

July 11-12, 2012

AGENDA

Wednesday, July 11, 2012

8:30 a.m. Call to Order

Pledge of Allegiance

Welcome – Dr. Bruce Shepard, President, Western Washington 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 May 8-9, 2012 Meeting (**Action Item**)
- Approval of Private Schools for the 2012-13 School Year (**Action Item**)

8:45 a.m. Strategic Plan Dashboard

Mr. Aaron Wyatt, Director of Communications and Partnerships

9:00 a.m. SBE Statutory Authority for Accountability

Mr. Jack Archer, Sr. Policy Analyst

9:15 a.m. Achievement Index Communications Plan and Work Group Work Plan

Mr. Aaron Wyatt, Director of Communications and Partnerships
Ms. Sarah Rich, Policy Director

9:45 a.m. ESEA Flexibility Overview

Ms. Sarah Rich, Policy Director

- 10:00 a.m. State Accountability System – Underlying Principles and Concepts**
Mr. Richard J. Wenning, RJW Advisors, Inc.
- 10:45 a.m. Break**
- 11:00 a.m. State Accountability System - Underlying Principles and Concepts**
Board Discussion
- 12:00 p.m. Lunch**
Recognition of Washington History Teacher of the Year, Steven Lawrence
- 1:00 p.m. State Accountability System – Key Design Choices**
Mr. Richard J. Wenning, RJW Advisors, Inc.
- 2:00 p.m. Board Discussion
- 3:30 p.m. Break**
- 3:45 p.m. Option One Waiver Requests**
Mr. Jack Archer, Sr. Policy Analyst
- 4:00 p.m. Proposed Waiver Rule Revisions and Communications Plan**
Mr. Jack Archer, Sr. Policy Analyst
Mr. Aaron Wyatt, Director of Communications and Partnerships
- 4:45 p.m. Public Comment**
- 5:00 p.m. Adjourn**

Thursday, July 12, 2012

- 8:30 a.m. Student Presentation**
Mr. Matthew Spencer, Student Board Member
- 8:45 a.m. State Accountability System – Board Discussion and Next Steps**
Mr. Richard J. Wenning, RJW Advisors, Inc.
- 10:30 a.m. Break**
- 10:45 a.m. Impact of Learning Assistance Program on Student Outcomes: Preliminary Report and Study Update**
Ms. Annie Pennucci, Associate Director, Washington State Institute for Public Policy
- 11:15 a.m. Board Discussion**

- 11:45 a.m. Public Comment**
- 12:00 p.m. Lunch**
Welcome from Dr. Francisco Rios, Education Dean, WWU
Recognition of Dr. Sheila Fox
- 1:00 p.m. September Board Retreat Planning**
Mr. Ben Rarick, Executive Director
- 1:30 p.m. Compensation Technical Working Group Recommendations**
Ms. Kelci Karl-Robinson, Director of Financial Policy and Research, OSPI
- 2:00 p.m. Board Discussion**
- 2:15 p.m. Break**
- 2:30 p.m. Business Items**
- Option One Waivers and WaKIDS Waiver Requests (***Action Item***)
 - CR 102 for Waivers (***Action Item***)
 - Accountability Resolution (***Action Item***)
 - Work Group Charter (***Action Item***)
 - Election Committee for September Board Elections (***Action Item***)
- 3:30 p.m. Adjourn**

May 8-9, 2012
Educational Service District 105
Yakima, Washington

MINUTES

Tuesday, May 8, 2012

Members Attending: Chair Jeff Vincent, Vice-chair Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Dr. Bernal Baca, Mr. Eli Ulmer, Ms. Judy Jennings (15)

Members Excused: Dr. Sheila Fox, Dr. Kris Mayer (2)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Aaron Wyatt, Mr. Jack Archer, Ms. Loy McColm, Ms. Janet Culik, Ms. Colleen Warren (7)

The meeting was called to order at 8:30 a.m. by Chair Vincent.

Ms. Jennings was given the Oath of Office for her appointment to the Board as the Private Schools Representative. Mr. Ulmer was given the Oath of Office for his appointment to the Board as the Junior Student Member for Eastern Washington.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- Approval of Minutes from the March 14-15, 2012 Board meeting

Motion seconded

Motion carried

Ms. Frank reported on her participation in the Washington Achievement Awards ceremony. She commended the students and others who made the ceremony a great success.

Strategic Plan Dashboard

Mr. Aaron Wyatt, Communications Director

Mr. Wyatt discussed the division of labor to allocate resources for SBE staff. He explained the new format for the Dashboard, which will be presented at each Board meeting in the future. Work completed in March and April was presented for the Members' information.

The current work on the 2012-2014 Strategic Plan goals were reviewed. Board discussion followed.

Legislative Perspective

Senator Curtis King, 14th Legislative District

Senator King provided his perspective on creating a student-focused K-12 system, including transition to a 220-day school year with a longer school day. Sen. King said research shows that the longer school year would maximize student achievement, especially for at-risk children, because students lose ground over the long summer break and have to catch up again when school resumes in the fall. Senator King proposed eliminating Grade 12 and increasing the state share of the property tax as possible ways to pay for a longer school year. He also advocated for giving building administrators more authority over personnel decisions and for changing the compensation system to reward teachers for doing an exemplary job.

The Board discussed the 2012 supplemental budget, which includes no program reductions in K-12 education, but provides approximately \$12 million in enhancements including several aligned with the Board's Strategic Plan goals. HB 2824, which eliminates Student Achievement Program (I-728) allocations and creates a Joint Task Force on Education Funding, HB 2483, which creates a Student Achievement Council for higher education planning and oversight, and HB 2492, which requires fiscal impact statements on proposed SBE rules, were reviewed and discussed.

Incorporating Student Growth into Statewide Accountability Systems – Colorado Student Growth Model

Mr. Richard J. Wenning, RJW Advisors, Inc.

This summer, OSPI will begin calculating student growth percentile data using the Colorado Growth Model. Building-level data will be available by fall 2012 for inclusion in a new draft Achievement Index aligned with the Elementary and Secondary Education Act (ESEA) flexibility principles. Dr. Wenning presented to the Board as a national expert on the design and implementation of education accountability and performance management systems. Materials provided for the Members included:

- *Growth Models and Accountability: A Recipe for Remaking ESEA* by Kevin Carey and Robert Manwaring.
- *Roadmap for Next-Generation State Accountability Systems* by the Council of Chief State School Officers (CCSSO).

Mr. Wenning provided a framework for understanding performance. The development of a Washington State school accountability framework that includes student growth data will be a priority for the Board moving forward.

Option One Waiver Requests and Discussion of WaKIDS 180-Day Waiver Implementation

Mr. Jack Archer, Sr. Policy Analyst

Colville School District submitted a waiver request of six days for three years for the purpose of professional development for teachers and administrators. Action was scheduled for the following day.

The Board reviewed Option One waiver requests for districts implementing the legislatively mandated program called the Washington Kindergarten Inventory of Developing Skills (WaKIDS). In the landmark school finance legislation of 2009 and 2010, the Legislature extended the definition of basic education to full-day Kindergarten. WaKIDS is voluntary for districts receiving state support for full-day Kindergarten in 2011-12. It becomes mandatory in

2012-13. A required component of WaKIDS is the family-teacher conference called Family Connections. WaKIDS waivers will be granted for one year only. The Board will work with the Legislature for a permanent solution so that districts will not continue to need basic education waivers to implement WaKIDS.

Copies of the applications for waivers were provided for members before taking action on Wednesday during the business meeting.

Washington ForWard Discussion – Lead System Indicators

Mr. Aaron Wyatt, Communications Director

Ms. Sarah Rich, Policy Director

At the November 2011 Board meeting, a goals-setting action plan (ForWard) was initiated to help the Board move forward on its strategic plan goals. The project is intended to provide a quick snapshot of the overall health of the P-13 education system.

Potential timelines for the remaining work and the need for increased stakeholder participation were discussed. The Members decided to focus their immediate attention on the inclusion of student growth data into development of a statewide school accountability framework.

Public Comment

Steve Davidson, Washington Association of Learning Alternatives (WALA)

Mr. Davidson came into the alternative program with several goals: 1) to get kids back in the program and develop a more rigorous curriculum; 2) to develop online learning programs; and 3) to work with WALA to bring an accountability system to the state. The quality of education for a child at graduation is not always what it could or should be. It's everyone's responsibility to make sure kids get what they need to graduate. There is environmental damage to kids along their journey and it's crucial to create a learning environment for them. Mr. Davidson is working on a resolution proposal with WALA on unethical practices. WALA needs to take charge and set parameters. Not all kids in Mr. Davidson's program are going to college so WALA is looking at post-graduate activities for those students. Mr. Davidson asked to participate in the accountability process being created by the Board.

Standard Setting for End of Course Biology

Ms. Cinda Parton, Director, Assessment and Student Information, OSPI

Dr. Tom Hirsch, Co-founder, Assessment and Evaluation Services

Under RCW 28A.305.130, SBE is required "to annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, most specifically in schools with special circumstances and unique populations of students."

The following questions and clarification were provided for the Members:

1. What is standard setting?
 - Standard setting is a formalized process to determine how well students need to perform on an assessment to be classified into performance levels.
2. Why don't we do standard setting every year?
 - Once standards have been set, scores for tests given in later years are adjusted through statistical equating, assuring that the difficulty for the performance levels stays the same.
3. Why don't we just use something like 80 percent correct?

- A pre-established percent correct would make the performance levels easier or more difficult simply due to how hard the questions are on a given year's test.

Following is the standard setting approval process:

1. The Superintendent recommends cut scores to be used on the end of course biology exam.
2. The exam has three cut scores, separating four levels of student performance:
 - The cut between Below Basic and Basic.
 - The cut between Basic and Proficient.
 - The cut between Proficient and Advanced.
3. The Board's cut scores will be used to report the 2012 results and will be used in future years until such time as the standards are revised or revisited.

Board discussion followed. The Board took action during the business meeting on Wednesday and will convene a special meeting on August 6, in Olympia, to review the cut scores.

Basic Education Waiver Criteria – Options Moving Forward

Ms. Sarah Rich, Policy Director

Option One, 180-day waivers are approved for districts to enhance educational programs and improve student achievement. The Board is considering the adoption of criteria to evaluate requests for waivers from the statutory requirement for a 180-day school year and providing for other requirements as determined necessary to evaluate a district's need for a waiver. The rule revisions will provide clarity, consistency, and greater certainty in how the Board will exercise its delegated waiver authority.

Staff recommendations are:

1. Continue to approve waiver requests for full-day parent teacher conferences.
2. Condense Option Three back in to Option One.
3. Establish criteria to review and approve Option One, which would now also include those previously eligible for Option Three waivers.
4. Cap Option One waivers at five days, exclusive of WaKIDS waivers but inclusive of other waivers for parent teacher conferences.
5. Create a new type of waiver for Innovation with a higher bar for approval and more rigorous renewal criteria.
6. Establish criteria to review and approve Option Two waiver applications.

The Board will discuss potential rule revisions in detail at the July 2012 Board meeting in Bellingham.

Common Core and Next Generation Science Standards and Implications for Assessment and Graduation Requirement Policies

Dr. Alan Burke, Deputy Superintendent, OSPI

Ms. Cinda Parton, Director, Assessment and Student Information, OSPI

Staff from OSPI presented an overview of the differences and commonalities between Common Core Standards and Next Generation Science Standards. Washington's implementation timeline and activities were discussed.

The adoption of revised standards will result in updated statewide assessments aligned to these standards. The revised tests will also result in slightly different assessment grades evaluated. The current testing system includes:

1. Reading and Math: Grades 3-8 and 10.
2. Writing: Grades 4,7, and 10.
3. Science: Grades 5, 8 and 10.

The Smarter Balanced Assessment and Common Core Standards testing system includes:

1. English/Language Arts and Math: Grades 3-8 and 11.
2. Science exams are required under ESEA but are not included in SBAC.

The current testing requirements for graduation by class was discussed. The Board asked clarifying questions and discussion followed.

Public Comment

Kelly Hennessey, Yakima School District

During her first four years of teaching at Davis High School, in addition to the required biology, honors biology, and honors chemistry courses, Ms. Hennessey taught molecular biology and marine biology. Those two courses, as well as anatomy and physiology, were elective science classes. None of the science electives, which fed the development of critical-thinking minds are now being offered. The schedule is now primarily composed of remedial and graduation-required classes. Davis High School is in the process of changing the master schedule to specifically accommodate the end of course assessment in biology. The focus has changed to meet the specific state standards; however, according to several biology staff members at the University of Washington, incoming students have critical-thinking skills that are consistently declining. The continuous changes in standards, testing, and requirements have diminished the legitimacy of the assessments. It's difficult to prepare students and impress upon them the seriousness of assessments that impact their graduation when those requirements change. A board assessment that will be sustained over time is needed. Accountability must begin with the family and student. Until schools are in control of all variables that impact student success and achievement, schools cannot be held accountable. Until other measures are in place for appropriate accountability on all participating parties, state testing will not be an appropriated gauge of student or school success. We need to see an increase in broad STEM-based courses that expose students to a variety of content and topics. The current system does not meet the needs of all students and is perpetuating the one size fits all system with the biology end of course assessment.

James Klarich, Yakima School District

Mr. Klarich stated that the state is not ready for the science exam. In his presentation today, Dr. Burke spoke about the timeline for implementation for Common Core Standards/Next Generation Science Standards being six to seven years; the timeline from the new science standards to biology end of course was two years. Dr. Burke also spoke about teachers being able to see the test while administering it; teachers have to sign a document promising not to look at the science test. He also stated that we "hope the EOC scores for biology are similar to math." Mr. Klarich pointed out that we should not be hoping, we should have some confidence and can have this by not requiring testing so soon. There are limited opportunities and resources offered by the state, ESDs, and others to help prepare schools. Schools don't know what alternatives there will be for the students who do not pass the biology end of course. Although this reform effort began nearly 20 years ago, we still are not ready for the biology EOC to be a graduation standard. Mr. Klarich thanked the Board for the opportunity to speak and encouraged the Board to find a way for more time to be prepared for the exam.

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

Ms. Sullivan stated that at the September 2011 meeting, she asked for a partnership to discuss waivers. Even though staff are asking to file a CR101, it doesn't put the Board in a stakeholder mindset. She recommended that the Board step away from a CR101 at this time and partner with WSSDA for a discussion. WSSDA cautioned the Board to give LSIs some time before moving forward. She suggested that the Board look at the end goal and what will be the best for students, teachers, etc. She invited members to the WSSDA Board meeting on June 29.

Student Musical Performance

The Selah High School Combo joined the meeting and provided excellent entertainment.

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

Wednesday, May 9, 2012

Members Attending: Chair Jeff Vincent, Vice-chair Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Dr. Bernal Baca, Mr. Elias Ulmer, Ms. Judy Jennings (15)

Members Excused: Dr. Sheila Fox, Dr. Kris Mayer (2)

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

Staff Excused: Ms. Colleen Warren (1)

The meeting was called to order at 8:07 a.m. by Chair Vincent.

ESD Superintendent, Steve Myers, welcomed the Board to the ESD and Yakima. He talked about activities within the ESD.

Before and After: Where I Started, Where I Am, and Where I'm Going

Mr. Jared Costanzo, Student Board Member

Mr. Costanzo talked about his school experience saying that in middle school and freshman year he was an average student. By sophomore year, he became involved in student government and started seeing above average grades. Mr. Costanzo was appointed to the SBE at the end of his sophomore year. He was one of the top five percent in his class in his junior year. After joining the SBE he was encouraged by former student Board Member, Anna Laura Kastama, to get more involved in clubs in school. In his senior year, Mr. Costanzo became ASB President and began the student voice project. He is very involved in debate as well and is slated to go to nationals this year. Mr. Costanzo has been accepted at American University in Washington DC, School of Public Affairs, which ranks number twelve in the country. In the future he would like to attend law school and has a passion for making a difference in public service. He would like to be appointed to the SBE and has aspirations for politics. Mr. Costanzo thanked the Board Members and staff for their constant support and encouragement during his tenure on the Board.

ESEA Waiver Update

Ms. Sarah Rich, Policy Director

On February 27, 2012, OSPI submitted an ESEA Flexibility Request to the US Department of Education. The request was developed in partnership with SBE and was aligned with the expectations of RCW 28A.657.110.

The Joint Select Committee for Education Accountability was created in legislation before there was any contemplation of an opportunity for flexibility from ESEA. The timeline provided to the Members for review includes the Flexibility Request and incorporates simultaneous SBE/OSPI work and Joint Select Committee work.

Ms. Rich provided information and clarification on the three addenda that were added to the original request and discussion followed.

Legislative Update/Wrap-Up

Mr. Jack Archer, Sr. Policy Analyst

During the Legislative Special Session, beginning in December 2011, the Legislature took a combination of actions to reduce the size of the budget deficit by \$480 million. The December early action budget left a remaining problem for the 2012 Legislative Session of more than \$950 million, plus whatever amount desired in ending reserves.

The budget that passed the Legislature in Second Special Session on April 11, increased budget resources by \$444 million while reducing appropriations by \$755 million. It left an ending fund balance (before vetoes) of \$54 million, and \$265 million in the state's "rainy day" fund.

The K-12 budget was presented with highlights that align with the Board's Strategic Plan Goals as follows:

- Strategic Plan Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap.
- Strategic Plan Goal Four: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science.
- Strategic Plan Goal Five: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation.

Center for Reinventing Public Education, SIG Report

Ms. Sarah Yatsko, Research Analyst, Center on Reinventing Public Education

The Center for Reinventing Public Education (CRPE) conducted a series of interviews in School Improvement Grant (SIG – also known as MERIT) schools in early 2011 during the first cohort's initial implementation year. They produced a set of findings and recommendations that were presented in *Tinkering Toward Transformation: A Look at Federal School Improvement Grant Implementation*, published in March 2012. Findings were that the schools at that point in the grant did not demonstrate bold and transformative change as envisioned by the US Department of Education. OSPI provided student achievement data from SIG schools as of spring 2012 for the Board's review.

Public Comment

Robert Sanders, Yakima School District

Mr. Sanders believes that the transformation model will work but the report is too early to show right now. Districts and OSPI did the best they could to meet requirements. Washington Middle School focused on reading and math and went with two new curriculum programs and is showing gains. The new curriculum moved 97 percent of students from level one to level three. It's important to know the behaviors we want staff to model. The Middle School has implemented an attendance coordinator to monitor absences, which has increased student attendance.

Dan Thomas, Yakima School District

Sunnyside High School, as one of the schools that received School Improvement Grant status in 2010 is part of Cohort One, which means it is in year two of the three-year grant. Sunnyside is committed to a philosophy of institutional trust, caring for one another and not hiding from flaws. This philosophy came from using Grant money to create a unique partnership with Gonzaga University, whose educational leadership program is preparing more principals who share this philosophy. The School also adopted the relentless use of meaningful data to drive instruction and promote growth, not simply to evaluate and move on. The Grant provided time to gather, analyze, and apply findings from this information with colleagues in weekly professional learning communities. Students are informed regularly about their average daily attendance rates, their individual progress towards graduation, and their growth in achieving learning standards. Students now inquire and talk about their own data with knowledge and understand how they are preparing to become productive citizens. Sunnyside has changed the culture of education based on the vision that 100 percent of students will graduate by performing at or above standard. The vision is being accomplished by the School's commitment to the curriculum, instruction, and assessment process throughout the building. The professional learning communities are used to identify in detail what students need to know and be able to do. Sunnyside has increased instructional time by adding an extra hour to the day, which allows the restructure to a five period day and a trimester system. The school implemented targeted, strategic, timely interventions to ensure student success. Attendance has risen to over 95 percent daily average; graduation has increased 20 percent (including ELL students); students meeting math standards have almost doubled; and the number of students passing all classes has risen 20 percent. Sunnyside has introduced a system where teachers are empowered to identify problems using solid data; to propose solutions based on research of best practices; to work collegially with peers, educational leaders, and administrators; and to hold themselves accountable for results. Mr. Thomas stated that "positive results can only be expected if we are empowered and supported in our mission."

Heather Harris, Yakima School District

Washington Middle School is one of the 17 schools in School Improvement Grant status. Ms. Harris' goal is to help students realize that they can be successful readers and move them on to high school. The school is in its first year in the Read 180 program. It offers teachers lower class sizes to work with small groups of students, differentiate instruction to their needs, and encourage them to believe in themselves. The school has two blocked periods to provide a 20 minute whole group activity, then move on to 20 minute rotations of: small group instruction; computer software; and modeled and independent reading. The school has become reading and math focused, with both programs providing many reports and data on individual students' progress. Teachers can identify strengths and weaknesses of the students and guide instruction to assist them. Both the math programs and Read 180 program allow students' practice on the computer to prepare them for online testing. The school has had approximately 70 hours of professional development in the Read 180 program. Mr. Thomas is confident that next year's scores will be better after a year of practice with the program and training. Administrators have been proactive and have a plan for sustainability after the grant expires. They have elected teachers to be certified support specialists that will get additional training so the remaining

teachers have continued support. All students in the school that are below grade level are currently receiving a Tier two reading intervention which adds another 30 minutes of reading instruction.

Kevin Chase, Grandview School District

Transformation is the only option the District has. It's very difficult and the most resistant path to follow. Mr. Chase talked about wholesale change in people's beliefs and the way they do business. Unions were an integral part of getting the grant and it was a partnership with the district. The district was the investment model, adding professional development and skills in the classroom. The exchange between adults and students in the classroom is an investment. We need to invest in our own employees. There's nothing streamlined about getting a grant. We all admit that students need help. It wasn't about the political cover but the political will to get things done. Districts are underfunded. We need ample funding to make it work.

Julio Sanchez, Yakima School District

The District is in its second year of the SIG program. Adams Elementary is considered a high end school, but that wouldn't happen without community and parent involvement. Parenting classes were implemented to give parents the opportunity to understand what's happening at the school. Adams also started having parent walk throughs in the classroom which created buy-in from the parents. Mr. Sanchez encouraged the Board to continue to invest in students and parents. Basic needs are critical for students to be successful. If parents don't have basic learning to help their children, they need to be assisted by the school.

Elaine Beraza, Yakima Public Schools

Ms. Beraza has experienced transformational schools outside of Washington State and said that transformation has helped Yakima schools. The Washington Education Association (WEA) has partnered with the district that has three SIG schools, which are all in high poverty areas. Every system in the district has to respond differently after the award of the SIG, which helped the district in making changes. Chaos sometimes creates amazing things. Things that were changed the first month helped us reevaluate and make further positive changes. There are areas where the district needs to find funding. Ms. Beraza said that the district appreciates the opportunity and feels they are good stewards of the money. Things aren't perfect but better. Staff need to believe all children can learn and that they can make a difference. SIG schools need more time to make it work.

Focus for Board Moving Forward

Mr. Jeff Vincent, Chair

Chair Vincent and Vice-chair Bragdon met with staff to discuss focus moving forward. Chair Vincent facilitated the discussion as follow:

- United effort behind Accountability and Growth Model Index
- Defer discussion of LSIs for now.

Board discussion followed.

School Improvement Grant Panel

Mr. Dave Chaplin, Principal, Washington Middle School, Yakima

Mr. Lee Maras, Principal, Adams Elementary, Yakima

Mr. Chuck Salina, Principal, Sunnyside High School, Sunnyside

Ms. Heidi Hellner-Gomez, Director, School Improvement, Sunnyside

Mr. Ryan Maxwell, Assistant Principal, Sunnyside High School, Sunnyside

Representatives from three local School Improvement Grant schools were invited to present to the Board. Discussion included successful strategies for school improvement, data gathered from their efforts thus far, and future challenges.

Board members commented and asked clarifying questions of the panel members.

Waiver Discussion

Mr. Ben Rarick, Executive Director

Ms. Sarah Rich, Policy Director

After the Tuesday discussion, staff was asked to review the language of the CR 101 changes to the rule as follows:

Original Recommendation	Revised Proposal
A1. Continue to approve waiver requests for parent-teacher conferences.	A2. Create a new category of pre-approved waivers for full day conferences. No cap of days.
B1. Integrate Option Three with Option One.	B2. Integrate Option Three with Option One.
C1. Adopt criteria for Option One waivers.	C2. Adopt criteria, but without the local/temporary criterion. Requirement of district-wide average of 1,000 instructional hours.
D1. Cap the number of waiver days available (Option One)	D2. Do NOT cap days, but requests over five days trigger additional Board Member review.
E1. Create a new innovation option with no cap of days.	E2. Not necessary (see D above).
F1. Adopt criteria for Option Two waivers.	F2. Same.

The timeline was discussed as follows:

	Proposed:	Option
Board approves filing of new CR 101 (intended rule making)	May 9	
File CR 101	By noon May 23	
Publication of CR 101 in Register	June 6	
Board approves CR 102 (text of proposed rule)	July 12	Discuss in July, approve in September
File CR 102	By July 18	September
Recommended hearing on CR 102	September 25	November
Board approves final rule	November 9	January
File CR 103	November 10	January
Rule effective	December 10	February

Board discussion followed.

Next Five SBE Meetings

Mr. Ben Rarick, Executive Director

Ms. Sarah Rich, Policy Director

A trajectory of the May, July, August, September, and November meetings leading in to the 2013 Legislative Session was provided for Member discussion.

Business Items

Prepared for May 8-9, 2012 Board Meeting

Waivers

a. Option One Waivers

Motion was made to approve Colville School District's request to waive six school days from the 180 day school year requirement in RCW 28A.150.220 for school years 2012-13, 2013-14, and 2014-15.

Motion seconded

Motion carried

b. WaKIDS Waiver Requests

Motion was made to approve Anacortes, Edmonds, Everett, Federal Way, Ferndale, Highline, Mount Vernon, Prosser, Royal, and Wenatchee School Districts' requests for a waiver from the 180 day school year requirement in RCW 28A.150.220 for kindergarten students only, for the number of days and schools requested for the 2012-13 school year to allow for administration of the WaKIDS assessment.

Motion seconded

Discussion

Motion carried

End of Course Biology Standard Setting Process

Motion was made to approve OSPI's process for setting the End of Course Biology exam cut scores.

