Pilot</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	What role can the Teacher/Principal Evaluation Pilot play in helping the state to develop the most highly effective K-12 teacher and leader workforce in the nation?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The Board identified "providing a forum for reporting on teacher and principal evaluation pilot programs" as a strategy for meeting its objective to review state and local efforts to improve quality teaching and educational leadership for all students. At the July 2011 SBE meeting, the Board heard two presentations on the state's Teacher/Principal Evaluation Pilot (TPEP). OSPI staff presented an overview of the program and Anacortes staff and faculty discussed their teacher evaluation pilot. In September, Wenatchee staff will present their principal evaluation pilot. A one-page summary memo from Jon DeJong, Assistant Superintendent of Organization Development, Wenatchee School District (WSD), outlines the purpose for each of the background materials enclosed in the packet. WSD staff will refer to the materials during their presentation as they talk through the process of developing their evaluation.</p>	





August 29, 2011

Honorable Members of the State Board of Education,

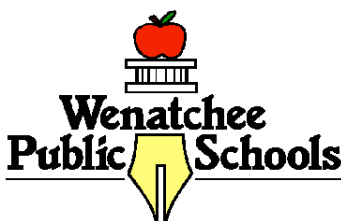
I have enclosed select documents in an attempt to provide you with a broad picture of our newly developed evaluation process without overwhelming you with the nitty-gritty details. The documents were selected because I deemed them either critical to understanding our work or likely to be of particular interest to the board. The documents enclosed are as follows:

- Wenatchee Principal Evaluation Summary: Instead of sending our 12-page evaluation tool, I am sending a document that summarizes the indicators we have identified for each criterion and how they align with Bob Marzano's research on leadership behaviors.
- Criterion 8: This document provides a sample of the format that we are using for our tool. The format includes the definitions for our 4 tiers, indicators with rubric language, and artifacts that may be used as evidence of proficiency when evaluating this criterion. Indicator 8.3 demonstrates how we are attempting to use achievement data as a measure of proficiency.
- Principal Evaluation Process: We developed a process that we believe is rigorous and relevant, promotes professional growth, and provides differentiated options for principals based upon performance and experience.
- Summative Evaluation Report: A significant challenge that arose during the process was the need to develop a means for calculating a summative rating. After looking at models from around the country, we developed a unique tool that we believe is fair, balanced, reflects leadership priorities, and provides an accurate summative rating.
- Significant Impact on Student Learning Worksheet: This is a document that is intended to help principals identify growth areas on indicators that have a "significant impact on student learning." All professional growth plans will have at least one goal focused on an indicator from the Significant Impact on Student Learning Worksheet.
- Evaluation Pilot News: We used a variety of strategies to communicate our work to staff, the community, and other educators interested in our progress. Those strategies included our district web site, face-to-face meetings, e-mail, and newsletters. This is a sample of one of our newsletters.

On September 14 we will spend some time taking you through the process we followed via a PowerPoint presentation. Following that presentation we hope to spend some time reviewing these documents and answering questions. If you have any questions that may require preparation time, please feel free to contact me in advance at [dejong.j@mail.wsd.wednet.edu](mailto:dejong.j@mail.wsd.wednet.edu).

Sincerely,

Jon De Jong  
Assistant Superintendent of Organization Development  
Wenatchee School District



## Wenatchee School District Principal Evaluation Pilot

### Principal Evaluation Process

**Purpose:** The responsibilities of the principal in any building are varied, complex, and have a direct impact on student success. The purpose of the Wenatchee School District Principal Evaluation Process is to provide principals with accountability as well as opportunities to experience professional growth in order to ensure that high quality leaders serve in every school in our District. The evaluation criteria are consistent with the requirements of ESSB 6696 and the rubrics provide clarity as to the knowledge and skills that principals must demonstrate to be effective leaders in the Wenatchee School District.

#### Glossary of Terms

**1 on 1 Monthly Meetings:** These meetings consist of a one hour meeting between supervisor and principal each month. The principal will be provided focus questions/topics/criterion for discussion prior to these meetings. A review of the Collection of Evidence binder will also be a part of these meetings. (See Appendix – One on One Meeting Schedule). These meetings will provide the primary basis for the evaluation ratings for each of the indicators.

**Collection of Evidence binder:** The principal will maintain a Collection of Evidence binder, organized by Criterion, which will include artifacts, documents, etc to support/demonstrate the principal's work towards proficiency with each criterion area.

**Conditions:** Contingencies that may adjust the summative rating based on certain criterion scores.

**Criterion:** The State identified evaluation criteria to be used in Principal Evaluations.

**Indicator:** A subcomponent of a criterion. For example, 2.1 is an indicator of Criterion 2.

**Evaluation Tool:** The collection of criteria, indicators, and rubrics upon which a principal's summative rating is based.

**Evidence:** The multiple measures that may be included for demonstrating one's level of performance on each indicator.

**Focused Growth Plan:** Comprised of an undetermined number of goals that are based upon the results of the self-assessment and the prior year's summative evaluation. The Focused Growth Plan is more prescriptive in nature because the goals, measures, strategies, etc. are determined by the supervisor. This is for principals in Option One and Option Two - Change in Rating.

**Professional Growth Plan:** Comprised of three annual goals, mutually agreed upon between supervisor and principal, that are based upon the results of the Self-Assessment and prior year's summative evaluation.

**Rubric:** A collection of descriptions intended to clarify the skills and knowledge required to meet particular levels of proficiency for each indicator.

**Self-assessment:** Using the Self-Assessment Worksheet (see Appendix), the principal rates himself/herself as *unsatisfactory, basic, proficient, or distinguished* for each of the indicators on the evaluation tool. The self-assessment is intended to encourage principals to take an in-depth look at their professional strengths and weaknesses based upon the evaluation tool. It's also intended to provide formative data to be used in professional growth plans.

**Self-reflection:** Using the Self-reflection Worksheet (see Appendix), the principal reviews his/her progress on the evaluation criteria and his/her professional goals. The Self-reflection Worksheet is not used in the summative evaluation, but is intended to be part of a mid-year discussion between a principal and his/her supervisor regarding the principal's progress.

**Summative:** The final Criteria rating.

**Summative Evaluation Rating:** Every principal will receive a summative rating that will fall into one of the following categories – Unsatisfactory, Basic, Proficient, Distinguished. Basic, Proficient and Distinguished will be considered an overall Satisfactory.

### Evaluation Options

◆ **Option One - New Building Administrator ~ 0-3 Years:** This option will be used for the first three years of a principal's employment who is either new to the district or the profession. Principals in this evaluation option will be required to provide evidence of proficiency for all of the indicators on the evaluation tool and will be on a **Focused Growth Plan**. Although the evaluation is summative in nature, it is also designed to be formative and promote leadership growth that is differentiated based upon the needs of each principal and the school in which the principal serves. Because this is a growth model, and because this Option is for the new administrator, a principal in Option One could conceivably receive an Unsatisfactory in a criterion with no negative repercussions other than that criterion being a focus for the next year's Focused Growth Plan.

## **Option One Evaluation Process:**

### **Fall**


- I. Develop the Focused Growth Plan
  - a. Review the principal's self-assessment and the goal areas identified in the previous year's summative evaluation and prioritize areas of growth. These prioritized areas of growth will provide the basis for the professional goals in the Focused Growth Plan.
  - b. Enter the results from the self-assessment and summative evaluation into the Significant Impact on Student Learning Worksheet and identify a focus for one of the professional goals.
  - c. The supervisor will write a minimum of 3 professional goals, complete with measures, strategies, and action steps.
- II. The supervisor will review the Focused Growth Plan with the principal in either August or September and make adjustments as deemed appropriate. The final Focused Growth Plan will guide the principal's personal professional growth for the year and completion of the goals will be part of the Summative Evaluation.
- III. The 1 on 1 Monthly Meetings will begin in September. The principal's performance on individual criterion will be reviewed during these monthly meetings as per the annual calendar.

### **Winter**

- I. Continue with 1 on 1 Monthly meetings as per the annual calendar.
- II. Mid-year Self-Reflection Meeting
  - a. The principal will complete the Self-Reflection Worksheet (see Appendix) which is a general review of progress on each of the 8 criterion and a review of progress on the Focused Growth Plan.

### **Spring**

- III. Continue with 1 on1 Monthly meetings as per the annual calendar.
- IV. Submission of the Self Assessment Worksheet (see Appendix)
  - a. In **May** the principal will fill out the Self-Assessment Worksheet and submit to his/her evaluator.
  - b. The ratings will be compiled onto the summative evaluation form by evaluator.
  - c. In May or June the principal and his/her supervisor will have a Summative Evaluation Conference to discuss the Summative Evaluation Report and final rating. In addition, goal areas will be identified for the next school year.
  - d. Goal areas will be listed at the bottom of the Summative Evaluation Report

 **Option Two – Change in Position or Rating for Administrators with 4+ years of experience:** The administrator in this category has either changed administrative positions within the district, received a summative rating of “basic,” or an overall unsatisfactory rating for an individual criterion the previous year. The evaluation process is the same as Option One with the following differences:

**Change in Rating** – the experienced administrator, having received an overall Unsatisfactory for an individual criterion, or a summative rating of “basic” the previous year, will be placed in Option Two for **2** years. A **Focused Growth Plan** will be developed to address the area(s)

for improvement. **The administrator will follow the same evaluation process as Option One.**

**Change in Position** – The principal, having received Satisfactory evaluations in his/her previous position, will follow the full evaluation process for **2** years, but will be on a **Professional Growth Plan**. If the administrator has received a summative rating of “Proficient” for those two years, he/she will be eligible for Option Three.

### **Option Two (Change in Position) Evaluation Process:**

#### **Fall**

- I. Develop the Professional Growth Plan
  - a. The principal will review his/her self-assessment and the goal areas identified in the previous year’s summative evaluation and prioritize areas of growth. These prioritized areas of growth will provide the basis for the professional goals in the Professional Growth Plan.
  - b. The principal will enter the results from the self-assessment and summative evaluation into the Significant Impact on Student Learning Worksheet and identify a focus for one of the professional goals.
  - c. The principal will write 3 professional goals, complete with measures, strategies, and action steps.
- II. The supervisor will review the Professional Growth Plan with the principal in either August or September and make adjustments as deemed appropriate. The final Professional Growth Plan will guide the principal’s personal professional growth for the year and completion of the goals will be part of the Summative Evaluation.
- III. The 1 on 1 Monthly Meetings will begin in September. The principal’s performance on individual criterion will be reviewed during these monthly meetings as per the annual calendar.

#### **Winter**

- IV. Continue with 1 on 1 Monthly meetings as per the annual calendar.
- V. Mid-year Self-Reflection Meeting
  - a. The principal will complete the Self-Reflection Worksheet (see Appendix) which is a general review of progress on each of the 8 criterion and a review of progress on the Focused Growth Plan.

#### **Spring**

- VI. Continue with 1 on1 Monthly meetings as per the annual calendar.
- VII. Submission of the Self Assessment Worksheet (see Appendix)
  - a. In **May** the principal will fill out the Self-Assessment Worksheet and submit to his/her evaluator.
  - b. The ratings will be compiled onto the summative evaluation form by evaluator.
  - c. In May or June the principal and his/her supervisor will have a Summative Evaluation Conference to discuss the Summative Evaluation Report and final rating. In addition, goal areas will be identified for the next school year.
  - d. Goal areas will be listed at the bottom of the Summative Evaluation Report

### **Option Three – Experienced/Proficient Administrator – 4+ Years:**

The principal who has received a summative rating of proficient for 3 years in Option One or 2 years of Option Two, will be eligible for Option Three. Administrators on Option 3 will be responsible for all the Criterion areas on the Summative Evaluation. However, he/she may not have to provide evidence/measures for some of the indicators on the tool. A principal who has a “proficient” rating on both his/her Self-assessment and Summative Evaluation Report on the following indicators: 1.1, 1.2, 1.3, 3.3, 3.4, 4.1, 6.1a, 6.2, 7.1, 7.2, 7.5, will be “deemed proficient” on those indicators while on Option 3 without doing the Collection of Evidence. If the principal wants to pursue a “distinguished” rating on those indicators, he/she will have to do the Collection of Evidence. The principal will be on a **Professional Growth Plan**. This option is intended to provide the experienced and proficient principal with the opportunity to narrow his/her focus and go deeper in his/her professional growth in areas of particular interest.

Every 5 years, the principal will be required to complete one year on Option Two using the Professional Growth Plan. If the principal receives a summative rating of “basic” or “unsatisfactory” while on Option 3, he/she will no longer be eligible for Option 3. If concerns arise regarding a principal’s performance on one or more of the “deemed proficient” indicators while on Option 3, those indicators will included in the Collection of Evidence for the next school year.

### **Option Three Evaluation Process:**

#### **Fall**

- IV. Develop the Professional Growth Plan
  - a. The principal will review his/her self-assessment and the goal areas identified in the previous year’s summative evaluation and prioritize areas of growth. These prioritized areas of growth will provide the basis for the professional goals in the Professional Growth Plan.
  - b. The principal will enter the results from the self-assessment and summative evaluation into the Significant Impact on Student Learning Worksheet and identify a focus for one of the professional goals.
  - c. The principal will write 3 professional goals, complete with measures, strategies, and action steps.
- V. The supervisor will review the Focused Growth Plan with the principal in either August or September and make adjustments as deemed appropriate. The final Professional Growth Plan will guide the principal’s personal professional growth for the year and completion of the goals will be part of the Summative Evaluation.
  - a. When the principal and his/her supervisor meet to edit and finalize the Professional Growth Plan, they will also identify each of the indicators that will be “deemed proficient” for the year and not included in the Collection of Evidence.

VI. The 1 on 1 Monthly Meetings will begin in September. The principal's performance on individual criterion will be reviewed during these monthly meetings as per the annual calendar.

### **Winter**

VIII. Continue with 1 on 1 Monthly meetings as per the annual calendar.

IX. Mid-year Self-Reflection Meeting

- a. The principal will complete the Self-Reflection Worksheet (see Appendix) will is a general review of progress on each of the 8 criterion and a review of progress on the Focused Growth Plan.

### **Spring**

X. Continue with 1 on1 Monthly meetings as per the annual calendar.

XI. Submission of the Self Assessment Worksheet (see Appendix)

- a. In **May** the principal will fill out the Self-Assessment Worksheet and submit to his/her evaluator.
- b. The ratings will be compiled onto the summative evaluation form by evaluator.
- c. In May or June the principal and his/her supervisor will have a Summative Evaluation Conference to discuss the Summative Evaluation Report and final rating. In addition, goal areas will be identified for the next school year.
- d. Goal areas will be listed at the bottom of the Summative Evaluation Report

### **Appeals Process:**

**Purpose:** The Appeals Process serves to give a principal due process to appeal (a) evaluation ratings and/or (b) for the appropriate conducting of the evaluation process.

**Process:** The process for a principal wishing to appeal is the following:

- 1) submit a written response to their evaluator with a copy to the Director of Human Resources within ten days of the receipt of an evaluation,
- 2) a meeting between the principal, evaluator and Director of Human Resources will occur,
- 3) following the meeting a written response either accepting or denying the appeal will be presented to the principal within 10 days. If not satisfied with this decision, then a the same process will occur will with the Superintendent A copy of the written response will be attached to the evaluation for inclusion in the personnel file. A response by an evaluator to these response(s) of an employee is not expected.

During or as a result of the appeals process, an evaluation may be amended or a new evaluation written to replace the original.

## Wenatchee S. D. Principal Evaluation

### Significant Impact on Student Learning Worksheet

**Instructions:**

1. Using your self-assessment and summative report, enter the ratings for each of the indicators listed below. Indicate your self-assessment rating with **SA** and your evaluation rating with **EV** (see example below).
2. Identify areas of growth by first looking at indicators where both you and your evaluator gave you a rating below proficient. In the example below, indicator 5.2 would be your focus for improvement. In the event that both you and your evaluator do not both give you an below proficient rating on a single indicator, come to an agreement with your evaluator on one of the indicators that will be a focus of improvement.
3. The indicator that you have selected will be the focus of one of the professional goals that you write on your Goal-Setting Worksheet. At minimum, each year one of your professional goals must focus on an indicator that is part of "Significant Impact on Student Learning." You may choose more than one if there is no other area of your evaluation that is in need of significant attention.

**Example:**

<b>Significant Impact on Student Learning</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
2.1 Building and classroom discipline			EV/SA	
4.2 Assists staff in the writing and use of formative and summative assessments			EV/SA	
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning		EV	SA	
4.5 Supports staff through professional development focused on state and district learning goals			EV/SA	
5.1 Promotes and monitors use of adopted curriculum		SA	EV	
5.2 Uses a variety of measures and methods for observation		EV/SA		
5.3 Uses a variety of data to monitor and improve instructional practice			EV/SA	
8.3 Student Growth Data				EV/SA

<b>Significant Impact on Student Learning</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
2.1 Building and classroom discipline				
4.2 Assists staff in the writing and use of formative and summative assessments				
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning				
4.5 Supports staff through professional development focused on state and district learning goals				
5.1 Promotes and monitors use of adopted curriculum				
5.2 Uses a variety of measures and methods for observation				
5.3 Uses a variety of data to monitor and improve instructional practice				
8.3 Student Growth Data				



## \* Wenatchee Principal Evaluation Criteria Summary \*

**Criterion #1** – Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff

**Criterion #2** – Providing for School Safety

**Criterion #3** – Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements

**Criterion #4** – Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals

**Criterion #5** – Monitoring, assisting and evaluating effective instruction and assessment practices

**Criterion #6** – Managing both staff and fiscal resources to support student achievement and legal responsibilities

**Criterion #7** – Partnering with the school community to promote student learning

**Criterion #8** – Demonstrates a commitment to closing the achievement gap

\*\*These numbers represent the behaviors identified in Marzano's research that align with each state criterion.

Criterion #1	Criterion #2	Criterion #3
Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff	Providing for School Safety	Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements
1.1 Continuous Improvement	2.1 Building and classroom discipline	3.1 Collaboratively develops an action plan based on data
1.2 Trusting and collaborative environment	2.2 Maintains a safe physical plant	3.2 Monitors implementation and effectiveness of CIPP plan
1.3 Mission & vision focused on learning & teaching.	2.3 Crisis action plan	3.3 Ensures alignment of CIPP plan
1.4 Promoting data driven decision making	2.4 Prevention and training	3.4 Supports implementation of the CIPP plan
<b>**2,5,6,7,8,9,14,15,18,19</b>	<b>**16,19</b>	<b>**7,8,10,14,15,19</b>

Criterion #4	Criterion #5	Criterion #6
Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals	Monitoring, assisting and evaluating effective instruction and assessment practices	Managing both staff and fiscal resources to support student achievement and legal responsibilities
4.1 Familiar with state and district standards	5.1 Promotes and monitors use of adopted curriculum	6.1a Effectively manages human resources: recruiting and hiring
4.2 Assists staff in the writing and use of formative and summative assessments	5.2 Uses a variety of measures and methods for observation	6.1b Effectively manages human resources: evaluation process and timelines
4.3 Is familiar with and promotes district adopted instructional practices	5.3 Uses a variety of data to monitor and improve instructional practice	6.2 Effectively manages school resources and budget
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning	5.4 Uses the district evaluation process to provide staff with assistance and feedback to improve instruction	6.3 Legal and ethical practice
4.5 Supports staff through professional development focused on state and district learning goals		
<b>**8,11,12,13,19</b>	<b>**12,13,14</b>	<b>**12,13,17,19</b>

Criterion #7	Criterion #8
Partnering with the school community to promote student learning	Demonstrates a commitment to closing the achievement gap
7.1 Frequent and effective communication with parents and community	8.1 Uses data to align resources and programs in closing the achievement gap
7.2 Builds positive and collaborative collegial relationships	8.2 Understands factors that contribute to the achievement gap
7.3 Promotes positive and collaborative staff relationships	8.3 Student Growth Data
7.4 Understands community dynamics and considers stakeholder input when making decisions	
7.5 Promotes parent and community involvement	
<b>**1,3,4,7,10,15,17,18,20,21</b>	<b>**5,10,13,14,20</b>

**Criterion #8: Demonstrate a commitment to closing the achievement gap:** The Principal is knowledgeable of the factors that contribute to the achievement gap and promotes parent involvement and the use of data in aligning programs and resources to close the achievement gap.



- 1 Unsatisfactory** Consistently does not meet expected levels of performance
- 2 Basic** Occasionally meets expected levels of performance
- 3 Proficient** Consistently meets expected levels of performance
- 4 Distinguished** Consistently exceeds expected levels of performance

**copy & paste in front of rating**

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence</b>	<b>Comments</b>
<b>8.1 Uses data to align resources and programs in closing the achievement gap</b>						
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
	The school administrator rarely demonstrates effective use of data for student placement and alignment of interventions. The administrator rarely monitors student progress.	The school administrator sometimes uses available data to monitor student progress and make appropriate placement. The administrator is beginning the work of aligning interventions to student needs.	The school administrator facilitates the consistent, effective use of multiple sources of data for student placement and alignment of interventions. The administrator promotes and effectively uses the district system for monitoring student progress.	The school administrator uses multiple sources of student data proactively to guide school wide, multi-tiered intervention programs that address the needs of all students. All students are placed appropriately and have access to intervention and enrichment activities within the school day.	PRTI Building Model Data Reports Master Schedule Intervention placement process/criteria	
<b>8.2 Understands factors that contribute to the achievement gap</b>						
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
	The school administrator rarely promotes a culture of high expectations, inclusiveness, equity, and respect among staff, students and community. The administrator does not promote parent involvement of low performing students and the building schedule and program do not reflect the demographic and academic needs of the students.	The school administrator has begun to develop a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of a limited number of strategies to improve performance in underperforming student groups.	The school administrator encourages a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, promoting active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students.	The school administrator creates and maintains a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students, placing students with the greatest needs with the most skilled and experienced teachers.	CIPP Plan Professional Development Calendar Self-Reflection Activity Log PRTI Model Teacher Work Samples Master Schedule Student Monitoring Processes	
<b>8.3 Student Growth Data</b>						
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>		
	The principal cannot demonstrate that more than 59% of all students have made growth or met grade level standards in content areas identified in district accountability requirements.	The principal is able to demonstrate that 60% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.	The principal is able to demonstrate that 70% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.	The principal is able to demonstrate that 80% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Benchmark Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.	Data Reports	
<b>Overall Rating</b>	<b>3 - 4</b>	<b>5 - 7</b>	<b>8 - 10</b>	<b>11 - 12</b>		



# Wenatchee School District Principal Evaluation Summative Report- Significant Impact/Growth



Employee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

<b>Criteria 1: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
1.1 Continuous Improvement					Add scores from all columns to get a "total score"
1.2 Trusting and collaborative environment					
1.3 Mission and vision focused on learning and teaching.					
1.4 Promoting data driven decision making					
<b>* Overall "Rating Range"</b>	4-6	7-10	11-14	15-16	Criterion Score
Enter "total score" under corresponding "Rating Range"					

\*If an unsatisfactory rating is earned for any indicator, the overall rating for the criteria can be no higher than "Basic."

<b>Criteria 2: Providing for School Safety</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
2.1 Building and classroom discipline					
2.2 Maintains a safe physical plant					
2.3 Crisis action plan					
2.4 Prevention and training					
<b>* Overall Rating</b>	**4-6	7-10	11-13	14-15	

\* If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

\*\*If the overall rating for Criteria 2 is unsatisfactory, the principal will receive a summative rating of Unsatisfactory.

<b>Criteria 3: Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
3.1 Collaboratively develops an action plan based on data					
3.2 Monitors implementation and effectiveness of CIPP plan					
3.3 Ensures alignment of CIPP plan					
3.4 Supports implementation of the CIPP plan					
<b>* Overall Rating</b>	4-6	7-10	11-13	14-15	

\*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

Wenatchee School District Principal Evaluation  
**Summative Report- Significant Impact/Growth**



Employee Name:

School Year:

<b>Criteria 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
4.1 Familiar with state and district standards					
4.2 Assists staff in the writing and use of formative and summative assessments					
4.3 Is familiar with and promotes district adopted instructional practices					
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning					
4.5 Supports staff through professional development focused on state and district learning goals					
* Overall Rating	5-8	9-12	13-17	18-20	

\*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

<b>Criteria 5: Monitoring, assisting and evaluating effective instruction and assessment practices.</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
5.1 Promotes and monitors use of adopted curriculum					
5.2 Uses a variety of measures and methods for observation					
5.3 Uses a variety of data to monitor and improve instructional practice					
5.4 Uses the district evaluation process to provide staff with assistance and feedback to improve instruction					
• Overall Rating	4-6	7-10	11-14	15-16	

\*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

<b>Criteria 6: Managing both staff and fiscal resources to support student achievement and legal responsibilities.</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
6.1a Effectively manages human resources: recruiting and hiring					
6.1b Effectively manages human resources: evaluation process and timelines	**				
6.2 Effectively manages school resources and budget					
6.3 Legal and ethical practice					
* Overall Rating	4-6	7-10	11-14	15-16	

# Wenatchee School District Principal Evaluation Summative Report- Significant Impact/Growth



Employee Name:

School Year:

\*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

\*\*If an unsatisfactory rating is earned for indicator 6.1b, the principal will receive a summative rating of unsatisfactory.

<b>Criteria 7: Partnering with the school community to promote student learning</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
7.1 Frequent and effective communication with parents and community					
7.2 Builds positive and collaborative collegial relationships					
7.3 Promotes positive and collaborative staff relationships					
7.4 Understands community dynamics and considers stakeholder input when making decisions					
7.5 Promotes parent and community involvement					
*Overall Rating	5-8	9-12	13-17	18-20	

\*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

<b>Criteria 8: Demonstrates a commitment to closing the achievement gap</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
8.1 Uses data to align resources and programs in closing the achievement gap					
8.2 Understands factors that contribute to the achievement gap					
8.3 Student Growth Data					
*Overall Rating	3-4	5-7	8-10	11-12	

\*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

<b>9-Significant Impact on Student Learning</b>					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
2.1 Building and classroom discipline					
4.2 Assists staff in the writing and use of formative and summative assessments					
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning					
4.5 Supports staff through professional development focused on state and district learning goals					
5.1 Promotes and monitors use of adopted curriculum					
5.2 Uses a variety of measures and methods for observation					
5.3 Uses a variety of data to monitor and improve instructional practice					
8.3 Student Growth Data					
Overall Rating	8-12	13-20	21-28	29-32	

Wenatchee School District Principal Evaluation  
**Summative Report- Significant Impact/Growth**



Employee Name:

School Year:

<b>10- Demonstrated Professional Growth-</b> The principal demonstrates professional growth through the achievement of professional goals.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	Did not meet any professional goals	Met 1 of 3 professional goals	Met 2 of 3 professional goals	Met all 3 professional goals	
Meets growth targets as identified in annual professional goals.					
*Overall Rating	1	2	3	4	

# Wenatchee School District Principal Evaluation Summative Report- Significant Impact/Growth



Employee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**Summary of Criterion Scores:**

Enter the "overall rating" in the corresponding column below for each criterion.

Criterion	1	2	3	4	5	6	7	8	9	10	Total "Summative Score"
<b>Score</b>											

**FINAL "Summative Rating:"**

Enter the "Total Summative Score" below the corresponding range to derive a summative rating.

Unsatisfactory	Basic	Proficient	Distinguished
9-17	18-25	23-35	36-40
E N T E R	R S C O R E	H E R E	R E

1. 3 or more unsatisfactory overall criterion ratings = an unsatisfactory summative rating.
2. A building administrator can only remain at the "basic" rating for 2 consecutive years. If an administrator is rated as "basic" for 3 consecutive years, he/she will receive a **summative** rating of "unsatisfactory" in the third year.

It is my judgment, based upon adopted criteria, that during the evaluation period covered in this report, the employee's overall performance has been:

**Unsatisfactory**

**Basic**

**Proficient**

**Distinguished**

\_\_\_\_\_

Evaluator Signature

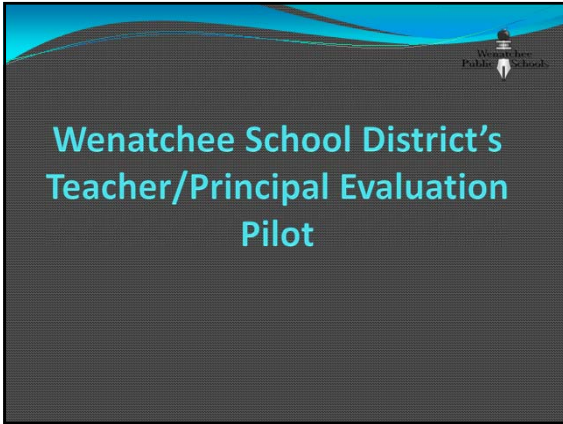
Assistant Superintendent of Organizational Development  
Title

**Employee response:**

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee signature \_\_\_\_\_ Date \_\_\_\_\_





Wenatchee Public Schools

## Wenatchee School District's Teacher/Principal Evaluation Pilot

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Wenatchee Public Schools

## WSD's Committee Structure

**Steering Committee**  
Superintendent, 4 Admin., 3 Teachers

<b>Teacher Committee</b> 5 Admin., 6 Teachers	<b>Principal Committee</b> 6 Admin., 5 Teachers
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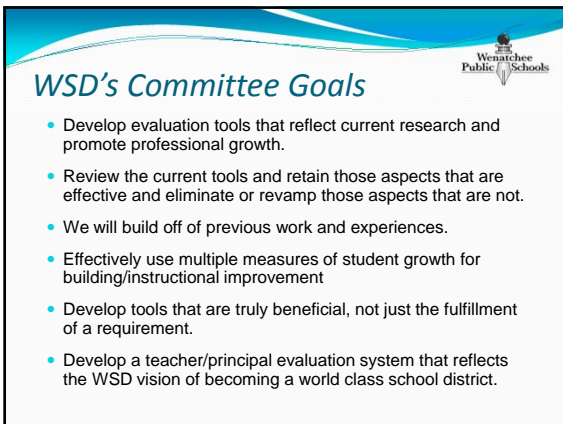
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Wenatchee Public Schools

## WSD's Committee Goals

- Develop evaluation tools that reflect current research and promote professional growth.
- Review the current tools and retain those aspects that are effective and eliminate or revamp those aspects that are not.
- We will build off of previous work and experiences.
- Effectively use multiple measures of student growth for building/instructional improvement
- Develop tools that are truly beneficial, not just the fulfillment of a requirement.
- Develop a teacher/principal evaluation system that reflects the WSD vision of becoming a world class school district.

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## The Process

**Review of the Research**

- Identify research-based characteristics of *effective principal evaluation* to create a **rubric** for the development of the evaluation tools.
- Identify the characteristics/standards of **effective leadership** (i.e. ISLLC, etc.).

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## The Process

**Evaluation Tool Format**

- Review current WSD evaluation tool and gather feedback on its strengths and weaknesses.
- Look at sample evaluation tools from around the U.S. using our evaluation rubric and identify aspects for implementation into the new WSD tool.
- Agree upon the format for the new evaluation tool and the 4 tier language.

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## The Process

**Rubric Development**

- Discuss and unwrap each criterion using sample evaluation tools, the “crosswalks” document, and the affinity process.
- Write the gold standard for each criterion.
- Align sub-components or indicators to each gold standard and differentiate language for each of the 4 tiers.

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### The Process

**Development of the Evaluation Process.**

- Identification of evidence/measures for evaluating each of the performance criterion.
- Created a differentiated process for evaluation, including timelines, forms for goal-setting, self-assessment/reflection, and the summative evaluation report.
- Created a weighting system for calculating a summative rating.

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### The Process

**Implementation Plan**

- Develop pilot plan
- Selection of participants
- Create a professional development plan
- Calibration training
- Develop a plan for evaluating the new tools

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### The Process

**Communication Plan**

- Newsletter
- District Website
- Meetings
  - WENEA Rep Council
  - Principals' Meeting
  - Building meetings
- Parent Involvement

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### Lessons Learned

- A collaborative working relationship is a must.
- We didn't know what we didn't know, so technical support from WEA and OSPI has been extremely beneficial.
- The ramifications of the "cut-line."
- An instructional framework is critical for creating a teacher evaluation tool
- The professional development for implementation will change the way we look at PD (aligned to framework vs. content specific, calibration training).
- Determining a summative rating.

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### Challenges- Now and in the Future

- There is not much available in the way of principal "frameworks" (AWSP, WestEd).
- Time and timelines.
- Changing our culture to provide adequate accountability and support to ensure growth.
- Refining the use of data as a measure of effectiveness and determining impact on student learning.
- Maintaining professional development in the face of diminishing resources.

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# The Washington State Board of Education

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

<b>Title:</b>	<b>Student Presentation – The Impact of SBE’s Graduation Requirements Framework</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington’s student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington’s students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues. Student member Jared Costanzo will present on the impact of the Board’s graduation requirements framework.</p>	

# The Washington State Board of Education

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

## STUDENT PRESENTATION

### BACKGROUND

Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below:

### **Presentation Topics** (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K-High School).
2. One or two good ideas to improve K-12 education.
3. How the Board's work on: \_\_\_\_\_ (you pick) has impacted, or will impact K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Before and after: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2011.09.15	Jared	3
2011.11.10	Matthew	1
2012.01.XX	Jared	4
2012.03.XX	Matthew	2
2012.05.XX	Jared	5
2012.09.XX	Matthew	3
2012.11.XX	New Student C	1
2013.01.XX	Matthew	4
2013.03.XX	New Student C	2
2013.05.XX	Matthew	5
2013.09.XX	New Student C	3

### POLICY CONSIDERATION

None

### EXPECTED ACTION

None

# *Preparing Washington State Students*

Jared Costanzo

Prepared for September 15 State Board of  
Education Meeting

# SBE Proposed Graduation Requirements

Core Courses	Credits
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Art	1
Occupational Education	1
Health	.5
Fitness	1.5 <sup>1</sup>
<b>High School and Beyond Plan (HSBP)</b>	
Arts	1*
World Languages	2*
Career Concentration	2
Electives	2
<b>Summary</b>	
<b>Total Required Credits</b>	<b>24**</b>

Mandatory

Student Choice



# Oregon Graduation Requirements

Core Courses	Credits	
English	4	■
Math	3	■
Science (2 Labs)	3	■
Social Studies	3	■
Second Language	3	
The Arts		■
Career & Technical Education		
Electives	6	■
Health	1	■
Physical Education	1	■









Total: 24

■ Same

■ Minor Difference

■ Different

# Idaho Graduation Requirements

Core Courses	Credits*	WA State Equivalency
English (8 English + 1 Speech or 4 English + .5 Speech)	9	4.5 
Math	6	3 
Science (2 Labs)	6	3 
Social Studies	5	2.5 
Second Language The Arts Career & Technical Education	2	1 
Electives	17	8.5 
Health	1	.5 
Physical Education**	0	0 

\*One credit per semester

\*\*No requirement in 9-12

Total: 46

Total: 23

 Same

 Minor Difference

 Different

# University of Washington Admission Requirements VS WA State Graduation Requirements

Subject	Years Required	
<u>ENGLISH</u>	4 years	■
<u>MATHEMATICS</u>	3 years	■
<u>SOCIAL SCIENCES</u>	3 years	■
<u>WORLD LANGUAGES</u>	2 years	■
<u>LAB SCIENCE</u>	2 years	■
<u>FINE, VISUAL, OR PERFORMING ARTS</u>	0.5 years	■
<u>ACADEMIC ELECTIVES</u>	0.5 years	■

- Mandatory
- Student Choice

# University of Washington Admission Requirements VS Oregon Graduation Requirements

- Mandatory
- Student Choice

Subject	Years Required	
<u>ENGLISH</u>	4 years	■
<u>MATHEMATICS</u>	3 years	■
<u>SOCIAL SCIENCES</u>	3 years	■
<u>WORLD LANGUAGES</u>	2 years	■
<u>LAB SCIENCE</u>	2 years	■
<u>FINE, VISUAL, OR PERFORMING ARTS</u>	0.5 years	■
<u>ACADEMIC ELECTIVES</u>	0.5 years	■

# University of Washington Admission Requirements VS Idaho Graduation Requirements

■ Mandatory

■ Not Required

Subject	Years Required	
<u>ENGLISH</u>	4 years	■
<u>MATHEMATICS</u>	3 years	■
<u>SOCIAL SCIENCES</u>	3 years	■
<u>WORLD LANGUAGES</u>	2 years	■
<u>LAB SCIENCE</u>	2 years	■
<u>FINE, VISUAL, OR PERFORMING ARTS</u>	0.5 years	■
<u>ACADEMIC ELECTIVES</u>	0.5 years	■

# Harvard Admission Requirements VS

Idaho Graduation Requirements  
Washington Graduation Requirements  
Oregon Graduation Requirements

- Mandatory
- At Risk

Courses	Credits Required	
English	4	■
Math	4	■
Science	4	■
Foreign Language	4	■

# *Students are prepared*

The new graduation requirements help prepare the students of Washington for not only college, but for the workforce and military too.

# The Washington State Board of Education

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

<b>Title:</b>	<b>Online Learning: Alternative Learning Experience and Multi-district Providers</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input 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
<b>Policy Considerations / Key Questions:</b>		
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other: no action?	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The Board heard the first part of this presentation at the July 2011 meeting, when OSPI staff members Karl Nelson and Martin Mueller, and a student and staff member from the Everett School District:</p> <ul style="list-style-type: none"> <li>• Defined key terms in online learning</li> <li>• Discussed the online learning options available to districts and students, including how students earn high school credit</li> <li>• Reviewed OSPI's multidistrict online provider approval process, and</li> <li>• Discussed the implementation of a district-run online program in the Everett School District.</li> </ul> <p>For this session, OSPI staff will be joined by a representative from Washington Virtual Academies, WAVA/K<sup>12</sup> and a school district that operates it. This sequel to the July presentation will address:</p> <ul style="list-style-type: none"> <li>• OSPI's implementation of the alternative learning experience (ALE) funding rules in response to <a href="#">ESHB 2065</a>,</li> <li>• The 2009-10 <a href="#">online learning annual report</a> (included in the July packet),</li> <li>• The experience of a large multidistrict online program, WAVA, and the district that operates it, Steilacoom, and</li> <li>• The promise and potential of online learning.</li> </ul>	



# Washington Virtual Academies



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powered by **k12**<sup>TM</sup>



**WASHINGTON**  
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Rep Quall with WA Virtual Academy students

2009-03-25L\_5763



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# Our Philosophy

- The early years build the foundation for all later learning.
- Parents play a critical role in the education of their children.
- Learning requires discipline; discipline requires values.
- Content matters: What children study determines how well they learn.
- Aim high, expect much, and students will prosper.
- Smart use of technology adds value.



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## **What are the Washington Virtual Academies? (WAVA)**

Statewide, tuition free, public school programs for grades K-12 of the following school districts:

- WAVA at Steilacoom Historical School District, k-8
- WAVA at Omak School District, k-12
- WAVA at Monroe Public Schools, 9-12
- Approved by OSPI's Digital Learning Department - Multidistrict Online School Programs
- Accredited by Northwest Accreditation Commission



## Who Do We Serve

- Typical students who are looking for an alternative educational environment to the traditional school
- Advanced learners
- At risk students
- Homebound, medically challenged students
- Working students
- Students with special needs
- Athletes and performers
- Full time and shared enrollments
- Military families



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## **WAVA Provides:**

- Washington State certificated teachers, employed by the school districts, and are part of the districts collective bargaining agreements
- Washington State credential administrators
- Curriculum, materials, and supplies
- K<sup>12</sup> traditional mastery-based curriculum for k-8
- 9-12 traditional high school curriculum
- Online school, Class Connect, data management tools
- School wide activities



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## Accountability

- **Senate Bill 5410** – established the Digital Learning Department and program approval system
- **Alternative Learning Experience Laws**
- **Senate HB 2065** – additional oversight and differentiated funding
- **No Child Left Behind**



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## **Assessment Requirements**

- DIBELS testing
- MSP/HSPE testing for grades 3-8 & 10
- End of Course Exams (EOC)
- Annual Yearly Progress (AYP)
- Curriculum aligned to Washington State Standards
- District and State graduation requirements





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# WAVA K-8



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# Teachers teach!

What does a WAVA teacher do to support the families?