Motion seconded

Motion carried

CR101 for Waivers

Motion was made to approve the CR101 regarding waivers for filing with the Code Reviser.

Motion seconded

Motion carried

The meeting was adjourned at 2:50 p.m. by Chair Vincent

The Washington State Board of Education

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

Approval of Private Schools

Policy Consideration

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

Summary

Approval of Private Schools for the 2012-13 School Year

Background

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

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

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

The schools listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, to be approved as private schools for the 2012-13 school year.

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Academic Institute Jennifer Vice 13400 NE 20 th Suite 47 Bellevue WA 98005-2023 425.401.6844	7-12	0	40	0	King
Academy for Precision Learning Jennifer Annable 5031 University Way NE (Mail: PO Box 51241 Seattle 98115-1241) Seattle WA 98105-4341 206.427.0115	P-9	0	80	0	King
Academy NW/Family Academy Diana McAlister 23420 Jordan Rd (Mail: PO Box 66839 Seattle 98106) Arlington WA 98223-9584 360.435.9423	K-12	0	10	550	Snohomish
Academy Schools/Children's Academy Janelle Neil 14601 Interurban Ave S Tukwila WA 98168-4652 206.588.0860	P-12	8	52	0	King
Academy of Royalty Initial Kevin Jenkins 30819 14 th Ave S Suite E Federal Way WA 98003-4727 206.412.0052	K-12	0	17	0	King
Alcuin School Christine Williams 216 W Boston Seattle WA 98119-2641 206.286.0771	P-1	10	2	0	King
Alger Learning Center Inc John Lackey 121 Alder Dr Sedro-Woolley WA 98284-8862 360.595.2630	P-12	1	4	15	Whatcom
All Saints Catholic School Kathy Hicks 3510 E 18 th Ave Spokane WA 99223-3813 509.534.1098	P-8	45	420	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
All Saints School Terry Maguire 2323 54 th Ave E Fife WA 98424-1918 253.922.5360	P-2	30	137	0	Pierce
All Saints School Terry Maguire 504 2 nd St SW Puyallup WA 98371-5801 253.845.5025	3-8	0	380	0	Pierce
Alta Vista School Charles Shores 245 4 th St Suite 303 Bremerton WA 98337-1801 360.479.7438	7-12	0	16	0	Kitsap
Amazing Grace Christian School Dr David-Paul Zimmerman 10056 Renton Ave S Seattle WA 98178-2255 206.723.5526	K-8	0	190	0	King
American Academy Brent Davis 7834 SE 32 nd St Suite 204 Mercer Island WA 98040-2972 206.230.5672	K-12	0	2	40	King
America's Child Montessori Linda Kebely 14340 NE 21 st Bellevue WA 98007-3721 425.641.5437	P-2	50	16	0	King
Annie Wright School Christian Sullivan 827 Tacoma Ave N Tacoma WA 98403-2899 253.284.5420	P-12	16	440	0	Pierce
Applied Scholastics Academy of Seattle Sharon West 520 NE Ravenna Blvd Seattle WA 98115-6460 206.522.5992	K-6A	0	18	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Arbor Schools (formerly Eastside Montessori Education Foundation dba Arbor Schools) Mary O'Brien 1107 228 th Ave SE Sammamish WA 98075-9509 425.392.3866	P-9	60	50	5	King
Archbishop Thomas J Murphy High School Fran Ennis 12911 39 th Ave SE Everett WA 98208-6159 425.379.6363	9-12	0	498	0	Snohomish
Arlington Christian School Tom Murray 2425 200 th NE (Mail: PO Box 3337 Arlington 98223-3337) Arlington WA 98223-9757 360.652.2988	P-12	10	40	0	Snohomish
Assumption Catholic School Monica Des Jarlais 2116 Cornwall Ave Bellingham WA 98225-3699 360.733.6133	P-8	27	180	0	Whatcom
Assumption Grade School John Lesko 2066 E Alder St Walla Walla WA 99362-2699 509.525.9283	P-8	50	230	0	Walla Walla
Assumption School Carmen Himenes 3618 W Indian Trail Rd Spokane WA 99208-4734 509.328.1115	P-8	41	120	0	Spokane
Assumption St Bridget Kathi Hand 6220 32 nd Ave NE Seattle WA 98115-7233 206.524.7452	K-8	0	514	0	King
Auburn Adventist Academy Samir Berbawy 5000 Auburn Way S Auburn WA 98002-7204 253.939.5000	9-12	0	250	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Baker View Christian School Keith Lindsey 5353 Waschke Rd Bellingham WA 98226-9612 360.384.8155	P-8	6	54	0	Whatcom
Bellarmine Preparatory School Christopher Gavin 2300 S Washington St Tacoma WA 98405-1399 253.752.7701	9-12	0	1017	0	Pierce
Bellevue Children's Academy Yuka Shimizu 14600 NE 24 th St Bellevue WA 98007-3723 425.556.0791	P-5	80	400	90	King
Bellevue Children's Academy—2 nd Location Yuka Shimizu 14640 NE 24 th St Bellevue WA 98007-3723 425.556.0791	2-8	0	252	80	King
Bellevue Christian Mack Elementary Ron Taylor 18250 168 th PI NE (Mail: 1601 98 th Ave NE Clyde Hill 98004-3400) Woodinville WA 98072-9616 425.485.1824	P-6	86	200	0	King
Bellevue Christian School Ron Taylor 1601 98 th Ave NE Clyde Hill WA 98004-3400 425.454.4402	7-12	0	490	0	King
Bellevue Montessori School Christine Hoffman 2411 112 th Ave NE Bellevue WA 98004-2048 425.454.7439	P-5	140	62	0	King
Bellingham Christian School Bob Sampson 1600 E Sunset Dr Bellingham WA 98226-5631 360.733.7303	P-8	27	183	0	Whatcom

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bel-Red Bilingual Academy Sue Tang 15061 Bel-Red Rd Bellevue WA 98007-4211 425.283.0717	P-3	40	40	0	King
Bertschi School Brigitte Bertschi 2227 10 th Ave E Seattle WA 98102-4177 206.324.5476	P-5	16	220	0	King
Bethany Lutheran Elementary Timothy Thies 151 Tremont St W Port Orchard WA 98366-3737 360.876.1300	P-8	30	70	0	Kitsap
Bethlehem Lutheran School Eric Haan 2505 W 27 th Ave Kennewick WA 99337-2911 509.582.5624	P-8	64	187	0	Benton
Billings Middle School Ted Kalmus 7217 Woodlawn Ave NE Seattle WA 98115-5335 206.547.4614	6-8	0	96	0	King
Bishop Blanchet High School Shelia Kries 8200 Wallingford Ave N Seattle WA 98103-4599 206.527.7711	9-12	0	980	0	King
BK Play Academy for Gifted Children Ben Kwak 6236 122 nd Ave SE Bellevue WA 98006-4445 425.747.4775	P-3	20	10	0	King
Blossoming Hill Montessori Teresa Falavigna 23855 SE 216 th St (Mail: 1815 Ilwaco Ave NE Renton 98059-4240) Maple Valley WA 98038-8402 206.225.9291	P-6	18	22	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bridgeway Christian Academy Roxann Rose 858 W Smith Rd Bellingham WA 98226-9613 360.384.5923	K-5	0	28	0	Whatcom
Bright Futures Christian School Cindie Boyles 7 17 SE Everett Rd Camas WA 98607-7164 360.835.0558	P-6	80	75	0	Clark
Bright Water School Laura Crandall 1501 Tenth Ave E Suite 100 Seattle WA 98102-4256 206.624.6176	P-8	10	150	0	King
Brightmont Academy—Bellevue Campus Kirt Nilsson 12360 NE 8 th St Suite 210 Bellevue WA 98005-4801 425.373.0800	6-12	0	4	0	King
Brightmont Academy—Sammamish Campus Kirt Nilsson 711 228 th Ave NE Sammamish WA 98074-7223 425.836.1600	6-12	0	4	0	King
Brightmont Academy—Seattle Campus Kirt Nilsson 9750 Third Ave NE Suite 102 (Mail: 1215 4 th Ave Suite 1500 Seattle 98161-1001) Seattle WA 98115-2022 206.284.2300	6-12	0	11	0	King
Brighton School David Locke 6717 212 th St SW Lynnwood WA 98036-7325 425.672.4430	P-8	75	225	0	Snohomish
Brock's Academy Dr Melodee Loshbaugh 17907 145 th PI NE Woodinville WA 98072-9244 425.483.1353	K-121	0	8	4	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Brooklake Christian School Julie Friedland 629 S 356 th St Federal Way WA 98003-8651 253.517.8198	P-6	70	130	0	King
Buena Vista SDA School Ronald Trautwein 3320 Academy Dr SE Auburn WA 98092-7341 253.833.0718	K-8	0	190	0	King
Burley Christian School Dennis Myers 14687 Olympic Dr SE (Mail: PO Box 729 Burley 98233-0729) Port Orchard WA 98367-8918 253.857.6200	P-12	10	105	0	Kitsap
Calvary Chapel Christian School Heather Jacobson 16409 E Broadway Ave Spokane WA 99037-9542 509.921.9460	P-4	20	30	0	Spokane
Calvary Christian Academy Jeanene Lorey 3332 Colby Ave (Mail: 1831 Atlas Rd Bothell 98021-9242) Everett WA 98201-4309 425.481.9136	P-3	10	10	0	Snohomish
Calvary Christian School Robb Wallace 10611 W Clearwater Ave Kennewick WA 99336-8621 509.735.1002	P-8	20	180	0	Benton
Can Learn Academy Carli Robinson 8415 N Wall St (Mail: PO Box 9233 Spokane 99208-9233) Spokane WA 99208-6108 509.362.3418	K-12	0	8	2	Spokane
Carden Country School Christopher Harvey 6974 Island Center Rd NE (Mail: PO Box 10160 Bainbridge 98110-1618) Bainbridge Island WA 98110-1618 206.842.2721	K-12	0	40	3	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Carpe Diem Primary School, Inc Janice Campbell 10014 SW Bank Rd (Mail: PO Box 141 Vashon Island 98070-141) Vashon WA 98070-4646 206.375.8898	K-3	0	26	0	King
Cascade Christian Academy Brian Harris 600 N Western Ave Wenatchee WA 98801-1204 509.662.2723	P-12	35	135	0	Chelan
Cascade Christian Junior High and High School Dr Glenna Frederick 811 21 st St SE Puyallup WA 98372-4760 253.445.9706	7-12	0	520	0	Pierce
Cascade Christian Schools—Puyallup Elem Terry Broberg 601 9 th Ave SE Suite B Puyallup WA 98372-3832 253.841.1776	K-6	0	365	0	Pierce
Cascade Christian Schools—Fredrickson Elem Debi Boyd 3425 176 th St E Tacoma WA 98446-1209 253.537.9339	P-6	56	185	0	Pierce
Cascade Christian Schools—Tacoma Elem Lisa Metzger 1819 E 72 nd St Tacoma WA 98404-5406 253.841.1776	P-6	34	100	0	Pierce
Cascade Independent High School Joel D. Black 1849 Marshall Ave Enumclaw WA 98022-3106 360.825.0865	5-12	0	2	1	King
Cascadia Montessori School Marilyn Franklin 4239 162 nd Ave NE Redmond WA 98052-5469 425.881.2885	K-4	0	77	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cascadia School Susan Taylor 10606 NE 14 th St Vancouver WA 98664-4304 360.944.8096	1-8	0	61	0	Clark
Cataldo School Stephanie Johnson 455 W 18 th Ave Spokane WA 99203-2099 509.624.8759	P-8	60	285	0	Spokane
Cedar Crest Academy Jodi Hillbrandt-Johnson 10406 NE 37 th Circle Kirkland WA 98033-7924 425.889.1111	P-2	85	85	0	King
Cedar Park Christian School Dr. Clint Behrends 16300 112 th Ave NE Bothell WA 98011-1535 425.488.9778	P-12	60	1100	60	King
Cedar Park Christian School—Bellevue Campus Dr. Clint Behrends/Susan Zirschky 625 140 th Ave NE Bellevue WA 98005-3498	P-5	20	55	0	King
Cedar Park Christian School—Lynnwood Campus Clint Behrends/Jan Isakson 17931 64 th Ave W Lynnwood WA 98037-71060 425.742.9518	P-6	30	140	0	Snohomish
Cedar Park Christian School—Everett Dr. Clint Behrends 13000 21 st Dr SE (Mail: PMB 641 13300 Bothell-Everett Hwy Mill Creek 98012-5312) Everett WA 98208-7103 425.337.6992	P-8	32	138	0	Snohomish
Cedar Park Christian School—Mountlake Terrace Patrick Russell 23607 54 th Ave W Mountlake Terrace WA 98043-5238 425.774.7773	7-12	0	132	20	Snohomish

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cedar River Academy Roger Franklin 3333 Griffin Ave (Mail: 42022 19 th Ave SE Enumclaw 98022) Enumclaw WA 98022-8321 360.825.8080	P-8	3	36	0	King
Cedar River Montessori School Charis Sharp 15828 SE Jones Rd Renton WA 98058-8141 425.271.9614	P-9	42	75	0	King
Cedar Tree Classical Christian School Tom Bradshaw 20601 NE 29 th Ave Ridgefield WA 98642-8675 360.887.0190	K-12	0	155	0	Clark
Cedar Tree Montessori Kim Feerer 2114 Broadway Ave Bellingham WA 98225-3308 360.714.1762	1-6	0	46	0	Whatcom
Cedar Valley Academy Dr. Valerie Witt 268 Big Hanaford Rd Centralia WA 98531-9113 360.736.1700	3-12	0	5	5	Lewis
Cedarbrook Adventist Christian School Gregory Reseck 461 Kennedy Rd (Mail: PO Box 150 Port Hadlock) Port Hadlock WA 998339-9719 360.385.4610	K-8	0	21	0	Kitsap
Cedarhome Adventist Christian School Bob Marcus 28505 68 th Ave NW Stanwood WA 98292-9401 360.629.5340	1-8	0	7	0	Snohomish
Centralia Christian School Mike Wilkerson 1315 S Tower Ave (Mail: PO Box 1209 Centralia 98531-0726) Centralia WA 98531-2340 360.736.7657	P-8	28	170	0	Lewis

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Charles Wright Academy Robert Camner 7723 Chambers Creek Rd W University Place WA 98467-2099 253.620.8311	P-12	16	660	0	Pierce
Chestnut Hill Academy South Campus Holly Senga 13633 SE 26 th St Bellevue WA 98005-4209 425.372.2800	K-8	0	230	180	King
Child School—New Heights School at Children's Institute for Learning Differences Dominic Jimenez 4030 86 th Ave SE Mercer Island WA 98040-4198 206.232.8680 x 201	P-12	5	40	0	King
Children's Garden Montessori Jennie Fulton 2440 Garlick Blvd Richland WA 99354-1786 509.375.1638	1-2	0	24	0	Benton
Christ the King Lutheran School Bruce Babler 8065 Chico Way NW Bremerton WA 98312-1049 360.692.8799	P-8	25	50	0	Kitsap
Christ the King School Nicole Anderson 1122 Long Ave Richland WA 99354-3315 509.946.6158	P-8	34	430	0	Benton
Christ the King School Anne Brand 415 N 117 th St Seattle WA 98133-8309 206.364.6890	P-8	39	175	0	King
Christian Faith School Tom Puddy 33645 20 th Ave S Federal Way WA 98003-7743 253.943.2500	P-12	45	275	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Christian Heritage School Martin Klein 48009 Ida Ave E (Mail: P.O. Box 118 Edwall 99008-0118) Edwall WA 99008-8502 509.236.2224	K-12	0	95	0	Lincoln
Christian Worship Center Elementary Judy Wangemann 204 Cheyne Rd (Mail: PO Box 747 Zillah 98953-0747) Zillah WA 98953-9764 509.829.6965	P-12	10	55	0	Yakima
Chrysalis School Karen Fogle 18720 142 nd Ave NE (Mail: 14241 NE Woodinville Duvall Rd #243 Woodinville 98072-8564) Woodinville WA 98072-8564 425.481.2228	9-12	0	140	10	King
Chrysalis School Karen Fogle 17005 140 th Ave NE Mail: 14241 NE Woodinville Duvall Rd #243 Woodinville 98072-8564) Woodinville WA 98072-6902 425.481.2228	K-8	0	55	10	King
Columbia Adventist Academy Matthew Butte 11100 NE 189 th St Battle Ground WA 98604-9496 360.687.3161	9-12	0	113	0	Clark
Community Christian Academy Richard Graham 4706 Park Center Ave NE Lacey WA 98516-5338 360.493.2223	P-8	50	185	0	Thurston
Community Montessori CathyRaye Hyland 1407 South I St Tacoma WA 98405-5026 253.627.7554	P-8	20	5	5	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Concordia Lutheran School Allen Hagen 202 E 56 th St Tacoma WA 98404-1298 253.475.9513	P-8	15	232	0	Pierce
Cornerstone Academy Michelle Jones 14377 Fryelands Blvd SE Monroe WA 98272-2917 425.892.3030	P-7	75	50	0	Snohomish
Cornerstone Christian Academy David Kistler 4224 E 4 th Ave Spokane WA 99202-5026 509.835.1235	K-8	0	50	0	Spokane
Cornerstone Christian School Otto Bouwman 8872 Northwood Rd Lynden WA 98264-9363 360.318.0663	1-12	0	125	0	Whatcom
Cornerstone Christian School Tricia Davis 5501 Wiggins Rd SE Olympia WA 98501-5057 360.923.0071	P-8	25	80	0	Thurston
Cornerstone Christian School Steve Butler 7708 NE 78 th St Vancouver WA 98662-3632 360.256.9715	K-8	0	300	0	Clark
Cougar Mountain Academy Donna Ballard 5410 194 th Ave SE Issaquah WA 98027-8626 425.641.2800	P-5	24	60	0	King
Country Haven Academy William Dickerson 510 Country Haven Loop Pasco WA 99301-8791 509.266.4422	9-12	0	15	0	Franklin

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Countryside Montessori School Teresa Smith 13630 100 th Ave NE Bldg 2 Kirkland WA 98034-5200 425.823.2211	P-3	38	20	3	King
Covenant Christian School Fred Hanko 9088 Northwood Rd Lynden WA 98264-9389 360.354.5436	K-8	0	30	0	Whatcom
Covenant High School Richard Hannula 620 S Shirley St Tacoma WA 98465-2531 253.759.9570	9-12	0	90	0	Pierce
Crestview Christian School Melissa Wallen 1601 W Valley Rd Moses Lake WA 98837-1466 509.765.4632	K-9	0	50	0	Grant
Crosspoint Academy Eric Rasmussen 4012 Chico Way NW (Mail: PO Box 330303 Seattle 98133-9703) Bremerton WA 98312-1334 206.546.7211	K-12	0	230	0	Kitsap
Cypress Adventist School Lowell Dunston 21500 Cypress Way Suite A Lynnwood WA 98036-7999 425.775.3578	P-8	5	60	0	Snohomish
Dartmoor School—Bellevue Jeffrey Woolley 13401 Bel-Red Rd (Mail: 7735 178 th PI NE Suite A Redmond 98052) Bellevue WA 98005-2322 425.063.1975	1-12	0	25	0	King
Dartmoor School—Issaquah Jeffrey Woolley 22500 SE 64 th PI #130 (Mail: 7735 178 th PI NE Suite A Redmond 98052) Issaquah WA 98027-8111 425.603.1975	1-12	0	20	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Dartmoor School—Seattle Jeffrey Woolley 9618 Roosevelt Way NE (Mail: 7735 178 th PI NE Suite A Redmond 98052) Seattle WA 98115-2236 425.603.0313	1-12	0	25	0	King
Dartmoor School—Woodinville Jeffrey Woolley 17305 139 th Ave NE (Mail: 7735 178 th PI NE Suite A Redmond 98052) Woodinville WA 98072-8571 425.603.1975	1-12	0	15	0	King
Deep Creek Hutterian School Jason Everman 33610 North Wood Rd Reardan WA 99029-9619 509.299.5400	K-12	0	27	0	Lincoln
Der Kinderhuis Montessori Kari Sanders 900 SE Dock St Oak Harbor WA 98277-4063 360.675.4165	P-4	65	10	0	Island
DeSales Catholic School John Lesko 919 E Sumach Walla Walla WA 99362-1349 509.525.3030	9-12	0	115	0	Walla Walla
Discovery Depot Montessori Constance Falconer 7333 Tracyton Blvd Bremerton WA 98311-9036 360.337.1400	P-1	40	15	0	Kitsap
Discovery Depot Montessori Schoolhouse Initial Constance Falconer 5550 Tracyton Blvd (Mail: 7333 Tracyton Blvd Bremerton 98311-9036) Bremerton WA 98393-2386 360.337.1400	P-3	24	16	0	Kitsap
Discovery Montessori Karen Nelson 1026 Sidney Ave #160 Port Orchard WA 98366-9036 360.337.5745	P-8	60	40	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Dolan Academy & Learning Center Janet Dolan 18500156 th Ave NE Ste 204 Woodinville WA 98072-4459 425.488.3587	P-8	1	4	0	King
Doodlebugs Academy Tina Smith 297 NE Harvest Dr Oak Harbor WA 98277-5909 360.675.4911	P-2	11	17	0	Island
Eagle View Christian School Barbara Ballou 13036 Morris Rd SE Yelm WA 98597-9211 360.458.3090	P-12	20	105	0	Thurston
Eastside Academy Toni Esparza 1717 Bellevue Way NE Bellevue WA 98004-2853 425.452.9920	9-12	0	40	0	King
Eastside Catholic School Sr Mary Tracy SNJM 232 228 th Ave SE Sammamish WA 98074-7207 425.295.3000	6-12	0	870	0	King
Eastside Christian School Mark Migliore 14615 SE 22 nd St Bellevue WA 98007-6242 425.641.5570	5-12	0	272	0	King
Eastside Learning Community Laura Thompson 12443 Bel-Red Rd Suite 380 Bellevue WA 98005-2534 425.453.6227	6-8	0	1	0	King
Eastside Preparatory School Terry Macaluso PhD 10635 NE 38 th Pl Kirkland WA 98033-7927 425.822.5668	5-12	0	272	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Ebenezer Christian School Jim Buss 9390 Guide Meridian Rd Lynden WA 98264-9798 360.354.2632	P-8	6	102	0	Whatcom
Ellensburg Christian School Anna Peyton 407 S Anderson St (Mail: PO Box 426 Ellensburg 98926-0426) Ellensburg WA 98926-3805 509.925.2411	K-8	0	95	0	Kittitas
Ember Heights School Initial Lisa Monto 410 H St NE (Mail: 6318 Francis Ave SE Auburn 98092-8294) Auburn WA 98092 206.383.3176	P-8	40	30	0	King
Emerald Heights Academy Barbara Hair 3850 156 th Ave SE (Mail: PNB 2144 140NW Gilman Blvd #2 Issaquah 98027-5394) Bellevue WA 98006-1760 425.643.1671	P-8	5	60	0	King
Epiphany School Matt Neely 3611 Denny Way Seattle WA 98122-3423 206.323.9011	P-5	28	206	0	King
Eton School Dr. Russell Smith 2701 Bel-Red Rd Bellevue WA 98008-2253 425.881.4230	P-8	110	195	0	King
Everett Christian School Matthew Kamps 2221 Cedar St Everett WA 98201-2599 425.259.3213	P-8	20	83	0	Snohomish
Evergreen Academy Dana Mott 16017 118 th PI NE Bothell WA 98011-4151 425.488.8000	K-6	0	191	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Evergreen Academy of Arts & Sciences Mary Ann White, Board President 506 S Washington Ave Centralia WA 98531-2622 360.330.1833	P-6	16	15	0	Lewis
Evergreen Christian School Cynthia Pollard 1010 Black Lake Blvd SW Olympia WA 98502-5723 360.357.5590	P-8	130	396	0	Thurston
Evergreen Lutheran High School Nathan Seltz 2021 S 260 th St Des Moines WA 98198-9025 253.946.4488	9-12	0	95	0	King
Evergreen School Margaret Wagner 15201 Meridian Ave N Shoreline WA 98133-6331 206.957.1525	P-8	43	413	0	King
Explorations Academy/Global Community Institute Daniel Kirkpatrick 1701 Ellis St Suite 215 (Mail: PO Box 3014 Bellingham 98227-3014) Bellingham WA 98225-4617 360.671.8085	8-12	0	40	0	Whatcom
Explorer West Middle School Evan Hundley 10015 28 th Ave SW Seattle WA 98146-3708 206.935.0495	6-8	0	94	0	King
Faith Lutheran School Laura White 7075 Pacific Ave SE Lacey WA 98503-1473 360.491.1733	P-6	100	98	0	Thurston
Faith Lutheran School Philip Adickes 113 S 96 th St Tacoma WA 98444-6502 253.537.2696	P-8	6	75	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Faith Lutheran School of Redmond Barbara Deming 9041 166 th Ave NE Redmond WA 98052-3709 425.885.1810	P-4	81	35	0	King
Family Academy/Academy NW Candice Childs 14629 20 th Ave SW (Mail: PO Box 66839 Seattle 98166-0839) Seattle WA 98166-3709 206.246.9227	K-12	0	5	250	King
Family House Academy Lisa Mustion 1220 Carroll Rd (Mail: PO Box 511 Kelso 98626-511) Kelso WA 98626-9467 360.425.7481	K-8	0	36	0	Cowlitz
Firm Foundation Christian School Scott Grove 1919 SW 25 th Ave Battle Ground WA 98604-3137 360.687.8382	P-2	45	370	0	Clark
First Place Dr. Doreen Cato 172 20 th Ave (Mail: PO Box 22536 Seattle 98122-0536) Seattle WA 98122-5862 206.323.6715	K-5	0	60	0	King
First Presbyterian Christian School Tracy Blue 318 S Cedar Spokane WA 99201-7030 509.747.9192	P-4	156	100	0	Spokane
First Presbyterian Church School Dr. Jim Thobun 20 Tacoma Ave S Tacoma WA 98402-2697 253.272.7145	P-5	270	89	0	Pierce
Five Acre School William Jevne 515 Lotzgesell Rd Sequim WA 98382-8072 360.681.7255	P-6	24	75	0	Clallam

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Foothills Christian School Mark T. Collins 2710 E Fir St (Mail: PO Box 2537 Mt Vernon 98273-2537) Mt Vernon WA 98273-2712 360.420.7949	P-8	6	33	0	Skagit
Forest Park Adventist School Shannon Whidden 4120 Federal Ave Everett WA 98203-2117 425.258.6911	K-8	0	23	0	Snohomish
Forest Ridge School of Sacred Heart Mark Pierotti 4800 139 th Ave SE Bellevue WA 98006-3015 425.641.0700	5-12	0	392	0	King
Freedom Academy Leonard Edlund 12527 200 th St E (18710 Meridian E #115 Puyallup 98375) Graham WA 98338 253.365.3397	K-12	0	2	0	Pierce
French-American School of Puget Sound Eric Thau 3795 E Mercer Way Mercer Island WA 98040-3849 206.275.3533	P-8	76	322	0	King
French Immersion School of Washington Veronica Dessaud 4211 West Lake Sammamish Pkwy SE Bellevue WA 98008-5936 425.653.3970	P-5	75	125	0	King
Gardenview Montessori School Kelda Adair 3242 Firwood Ave Bellingham WA 98225-1424 360.527.9638	P-1	30	10	0	Whatcom
Gardner School Mark McGough 16413 NE 50 th Ave Vancouver WA 98686-1843 360.574.5752	P-8	26	50	0	Clark

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Gateway Christian Schools Nick Sweeney 705 NE Lincoln Rd (Mail: PO Box 2460 Poulsbo 98370-0921) Poulsbo WA 98370-7512 360.779.9189	P-6	100	220	0	Kitsap
Giddens School Robert Kogane 620 20 th Ave S Seattle WA 98144-2209 206.324.4847	P-5	70	105	0	King
Gig Harbor Academy Bruce Shoup 6820 32 nd St NW Gig Harbor WA 98335-6417 253.265.2150	P-5	43	63	0	Pierce
Glendale Lutheran School Karin Manns 13455 2 nd Ave SW Burien WA 98146-3320 206.244.6085	P-8	18	35	0	King
Goldendale Christian School Bob Kindler 1180 S Roosevelt (Mail: PO Box 603 Goldendale 98620-0603) Goldendale WA 98620 509.773.0232	P-12	10	19	0	Klilckitat
Gonzaga Preparatory School Al Falkner, President 1224 E Euclid Ave Spokane WA 99207-2899 509.483.8511	9-12	0	928	0	Spokane
Gospel Outreach David Hill 1925 South Bay Rd Olympia WA 98506 360.76.0070	2-12	0	52	52	Thurston
Grace Academy Timothy Lugg 8521 67 th Ave NE Marysville WA 98270-7855 360.659.8517					

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Grace Christian Academy Sarah Van Slyke 35 N Clark Ave (Mail: PO Box 88 Republic 99166-0088) Republic WA 99166 509.994.1458	K-8	0	14	0	Ferry
Grace Lutheran School Chris Becker 1207 S 7 th Ave Yakima WA 98902-5567 509.457.6611	P-8	10	30	0	Yakima
Grays Harbor Adventist Christian School Adria Hay 1216 State Route 12 Montesano WA 98563 360.249.1115	K-8	0	12	0	Grays Harbor
Greater Trinity Christian Learning Academy Paul Stoot Sr 11229 4 th Ave W Everett WA 98204-4928 425.267.9689	P-1	30	20	0	Snohomish
Green Pastures Learning Center Bruce Whitmore 71 Green Meadows Dr Yakima WA 98908-9602 509.966.1234	K-12	0	2	0	Yakima
Green River Montessori School Diana Holz 922 12 th St NE Auburn WA 98002-4246 253.833.7010	P-12	60	30	0	King
Guardian Angel St. Boniface School Lori Becker 306 Steptoe St (Mail: PO Box 48 Colton 99113-0048) Colton WA 99113 509.229.3579	K-8	0	20	0	Whitman
Hamlin Robinson School Joan Beauregard 1700 E Union St Seattle WA 98122-4140 206.763.1167	1-8	0	160	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Harbor Christian Schools Bonnie Mudge 6509 38 th Ave NW (Mail: PO Box 2135 Gig Harbor 98335-4135) Gig Harbor WA 98335-8301 253.857.6242	P-12	8	40	0	Pierce
Harbor Montessori School Sonya Cary 5414 Comte Dr Gig Harbor WA 98335-7424 253.851.5722	P-12	40	60	0	Pierce
Harbor School James Cardo 15920 Vashon Hwy SW (Mail: PO Box 1912 Vashon 98070-1912) Vashon WA 98070 206.567.5955	4-8	0	53	0	King
Harrah Community Christian School Marie Wegmuller 50 Dane Ave (Mail: PO Box 100 Harrah 98933-0068) Harrah WA 98933 509.848.2418	P-8	20	45	0	Yakima
Heritage Christian Academy Carol Taylor 19527 104 th Ave NE Bothell WA 98011-2401 425.485.2585	P-9	146	147	0	King
Heritage Christian School Tung Le 5412 67 th Ave W University Place WA 98467-2246 253.564.6276	K-8	0	160	0	Pierce
Highland Christian Schools Tana Litwin 135 S French Arlington WA 98223-1698 360.403.8351	K-12	0	135	0	Snohomish
Hillcrest Academy Martha Smith 9306 8 th St SE Lake Stevens WA 98258-6631 425.334.9686	1-12	0	2	10	Snohomish

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Hillside Academy Kimberly Gilreath 15520 Main St NE (Mail: PO Box 1344 Duval 98019-1344) Duvall WA 98019 425.844.8608	P-6	75	59	0	King
Hillside Student Community School Kael Sherrard 5027 159 th PI SE Bellevue WA 98006-3636 425.747.6448	5-12	0	40	0	King
Holy Family Parish School Jackie Degel 7300 120 th Ave NE Kirkland WA 98033 425.827.0444	P-5	45	255	0	King
Holy Family School Dr. Bertha Ciaramello 505 17 th St SE Auburn WA 98002-6895 253.833.8688	P-8	16	175	0	King
Holy Family School Mary Richardson 1002 Chestnut St Clarkston WA 99403-2595 509.758.6621	P-6	30	100	0	Asotin
Holy Family School David Stone 2606 Carpenter Rd SE (Mail: PO Box 3700 Lacey 98509-3700) Lacey WA 98503-3999 360.491.7060	P-8	16	74	0	Thurston
Holy Family School Frank Cantwell 9615 20 th Ave SW Seattle WA 98106-2786 206.767.6640	P-8	20	140	0	King
Holy Innocents School of Northwest Dennis Cantwell 2530 S 298 th St Federal Way WA 98003-4219 253.839-0788	K-12	0	28	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Holy Names Academy Elizabeth Swift 728 21 st Ave E Seattle WA 98112-4058 206.323.4272	9-12	0	680	0	King
Holy Rosary Elementary Michael Cantu 4142 42 nd Ave SW Seattle WA 98116-4202 206.937.7255	K-8	0	482	0	King
Holy Rosary School Timothy Uhl 4142 42 nd Ave SW Seattle WA 98116-4202 206.937.7255	P-12	22	108	0	King
Holy Rosary Edmonds Dr Kathleen Carr 770 Aloha St (Mail: PO Box 206 Edmonds 98020-0206) Edmonds WA 98020-3019 425.7783197	P-8	14	200	0	Snohomish
Holy Trinity Lutheran School Stephan Rodmyre 2021 S 260 th St Des Moines WA 98198-9025 253.839.6516	P-8	12	120	0	King
Home Port Learning Center Ralph Smallwood 707 Astor St Bellingham WA 98225-4048 360.715.8860	7-12	0	24	0	Whatcom
Horizon School Thais Miller 1512 NW 195 th St Shoreline WA 98177-2820 206.246.0133	P-1	30	9	0	King
Hosanna Christian School Steve Briner 4120 NE St Johns Rd Vancouver WA 98661-3226 360.906.0941	P-8	20	105	0	Clark

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Hyla Middle School Vicki Jenkins 7861 Bucklin Hill Rd NE Bainbridge Island WA 98110-2603 206.842.5988	6-8	0	86	0	Kitsap
Imagination School of Education Fralisa McFall 14917 9 th Ave Ct E (Mail: 14715 Pacific Ave S Tacoma 98444-4652) Tacoma WA 98445-2586 253.535.2522	P-10	5	15	0	Pierce
Immaculate Conception Regional School Ann Leichter 1321 E Division St Mount Vernon WA 98274-4132 360.428.3912	P-8	30	227	0	Skagit
Immaculate Conception/Our Lady of Perpetual Help Mrs Donna Ramos 2508 Hoyt Ave Everett WA 98201-2906 425.349.7777	P-8	25	230	0	Snohomish
Island Christian Academy Karen Norton 5373 S Maxwelton Rd (Mail: PO Box 1048 Langley 98260) Langley WA 98260-0919 360.221.0919	P-12	15	100	0	Island
Jefferson Community School Kristin Axtman 280 Quincy St Port Townsend WA 98368-5782 360.385.0622	7-12	0	24	0	Jefferson
Jewish Day School Maria Erlitz 15749 NE 4 th St Bellevue WA 98008-4317 360.221.0919	P-8	28	194	0	King
John F Kennedy Catholic High School Michael Prato 140 S 140 th St Burien WA 98168 206.246.0500	9-12	0	900	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Johnson Christian School Roxana Wood 760 E Columbia (Mail: PO Box 583 Colville 99114-0583) Colville WA 99114-9766 509.684.8631	P-12	10	38	2	Stevens
Kapka Cooperative School Marcia Balkin 510 N 49 th St Seattle WA 98103-6420 206.522.0350	K-3	0	28	0	King
Kelso Longview Adventist School Tracy Lang 96 Garden St Kelso WA 98626-1969 360.423.9250	K-8	0	45	0	Cowlitz
Kings Schools Eric Rasmussen 19303 Fremont Ave N Seattle WA 98133-3800 206.546.7211	P-12	95	1049	0	King
King's Way Christian School Jeff Waldbauer 3300 NE 78 th St Vancouver WA 98665-0656 360.574.1613	K-12	0	740	0	Clark
Kingspoint Christian School Georgia Perkins 7900 W Court St Pasco WA 99301-1771 509.547.6498	K-12	0	175	0	Franklin
Kirkland SDA School Linda Taber 5320 108 th Ave NE Kirkland WA 98033-7517 425.822.7554	K-8	0	130	0	King
Kitsap Adventist Christian School Becky Rae 5088 NW Taylor Rd Bremerton WA 98312-8803 360.377.4542					

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Koinonia Learning Academy Dr Emma Jones 3019 S Angeline St (Mail: PO Box 28964 Seattle 98118-8964) Seattle WA 98119 206.721.2446	P-12	2	10	0	King
Lake Forest Park Montessori Eve Buckle 19935 19 th Ave NE Seattle WA 98155-1243 206.367.4404	P-12	80	25	0	King
Lake Washington Girls Middle School Patricia Hearn 810 18 th Ave Seattle WA 98122-4747 206.709.3800	6-8	0	68	0	King
Lakeside School Bernie Noe 14050 1 st Ave NE Seattle WA 98125-3099 206.368.3600	5-12	0	800	0	King
Lakeview Academy Barry Rodland 512 Ave H Snohomish WA 98290-2315 360.568.1604	5-9	0	30	30	Snohomish
Lakewood Lutheran School Christina Murray 10202 112 th St SW Lakewood WA 98498-1699 253.584.6024	P-5	10	30	0	Pierce
Lewis County Adventist School Karen Carlton 2104 Scheuber Rd S (Mail: PO Box 1203 Chehalis 98532-1203) Chehalis WA 98532-9635 360.748.3213	P-10	20	60	0	Lewis
Liberty Christian School Karen Bjur/Joe Morgan 2200 Williams Blvd Richland WA 99352-3077 509.946.0602	P-12	24	420	0	Benton

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Liberty Christian School Robin Keala Hoe 3172 Peppers Bridge Rd Walla Walla WA 99362-7005 509.525.5082	P-8	10	85	0	Walla Walla
Life Christian School Ross Hjelseth 1717 S Union Ave Tacoma WA 98405-1997 253.756.2462	P-12	120	590	0	Pierce
Light of Faith Christian Academy Claudia Zimmerer 18008 Bothell-Everett Hwy #H Bothell WA 98012-6842 425.412.4192	P-12	2	10	0	King
Lighthouse Christian School Stephen Roddy 3008 36 th St NW Gig Harbor WA 98335-8256 253.858.5962	K-8	0	302	0	Pierce
Little Oak Montessori School Betsy Perrigue 1054 SE Oak St (Mail: PO Box 530 White Salmon 98672-0530) White Salmon WA 98672 509.281.1721	P-3	11	25	0	Klickitat
Living Montessori Academy Afrose Amlani 2445 140 th Ave NE Bellevue WA 98005-1879 425.373.5437	P-3	67	15	0	King
Living Wisdom School of Seattle Nivritti Cathy Steenstra 2800 NE 200 th St (Mail: 20715 Larch Way #2 Lynnwood 98036-6854) Shoreline WA 98155-1418 425.772.9862	P-6	26	25	0	King
Lynden Christian Schools Henry Kok 417 Lyncs Dr Lynden WA 98264-1649 360.318.9525	P-12	73	922	0	Whatcom

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Lynden Christian Schools—Evergreen Campus Mary Enfield 567 E Kellogg Rd Bellingham WA 98226-8181 360.738.8248	P-8	34	78	0	Whatcom
Madrona School Marguerite Goss 219 Madison Ave N (Mail: PO Box 11371 Bainbridge 98110) Bainbridge WA 98110-2503 206.855.8041	P-8	32	105	0	Kitsap
Makkah Islamic School Initial Shareef Abduhr-Rahmaan 3613 S Juneau St Seattle WA 98118-2600 206.402.3964	P-8	10	120	0	King
Marlin Hutterite School Peter Gross/Gaynor Edwards 21344 Rd 18 NE Warden WA 98832 509.345.2390 x 233	P-12	1	1	0	Grant
Martha and Mary Children's Learning Ctr Joanna Carlson 19282 Front St NE (Mail: PO Box 127 Poulsbo 98370-0127) Poulsbo WA 98370 360.394.4058	P-1	20	10	0	Kitsap
Mason County Christian School Jim Snyder 470 E Eagle Ridge Dr Shelton WA 98584-7897 360.426.7616	P-8	12	85	0	Mason
Matheia School Allison Soules 2205 NW 67 th St Seattle WA 98117-5737 206.283.1828	P-5	10	40	0	King
Meadowglade SDA School Brian Allison 18717 NE 109 th Ave Battle Ground WA 98604-6115 360.687.5121	K-8	0	220	0	Clark

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Medina Academy Robert Monday 16242 NE 80 th St (Mail: PO Box 2682 Redmond 98073-2682) Redmond WA 98052-3977 425.497.8848	P-7	76	185	0	King
Meridian School Ron Waldman 4629 Sunnyside Ave N Suite 242 Seattle WA 98103-6955 206.632.7154	K-5	0	188	0	King
Methow Valley Community School Deb Jones Schuler 31 Wes Chewuch Rd (Mail: PO Box 3013 Winthrop 98862-3002) Winthrop WA 98862 509.996.4447	1-8	0	50	0	Okanogan
Mid Columbia Christian School Dave Anderson 1212 Pine St (Mail: PO Box 713 Othello 99344-0713) Othello WA 99344 509.488.2554	P-4	10	16	0	Adams
MMSC Day School Rabbi Yosef Charytan 8511 15 th Ave NE Seattle WA 98115 206.523.9766	P-12	30	50	0	King
Monroe Christian School Elaine Obbink 1009 W Main St Monroe WA 98272-2017 360.794.8200	P-8	30	135	0	Snohomish
Montessori at Samish Woods Jessica Tupper 1027 Samish Way Bellingham WA 98229-3103 360.650.9465	P-6	31	71	0	Whatcom
Montessori Children's House Jennifer Wheelhouse 5003 218 th Ave NE Redmond WA 98053-2429 425.868.7805	P-6	52	39	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Montessori Country School Patricia Christensen 10994 Arrow Point Dr Bainbridge Island WA 98110-1410 206.842.4966	P-1	64	18	0	Kitsap
Montessori School of Yakima Antoinette Stroscher 511 N 44 th Ave Yakima WA 98908-2608 509.966.0680	P-5	46	55	0	Yakima
Montessori Schools of Snohomish Co. Kathleen Gunnell 1804 Puget Dr Everett WA 98203-6600 425.355.1311	P-12	75	75	0	Snohomish
Morningside Academy Kent Johnson 201 Westlake Ave N Seattle WA 98109-5217 206.709.9500	1-10	0	100	0	King
Moses Lake Christian Academy Bill Breakey 1475 Nelson Rd NE Moses Lake WA 98837-1400 509.765.9704	P-12	28	235	0	Grant
Mountain View Christian School Brian Gang 255 Medsker Rd Sequim WA 98382-8516 360.683.6170	1-8	0	25	0	Clallam
Mount Olive Lutheran School Margarete Dohring 206 E Wyandotte Shelton WA 98584-3610 360.427.3165	K-1	0	12	0	Mason
Mount Rainier Lutheran High School Sarah Elliott 7306 Waller Rd E Tacoma WA 98443-1105 253.284.4433	9-12	0	105	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Mount Vernon Christian School Jeff Droog 820 W Blackburn Rd Mount Vernon WA 98273-9596 360.424.9157	P-12	16	263	0	Skagit
Mukilteo Academy Victoria Michael 13000 Beverly Park Rd Mukilteo WA 98275-5849 425.347.3665	P-1	62	18	0	Snohomish
New Horizon School Marla Veliz 1111 S Carr Rd Renton WA 98055-5839 425.226.3717	5-12	0	55	0	King
New Life Christian School Matthew Tucker 911 E Division Ephrata WA 98823-1965 509.754.5558	P-12	40	80	0	Grant
Newport Children's School Cynthia Chaney 12930 SE Newport Way Bellevue WA 98006-2078 425.641.0824	P-1	190	40	0	King
Nile Christian School/Hope Academy Bruce Gillespie 370 Flying H Loop Naches WA 98937-9440 509.658.2990	7-12	0	12	0	Yakima
North Bend Montessori Inc Susan Weigel 248 Ballarat Ave N (Mail: PO Box 2300 North Bend 98045-8610) North Bend WA 98045 425.831.5766	P-1	80	20	0	King
North Country Christian School Margo Thompson 737 Mary Ann Creek Rd Oroville WA 98844-9643 509.485.2011	P-12	1	1	30	Okanogan

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
North Wall Elementary Jan Swanson 9408 N Wall St Spokane WA 99218-2245 509.466.2695	P-6	40	38	0	Spokane
North Whidbey Christian High School Doug Fakkema 675 E Whidbey Ave (Mail: PO Box 2471 Oak Harbor 98277-6471) Oak Harbor WA 98277-9501 360.675.5352	9-12	0	8	0	Island
Northern Lights Montessori School Initial Florence Plantilla 8460 160 th Ave NE Redmond WA 98052-3855 425.647.3031	P-1	58	22	0	King
Northshore Christian Academy Holly Leach 5700 23 rd Dr W Everett WA 98203-1570 425.407.1119	P-8	100	850	0	Snohomish
Northwest Christian High School Dr. Terry Ketchum 4710 Park Center Ave NE Lacey WA 98516-5587 360.491.2966	9-12	0	160	0	Thurston
Northwest Free School Lara Randolph 1427 Queen Ave NE Renton WA 98056-3340 425.228.0345	K-8	0	3	0	King
Northwest Christian School Jack Hancock 5104 E Bernhill Rd Colbert WA 99005-9005 509.238.4005	9-12	0	218	0	Spokane
Northwest Christian School Jack Hancock 5028 E Bernhill Rd Colbert WA 99005-9557 509.292-6700	P-8	37	353	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Northwest Christian School Allan Sather 904 Shaw Rd Puyallup WA 98372-5211 253.845.5722	P-8	30	105	0	Pierce
Northwest Liberty School Robert Hagin 13120 NE 177 th Pl A-104 Woodinville WA 98072-5725 206.914.3809	7-12	0	50	0	King
Northwest Montessori Jan Thorslund 4910 Phinney Ave N (Mail: 7400 25 th Ave NE Seattle 98155-5814) Seattle WA 98103-6347 206.524.4244	P-6	45	43	0	King
Northwest School Michael McGill 1415 Summit Ave Seattle WA 98122-3619 206.682.7309	6-12	0	474	0	King
Northwest School for Hearing Impaired Karen Appelman 15303 Westminister Way NE (Mail: PO Box 31325 Seattle 98103-1325) Shoreline WA 98133-6126 206.364.4605	P-8	4	37	0	King
Northwest Yeshiva High School Rabbi Bernie Fox 5017 90 th Ave SE Mercer Island WA 98040-4709 206.353.5272	9-12	0	74	0	King
Nova School Jack Fallat 2020 22 nd Ave SE Olympia WA 98501-3102 360.491.7097	6-8	0	102	0	Thurston
Oak Harbor Christian School Dave Zylstra 675 E Whidbey Ave Oak Harbor WA 98277-2596 360.675.2831	P-8	75	135	0	Island

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Oakridge Ranch—Montessori Farm School Judy Lefors 11002 Orchard Ave (Mail: 6403 Summitview Ave Yakima 98908-1362) Yakima WA 98908-9102 509.966.1080	18	0	45	0	Yakima
Oasis of Hope Academy Initial Delois M Brown 1937 South G St Tacoma WA 98405-4333 253.383.0077	K-1	0	25	0	Pierce
O'Dea High School Br. Karl Walczak CFC 802 Terry Ave Seattle WA 98104-1294 206.622.6596	9-12	0	430	0	King
Olympia Christian School Anita McKown 1215 Ethel St NW Olympia WA 98502 360.352.1831	K-8	0	45	0	Thurston
Olympia Community School Susan Meenk 1601 North St SE (Mail: PO Box 12436 Olympia 98508-2436) Olympia WA 98501-3666 360.866.8047	K-5	0	33	0	Thurston
Olympia Waldorf School Timothy Morrissey 8126 Normandy St SE (Mail: PO Box 130 East Olympia 98540-0638) Olympia WA 98501-9623 360.493.0906	P-8	10	150	0	Thurston
Olympic Christian School Brian Clark 43 O'Brien Rd Port Angeles WA 98362-9225 360.457.4640	p-8	64	100	0	Clallam
Omak Adventist Christian School Jennifer Hoffpauir 425 W 2 nd Ave (Mail: PO Box 3294 Omak 98841-3294) Omak WA 98841 509.826.5341	1-8	0	18	0	Okanogan

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Orcas Christian School Thomas Roosam 107 Enchanted Forest Rd (Mail: PO Box 669 Eastsound 98245-0669) Eastsound WA 98245-8905 360.376.6683	K-12	0	100	0	San Juan
Open Window School Wilder Dominick 6128 168 th PI SE Bellevue WA 98006-5679 425.747.2911	K-8	0	309	0	King
Our Lady of Fatima School Susan Burdett 3301 W Dravus St Seattle WA 98199-2624 206.283.7031	P-8	20	269	0	King
Our Lady of Lourdes School Dr Diane Cronin 4701 NW Franklin St Vancouver WA 98663-1798 360.696.2301	P-8	49	285	0	Clark
Our Lady of the Lake School Vince McGovern 3520 NE 89 th St Seattle WA 98115-3648 206.525.9980	P-8	61	204	0	King
Our Lady Star of the Sea School Jeannette Wolfe 1516 5 th St Bremerton WA 98337-1216 360.373.5162	P-8	27	160	0	Kitsap
Overcomer Academy Bonnie Carpenter 33415 Military Rd S Auburn WA 98001-9603 253.939.0553	P-6	45	55	0	King
Overlake School Frank Grijalva 20301 NE 108 th St Redmond WA 98053-7499 425.868.1000	5-12	0	530	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Pacific Crest Academy Tamar Parker 324 NE Oak St (Mail: PO Box 1031 Camas 98607-0031) Camas WA 98607-1439 360.834.9913	P-8	30	90	0	Clark
Pacific Crest Schools Jacquie Maughan 600 NW Bright St Seattle WA 98107-4451 206.789.7889	P-8	64	159	0	King
Pacific Learning Academy Kristen O'Malley 22525 SE 64 th Pl Suite 272 Issaquah WA 98107-4451 425.562.3545	6-12	0	30	0	King
Pacific Learning Center NW Daniel Hanson 14550 Westminster Way Shoreline WA 98113-6431 425.672.6805	K-112	0	40	0	King
Palisades Christian Academy Stephanie Gates 1115 N Governmental Way Spokane WA 99224-5247 509.325.1985	K-10	0	137	0	Spokane
Parkland Lutheran School Brent Sorn 120 123 rd St S Tacoma WA 98444-5060 253.537.1901	P-8	10	90	0	Pierce
Peace Lutheran School Doug Eisele 1234 NE Riddell Rd Bremerton WA 98310-3668 360.373.2116	P-8	56	144	0	
Peaceful Glen Christian School Kathleen Biehl 2727 Lake Ave (Mail: PO Box 710 Snohomish 98291-0170) Snohomish WA 98290-1022 360.563.0131	P-8	12	30	0	Snohomish