- Teachers teach synchronous lessons via Class Connect
- They are curriculum specialists
- Monitor student progress and attendance
- Develop the Washington Student Learning Plan
- Develop and implement academic interventions for targeted students
- Organize outings and proctor standardized exams
- Teachers are available to support the student and family throughout the virtual experience





# K-8 Curriculum

- Language Arts
- Math
- Science
- History
- Art
- Physical Education



Kindergarten students are enrolled half time with Language Arts, Math, and Science



Overview Alerts Attendance Progress **Plan** Student Info

**Daily Plan** Weekly Plan Today's Date: Friday, September 9, 2011

[Click to select a date.](#) ◀ Friday, 09/09/2011 ▶ Print Daily Plan

**Class Connect Sessions**

There are no Class Connect sessions scheduled for the day.

**Courses**

	Math Plus Purple WA Unit 1: Lesson 4: Write Number Words Through 10,000		Lesson Checkpoint Not Taken	<input type="radio"/>
	Language Arts Orange   Handwriting Unit 1: Lesson 4: Printing Power 4		No Assessment	<input checked="" type="radio"/>
	Language Arts Orange   Literature and Comprehension Unit 1: Lesson 5: Review "The Hound and the Hare"		No Assessment	<input type="radio"/>
	Language Arts Orange   Spelling Unit 1: Lesson 4: Day 4: Review Spelling Words		No Assessment	<input type="radio"/>
	Language Arts Orange   Vocabulary Unit 1: Lesson 4: Day 4: Introduce Word Set 2		No Assessment	<input checked="" type="radio"/>
	Language Arts Orange   Writing Skills Unit 1: Lesson 5: Unit Checkpoint		Unit Checkpoint Not Taken	<input type="radio"/>
	History 2 Unit 1: Lesson 2: (Optional) Way to Go: Directions		No Assessment	<input type="radio"/>

**Advance Prep for Today**

Math Plus Purple WA  
Unit 1: Lesson 4: Write Number Words Through 10,000  
Activity: LEARN: Number Words Through 10,000 [Advance Prep Details](#)

Language Arts Orange | Literature and Comprehension



# Attendance Screen

Overview Alerts **Attendance** Progress Plan Student Info

Days of Missing Attendance: 0 [Enter attendance now](#)

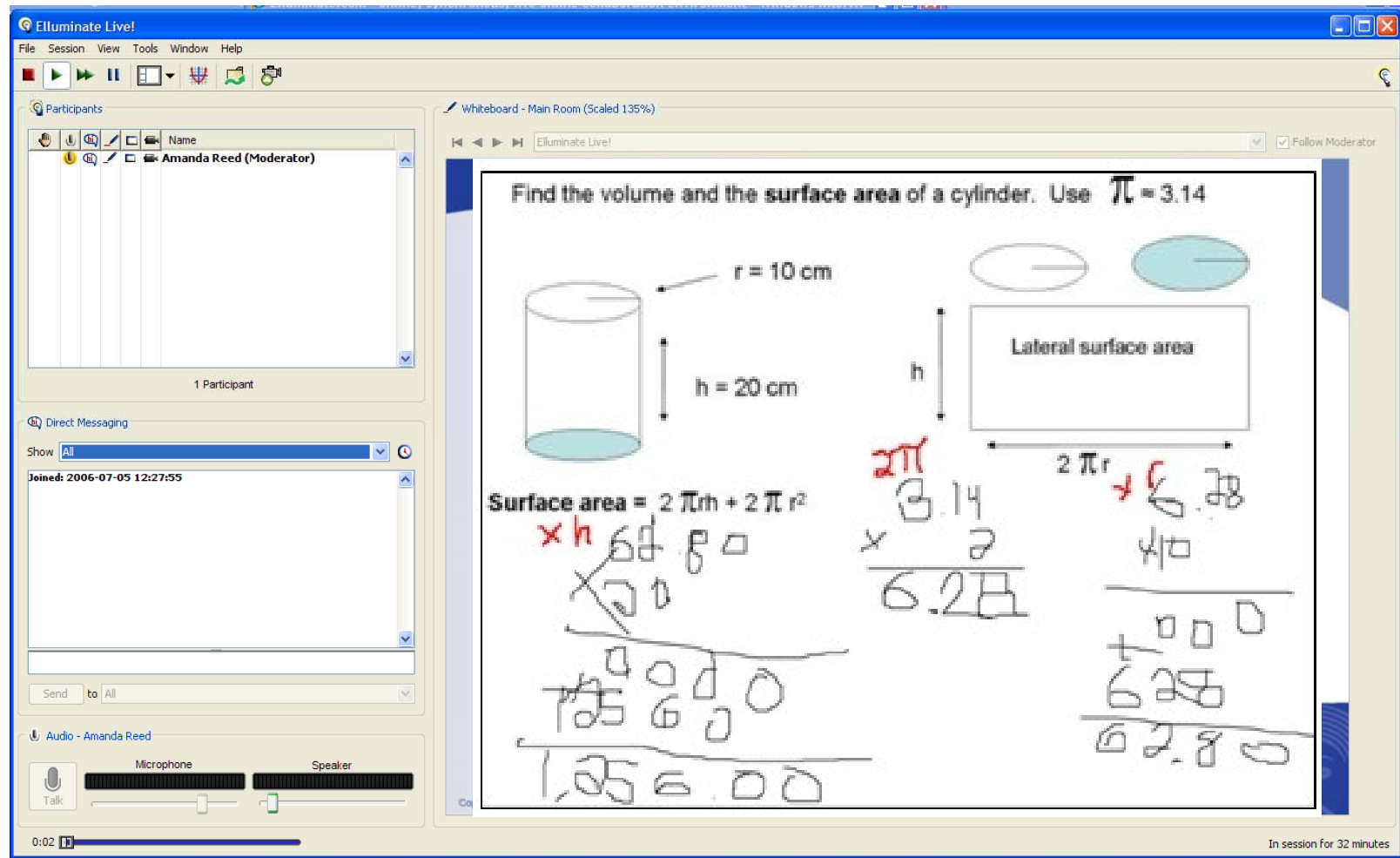
## Cumulative Totals

Today's Attendance Total: 0h10m Total Attendance to Date: 15h20m Total Days in School: 4

Course	Last 7 days	Last 14 Days	Attendance to Date
Math Plus Purple WA	3h	3h	3h
Language Arts Orange   Handwriting	1h5m	1h5m	1h5m
Language Arts Orange   Literature and Comprehension	3h40m	3h40m	3h40m
Language Arts Orange   Spelling	1h25m	1h25m	1h25m
Language Arts Orange   Vocabulary	0h40m	0h40m	0h40m
Language Arts Orange   Writing Skills	0h50m	0h50m	0h50m
Science 2	1h	1h	1h
History 2	0h40m	0h40m	0h40m
Social Studies - Grade 2	0h10m	0h10m	0h10m
Art 2	0h40m	0h40m	0h40m
Physical Education	2h10m	2h10m	2h10m



# Class Connect (Synchronous) Sessions



**Elluminate Live!**

File Session View Tools Window Help

Participants: Amanda Reed (Moderator) | 1 Participant

Whiteboard - Main Room (Scaled 135%)

Find the volume and the surface area of a cylinder. Use  $\pi = 3.14$

$r = 10$  cm  
 $h = 20$  cm

Lateral surface area

Surface area =  $2\pi rh + 2\pi r^2$

Handwritten calculations:

$$\begin{array}{r}
 2\pi \times 3.14 \\
 \times 20 \\
 \hline
 628
 \end{array}$$

$$\begin{array}{r}
 2\pi r^2 = 6.28 \times 100 \\
 \hline
 628
 \end{array}$$

$$\begin{array}{r}
 628 \\
 + 628 \\
 \hline
 1256.00
 \end{array}$$

0:02 | In session for 32 minutes


Welcome, Laura Corkern






Help | Logout





- Overview →
- K-mail →
- My Account →

- [Online School](#)
- [Family Directory](#)
- [Community Chest](#)
- [Tutorials \(Coming Soon\)](#)
- ▶ [My Students](#)

## K-mail

 New K-Mail    Search:

 <a href="#">Inbox</a>	Status	From	Subject	Date	Attachment
 <a href="#">Outbox</a>		Tammy Ward Cleaver	<a href="#">Welcome to the new school year</a>	09/03/2008 05:55 PM	
		Tammy Ward Cleaver	<a href="#">Welcome to the new school year</a>	09/03/2008 05:55 PM	
		Laura Laura	<a href="#">Welcome!</a>	08/28/2008 12:50 PM	
		Ingalls Laura Michael Phelps	<a href="#">Keep up the good work</a>	08/28/2008 12:14 PM	

 Read Mail   
  New Mail   
  5 Days Old   
  Older Than 10 Days  
 (4 items)





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# Benefits of WAVVA K-8

- Highly qualified WA State certificated teacher
- High-quality education option
- Self-paced, individualized instruction
- Mastery-based learning program
- Continuous assessments and feedback
- Group outings
- Smart use of technology
- Student/Teacher/Family partnerships





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# The Learning Community

## WAVA activities

- Book-It Program
- Booster Club
- Read Across America
- Family Directory
- Spelling Bee
- Outings and Field Trips



## K<sup>12</sup> sponsored resources

- Strategies for Success
- Study Island- remedial tool
- Scantron Performance Testing
- thebigthink<sup>12</sup> – online community
- course orientation package
- Pathfinder – counseling system
- TurnItIn.com – anti-plagiarism tool



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# Adequate Yearly Progress

Washington State Report Card - Windows Internet Explorer

https://eds.ospi.k12.wa.us/AYPPreview/AYP.aspx?groupLevel=District&schoolId=3546&reportLevel=School&orgLinkId=3546&yrs=16&printable=true&year=... Office of the Superintendent of Public Instr...

File Edit View Favorites Tools Help Links R-Steilacoom R-FL R-Monroe R-Omak SAMS TV State Testing - OSPI Login

Washington State Report Card

**Washington State Report Card** reportcard.ospi.k12.wa.us

**Washington Virtual Academy**  
Principal Mark Conley 1854 McNeil ST Dupont 98327 Grade Span: K-8  
253.964.1068 Steilacoom Hist. School District 10/20/2010

**Adequate Yearly Progress Summary**

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

**Yes** Group met AYP. **N<Required** Group has fewer than required.  
**No** Group did not meet AYP. **N/A** There are no students in this group.

**Made AYP Overall: Yes In Improvement: Step 2**

<b>Number of Yes:</b>	<b>21</b>	<b>Number of No:</b>	<b>0</b>	<b>% of Yes/Total:</b>	<b>100.0%</b>	<b>Number of N&lt;Required:</b>	<b>12</b>	<b>Number of NA:</b>	<b>4</b>
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Select year: 2010-11 go Summary Description

Student Group	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	Yes	Yes	Yes	Yes	Yes				
American Indian	N<Required	N<Required	N<Required	N<Required					
Asian/Pacific Islander	Yes	Yes	Yes	Yes					
Black	N<Required	N<Required	N<Required	N<Required					
Hispanic	N<Required	N<Required	Yes	Yes					
White	Yes	Yes	Yes	Yes					
Limited English	N/A	N/A	N/A	N/A					
Special Education	N<Required	N<Required	Yes	Yes					
Low Income	Yes	Yes	Yes	Yes					
<b>Number of Yes:</b>	<b>21</b>	<b>Number of No:</b>	<b>0</b>	<b>% of Yes/Total:</b>		<b>100.0%</b>	<b>Number of N&lt;Required:</b>	<b>12</b>	<b>Number of NA:</b>

Results with fewer students than required are not shown. Results not shown may also indicate data not available.



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# WAVA High School



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# High School Teachers

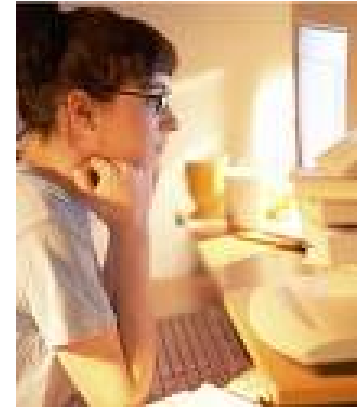




## Virtual School = Distance Learning?

# No!

WAVA students have daily lessons in each subject area, and a variety of ways of interacting with Washington State certificated teachers for group or individual instruction.





## Flexibility is key!

- Daily requirements - choose to work in the mornings, afternoons, or evenings
- Lessons posted in advance
- Available syllabi for each course
- Teacher availability: scheduled instruction, office hours, kmail, telephone, and other electronic and digital means
- “Just-in-time” changes to curriculum relating to current events





## Engaging instruction...

Visualizations makes abstract concepts and complex ideas more accessible

*Media-rich* environment:

- Animations
- Illustrations
- Simulations
- Photography
- Video/Audio
- Interactive Virtual Classroom



ENG202B, sec 2: Literary Analysis and Composition II

Instructor: Chad Donohue



Course Admin Gradebook Email Chat Doc Sharing Dropbox Webliography

- Course Home
- Syllabus
- Calendar
- Teacher Contact Information
- Course Help
- Grading Information
- ClassConnect
- Course Feedback
- Course Survey\*
- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9
- Unit 10
- Unit 11

Help

Course Home

Expand All

Announcements	Submitter	Date
---------------	-----------	------

<a href="#">Video about catching up</a>	Instructor Donohue	13 Mar 09
---	--------------------	-----------

Video Message for WASL Week

0:00 / 1:51

Video!

<a href="#">Schedule for February 23 - 27, 2009</a>	Instructor Donohue	1 Feb 09
<a href="#">Schedule for March 3 - 13, 2009</a>	Instructor Donohue	30 Jan 09
<a href="#">Schedule for March 16 - 27, 2009</a>	Instructor Donohue	29 Jan 09

Exit Course Logout

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ENG202B, sec 2: Literary Analysis and Composition II

Instructor: Chad Donohue



- Course
- Author
- Course Admin
- Gradebook
- Email
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- Doc Sharing
- Dropbox
- Webliography

- Course Home
- Syllabus
- Calendar
- Teacher Contact Information
- Course Help
- Grading Information
- ClassConnect
- Course Feedback
- Course Survey\*
- Unit 1
- Unit 2
  - Raise Your Hand!
  - 2.00 Unit 2 Resources
  - 2.01 Literary Essay
  - 2.02 Choose and Develop
  - 2.03 Lets Be Clear
  - 2.04 Plan and Organize
  - 2.05 Discuss: Essay Ideas
  - 2.06 Unity and Coherence

Literary Essay About a Character

It's a Question of Character

For the Unit 2 Literary Essay, you are going to write a 1 - 2 page essay about a character from a short story. You will be writing about the character's main traits and motivations, as well as how the character changes in their story. Choose a character from one of the stories in Unit 1 or from a story we read for class last semester. In this discussion, talk about the character you plan to write about and why you've chosen this character. Be sure to write several sentences. You only need to reply once to this discussion.

# Discussions!

Respond

Expand All      Show Options

sort by: response | author | date | read | unread

Responses	Author	Date & Time
<a href="#">In my essay I'm going to right</a>	Benjamin	3 Mar 09 1:51 PM MST
<a href="#">That is a good story to choose</a>	Savanna	4 Mar 09 9:40 AM MST
<a href="#">I agree. I think that will be</a>	Maggie J	4 Mar 09 10:29 AM MST
<a href="#">I'm writing about Laurie too.</a>	Warren H	4 Mar 09 2:26 PM MST
<a href="#">Good choice</a>	Trevor L	5 Mar 09 2:30 PM MST
<a href="#">I am going to write an essay o</a>	Savanna	4 Mar 09 9:41 AM MST
<a href="#">Good choice. President Clevela</a>	Abigail G	4 Mar 09 4:37 PM MST
<a href="#">im going to write about the ki</a>	Cameron	4 Mar 09 10:08 AM MST
<a href="#">Im planing to write about Sque</a>	Maggie J	4 Mar 09 10:27 AM MST
<a href="#">Laurie from "Charlie". I chose</a>	Meakalia	4 Mar 09 10:49 AM MST
<a href="#">I'm writing about Laurie as we</a>	Benjamin	4 Mar 09 1:29 PM MST
<a href="#">I am writing on Jerry in 'Pres</a>	Naomi Ha	4 Mar 09 1:38 PM MST
<a href="#">Jerry was my favorite characte</a>	Spencer	4 Mar 09 1:50 PM MST

Exit Course    Logout


- Student Home →
- K-mail 2 →
- My Account →
- thebigthink<sup>12</sup> →

- Resources
- Family Connection
- K<sup>12</sup> College & Career Source
- LMS
- Tutoring (coming soon)
- ▶ My Courses

# Student Homepage

your path begins here

My Courses	Days Since Last Login	To Do	Course Average
<a href="#">ENG202A: Literary Analysis and Composition II</a>	Not Available	Not Available	Not Available
<a href="#">ENG202B: Literary Analysis and Composition II</a>	2	2	47.92
<a href="#">HST203A: Modern World Studies</a>	Not Available	Not Available	Not Available
<a href="#">HST203B: Modern World Studies</a>	2	4	100.00
<a href="#">MTH203A: Geometry</a>	Not Available	Not Available	Not Available
<a href="#">MTH203B: Geometry</a>	2	6	20.45
<a href="#">MTH303A: Algebra II 08-09</a>	Not Available	Not Available	Not Available
<a href="#">MTH303B: Algebra II 08-09</a>	2	5	42.79
	Not	Not	



**K<sup>12</sup> Announcements**

CollegeWeek Live Coming Mar 25 & 26th!

Prepping for College?

World-Language Technical Difficulties

eCollege Maintenance

Systems and Materials Update!

LOG IN to K12 Family Connection with My Info User Name and Password!

the big thinkK is here!

# lluminate Live! - MR. DONOHUE'S VIRTUAL CLASSROOM

le Session View Tools Window Help



Participants

Participants

- Chad Donohue (Teacher, Me)
- cam
- D S...
- E. V...
- heal
- Holl...
- J. R...
- Jsnit
- KSc...

12 Participants

Chat

how All

teachers: wait are you replying to me or someone else?

teachers: Mr D

. Rancourt: JSniffen- not good...

sniffen: lol

Send to This Room

Audio

Microphone and speaker volume sliders.

Ctrl+F2 - Teleconference available

Whiteboard - Main Room (Scaled 76%)

1/30 Welcome to Grammar Friday with Mr. D... Follow Teacher

# Welcome to Grammar Friday with Mr. D...



## Live Sessions!

*Every  
Friday at  
2:00 pm on  
lluminate.*

The recorder is paused. Click to resume recording.

In session for 1 hour, 3

# Assignments!

“President Cleveland, Where Are You?”

“President Cleveland, Where Are You?” by Robert Cormier is about the life of a boy during the depression. It doesn’t revolve around the fact that they were going through hard times, but does play a big role and helps bring about the whole idea. It tells the story of Jerry and some things that he has learned while growing up. **This paragraph does a good job of introducing the story, but the focus needs to be on Jerry. For your thesis statement, say something about how you plan to examine Jerry’s main traits and characteristics.**

Jerry is an eleven year old boy, and the same as the other kids his age is just worried about “report cards...loss of income...and the presidents”(pg 53). He lives with his siblings and parents, and seems to be naïve about what’s important, and has strong determination. He works hard to get what he wants, such as doing chores for others so he can afford to get cards that all the kids covet. When the full weight of the depression hits his family, he focuses his energy on cards to try and avoid some of the struggles going on in his life and the world. **This is a good basic description of Jerrv. You have provided some relevant background**



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# The Social Scene

What about interaction with other students?

- All-School Assemblies on Class Connect
- WAVA HS Talent Show
- Natural Helpers Club
- Movie Club
- Yearbook Club
- Career Explorations Club
- Science Club
- Chess Club on Class Connect
- Public Speaking on Class Connect
- WAVA High School Prom



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“Today’s graduates must be adept with the tools of collaboration and communication that are the reality of a global, web-driven workplace. Online learning affords unprecedented opportunities for students to complete their work using applications that are common to today’s workers, such as web-based conferencing, project management, or digital media and communications tools.”

(Virtual Schools and  
21st Century Skills, NACOL, 2006)





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# Challenges to Online Learning

- Senate HB 2065 – reduction of Basic Education apportionment for alternative learning experiences
- Expected to do more with less
- Accountability is essential, but there needs to be a balance between teaching, student achievement and economics





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# Online Learning in Washington (Part 2)

Sept. 15, 2011 – State Board of Education

Martin Mueller

*Assistant Superintendent, Student Support, OSPI*

Karl Nelson

*Director, Digital Learning Department, OSPI*

# What have we covered?

- Definitions
- Online learning options
  - Individual online courses
  - Online school programs
- OSPI multidistrict online approval

# What are we covering today?

- Alternative Learning Experiences (ALE)  
funding rules
- 2009-10 online learning report
- WAVA and the Steilacoom School District
- The promise and potential of online learning

**ALTERNATIVE LEARNING  
EXPERIENCES FUNDING RULES**

# What is an “alternative learning experience” (ALE)?

- ALE is a method for claiming state basic education funding, using the existing funding system and definitions, e.g.:
  - “Enrolled student” including exclusions.
  - FTE hour definition.
  - Nine enrollment count dates.
- ALE contrasts with other methods, e.g.:
  - “Seat-time”
  - Running Start
  - Work-based Learning

# What Characterizes ALE?

- Learning occurs in large part away from the attendance-based regular classroom setting.
- A written student learning plan, developed by a teacher, defines the learning experience.
- The plan may include direct instructional components.
- Student learning is supervised, monitored, and evaluated by a teacher.

# How does ALE work?

- School board policy.
- Responsibility of certificated teacher.
- Written student learning plan.
- Weekly contact.
- Monthly progress evaluation (tied to enrollment reporting).
- Interventions for struggling students.
- Annual assessments.
- All other basic education requirements apply.



# What were the issues with the 2005 ALE Rules?

- Growth of interdistrict enrollment.
- Emergence of large contracted programs.
- Low rates of ALE student participation in state assessments.
- Parent stipends/reimbursements.
- Diminished role of the certificated teacher in some parent-partnership programs.
- Some ALE programs look more like Home-based Instruction than public education.

# Changes made to ALE rules in Spring 2011:

- Re-emphasize role of WA certificated teacher.
  - Written student learning plan
  - Weekly contact
  - Monthly progress evaluation
- Parent reimbursements are prohibited.
- High-FTE part-time students must be included in accountability reporting.
- New definitions; structural changes to improve clarity of requirements.
- Changes in enrollment reporting process.

# What did ESHB 2065 do?

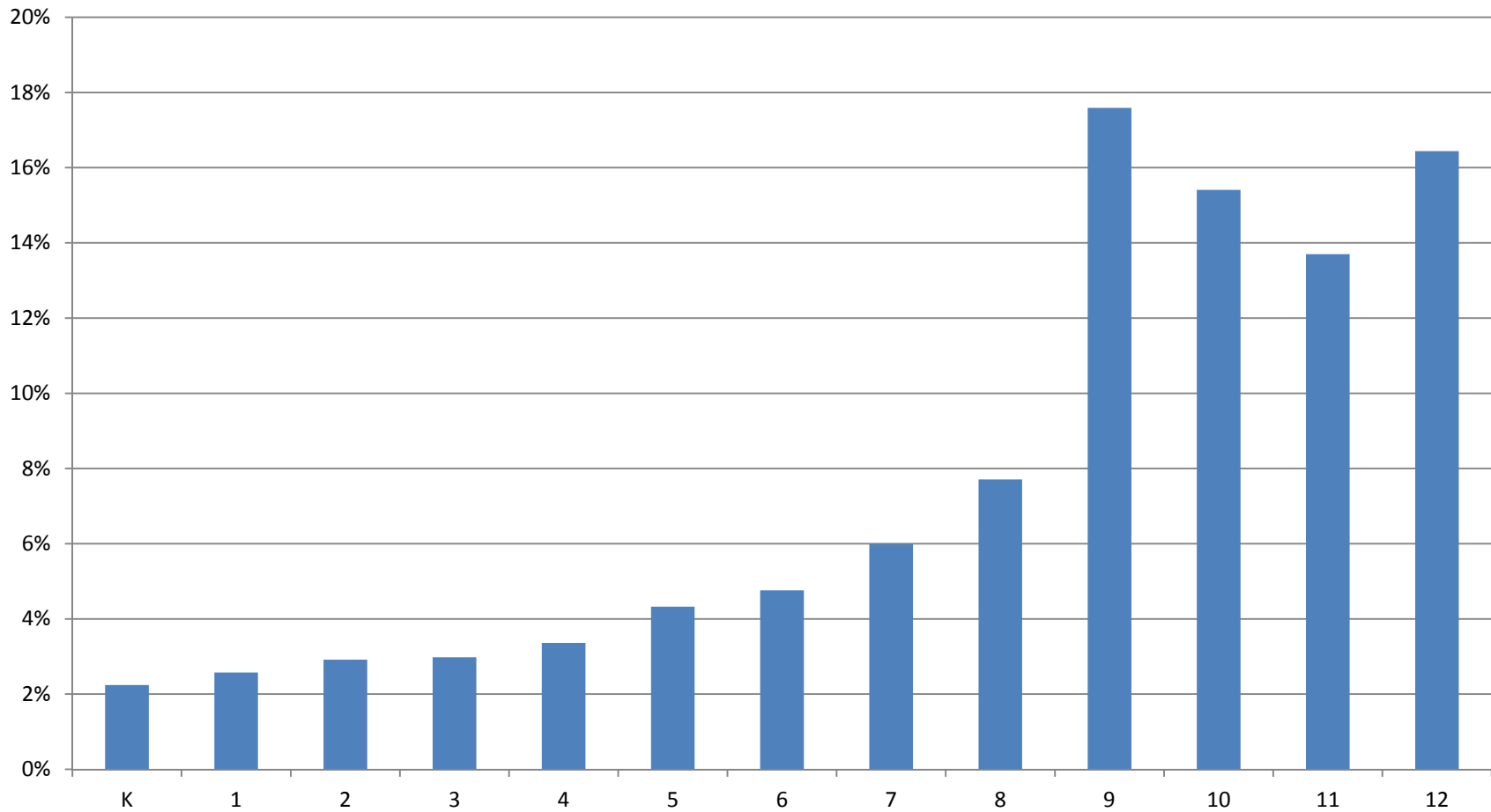
- Defines ALE in statute.
- Adds new restrictions to spending on ALE programs (in addition to OSPI rule change eliminating reimbursements):
  - Purchases of materials, equipment, supplies;
  - Contracts for services, experiences, activities (“substantially similar”).
- Creates differential funding scheme to accomplish 15% statewide cut to BEA.
- Prohibition against employees receiving recruitment bonuses.
- Requires districts to issue credit for certain online courses.

# **2009-10 REPORT**

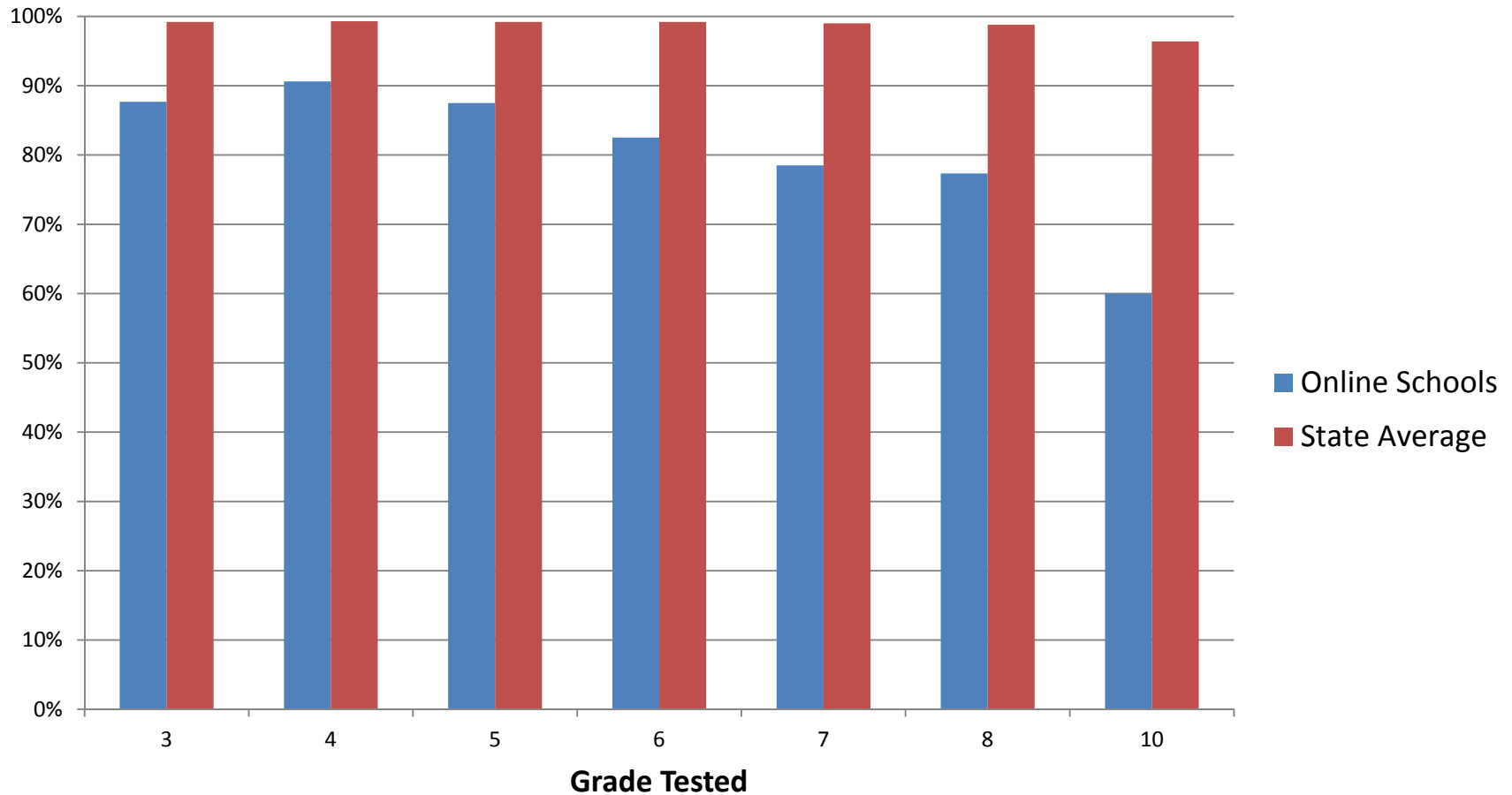
# Students in Online Courses/Programs – 2009-10

- 10,000 to 16,000+ students
- 40+ online school programs
  - 14 multidistrict online school programs
- Approx. two-thirds of students in online ALE programs transferred from one district to another to attend the program

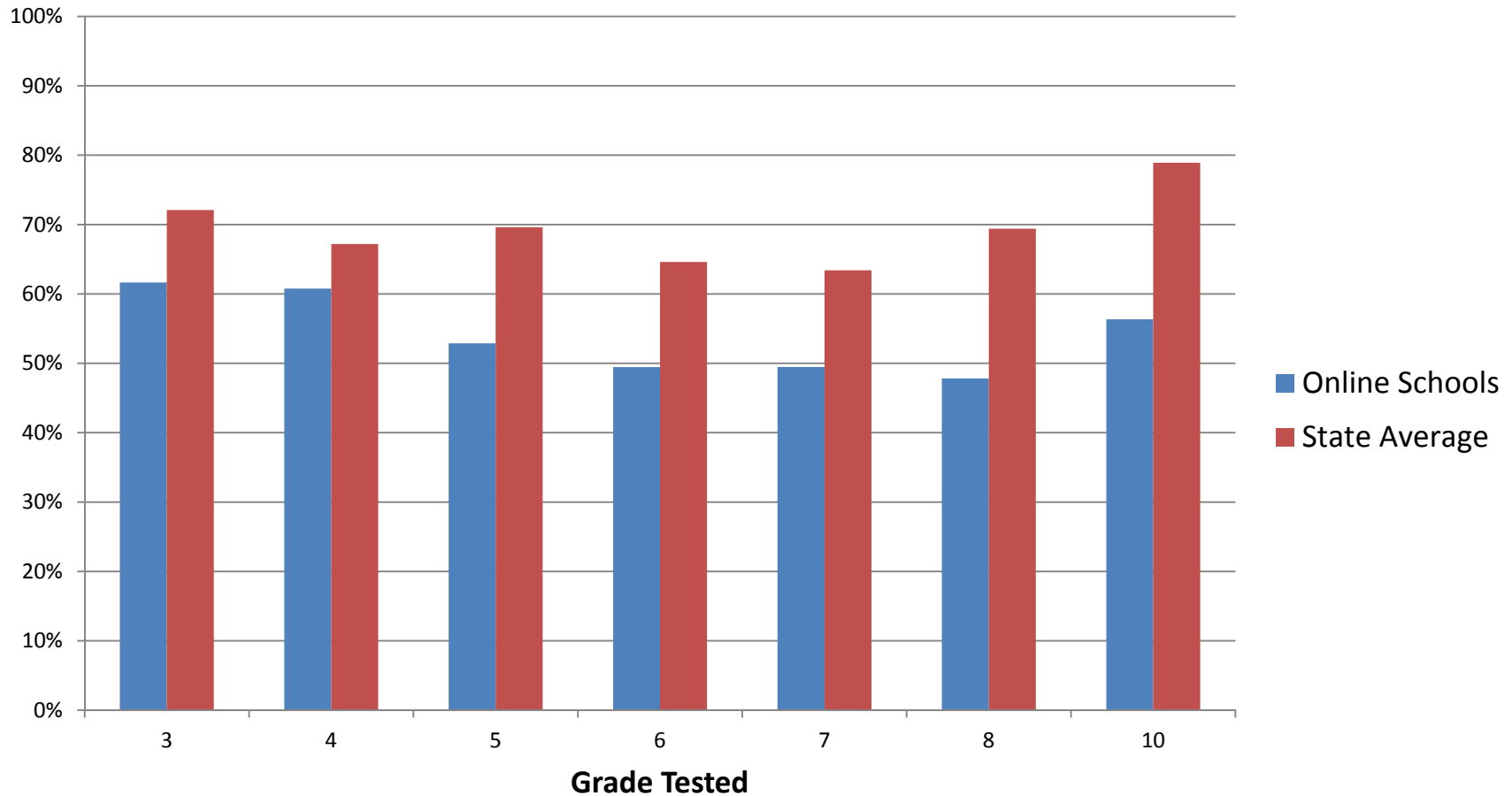
# Students in Internet ALE programs



# Reading – Percent Tested (2010 MSP/HSPE)

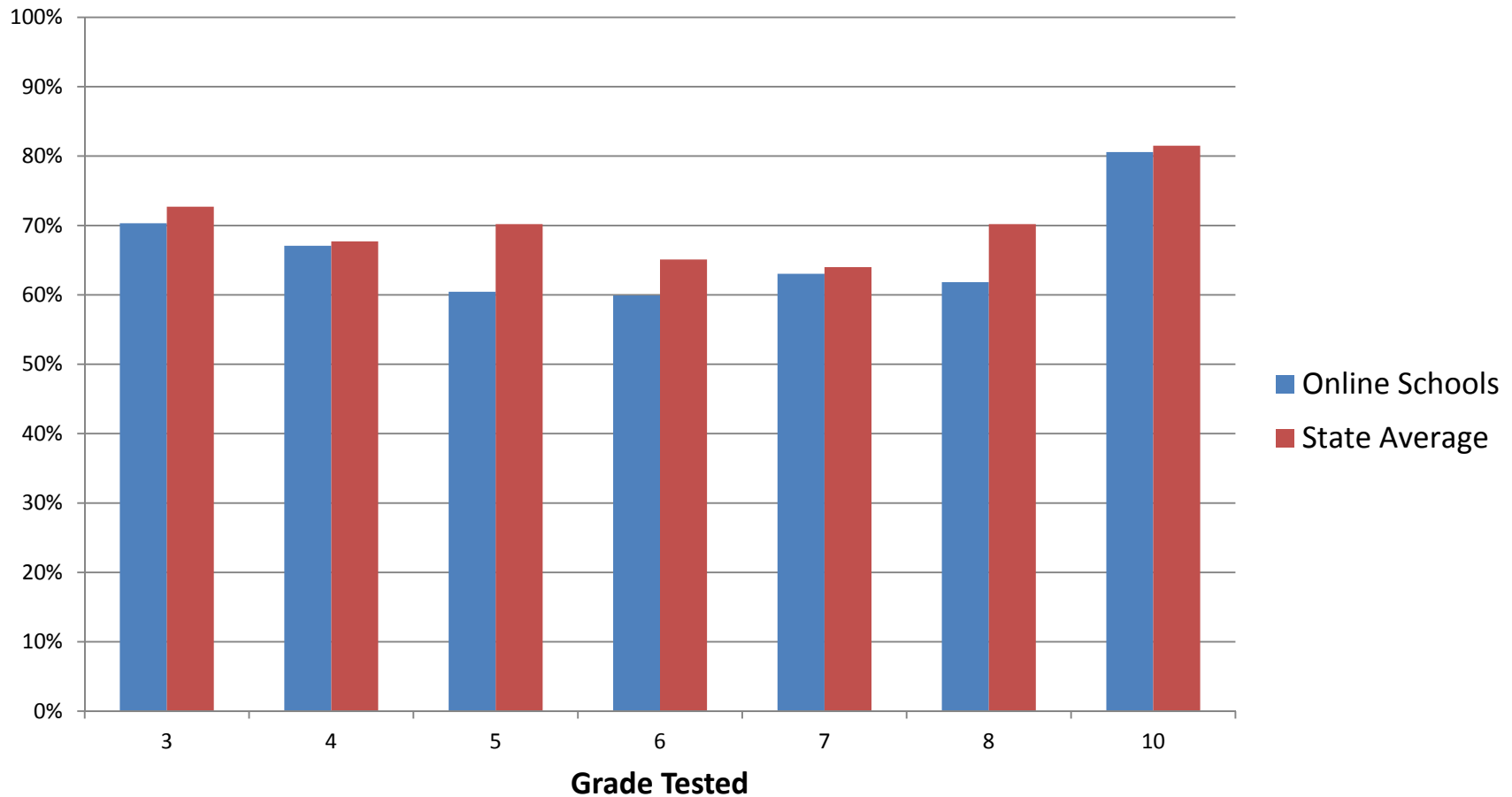


# Reading – Percent Met Standard (2010 MSP/HSPE)

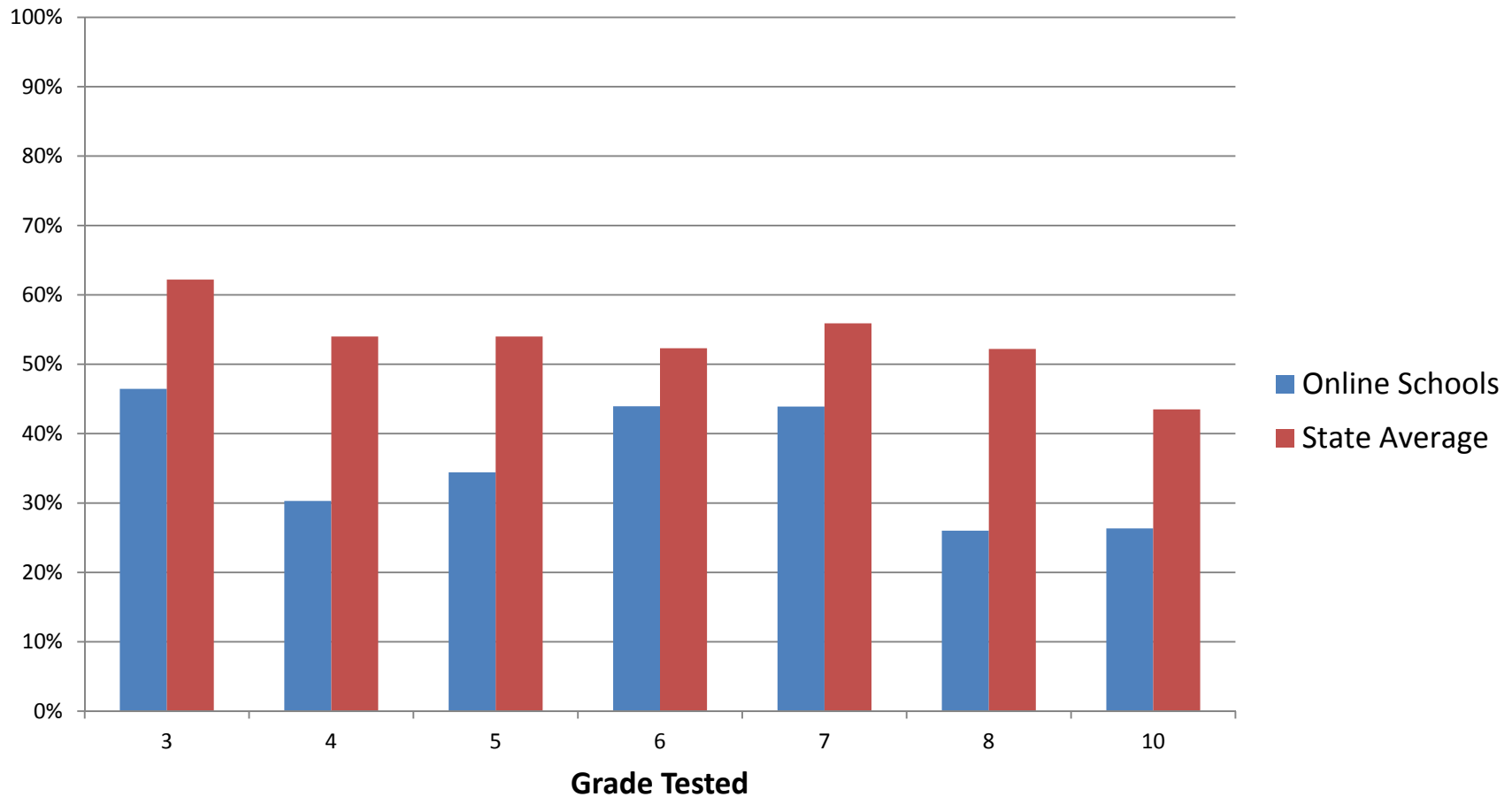




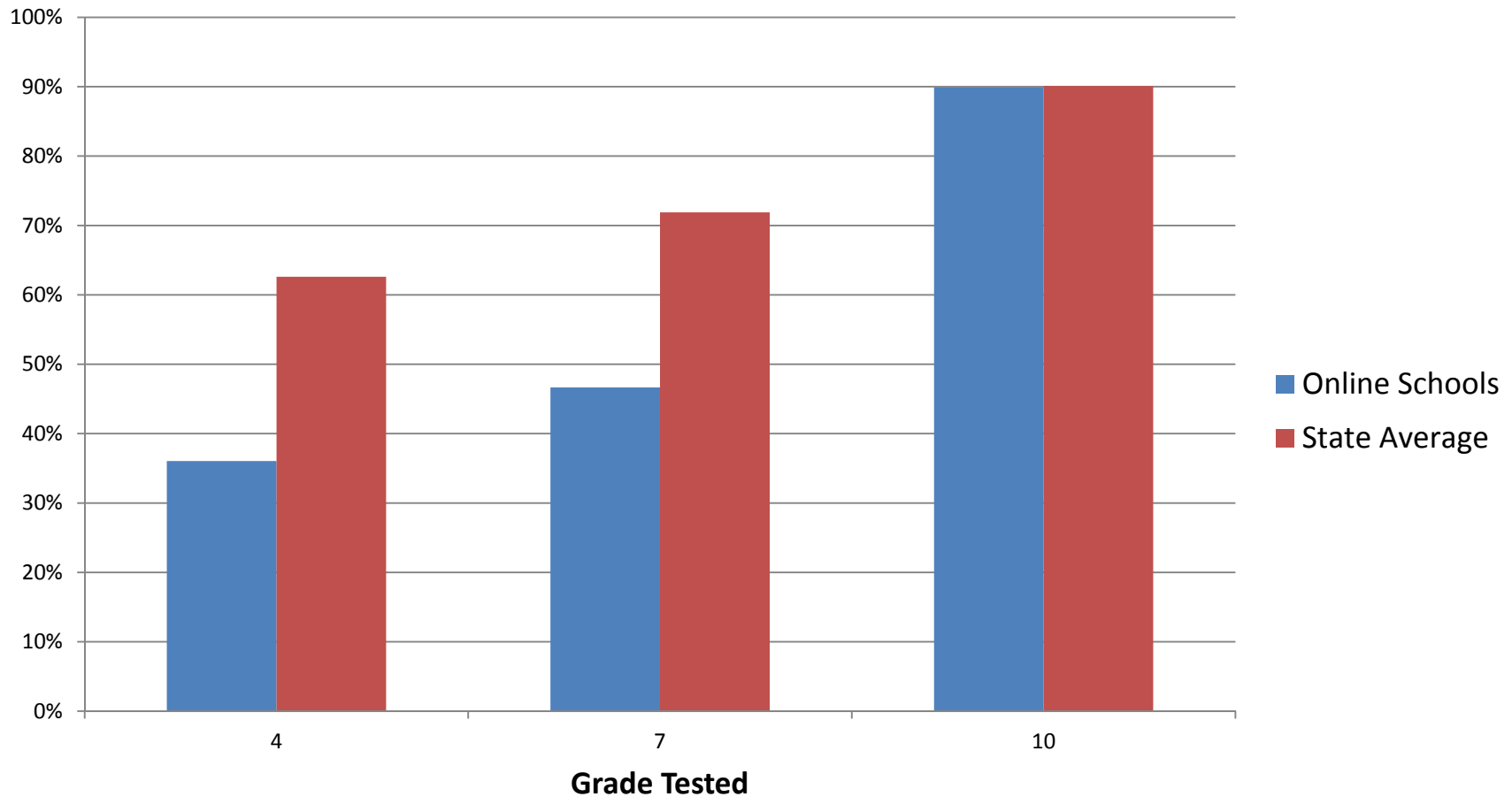
# Reading - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



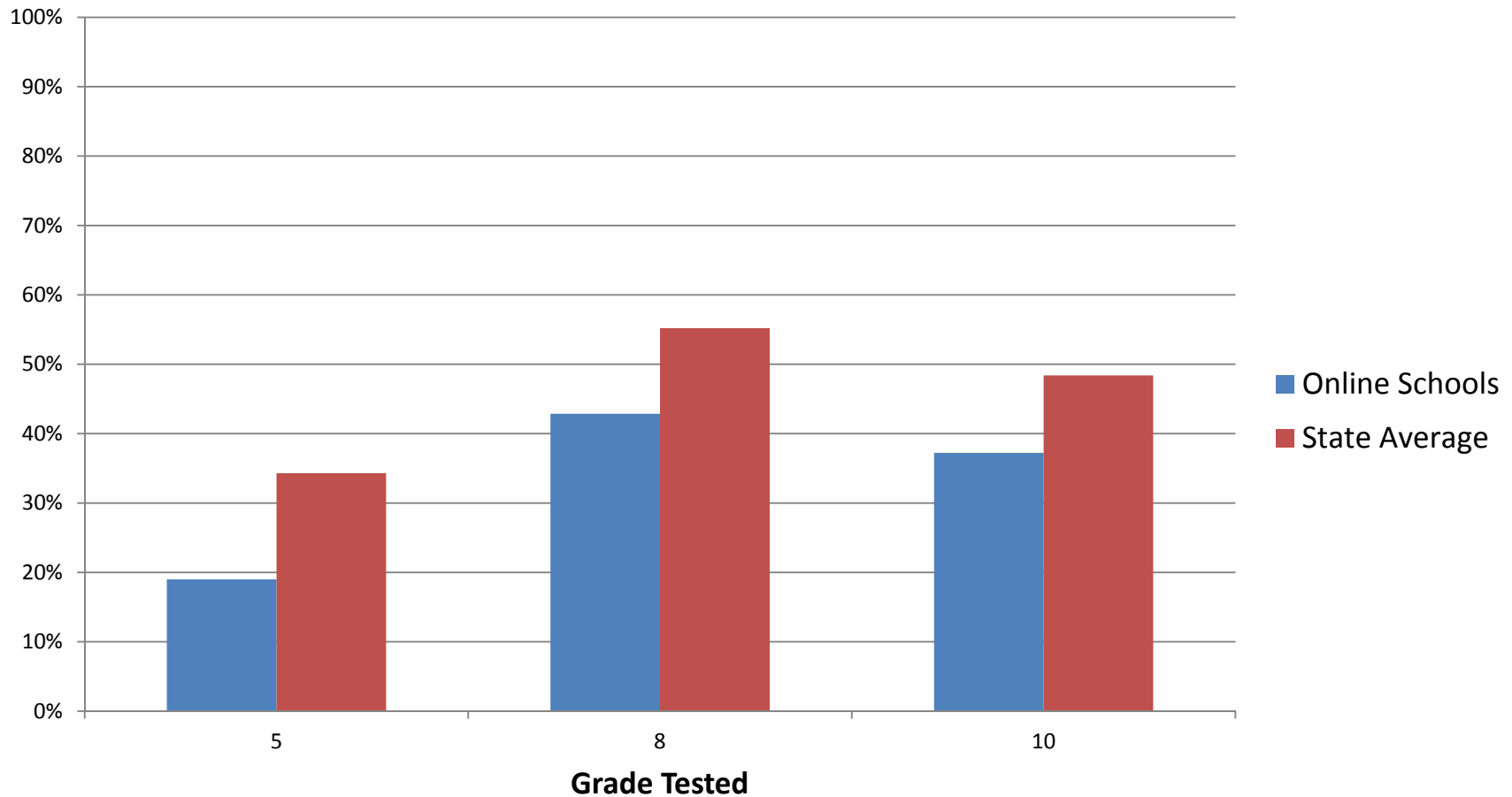
# Math - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



# Writing - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



# Science - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



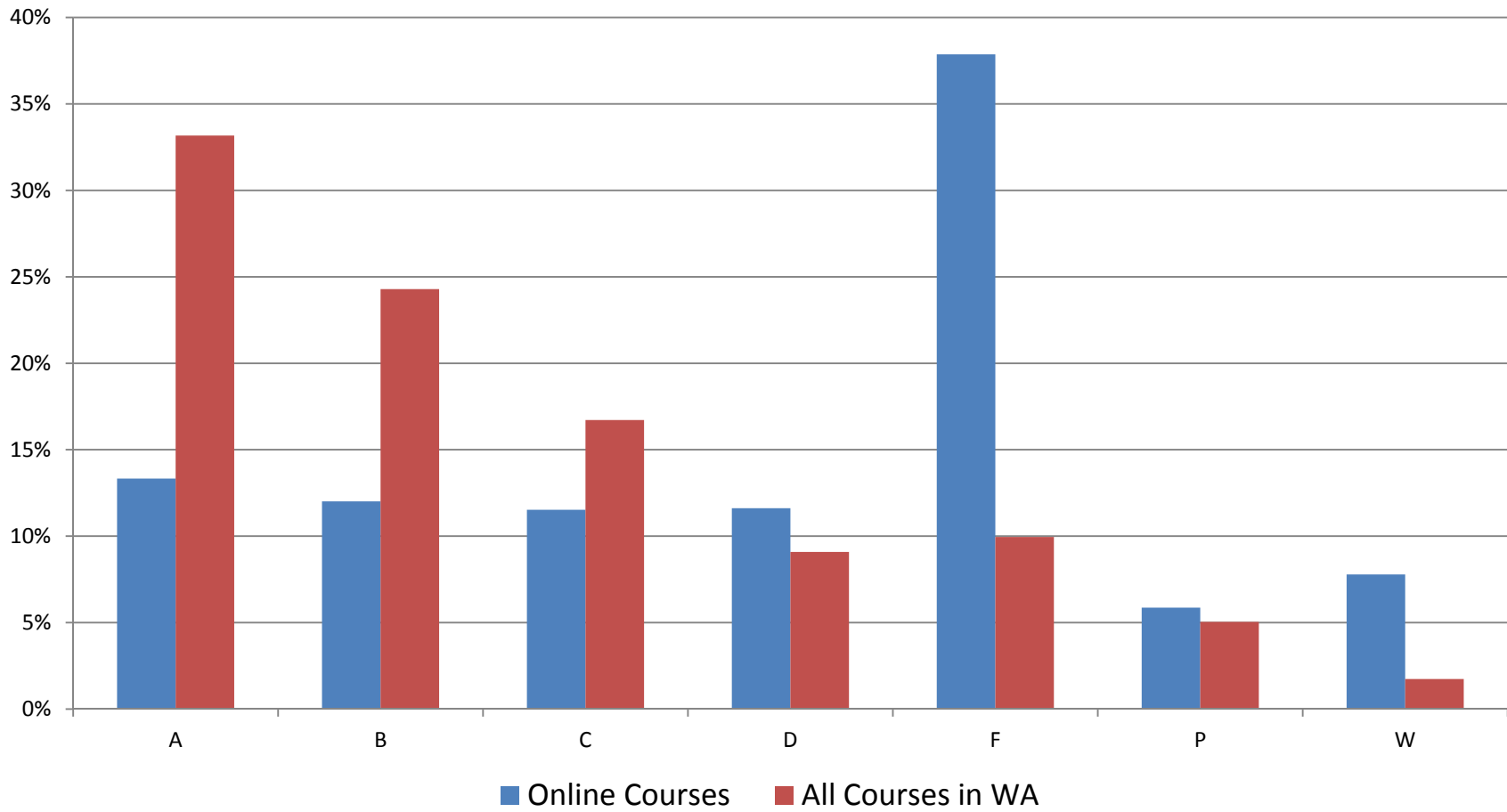
# Completion Rates

- 60% of online students in CEDARS have grade history data
  - Only collected for 9-12
  - Reporting issues
  - Definitional issues
- 92.2% online courses were completed
- 98.3% of all courses, statewide, were completed

# Pass Rates

- 46% of online courses passed with a C- or better
  - 80.6% statewide
- 59% of online courses passed with a D or better
  - 89.9% statewide

# Grades



# Why are online and non-online grades so different?

- Online courses often use a proficiency-based grading model
- Online courses are often more rigorous
  - Easier to track student progress
- Student selection
  - Online courses often attract students of varying academic backgrounds and motivations
  - Programs may not filter out students who aren't suited for online learning



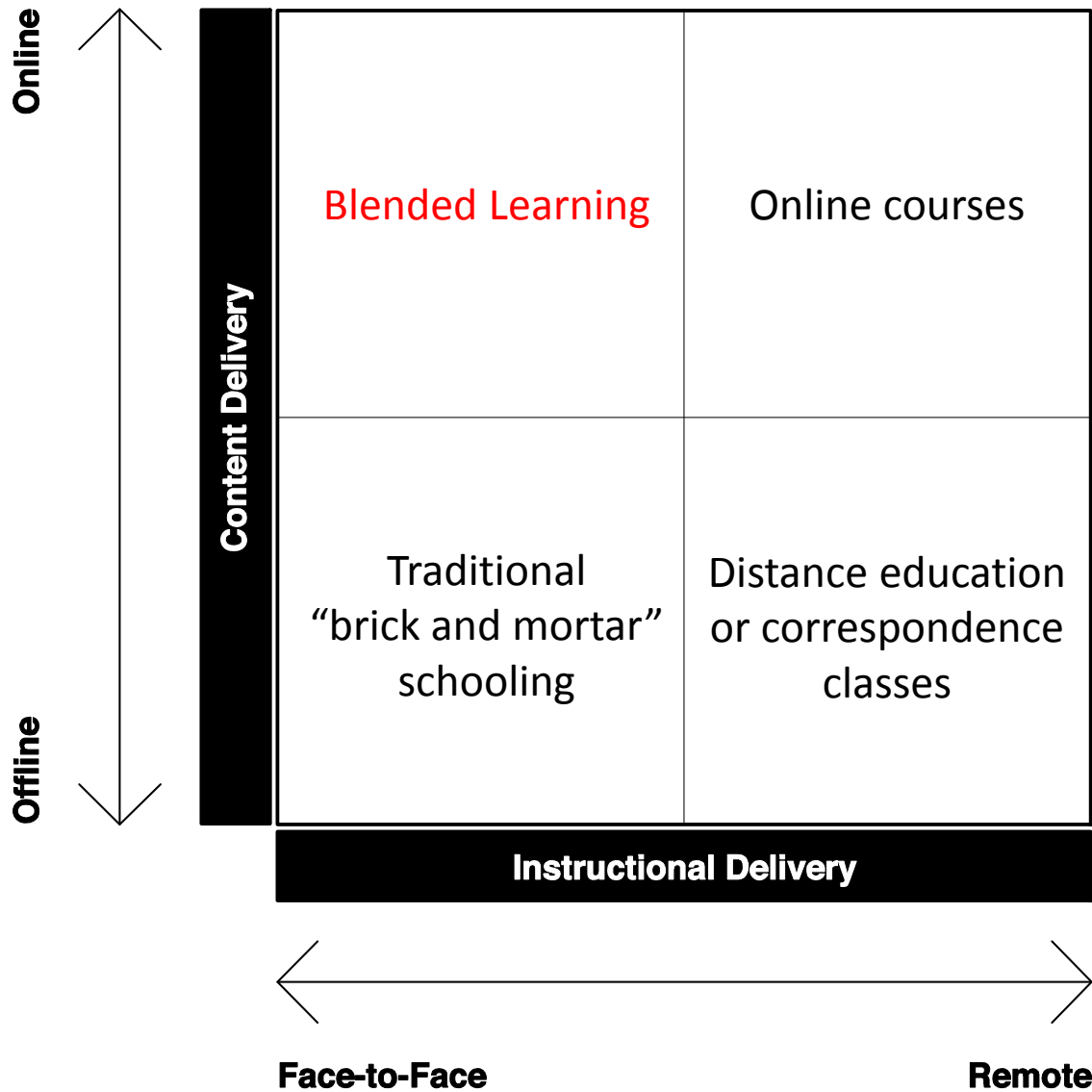
**WAVA AND STEILACOOM SCHOOL  
DISTRICT**

**PROMISE AND POTENTIAL**

# Why Online?

- Course availability
- Acceleration
- Remediation
- Schedule flexibility
- Learning styles
- Environment
- Health

# Blended Learning



# Blended Learning Drivers

- Low-cost devices (laptops, tablets, handhelds)
- Online content and tools
- Online assessment systems
- Adaptive curriculum
  - Data-driven
  - Common Core standards
- Individualizing and personalizing

# Blended Learning Spectrum

## Digital textbook replacements:

- Every student has a device
- Digital content
- Similar pedagogy

## Personalized learning:

- Every student has a device
- Adaptive content (informed by assessments)
- Personalized instruction
  - Students may have some autonomy
  - Teachers mix group and individual instruction

# Open Educational Resources (OER)

- “Free” textbooks and curricular materials
  - No licensing costs. Content has an open license (e.g. Creative Commons)
  - Able to modify, rearrange, extend
- OERs can be printed or distributed digitally
- Why?
  - Cost
  - Frequency of updates

# OER projects

- WA State Board of Community and Technical Colleges “Open Course Library”
  - 81 high-enrollment courses
- Multiple organizations offer content (example: [CK-12](#), [Curriki](#))
- States/districts adopting OER (California, Utah Open HS)



**Q&A**

# Contact Information

- Martin Mueller – [martin.mueller@k12.wa.us](mailto:martin.mueller@k12.wa.us)
- Karl Nelson – [karl.nelson@k12.wa.us](mailto:karl.nelson@k12.wa.us)
- [www.digitallearning.k12.wa.us](http://www.digitallearning.k12.wa.us)
- [k12.wa.us/alternativeed](http://k12.wa.us/alternativeed)

# The Washington State Board of Education

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

<b>Title:</b>	<b>OSPI Briefing on 2011 State Assessment Results and Adequate Yearly Progress (AYP)</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	This is the first year that assessment results have been determined by new SBE-approved cut scores for the 5 <sup>th</sup> and 8 <sup>th</sup> grade science Measurement of Student Progress and mathematics year one and two End-of-Course assessments.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	OSPI staff will present the recently released statewide Measurement of Student Progress and End-of-Course assessment results as well as an update on school and district Adequate Yearly Progress.	

# State Testing Overview

for  
State Board of Education  
September 15, 2011

Robin Munson, Ph.D.  
Asst. Supt., Assessment & Student Information  
Alan Burke, Ed.D.  
Deputy Superintendent



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

# Topics for today's discussion

---

- ▶ Spring 2011 Assessment Results
- ▶ Adequate Yearly Progress Results
- ▶ Upcoming Assessment Activities 2011-12
- ▶ Graduation Rates
- ▶ Questions



# New assessments for new learning standards

---

- ▶ **2008-09:** New elementary & middle school math standards
  - ▶ First assessed on the math MSP in spring 2010
- ▶ **2009-10:** New high school math standards
  - ▶ First assessed on math EOCs in spring 2011
- ▶ **2009-10:** New K-12 science standards
  - ▶ Elementary and middle school standards to be first assessed on science MSP in spring 2011
  - ▶ High school standards to first be assessed on the biology EOC in spring 2012



# State testing – Spring 2011

---

- ▶ 2nd year of new math standards in grades 3-8
- ▶ 2nd year of shorter tests in reading, math, science (not writing)
- ▶ First year of end-of-course math exams
- ▶ Expanded online testing to grades 4-5 in reading and math and grades 5 and 8 in science



# 2011 MSP/HSPE Results

Difference in percent meeting standards, 2010 to 2011

	Reading	Math	Writing	Science
Grade 3	↑ 1.0	-0.3		
Grade 4	0.1	↑ 5.6	0.3	
Grade 5	↓ -2.0	↑ 7.6		↑ 21.6*
Grade 6	↑ 6.0	↑ 6.9		
Grade 7	↓ -7.0	↑ 1.6	0.7	
Grade 8	-0.8	↓ -1.3		↑ 7.0*
Grade 10	↑ 3.4	EOCs	0.0	↑ 4.6

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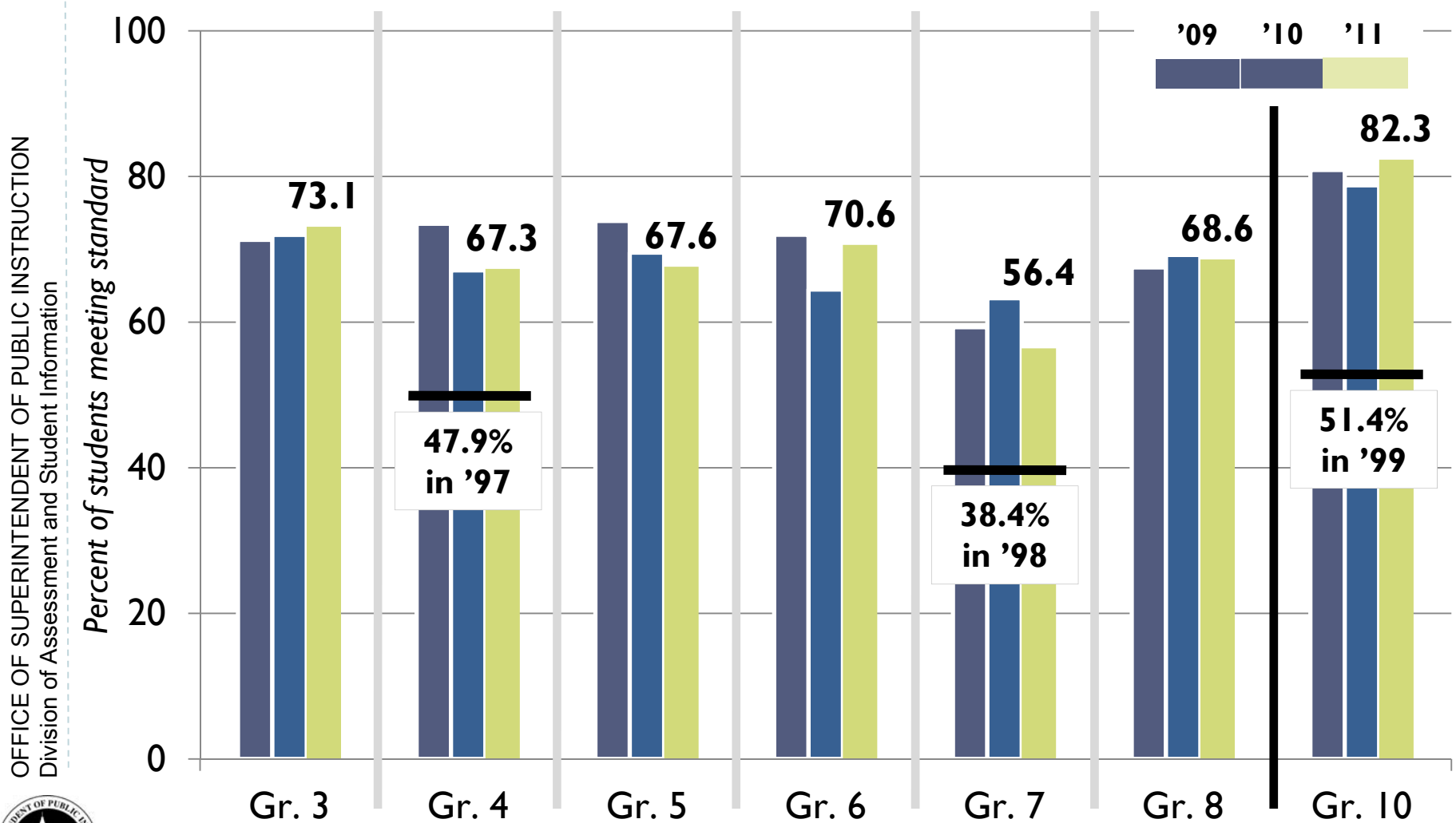


\* New science standards tested in grades 5 and 8



# Reading MSP/HSPE: Grades 3-8 and 10

## Percent of students meeting standard

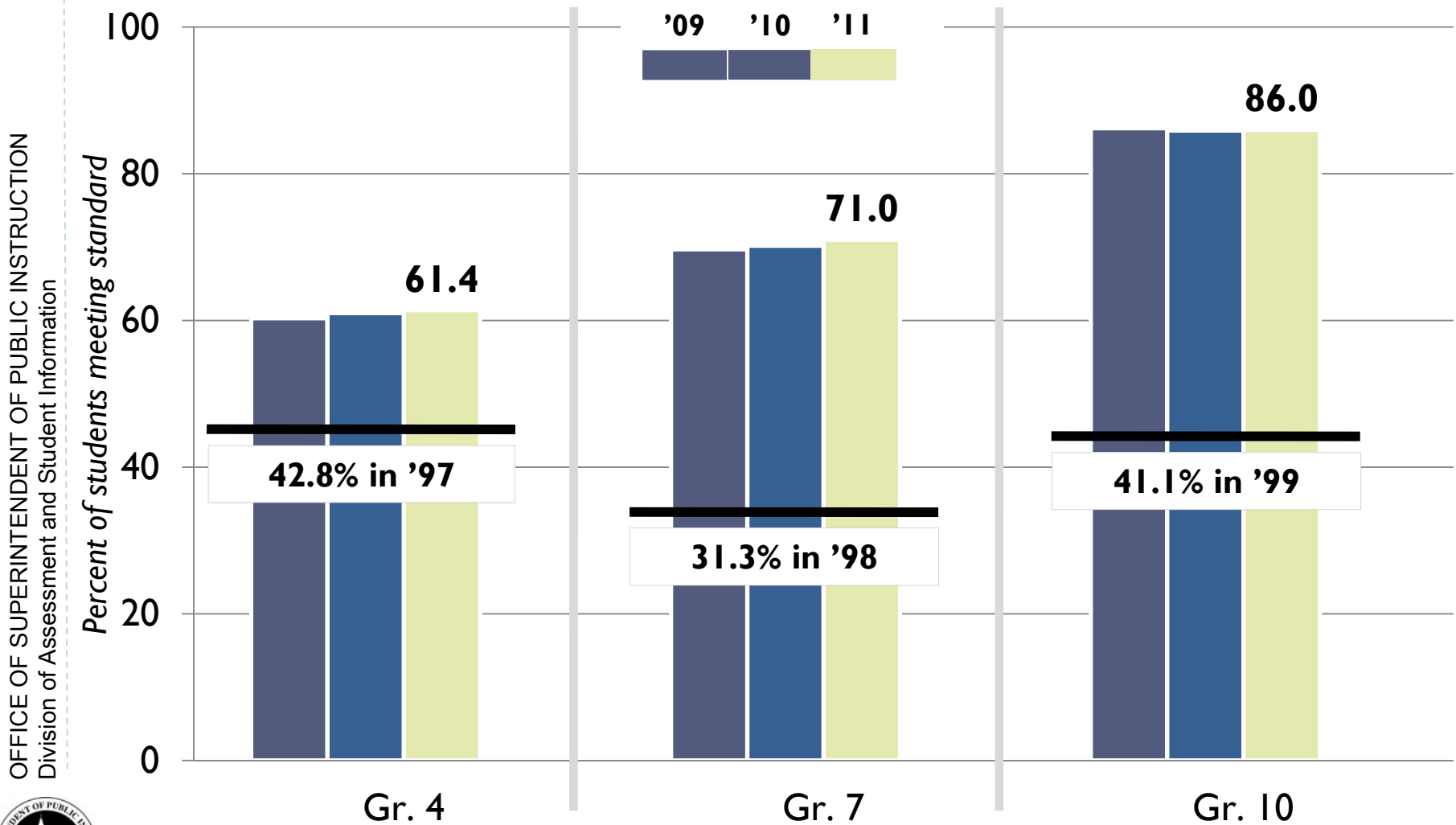


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# Writing MSP/HSPE: Grades 4,7 and 10

## Percent of students meeting standard

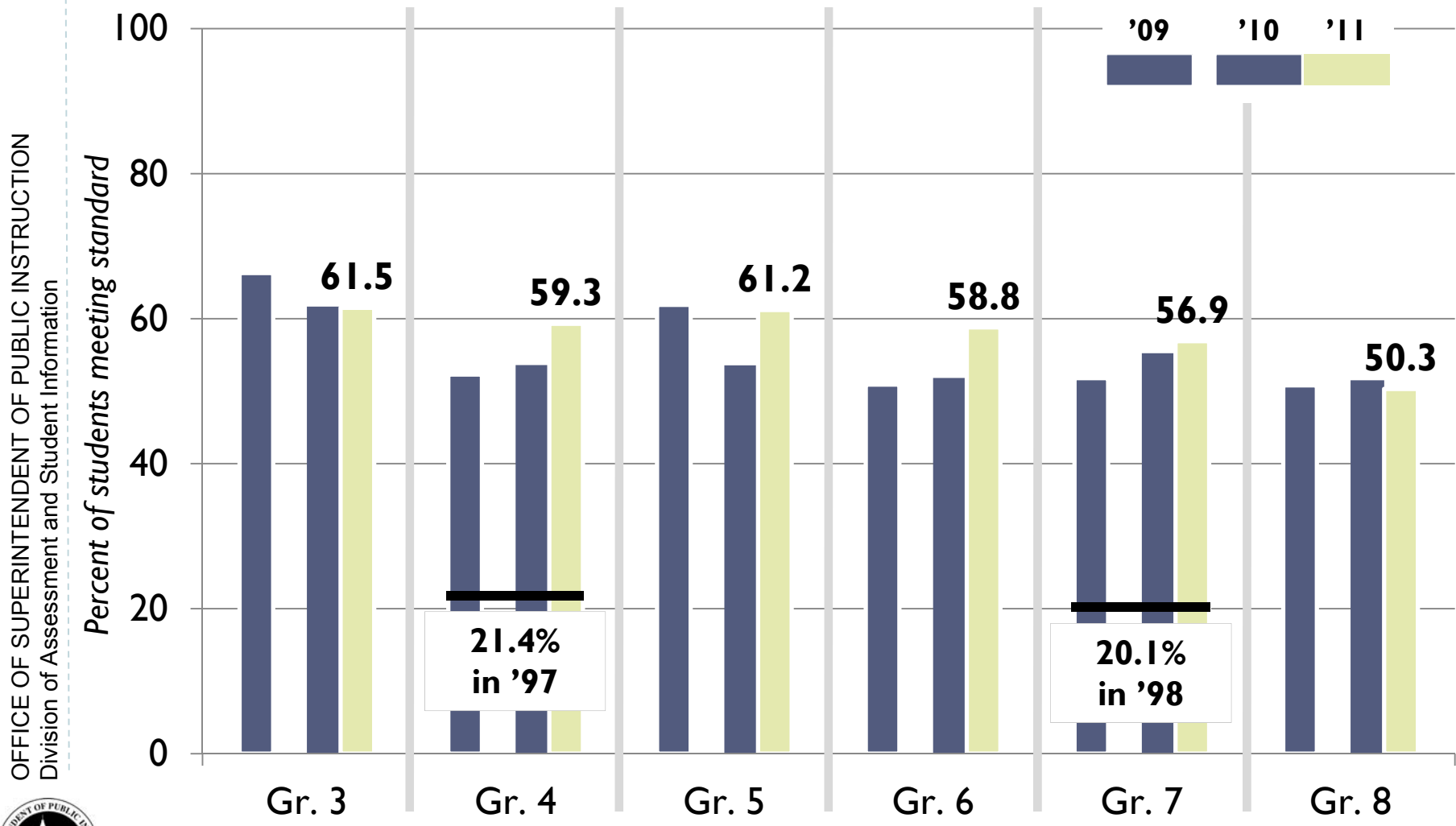


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# Math MSP: Grades 3-8

## Percent of students meeting standard



# High school math testing changes

---

- ▶ In Spring 2011, students took end-of-course exams in algebra I and geometry
- ▶ 2011 results set new baseline for math EOCs
- ▶ Comparisons to previous years are inevitable, but not apples to apples because of new tests and new standards
- ▶ Need at least three years of data to determine effectiveness of new math standards



# 2011 End-of-course Math Results

Percent meeting standards in 2011

	Year 1 (Alg/Int I)	
	Percent	Number
Grades 6-7	94.5%	5,599
Grade 8	83.8%	27,473
Grade 9	57.5%	46,555
Grade 10*	60.8%	46,452
Grade 11	58.3%	20,313
Grade 12	41.1%	6,715
<b>Total</b>	<b>66.2%</b>	<b>153,107</b>

\* All Grade 10 students tested on an EOC for AYP



# 2011 End-of-course Math Results

Percent meeting standards in 2011

	Yr I EOC Alg I	Yr I EOC Integ I	Yr. I Makeup	Year I EOC Total
Grades 6-7	94.3%	97.4%	99.1%	94.5%
Grade 8	82.0%	88.2%	97.3%	83.8%
Grade 9	53.7%	48.4%	87.8%	57.5%
Grade 10*	30.7%	26.8%	71.4%	60.8%
Grade 11	33.4%	27.2%	63.3%	58.3%
Grade 12	25.9%	36.8%	43.3%	41.1%
Total	60.7%	55.4%	74.4%	66.2%

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\* All Grade 10 students tested for AYP purposes

# 2011 End-of-course Math Results

Percent meeting standards in 2011

	Year 2 (Geom/Int 2)	
	Percent	Number
Grades 6-7	99.5%	213
Grade 8	98.3%	4,770
Grade 9	91.2%	21,045
Grade 10*	66.3%	31,930
Grade 11	44.1%	7,177
Grade 12	31.3%	1,465
<b>Total</b>	<b>73.8%</b>	<b>66,600</b>

\* All Grade 10 students tested on an EOC for AYP



# 2011 End-of-course Math Results

Percent meeting standards in 2011

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Division of Assessment and Student Information

	Yr 2 EOC Geom	Yr 2 EOC Integ 2	Yr. 2 Makeup (not given)	Year 2 EOC Total
Grades 6-7	99.4%	100%		99.5%
Grade 8	98.3%	99.3%		98.3%
Grade 9	91.0%	93.2%		91.2%
Grade 10*	66.6%	63.2%		66.3%
Grade 11	45.1%	34.1%		44.1%
Grade 12	31.7%	21.2%		31.3%
Total	74.2%	69.3%		73.8%

\* All Grade 10 students tested for AYP purposes





# Elementary and Middle School Science testing changes

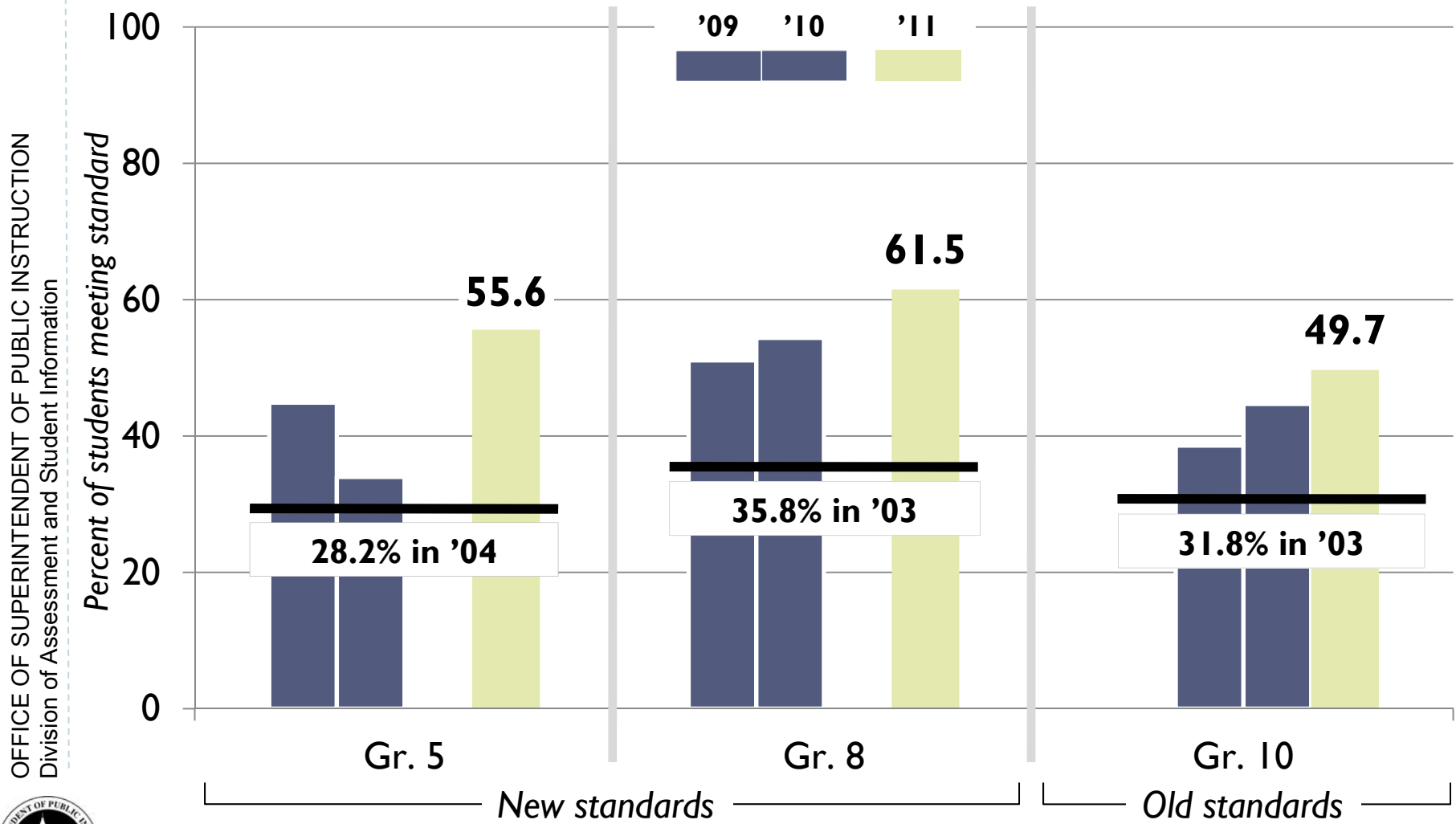
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- ▶ In Spring 2011, grades 5 and 8 MSP tested students on new science learning standards
- ▶ 2011 results set new baseline for science MSP
- ▶ Comparisons to previous years are inevitable, but not apples to apples because of new test and new standards
- ▶ Need at least three years of data to determine effectiveness of new science standards