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Peaceful Valley Christian School Jacqueline Jager 32084 Hwy 97 #D (Mail: PO Box 1062 Tonasket 98855-1062) Tonasket WA 98855-9206 509.486.4345	1-8	0	6	0	Okanogan
Perkins School Barry Wright 9005 Roosevelt Way NE Seattle WA 98115-3030 206.526.8217	K-5	0	65	0	King
Pioneer Meadows Montessori School Kim Connor 2377 Douglas Rd Ferndale WA 98148-9049 360.312.9097	P-6	30	65	0	Whatcom
Pioneer School Betty Burley-Wolf 618 N Sullivan Rd Veradale WA 99037-8528 509.922.7818	K-5	0	65	0	Spokane
Pope John Paul II High School Ronald Edwards 5608 Pacific Ave SE Lacey WA 98509 360.438.7600	9-12	0	60	0	Thurston
Poulsbo SDA School Susan Schilt 1700 Lincoln Rd NE Suite 1 Poulsbo WA 98370-8549 360.779.6290	1-8	0	20	0	Kitsap
Praise Christian Academy Dr Cheryl Baker 1022 SW 151 st St Burien WA 98166-1840 206.612.9102	K-12	0	10	0	King
Prism School Diane Zahand 15319 E 8 th Ave (Mail: 1912 S Conklin Rd Spokane Valley 99037-9085) Spokane Valley WA 99037-8828 509.994.0404	K-3	0	18	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Privett Academy Carol Meyer 9311 SE 36 th St (Mail: PO Box 42 Mercer Island 98040-0042) Mercer Island WA 98040-3740 206.232.0059	6-12	0	12	0	King
Providence Christian School Gerard Ball 12420 Evergreen Dr (Mail: PO Box 363 Mountlake Terrace WA 98043-0383) Mukilteo WA 98275-5708 360.303.3038	P-12	10	60	6	Snohomish
Providence Christian School Northwest Kathy Vander Pol 5942 Portal Way (Mail: PPO Box 180 Ferndale 98248-0180) Ferndale WA 98248 360.318.1347	K-12	0	20	1	Whatcom
Providence Classical Christian School Ryan Evans 21500 Cypress Way Suite B Lynnwood WA 98036-7939 425.774.6622	P-12	10	161	0	Snohomish
Puget Sound Adventist School Linda Taber 5320 108 th Ave NE Kirkland WA 98033-7517 425.822.7554	9-12	0	100	0	King
Puget Sound Christian School Kevin Galbreath 1740 S 84 th St Tacoma WA 98444-3114 253.537.6870	P-6	35	55	0	Pierce
Puget Sound Community School Andrew Smallman 660 S Dearborn St Seattle WA 98134-1328 206.324.4350	6-12	0	48	0	King
Pullman Christian School Sherri Goetze 345 SW Kimball Pullman WA 99163-2146 509.332.3545	K-12	0	41	0	Whitman

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Queen of Angels School Mike Juhas 1007 S Oak St Port Angeles WA 98362-7742 360.457.6903	P-8	23	124	0	Clallam
Quincy Valley School Sara Tuttle 1804 13 th Ave SW Quincy WA 98848-1930 509.787.5928	P-8	8	45	0	Grant
Rainier Christian High School Justin Evans 19830 SE 328 th PI Auburn WA 98092-2212 253.735.1413	9-12	0	140	0	King
Rainier Christian Middle School Glenn Olson 26201 180 th Ave SE Covington WA 98042-4917 253.639.7715	7-8	0	85	0	King
Rainier Christian Schools—Highlands Elementary Paula Satterberg 850 Union Ave NE (Mail: PO Box 2578 Renton 98056-0578) Renton WA 9809-4503 425.228.9897	P-6	60	90	0	King
Rainier Christian Schools—Kent View Elementary Tess Johnson 20 49 th St NE Auburn WA 98002-1201 253.852.5145	P-6	75	250	0	King
Rainier Christian Schools—Maple Valley Elementary Weldo Melvin 16700 174 th Ave SE (Mail: PO Box 58129 Renton WA 87058-1129) Renton WA 98058-9546 425.226.4640	P-6	25	140	0	King
Renton Christian School Dr Erik Konsmo 15717 152 nd Ave SE Renton WA 98058-6330 425.226.0820	P-8	25	442	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Rising Tide School Abbe Vogels 114 20 th Ave SE (Mail: 512 Central St NE Olympia 98506) Olympia WA 98501 360.753.0820	K-12	0	20	0	Thurston
River Day School Colleen Curran 116 W Indiana Spokane WA 9205-4827 509.326.6595	K-6	0	30	0	Spokane
Riverside Christian School Richard Van Beek 721 Keyes Rd Yakima WA 98901-9560 509.965.2602	P-12	30	420	0	Yakima
Riverside SDA Christian School Dan Wister 463 N Shepherd Rd (Mail: PO Box 367 Washougal 98671-0367) Washougal WA 98671-8318 360.835.5600	P-8	8	30	0	Clark
Rock Creek Hutterite Herb Walter 2194 N Schoonover Rd Odessa WA 99159-9729 509.982.2257	K-12	0	15	0	Lincoln
Rogers Adventist School Clare Thompson 200 SW Academy Way College Place WA 99324-1275 509.529.1850	K-8	0	277	0	Walla Walla
Royal Garrison School Peter Warwick 115 NW State St #207 (Mail: PO Box 127 Pullman 99163-1027) Pullman WA 99163-2616 509.332.0556	K-12	0	25	0	Whitman
Sacred Heart School David Burroughs 9450 NE 14 th St Clyde Hill WA 98004-3497 425.451.1773	P-8	16	400	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Saddle Mountain School Phyllis Magden 2451 W Bench Rd Othello WA 99344-8901 509.488.5474	4-12	0	50	20	Adams
Saint George's School Joe Kennedy 2929 W Waikiki Rd Spokane WA 99208-9209 509.466.1636	K-12	0	380	0	Spokane
Seattle Academy of Arts/Sciences Joe Puggelli 1201 E Union St Seattle WA 98122-3925 206.323.6600	6-12	0	685	0	King
Seattle Area German American School Michael Brandstetter 520 NE Ravenna Blvd Seattle WA 98115-6460 206.235.5969	P-2	49	10	0	King
Seattle Christian School Gloria Hunter 18301 Military Rd S Seattle WA 98188-4684 206.246.8241	K-12	0	550	0	King
Seattle Country Day School Michael Murphy 2619 4 th Ave N Seattle WA 98109-1903 206.284.6220	K-8	0	348	0	King
Seattle Hebrew Academy Rivy Poupko Kletenik 1617 Interlaken Dr E Seattle WA 98112-3499 206.323.5750	P-8	50	170	0	King
Seattle Jewish Community School Shoshi Bilavsky 12351 8 th Ave NE Seattle WA 98125-4805 206.522.5212	K-5	0	92	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Seattle Lutheran High School Mark Henderson 4100 SW Genesee St Seattle WA 98116-4216 206.937.7722	9-12	0	110	0	King
Seattle Prep/Matteo Ricci College Kent Hickey 2400 11 th Ave E Seattle WA 98102-4016 206.577.2102	9-12	0	702	0	King
Seattle Urban Academy Sharon Okamoto 3800 S Othello St Seattle WA 98118-3562 206.723.0333	9-12	0	36	0	King
Seattle Waldorf School Tracy Bennett 2728 NE 100 th St Seattle WA 98125-7712 206.524.5320					
Selah Covenant Christian School Linda Leigh 560 McGonagle Dr Selah WA 98942-8828 509.697.6116	1-6	0	10	0	Yakima
Serendipity Academy at the Lodge Lynnette McCarty 4315 Tumwater Valley Dr SE Tumwater WA 98501-4405 360.515.5457	K-6	0	15	0	Thurston
Seton Catholic College Preparatory High School Ed Little 811 NE 112 th Ave #200 Vancouver WA 98684-5115 360.258.1932	9-12	0	150	0	Clark
Shamrock Educational Academy Thomas Carter 13032 N March Horse Ln Newman Lake WA 99025-8420 509.226.3662	7-12	0	3	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Shelton Valley Christian School Judy McCain 201 W Shelton Valley Rd (Mail: PO Box 773 Shelton 98584-0773) Shelton WA 98584-8722 360.426.4198	K-8	0	35	0	Mason
Shoreline Christian School Timothy Visser 2400 NE 147 th St Seattle WA 98155-7395 206.364.7777	P-12	35	181	0	King
Shorewood Christian School Tim Lorenz 10300 28 th Ave SW Seattle WA 98146-1211 206.933.1056	P-12	18	202	0	
Silverwood School Susan Radtke 14000 Central Valley Rd NW Poulsbo WA 98370-8146 360.697.7526	1-6	0	60	0	Kitsap
Skagit Adventist Academy Doug White 530 N Section St Burlington WA 98223-1568 360.755.9261	P-12	5	120	0	Skagit
Skinner Elementary Montessori School Peggy Skinner 5001 NE 66 th Ave Vancouver WA 98661-2465 360.696.4862	P-6	60	40	0	Clark
Slavic Christian Academy—Edgewood Elena Solodyankin/Vadim Hetman 10622 8 th St E (Mail: 8913 N Nettleton Ln Spokane 99208-8001) Edgewood WA 98372-1133 253.952.7163	P-12	9	121	10	Pierce
Slavic Christian Academy—Spokane Elena Solodyankin 8913 N Nettleton Ln Spokane WA 99206-8001 509.924.4618	P-12	6	114	25	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Slavic Christian Academy—Tacoma Elena Solodyankin 2014 S 15 th St (Mail: 8913 N Nettleton Ln Spokane 99208-8001) Tacoma WA 98415-2905 253.272.0173	P-10	9	131	15	Pierce
Slavic Christian Academy—Vancouver Andrey Dolbinin 16807 NE Fourth Plain Rd (Mail: 15407 NE 84 th St Vancouver 98682-9482) Vancouver WA 98682-5142 360.896.2602	P-8	12	40	10	Clark
Sno-King Academy Dr. Alice Westcott 19741 53 rd Ave NE (Mail: 23104 80 th Pl W Edmonds WA 98026-8715) Lake Forest Park WA 98155-3031 425.697.4021	3-12	0	5	5	King
Snoqualmie Springs School Joe Drovetto 25237 SE Issaquah Fall City Rd Issaquah WA 98029-7706 425.392.1196	P-3	16	60	0	King
Solomon Christian School Richard Lee 8021 230 th St SW Edmonds WA 98026-8730 425.640.9000	7-12	0	75	0	Snohomish
Sound View Education dba Sterling West Seattle Campus Johann Scheving 9205 3 rd Ave SW Seattle WA 98106-3106 425.444.2812	3-12	0	14		King
Soundview School Inae Piercy 6515 196 th St SW Lynnwood WA 98036-5921 425.778.8572	P-8	12	127	0	Snohomish
South Kitsap Christian School Sandra Jennings 1780 SE Lincoln Ave Port Orchard WA 98366-3054 360.876.5595	P-12	70	35	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
South Sound Christian Schools—New Hope Campus Debbie Schindler 25713 70 th Ave E Graham WA 98338-9324 253.847.2643	P-6	36	100	5	Pierce
South Sound Christian Schools—Tacoma Baptist Campus Debbie Schindler 2052 S 64 th St Tacoma WA 98409-6899 253.475.7226	P-12	6	312	10	Pierce
Southside Christian School Heidi Bauer 401 E 30 th Ave Spokane WA 99203-2590 509.838-9139	P-8	90	140	0	Spokane
Spanish with Sarah Sarah Segall 2204 NE Birch St Camas WA 98607-1407 360.990.1585	P-2	25	28	0	Clark
Spectrum Academy Uzma Butte 2576 152 nd Ave NE Redmond WA 98052-0702 425.885.2345					
Spokane Christian Academy Cheryl Gade 8909 E Bigelow Gulch Rd Spokane WA 99217-9559 509.924.4888	K-8	0	60	0	Spokane
Spokane Valley Adventist School Terry Lee 1603 S Sullivan Rd Spokane Valley WA 99037-9012 509.926.0955	K-9	0	49	0	Spokane
Spring Street International School Louis O'Prussack 505 Spring St Friday Harbor WA 98250-8057 360.378.6393	5-12	0	83	0	San Juan

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Spring Valley Montessori Gulsevin Kayihan 36605 Pacific Hwy S Federal Way WA 98003-7499 253.927.2557	P-8	25	50	0	King
Spruce Street School Briel Schmitz 914 Virginia St Seattle WA 98101-1426 206.621.9211	K-5	0	105	0	King
St Aloysius Catholic School Kerrie Rowland 611 E Mission Ave Spokane WA 99202-1917 509.489.7825	P-8	100	300	0	Spokane
St Alphonsus School Maureen Reid 5816 15 th Ave NW Seattle WA 98107-3096 206.782.4363	P-8	40	180	0	King
St Anne School Mary Sherman 101 W Lee St Seattle WA 98119-3321 206.282.3538	P-8	20	241	0	King
St Anthony School Robert Gallagher 336 Shattuck Ave S Renton WA 98057-2499 425.255.0059	K-8	0	521	0	King
St Basil Academy of Classical Studies Fr Matthew Harrington 2346 S Wilbur Walla Walla WA 99362-9746 509.525.9380	K-8	0	30	0	Walla Walla
St Benedict School Brian Anderson 4811 Wallingford Ave N Seattle WA 98103-6899 206.633.3375	P-8	43	178	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Bernadette School Carol Mendoza 1028 SW 128 th St Seattle WA 98146-3198 206.244.4934	P-8	26	214	0	King
St Brendan School Ms Chris Lunn 10049 NE 195 th St Bothell WA 98011-2931 425.483.8300	P-8	22	240	0	King
St Catherine School Kris Brown 8524 8 th Ave NE Seattle WA 98115-3099 206.525.0582	P-8	36	220	0	King
St Cecilia Catholic School Elizabeth Chamberlin 1310 Madison Ave Bainbridge Island WA 98110-1898 206.842.2017	P-8	10	100	0	Kitsap
St Charles Borromeo School Patrick Feist 7112 S 12 th St Tacoma WA 98465-1797 253.564.5185	P-8	40	470	0	Pierce
St Charles School Skip Bonuccelli 4515 N Alberta St Spokane WA 99205-1598 509.327.9575	P-8	65	234	0	Spokane
St Christopher Academy Darlene Jevne 4100 SW Genesee St Seattle WA 98116-4282 206.246.9751	9-12	0	15	0	King
St Edwards School Mary Lundeen 4200 S Mead St Seattle WA 98118-2795 206.725.1774	P-8	19	150	30	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Frances Cabrini School Ian Home 5621 108 th St SW Lakewood WA 98499-2205 253.584.3850	P-8	19	225	0	Pierce
St Francis of Assisi School Sheila Keaton 15216 21 st Ave SW (Mail: PO Box 870 Seahurst 98062-0870) Burien WA 98166-2008 206.243.5690	K-8	0	470	0	King
St George School Monica Wingard 5117 13 th Ave S Seattle WA 98108-2309 206.762.0656	P-8	26	235	0	King
St John Kronstadt Orthodox Christian School Rachel Hagler/Matt Leslie 706 Stewart St Yakima WA 98902-4473 509.452.0177	K-8	0	20	0	Yakima
St John School Bernadette O'Leary 120 N 79 th St Seattle WA 98103-4688 206.783.0337	P-8	62	481	0	King
St John Vianney School Sonia Flores-Davis 501 N Walnut Rd Spokane WA 99206-3899 509.926.7987	P-8	40	160	0	Spokane
St Joseph Catholic School of Issaquah Peg Johnston 200 Mountain Park Blvd Issaquah WA 98027-3647 425.313.9129	P-8	55	294	0	King
St Joseph Marquette Middle School Gregg Pleger 202 N 4 th St Yakima WA 98901-2426 509.575.5557	P-8	28	342	0	Yakima

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Joseph School Dr Gary Udd 123 6 th St Chehalis WA 98532-3203 360.748.0961	P-8	28	105	0	Lewis
St Joseph School Rick Boyle 700 18 th Ave E Seattle WA 98112-3900 206.329.3260	K-8	0	620	0	King
St Joseph School Lesley Harrison 6500 Highland Dr Vancouver WA 98661-7637 360.696.2586	P-8	30	370	0	Clark
St Joseph's School Suzanne Siekawitch 901 W 4 th Ave Kennewick WA 99336-5535 509.586.0481	P-8	100	284	0	Benton
St Joseph's School Sr Olga Cano 600 Saint Joseph Pl Wenatchee WA 98801-6299 509.663.2644	P-5	45	120	0	Chelan
St Louise School Dan Fitzpatrick 133 156 th Ave SE Bellevue WA 98007-5399 425.746.4220	P-8	18	441	0	King
St Luke School Christopher Sharp 17533 Saint Luke Pl N Shoreline WA 98133-4799 206.542.1133	P-8	25	300	80	King
St Madeleine Sophie School Daniel Sherman 4400 130 th Pl SE Bellevue WA 98006-2014 425.747.6770	P-8	20	180	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Mark School Kathryn Palmquist-Keck 18033 15 th PI NE Shoreline WA 98155-3894 206.364.1633	P-8	20	175	30	King
St. Mary School Kathleen Beyer 518 North H St Aberdeen WA 98520-4012 360.532.1230	P-8	30	150	0	Grays Harbor
St Mary's Academy Mother Mary Dominica 757 138 th St S Tacoma WA 98444-3468 253.537.6281	K-8	0	45	0	Pierce
St Mary's Catholic School Lauri Nauditt 14601 E 4 th Ave Spokane WA 99216-2194 509.924.4300	P-8	45	225	0	Spokane
St Mary's Episcopal School Glen Luta 10630 Gravelly Lake Dr NW Lakewood WA 98499-1328 253.984.9475	P-5	15	45	0	Pierce
St Matthew Lutheran School Patrick Cortright 6917 N Country Homes Blvd Spokane WA 99208-4216 509.327.5601	P-8	35	40	1	Spokane
St Matthew School Lillian Zadra 1230 NE 127 th St Seattle WA 98125-4021 206.362.2785	P-8	15	210	0	King
St Michael School Jack Nelson 1204 11 th Ave SE Olympia WA 98501-1627 360.754.5131	K-8	0	264	0	Thurston

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Michael Catholic School Dr Karen Matthews 1514 Pine Ave Snohomish WA 98290-1826 360.568.0821	P-8	30	68	0	Snohomish
St Michael's Academy Sr Mary Petra 8500 N St Michael's Rd Spokane WA 99217-9333 509.467.0986 x 118	P-12	8	180	0	Spokane
St Monica School Pamela Dellino 4320 87 th Ave SE Mercer Island WA 98040-4128 206.232.5432	P-8	24	220	0	King
St Nicholas School Michele Corey 3555 Edwards Dr Gig Harbor WA 98336-1163 253.858.7632	P-8	20	150	0	Pierce
St Patrick Catholic School Julie Simmons 2706 E Queen Ave Spokane WA 99217-6191 509.487.2830	P & 6-8	10	64	0	Spokane
St Patrick School Robert Ludwikoski 1016 N 14 th Ave Pasco WA 993601-4191 509.547.7261	P-8	40	220	0	Franklin
St Patrick School Chase Nordlund 1112 North G St Tacoma WA 98403-2518 253.272.2297	P-8	60	435	0	Pierce
St Paul Cathedral School Judy Davis 1214 W Chestnut Ave Yakima WA 98902-3170 509.575.5604	P-8	38	200	0	Yakima

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Paul School Betsy Kromer 10001 57 th Ave S Seattle WA 98178-2299 206.725.0780	P-8	18	132	0	King
St Paul's Academy Lily Driskill 3000 Northwest Ave Bellingham WA 98225-1607 360.733.1750	P-12	110	260	0	Whatcom
St Paul's Academy—2 nd Location Initial Stephanie Sadler 1509 E Victor Street Bellingham WA 98225-1639 360.733.1750	6-12	0	280	0	Whatcom
St Paul's Lutheran School Morgan Kingrey, Board Chair 312 Palouse St (Mail: PO Box 2219 Wenatchee 98807-2219) Wenatchee WA 98801-2641 509.662.3659	P-6	55	61	0	Chelan
St Philomena School Stephen Morissette 1815 S 220 th St Des Moines WA 98198-7998 206.824.4051	K-8	0	225	0	King
St Pius X School Ruth Foisy 22105 58 th Ave W Mountlake Terrace WA 98043-3898 425.778.9861	P-8	8	115	0	Snohomish
St Rose of Lima School Amy Krautscheid 520 Nat Washington Way Ephrata WA 98823-2287 509.754.4901	P-6	25	90	0	Grant
St Rose School Chester Novitt 720 26 th Ave Longview WA 98632-1856 360.577.6760	P-8	22	148	0	Cowlitz

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Therese Catholic Academy (formerly St Therese School) Theresa Hagemann 900 35 th Ave Seattle WA 98122-5299 206.324.0460	P-8	20	165	20	King
St Thomas More School Teresa Fewel 6511 176 th St SW Lynnwood WA 98037-2929 425.743.4242	P-8	33	247	0	Snohomish
St Thomas More School Douglas Banks 515 W St Thomas More Way Spokane WA 99208-6026 509.466.3811	P-8	45	251	0	Spokane
St Thomas School Dr. Kirk Wheeler 8300 NE 12 th St Medina WA 98039-3100 425.454.5880	P-8	76	210		King
St Vincent De Paul School Wanda Stewart 30527 8 th Ave S Federal Way WA 98003-4100 253.839.3532	K-8	0	253	0	King
Stahlville School Anna Lobe & Edward Stahl 33 E Snowden Rd (Mail: 1485 BN Hoffman Rd Ritzville 99169-8723) Odessa WA 99159-9745 509.659.0108	K-12	0	1	0	Lincoln
Stella Maris Academy Beatrice Chamberlain 410 4 th Ave N (Mail: PO Box 842 Edmonds 98024-0842) Edmonds WA 98020 206.940.0623	1-10	0	15	0	Snohomish
Stillpoint School Christopher Hodgkin 775 Park St (Mail: PO Box 576 Friday Harbor 98250-0576) Friday Harbor WA 98250-9609 360.378.2331	K-6	0	16	0	San Juan

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Summit Academy Jane Cassady 7430 276 th St NW Stanwood WA 98292 360.202.5710	K-6	0	45	0	Snohomish
Summit Classical Christian School Steve Kosted 32725 SE 42 nd St Fall City WA 98204-9728 206.374.8500	K-4	0	62	0	King
Sunfield Waldorf School Vivian Kuehl 111 Sunfield Ln (Mail: PO Box 85 Port Hadlock 98339-0085) Port Hadlock WA 98339 360.385.3658	P-8	6	100	0	Kitsap
Sunnyside Christian School Del Dykstra 811 North Ave Sunnyside WA 98944-1194 509.837-3044	P-8	30	211	0	Yakima
Sunnyside Christian School–2 nd Location Del Dykstra 1820 Sheller Rd Sunnyside WA 98944-9283 509.837-8995	9-12	0	84	0	Yakima
Sunrise Beach School Roxanne Reis Cox 1601 North Street (Mail: PO Box 13409 Olympia WA 98508-3409) Olympia WA 98501-3666 360.866.1343	P-12	2	65	0	Thurston
Swan School Russell Yates 2345 Kuhn St Port Townsend WA 98368-6227 360.385.7340	P-6	16	45	0	Jefferson
Tacoma Waldorf School Melissa Turner 2710 N Madison Tacoma WA 98407-5230 253.383.8711	P-5	34	28	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
The Bear Creek School Karen Blankenbeckler 8905 208 th Ave NE Redmond WA 98053-4506 425.898.1720	P-12	26	683	0	King
The Bush School Frank Magusin 3400 E Harrison Seattle WA 98112-4268 206.322.7978	K-12	0	575	0	King
The Children's Inn Academy Cindie Furman 1930 Karen Frazier Rd SE Olympia WA 98501-3244 360.709.9769	P-6	10	15	0	Thurston
The Clearwater School Stephanie Sarantos, Ph.D. 1510 196 th St SE Bothell WA 98012-7107 425.489.2050	P-12	2	48	0	King
The Island School Trish King 8553 NE Day Rd Bainbridge Island WA 98110-1395 206.842.0400	K-5	0	95	0	Kitsap
The Lake and Park School Thomas McQueen 3201 Hunter Blvd S Seattle WA 98144-7029 206.721.3480	P-4	4	48	0	King
The Little School Peter Berner-Hays 2812 115 th Ave NE Bellevue WA 98004-1421 425.827.8078	P-6	50	100	0	King
The Sammamish Montessori School Janet Villella 7655 178 th PI NE Redmond WA 98052-4953 425.883.3271	P-4	239	110	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
The Well-Trained Mind Montessori Initial Kelly Severson-Kunz 19455 136 th PI SE Renton WA 98058-7738 206.769.1331	P-3	20	8	0	King
Theresa and Elizabeths School Theresa Boutiller 23816 165 th Ave SE Monroe WA 9272-9116 425.844.2808	K-12	0	4	0	Snohomish
Three Cedars Waldorf School Geraldine Kline 556 124 th Ave NE Bellevue WA 98005-3100 425.401.9874	K-8	0	134	0	King
Three Points Elementary Ron Taylor 7800 NE 28 th St (Mail: 1601 98 th Ave NE Clyde Hill 98004-3400) Medina WA 98039-1536 425.454.3977	P-6	21	270	0	King
Three Rivers Christian School—Kelso Jr/Sr High Randy Lemiere 1209 Minor Rd Kelso WA 98626-5647 360.636.1600	8-12	0	108	0	Cowlitz
Three Rivers Christian School—Longview Elementary Jean Zoet 2610 Ocean Beach Hwy Longview WA 98632-3598 360.423.4510	P-12	130	225	0	Cowlitz
Three Tree Montessori Paula Walters 220 SW 160 th St Burien WA 98166-3026 206.242.5100	P-6	90	60	0	King
Tilden School Monica Riva 4105 California Ave SW Seattle WA 98116-4101 206.938.4628	K-5	0	97	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
TLC Montessori (formerly TLC Academy) Kyungah Kim 21512 NE 16 th St Sammamish WA 98074-6728 425.868.1943	P-3	90	20	0	King
Torah Day School of Seattle Rabbi Sheftel Skaist 3528 S Ferdinand St Seattle WA 98118-1734 206.722.1200	P-8	25	100	0	King
Tri-Cities Prep Arlene Jones 9612 St Thomas Dr Pasco WA 99301-4744 509.546.2465	9-12	0	190	0	Franklin
Tri-City Junior Academy Anthony Oucharek 4115 W Henry St Pasco WA 99301-2999 509.547.8092	P-10	16	110	0	Franklin
Trinity Catholic School Sandra Nokes 1306 W Montgomery Ave Spokane WA 99205-4300 509.327.9369	P-8	50	140	0	Spokane
Trinity Reformed Christian School Maaïke Van Wingerden 1505 Grant Ave Sunnyside WA 98944-1662 509.837.2880	1-8	0	2	0	Yakima
UCiC School Christi Lee 3727 240 th St SE Bothell WA 98021-8975 206.973.9939	P-3	60	56	0	King
University Child Development School Paula Smith 5062 9 th Ave NE Seattle WA 98105-3605 206.547.8237	P-5	58	261	0	King

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
University Cooperative School Shawn Anderson 5601 University Ave NE Seattle WA 98105-2619 206.524.0653	K-5	0	80	0	King
University Preparatory Erica Hamlin 8000 25 th Ave NE Seattle WA 98115-4600 206.525.2714	6-12	0	517	0	King
Upper Columbia Academy Troy Patzer 3025 E Spangle Waverly Rd Spangle WA 99031-9703 509.245.3612	9-12	0	265	0	Spokane
Upper Columbia Academy Elementary Chris Duckett 3025 E Spangle Waverly Rd Spangle WA 99031 509.245.3629	K-8	0	20	0	Spokane
Valley Christian School Gloria Butz 1312 2 nd St E Auburn WA 98002-5755 253.833.3541	P-8	50	130	0	King
Valley Christian School—Central Valley Derick Tabish 10212 E 9 th Ave Spokane WA 99206-6944 509.924.9131	P-12	20	220	40	Spokane
Valley School Robert Schultz 309 31 st Ave E Seattle WA 98112-4819 206.328.4475	P-5	12	93	0	King
Villa Academy John Milroy 5001 NE 50 th St Seattle WA 98105-2899 206.524.8885	P-8	47	343	0	King

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Visitation School Sheila Harrison 3306 S 58 th St Tacoma WA 98409-5306 253.474.6424	P-8	20	130	0	Pierce
Voyager Montessori School Renee Kok 8225 High School Rd (Mail: PO Box 11252 Bainbridge 98110-5252) Bainbridge Island WA 98110-2622 206.780.5661	1-6	0	30	0	Kitsap
Walla Walla Valley Academy Brian Harris 300 SW Academy Way College Place WA 99324-1283 509.525.1050	9-12	0	205	0	Walla Walla
Warden Hutterian School Albert Wollman 1054 W Harder Rd Warden WA 98857-9650 509.349.8045	K-12	0	23	0	Grant
West Seattle Montessori School Angela Sears 111215 16 th Ave SW (Mail: 13428 108 th Ave SW Vashon 98070-3314) Seattle WA 98146-3564 206.935.0427	P-8	70	105	0	King
West Sound Academy Barrie Hillman 16571 Creative Dr NE (Mail: PO Box 807 Poulsbo 98370-0807) Poulsbo WA 98370 360.598.5954	6-12	0	100	0	Kitsap
Westgate Christian School Kathryn Bryan 7111 N Nine Mile Rd Spokane WA 99208-3881 509.325.2252	P-8	25	75	0	Spokane
Westpark Christian Academy Colleen Sheahan 3902 Summitview Ave Yakima WA 98902-2717 509.966.1632	P-12	15	70	0	Yakima

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Westside School Jo Ann Yockey 7740 34 th Ave NSW Seattle WA 98126 206.932.2511	P-7	46	260	0	King
Whatcom Day Academy Jamie Aston 5217 Northwest Rd Bellingham WA 98226-9050 360.312.1103	P-12	30	78	0	Whatcom
Whatcom Hills Waldorf School Kathleen Fraser 941 Austin St Bellingham WA 98229-2705 360-733-3164	P-8	12	145	0	Whatcom
Whidbey Island Waldorf School Maureen Marklin 6335 Old Pietila Rd (Mail: PO Box 469 Clinton 98236-0469) Clinton WA 98236-8602 360.341.5686	P-8	7	113	0	Island
Whole Earth Montessori School Joseph Galante Med 2930 228 th St SE Bothell WA 98021-8927 425.486.3037	P-12	70	45	0	King
Woodinville Montessori School Mary Schneider 19102 North Creek Parkway Bothell WA 98011-8005 425.482.3184	P-9	112	248	0	King
Work It Out Jocquelyn Duncan 159 24 th Ave Seattle WA 98122-6017 206.909.1604	9-12	0	10	0	King
Yakima Adventist Christian School Patrick Frey 1200 City Reservoir Rd Yakima WA 98908-2144 509.966.1933	K-10	0	96	0	Yakima

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Yellow Wood Academy (formerly ETC Preparatory Academy) Ruth Hayes-Short 9655 SE 36 th St Suite 101 Mercer Island WA 98040-3798 206.236.1095	K-12	0	100	0	King
Zion Lutheran School Lynne Hereth 3923 103 rd Ave SE Lake Stevens WA 98258-5763 425.334.5064	P-8	40	125	0	Snohomish
Zion Preparatory Academy Douglas Wheeler 4730 32 nd Ave S Seattle WA 98118-1702 206.721.1586	P-1	95	30	0	King

Additional Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Genius Academy Dr. Jewel Holloway 6718 Martin Luther King Jr. Way S Seattle, WA 98118 206.276.8136	K-12	5	15	10	King

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

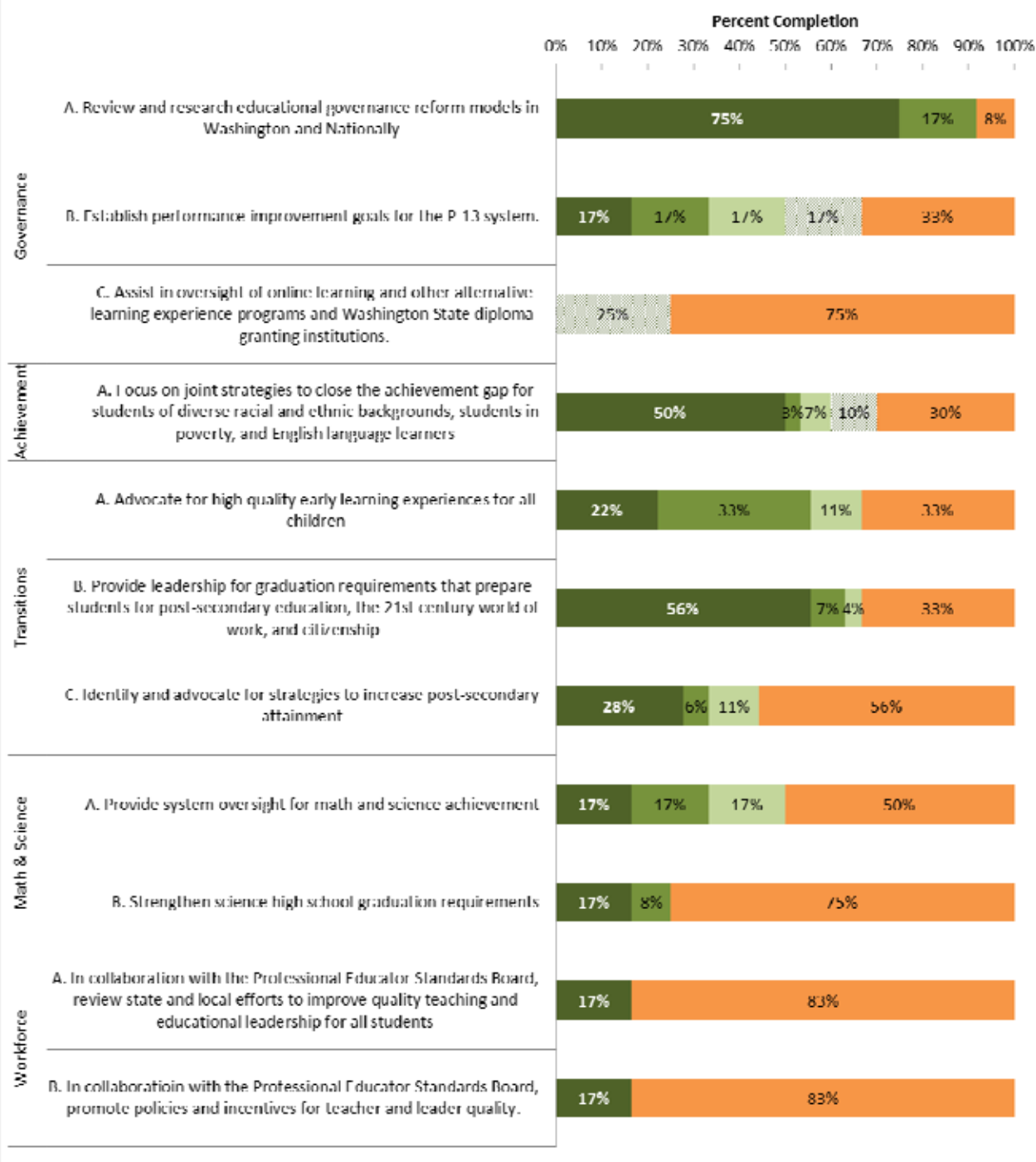
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Strategic Goals Snapshot

■ Nov. & Previous ■ January Products/Results ■ March Products/Results ■ May Products/Results ■ Remaining Products/Results



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Dashboard Executive Summary

Goal	Recent Work
Advocate for effective and accountable P-13 governance in public education	<ol style="list-style-type: none">1. Legislator meetings to preview Performance Improvement Goals work.2. Staff work on policy issues related to online private schools approvals.3. Work plan and Communications plan for achievement and accountability work.
Provide policy leadership for closing the academic achievement gap	<ol style="list-style-type: none">1. July Board materials: Growth models, revised Index considerations, and more.2. Transitional Bilingual analysis.
Provide policy leadership to strengthen students' transitions within the P-13 system	<ol style="list-style-type: none">1. Streamlining of Waiver App. Process2. Presentation to Washington Bar Association on Graduation Requirements.3. Construction of Graduation Requirements chart and timeline.
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	
Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation	

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

Objectives	2011		2012						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Review and research educational governance reform models in Washington and nationally									Current: Past: Correspondence ⁱ Research ^{ii iii iv}
	● ○ ○	● ○ ○	● ○ ○	●	●	○	○	○	
Establish performance improvement goals for the P-13 system									Current: Legislative meetings to discuss P. Goals. Private Schools Memo Ach. and Acc. Work plan and communications. Past: Collaboration ^v Correspondence ^{vi} Research ^{vii viii ix x}
	● ●	● ● ●	● ● ●	● ● ●	● ● ●	○ ○ ○	○ ○ ○	○ ○ ○	

○ = 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)

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

Objectives	2011		2012						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions									Current: Memo exploring oversight on online private high schools Past: Collaboration ^{xi} Research ^{xii}
	● ○	● ○	● ○	● ○	● ●	○ ○	○ ○	○ ○	

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● = actual staff/Board commitment

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● ● ● = substantial (almost full time one staff work)

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

Objectives	2011		2012						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: July Board materials: Growth models, revised Index considerations, and more. Transitional Bilingual Memo. Past: Development ^{xiii} Presentations ^{xiv xv} Actions ^{xvi} Index ^{xvii}
	● ●	● ●	● ● ●	● ● ●	● ● ●	○ ○ ○	○ ○ ○	○ ○ ○	

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Goal 3: Transitions: Provide Policy Leadership to Strengthen Students' Transitions within the P-13 System

Objectives	2011		2012						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Advocate for high quality early learning experiences for all children									Current: Streamlining of Waiver App. Process Past: Presentations ^{xviii xix} Action
Provide leadership for graduation requirements that prepare students for postsecondary education, the 21 st century world of work, and citizenship									Current: Bar Association Presentation on Grad Reqs. G.R. chart and timeline. Past: Meetings ^{xx} Development ^{xxi} Presentations ^{xxii}

= 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)

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Goal 3: Transitions: Provide Policy Leadership to Strengthen Students' Transitions within the P-13 System

Objectives	2011		2012						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Identify and advocate for strategies to increase postsecondary attainment									Current: Past: Presentations ^{xxiii xxiv xxv}
	● ● ●	● ● ●	● ● ●	● ●	● ○	○ ○	○ ○	○ ○	

○ = 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)

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

Objectives	2011		2012						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: Past: Changed Math Rule Presentations ^{xxvi xxvii} Collaboration ^{xxviii}
	● ○ ○	● ○ ○	● ●	● ●	● ○	○ ○	○ ○	○ ○	
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)

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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	
In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students									Current: Past: Joint report with PESB Research ^{xxix}
	●	○	○	○	○	○	○	○	
In collaboration with the PESB, promote policies and incentives for teacher and leader quality.									Current: Past: Web updates Joint report with PESB
	●	○	○	○	○	○	○	○	

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

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●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

Strategic Plan Products and Assignments

Goal One: Advocate for Effective and Accountable P-13 Governance in Public Education				
A. Review and research educational governance models in Washington and nationally	Staff	Due	Progress	Notes
Create a synopsis of literature on governance reform	Edie / Aaron	2011.03.12	▲ ▲ ▲	
Create a systems map of the current education governance/government framework	Edie	2011.03.12	▲ ▲ ▲	
Create and implement communications plan	Aaron	2011.02.26	▲ ▲ ▲	
Engage stakeholders via study groups to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system	Staff		▲ ▲ ▲	
B. Establish performance improvement goals for the P-13 system				
Identify no more than five P-13 Lead System Indicators	Sarah		▲ ▲ ▲	Initial discussion of AMOs
Develop a stakeholder engagement strategy to receive input on Lead System and Foundation Indicators	Aaron	2012.03.10	▲ ▲ ▲	
Use SBE meetings as a venue to explore best practice models aligned with Indicators	Ben		▲ ▲ ▲	
Develop a future legislative agenda around the Performance Improvement Goals	Ben		▲ ▲ ▲	May be necessary to implement Index or AMOs
C. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions				
Examine policy issues related to the oversight of online learning for high school credits	Linda		▲ ▲ ▲	
Examine options for moving to an outcomes-based model of basic education that does not rely on seat time for compliance and funding	Ben		▲ ▲ ▲	
Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012	Linda		▲ ▲ ▲	
Develop a legislative agenda around the relationship between alternative learning (including online programs), high school graduation, and Basic Education Compliance.	Ben		▲ ▲ ▲	

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

Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap				
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English language learners	Staff	Due	Progress	Notes
Develop performance improvement goals relating to the achievement gap	Sarah		▲ ▲ △	Ach. Index or AMOs that highlight growth by subgroup. Transitional Bilingual memo.
Together with OSPI, implement the Required Action process	Staff	Ongoing	▲ ▲ △	
Create recognition awards for schools that close the achievement gap and showcase best practices	Aaron	2011.04.01	▲ ▲ ▲	Revised Index will result in new awards.
Work with stakeholders to assess prospects for an ESEA waiver	Sarah	2012.02.14	▲ ▲ △	
Use student achievement data to monitor Required Action and Merit schools.	Sarah	2012.03.20	▲ ▲ △	
Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE	Staff	Ongoing	▲ ▲ △	
Reflect upon constructive alignment of allocated and supplemental opportunities to learn in a school calendar year that is efficient, effective, and equitable	Staff		△ △ △	
In partnership with stakeholders, develop state models for the bottom five percent of lowest-achieving schools	Sarah	Ongoing	▲ △ △	
Create district and state level data on the Achievement Index	Sarah	Ongoing	▲ △ △	
K-12 districts statewide are discussing how to modernize their academic calendar year based on research and local data	Staff		△ △ △	

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




Goal Three: Provide Policy Leadership to Strengthen Students' Transitions within the P-13 System				
A. Advocate for high quality early learning experiences for all children	Staff	Due	Progress	Notes
Advocate to the legislature for state funding of all-day Kindergarten and reduced class sizes as directed in HB 2776	Ben	Ongoing	▲ ▲ ▲	
Promote early prevention and intervention for pre-K through 3rd grade at-risk students	Staff	Ongoing	▲ ▲ ▲	
Support legislation that increases access to high quality early learning experiences	Staff	Ongoing	▲ ▲ ▲	
B. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21 st century world of work, and citizenship				
Revise the Core 24 graduation requirements framework based on input received	Staff	2011	▲ ▲ ▲	
Create a phased-in plan for the implementation of Washington career and college-ready graduation requirements	Linda / Jack	2013.06.01	▲ ▲ ▲	
Monitor and report the legislature's progress toward full implementation of the career and college-ready graduation requirements	Linda / Jack	Ongoing	▲ ▲ ▲	
Advocate for the implementation of school reforms outline in HB 2261 and HB 2776	Ben	Ongoing	▲ ▲ ▲	
Examine multiple student pathways available in the career and college-ready graduation requirements	Linda	Ongoing	▲ ▲ ▲	
Complete analysis of career and college-ready graduation requirements implementation issues for smaller districts	Linda		▲ ▲ ▲	
Adopt new rules and related policies for the revised graduation requirements by 2011-12	Staff	2011	▲ ▲ ▲	
Prepare case studies of districts that have successfully implemented rigorous graduation requirements	Linda		▲ ▲ ▲	
Disseminate case studies of districts that have adopted world language competency credit policies and procedures	Aaron	Ongoing	▲ ▲ ▲	
C. Identify and advocate for strategies to increase postsecondary attainment				
Identify indicators of P-13 system seamlessness in order to increase postsecondary attainment	Sarah		▲ ▲ ▲	
In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies	Linda	Ongoing	▲ ▲ ▲	
Convene stakeholders to review assessments on	Ben		▲ ▲ ▲	

the Common Core State Standards				
Conduct an ongoing analysis of middle and high school students' course-taking patterns	Linda		△ △ △	
Develop middle school policy recommendations to SBE via advisory group	Staff		△ △ △	
Identify indicators of P-13 system seamlessness in order to increase postsecondary attainment	Sarah		▲ ▲ △	

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

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

A. Provide System Oversight for Math and Science Achievement	Staff	Due	Progress	Notes
Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement	Linda		▲ ▲ ▲	
Establish performance improvement goals in science and mathematics on the state assessments	Sarah		▲ ▲ ▲	
B. Strengthen science high school graduation requirements				
Increase high school science graduation requirements from two to three science credits	Linda	Pending	▲ ▲ ▲	
Work with the Office of Student Achievement in requiring three science credits for four-year college admissions requirements	Linda	2012.03.10	▲ ▲ ▲	
Request funding as phase-in for new science graduation requirements by 2013-15 biennium	Ben / Jack		▲ ▲ ▲	
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	Linda	Ongoing	▲ ▲ ▲	

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

Goal Four: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the nation

A. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students	Staff	Due	Progress	Notes
Provide a forum for reporting on teacher and principal evaluation pilot programs			▲ ▲ ▲	
Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days			▲ ▲ ▲	
Hold joint Board meetings with the PESB to discuss and recommend policies designed to strengthen the teacher and leader workforce			▲ ▲ ▲	
Advocate for the discontinuation of 180-day waivers			▲ ▲ ▲	
B. In collaboration with the PESB, promote policies and incentives for teacher and leader quality				
Examine issues and develop recommendations on state policies related to teacher compensation, distribution, and induction.	Staff	2011	▲ ▲ ▲	
Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance		2012.03.10	▲ ▲ ▲	

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

- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ⁱ 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ⁱⁱⁱ 2011.02.23 Research Brief for Governance Work Session.
- ^{iv} 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- ^v 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ^{vi} 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ^{viii} 2011.02.23 Research Brief for Governance Work Session.
- ^{ix} 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- ^x 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^{xi} 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- ^{xii} 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^{xiii} 2010.09-10: Continued Education reform development.
- ^{xiv} 2010.09-10: Presentation to the Race and Pedagogy conference.
- ^{xv} 2012.03.15 Presentations from Required Action Schools
- ^{xvi} 2012.03.15 Staff and members visited Lakeridge.
- ^{xvii} 2010.11-12: New Washington Achievement Gap Award. 2010 Index Data. 2010 Index Lookup Tool.
- ^{xviii} 2010.09-10: Presentations: Youth Academy, QEC, AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
- ^{xix} 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- ^{xx} 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.
- ^{xxi} 2010.09-10: Continued work on the Education Plan.
- ^{xxii} 2012.01.10 Green River CC math transcript system
- ^{xxiii} 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.
- ^{xxiv} 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- ^{xxv} 2012.05.10 Common Core Standards Assessments Presentations during the May meeting
- ^{xxvi} 2010.09-10: Math presentation in the September Board meeting.
- ^{xxvii} 2012.03.10 STEM Presentation to SBE
- ^{xxviii} 2010.09-10: Staff participation in STEM plan meetings.
- ^{xxix} 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.

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Title:	SBE Statutory Authority for Accountability	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input checked="" type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	What is SBE's statutory authority for development of a revised Accountability Index and a framework for school accountability that includes assistance and intervention strategies? What additional statutory authority may be needed?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>SBE's statutory authority for a framework for school accountability is established by:</p> <ul style="list-style-type: none"> • 2005 legislation (ESSB 5732) reconstituting SBE's powers and duties, codified as RCW 28A.305.130. • 2009 legislation (ESHB 2261) redefining basic education, in findings on shared accountability for school and district improvement. • 2010 legislation (E2SSB 6696), codified as RCW 28A.657 (Academic Achievement and Accountability). <ul style="list-style-type: none"> ○ RCW 28A.657.005 establishes closely connected roles for SBE and SPlin the development and implementation of an accountability system. ○ RCW 28A.657.110 recognizes the need for continued refinement of the accountability index. ○ RCW 28A.657.120 grants broad rule-making authority to SBE and OSPI to implement the powers and duties granted by Chapter 28A.657. 	

SBE Statutory Authority for Accountability Framework

Policy Consideration

The Board will review its statutory authority for development of a framework for school accountability, and consider what additional authority may be necessary or helpful in moving that work to completion.

Summary

The State Board of Education's authority for developing a framework for school accountability is established in the law that created the present agency in 2005, and in the omnibus education reform legislation that set the current state policy for school accountability in 2010.

In ESHB 5732, the 2005 Legislature declared its intent to "reconstitute the state board of education and to refocus its purpose." Section 104 stated in the first sentence that "The purpose of the state board of education is to provide advocacy and strategic oversight of public education [and] *implement a standards-based accountability system.*" It is at the heart of the mission the Legislature set for SBE in reconstituting it with new powers and duties.

The Legislature reiterated this purpose in SHB 2261, the landmark 2009 act redefining and revising the funding of basic education. In Part V, "Shared Accountability for School and District Improvement," the Legislature declared that it "*has already charged the state board of education to develop criteria to identify schools that are successful, [those] in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies.*" SBE, it found, "should build on the work that the board has already begun in these areas." The act amended the State Board's enabling statute, RCW 28A.305.130, to clarify that the agency's purpose is to "implement a standards-based accountability *framework that creates a unified system of increasing levels of support for schools* in order to improve student academic achievement."

E2SSB 6696, from the 2010 session relating to education reform, gave specific direction to the State Board of Education in carrying out the responsibilities charged to it for school accountability. The act assigned distinct yet closely collaborative roles to the Office of Superintendent of Public Instruction and the State Board of Education in the development and implementation of an accountability system. In the first section, the act states:

The legislature finds that it is the state's responsibility to create a coherent and effective accountability framework for the continuous improvement of 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. . . . -- RCW. 28A.657.005. [Emphasis added.]

The references to “accountability framework” in the successive acts of the Legislature indicate that the State Board of Education’s accountability framework is intended to be comprehensive, embracing in its design data reporting, performance measurement, and support for schools to raise achievement. Implementation is reserved to the Superintendent of Public Instruction, including the “developing and implementing the accountability tools to build district capacity” cited in the opening section of SB 6696.

SB 6696 goes on to identify two phases in the development of the accountability framework (used interchangeably in the act with “accountability system”):

- **A Phase One**, in which schools that have done an exemplary job raising student achievement and closing the achievement gap will be recognized, and the lowest five percent of persistently lowest-achieving schools will be assisted through federal funds and intervention models through first a voluntary, and then a required action process.
- **A Phase Two**, in which the state will work toward implementation of SBE’s accountability index for identification of schools in need of improvement, and use state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program, to raise the achievement of those schools.

The Legislature recognized in Senate Bill 6696 that the accountability index is not a fixed product, but a dynamic process requiring ongoing development as more data become available and improved ways of measuring student achievement emerge:

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

(2) The state board of education shall develop an accountability index to identify schools and districts for recognition, for continuous improvement, and for additional state support. The index shall be based on criteria that are fair, consistent, and transparent. *Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments.* . . . – RCW 28A.657.110. [Emphasis added.]

The Legislature made clear in this section that the accountability index is not and cannot be limited to performance measures specifically named in the act. It is on this statutory authority that SBE will move forward on development of a new draft Achievement Index, aligned with ESEA flexibility principles, that incorporates student growth within current measures of school and district performance.

RCW 28A.657.120 grants the State Board of Education, together with the Superintendent of Public Instruction, broad rule-making authority to implement the powers and duties granted it by this chapter of state law. That rule authority is sufficient to support revision of the accountability index without additional legislation.

As the State Board moves on to the next stage in development of the accountability framework, in which it identifies specific strategies of support and intervention, it should consider what additional legislation should be pursued to establish a sufficient statutory basis for implementation. Under the current timeline such legislation is unlikely to be needed before the 2014 Session.

Background

None

Action

None

The Washington State Board of Education

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

Title:	Achievement Index Communications Plan and Work Group Work Plan	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Do the Achievement and Accountability Charter, Resolution, and the communications plan support the Board in its development of a revised Achievement Index and new statewide accountability framework?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>The Washington SBE and OSPI, through collaboration with state and local policy makers, educators, parents, and citizens, will develop:</p> <ol style="list-style-type: none"> 1. A revised Achievement Index to enable 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. This Index will identify high-performing schools for recognition and low-performing schools for support and intervention. 2. A statewide accountability framework designed to improve student achievement and school performance, close achievement/opportunity gaps, and increase the quality of instruction for all students, including students with disabilities, English language learners, and students from historically underserved subgroups. <p>The rationale for this work is outlined in the Achievement and Accountability Resolution.</p> <p>To better inform the work and encourage broad-based stakeholder feedback, SBE and OSPI will convene an Achievement and Accountability Workgroup (AAW). The role of the AAW is outlined in the AAW Charter. Comprised of up to 17 appointed members, the workgroup will play an instrumental role in supporting SBE and OSPI in the Achievement Index and accountability framework's design.</p> <p>The AAW communications plan identifies key publics, targeted objectives for those publics, and strategies/tactics necessary to successfully meet those objectives. Communications will be essential in successful direction to and facilitation of AAW, coordination with OSPI and the steering committee, outreach to key publics through direct and indirect channels, and feedback to SBE.</p>	

ACHIEVEMENT AND ACCOUNTABILITY RESOLUTION, CHARTER, AND COMMUNICATIONS PLAN

Policy Consideration

Staff is proposing the following documents for Board consideration:

- Achievement and Accountability Charter
- Resolution

Summary

The Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI), through collaboration with state and local policy makers, educators, parents, and citizens, will develop:

1. A revised Achievement Index to enable a unified system of support for challenged schools that:

- Aligns with basic education.
- Increases the level of support based upon the magnitude of need.
- Uses data for decisions.