# Science MSP/HSPE: Grades 5,8 and 10

## Percent of students meeting standard



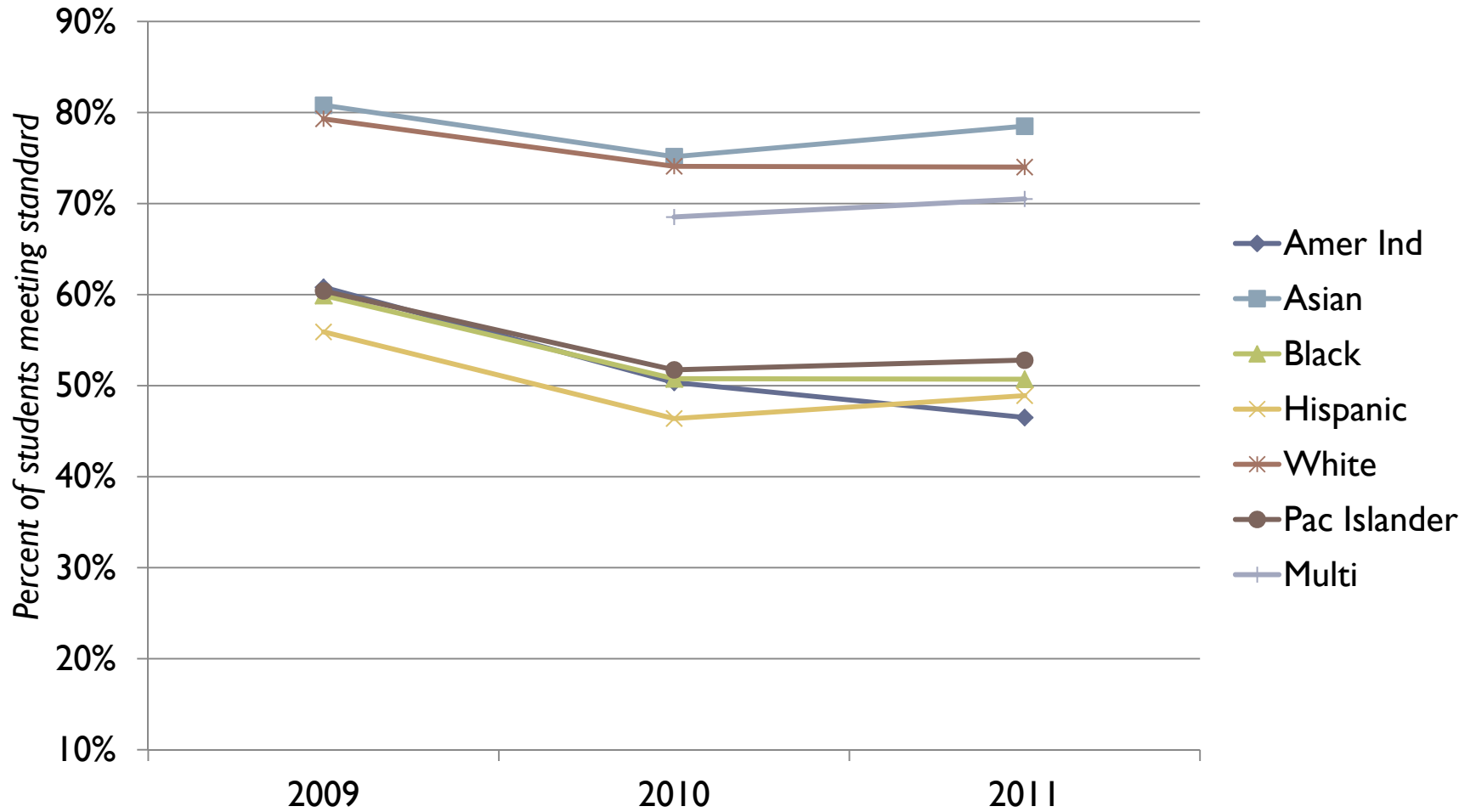
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# MSP results, by ethnic group

## Reading, 4<sup>th</sup> grade, 2009-11

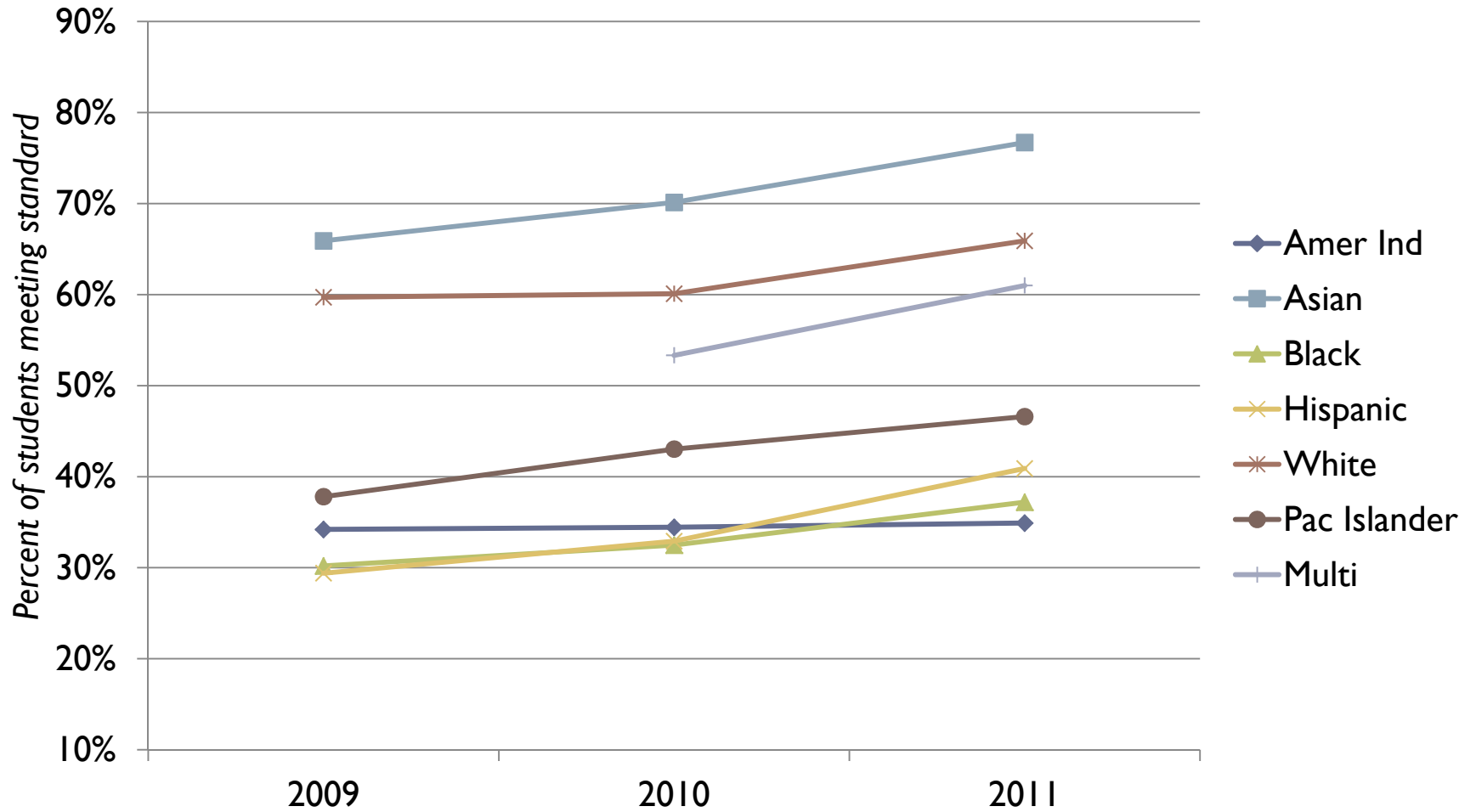
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# MSP results, by ethnic group

## Math, 4<sup>th</sup> grade, 2009-11

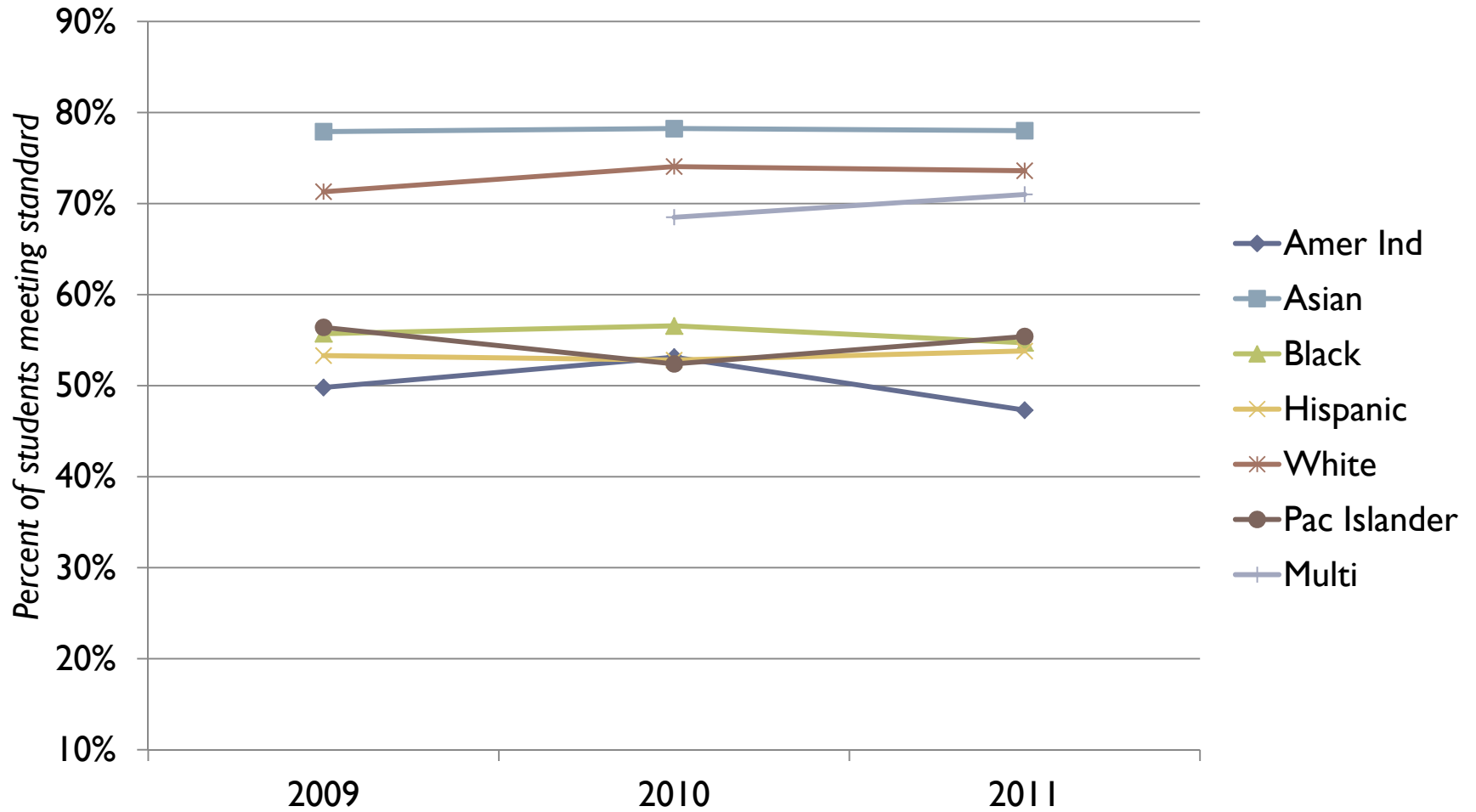
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# MSP results, by ethnic group

## Reading, 8<sup>th</sup> grade, 2009-11

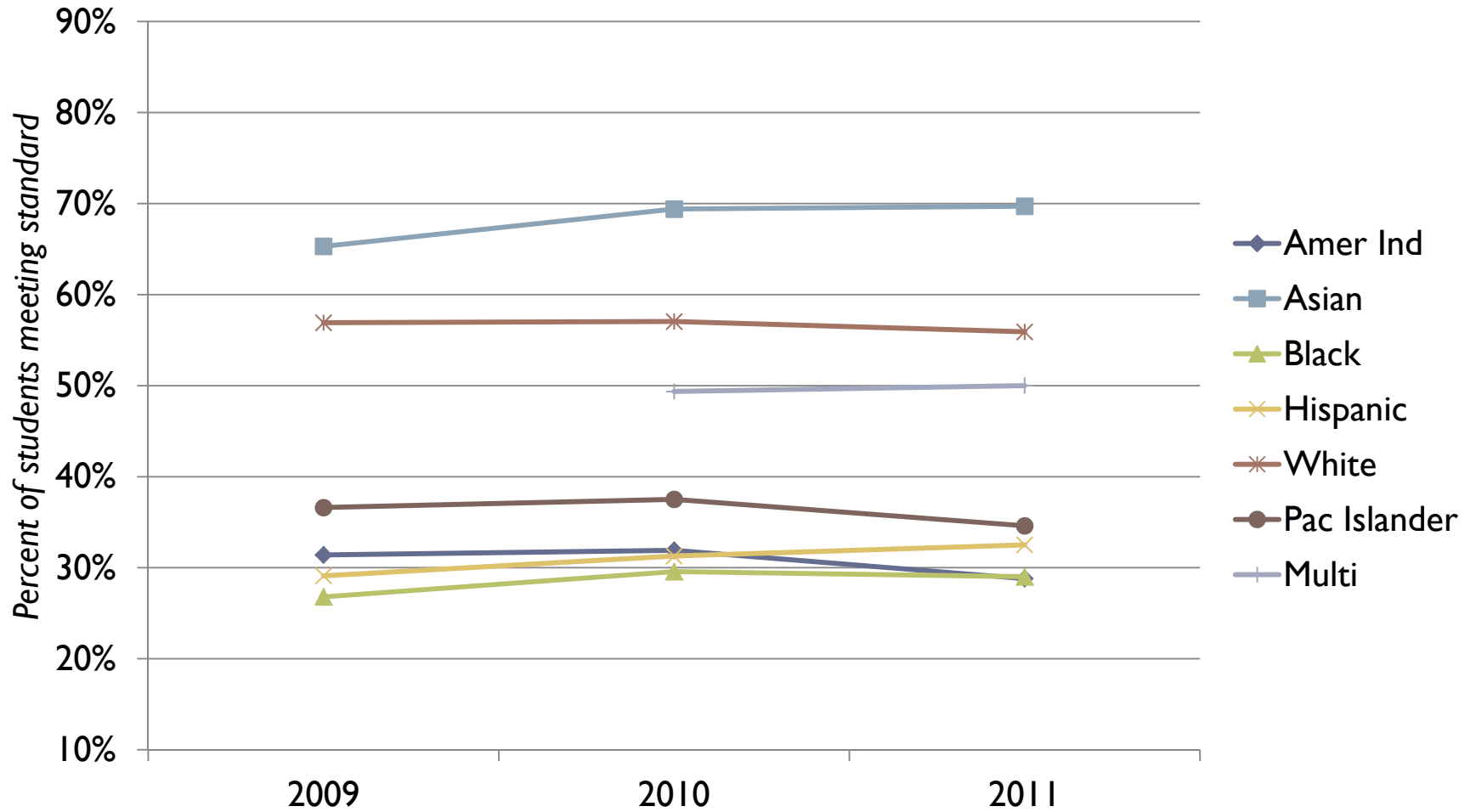
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Division of Assessment and Student Information



# MSP results, by ethnic group

## Math, 8<sup>th</sup> grade, 2009-11

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# Progress toward Certificate of Academic or Individual Achievement

Percent of each cohort meeting standard

READING	Class of 2010	Class of 2011	Class of 2012	Class of 2013
After 10th grade	81.24	79.54	78.23	81.18
After 11th	88.94	88.63	88.48	
After 12th	94.82	94.47		

WRITING	Class of 2010	Class of 2011	Class of 2012	Class of 2013
After 10th grade	85.48	84.31	83.82	83.8
After 11th	90.94	90.59	90.37	
After 12th	94.82	94.56		

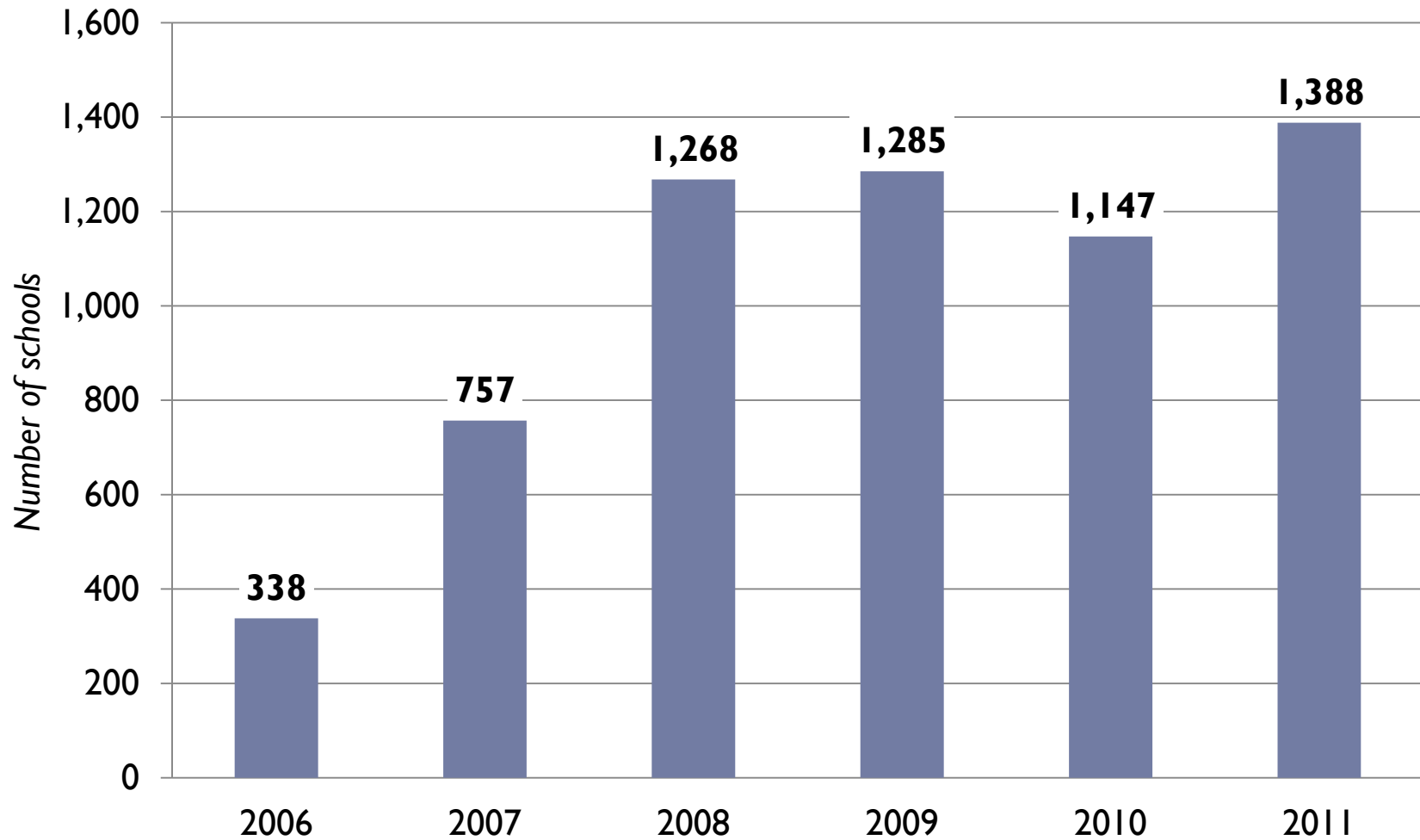
MATH	Class of 2010	Class of 2011	Class of 2012	Class of 2013
After 10th grade	51.08	45.85	43.68	63.9
After 11th	59.56	57.18	67.13	
After 12th	70.76	62.05		

Earned CAA/CIA	Class of 2010	Class of 2011	Class of 2012	Class of 2013
After 10th grade	48.54	43.16	39.93	57.72
After 11th	67.1	57.74	63.36	
After 12th	68.91	63.82		



# Schools not meeting AYP, 2006-2011

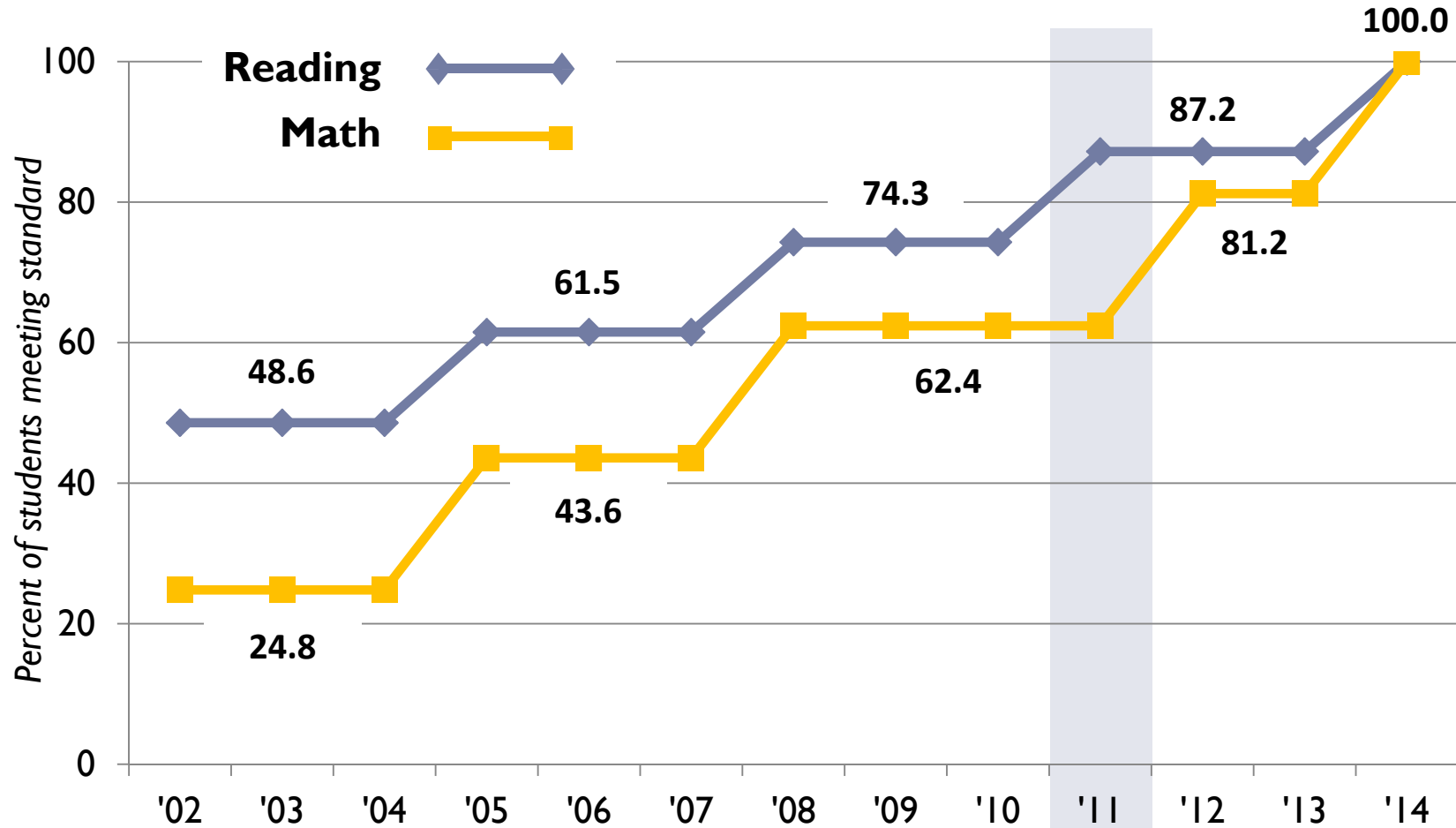
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# ESEA requirements

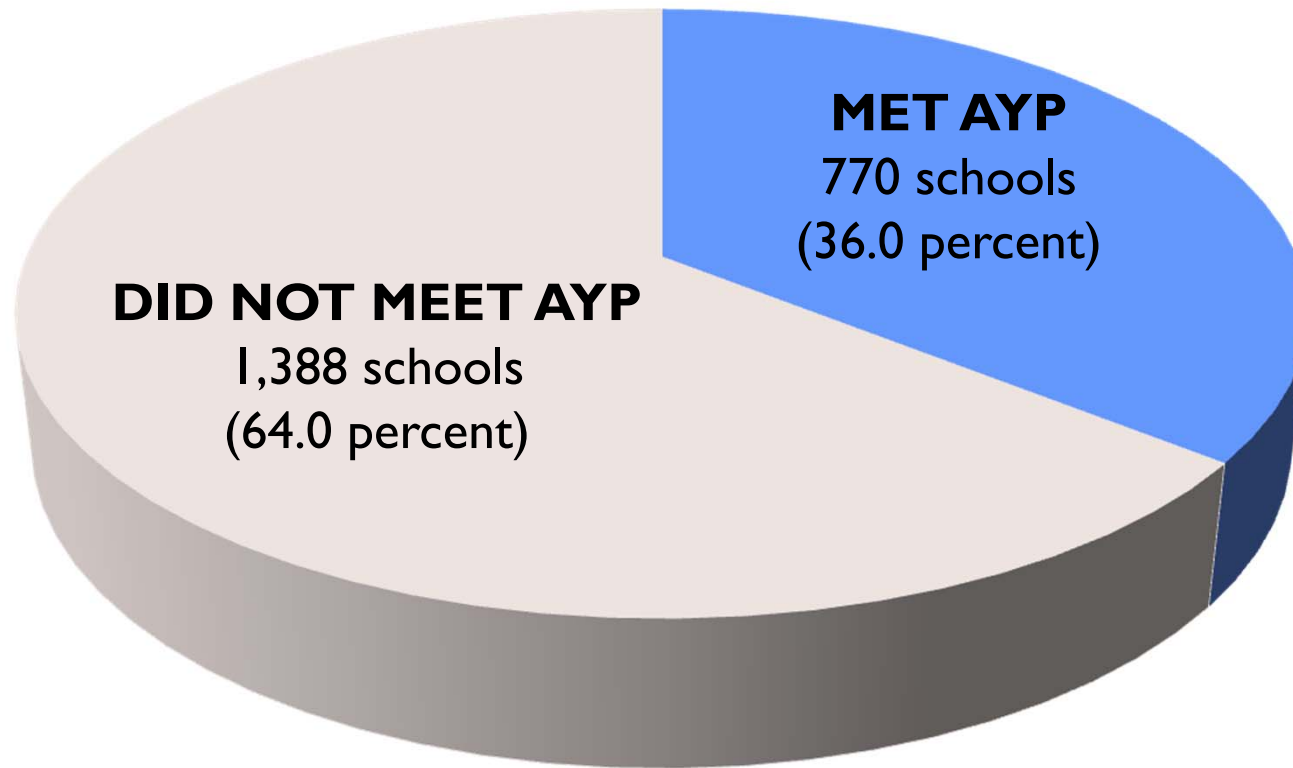
Minimum percentages needed to meet AYP, grade 10



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# AYP results for schools, 2011



# Changes to state testing - 2012

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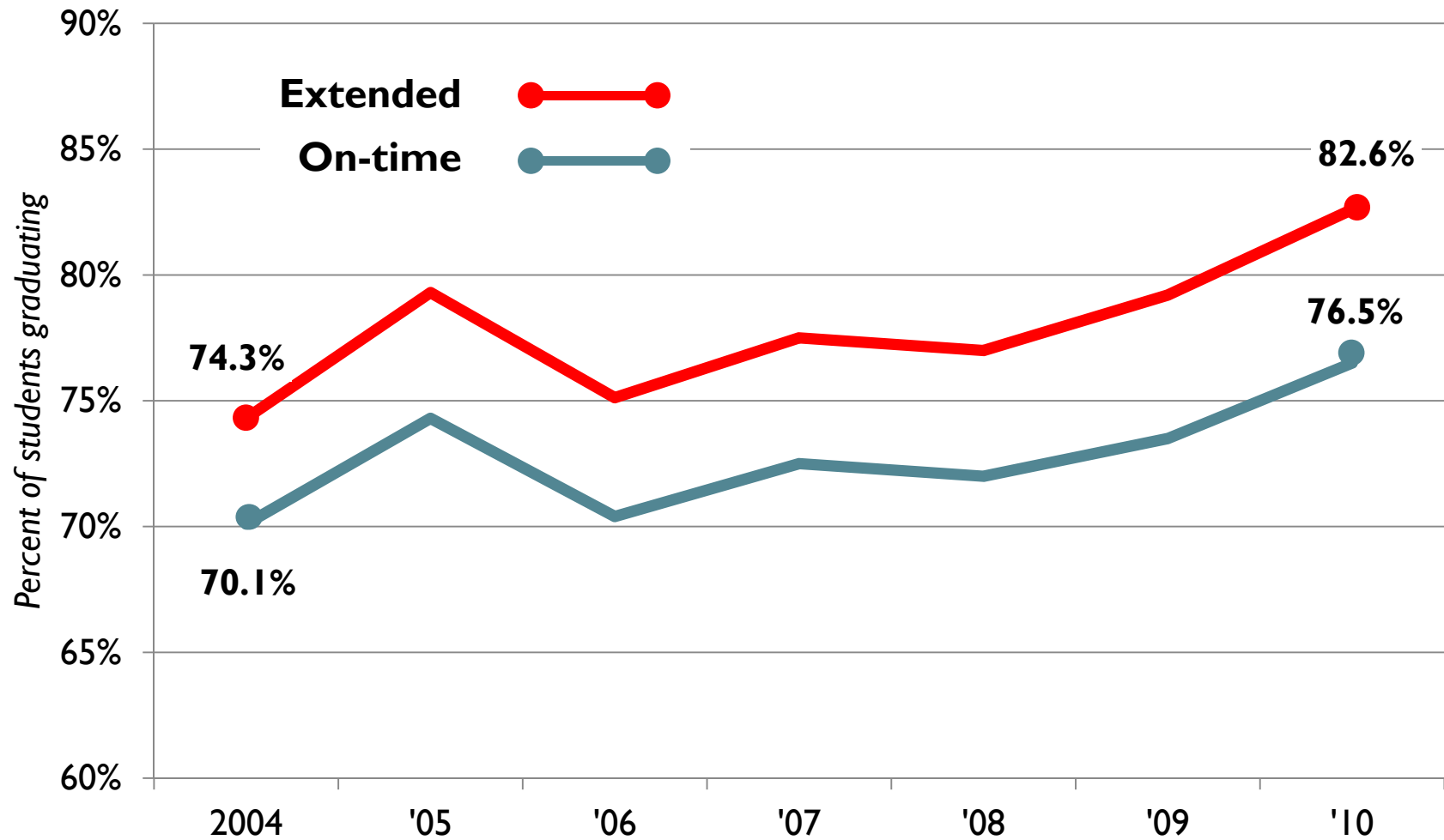
- ▶ **Online testing**
  - ▶ Starting grade 3 in reading and math
  - ▶ More online participation needed
- ▶ **New end-of-course biology exam**
- ▶ **More restricted access to Collection of Evidence as alternative for meeting graduation requirements**
- ▶ **New English Language Proficiency Assessment**
- ▶ **Revised WAAS-Portfolio (significant cognitive challenges)**



# Graduation Rates

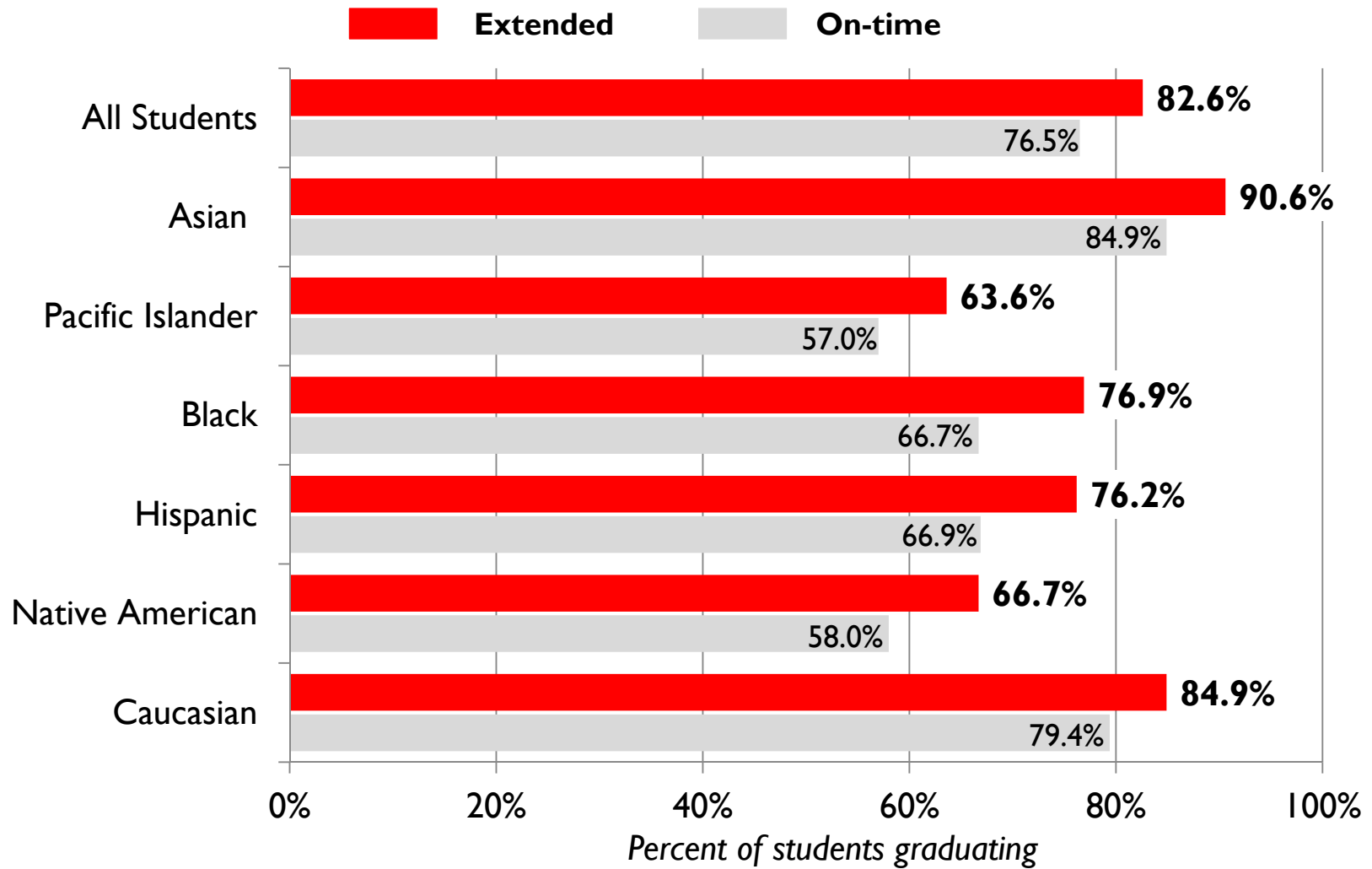
## On-Time and Extended, 2004-2010

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# Graduation Rates

On-time and extended, by ethnicity, 2009-2010



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# New graduation rate calculations

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- ▶ Based on National Governors' Association formula:
  - ▶ # of graduates/incoming 9<sup>th</sup> graders (+/- transfers)
- ▶ Requires tracking individual students (SSIDs)
- ▶ Required for AYP, for all states, in Aug 2012
- ▶ OSPI will report new rate on Aug 30, 2011



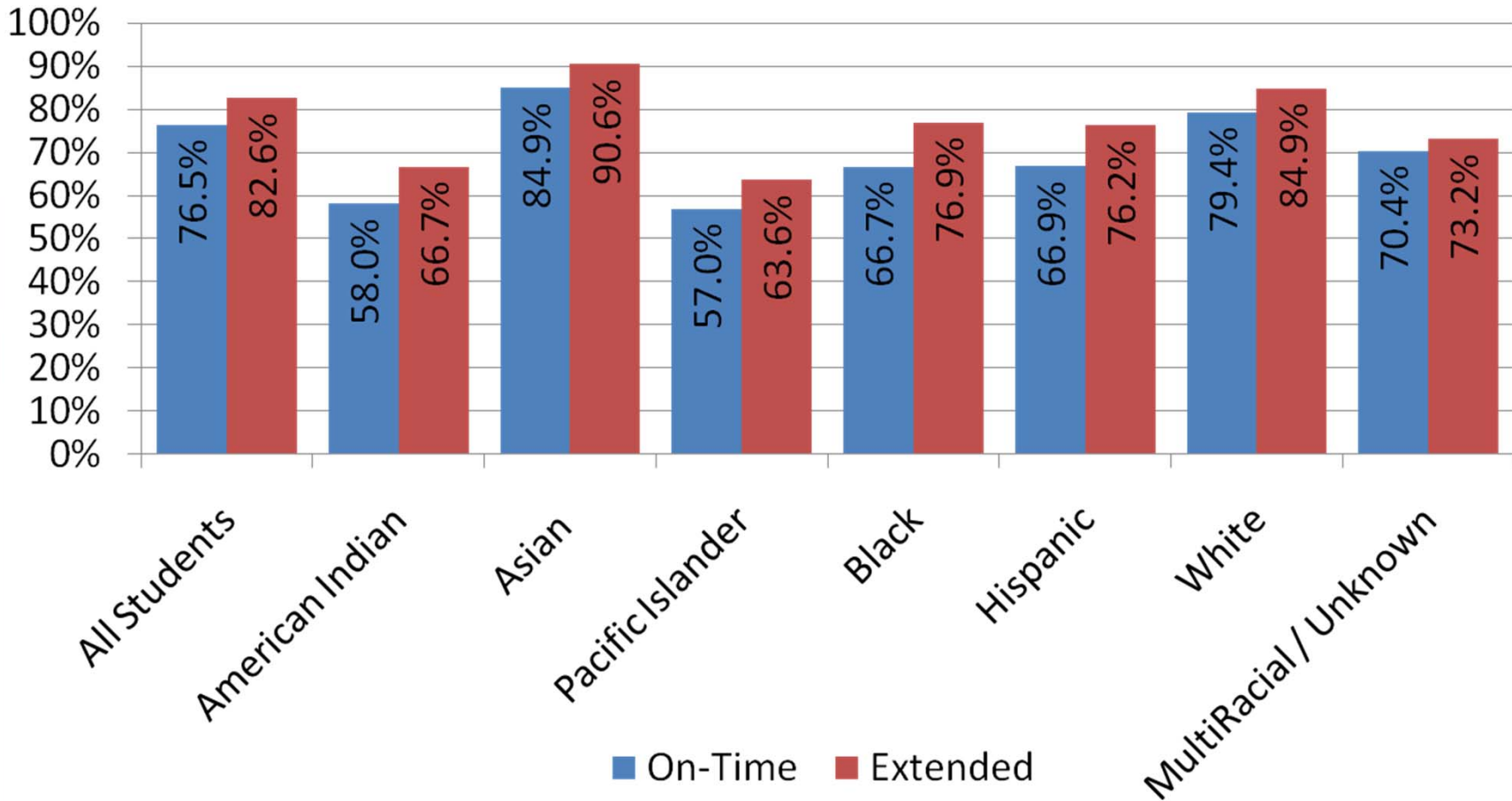
# Impact of change to graduation calculations

	2008-2009	2009-2010
<b>Old</b> On-time Graduation Rate	73.5%	76.5%
<b>New</b> On-time Graduation Rate	71.6%	72.7%
Difference	<i>-1.9%</i>	<i>-3.8%</i>
<b>Old</b> Extended Graduation Rate	79.2%	82.6%
<b>New</b> Extended Graduation Rate	N/A	80.7%
Difference	N/A	<i>-1.9%</i>



# On-time and Extended Graduation Rates by Ethnicity for 2009-2010

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More details can be found-

- ▶ **OSPI Report Card:** <http://reportcard.ospi.k12.wa.us>
- ▶ **Data files:**  
<http://reportcard.ospi.k12.wa.us/DataDownload.aspx>
- ▶ **State testing and graduation requirements handouts:** <http://www.k12.wa.us/Resources/default.aspx>



# The Washington State Board of Education

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

<b>Title:</b>	<b>Federal and State Accountability: Current Issues</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<p>SBE has a strategic oversight role and provides thought leadership on critical education issues. SBE has provided critical leadership and horsepower to build some elements of our state accountability system, but there is still work to be done.</p> <p>Recommended next steps:</p> <ul style="list-style-type: none"> <li>• Explore ways to include the English Language Learner data in the Index.</li> <li>• Propose ways to use the Index to identify schools in need of improvement and support.</li> <li>• Continue oversight of the Required Action process and begin to develop research-based state intervention models for required action.</li> </ul> <p>Continue to develop case studies and publicize evidence-based turnaround models</p>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>This memo provides a brief overview of the federal accountability system (No Child Left Behind and Adequate Yearly Progress). A summary of the accountability system created in E2SSB 6696 outlines two phases for implementing "an excellent and equitable education for all students' an aligned federal/state accountability system; and the tools necessary for schools and districts to be held accountable." Phase One has been completed but most of the work in Phase Two is yet to come. Federal funds for voluntary School Improvement Grants and Required Action Districts are likely to be eliminated.</p>	



# The Washington State Board of Education

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## **Federal and State Accountability: Current Issues**

### **BACKGROUND**

Increasingly, education leaders from around the nation as well as the US Department of Education are expressing frustration with the federal accountability system as more and more schools are labeled 'failing'. States are working to build more effective state accountability systems in order to better determine school performance and build systems of increasing levels of support for struggling schools and districts. Efforts to build a more effective accountability system in Washington State have yielded some results but are as yet incomplete. The Achievement Index ('the Index') was created as a potential replacement for the federal accountability system, but so far it has only been implemented as a recognition tool for high performing schools. The nation is at a crossroads with school accountability; many states are seeking waivers from the federal accountability system while others, including Washington, are choosing to wait for Congress to reauthorize No Child Left Behind and address widely-agreed upon problems with that system. Washington could develop a robust state accountability system, but it will take resources and political will to move in that direction.