This Index will identify high-performing schools for recognition and low-performing schools for support and intervention.

2. A statewide accountability framework designed to:

- Improve student achievement and school performance.
- Close achievement/opportunity gaps.
- Increase the quality of instruction for all students, including students with disabilities, English language learners, and students from historically underserved subgroups.

Achievement and Accountability Workgroup (AAW)

To better inform the work and encourage broad-based stakeholder feedback, SBE and OSPI will convene an Achievement and Accountability Workgroup (AAW). The Achievement and Accountability Charter (Appendix B) outlines the purpose, background, and proposed leadership structure for this project. SBE will invite representatives from 17 stakeholder organizations to participate. The AAW will play an instrumental role in supporting SBE and OSPI in the development of a revised Achievement Index and accountability framework.

The following stakeholder organizations will be invited to appoint a representative to the AAW:

- Association of Washington State Principals *
- Bilingual Education Advisory Committee
- Department of Early Learning
- Education Opportunity Gap Oversight and Accountability Committee
- Educational Service Districts
- Higher Education Coordinating Board
- League of Education Voters

- Office of the Governor
- Partnership for Learning
- Special Education Advisory Committee
- Stand for Children
- State Board for Community and Technical Colleges *
- Washington Association of School Administrators *
- Washington Education Association *
- Washington State School Directors' Association *
- Workforce Training and Education Coordinating Board *
- Washington State Parent Teacher Association

* The appointed members should currently be working in the field.

The AAW work plan includes eight workgroup sessions, scheduled in the months between SBE meetings. The Board will provide direction to and receive feedback from AAW, beginning with the first meeting in October 2012. The ultimate design of the Index and the accountability framework is the responsibility of both SBE and OSPI, and the role of AAW is to provide stakeholder perspective on key design and framework features.

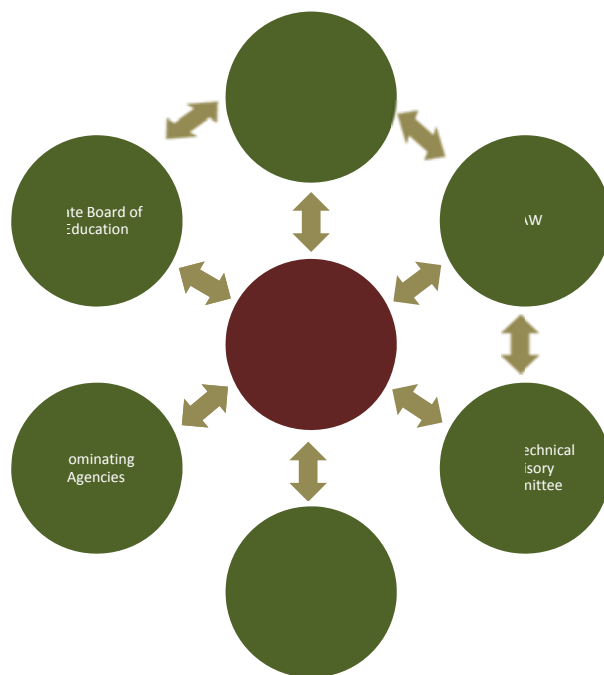
Communications Plan

The AAW communications plan is designed to support the Index and accountability framework's development.

Essential to the plan is the identification of key publics and objectives, which include but are not limited to, the following:

Sample Key Publics	Example Communications Tactics
SBE/OSPI Staff	Determine workgroup composition, develop scope, sequence, and nomination forms for appointees, and facilitate communications between the contractor and members.
Members	Members use staff materials to move towards approving and adopting a revised Achievement Index and accountability framework.
Legislature	Staff informs Legislature of Board's work, final product, and possible revisions to statute.
Achievement and Accountability Workgroup	Staff creates charter, facilitates meetings, coordinates agenda, and develops final report to Board on workgroup's recommendations. AAW will make recommendations on key design features to the Board.
Stakeholders (nominating agencies) and other publics	Publics have the option to participate in surveys, scheduled meetings, one-on-one conversations, and potentially a tele-townhall in 2013.

Communications will be essential in successful direction to and facilitation of AAW, coordination with OSPI and the steering committee, outreach to key publics through direct and indirect channels, and feedback to SBE.



Copies of the communications plan will be provided by request.

Timeline

The table below provides an overview timeline of key SBE decision points, culminating in September 2013 with adoption of a Revised Index. If the ESEA Flexibility application is approved, the new Index will be implemented as the unifying tool to both recognize high achieving schools and identify low-achieving schools for support and intervention.

Board Meeting	Topic/Decision	Discussion	Decision
July 2012	Purpose and Theory of Action	X	
	Index Principles	X	
	Resolution		X
	Charter		X
November 2012	Performance Indicators		X
January 2013	Sub-Indicators		X
	Prototype Index		X
March 2013	Targets/Goals; Tiers	X	
May 2013	Revised Index Review	X	
July 2013	Revised Index Approval		X
September 2013	Revised Index Adoption		X

Background

The Achievement Index

The Washington State Board of Education developed the first Achievement Index in response to the 2009 state legislation (ESHB 2261), a bill which charged SBE to develop a user-friendly school evaluation tool that would do the following:

- Identify schools for state recognition.
- Identify schools that may need additional state support.
- Utilize fair, consistent, and transparent criteria.
- Measure student performance on statewide assessments.
- Track graduation rates.

SBE staff, with the assistance of a contractor and a stakeholder workgroup, developed the current Achievement Index to meet these requirements.

Since 2010, SBE and OSPI have used the Achievement Index to recognize the state's highest-achieving schools. The Legislature identifies this as "Phase I" of a statewide accountability system (via the 2010 state legislation E2SSB 6696).

Phase II calls for further development of the school accountability framework.

Phase II began with the March 2012 Washington State application for a flexibility waiver from the federal requirements of the Elementary and Secondary Education Act (or No Child Left Behind). The application includes a request to use a next-generation version of the Achievement Index for statewide accountability.

The flexibility requirements call for significant changes to the Achievement Index. These changes include adding student growth data and removing the peers rating. The SBE has an opportunity to take a fresh look at the elements of the Index and will discuss other changes, in addition to those that are required, such as adding post-secondary and career readiness indicators. The flexibility request will inform the recommendations made by the Achievement and Accountability Workgroup.

Statewide Accountability Framework

The 2010 Washington State Legislature called for developing a statewide accountability framework. This framework will use the Achievement Index to identify schools in need of improvement and use state funds to support those schools through local and state intervention models.

OSPI and SBE subsequently implemented a program of Required Action for the state's persistently lowest-achieving schools. This was an extension of the existing voluntary school improvement program (School Improvement Grant). Both programs heavily relied on federal funds and were tied to the implementation of federal school intervention models (transformation, restart, closure, or turnaround).

With the 2012 ESEA flexibility waiver, SBE and OSPI now have an opportunity to develop a statewide school accountability framework to replace the accountability framework currently required by ESEA.

Connection to SBE's Strategic Plan Goals

The Board's mission is to lead the development of state policy, provide system oversight, and advocate for student success. A robust Achievement Index and an effective statewide accountability system directly support SBE's mission by providing comprehensive and clear data to create policy and an accountability system designed to support student achievement.

A robust Achievement Index and accountability framework is essential to three Strategic Plan Goals:

- Goal Two: Provide policy leadership for closing the achievement gap.
- Goal Three: Provide policy leadership for strengthening students' transitions within the P-13 system.
- Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science.

Action

The Board is expected to approve the Achievement and Accountability Charter and Accountability Resolution.

Accountability System Resolution - Washington State Board of Education

Draft Prepared for July Board Meeting

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 Washington State Legislature has established as the primary goal of our educational system the provision of instruction of sufficient quality and quantity to prepare students for post-secondary education, gainful employment, and citizenship; and

WHEREAS, the Washington State Legislature assigned the State Board of Education responsibility and oversight for creating an accountability framework that provides a unified system of support for challenged schools, increases the level of support based upon the magnitude of need, and uses data for decisions; and

WHEREAS, the Achievement Index developed by the State Board of Education in 2009 was intended to be the foundation of the new accountability system, and has since been used for school recognition purposes due to constraints contained within the federal No Child Left Behind legislation; and

WHEREAS, the Elementary and Secondary Education Act flexibility waiver process presents the opportunity to reform Washington's accountability framework to utilize one unified methodology for recognizing schools and identifying schools in need of assistance; and

WHEREAS, the incorporation of student growth data into the Index will support a fair and equitable approach to measuring the state's progress toward the paramount goal of the educational system; and

THEREFORE, BE IT RESOLVED that the State Board of Education will begin development and implementation of "Phase II" of the accountability system established under RCW 28A.657, and will begin by focusing on revising the Achievement Index to incorporate student growth and establish a unified system for evaluating school and district performance in Washington State; and

FURTHER, BE IT RESOLVED that the State Board of Education is hereby adopting the following principles and statements of belief to guide its revision of the Index:

- The key performance indicators utilized in the new Index will be clearly aligned with education system goals as expressed by the laws of the state of Washington.
- The incorporation of student growth data will establish a fair and equitable means of evaluating school and district performance over time.
- Aggregate assessment results mask large achievement and growth gaps impacting our most vulnerable student populations. Disaggregation by subgroup is a necessary feature of any new Index.

- The new Index will be transparent to key stakeholder groups both in terms of the types of indicators used and how data can be accessed and utilized by stakeholders and practitioners.
- The revised Index will incorporate both school and district level achievement data in recognition of the unique roles of each in an accountability framework.

FURTHER, BE IT RESOLVED that the State Board of Education hereby establishes a stakeholder workgroup with broad-based representation to provide focused and constructive input relating to the key design features of a revised Index, and system changes necessary to implement "Phase II" of the accountability system envisioned under RCW 28A.657; and

FURTHER, BE IT RESOLVED that the State Board of Education establishes a goal of developing a new Achievement Index prototype by February of 2012, and a final Achievement Index for the beginning of the 2013-14 school year.



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn

Old Capitol Building • PO Box 47200 • Olympia, WA 98504-7200 • www.k12.wa.us



STATE BOARD OF EDUCATION

Jeff Vincent, Chair

Old Capitol Building • PO Box 47206 • Olympia, WA 98504 • www.sbe.wa.gov

Achievement and Accountability Charter

Project Purpose:

The Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI), through collaboration with state and local policy makers, educators, parents, and citizens, will develop:

1. A revised Achievement Index to enable 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. This Index will identify high-performing schools for recognition and low-performing schools for support and intervention.
2. A statewide accountability framework designed to improve student achievement and school performance, close achievement/opportunity gaps, and increase the quality of instruction for all students, including students with disabilities, English language learners, and students from historically underserved subgroups.

Background:

The Achievement Index

The Washington State Board of Education developed the first Achievement Index in response to the 2009 state legislation (ESHB 2261), a bill which charged SBE to develop a user-friendly school assessment tool that would do the following:

- Identify schools for state recognition.
- Identify schools that may need additional state support.
- Utilize fair, consistent, and transparent criteria.
- Measure student performance on statewide assessments.
- Track graduation rates.

SBE staff, with the assistance of a contractor and a stakeholder workgroup, developed the current Achievement Index to meet these requirements.

Since 2010, SBE and OSPI have used the Achievement Index to recognize the state's highest-achieving schools. The Legislature identifies this as "Phase I" of a statewide accountability system (via the 2010 state legislation E2SSB 6696). "Phase II" calls for further development of the school accountability framework.

Phase II began with the March 2012 Washington State application for a flexibility waiver from the federal requirements of the Elementary and Secondary Education Act (or No Child Left Behind). The application includes a request to use a next-generation version of the Achievement Index for statewide accountability.

The flexibility requirements call for significant changes to the Achievement Index. These changes include adding student growth data, removing the peers rating, and more. The flexibility request will inform the development of the efforts of the Achievement and Accountability Workgroup.

Connection to Board's Mission and Strategic Plan Goals

The SBE's mission is to lead the development of state policy, provide system oversight, and advocate for student success. A robust Achievement Index and an effective statewide accountability system directly supports SBE's mission, providing comprehensive and clear data to create policy and an accountability system designed to support student achievement.

A robust Achievement Index and accountability framework is essential to three Strategic Plan Goals:

- Goal Two: Provide policy leadership for closing the achievement gap.
- Goal Three: Provide policy leadership for strengthening students' transitions within the P-13 system.
- Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science

SBE Role

The SBE has statutory authority to develop an accountability index and to partner with OSPI to propose that index as an alternative to federal accountability. Regular SBE meetings between May 2012 and September 2013 will focus on development of a revised Index. The SBE's work will focus on underlying principles, performance indicators, a prototype index, and a final revised Index.

Achievement and Accountability Workgroup (AAW)

A group of stakeholders will be convened to inform and advise the SBE on development of the revised index. This group will respond to SBE policy questions and provide stakeholder perspectives.

The Achievement and Accountability Workgroup will meet bi-monthly through December of 2013. The meetings will occur in two phases. Phase one will focus on the development of a revised Achievement Index, beginning in October 2012 and ending in April 2013. Phase two will begin in June of 2013. We encourage workgroup members to commit to both phases, but anticipate some attrition. SBE staff is responsible for synthesizing and presenting AAW feedback to the SBE.

The workgroup will convene in the months between the regularly scheduled SBE meetings to better inform the work of SBE.

Phase One

The SBE anticipates adopting a September resolution directing the AAW to respond to specific questions, including:

- What do stakeholders (including parents, school staff, district staff, board members, community members) want and need from a revised Achievement Index?
- What Key Performance Indicators (e.g. achievement, growth, growth gaps, and career readiness) should be included?
- How should various indicators be disaggregated to measure achievement/opportunity gaps?

- How should the Index be designed in order to plan for a smooth transition to assessments from the Smarter Balanced Assessment Consortium?
- How should various indicators be weighted, and what targets should be set?
- What tier labels should be used (e.g. A – F or Exemplary – Struggling)?

Phase Two

Workgroup members will explore the following key questions:

- What programs do other states employ to address persistently low-achieving schools?
- What is the future of Required Action in light of the new Index?
- What state and local models for intervention could be developed, as required in E2SSB 6696?

Steering Committee

OSPI and SBE staff will participate in regular Steering Committee meetings to ensure that the efforts of both agencies are aligned.

Technical Advisory Committee

A technical advisory committee will provide technical expertise during the development of the Index. The purpose of the Technical Advisory Committee is to ensure that the developing Index will align with current data systems and meet the federal expectations of the ESEA Flexibility request.

Communications Plan

The Achievement and Accountability communications plan includes selection and coordination of workgroup meetings, materials, and development of deliverables to the Board. Key publics will also be aware of the workgroups progress.

Executive Sponsors:

Ben Rarick
SBE Executive Director

Alan Burke
OSPI Deputy Superintendent

Achievement and Accountability

A review of the Achievement and Accountability Resolution,
Charter, Work Plan, and Communications Plan

Sarah Rich, Policy Director
Aaron Wyatt, Communications Director

Two Goals

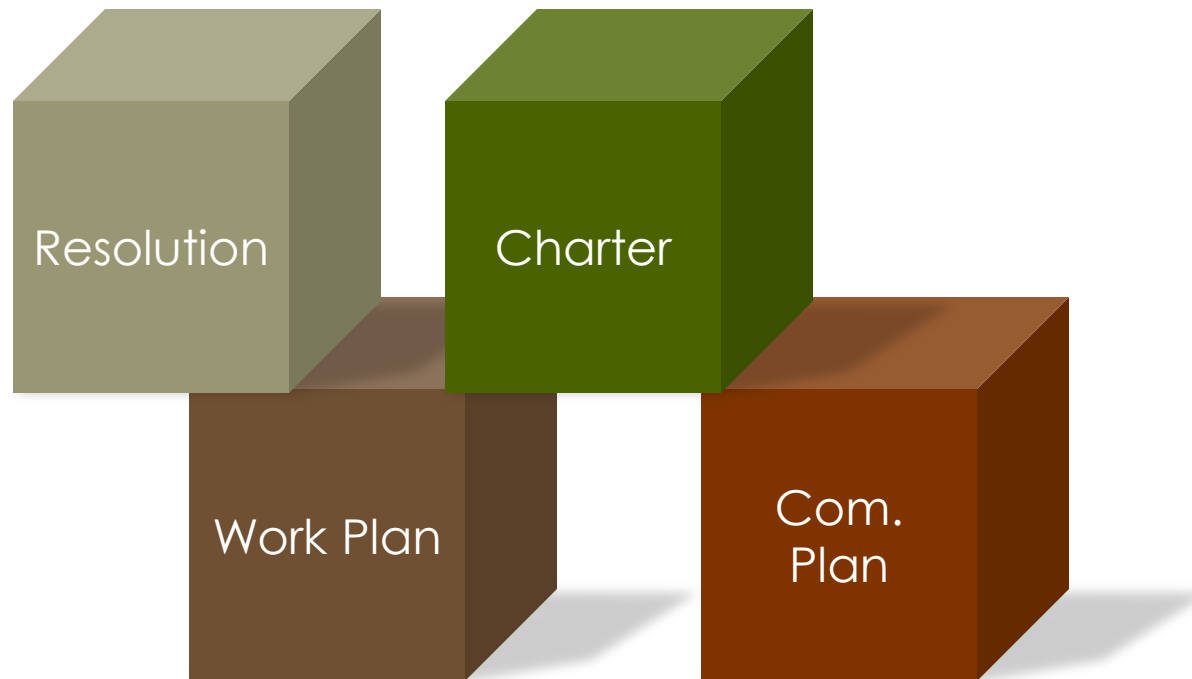


Revised Achievement Index



Accountability Framework

Four Foundation Documents

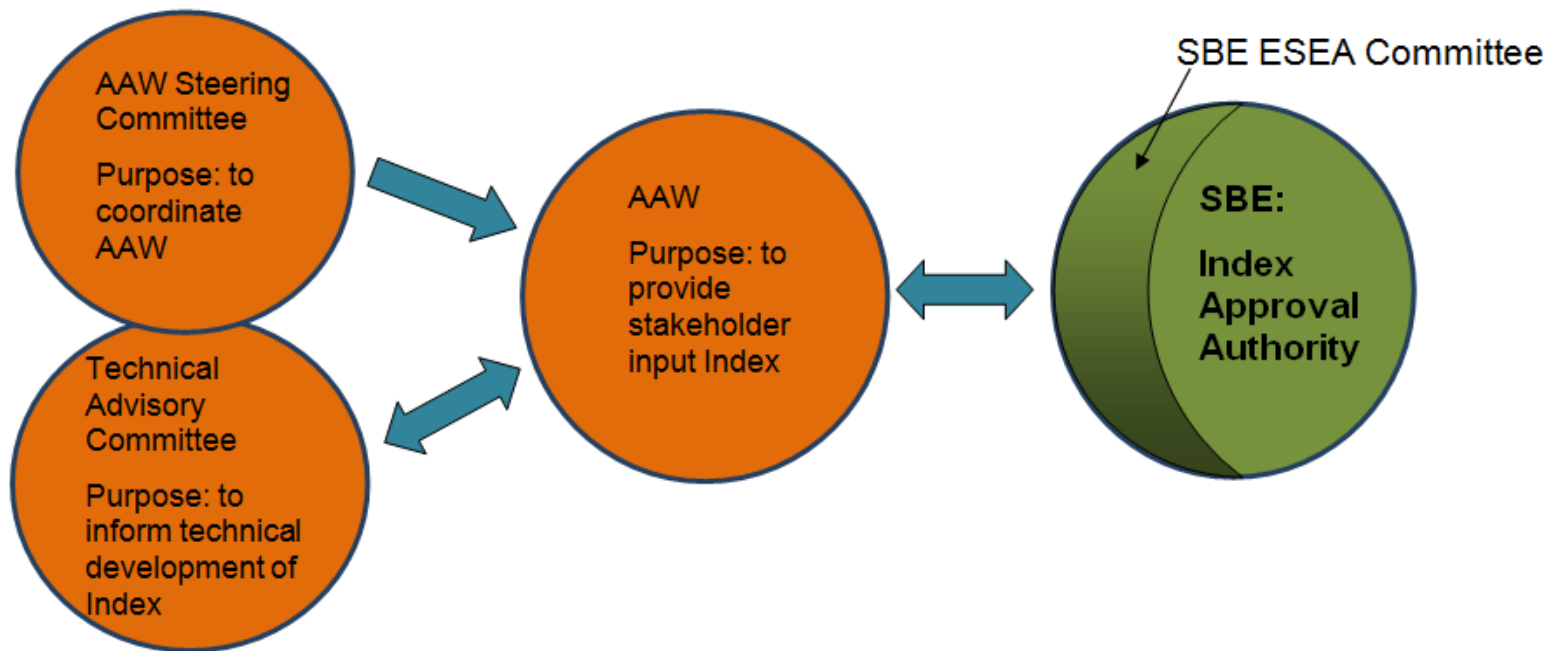


AAW Composition

* The appointed members should be working in the field

AWSP *	WASA *	WSSDA *
WEA *	PTA	P4L
GOIA	CAAA	CHA
LEV	Stand	WTECB *
SBCTC *	ESDs	HECB
BEAC	EOGOAC	SEAC
GOV	DEL	APAA

AAW Input Process



AAW Communications

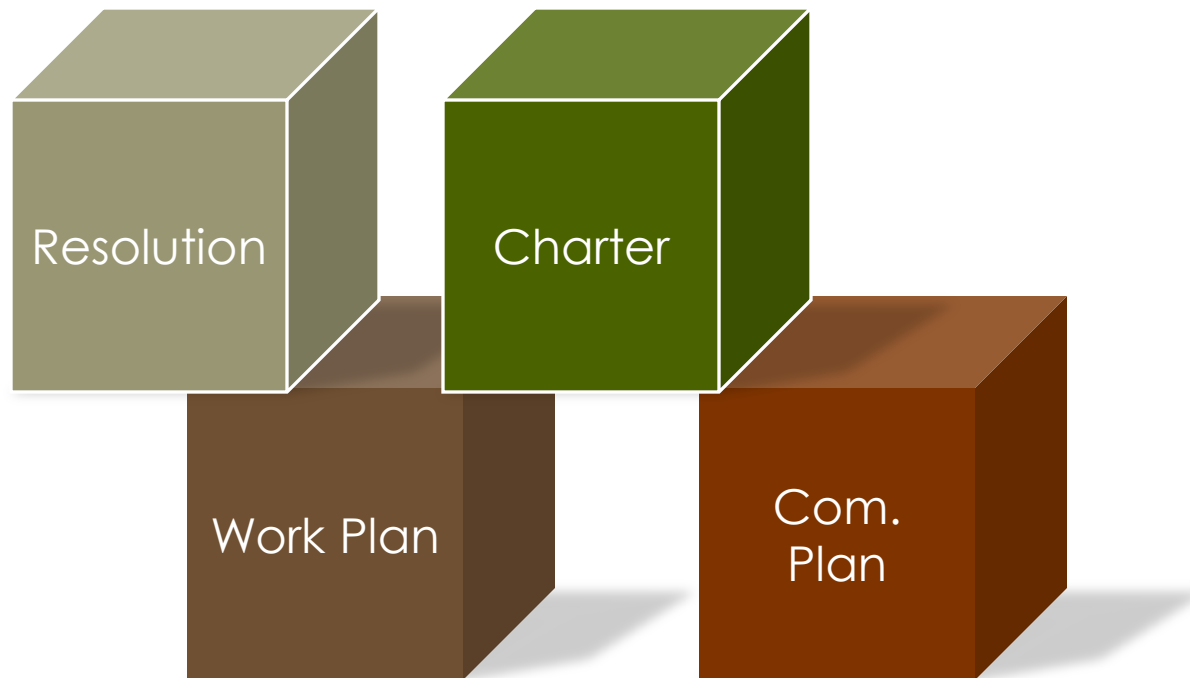




Example

	2012				
	July	Aug	Sept	Oct	Nov
Board Meetings	Index Principles, Theory of Action Products: 1. Charter 2. Resolution	Special Bd Mtg	Discuss Performance Indicators Product: Letter to AAW defining key questions		Discuss Sub-indicators Product: Approval of Performance Indicators
Achievement & Accountability Work Group (AAW)		Webinar or conference call		Feedback on Performance Indicators Product: Meeting summary	
Joint Select Committee			Interim Report		

Document Highlights



The Washington State Board of Education

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

Title:	ESEA Flexibility Overview	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<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
Policy Considerations / Key Questions:	<p>As of June 25, the Office of Superintendent of Public Instruction (OSPI) is still waiting for a decision on the ESEA Flexibility Request. The Board will briefly discuss the possible impact of US Department of Education (ED) denial on the revision of the Index and future accountability work.</p> <p>If ED approves the request, then the development of the revised Achievement Index, culminating in September 2013 with a final product, will proceed as planned. Specific details about commitments in the request, as it relates to Index revision, are outlined in more detail in the State Accountability System memo.</p>	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>ED has informed OSPI that Principles One and Two are acceptable in their revised form. Principle Three, however, remains unapproved as of this writing (June 25, 2012). ED feedback centered on the concern that although student growth data will be used as a factor in teacher evaluation, it may not be a <i>significant enough</i> factor.</p> <p>Given the possibility that ED may not approve Washington's Flexibility Request, the SBE should discuss possible impacts on the proposed Achievement and Accountability work. SBE has clear statutory authority to develop a revised Index (see SBE Statutory Authority for Accountability memo) and there are compelling reasons to revise the Index, even absent an approved Flexibility Request.</p>	

The Washington State Board of Education

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

ESEA Flexibility Overview

Policy Consideration

As of June 27, the Office of Superintendent of Public Instruction (OSPI) is still waiting for a decision on the ESEA Flexibility Request. The Board will briefly discuss the implications of a waiver denial, specifically in regards to the revision of the Index and future accountability work.