SBE has an opportunity to continue to exercise its strategic oversight role and provide thought leadership to more fully develop an effective statewide accountability system. More and more schools are labeled 'failing' under the No Child Left Behind Act. Federal funds for school improvement (voluntary and required action support for the lowest performing schools) appear to be in jeopardy. While much has been done to develop a state accountability system, the work is not yet done. This memo outlines some issues regarding federal and state accountability and suggests next steps for SBE.

### **No Child Left Behind**

The Elementary and Secondary Education Act was reauthorized in 2001 and dubbed No Child Left Behind (NCLB). States were required to identify content area standards, establish high-stakes statewide assessment systems, disaggregate data by student racial, ethnic, low-income, English Language Learner status, and Special Education groups, and set overall student proficiency goals (known as 'uniform bars') for each grade in reading and math. The proficiency goals stair-step upwards toward 2014 when 100 percent of students must be proficient.

Attempts by Congress to reauthorize NCLB began four years ago and heated up in the spring of 2010, but so far Congress has not acted. The Obama administration put forth a set of priorities for NCLB changes, many of which then appeared in Race to the Top criteria. In March 2011, Secretary of Education Arnie Duncan told Congress that failure to address problems with NCLB would result in more than 82 percent of schools in the nation being labeled as 'failing' in the fall of 2011 (actual data pending). In August 2011, Secretary Duncan issued a press release that signaled that the Department of Education would begin to offer waivers to states from increasingly high student proficiency goals as required under NCLB.

While many details have not emerged, the Secretary has indicated that he will consider NCLB waiver requests from states on the basis that states have their own accountability system that includes: the capacity to include student achievement data in evaluation of teachers, student growth measures, a system for turning around chronically low-performing schools, and adopting career- and college- ready standards. Final criteria are expected in September. Meanwhile, multiple states (including Georgia, Kentucky, Massachusetts, Minnesota, Wisconsin, and Virginia) are seeking waivers, most often from the increasing percentages of students expected to be proficient. It is widely expected that Secretary Duncan's authority to issue such waivers will be met with legal challenge.

The Council of Chief State School Officers (CCSSO) has produced a draft "Roadmap for Next-Generation Accountability Systems"<sup>1</sup> as a resource for states as they develop state accountability systems designed to ensure that all students are career- and college- ready, differentiate the performance of schools and districts in reliable and meaningful ways to enable states to provide support and interventions, and encourage innovation and continuous improvement. This roadmap advocates using student growth models in addition to the 'status' model that Washington currently employs<sup>2</sup>, and performing deep diagnostic reviews of schools to provide meaningful and specific interventions. This is contrasted with the system that is currently used, Adequate Yearly Progress (see Appendix A).

#### Adequate Yearly Progress (AYP)

AYP success is based on test scores from reading and math. Other indicators of success are extended graduation rates (high schools only) and undexcused absences (middle and elementary schools). Students are disaggregated into subgroups (All, American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Special Education, and Low Income). Each school has 37 areas ('cells') in which they must succeed in order to make AYP. A failure to make AYP in any of the 37 cells results in the school overall not making AYP.

By 2014, all students are expected to be proficient in reading and math. The state has established a set of federally required goals known as the 'uniform bar' that form a stair-step up to 100 percent in 2014. Schools can make AYP by demonstrating that all student subgroups have met the state uniform bar proficiency goals (see Appendix B) for math, reading, and extended graduation rates, or that the percentage of students in each cell not making AYP has declined by at least 10 percent. More schools fail to make AYP annually due to the required increases in the percent of students proficient in reading and math. In the spring of 2011, 64.5 percent of Washington schools have 'failed' to make AYP. Next year, the uniform bar for both elementary and middle school math each jumps 20 percentage points, so it is anticipated that there will be a significant increase in the schools not making AYP.

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<sup>1</sup> <http://www.ccsso.org/documents/Roadmap.pdf>

<sup>2</sup> Many states are developing assessment systems that look not just at school performance over time ('status') but also at the degree to which students are making adequate growth. The best known model is the Colorado Growth Model.

### Washington schools not making AYP by year

	<b>Number of Schools that Made AYP</b>	<b>Number of Schools that Did not Make AYP</b>	<b>Percent of Schools that Did Not Make AYP</b>
2006	1735	338	16.3%
2007	1384	742	34.9%
2008	855	1268	59.7%
2009	894	1235	58%
2010	977	1147	54%
2011	763	1388	64.5%

### Why is AYP a problem?

First, when a majority of schools are labeled ‘failing’ it becomes increasingly difficult to distinguish a school that has overall good performance with a few challenge areas from a school that is overall low performing. Second, the increasing levels of sanctions are costly for schools and draw much-needed funding away from schools. OSPI estimated that in the 2009-10 school year, due to failing to meet AYP and being in a step of improvement (see Appendix C for details about ‘steps’ of improvement and sanctions), schools spent \$1.7 million on supplemental tutoring and \$10.7 million on public school choice. These amounts are expected to increase dramatically as more schools do not make AYP. By 2014, 100 percent of students in every subgroup must be proficient in reading and math – a noble goal but an increasingly unlikely goal to attain, based on trend data. Arnie Duncan has referred to the AYP system as a “slow motion train wreck.”

### State Accountability Efforts

The SBE has expressed an ongoing commitment to accountability systems, notably in 2009 (see Appendix D, SBE Accountability Resolution), through the creation and refinement of the Achievement Index, and in support of E2SSB 6696 (see Appendix E) including Required Action.

E2SSB 6696, signed into law in June 2010, established a statewide accountability framework to provide “an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable.”

Two overall phases for this new accountability system were established.

Phase One:

- Recognition of schools for raising student achievement and closing achievement gaps using the Index.
- SBE collaboration with achievement gap oversight and accountability committee.
- Targeting of lowest 5 percent of persistently lowest achieving schools for voluntary and required action.

Phase Two:

- Identification of schools in need of improvement using the Index.
- Implementation of state and locally developed intervention models for required action beginning in 2013.

- Federal approval of use of the Index or continued use of federal requirements to identify PLAs.

The work in Phase One has been accomplished:

- The Index is used for recognizing schools for raising achievement and closing gaps.
- SBE has collaborated with the achievement gap oversight and accountability committee.
- The schools in the lowest 5 percent of the state have been identified and a system of voluntary improvement and required action has been built to turnaround these low performing schools. However, this system of improvement (both voluntarily and required) is entirely reliant upon federal funding and as of August 2011, future federal funding for these turnaround efforts now appears unlikely.

The work in Phase Two has not yet been accomplished.

### **POLICY CONSIDERATION**

SBE has a strategic oversight role and provides thought leadership on critical education issues. SBE has provided critical leadership and horsepower to build some elements of our state accountability system, but there is still work to be done.

Recommended next steps:

- Explore ways to include English Language Learner data in the Index.
- Propose ways to use the Index to identify schools in need of improvement and support.
- Continue oversight of the Required Action process and begin to explore research-based state intervention models for required action.

### **EXPECTED ACTION**

None; for discussion only.

### **SOURCES:**

Alyson Klein, "Washington State: Applying for Waivers Might 'Validate' NCLB." Education Week: Politics K-12, August 15, 2011.

Sam Dillon, "State Challenges Seen as Whittling Away at Education Law", The New York Times, August 15, 2011.

US Department of Education press release: Obama Administration Proceeds with Reform of No Child Left Behind Following Congressional Inaction; August 8, 2011.

Office of Superintendent of Public Instruction: Adequate Yearly Progress Frequently Asked Questions: <http://www.k12.wa.us/ESEA/AYP/FAQ.aspx>

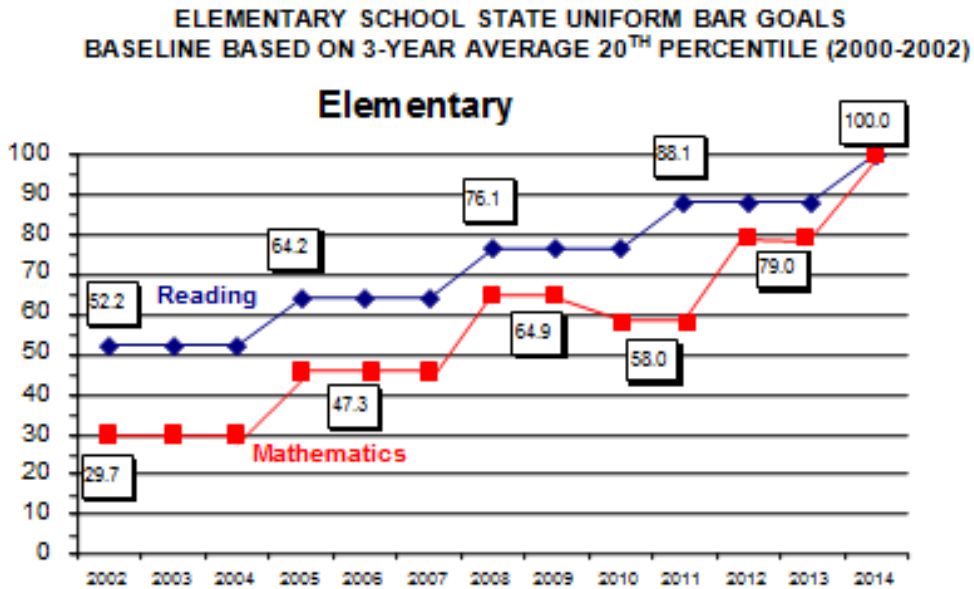
Council of Chief State School Officers Roadmap for Next-Generation State Accountability Systems, June 17, 2011: <http://www.ccsso.org/documents/Roadmap.pdf>

## Appendix A: Excerpt from CCSSO Roadmap for Next-Generation Accountability Systems

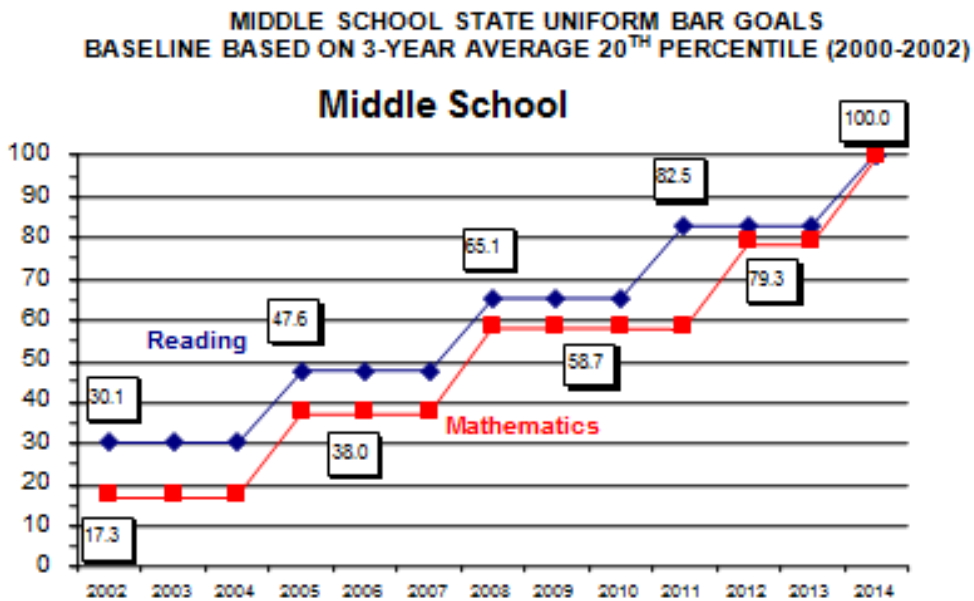
Current Accountability Systems	Next-Generation Accountability Systems
➤ Focus on student "proficiency" as the goal, without clear or consistent meaning across states	✓ Focus on a minimum, specific goal of career and college readiness upon high school graduation
➤ Tie all judgments to whether students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



➤ Do not exemplify what we now know about best educational practices	✓ Are dynamic – promoting continual innovation and improvement based on evaluation of the accountability system and emerging technologies
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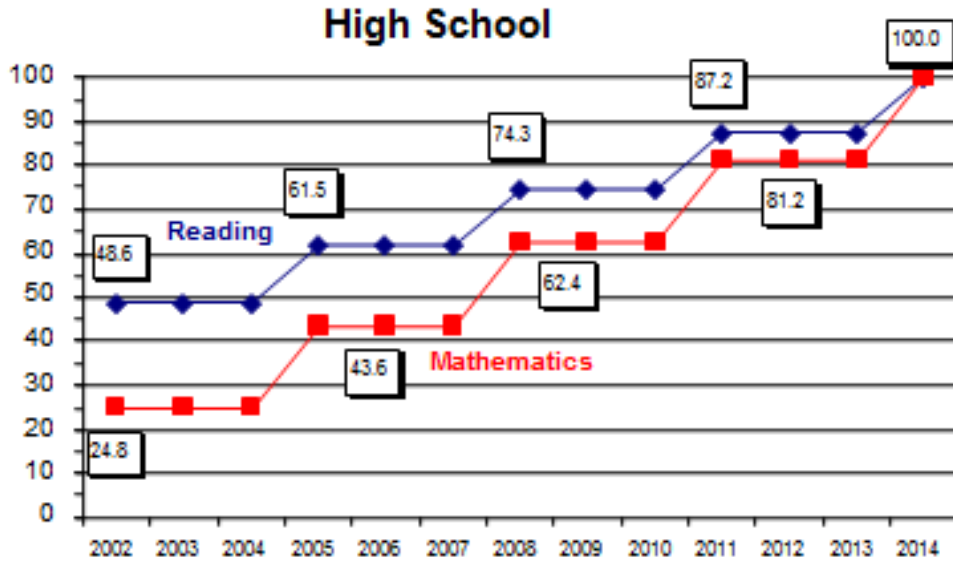


NOTE: The state uniform bar has changed for 2010–13 based upon new cut scores on the mathematics assessments.

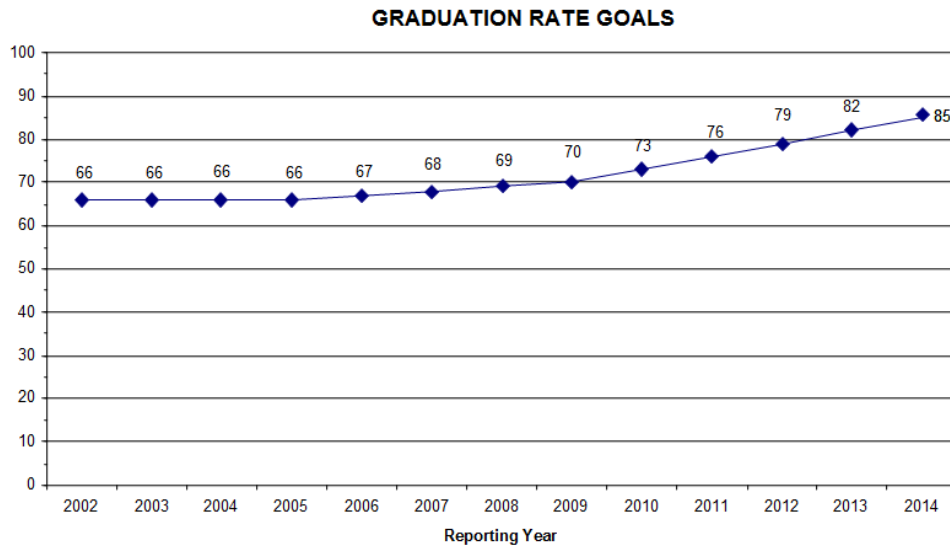


NOTE: The state uniform bar has changed for 2010–13 based upon new cut scores on the mathematics assessments.

**HIGH SCHOOL STATE UNIFORM BAR GOALS  
BASELINE BASED ON 3-YEAR AVERAGE 20<sup>TH</sup> PERCENTILE (2000-2002)**



**NOTE: The state uniform bar may change based upon new cut scores on the high school mathematics assessment.**



## Appendix C: Adequate Yearly Progress “Steps”

For schools that receive Title I funds, a series of sanctions are applied depending upon the step.

Step One: a school enters Step One when it has not made AYP for two consecutive years.

These schools must:

- Notify families of their school improvement status.
- Notify families that they have an opportunity to transfer their students to another school in the district that is not in improvement ('Public School Choice'). Districts must pay for transportation using Title I funds.
- Schools must also revise their school improvement plan within three months.

Step Two: a school enters Step Two when it has not made AYP for three consecutive years.

These schools must:

- Continue to take the actions in Step One (notifying parents, Public School Choice, revising school improvement plans).
- Provide Supplemental Educational Services to low-income low-achieving students. These providers must be selected from an OSPI approved list. Schools must devote Title I funds to cover supplemental educational services.

Step Three: a school enters Step Three when it has not made AYP for four consecutive years.

This step is considered 'corrective action'. These schools must:

- Continue to take the actions in Steps One and Two (notifying parents, Public School Choice, revising school improvement plans, Supplemental Educational Services).
- At least one of the following:
  - Replace certain staff.
  - Implement new curriculum and provide professional development.
  - Appoint an outside expert to advise on the school improvement plan.
  - Restructure the internal organization of the school.
  - Select outside experts to advise the school on implementing a school improvement plan.
  - Extend the school year or school day.

Step Four: a school enters Step Four when it has not made AYP for five consecutive years.

These schools must:

- Continue to take the actions in Steps One and Two (notifying parents, Public School Choice, revising school improvement plans, Supplemental Educational Services) and
- Plan for restructuring. Families and teachers are invited to participate in the development of this plan. It must be implemented at the beginning of the following school year.

Step Five: a school enters Step Five when it has not made AYP for five consecutive years.

These schools must do one of the following:

- Implement a restructuring plan, to include replacing all or most school staff, contract with an outside entity to operate the school, if the state agrees to undergo a state takeover, or undertake any other major restructuring of school.

## Appendix D: 2009 SBE Accountability Resolution

### **Final Accountability Resolution Approved by the State Board of Education January 15, 2009**

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Legislature charged the State Board of Education to develop criteria to identify schools and districts that are successful, in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies and performance incentive systems; and

WHEREAS, the State Board of Education affirms the call for stronger accountability must be reciprocal between the state and local school district and accompanied by comprehensive funding reform for basic education that demonstrates “taxpayer money at work” in improving student achievement; and

WHEREAS, the State Board of Education will work with its education partners to create a unified system of federal and state accountability to improve student achievement; and

WHEREAS, the State Board of Education recognizes the need for a proactive, collaborative accountability system with support from the local school board, parents, students, staff in the schools and districts, regional educational service districts, business partners, and state officials to improve student achievement; and

WHEREAS, the State Board of Education believes that schools and districts should be recognized for best practices and exemplary work in improving student achievement; and

WHEREAS, the State Board of Education recognizes the critical role of local school boards in addressing student achievement in developing a new state accountability system as well as the need to create a new collaborative mechanism to require certain school district actions if student achievement does not improve;

THEREFORE, BE IT RESOLVED that the State Board of Education will develop an accountability index to identify schools and districts based on student achievement using criteria that are fair, consistent, transparent, and easily understood for the purposes of providing feedback to schools and districts to self-assess their progress as well as to identify schools with exemplary performance and those with poor performance; and

BE IT FURTHER RESOLVED that the State Board of Education will work with its education partners to build the capacity of districts to help their schools improve student achievement. Programs will be tailored to the magnitude of need. As part of this system of assistance, the Board will ensure that all efforts are administered

as part of one unified system of state assistance including the Innovation Zone – a new effort to help districts dramatically improve achievement levels; and

BE IT FURTHER RESOLVED that after a time set by the State Board of Education where there is no significant improvement based on an Accountability Index and other measures as defined by the Board, the district will be placed on Academic Watch and the State Board of Education will:

- Direct the Office of Superintendent of Public Instruction to conduct an academic performance audit using a peer review team
- Request the local school board, in collaboration with the Office of Superintendent of Public Instruction, to develop an Academic Watch Plan based on the review findings, which would include an annual progress report to the local community
- Review, approve, or send back for modification to the local board, the Academic Watch plan, which once approved becomes a binding performance contract between the state and district
- Ensure that the local school board will remain responsible for implementation
- Request the Office of Superintendent of Public Instruction to monitor implementation of the plan and provide updates to the State Board of Education, which may require additional actions be taken until performance improvement is realized
- Declare that a district is no longer on Academic Watch when the Office of Superintendent of Public Instruction reports to the Board that the district's school or schools are no longer in Priority status; and

BE IT FURTHER RESOLVED that the Board believes this accountability framework needs to be a part of the revisions made to the basic education funding system and that the Legislature will need to provide the State Board of Education, the Office of Superintendent of Public Instruction, and the local school boards, with the appropriate legal authority and resources to implement the new system; and

BE IT FURTHER RESOLVED that the State Board of Education will continue to refine the details of the accountability system by working with its education, parent, business and community partners over the next year.

**PART I  
ACCOUNTABILITY FRAMEWORK**

NEW SECTION. **Sec. 101.** The legislature finds that it is the state's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention. The office of the superintendent of public instruction is responsible for developing and implementing the accountability tools to build district capacity and working within federal and state guidelines. The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support. For a specific group of challenged schools, defined as persistently lowest-achieving schools, and their districts, it is necessary to provide a required action process that creates a partnership between the state and local district to target funds and assistance to turn around the identified lowest-achieving schools.

Phase I of this accountability system will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps using the state board of education's accountability index. The state board of education shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also target the lowest five percent of persistently lowest-achieving schools defined under federal guidelines to provide federal funds and federal intervention models through a voluntary option in 2010, and for those who do not volunteer and have not improved student achievement, a required action process beginning in 2011.

Phase II of this accountability system will work toward implementing the state board of education's accountability index for identification of schools in need of improvement, including those that are not Title I schools, and the use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently lowest-achieving schools will continue to be used. The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.

# The Washington State Board of Education

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

<b>Title:</b>	<b>Middle School Survey of College and Career Ready Practices</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	What state policies or local practices are helping to better prepare students at the middle level for high school and beyond?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Throughout its three-year discussion of graduation requirements, SBE has repeatedly recognized pre-high school preparation as a contributing factor to high school success. In order to get a clearer picture of the college and career ready strategies practiced in Washington's middle schools, SBE surveyed principals in schools that included grades 6, 7, and/or 8. Of the 563 principals queried, 185 (33 percent) responded. This inventory of practice, listed by school, is now available on the SBE website under "For Schools." Individuals can search the database to identify schools that are engaging in similar practices. They can also identify schools that reported achieving significant success in improving student attendance, behavior, English or math performance that they would be willing to share with others. In order to create as comprehensive a resource as possible, principals of schools not currently included in the database are encouraged to complete the survey at: <a href="http://www.surveygizmo.com/s3/507163/Middle-Level-Survey">http://www.surveygizmo.com/s3/507163/Middle-Level-Survey</a>.</p> <p>Staff will present a brief overview of the results to date and suggest several next steps SBE may want staff to pursue.</p>	



# Middle School Survey

Washington State Middle School  
Career and College Ready  
Practices in the Middle Grades

Jesse Burns, Consultant  
Kathe Taylor, Ph.D. Policy Director

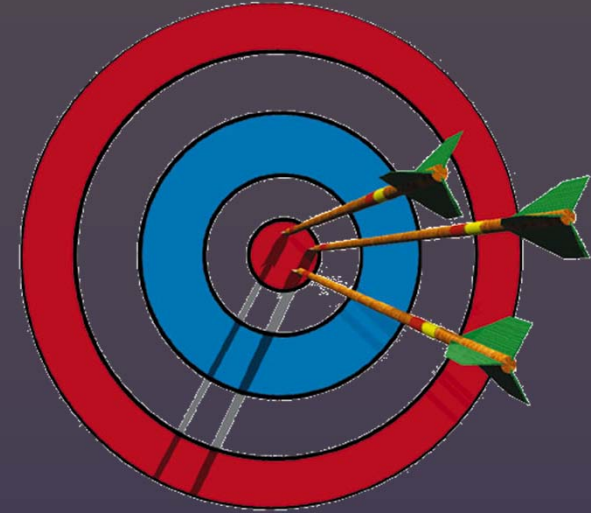
# SBE Interest in Middle School

1. Goal 3 of SBE Strategic Plan: Provide policy leadership to examine the role of middle school preparation as it relates to high school success.
2. WA Career and College Ready Graduation Requirement Framework includes initiation of High School and Beyond Plan in middle school.
3. Research shows that student performance and behavior during the middle level years affects secondary success.

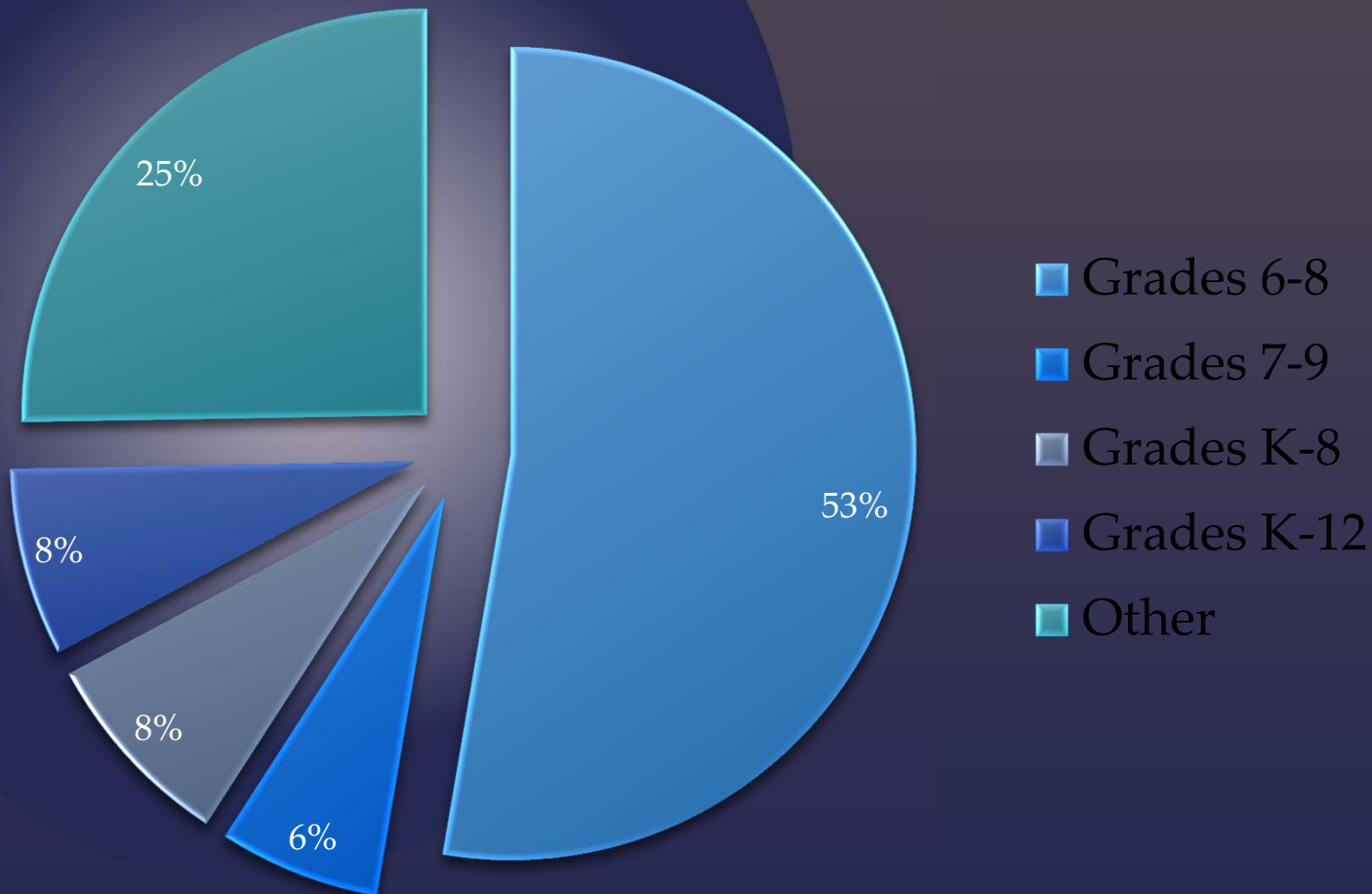
Beginning in the Middle: Critical Steps in Secondary School Reform.  
October 2008. National Association of State Boards of Education

# Purpose of SBE Survey

1. Create an inventory of current district practices.
2. Provide a tool for districts to share practices.



# 185 Principals Responded (~33%)



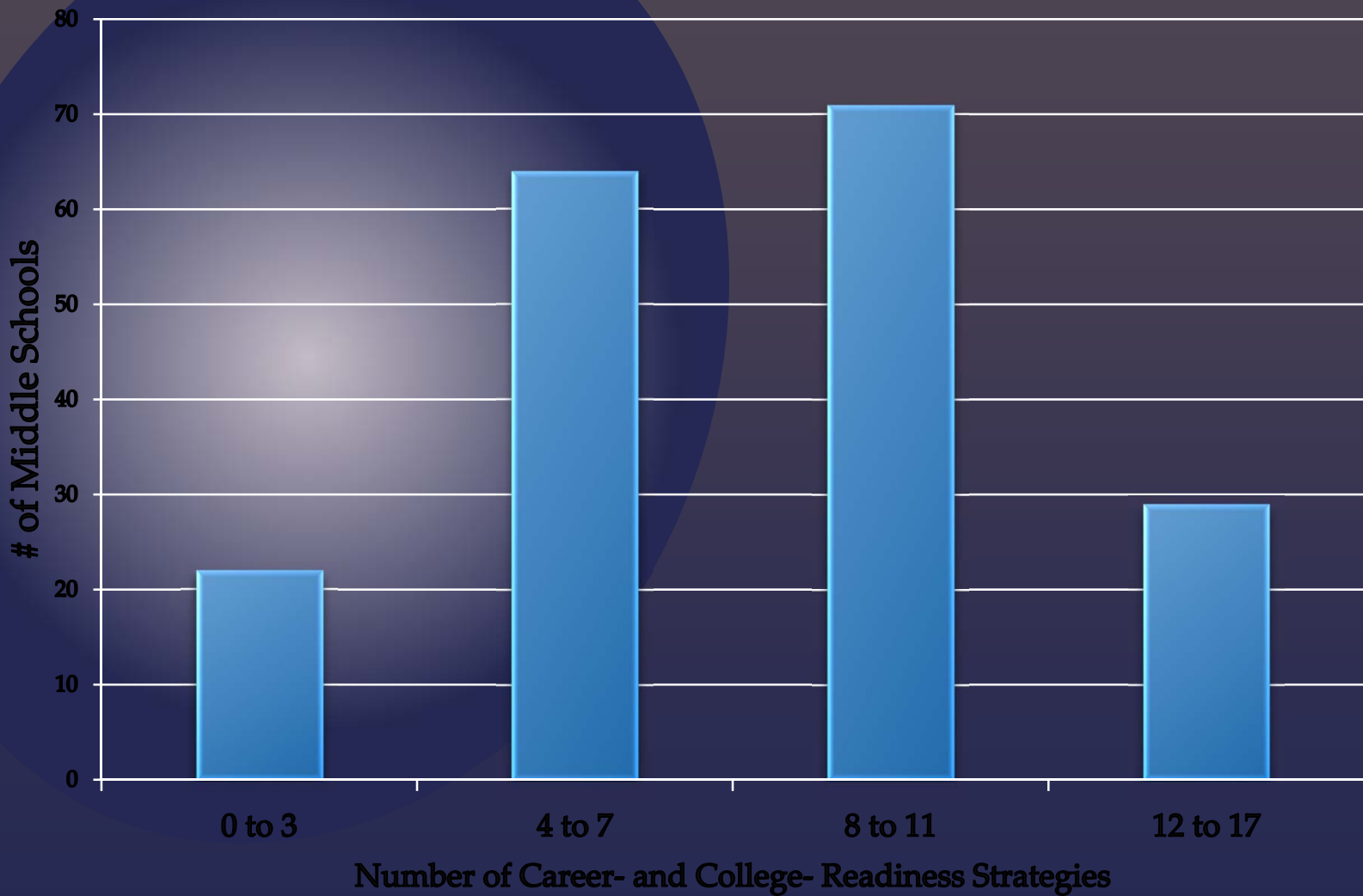
# Sample College/Career Ready Strategies

1. **Offer** career exploration classes.
2. **Require** student-led conferences.
3. **Provide** advanced study for high school credit.
4. **Require** a High School and Beyond Plan.
5. **Ensure** access to career and college resources.
6. **Encourage** College Bound Scholarship enrollment.

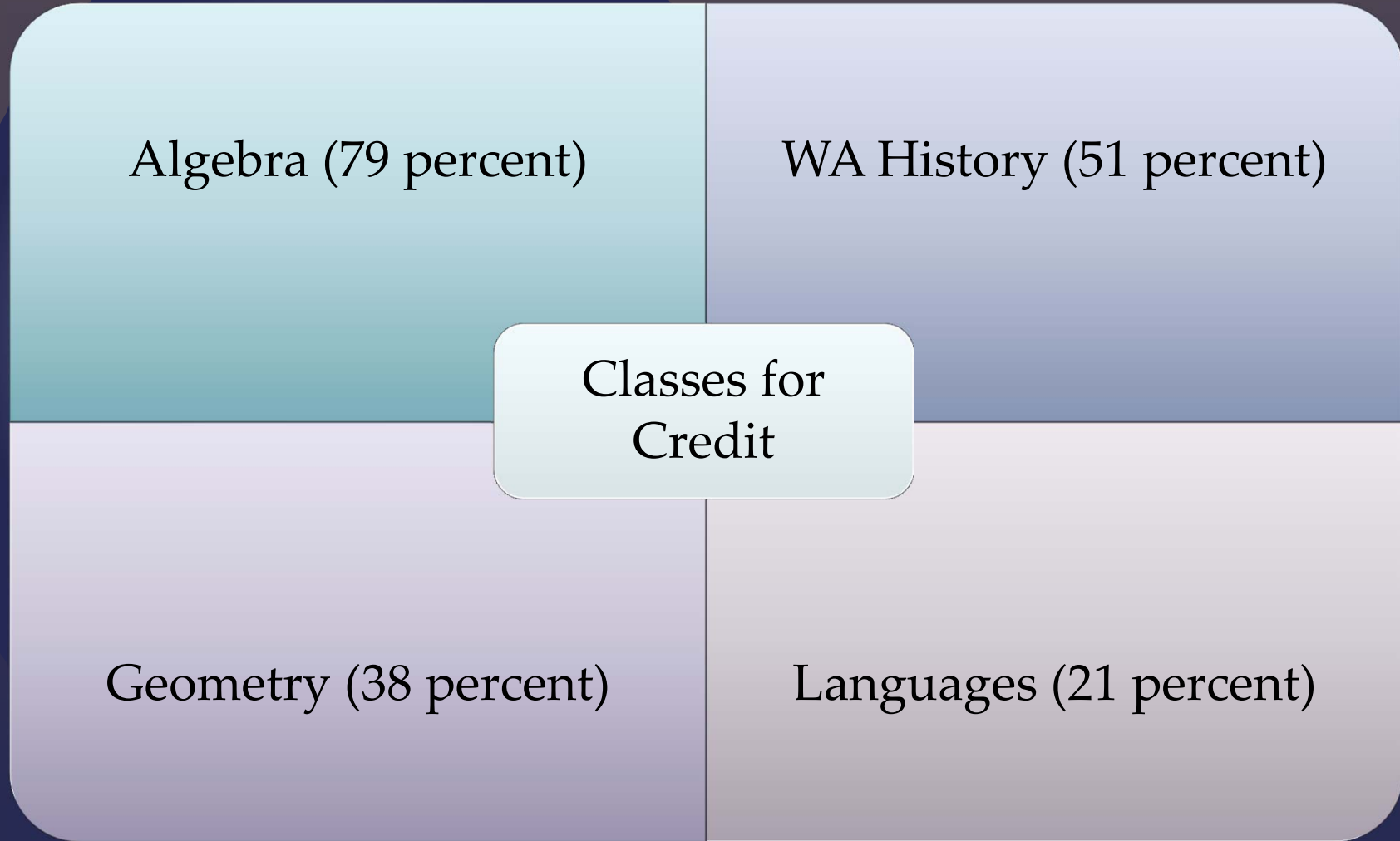
# Accessing the Survey and Inventory

1. Go to: <http://www.sbe.wa.gov>.
2. Click on “For Schools → and then select “Middle-Level Survey” or “Database.”
3. Schools that have not yet completed the survey can still complete it to add their information.

# Number of Strategies Employed



# Classes Offered for H.S. Credit



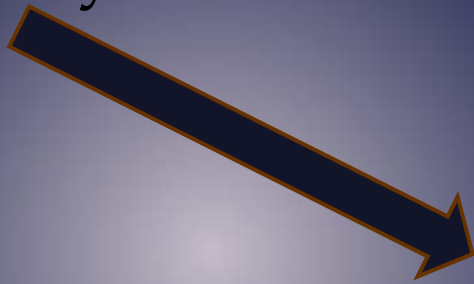


# Middle-level Endorsements

- In Washington, teachers of the middle level grades must hold a K-8 endorsement.
- Endorsements in middle level subject areas (math, science, humanities) are optional.

# Strengthening Transition Points

Elementary



Middle



High School

Over 64 percent of the respondents offer programs to aid students in their transition to and from middle school.

# Schools Reporting Student Improvement in:

Attendance

139

English

128

Math

127

Behavior

107

# Next Steps

1. Continue to encourage schools to complete the survey.
2. Use the inventory to develop case studies or to determine a focus for an advisory group
3. Consult PESB about middle school level teacher credentialing.
4. Other?

# The Washington State Board of Education

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

<b>Title:</b>	<b>The Opportunity Gap: African American Students</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	What state policies and local practices are effective in improving the educational experience of African American students?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>One of the Board's objectives is to focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners. This presentation, led by Erin Jones of OSPI and a team of her colleagues, will bring together discussions of how effective state policies and local practices can make a difference for African American students. Erin Jones will provide historical context, data, and strategies to create more successful classrooms for African American students. Tim Herron, Founder and Director for the Act Six Leadership and Scholarship Initiative, will share strategies that worked for him as a teacher, as well as the framework for Act Six, the "Northwest's only full-tuition, full-need scholarship for emerging urban and community leaders who want to use their college education to make a difference on campus and in their communities at home" (See <a href="http://www.actsix.org/">http://www.actsix.org/</a>). Mr. Herron, a former National Board Certified mathematics teacher at Lincoln High School in Tacoma, will be joined by four of his former students, now at Pacific Lutheran University. The students will talk about what worked and didn't work for them in the K-12 system. Trise Moore, Director of Family Engagement for Federal Way School District, will talk about the role of family and community partnerships to eliminate gaps. Lull Mengesha, a former University of Washington student, and author of <i>The Only Black Student</i>, will provide his perspective as an African American man who attended school in South Seattle on the challenge of being one of the only black male students from his graduating class to attend college.</p>	



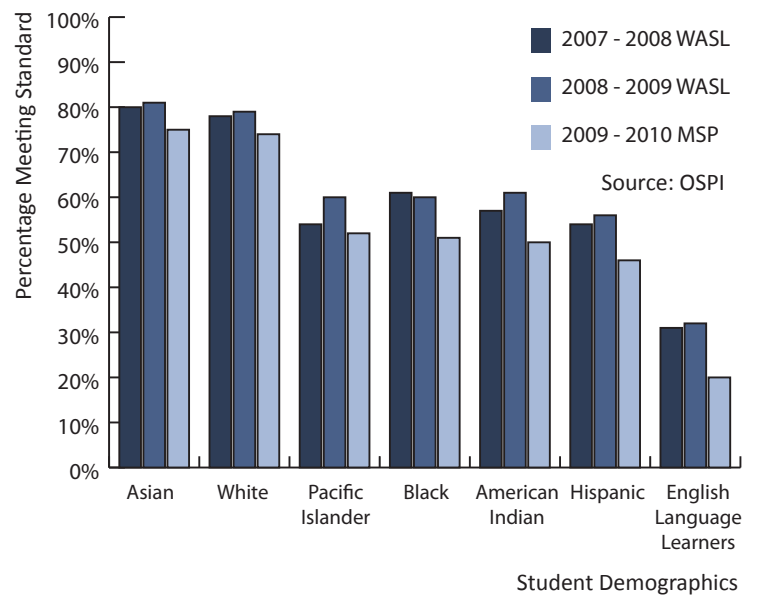


# Closing Opportunity Gaps in Washington's Public Education System

A Report by the Achievement Gap Oversight and Accountability Committee | January 2011

Since the 1960's, educational researchers have examined the causes of gaps in academic achievement. Educational leaders have focused on test scores and dropout rates as the primary measures of student performance. Socioeconomic status, race and ethnicity are strong predictors of academic performance for students in Washington State, as well as across the nation. Students in affluent communities generally outperform students in poverty. Students designated as "White" and "Asian" generally outperform students from the other ethnic groups. However, many groups of students become invisible because they are lumped together in broad racial and ethnic categories. In order to better understand the data, the broader categories must be broken down to represent the smaller subgroups within each ethnic group.

**4th Grade Reading State Test Scores in Washington**



Disparities in student academic performance, commonly called the achievement gap, are a symptom of much greater issues or opportunity gaps. Students of color and students in poverty have fewer opportunities to access academic programs and supports. A focus on opportunity gaps, both obvious and hidden, allows us to look systemically at the educational opportunities and experiences for young people and not place blame on groups of students, teachers or families.

The Achievement Gap Oversight and Accountability Committee (AGOAC) addresses more than measurements of academic performance. The Committee is sending a clear message to citizens, educators and policy makers:

**4th Grade National Assessment of Educational Progress (NAEP)  
Reading Test Scores 2008-2009 in Washington**

	American Indian	Asian/Pacific Islander	Black	Hispanic	White	Limited English
<b>Advanced</b>	7%	10%	2%	2%	10%	0%
<b>Proficient</b>	20%	26%	19%	12%	30%	3%
<b>At Basic</b>	33%	32%	32%	31%	36%	16%
<b>Below Basic</b>	40%	33%	46%	55%	24%	80%

Source: OSPI

*The elimination of gaps will require equitable access to opportunities and resources (high quality and culturally relevant childcare, curriculum, educators, programs, extracurricular opportunities, role models) and proportional representation in programs like special education and gifted programming.*

About the Committee .....	2	Budget Implications .....	5	2009 Recommendations .....	10
Accomplishments in 2010 .....	3	Committee Recommendations .....	6	Additional Resources .....	12
Recommendations to the QEC .....	4	Measuring Gaps .....	8		

# About the Committee

## Committee Members

**Bernie Thomas,**  
Representative for tribal  
nations <sup>1</sup>

**Fiasili Savusa,**  
Representative for the  
Pacific Islander community <sup>2</sup>

**Frieda Takamura,**  
Representative for the Asian  
American community <sup>3</sup>

**Dr. Frances Contreras,**  
Representative for the  
Latino community <sup>4</sup>

**Wanda Billingsly,**  
Representative for  
the African American  
community <sup>5</sup>

**Superintendent Randy I.  
Dorn** <sup>6</sup>

**Sen. Claudia Kauffman**

**Sen. Curtis King**

**Sen. Rosemary McAuliffe**

**Rep. Dave Quall**

**Rep. Kevin Parker**

**Rep. Sharon Tomiko Santos**

**Adie Simmons,** Office of the  
Education Ombudsman

<sup>1</sup> **Sally Brownfield,**  
*Alternate for Bernie Thomas*

<sup>2</sup> **Sapina Pele,**  
*Alternate for Fiasili Savusa*

<sup>3</sup> **Ben Kodama,**  
*Alternate for Frieda  
Takamura*

<sup>4</sup> **James Smith,**  
*Alternate for Wanda  
Billingsly*

<sup>5</sup> **Lillian Ortiz-Self,**  
*Alternate for Dr. Frances  
Contreras*

<sup>6</sup> **Erin Jones,**  
*Alternate for Supt. Dorn*

## The Committee's Charge

1. Report annually on strategies to address the achievement gap and the state's progress in closing gaps.
2. Synthesize the findings and recommendations from the 2008 achievement gap studies into an implementation plan.
3. Recommend policies and strategies to the State Legislature, Office of Superintendent of Public Instruction, the Governor, the Professional Educator Standards Board and the State Board of Education. Such recommendations should include at least the following:
  - Supporting and facilitating parent and community involvement and outreach.
  - Enhancing the cultural competence of current and future educators and the cultural relevance of curriculum and instruction.
  - Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
  - Recommending current programs and resources that should be redirected to narrow the gap.
  - Identifying data elements and systems needed to monitor progress in closing the gap.
  - Making closing the achievement gap part of the school and school district improvement process.
  - Exploring innovative school models that have shown success in closing the achievement gap.

## Staffing Support for the Committee

Office of Superintendent of Public Instruction,  
Center for the Improvement of Student Learning: [www.yourlearningcenter.org](http://www.yourlearningcenter.org)

## The Committee's Governance

### Committee Co-chairs:

Senator Curtis King

Representative Sharon Tomiko Santos

The Committee agreed that a quorum of seven must be present for voting. Committee members who participate by phone will be accepted as being in attendance. All statutory members may select alternates to represent them when they are unable to attend. Alternates may vote in the place of a member. The Tribal Leaders Congress may choose to send a special representative to address a particular issue.

### Committee Web site

[www.k12.wa.us/AchievementGap](http://www.k12.wa.us/AchievementGap)



Clover Park  
School District



# Accomplishments in 2010

The Committee's work has resulted in new data collection across our state. A variety of entities, from early childhood programs to community-based organizations to post-secondary institutions, are collecting new data about the experience of students of color and the adults working with them. The work has also been a catalyst for conversations and the development of new workshops and trainings. In the last calendar year, members of the Committee, representatives from communities of color, and OSPI staff members have made over one hundred presentations related to improving the experiences of students of color in Washington State public schools.

## Representation on Other Committees and Work Groups

Quality Education Council:	Adie Simmons Sally Brownfield (Alternate)
Data Governance Work Group:	Lillian Ortiz-Self
Early Childhood:	Sally Brownfield
Measuring Family-School Partnerships Work Group:	Adie Simmons
Science Technology Engineering and Math (STEM) Work Group:	Rep. Sharon Tomiko Santos

Thousands of educators, families, students, community organizations, and legislators have heard presentations about data and strategies related to improving the academic performance of students of color and providing equitable access to opportunities. Below is a list of some of the presentations that have been given in 2009 – 2010 related to the work of the Committee:

- 9 full district presentations
- 15 full-staff trainings in school buildings
- 40 school classroom presentations
- 50 workshops at conferences
- 5 university/college of education presentations to students and faculty

In addition to the formal presentations that were made, summaries of Committee meetings have been given at many of the monthly ethnic commission meetings and other community-based committees and organizations.

## Changing Demographics

In the past 10 years, there has been a significant increase in the number of students of color in Washington State. This demographic shift requires changes in the services and support provided in schools to ensure the success of each and every student.

Measuring student achievement in the broad categories of white, Asian, Pacific Islander, Hispanic, Native American, and African American no longer paints an accurate picture of the incredible diversity of Washington State. Schools and districts need to be able to see patterns within ethnic subgroups that allow educators to better address the diverse needs of students.

Source: OSPI  
<http://reportcard.ospi.k12.wa.us>  
January 21, 2011

	Number of Students in 1999-2000	Number of Students in 2009-2010	Percentage of increase or decrease in population
American Indian/Alaskan Native	27,100	25,874	-4.5%
<b>Asian/Pacific Islander*</b>	<b>72,266</b>	<b>90,670</b>	<b>25.5%</b>
<b>Black</b>	<b>52,192</b>	<b>57,952</b>	<b>11.0%</b>
<b>Hispanic</b>	<b>96,355</b>	<b>166,518</b>	<b>72.8%</b>
White	755,787	660,333	-12.6%
<b>Transitional Bilingual</b>	<b>55,204</b>	<b>84,105</b>	<b>52.4%</b>

*\*Please note that data for Asian and Pacific Islander students was first reported separately in the 2007-2008 school year. This table may not accurately capture the growth rate of Pacific Islanders in the last decade.*

# Formal Recommendations to QEC

## Recommendations to the Quality Education Council (QEC)

The Committee made formal recommendations to the Quality Education Council in two areas: the operating commitments of the state education system and strategies to eliminate gaps. Regarding the Washington Education System Operating Commitments, the Committee recognized that these commitments must have the elimination of the achievement gap as their overarching goal.

The committee would also like the QEC to recognize the importance of:

- A mechanism to be created for families, community members, and educators to collaborate and learn from each other.
- All educators (classified staff, classroom teachers, counselors, building, and district administrators) developing cultural competence skills.
- Ongoing data analysis that is disaggregated by ethnic subgroup to inform QEC practice.
- The components of the Washington Education System Operating Commitments being recognized as integrated and mutually reinforcing; therefore needing to be addressed through comprehensive, integrated and collaborative strategies that support fair and equitable outcomes for all students.
- Intermediate measures in addition to high stakes testing so that timely interventions can be put into place.

Regarding strategies to close achievement gaps, the Committee recommends that our state:

- Recruit, develop, place and retain educators who are culturally competent and possess skills and competencies in language acquisition.
- Invest in support for the engagement and partnerships among students, families and communities to deliver personal and differentiated instruction from early childhood through high school graduation.
- Support districts and schools in implementing comprehensive and culturally responsive intervention systems in all content areas, inclusive of social and emotional development.
- Enable all students from early childhood through high school to stay at grade level and on track to graduate from high school and be college or career ready by investing in early intervention supports.

*“There is no time to waste. Washington State does not have another 5 years or 10 years or 20 years to respond to this crisis.*

*Unfortunately, there is no silver bullet. Each ethnic community has its own unique qualities; it also has its own gaps.*

*There are things we must do as a state to specifically address the common needs of our ethnic communities, which will improve education for all students.”*

Erin Jones

Assistant Superintendent for Student Achievement, OSPI



Mercer Island School District

# Budget Implications

Budget cuts will have a negative impact on our most vulnerable students. Withholding support now will dim prospects for students' academic success, reduce future earnings, and likely result in a lifelong sense of diminished possibilities.

In addition to our ethical obligation to educate each and every child, the state and public face long-term economic consequences if achievement gaps persist. The Alliance for Excellent Education did a study of the economic implications of improving education in Washington State and found the following:

- Nearly 33,900 students did not graduate from Washington's high schools in 2009; the lost lifetime earnings in Washington for that class of dropouts alone totals more than \$8.8 billion.
- Washington would save more than \$436.1 million in health care costs over the course of the lifetimes of each class of dropouts had they earned their diplomas.
- Washington households would have over \$1 billion more in accumulated wealth if all heads of households had graduated from high school.
- More than \$3.1 billion would be added to Washington's economy by 2020 if students of color graduated at the same rate as white students.
- If Washington's high schools graduated all students ready for college, the state would save almost \$125.4 million a year in community college remediation costs and lost earnings.
- Washington's economy would see a combination of savings and revenue of about \$111 million in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

Source: Potential Economic Impacts of Improved Education on Washington, Alliance for Excellent Education, October 2009



As budgets are cut at the local and state levels, students in the gaps are being hit the hardest. The Committee recommends that the Governor and the State Legislature consider the implications to our most vulnerable students in their efforts to balance the budget.

Priority should be given to programs and services that do the following:

- Prepare students to enter school ready to learn.
- Provide students with academic, physical, emotional, and cultural supports that are critical to their success.
- Prepare educators to address the cultural and linguistic needs of all students.
- Ensure that every student graduates with the skills necessary for college and career success.
- Engage families and community members in authentic, meaningful ways.

# Committee Recommendations

Members of the Committee heard from representatives of a variety of institutions. The Committee's responses to these presentations are reflected below:

## Quality Education Council (QEC)

AGOAC asks the QEC to consider the following as it develops a funding formula:

- Schools need more support staff with experience in social work:
  - \* to support students when the influence of gangs and chemical dependency is prevalent.
  - \* to support students when family members are incarcerated or when students and their families experience some other form of trauma.
- Parent/family voice should be included in discussions about school funding.
- Additional staffing must be allocated to the state Transitional Bilingual Program to provide adequate monitoring of schools, technical assistance and support for implementing effective instructional models for English Language Learners.



## K-12 Data Governance Committee

The Committee expressed concern about the need for accurate, useful data that should be:

- Disaggregated by ethnic subgroups to provide a more accurate picture.
- Organized so that schools can track students and their credits as they transfer from one school to the next.
- Presented so that families and educators can ensure appropriate supports and interventions.
- Listed in ways that can identify damaging patterns in a school or district that will require technical assistance.

## The State Board of Education (SBE)

The Committee would like to see the following changes to the State Board recognition program:

- The Accountability Index must take into account achievement gaps based on race and disaggregate data by ethnic subgroups to expose hidden gaps.
- Schools that do not meet Adequate Yearly Progress but that make significant progress towards meeting the needs of students of color and students from low socioeconomic communities should receive recognition. (Completed by the SBE and OSPI in 2010 through the Washinton Achievement Award program.)

## Model School District Policy and Procedure Prohibiting Harassment, Intimidation, and Bullying

The Achievement Gap Oversight and Accountability Committee recommends that the policy include:

- A requirement for a support/intervention plan for the aggressor that includes community-based organizations. This includes interventions for victims who become bullies and trauma-informed interventions.
- The requirement that trainings be research-based and culturally relevant.
- A method for collecting disaggregated data about harassment and bullying.

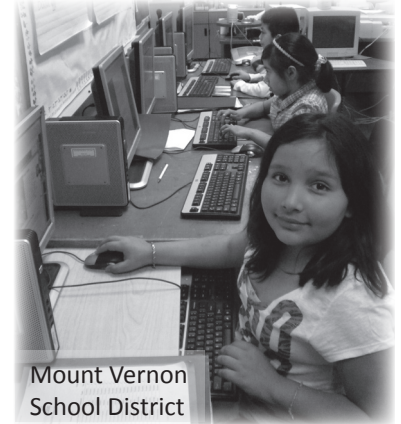
## Washington State Legislature

- The Committee recommends that the 2008 Achievement Gap Studies be updated to ensure that data is current and strategies reflect best practices in communities that may have changed over time.

## Office of the Superintendent of Public Instruction (OSPI)

The Committee is concerned about the adoption of Common Core Standards for the following reasons:

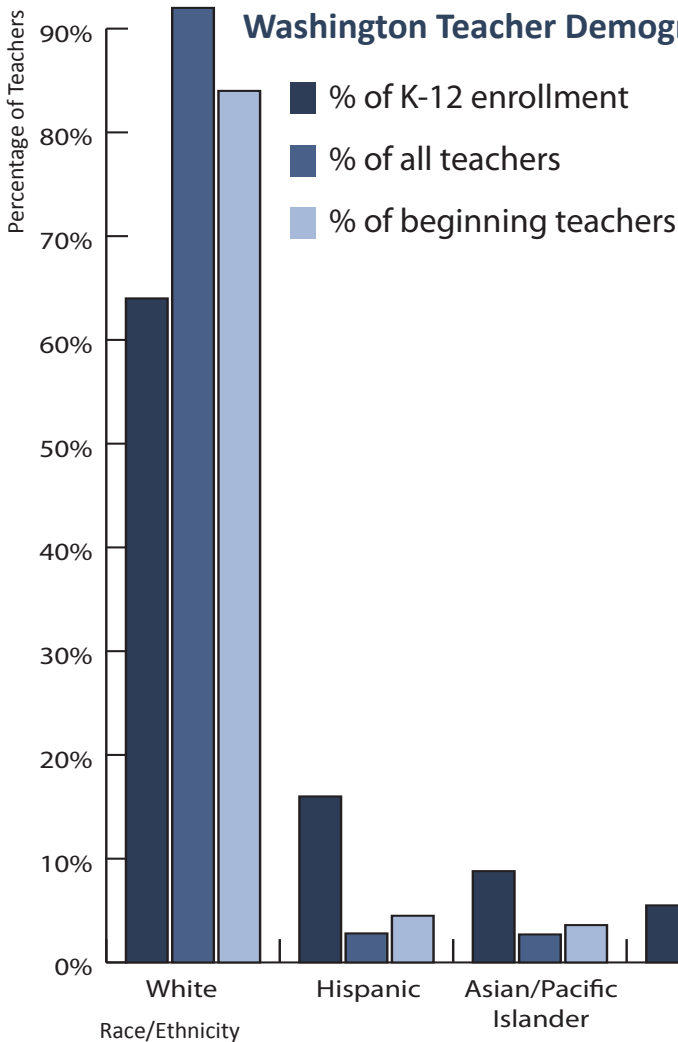
- The standards have not adequately been vetted for cultural competence or relevance and, therefore, should undergo a bias and fairness assessment prior to adoption.
- The standards have not taken into consideration the complexities of language development in acknowledgment of the large English Language Learner population in Washington State.



Mount Vernon School District

## Washington Colleges of Teacher Education

- Programs should increase efforts to attract and retain students of color.
- All educators (incoming and veteran) must be prepared and held accountable to teach every Washington State student, regardless of racial, ethnic, cultural background.



**One of the priorities of the Committee has been to recruit more people of color into the teaching profession.**

Several state-level programs that focus on recruiting people of color into education are:

- Recruiting Washington Teachers  
[www.pesb.wa.gov](http://www.pesb.wa.gov)
- Education and Training, Career and Technical Education  
[www.k12.wa.us/CareerTechEd](http://www.k12.wa.us/CareerTechEd)
- Alternative Routes to Certification  
[pathway.pesb.wa.gov/alternative\\_routes](http://pathway.pesb.wa.gov/alternative_routes)

*Washington State ranks second to last in the nation for a teaching force that is representative of the state's ethnic composition.*

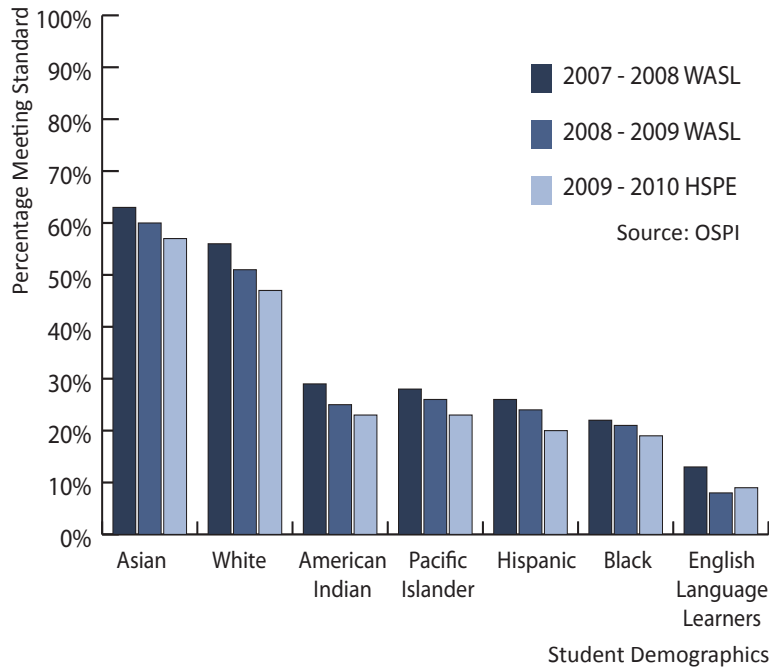
[www.educationnext.org](http://www.educationnext.org); Winter, 2009

# Measuring Gaps

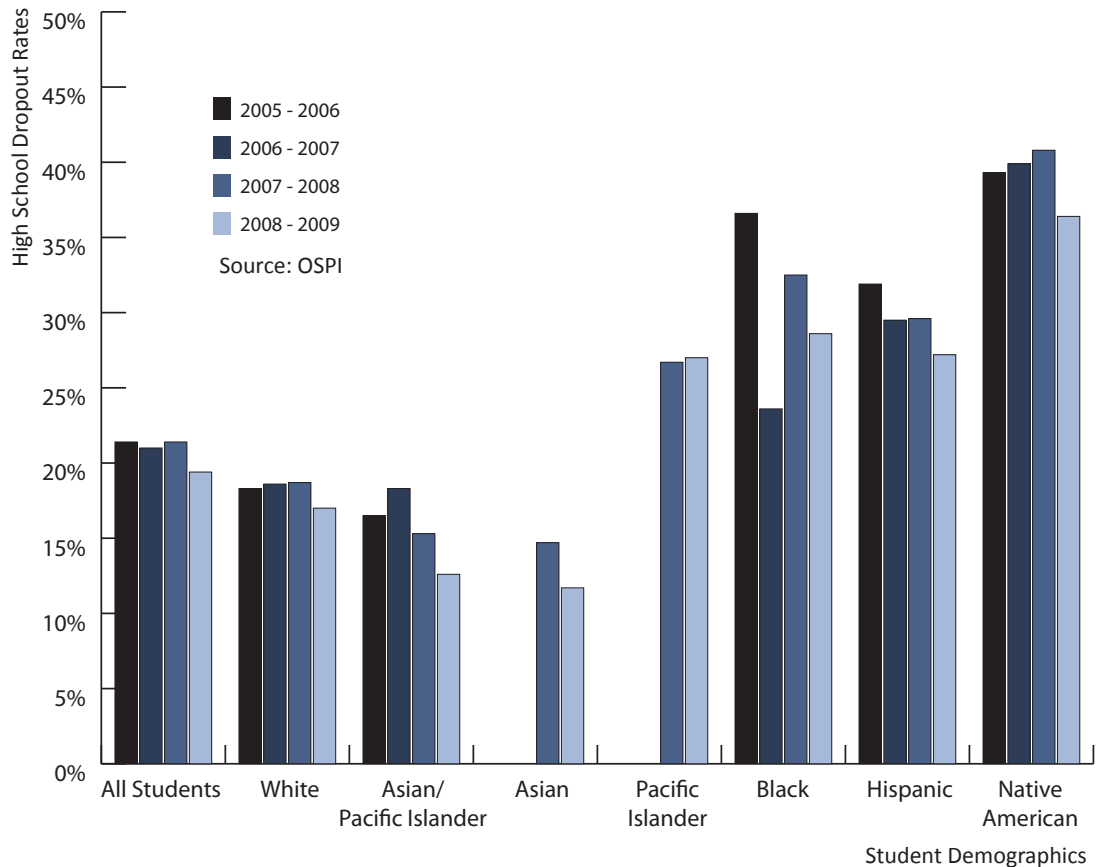
*“Many minority students attend inner-city schools, which are often under-funded. As a result, those students tend to receive poorer-quality instruction, have fewer high-caliber teachers, and have access to fewer resources.”*

The Education Trust, 2002

**10th Grade Math State Test Scores in Washington**

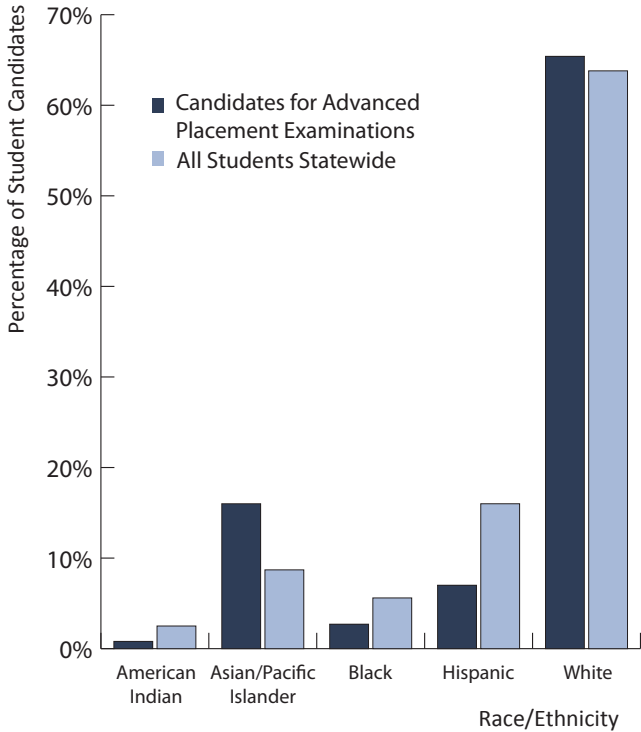


**Estimated Four-Year Cohort Dropout**



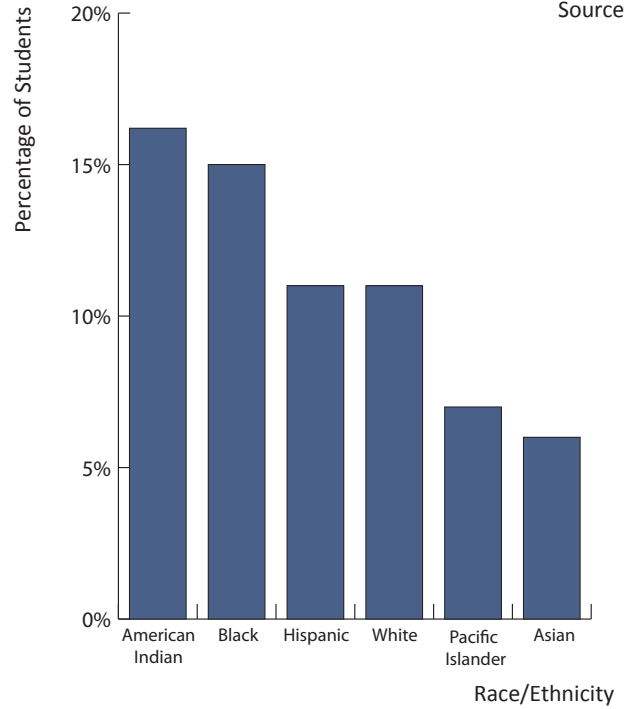
### Candidates for Advanced Placement Examinations by Ethnicity, 2010

Source: OSPI



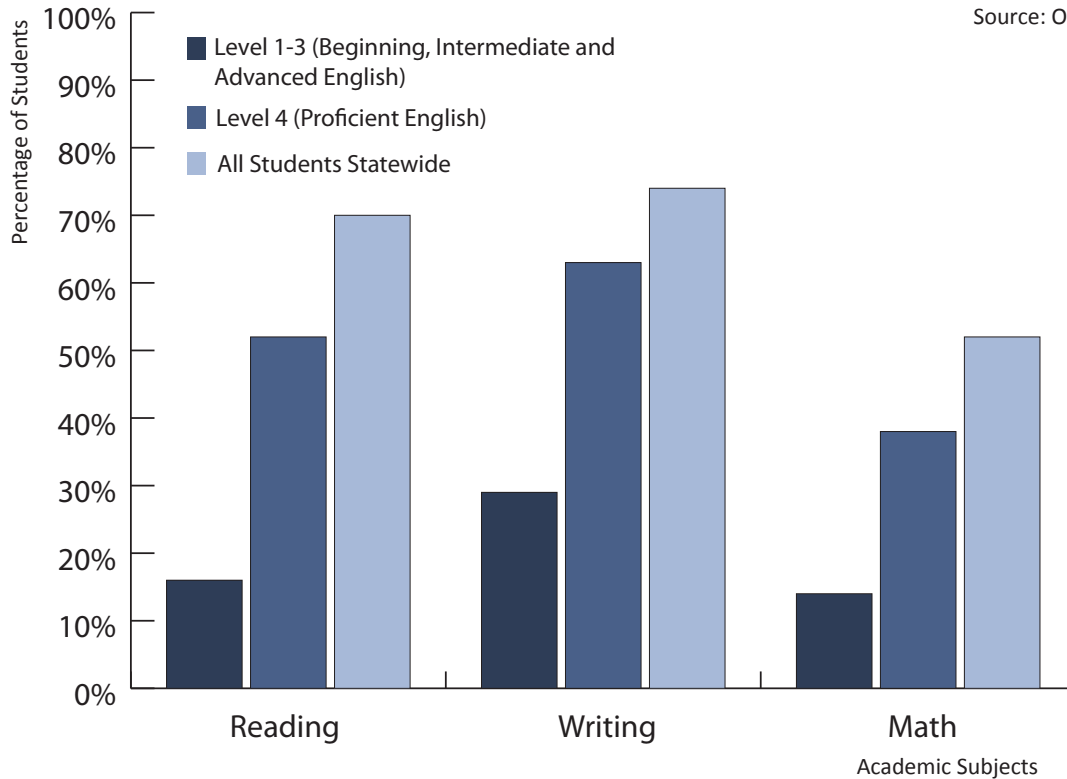
### Percentage of Student Population Receiving Special Education Services, 2009

Source: OSPI



### Percentage of English Language Learners Meeting Standards by English Proficiency

Source: OSPI



*“Culture does not determine a child’s ability or intelligence. But it can produce many different ways of knowing and learning.”*

Leona M. Johnson,  
Author  
“What We Know About Culture and Learning”

# Status of Previous Recommendations

In 2009 the Achievement Gap Oversight and Accountability Committee made recommendations to the following entities: the Professional Educator Standards Board, the Quality Education Council, the State Board of Education, the State Legislature, and Office of Superintendent of Public Instruction. Below are the Committee recommendations that have already been implemented, followed by those that are in the process of being implemented.

## **Committee recommendations which *were implemented* in 2009-2010**

### **The Office of the Superintendent of Public Instruction (primarily to the Data Governance Work Group)**

- ✓ In collaboration with OSPI and the Tribal Leaders Congress on Education, develop data elements and systems needed to monitor progress in closing achievement gaps.
- ✓ Collaborate with the Tribal Leaders Congress on Education regarding data sharing.
- ✓ Seek a more diverse racial and ethnic membership that is representative of the students served in Washington.
- ✓ Require its contractors to conduct interviews with community members and educational practitioners of color (teachers, administrators, and paraprofessionals) in addition to the other stakeholders identified in the Data Governance work plan.
- ✓ Consult with researchers from the achievement gap study groups in order to mitigate the concerns cited in the achievement gap studies regarding data specification and the systems used for monitoring student progress.
- ✓ Periodically report to the QEC and the AGOAC regarding its attention to equity issues.
- ✓ Collect data disaggregated by race/ethnicity on areas of student absenteeism and dropout.
- ✓ Consult with researchers from achievement gap studies to identify racial subgroups.
- ✓ Collect data on percentage of students of color receiving services through Advanced Placement and Highly Capable programs (available on Comprehensive Education Data and Research System, CEDARS, as of July 2010).

### **The Professional Educator Standards Board**

- ✓ Related to the recommendation – “Require all teachers to have basic training on strategies for addressing the needs of English Language Learners”, PESB adopted changes to Standard V on July 21, 2010 that requires all approved teacher preparation programs to ensure that pre-service teachers demonstrate knowledge and skills related to effective instruction of English Language Learners.
- ✓ Related to the recommendation “Write teacher standards in “plain talk” so that educators, families and non-educators can understand them”, PESB adopted new language in Standard IV, (Program Design adopted 1/7/11) and Standard V, ( Knowledge and Skills for teacher candidates adopted 7/21/10) that clearly outlines requirements for incorporating Cultural Competence and language acquisition.
- ✓ Related to the recommendation – “Align and infuse cultural competence standards across academic categories in order to show how they integrate across the teaching continuum”, PESB has developed calibrated standards for effective teaching at all levels, incorporating Cultural Competence. Strengthening the Continuum of Teacher Development, Professional Educator Standards Board, Response to the Charges in ESHB 2261. January 2010)
- ✓ Related to the recommendation – “Enhance monitoring and compliance efforts in the area of cultural competence and the achievement gap”, PESB has adopted program approval protocols ( 1/7/11) that ensure that teacher preparation programs are aligned with the new Standard V which includes Cultural Competence and language acquisition.



### **State Board of Education**

- ✓ Conduct an analysis of the cost and district capacity required to implement new state graduation requirements. (Completed by OSPI.)
- ✓ An accountability system which ranks schools based on student achievement, with particular focus on the elimination of racial/ethnic achievement gaps.

### **The Legislature**

- ✓ Give OSPI the legal authority to ensure that school districts comply with state and federal civil rights laws (*completed with passage of Engrossed Second Substitute House Bill 3026*).
- ✓ Create school structures that encourage family, school, and community partnerships (*now included in ESSB 6696, section 701*).
- ✓ Increase authority of and funding for the Achievement Gap Oversight and Accountability Committee (*legislation provided additional funding and made, in statute, the presence of AGOAC members quite visible on a number of committees*).

### **The Quality Education Council**

- ✓ Recruit a more diverse racial and ethnic membership that is representative of the students served in Washington State (*now a member from the AGOAC serves on the council*).
- ✓ Implement the use of instructional materials early (not limited to textbooks). Textbooks should be culturally and linguistically relevant to students in the district (*Substitute House Bill 2776 addressed the phasing-in of needed textbooks/materials through the maintenance, supplies and operating costs (MSOC)*).

## **Committee recommendations *in the process of being implemented***

### **The Quality Education Council**

- Review the funding formula through the lens of “equitable” versus “equal.”
- Adopt a weighted formula used for schools with high achievement gaps that would include increased allocation for: counselors (based on the ASCA model), district equity/diversity coordinators, family and community outreach staff, school nurses or health care providers, and social workers.
- Make funding decisions that ensure all students can meet graduation requirements.
- Revise prototypical school funding model to ensure adequate accountability mechanisms for schools with high achievement gaps.
- Implement funding for English Language Learning (Bilingual Education).
- Coordinate additional program funding with efforts to increase capacity, including building space and qualified staff.
- Allocate funding to districts to implement culturally relevant, research-based academic and social emotional tools so that districts can identify risk factors and employ appropriate intervention strategies for students.

### **The State Board of Education**

- Revise regulations (WAC 180 – 16 – 220) in order to strengthen existing or develop new statewide requirements for school district improvement plans.

## For More Information:

### Achievement Gap Oversight and Accountability Committee Web site:

[www.k12.wa.us/AchievementGap/default.aspx](http://www.k12.wa.us/AchievementGap/default.aspx)

### 2008 Achievement Gap Studies:

*A Plan to Close the Achievement Gap for African American Students*

Staffed by the Center for the Improvement of Student Learning

[www.k12.wa.us/cisl/pubdocs/AfrAmer%20AchGap%20Rpt%20FINAL.pdf](http://www.k12.wa.us/cisl/pubdocs/AfrAmer%20AchGap%20Rpt%20FINAL.pdf)

*From Where the Sun Rises:*

*Addressing the Educational Achievement of Native Americans in Washington State*

Submitted to the Governor's Office on Indian Affairs

[www.goia.wa.gov/Links-Resources/NativeAmericanAchievementReport.pdf](http://www.goia.wa.gov/Links-Resources/NativeAmericanAchievementReport.pdf)

*Asian Americans in Washington State: Closing Their Hidden Achievement Gaps*

Submitted to the Washington State Commission on Asian Pacific American Affairs

[www.capaa.wa.gov/documents/AchievementGapReport.pdf](http://www.capaa.wa.gov/documents/AchievementGapReport.pdf)

*Growing Presence, Emerging Voices:*

*Pacific Islanders and Academic Achievement in Washington*

Submitted to the Washington State Commission on Asian Pacific American Affairs

[www.capaa.wa.gov/documents/PacificIslanderAchievementGapReport.pdf](http://www.capaa.wa.gov/documents/PacificIslanderAchievementGapReport.pdf)

*Understanding Opportunities to Learn for Latino Students in Washington*

Submitted to the Washington State Commission on Hispanic Affairs

[www.cha.wa.gov/?q=files/WALatinoAchievementGapReport.pdf](http://www.cha.wa.gov/?q=files/WALatinoAchievementGapReport.pdf)

### 2010 Committee Report:

<http://www.k12.wa.us/Cisl/pubdocs/AgapLegReport2010.pdf>

### Synthesis of the 2008 Achievement Gap Reports

Achievement Gap Oversight and Accountability Committee

[www.k12.wa.us/cisl/pubdocs/Synthesis2008Recommendations.pdf](http://www.k12.wa.us/cisl/pubdocs/Synthesis2008Recommendations.pdf)

## Other Resources:

### NEA Foundation Closing the Achievement Gaps Initiative

<http://www.neafoundation.org/pages/educators/achievement-gaps-initiative/>

### Closing the Achievement Gap Resource Center

<http://www.principalspartnership.com/closingthegap.html>

### Education Trust

<http://www.edtrust.org/>

### Center for the Improvement of Student Learning

<https://www.k12.wa.us/CISL/EliminatingtheGaps/default.aspx>

### Closing the Achievement Gap Partnerships Resource Kit

<http://www.closingtheachievementgap.org/cs/ctag/print/htdocs/part.htm>

*“The urgency for reform has never been greater. Today, American students trail many other nations in reading, math, and science, and a quarter do not graduate high school on time. Many college students do not finish, despite the clear national need for more college-educated workers who can successfully compete in the global economy.”*

*Secretary Arne Duncan  
US Department of Education*



# Eliminating Gaps

*Eliminating gaps will require the collaboration of all members of a community, not just staff in a school building and students' families.*

**Eliminating gaps will require changes in how I think about and work in the following areas:**

**Data** — what and how data is collected; who sees it and how it is used.

**Educators** — recruitment, hiring, placement, retention, and training.

**Family/community** — engagement in students' education.

**Student support** — academic, physical, social-emotional, and cultural.

**Transitions** — students' transitions from one academic level to the next.



School Board  
Director

Data

Educators

Family

Community

Student Support

Transitions

## As a school board director, what I do makes a difference!

**Data: We need to consider multiple data elements and use data differently.**

- **Data systems:** Do the data systems in my district allow administrators to disaggregate data by racial subgroups and by socio-economic status? How do I and others on the board hold schools accountable for gaps in achievement at individual schools? How do we evaluate special programs, like honors, AP/IB, LAP, AVID, and special education in our district based on student achievement, particularly for students of color and students from low socio-economic backgrounds? At the district level, do we ensure that all special programs equitably represent the demographics of our student population?
- **Targeting resources:** Do I and others on the school board take responsibility for the success of each and every school and the performance of all students? How do we use school improvement plans to ensure that schools with gaps in achievement, particularly for students of color, are given the resources and technical assistance they need to eliminate those gaps? How do we use student data to assign educators and support staff?
- **Social-emotional data:** Does our district have a drop-out early warning system or some way to look at attendance data, grades and other non-academic factors (foster care, parental absence, physical or emotional trauma, health issues) to determine which students are most in danger of dropping out? Is there a person at the district/building who manages this data?

**Educators: We need to hire, place, train and retain effective staff.**

- **Leadership:** Are my actions and beliefs consistent when it comes to discussing the performance of students of color in my district? How do I believe the elimination of gaps and barriers for groups of students is critical for the success of my district as a whole? Do the other members of the school board and the district superintendent know this is a priority for me based on the decisions I make? Does the board explicitly use achievement data for all groups of students when evaluating staff performance?
- **Recruitment:** Is it a priority for us to recruit quality educators who represent the demographics of the student population? How do we as a district encourage students of color to enter the teaching profession? What mechanisms are in place in our district to support teachers of color once they are in our buildings, so they will stay?
- **Professional development:** Do we have the same high expectations across our district for all educators (classified and certificated)? Is there a district plan for professional development that provides all educators with access to the training they need to be successful with each and every student (e.g. training in cultural competence, differentiated instruction, language acquisition strategies, supporting SPED in regular education classes,)? As school board members, are we willing to participate in that training as well, so we are better able to understand and provide for the needs of students and families who may have different values and experiences than our own?

# As a school board director, what I do makes a difference!

## **Family/community: We need to engage families and communities.**

- **Leadership:** How does our district define family, community, school partnerships or engagement? What is our plan for family-community engagement at the district and building levels? How do we hold building administrators accountable for keeping analyzing data about their school's level of engagement with school and community? How do we use that data to improve practice?
- **Welcoming environment:** How do we know if families and community members in our district feel welcome in buildings? How do we know that families are given opportunities to participate in school life beyond parent conferences and PTA?
- **Decision-making:** How do we ensure that decision-making bodies represent the demographics of our district's student population? Who are our local contacts from underrepresented communities? How do we involve them intentionally in conversations about curriculum, pedagogy, data, and school improvement planning?

## **Student support: We need to provide students with the support they need to be successful.**

- **Community resources:** How has our district catalogued the resources— academic, physical, social, and cultural—that are available to families beyond the school community? How do families know about these resources? How do we ensure that all families have access to these resources, particularly those who may not speak English or have access to technology?
- **Support systems:** How do our schools connect students to resources? What systems do schools have in place to determine what resources (academic, physical, social-emotional, cultural) students may need? How do we communicate the importance of schools meeting the needs, when possible, of students that may hinder academic success?