With an approved waiver, work towards the development of the revised Achievement Index will proceed as planned. Specific details about commitments in the request, as it relates to Index revision, are outlined in more detail in the State Accountability System memo.

Summary

The US Department of Education (ED) has informed OSPI that Principles One and Two are acceptable in their revised form. Principle Three, however, remains unapproved as of this writing. The ED expressed concern that student growth data may not be *a significant enough* factor in teacher evaluations, as currently proposed in our request.

Given the possibility that ED may not approve Washington's application, members should discuss possible impacts on the proposed Achievement and Accountability work. SBE has clear statutory authority to develop a revised Index (see SBE Statutory Authority for Accountability memo). Beyond the context of a Flexibility Request, compelling reasons to revise the Index include an opportunity to do the following:

- Include student growth data, which would create a more equitable way of evaluating school and district performance over time.
- Reassess performance indicators for alignment with education system goals.
- Fulfill SBE's responsibility as defined in Senate Bill 6696 to continue to "*refine* the development of an accountability framework that creates a unified system of support for challenged schools, that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions" (emphasis added).
- Lay the necessary ground work to begin Phase II outlined in Senate Bill 6696, including the "implementation of SBE's Accountability Index for identification of schools in need of improvement, and use state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program, to raise the achievement of those schools."

If ED does not approve the request, then the following issues should be taken into account when planning to revise the Index:

- The Index will not necessarily have to identify Reward, Priority, Focus, and Consistently Low-Achieving schools in the same ways that were required by ED, leaving more flexibility for SBE to determine categories of schools for recognition and improvement.
- Stakeholder engagement may diminish due to the lack of immediate relief from NCLB sanctions.

Background

On February 27, 2012, OSPI submitted an ESEA Flexibility Request¹ to ED. This request was developed in partnership with SBE. This request was aligned with the expectations of RCW 28A.657.110, which directed OSPI and SBE to seek approval from ED to use the Achievement Index to replace the federal accountability system known as No Child Left Behind (NCLB).

At the request of ED for clarification, seven revisions were subsequently submitted in May and June.

The ED established key principles that states must meet:

1. *Principle One—College- and Career-Ready Expectations for All Students*

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

2. *Principle Two—State-Developed Differentiated Recognition, Accountability, and Support.*

The major work for Washington is contained in this principle. ED guidelines require four components of an accountability system:

1. Establishing annual measureable objectives (AMOs).
2. Recognizing and rewarding schools for high achievement and closing educational opportunity gaps.
3. Identifying and developing improvement plans for Priority Schools.
4. Identifying and developing improvement plans for Focus Schools with low performance and/or large achievement gaps among low income students, students with disabilities, English language learners, and other student subgroups.

As laid out in E2SSB 6696, the accountability system suggested by OSPI and SBE uses the current Achievement Index as the basis for developing the system.

3. *Principle Three—Supporting Effective Instruction and Leadership.*

This principle is met through the teacher/principal evaluation components of E2SSB 6696, now being implemented through the work of the Teacher Principal Evaluation Project (TPEP) and a new bill, which recently passed the Legislature, Engrossed Substitute Senate Bill 5895.

Appendix A is an overview of the Flexibility Request.

Expected Action

None. This information is presented for discussion only.

¹ The full Flexibility Request and revisions to the request are available on the OSPI website, along with supporting information: <http://www.k12.wa.us/ESEA/PublicNotice.aspx>.

ESEA FLEXIBILITY REQUEST SUMMARY



1. What is the ESEA flexibility opportunity?

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

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

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

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

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

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

Relief begins immediately after the flexibility is granted.

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

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

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

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

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

ED has established four principles that must be met.

Principle 1—College- and Career-Ready Expectations for All Students

Principle 2—State-Developed Differentiated Recognition, Accountability, and Support

Principle 3—Supporting Effective Instruction and Leadership

Principle 4—Reducing Duplication and Unnecessary Burden

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

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

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

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

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

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

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

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

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

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

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

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

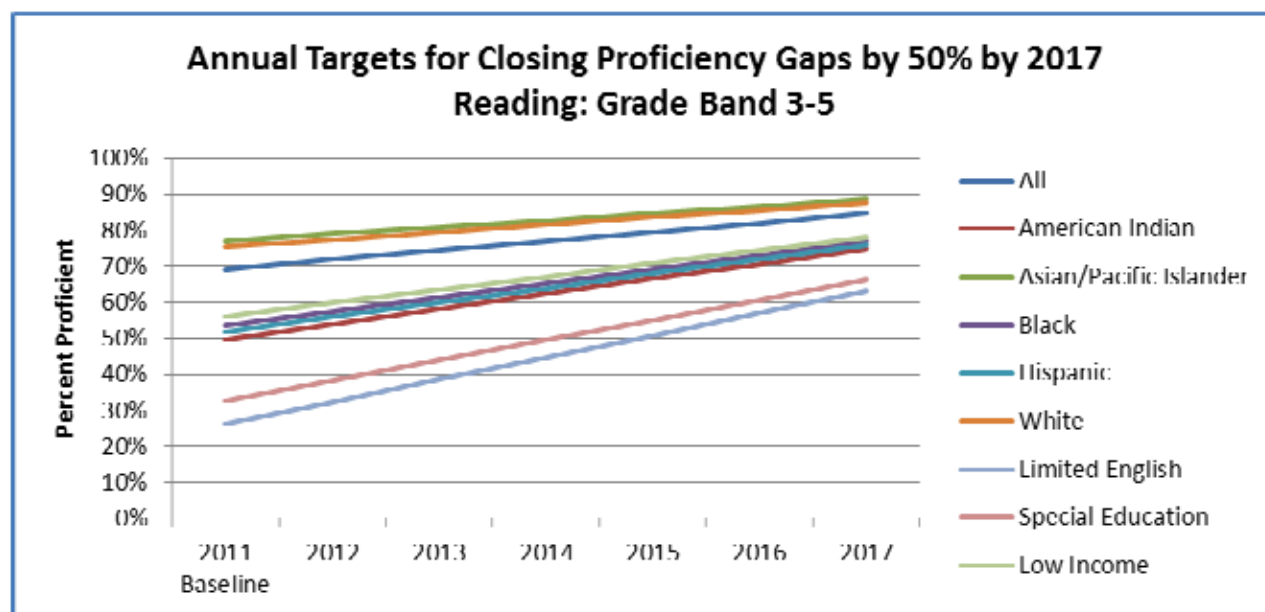
PRINCIPLE 2: PROPOSED STATE ACCOUNTABILITY SYSTEM

Annual Measurable Objectives (AMOs) or Targets

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

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

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



Reward Schools

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

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

Priority Schools

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

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

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

Focus Schools

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

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

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

The Washington State Board of Education

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

Title:	State Accountability System – Underlying Principles and Concepts	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Between July 2012 and September 2013, SBE will consider the following policy questions: 1. What is the theory of action for the revised Index? 2. What Performance Indicators will be included in the revised Index? 3. How will data be disaggregated in the Index? 4. How will OSPI and SBE make the data actionable and transparent for teachers, parents, schools, and districts?	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	Richard Wenning will guide the SBE through a discussion of key elements of accountability systems and recommended principles. The Board will also discuss student growth percentiles in depth.	

STATE ACCOUNTABILITY SYSTEMS

Policy Considerations

Between July 2012 and September 2013, SBE will consider the following policy questions:

1. What is the theory of action for the revised Index?

For example: the goal of the Index will be aligned with the goal of the educational system, which is to ensure that schools are preparing all students for post-secondary education, gainful employment, and citizenship. For all students to achieve this level of preparation, high degrees of both student growth and proficiency are necessary at every grade level.

In contrast with the existing No Child Left Behind accountability system, in which most schools are judged unsuccessful based upon student proficiency data in only two content areas, the revised Index will include both proficiency on multiple content areas and student growth data to provide a clearer and more equitable evaluation of school and district performance over time.

This will enable schools to better self-assess their own performance, and will enable districts to better differentiate support to schools. At the state level the Index will identify high-performing schools for recognition and reward, including schools with high rates of student growth that may not have been recognized in a proficiency-only system. The Index will also identify lower performing schools, including schools with low rates of student growth, for support and intervention.

2. What Performance Indicators will be included in the revised Index?

The Board will consider the possible inclusion and relative importance or value of the following:

- a. Proficiency indicators (percent of students meeting standard in reading, writing, math, science).
- b. Growth indicators (student growth rates (median student growth percentile), percent of students making a year's growth, percent of students making adequate growth to be on track in reading and math)).
- c. Workforce and postsecondary readiness indicators (percent of students demonstrating readiness on one of multiple indicators of workforce or college preparedness).
- d. Other performance indicators (participation rates, etc.).

The Board will also determine the relative importance or weight of each of the performance indicators chosen.

3. How will data be disaggregated in the Index?

Should the Index collapse subgroups into an "at-risk" subgroup in order to look at growth gaps? One option is to utilize a super-subgroup of students with disabilities, English

learners, former English learners, and low income students. Another option would specifically analyze growth for each of the following: low-income students, minorities, students with disabilities, English learners, and students who need remediation.

4. How will OSPI and SBE make the data actionable and transparent for teachers, parents, schools, and districts?

For example, what type of interface/documents will be available to parents, community members, teachers, schools, and districts? What kinds of support and training materials will be produced?

Summary

Key Elements of an Accountability System

Beginning in July 2012 and culminating with an approved revised Index in September 2013, SBE, in partnership with OSPI, will consider necessary elements of a revised Achievement Index to fulfill the responsibility of SBE as defined in Senate Bill 6696, which included expectations for two phases of development of an accountability system (for more information, please see SBE Statutory Authority for Accountability Framework in this board packet).

Phase I:

1. Principles to guide the development and implementation of the accountability system.
2. Goals, which includes the purposes, uses, and theory of action of the system.
3. Performance Indicators to measure performance and improvement.
4. Design decisions, including relative weight of performance indicators, additional data to include such as ELL data, and tier labels.
5. Consequences including rewards, sanctions, and interventions.

Phase II:

6. Communication designed to provide data to stakeholders and the public.
7. Support for schools and districts that increases based upon the magnitude of need.
8. System evaluation, monitoring, and improvement to continually ensure goals are being met.

Principles

At the July 2012 meeting, SBE will discuss a set of recommended accountability system principles that are most relevant to Index revision, including:

- Alignment of performance indicators to rigorous standards.
- Meaningful differentiation of school performance.
- Inclusion of multiple student outcomes (proficiency and growth).
- Subgroup disaggregation.
- Engagement with stakeholders.

These principles are reflected in the draft resolution which is presented for approval at the July meeting.

Future SBE meetings will include discussion of additional principles that are relevant to Phase II:

- Diagnostic reviews to link determinations to supports/interventions.
- Building school and district capacity with support and intervention.

- Targeting the lowest performing schools for significant interventions.
- Innovation, evaluation, and continuous improvement of the accountability system over time.

Performance Indicators

SBE will consider including a range of possible performance indicators and sub-indicators including:

Performance Indicators	Sub-Indicators
Proficiency (percent of students meeting or exceeding state standards)	<ul style="list-style-type: none"> • Reading • Math • Writing • Science • Washington English Language Proficiency Assessment • Participation rates
Growth	<ul style="list-style-type: none"> • Student Growth Percentiles (SGP) for reading and math • Percent of students with adequate growth to be on grade level
Growth Gaps	Differences among subgroup SGP performance
Post-secondary / career readiness	<ul style="list-style-type: none"> • Dual credit participation and/or attainment • Industry certification • SAT/ACT • Enrollment in post-secondary apprenticeships, certification programs, military, or 2- or 4- year college • College remediation rates

Timeline

The proposed timeline for the discussion and decisions about key elements of the accountability system is outlined in the table below. The Achievement and Accountability Workgroup will provide stakeholder input and feedback at each step of the process.

In July, the Board will discuss accountability system principles; and goals, purpose, and a theory of action. The Board will be asked to approve a resolution and a workgroup charter.

By November 2012, the Board will formally approve a set of performance indicators. In January 2013, the Board will approve sub-indicators (specific measures for a performance indicator) and a prototype Index. This prototype will serve as a framework for the revised Index. It will outline the performance indicators and subindicators but will not necessarily define relative weight of each indicator, specific design decisions such as the 'tier' labels for various outcomes, or consequences for schools beyond what is already proposed in the ESEA flexibility application.

By March 2013, specific design decisions will be discussed by the Board. In May 2013, a revised Index will be presented for Board review. Two months later in July 2013, the Board will be asked to approve the revised Index and by September 2013, the Board is expected to adopt a final revised Index. Assuming that the US Department of Education gives its final approval of the Index, it will then be implemented as the single tool to identify schools for recognition and reward, as well as lower performing schools for support and intervention.

Timeline

Board Meeting	Topic/Decision	Discussion	Decision
July 2012	Index Principles	X	
	Goals, Purpose, Theory of Action	X	
	Resolution		X
	Charter		X
November 2012	Performance Indicators		X
January 2013	Sub-Indicators		X
	Prototype Index		X
March 2013	Design decisions	X	
May 2013	Revised Index Review	X	
July 2013	Revised Index Approval		X
September 2013	Revised Index Adoption		X

Background

Discussion of Principles

A critical first step in building a state accountability system is to establish a set of principles to guide decision making. The existing Achievement Index was grounded in state statute and a set of principles that appeared in the January 2009 Final Accountability Resolution¹, including the importance of creating a unified system of federal and state accountability; collaboration with stakeholders; and the use of fair, consistent, transparent, easily understood information to provide feedback to schools for self-assessment as well as identifying schools for recognition and support. While all of the original principles still apply, the opportunity to propose a revised Index for federal approval as well as the availability of new types of data warrants a fresh look at underlying principles for the Index revision.

SBE staff has analyzed multiple recent policy documents on state accountability systems. The table below summarizes these recommendations for accountability system principles. The column labeled *CCSSO Roadmap* summarizes the recommendations from *The Roadmap for Next-Generation State Accountability Systems, Edition 2*², by the Council of Chief State School Officers (included in the May 2012 Board packet). The column labeled *Fordham Foundation* summarizes the principles recommended by *Defining Strong State Accountability Systems*³, by the Fordham Institute. The column labeled *6696/Current Index* aligns these recommendations with the accountability system expectations defined in Engrossed Second Substitute Senate Bill 6696⁴ and the principles of the current Achievement Index. The column labeled *ESEA Flexibility* provides relevant portions from the ESEA Flexibility Request⁵, which outlined specific proposals for the state's accountability system. The final column provides a staff recommendation for a set of principles to guide the revision and implementation of the revised Index and accountability

¹ Final Accountability Resolution, January 2009

<http://www.sbe.wa.gov/documents/Final%20SBE%202009.01.15%20Accountability%20Resolution.pdf>

² Roadmap for Next-Generation State Accountability Systems, Edition 2; Gene Wilhoit, David Steiner, Joe Morton; Council of Chief State School Officers; http://www.ccsso.org/Documents/2011/Roadmap_for_Next-Generation_Accountability_2011.pdf.

³ Defining Strong State Accountability Systems: How Can Better Standards Gain Greater Traction? Eileen Reed, Janie Scull, Gerilyn Slicker, and Amber M. Winkler, April 2012. The Thomas Fordham Institute: <http://www.edexcellence.net/publications/defining-strong-state-accountability-systems.html>.

⁴ Engrossed Second Substitute Senate Bill 6696: <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202010/6696-S2.SL.pdf>.

⁵ Washington State ESEA Flexibility Application; http://www.k12.wa.us/ESEA/pubdocs/WASateESEAFlexibilityRequestRe-submittedJune5_2012.pdf.

system, which aligns with recent policy recommendations, state statute, and Washington commitments to the US Department of Education. These principles will be used to guide the decisions of SBE during the development of the Index and the accountability system.

	CCSSO Roadmap	Fordham Foundation	6696/Current Index	ESEA Flexibility	Staff Recommendation
Alignment of Performance Indicators	Alignment of performance goals to college- and career- ready standards.	Adoption of demanding, clear, and specific standards in all core content areas, and rigorous assessment of those standards.	Improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.	Articulation of state's expectations for school and district performance so all stakeholders' actions and decisions are aligned towards ensuring all students are ready for college and careers.	Alignment of performance indicators and goals to career- and college- ready standards to prepare students for postsecondary education, work, and global citizenship.
Meaningful differentiation of higher and lower performing schools	Annual determinations for each school and district that meaningfully differentiate between schools and districts and direct the provision of supports and interventions.	Annual determinations and designations for each school and district that meaningfully differentiate their performance.	Identification of schools and districts for both recognitions and support.	Differentiation of the performance of schools and districts in valid, reliable, and meaningful ways so that: (1) Lower performing schools and districts receive support and interventions and build capacity to meet expectations, and (2) Top performing/ high-growth schools and districts can be recognized and shared as models of excellence.	Annual determinations for each school and district that meaningfully differentiate between schools and districts and direct the provision of supports and interventions. (1) Identify top performing and high growth schools for recognition (Reward). (2) Low performing schools for intervention and support (Priority and Consistently Low Achieving). (3) Schools with low performing subgroups for intervention and support to close achievement/opportunity gaps (Focus).
Proficiency and growth	Focus on student outcomes on a variety of indicators, including those of both status and growth.	NA	Measure performance using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments.	Include at least performance in reading, mathematics, science, and writing, graduation rates, and student growth.	Focus on multiple student outcomes including reading, mathematics, science, writing, graduation rates, and student growth percentiles.
Subgroup gaps	Commitment to disaggregation; including disaggregation of data by student subgroup (for reporting and accountability).		Measure the closing of the achievement gap.	Distinguish between higher performing schools with low-performing subgroups and schools with overall low performance.	Commitment to disaggregation by student subgroups for reporting and accountability.
Reporting and communicating clear, timely, and actionable data	Reporting of timely, actionable, and accessible data to all stakeholders, including	Reporting of accessible and actionable data and other formative data to drive continuous	Reporting that is fair, consistent, transparent, and easy to understand by educators and the public.	Reporting that empowers and engages educators, policy/law makers, parents, and the public through communication and transparent, timely reporting of actionable	Reporting that engages educators, policy makers, parents, and the public with frequent communication and transparent, timely reporting of actionable

	CCSSO Roadmap	Fordham Foundation	6696/Current Index	ESEA Flexibility	Staff Recommendation
	outcome and richer data to drive continuous improvement.	improvement.		data.	data.
Diagnostic reviews	Deeper diagnostic reviews to link accountability determinations to meaningful supports and interventions.		Academic performance audits of the district and each persistently lowest-achieving school in a RAD ⁶ to identify reasons for low performance and lack of progress.	Required participation (for the lowest-performing schools) in an external Needs Assessment/Academic Performance Audit. Required use of findings from the Needs Assessment/Academic Performance Audit, research, and locally-developed data to develop improvement plan to be submitted and approved annually by OSPI.	Deeper diagnostic reviews, to better link accountability determinations to meaningful supports and interventions.
School and district capacity	Building school and district capacity for sustained improvement through supports and interventions.		Developing and implementing the accountability tools to build district capacity.	District and school capacity built via professional development and coaching and incentives that is differentiated, research-based, and anchored in locally-developed data and needs assessments.	Building school and district capacity for sustained improvement through supports and interventions.
Intervention for lowest performing schools	Targeting the lowest performing schools for significant interventions.	Maintaining a system of rewards and consequences to drive improvement at the school, district, individual student, and individual teacher and administrator levels.	For a specific group of challenged schools, defined as persistently lowest-achieving schools...to provide a required action process. Identification of schools in need of improvement, (including non-Title I schools) and the use of state and local intervention models and state funds through a required action process in 2013.		Targeting the lowest performing schools for significant interventions, including use of a required action process to intervene with lowest performing schools showing the least improvement.
Continuous improvement of accountability system	Innovation, evaluation, and continuous improvement in accountability systems over time.			Commitment to innovation and continuous improvement of the system to increase achievement and efficiency.	Commitment to innovation, evaluation, and continuous improvement of the accountability system over time.

⁶ Required Action District

Discussion of Key Elements of an Accountability System

Staff has analyzed recent policy documents written for state policy makers as they redesign their state accountability systems. These include:

- Key Elements for Educational Accountability Models⁷ (2007).
- Key Elements for Educational Accountability Models in Transition: A Guide for Policymakers⁸ (Appendix A).
- ESEA flexibility applications from ten states, which outline approved accountability systems in detail⁹ (for a summary, see additional materials folder).

The table below outlines key elements for state accountability systems in column one. Column two highlights relevant state statute or commitments made in the ESEA Flexibility Request. Column two essentially defines what the accountability system must accomplish according to law or commitments made to the US Department of Education. Column three presents other considerations for the Board. This final column presents some options for enhancement of the Index.

Key Elements	Statute and ESEA Flexibility Commitment	Other Considerations
Goals: What are the purposes, uses, and theory of action for the accountability system?	RCW 28A.150.220 (1): "School districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. " RCW 28A.657.005: "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."	A specific statement of a theory of action, such as: <i>The goal of the Index is to ensure schools are preparing students for post-secondary education, gainful employment, and citizenship. For all students to achieve this level of preparation, high levels of both student growth and proficiency are necessary at every grade level. The Index provides transparent, actionable data to identify high performing schools for recognition and reward, and to identify lower performing schools for support and intervention.</i>

⁷ Key Elements for Educational Accountability Models, Marianne Perie, Judy Park, and Kenneth Klau, December 2007. CCSSO:

http://www.ccsso.org/Resources/Publications/Key_Elements_for_Educational_Accountability_Models.html.

⁸ Key Elements for Educational Accountability Models in Transition: A Guide for Policymakers. Kenneth Klau, William Auty, Pat Roxchewski, June 2010. CCSSO:

http://www.ccsso.org/Resources/Publications/Key_Elements_for_Educational_Accountability_Models_in_Transition_A_Guide_for_Policymakers.html.

⁹ Available online at <http://www.ed.gov/esea/flexibility/requests>.

Key Elements	Statute and ESEA Flexibility Commitment	Other Considerations
Performance Indicators: What indicators will be used to measure performance and improvement?	Proficiency in reading, math, writing, and science. Must include minimum 95% participation in assessments. Growth in reading and math. Graduation rates (five-year).	Post-secondary / career readiness (e.g. dual credit participation or attainment; industry certification; SAT/ACT; enrollment in post-secondary apprenticeships, certification, or two- or four- year college). Improvement from one year to the next, or across a three year period.
Design decisions: How will indicators be used to make decisions about school and district effectiveness?	The new Index will identify four types of schools: 1. Reward: high-progress / high performing schools for recognition. 2. Priority: chronically lowest performing schools for turnaround efforts. 3. Focus: schools with greatest subgroup gaps for intervention. 4. Consistently Low Achieving schools with consistently low performance for additional assistance.	Weighting of performance indicators; for example, proficiency versus growth. Equally weighted or one more than the other? Inclusion of English Language Learner data, such as language acquisition. Tier labels, such as struggling, fair, good, very good, exemplary (current Index) or letter grades A-F. Additional recognition for closing achievement gaps; improvement; content-specific awards such as science, math, Language Arts.
Consequences What rewards or sanctions will be tied to the accountability system? (for Phase I work, this is already defined by the ESEA flexibility proposal)	Districts with Priority, Focus, or CLA schools will dedicate up to 20% of their Title I funds to implement turnaround strategies in schools, including a review of the effectiveness of the principal, a commitment to retain only teachers with the skills and ability to assist in the intervention effort, professional development to support teachers, additional time for instruction and teacher collaboration, a full review of the school's instructional program to ensure it is rigorous, aligns with standards, and provides additional support to students who need it; building family engagement, and implementing specific strategies to help ELLs, student with disabilities, and lowest achieving students.	Phase II of 6696 outlines an expectation that "state and local intervention models through a required action process" will be implemented beginning in 2013. The Joint Select Committee on Educational Accountability will provide a recommendation to the Legislature regarding lowest-performing schools that do not improve. SBE anticipates discussing rewards, sanctions, and additional supports for schools after the revised Index is finalized, beginning in September 2013.
Support: What resources and services will support schools and districts as they try to attain the goals of the accountability system?	OSPI School Improvement will provide differentiated support to Priority, Focus, and CLA schools with existing Title I funds.	

Key Elements	Statute and ESEA Flexibility Commitment	Other Considerations
Communication: How will data be provided to stakeholders and the general public in a manner that is both understandable and useful?	Not addressed.	The Index will change from an SBE product created with the assistance of OSPI, to a joint SBE/OSPI product that supplements the current Annual Yearly Progress determinations. Communication strategies will need to be developed in partnership with OSPI.
System evaluation, monitoring, and improvement: What are the mechanisms for continually analyzing and adjusting the model to ensure that the goals are met?	Not addressed.	Periodic re-evaluation of the Index and accountability system. What new forms of data should be added to the Index? Are schools that were identified for support and intervention improving? If not, what should be done differently?

Action

SBE will discuss accountability system principles, goals, theory of action, and performance indicators and will approve a resolution and charter to lay the groundwork for next steps.



Accountability 2.0

Next-Generation Design & Performance

Richard J. Wenning
The SchoolView® Foundation
Changing Conversations about Education®





Next-Generation Performance

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



Next-Generation Accountability Systems

- Coherent systems focused on learning & building performance management capacity at all levels
 - Maximize student progress toward & attainment of college and career readiness
 - Support local ownership of high quality information to drive insight and action





Accountability Complexity

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



Our Business

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



Policy Perspective on Growth

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



Next-Generation Accountability Systems

What can we learn from Moneyball?

- In Moneyball, Peter Brand shares a key insight with Billy Beane, the GM of the Oakland A's...





CHANGING CONVERSATIONS ABOUT EDUCATION

SCHOOLview®





Moneyball & Public Education

*There is an epidemic failure within **education** to understand what is really happening and this leads people who run **school systems** to misjudge their students and educators and mismanage their schools and districts*





Speedometers & Mile Markers

Rate x Time = Distance

Consider two buses heading to the same destination but starting from different places.....