## **Transitions: We help students make seamless transitions from one academic level to the next.**

- **Transition plans:** How do schools in our district partner with early childhood providers to create a plan for students to transition smoothly into elementary school? Does our district have a plan to transition students smoothly from elementary to middle and from middle to high school? How does our district create opportunities for collaboration between high schools and institutions of higher learning in your community?
- **Curriculum alignment:** Is curriculum alignment a priority in our district? Do we provide time for educators to do the planning required to complete this process effectively across all content areas?



**For more information about  
addressing opportunity gaps:**

[www.yourlearningcenter.org](http://www.yourlearningcenter.org)  
360-725-6503

Washington State Report Card:  
[www.k12.wa.us](http://www.k12.wa.us)

# Eliminating Gaps

*Eliminating gaps will require the collaboration of all members of a community, not just staff in a school building and students' families.*



Policy Makers

Data

Educators

Family

Community

Student Support

Transitions

Funding

**Eliminating gaps will require changes in how I think about and work in the following areas:**

**Data** — what and how data is collected; who sees it and how it is used.

**Educators** — recruitment, hiring, placement, retention, and training.

**Family/community** — engagement in students' education.

**Student support** — academic, physical, social-emotional, and cultural.

**Transitions** — students' transitions from one academic level to the next.

**Funding** — school funding decisions that focus on equity, not equality.

## As a policy maker, what I do makes a difference!

**Data: I need to consider multiple data elements and use data differently.**

- **Multiple data points:** What is the demographic profile of my community? How do I look at disaggregated data in multiple ways? What kind of data do I need to make important decisions?
- **Determining needs:** How do I determine the needs of students in my community? How do I determine the impact of resources on student achievement? What am I doing at the state level to ensure that some sort of drop out early warning system is in place?
- **Accountability:** How do I look at trend data to determine which programs are making a difference? How can I call attention to gaps? Who is responsible for eliminating gaps?
- **Access:** How can data be made user-friendly for all stakeholders? Where can I go to better understand data? How do I ensure that educators have timely access to data in order to improve instruction and programming.

**Educators: I need to create policies that build capacity for education systems to hire, place, train and retain effective staff.**

- **Incentives:** How do I provide incentives to get the very best people into the profession? How do I design incentives that attract the best and brightest? How do I ensure that all teachers have the necessary content and pedagogical practice established (teacher prep programs)?
- **Evaluation:** How do I evaluate classroom teachers and administrators to ensure the elimination of gaps? How do I recognize outstanding, highly effective educators?
- **Support:** How do I ensure that all educators receive focused professional development that focuses on strategies to eliminate gaps? How do I provide support for teachers of color in the system? How do I ensure that educators have access to high quality, standards-based, culturally relevant curriculum?

# As a **policy maker**, what I do makes a difference!

## **Family/community: I need to create policy that supports family/community engagement.**

- **Decision-making:** How do I regularly and authentically engage communities who are affected by decisions I make? How do I ensure that members of decision-making groups represent the demographics of the student population?
- **Simplifying the process:** How do I help demystify the policy-making process to ensure equitable participation?

## **Student support: I need to create policy that allows students to receive necessary support.**

- **Student focus:** How do I ensure that the needs of each individual child are met? How do I incorporate student voice into the decision-making process?
- **Communication:** How do I facilitate communication between different support entities within a community?

## **Transitions: I need to create policy that promotes seamless transitions from one academic level to the next for students.**

- **Communication:** How do I ensure that entities are communicating about students as they pass from one level to the next? How do I ensure that next steps are clearly communicated at every level?
- **Alignment:** How do I ensure that curriculum and expectations are aligned? How do I ensure that the High School and Beyond Plan is implemented in middle school?

## **Funding: I need to create policy that focuses school funding decisions on equity, not equality.**

- **Effectiveness:** How do I evaluate budget/funding decisions to determine effectiveness? How do I ensure the effective use of resources?
- **Urgency:** How do I communicate the urgency of boosting student achievement, particularly in this economic climate? How do I prioritize education in state and local budget conversations?



**For more information about addressing opportunity gaps:**

[www.yourlearningcenter.org](http://www.yourlearningcenter.org)  
360-725-6503

Washington State Report Card:  
[www.k12.wa.us](http://www.k12.wa.us)

# Eliminating Gaps for **BLACK** students in Washington State



**Facilitator: Erin Jones**

Assistant Superintendent of Student Achievement,  
Office of Superintendent of Public Instruction (OSPI)

# AGENDA FOR SESSION

- Provide context
  - Define critical terms
  - Provide national data
- Key strategies
- Local panel
  - **Trise Moore** – Director of Family Engagement, Federal Way School District
  - **Tim Herron** – National Board teacher; National Director, Act Six Leadership and Scholarship Initiative
  - **Students** – Act Six scholars, Pacific Lutheran University
  - **Lull Mengesha** – graduate Rainier Beach HS, UW; author *The Only Black Student*
- Questions and answers







## DEFINING THE TERMS

Let's make sure we are all on the same page.

## ACHIEVEMENT GAP

The term “Achievement Gap” evokes a **deficit model**, suggesting that students from certain communities are incapable of achieving at the same level as their white and Asian counterparts.



## CHANGE THE LANGUAGE

The **Opportunity Gap** speaks to the lack of access many students (not only students of color) have to resources that lead to academic success:

- quality early childhood programs
- highly-quality, experienced educators
- culturally-relevant curriculum
- academic language
- positive role models
- high expectations and standards



## CHALLENGE OF THE TERM - BLACK

- **Black** – all students of African descent
- **African American** – students of African descent who were born in the United States or who have recently become American citizens
- **African** – students of African descent who have recently emigrated to the United States

There are also BLACK students who are of Central and South American decent. There are those who are from the Caribbean Islands...



## CULTURAL COMPETENCE

Cultural competence is a **set of skills** that professionals need in order to **improve practice**, to **serve all students**, and **communicate effectively** with families. These skills enable the educator to **build on the cultural and language qualities that young people bring to the classroom** rather than viewing those qualities as deficits.

See OSPI's website [www.yourlearningcenter.org](http://www.yourlearningcenter.org)





# ELIMINATING GAPS

*Cultural competence is a strategy*

## CHANGE MUST HAPPEN IN THE FOLLOWING AREAS:

1. **Data**—what data is collected, how data is collected, who sees the data, and how data informs decisions.
2. **Educators**—the recruitment, hiring, placement, retention, and training of educators.
3. **Family/community**—the engagement of families and communities in the education of students.
4. **Student support** —the academic, physical, social-emotional, and cultural support provided to students.
5. **Transitions** —The transitions for students from one academic level or school to the next.



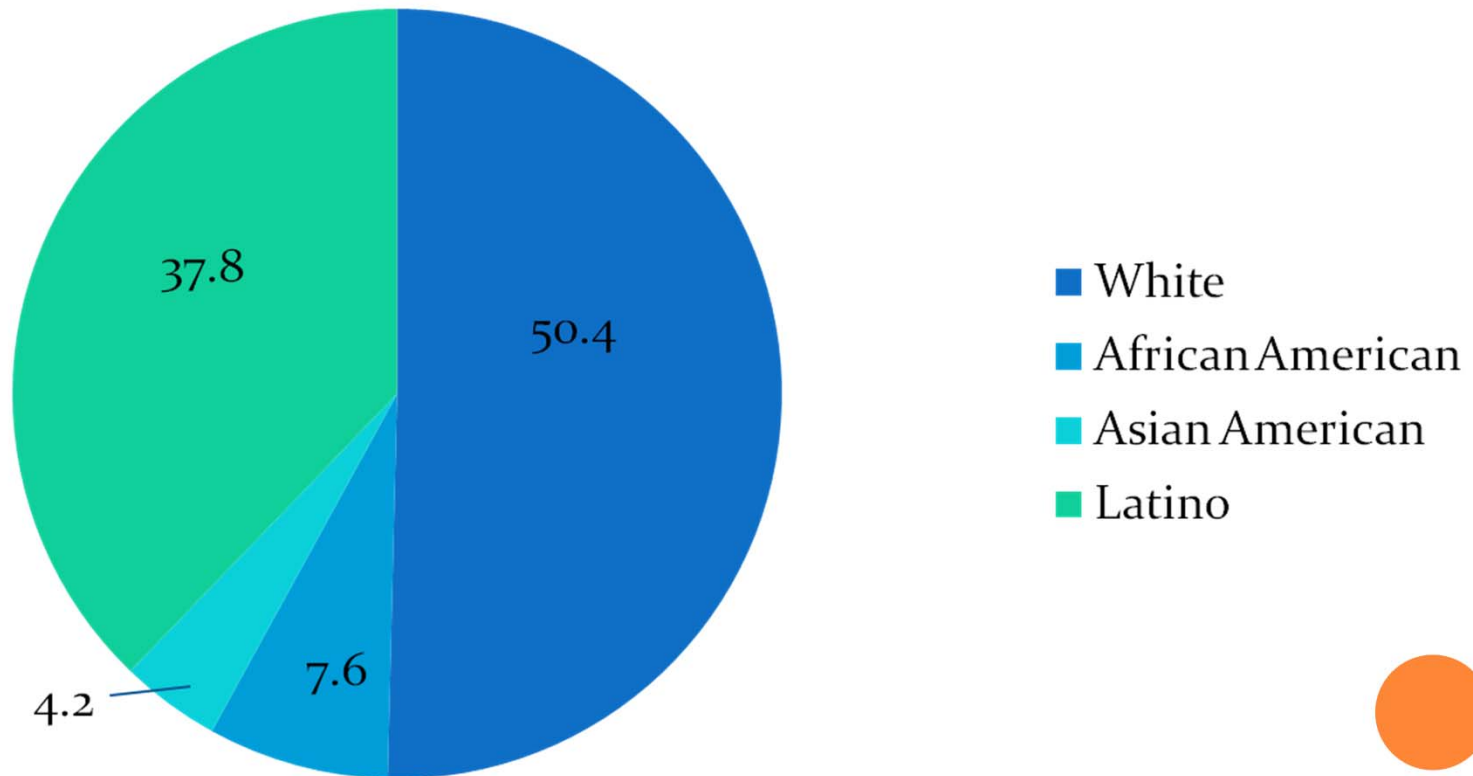


**LOOKING AT STUDENT DATA**  
The picture for Washington State students



# THESE ARE THE STUDENTS IN HEAD START

Washington, 2006

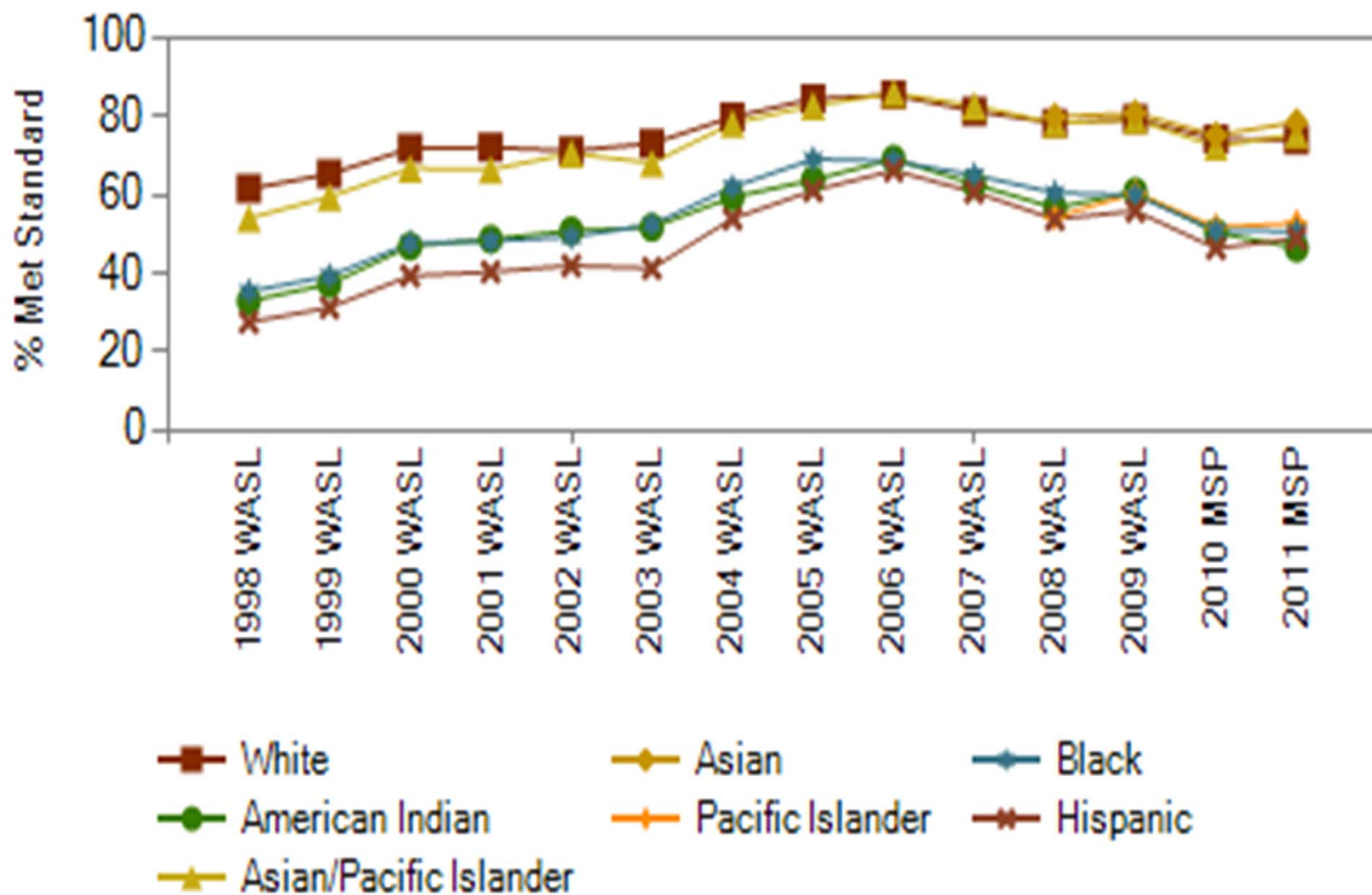


Source: OSPI

	Number of Students in 1999-2000	Number of Students in 2009-2010	Percentage of increase or decrease in population
American Indian/Alaskan Native	27,100	25,945	-4.26%
<b>Asian/Pacific Islander*</b>	<b>72,266</b>	<b>90,644</b>	<b>25.43%</b>
<b>Black</b>	<b>52,192</b>	<b>57,936</b>	<b>11.01%</b>
<b>Hispanic</b>	<b>96,355</b>	<b>165,777</b>	<b>72.05%</b>
White	755,787	661,150	-12.52%
<b>Transitional Bilingual</b>	<b>55204</b>	<b>84,059</b>	<b>52.27%</b>

*\*Please note that data for Asian and Pacific Islander students was first reported separately in the 2007-2008 school year. This table may not accurately capture the growth rate of Pacific Islanders in the last decade.*

## 4th Grade Reading Trend



# 4th Grade National Assessment of Educational Progress (NAEP)

## Reading Test Scores 2008-2009 in Washington

	American Indian	Asian/Pacific Islander	Black	Hispanic	White	Limited English
<b>Advanced</b>	7%	10%	2%	2%	10%	0%
<b>Proficient</b>	20%	26%	19%	12%	30%	3%
<b>At Basic</b>	33%	32%	32%	31%	36%	16%
<b>Below Basic</b>	40%	33%	46%	55%	24%	80%

Source: OSPI )

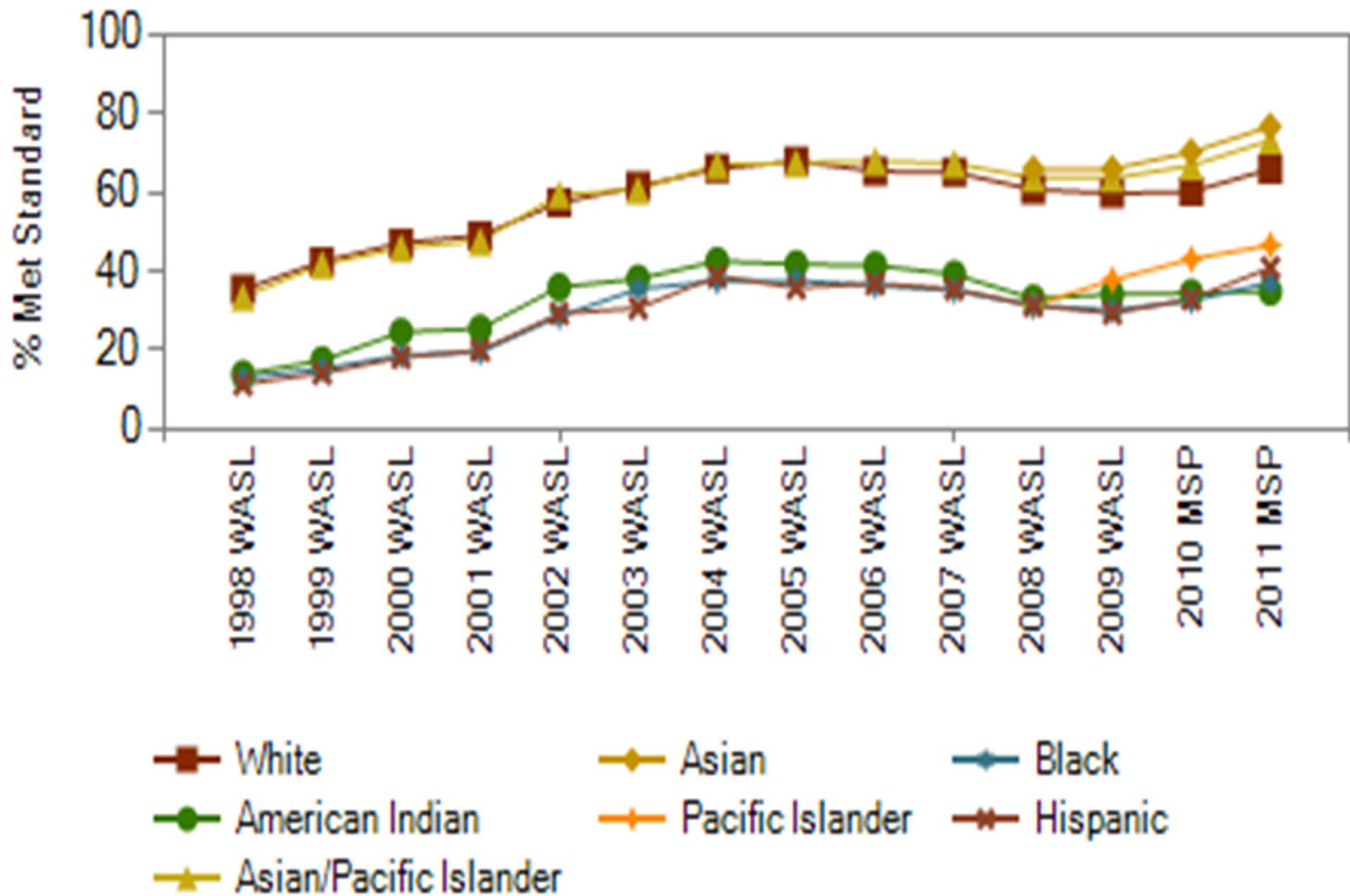
# NAEP MATH AND READING

- Black and Hispanic students trailed white peers by an average of more than 20 test-score points on the NAEP math and reading assessments at 4th and 8th grades, a difference of about two grade levels.
- These gaps persisted even though the score differentials between black and white students narrowed between 1992 and 2007 in 4th grade math and reading and 8th grade math

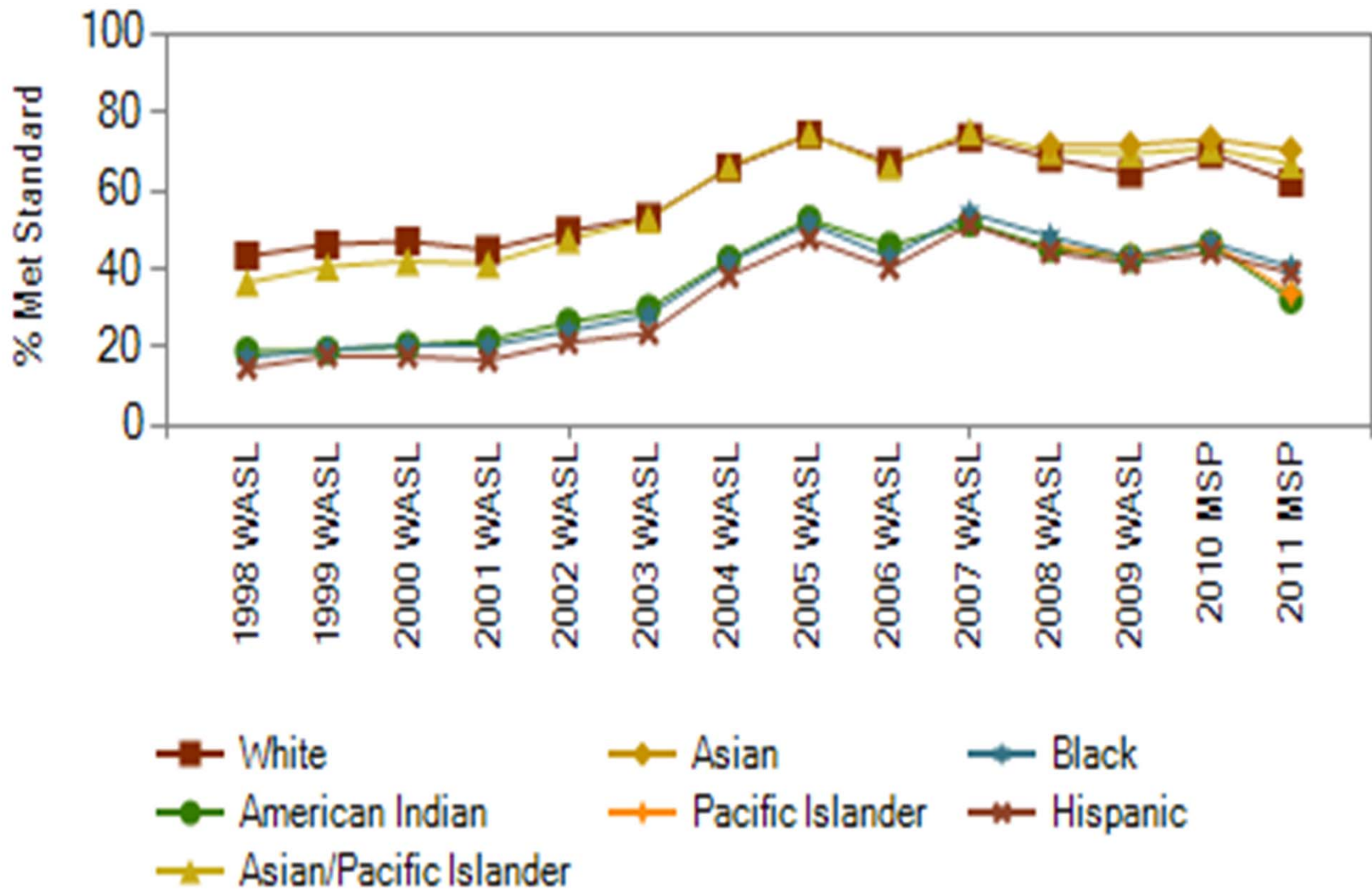
National Center for Education Statistics, 2009, 2011



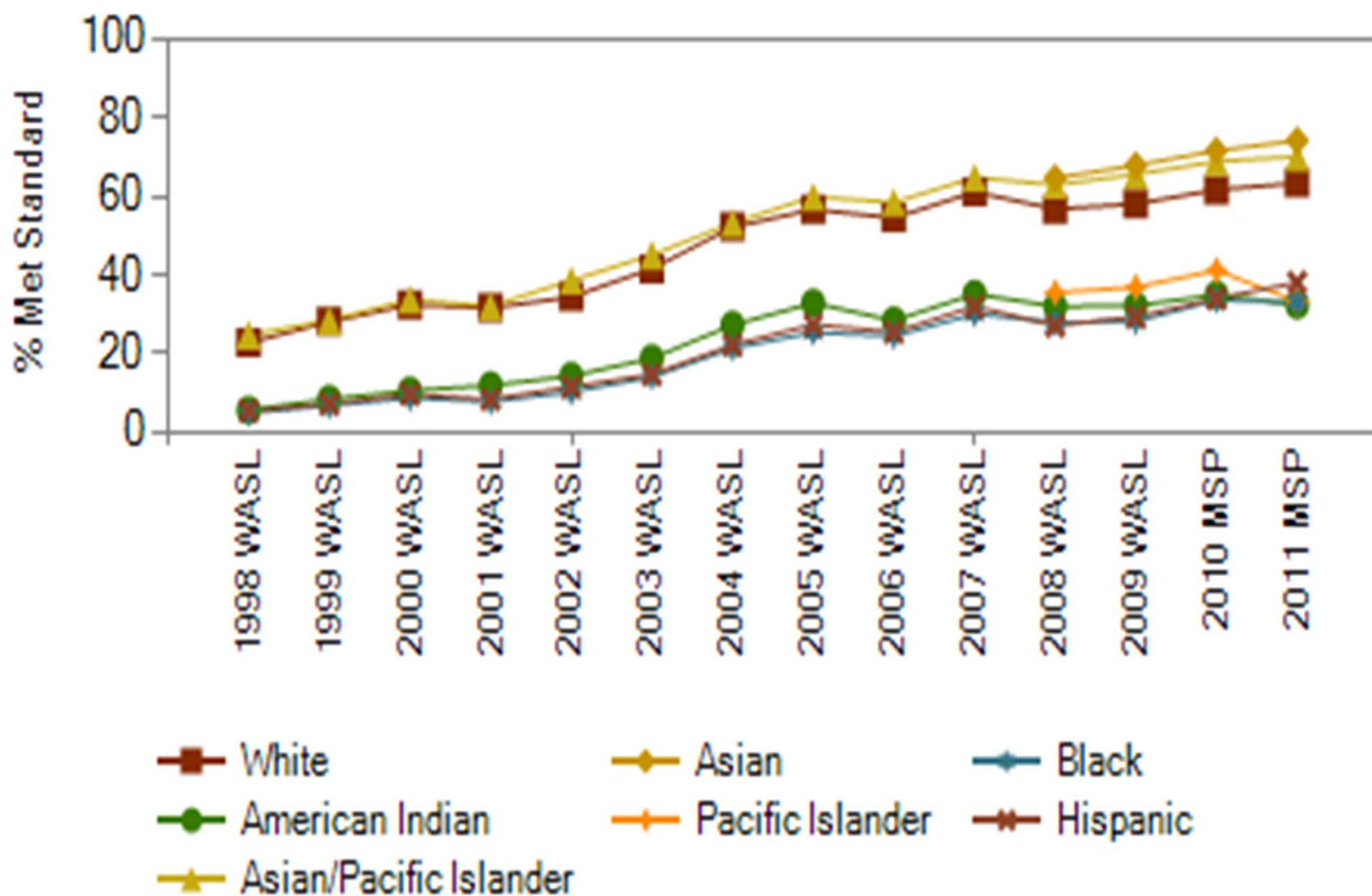
## 4th Grade Math Trend



## 7th Grade Reading Trend

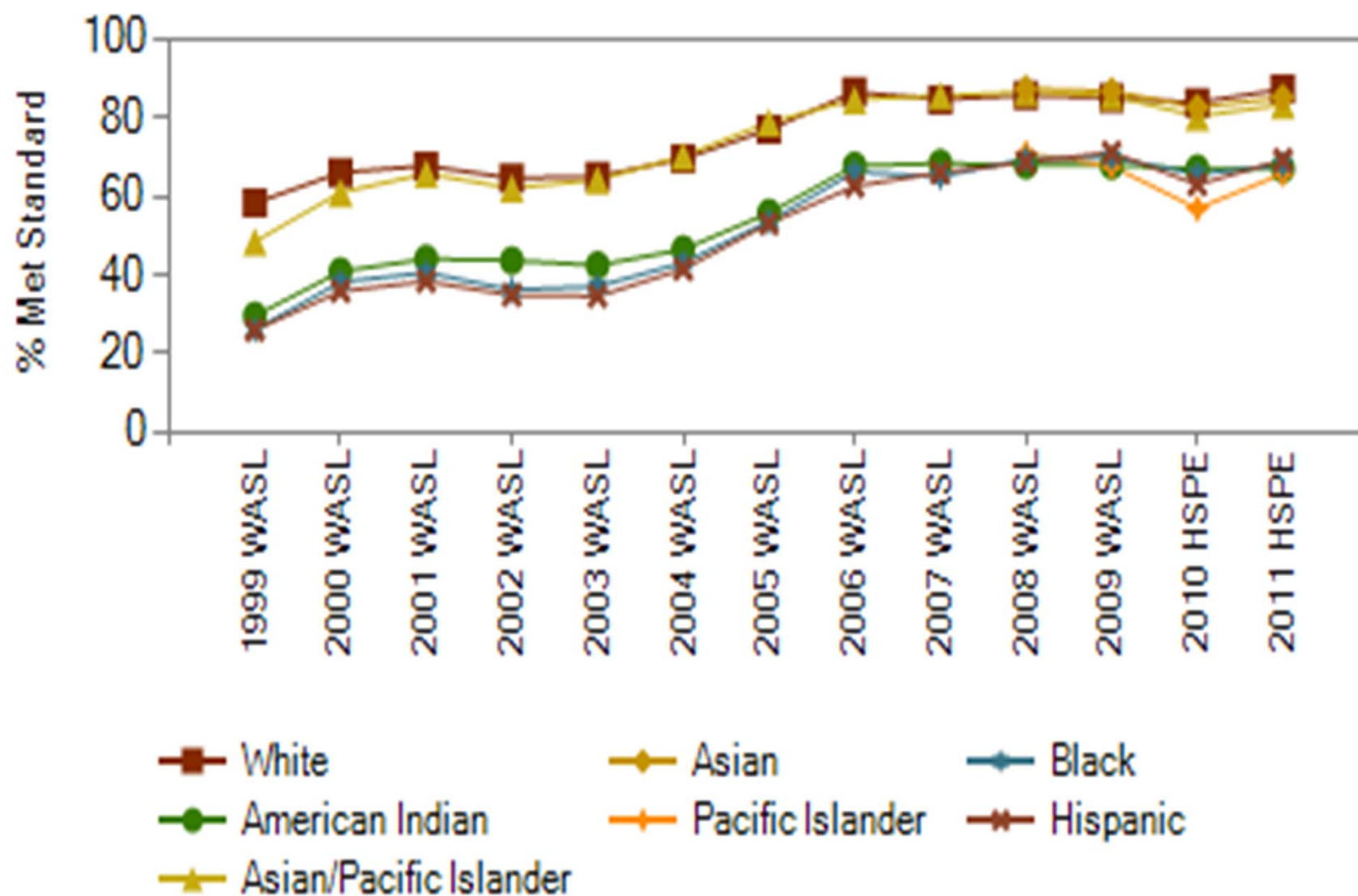


## 7th Grade Math Trend

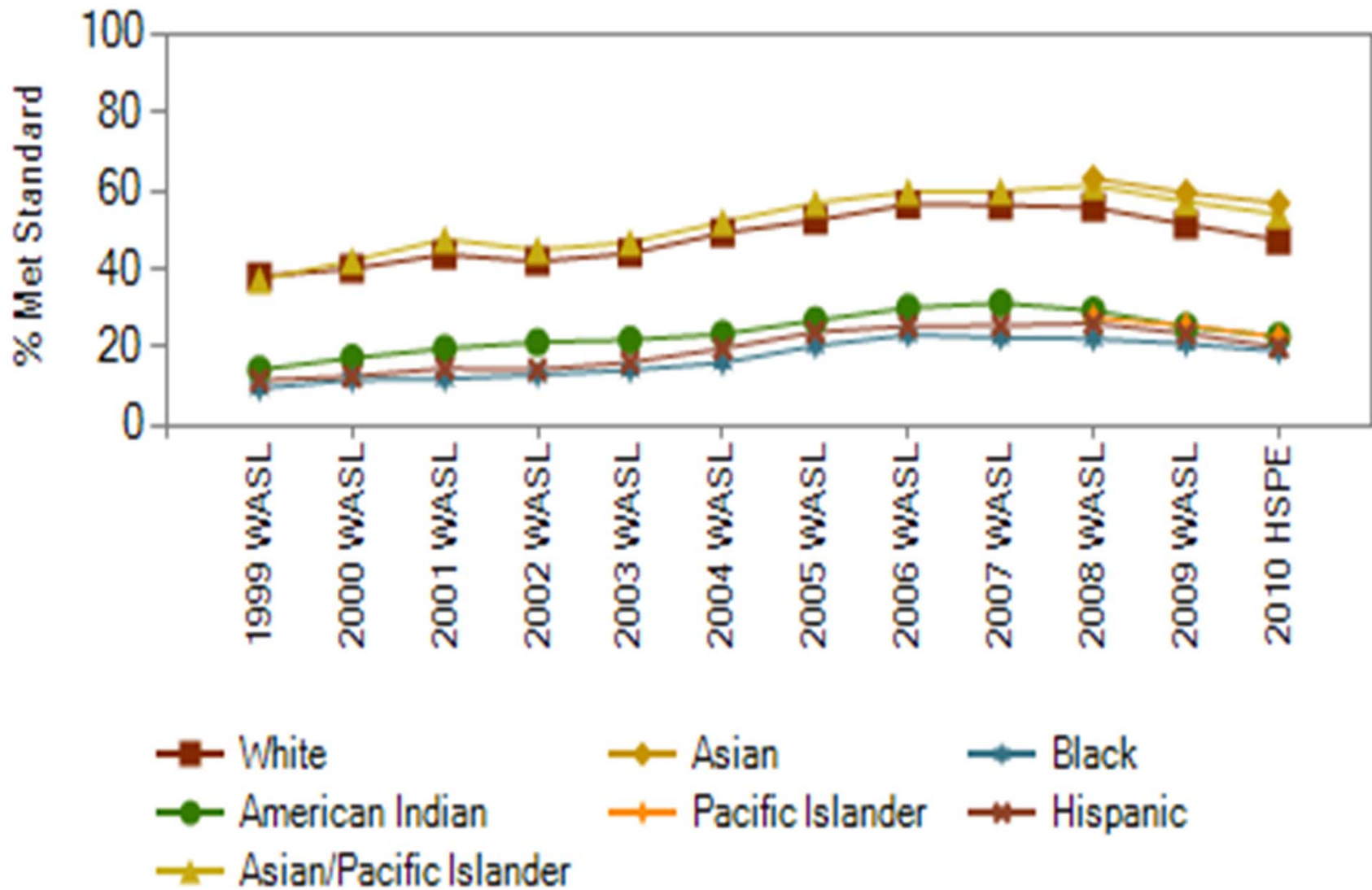




## 10th Grade Reading Trend




## 10th Grade Math Trend



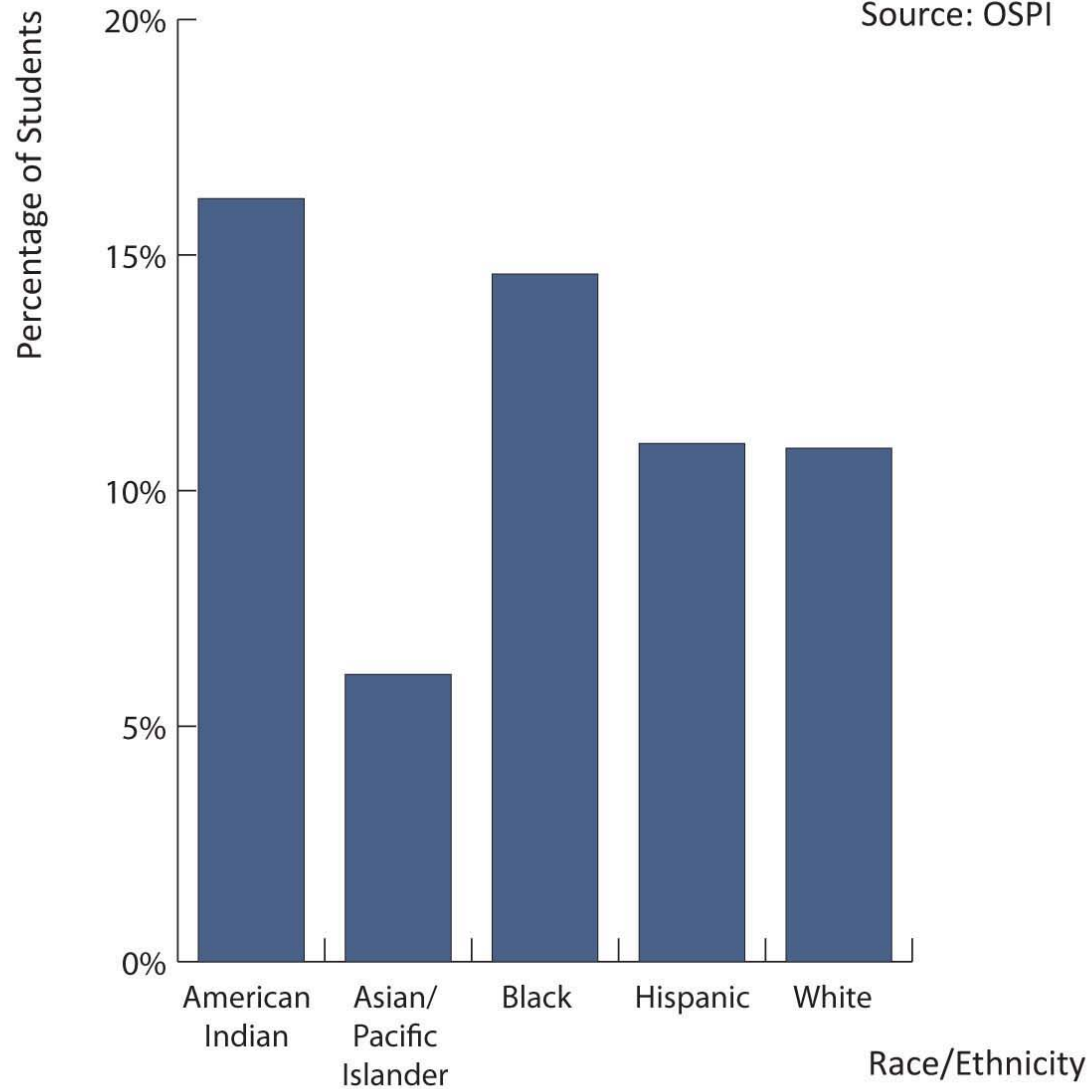
# The More Time in School, ~~the Wider the Gap?~~

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- The racial achievement gap grows in magnitude as a child nears entry to the workforce.
  - In Washington State, between grade 4 and grade 12, the gap grows:
    - ✓ 41% for Latino students
    - ✓ 22% for African American students
- 

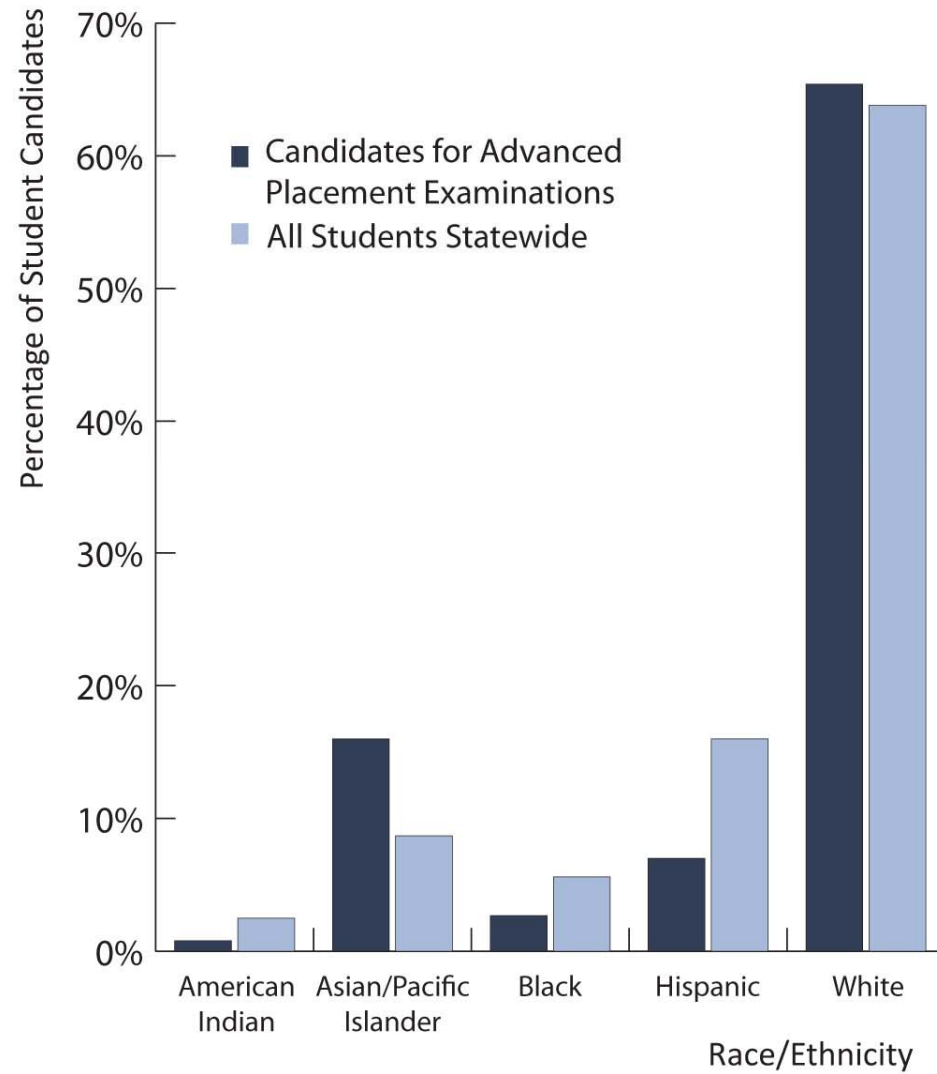
## Percentage of Student Population Receiving of Student Population Receiving Special Education Services, 2009

Source: OSPI



## Candidates for Advanced Placement Examinations by Ethnicity, 2010

Source: OSPI



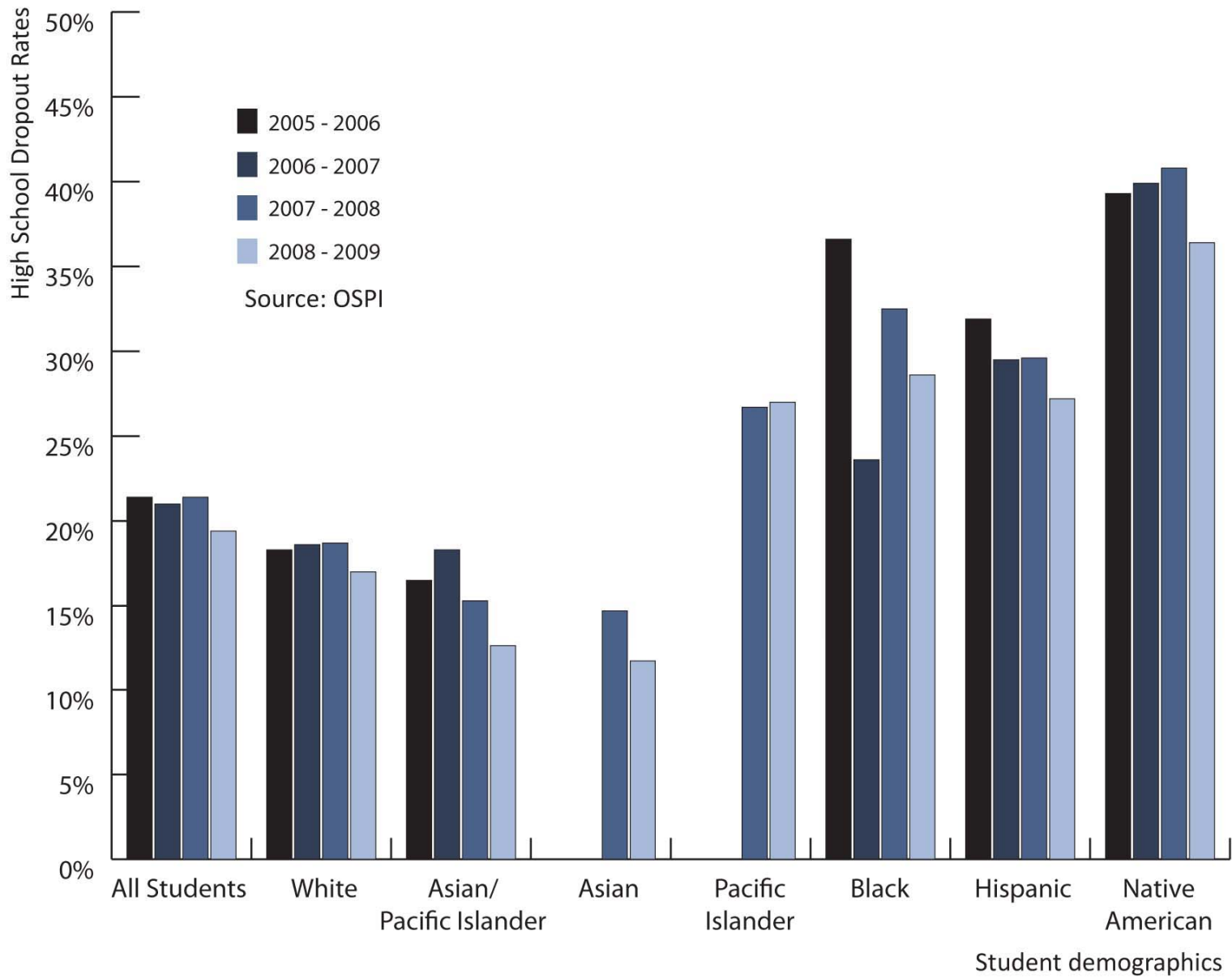
## NATIONAL DATA - RIGOROUS COURSEWORK

- Both white and Asian American students were at least twice as likely to take classes considered academically rigorous in core academic subjects than Black and Hispanic students;
- Fewer than 10 percent of black or Hispanic students participated in rigorous coursework in 2009 .

National Center for Education Statistics, 2009



## Estimated Four-Year Cohort Dropout



# ***DID YOU KNOW?***

---

- **The college enrollment gap between black and white students is wider than ever.**
- **Smart kids from low-income families earn degrees less often than kids from high-income homes who are low achievers.**
- **Colleges award more grant aid to wealthy students than to low-income students.**

**"Opportunity Adrift: Our Flagship Universities Are Straying From Their Public Mission."** (*Source: Baum, Sandy and Jennifer Ma. "Education Pays." College Board, 2007.*)

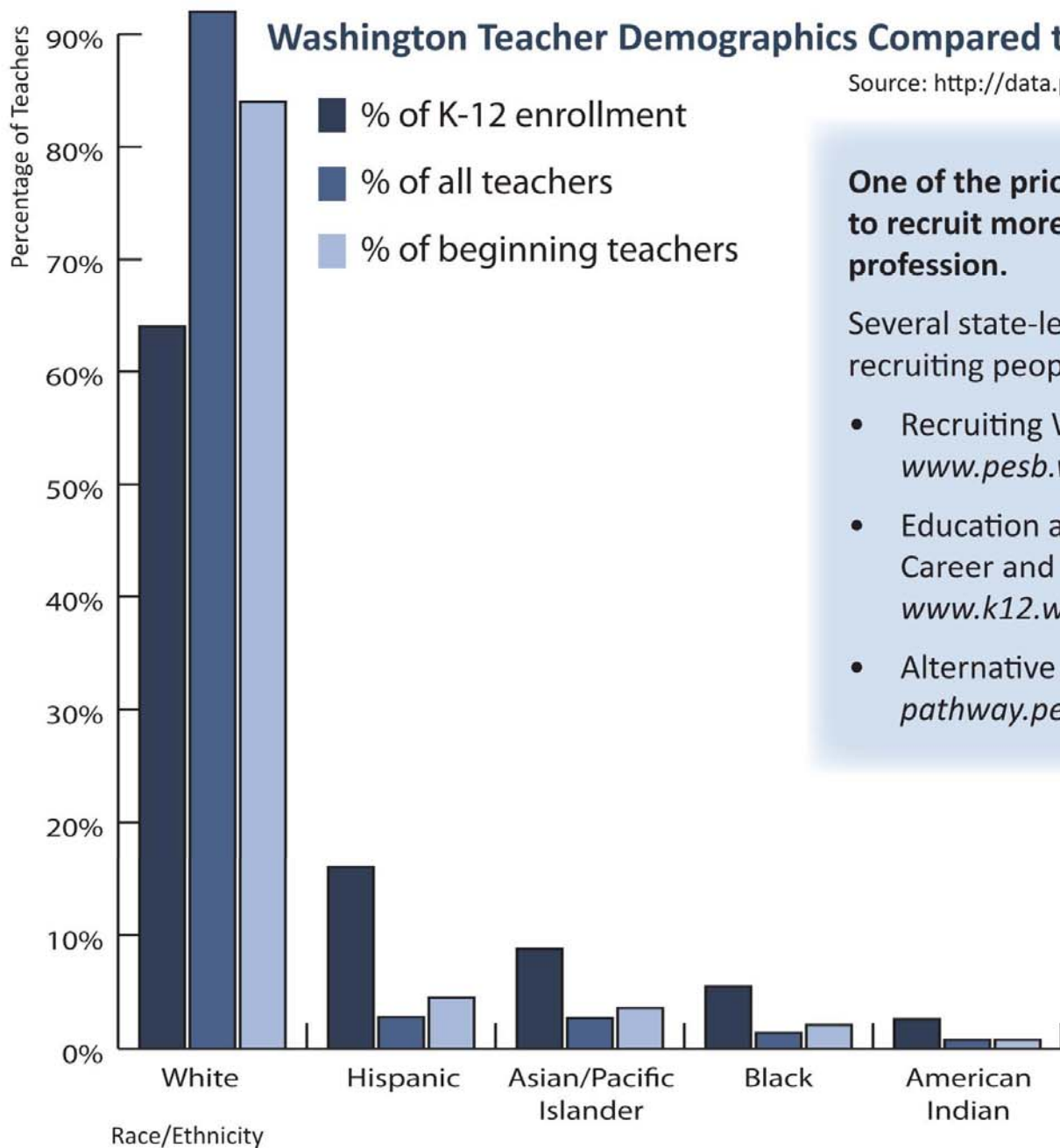






# LOOKING AT EDUCATOR DATA

Who is teaching students in the gaps?



Source: <http://data.pesb.wa.gov/demographics-1/race-ethnicity>

**One of the priorities of the Committee has been to recruit more people of color into the teaching profession.**

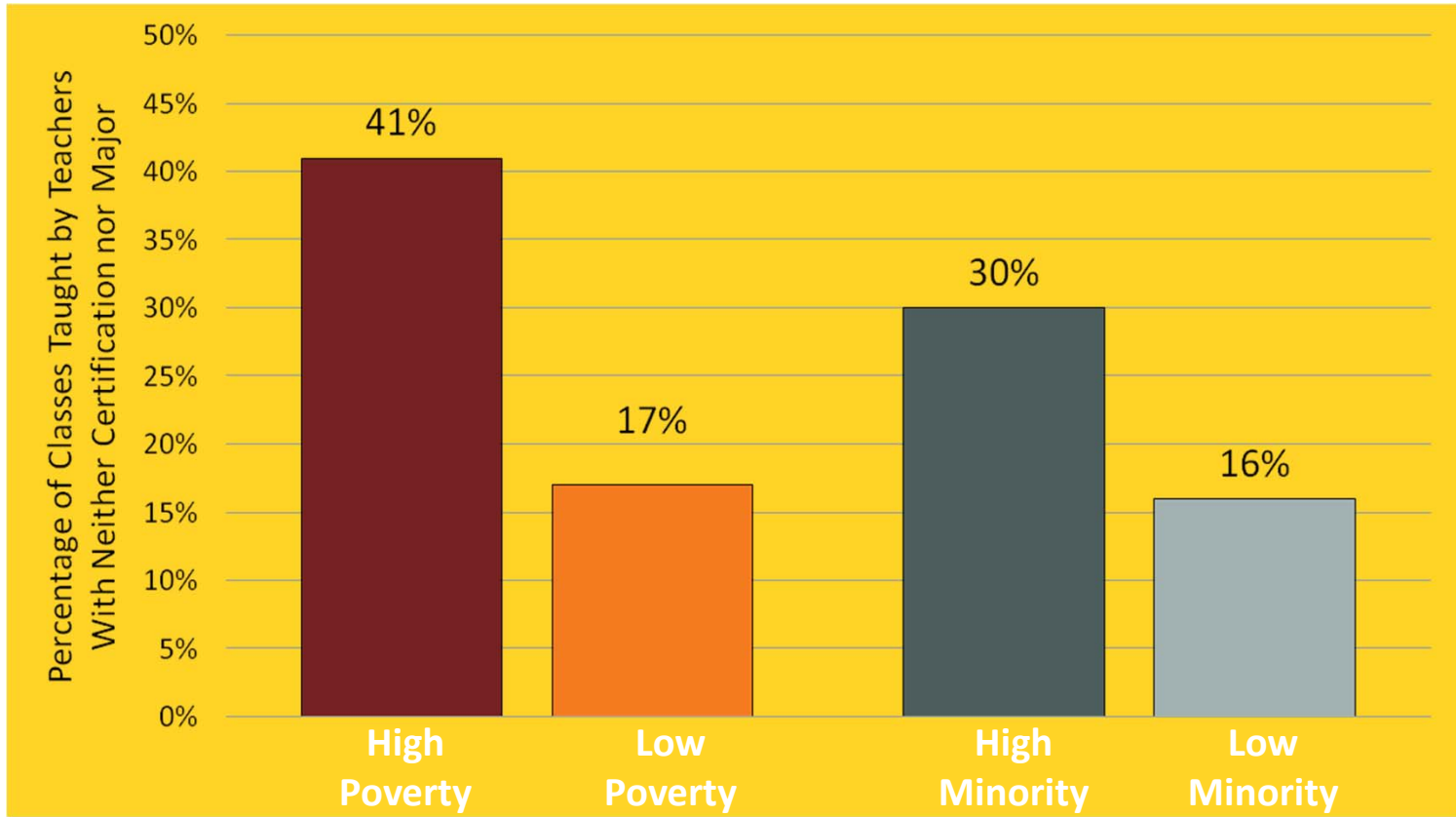
Several state-level programs that focus on recruiting people of color into education are:

- Recruiting Washington Teachers  
[www.pesb.wa.gov](http://www.pesb.wa.gov)
- Education and Training, Career and Technical Education  
[www.k12.wa.us/CareerTechEd](http://www.k12.wa.us/CareerTechEd)
- Alternative Routes to Certification  
[pathway.pesb.wa.gov/alternative\\_routes](http://pathway.pesb.wa.gov/alternative_routes)

*Washington State falls 2nd to last in the nation for the reflection of student population in its teaching force.*

[www.educationnext.org](http://www.educationnext.org): Winter, 2009

# CORE CLASSES IN HIGH-POVERTY AND HIGH-MINORITY SECONDARY SCHOOLS ARE MORE LIKELY TO BE TAUGHT BY OUT-OF-FIELD TEACHERS



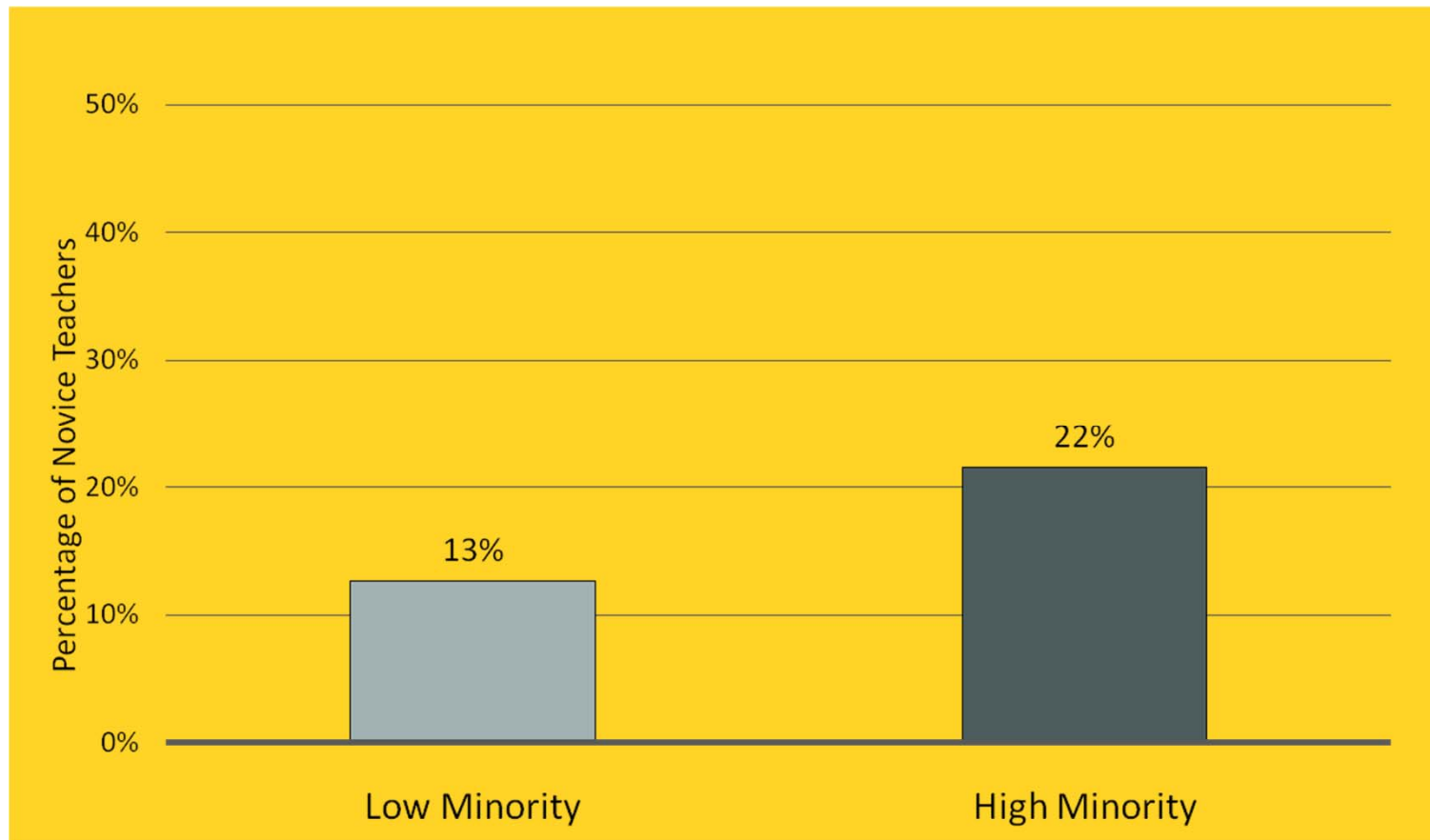
Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States. High-poverty  $\geq 75\%$  of students eligible for free/reduced-price lunch. Low-poverty school  $\leq 15\%$  of students eligible. High-minority  $\geq 75\%$  students non-white. Low-minority  $\leq 10\%$  students non-white.

Source:

The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)



# STUDENTS AT HIGH-MINORITY SCHOOLS ARE MORE LIKELY TO BE TAUGHT BY NOVICE TEACHERS



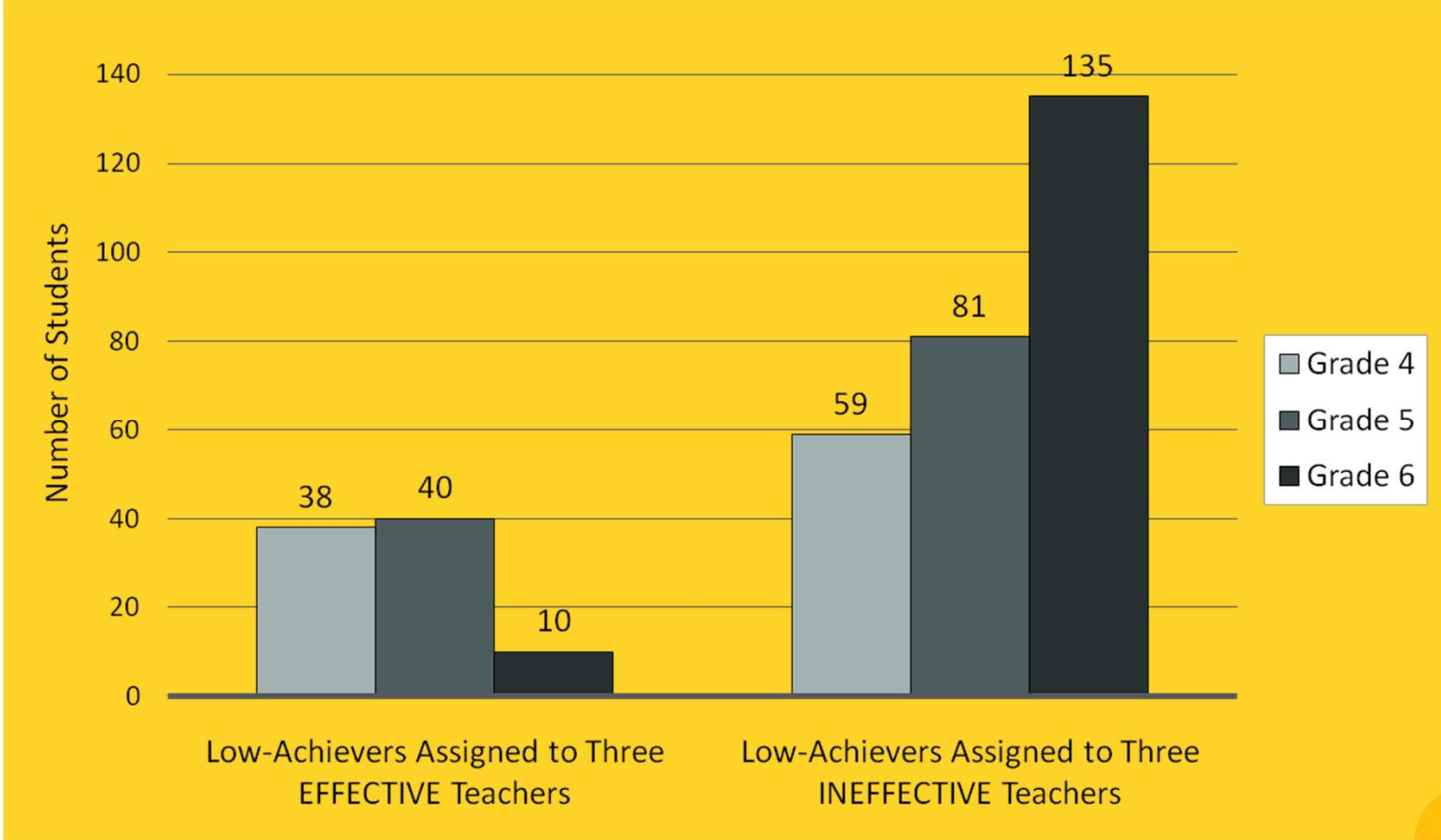
Note: Novice teachers are those with three years or fewer experience.  
High-minority  $\geq 75\%$  students non-white. Low-minority  $\leq 10\%$  students non-white.

Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania (2007)

Source:



# LOW-ACHIEVING STUDENTS ARE MORE LIKELY TO BE ASSIGNED INEFFECTIVE TEACHERS THAN EFFECTIVE TEACHERS



Source:

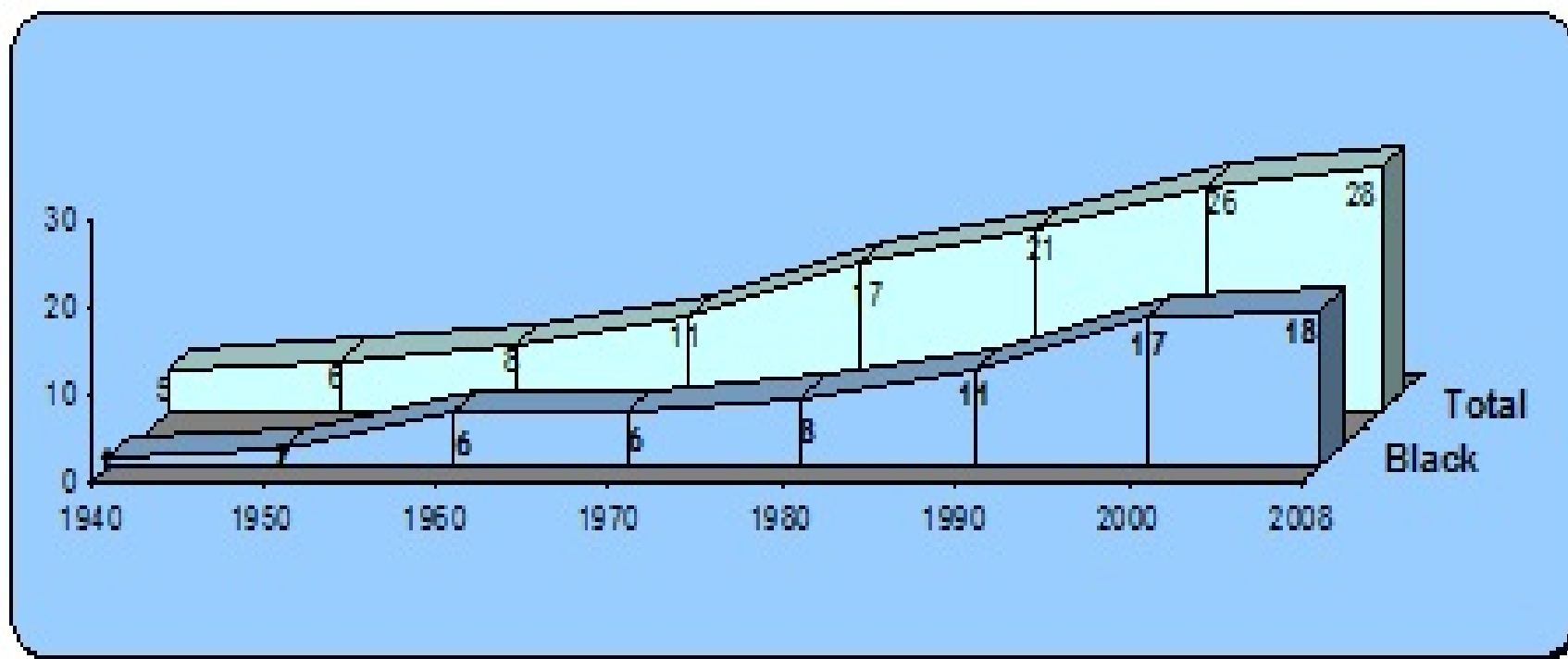
S. Babu and R. Mendro, *Teacher Accountability: HLM-Based Teacher Effectiveness Indices in the Investigation of Teacher Effects on Student Achievement in a State Assessment Program* (2003)



# IMPLICATIONS BEYOND THE K-12

Academic and non-academic data

## YEARS OF SCHOOL COMPLETED (25 YEARS AND OVER)



As indicated in the chart above, **80% of African Americans** over age 25 have high school diplomas.

\*Statistics used above are from the US Census Bureau 2008 American Community Survey



## 1.4 MILLION

Among African Americans age 25 and older, the number who had an advanced degree in 2008 (e.g., master's, Ph.D., M.D. or J.D.). Thirteen years earlier—in 1995—only 677,000 blacks had this level of education.

\*Statistics used above are from the US Census Bureau 2008 American Community Survey





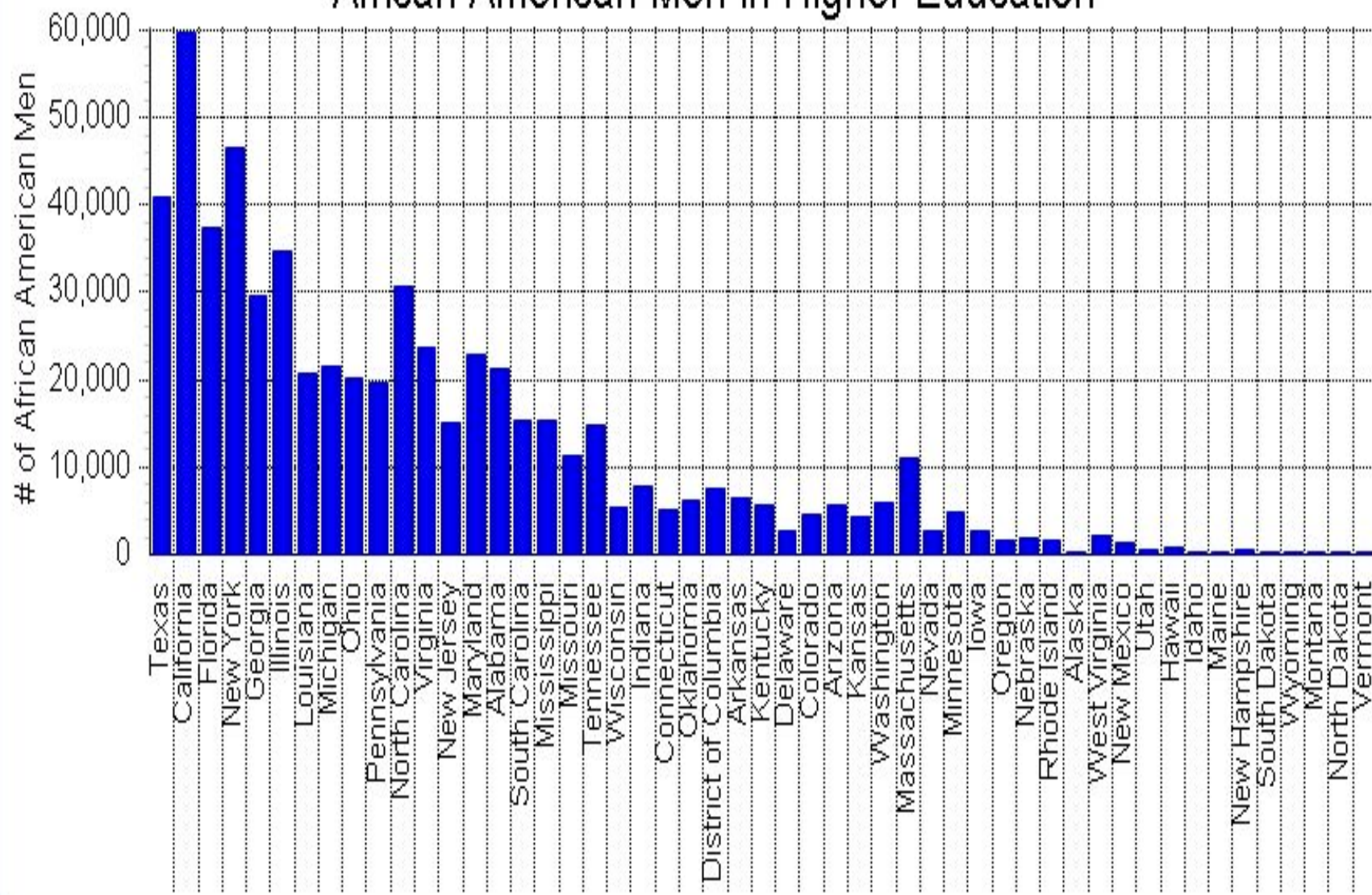
## 3.2 MILLION

Number of black college students in 2008. This was an increase of roughly 2 million from 17 years earlier.

\*All statistics used above are from the US Census Bureau 2008 American Community Survey



## African American Men in Higher Education



1999 Justice Policy Institute

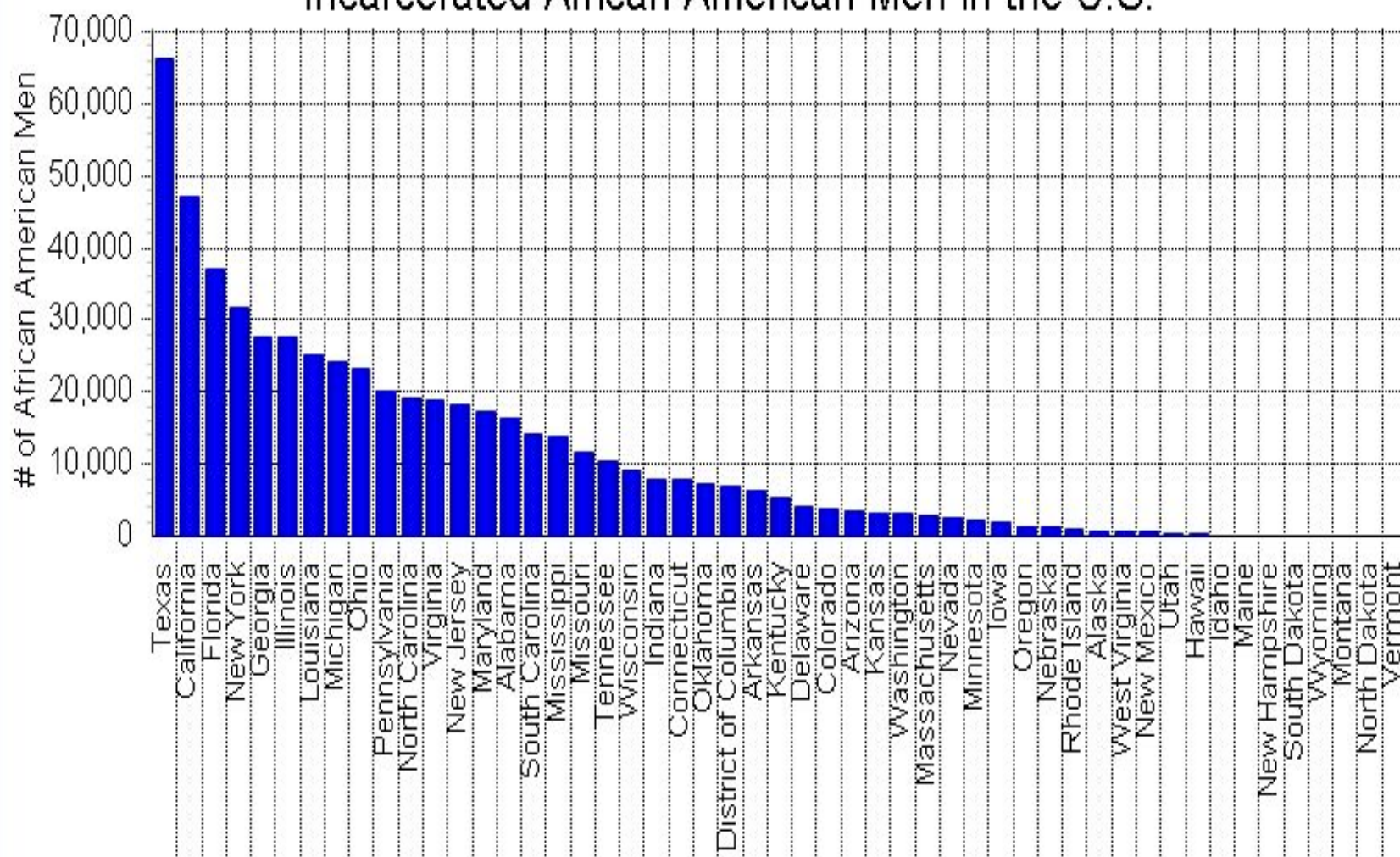
18%

Percentage of African Americans age 25 and older who had a bachelor's degree or more in 2008. In many states, the rate was higher. Twenty-six percent of blacks this age in Colorado, for instance, had this level of education.

\*All statistics used above are from the US Census Bureau 2008 American Community Survey



## Incarcerated African American Men in the U.S.



2000 Justice Policy Institute

# CRADLE TO PRISON PIPELINE?

- Chance of a boy born in 2001 going to prison during a lifetime:
  - An African American - 1 in 3 chance;
  - A Latino boy - 1 in 6 chance;
  - A White boy - 1 in 17 chance.
- Chance of a female born in 2001 going to prison during a lifetime:
  - An African American girl - 1 in 17;
  - A Latino girl - 1 in 45 chance;
  - A White girl - 1 in 111 chance.



## AFRICAN AMERICAN MALES AND INCARCERATION

- African American males 7% of US population;
- African American males are 46% of prison population (2.1 million male inmates);

U.S. Department of Justice, 2000



## AFRICAN AMERICAN MALES AND INCARCERATION

- Wide racial disproportion of the incarcerated population in each state:
  - the proportion of blacks in prison populations exceeded the proportion among state residents in twenty states (Washington State is one);
  - the percent of blacks incarcerated was five times greater than the resident population.

Census, 2000





**THERE ARE GOOD THINGS HAPPENING**

**In schools, communities, homes**



# IN SCHOOLS

- What is making the difference?
  - Engaging family and community
    - Creating opportunities for families to learn about what is happening in school buildings (math nights, reading nights)
    - Empowering families in the decision-making process
    - Engaging community members in mentorship of students
  - Disaggregating data and addressing disproportionality
    - Discipline
    - Special education
    - Honors/advanced course opportunities
  - Placing the most effective educators with students who need the most support
  - Having high expectations for all students and providing each one with rigorous coursework

## IN COMMUNITY-BASED SUPPORT PROGRAMS

- There are local and state-level programs helping to eliminate gaps:
  - Act Six Leadership and Scholarship Initiative
  - College Success Foundation
  - Upward Bound
  - TRIO
  - GEAR-UP
  - MESA
  - AVID
  - And others...


These programs support African American and other underrepresented students in rigorous coursework and a clear path to 4-year college.



## COMMUNITY-BASED ORGANIZATIONS

- There are community organizations focused on improving outcomes for African American students:
  - The Breakfast Group, Seattle
  - The Black Education Strategy Roundtable, Pierce/King Counties
  - The Northeast Black Pastors' Coalition, Spokane

There are other organizations that are less formal in Yakima and Bremerton. Each helps to support families with resources and information and to provide pressure on districts to ensure equitable practices.



## Q & A

- Any questions that you would like to ask?





# PANEL DISCUSSION

Let's hear from our experts

# EXPERT INTRODUCTIONS

- Please share your name and current role.



## PANEL DISCUSSION

- Based on your experience...

- ...describe what has worked for African American students.

- ...describe what has not worked for African American students.



## PANEL DISCUSSION CONTINUED

- Are there any policy recommendations you would have for the State Board?

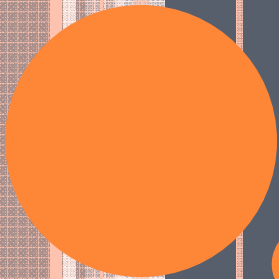




## Q & A

- Any questions remaining that you would like to ask?





## NEXT STEPS

## WHERE YOU CAN GO FOR MORE INFORMATION:

Educational Opportunity and Oversight and  
Accountability Committee

<http://www.k12.wa.us/AchievementGap/default.aspx>

General data about Blacks in Washington State

[http://www.blackdemographics.com/2009\\_Washington.pdf](http://www.blackdemographics.com/2009_Washington.pdf)

Educational Malpractice in Our Schools: Shortchanging  
African American and Other Disenfranchised Students

<http://www.wce.wvu.edu/resources/cep/ejournal/v002n001/a009.shtml>



## CONTACTING US

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# The Washington State Board of Education

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

<b>Title:</b>	<b>Report from NASBE Common Core Meeting</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>		
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>		

# The Washington State Board of Education

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## Common Core State Standards Western Regional Conference

Washington is the 44<sup>th</sup> state to join the Chief State School Officers/National Governors Association effort to support the development and implementation of Common Core State Standards in English Language Arts (ELA) and Mathematics nationwide. The Gates Foundation joined with the National Association of State Boards of Education (NASBE) to sponsor four regional meetings inviting state board and education department members. The intent was to provide stimulus and guidance in the development of Individual State Action Plans (ISAP).

Bunker Frank and Connie Fletcher attended from Washington. Ms. Fletcher and Ms. Frank utilized past SBE discussions and presentations and OSPI website references provided by Jessica Vavrus, Assistant Superintendent for Teaching and Learning. The following website tools were useful for dialogue with members from other states, as well as a help in developing questions regarding how OSPI intends to proceed and how SBE may engage in state stakeholder efforts:

<http://www.k12.wa.us/Corestandards/default.aspx> (home page with links to current PowerPoint)  
<http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx>

The new standards will be implemented in state classrooms in the 2013-14 school year. On everyone's mind is how the national assessment will work with End-of-Course and individual state assessments. The national assessment is to occur in the grade eleven with one opportunity for retake. Washington State's participation and leadership in the Smarter Balance Assessment consortium is addressing the conflicts this may present for states.

Because accountability and success for all students following high school graduation are key components of the SBE strategic plan, Ms. Frank and Ms. Fletcher came away from the meeting believing that, at a minimum, SBE member comprehensive understanding and periodic update on progress regarding implementation of the K-12 Core State Standards initiative is imperative. They are interested in understanding what formal ways SBE staff and leadership can be involved.

Ms. Frank and Ms. Fletch are confident that they are better able to identify and discuss the issues and challenges states are facing as we implement and align policies to the common core state standards and look forward to the development of the Washington State implementation action plan.