<http://www.youtube.com/watch?v=AN04rc5crXw&feature=plcp>



Consequential Validity

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



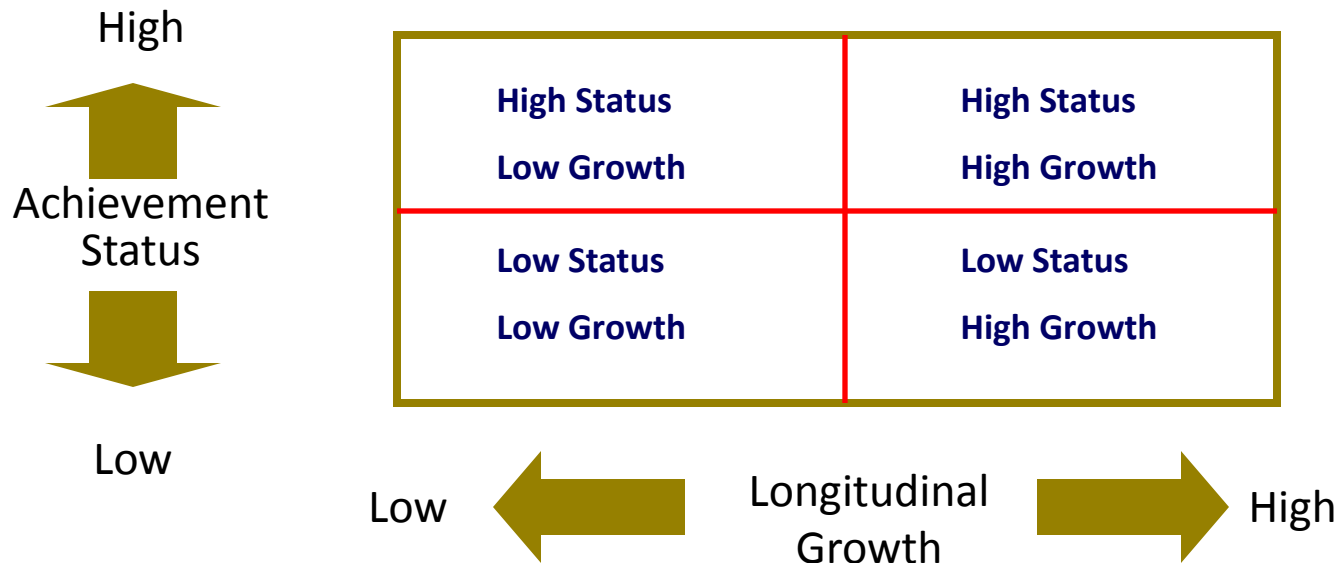
Marshaling a Consensus for Change

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

- Christopher Edley (2006)



Understanding Performance





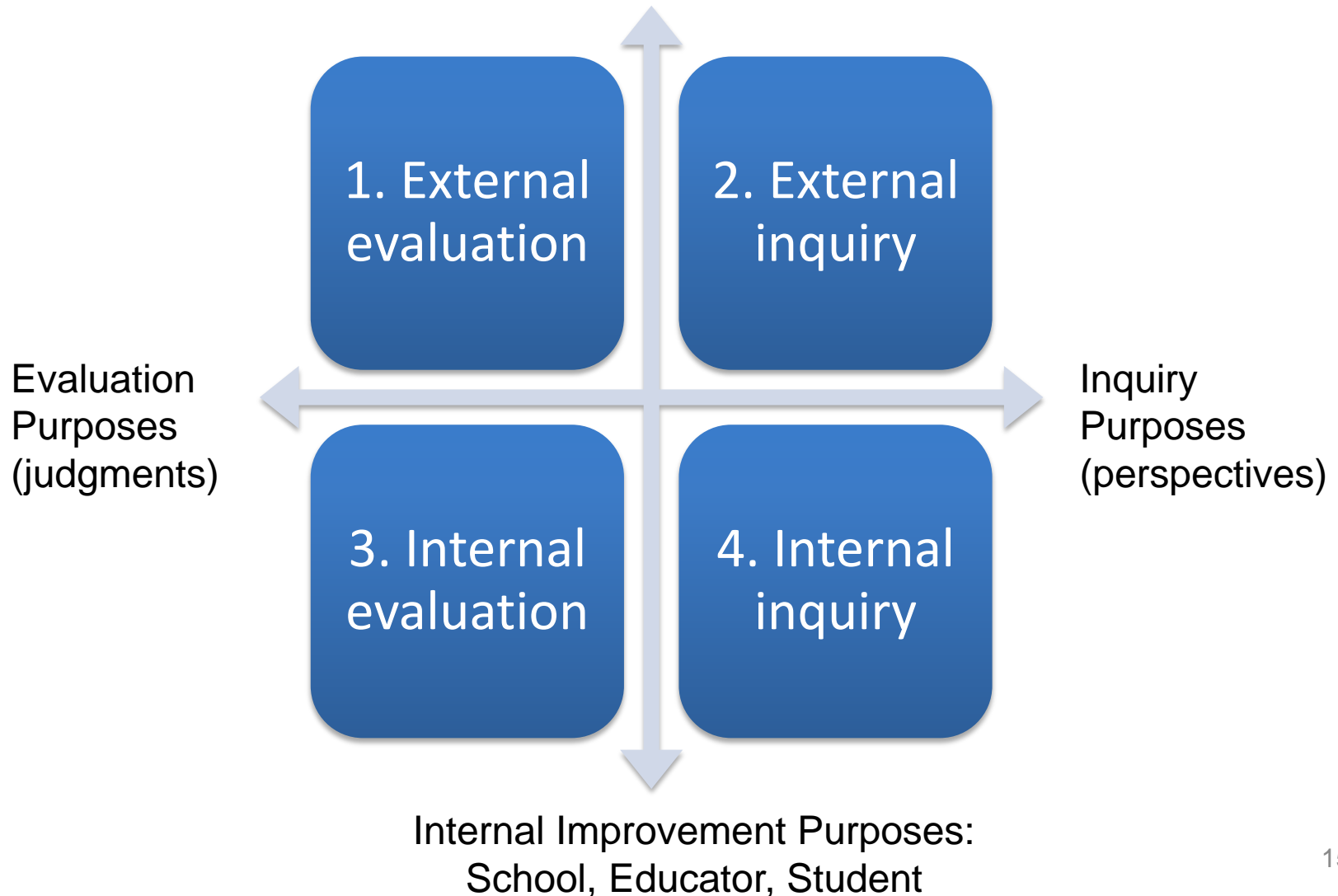
Coherent Design Serves Multiple Purposes





Coherent Design Serves Multiple Purposes

External Accountability Purposes: Public,
Fed, State, District





What Models?

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



Questions Set the Table

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



Some Framing Ideas

- *We understand best those things we see emerge from their very beginnings.*
 - Aristotle
- *All Models are wrong but some are useful.*
 - George E. P. Box
- *It is better to have an approximate answer to the right question than a precise answer to the wrong question.*
 - John Tukey



Ed Effectiveness Policy Questions

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



Some Key Policy Questions

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



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

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



Describing Student Growth

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



Who/What is Responsible for Student Growth?

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



Student Growth Percentile Model

What is? ➡ How much growth did a child make in one year?

What should be? ➡ How much growth is enough to reach college & career readiness?

What could be? ➡ How much growth have other students made with the same starting point?



Student Growth Percentiles

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

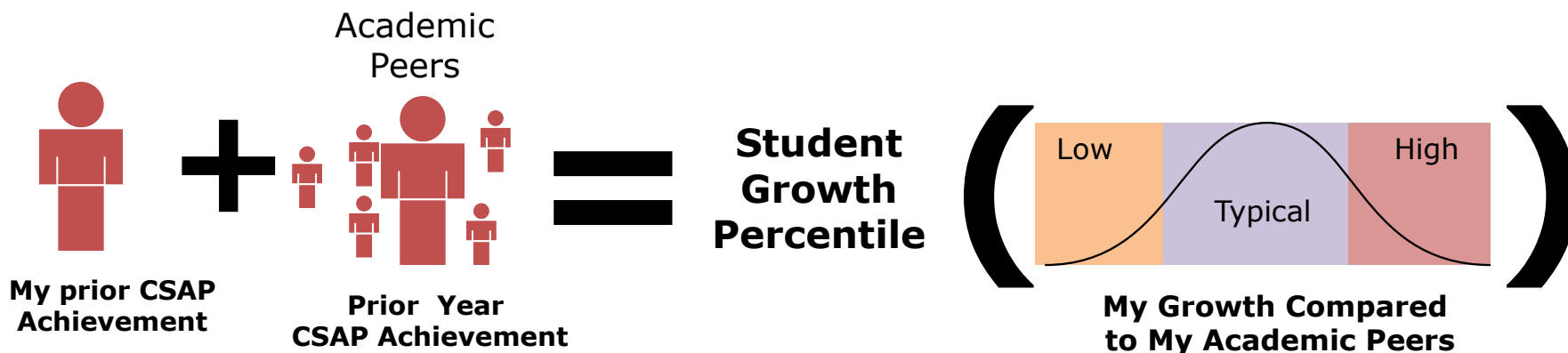


Establishing Growth Standards Based on Growth Norms

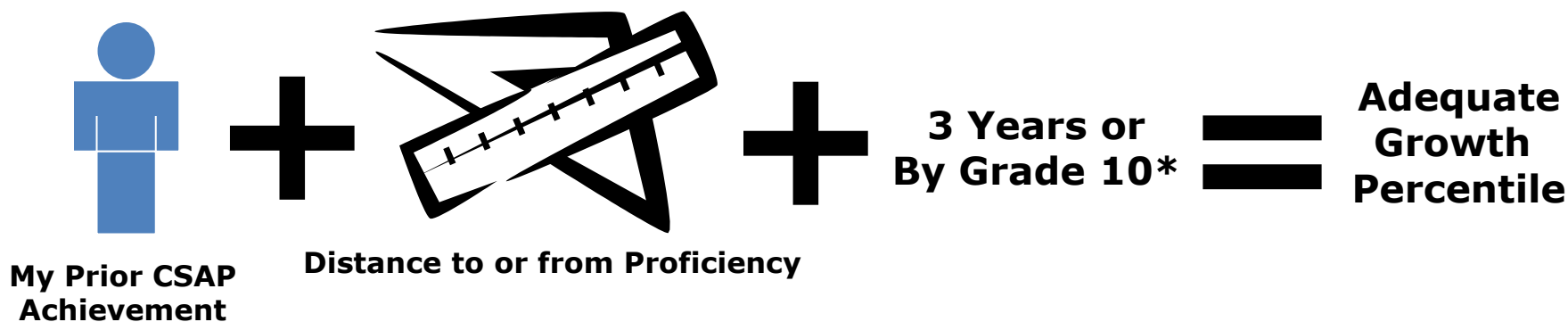
- The most common adequacy criterion is judging growth toward an achievement goal (i.e., growth-to-standard)
- Results from student growth percentile analyses can be used to calculate growth trajectories for each student
- These trajectories indicate what future rates of growth will lead to and are used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



Understanding Student Growth Percentiles



What is Student Adequate Growth Percentile (AGP)?



*Whichever comes first.

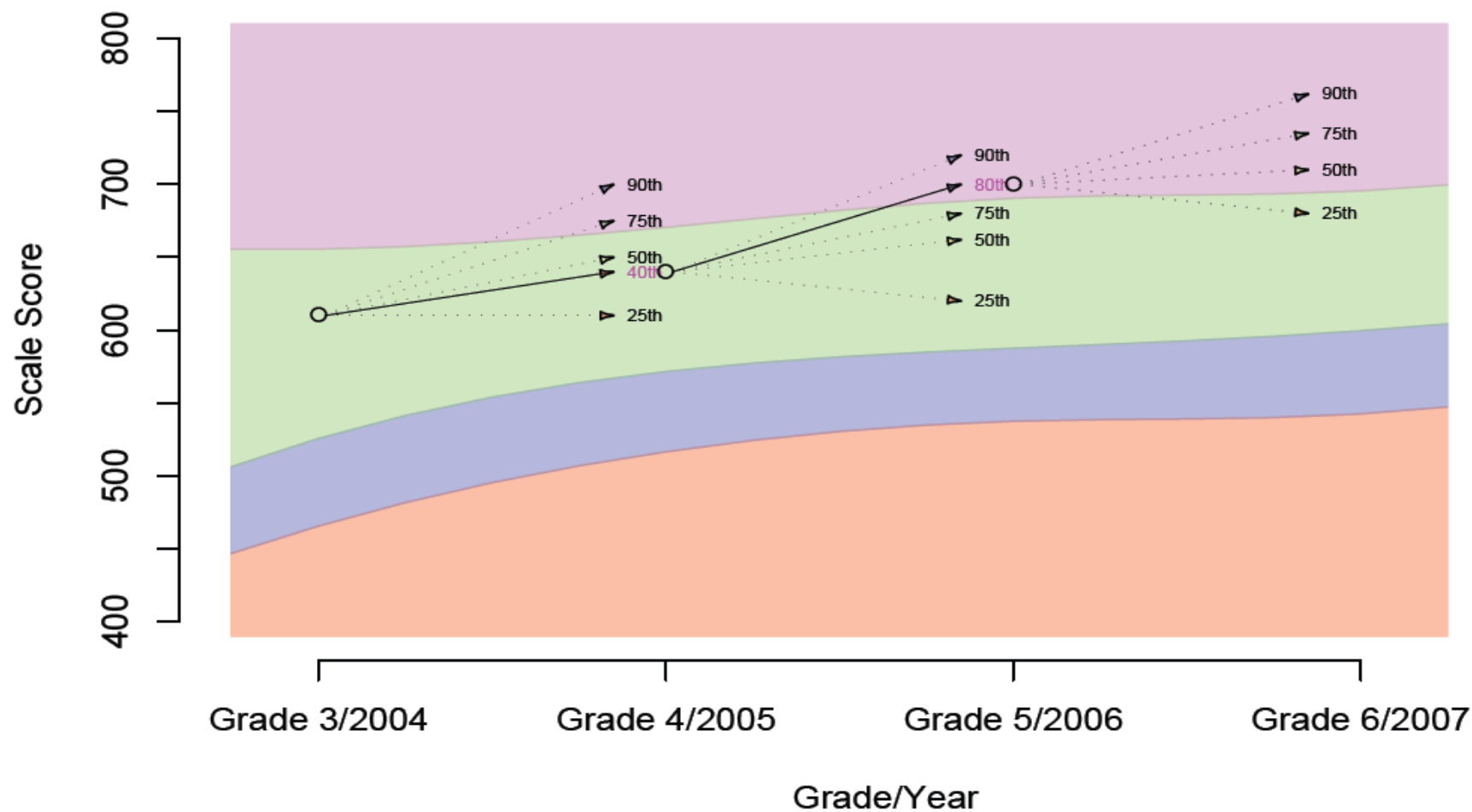


Summary: SGPs Measure...

- Each student's norm- and criterion-referenced progress compared to other students in the state with similar score history on statewide and interim assessments
- The adequacy of Individual year-to-year and shorter cycle student progress toward state standards
- The growth rate needed for groups of students to catch up or keep up to be on track to reach college and career readiness
- Norm- and criterion-referenced growth rates among different groups of students at the state, district, school, and classroom levels
- Statewide and cross-state growth benchmarks for schools, districts, and education service providers

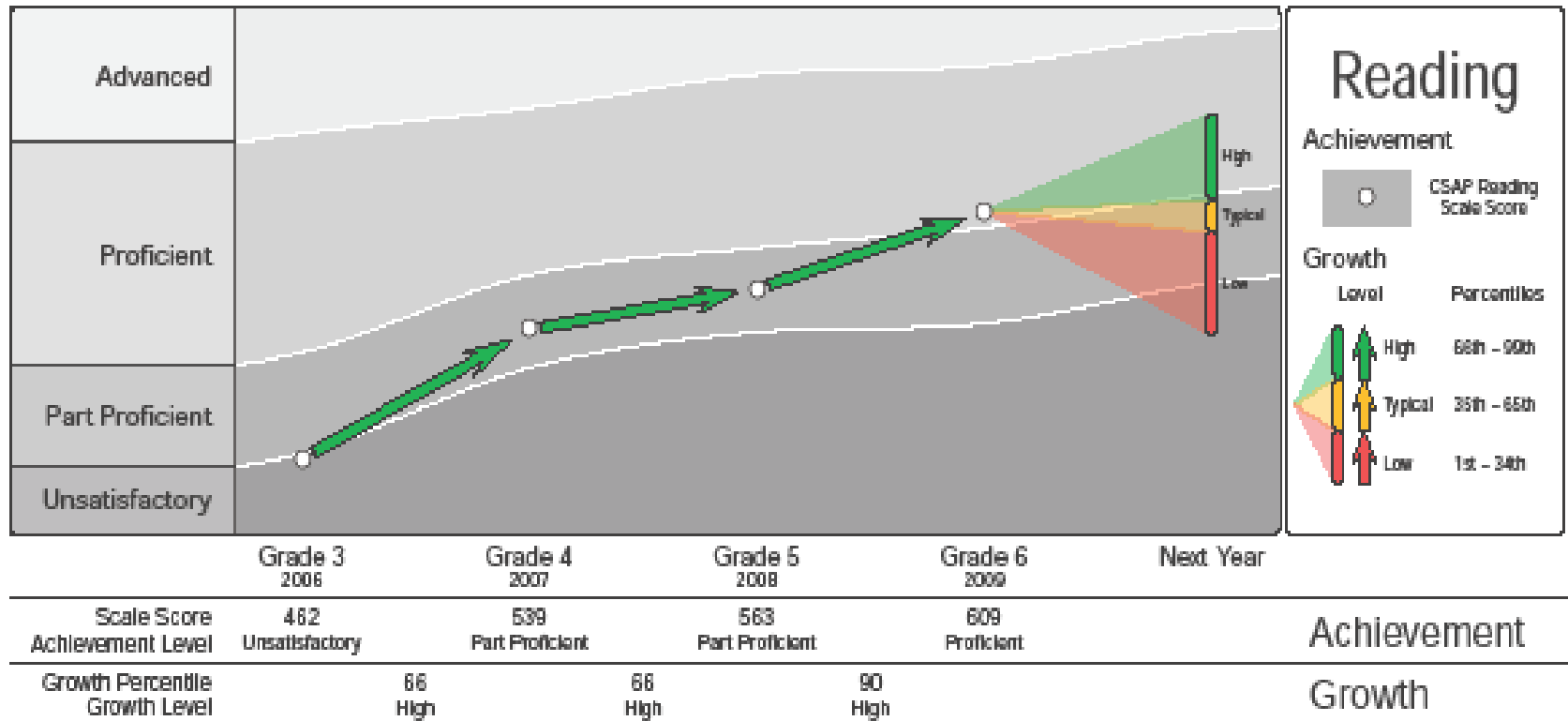


Individual Student CSAP Growth Chart: Reading 2004 to 2007



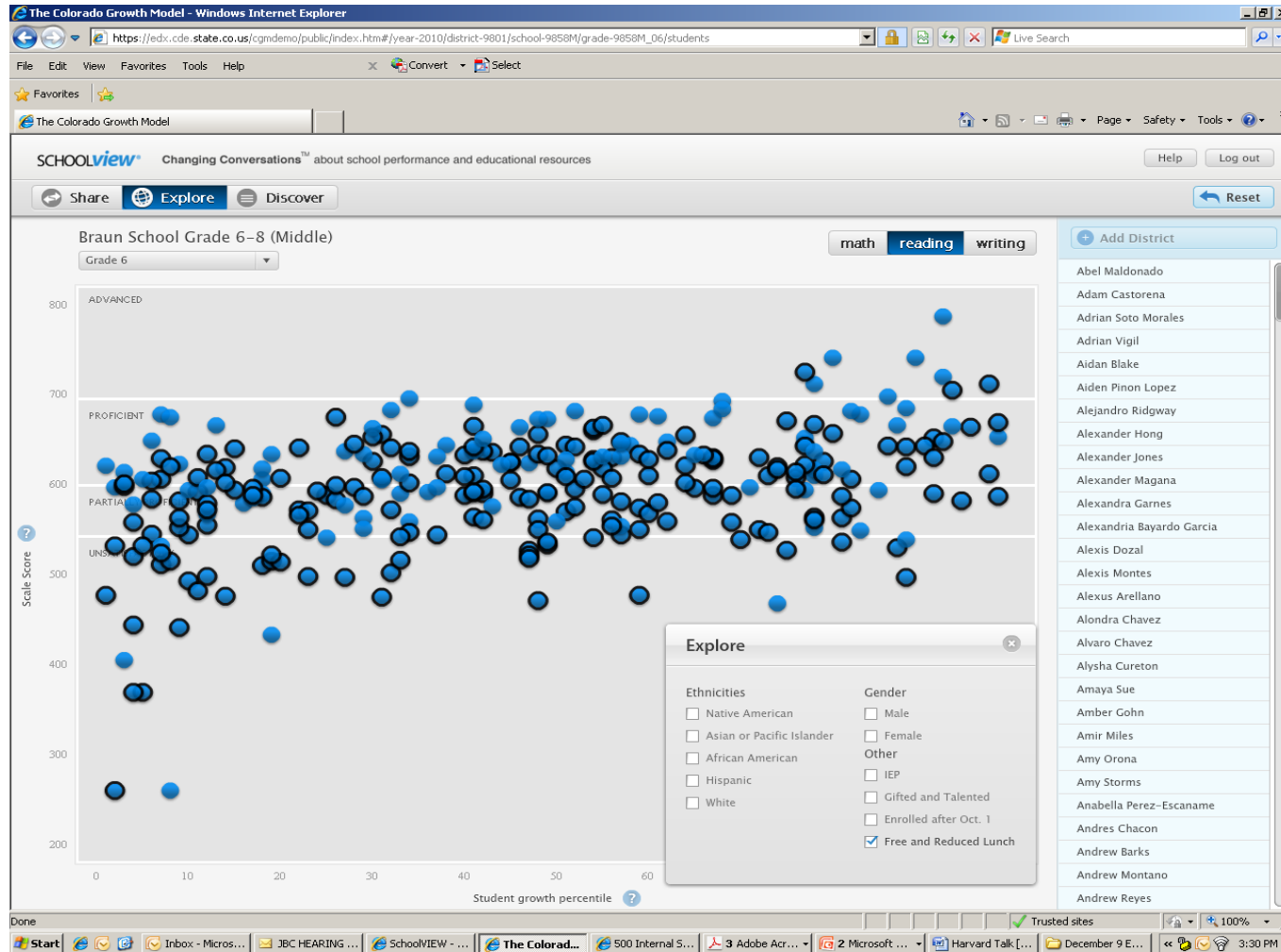


One Student's Growth Percentiles





Students within a Grade



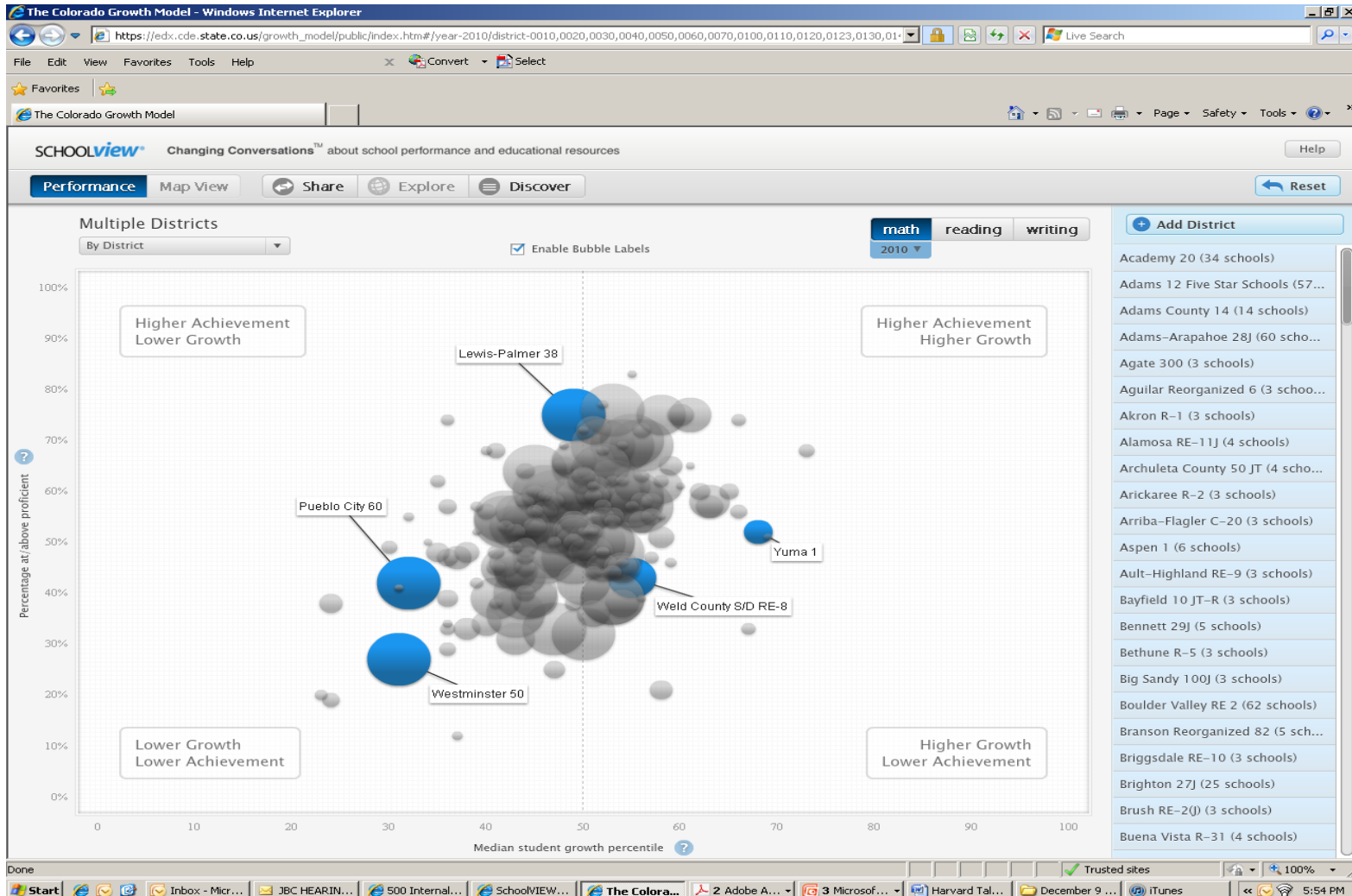


Schools within a District



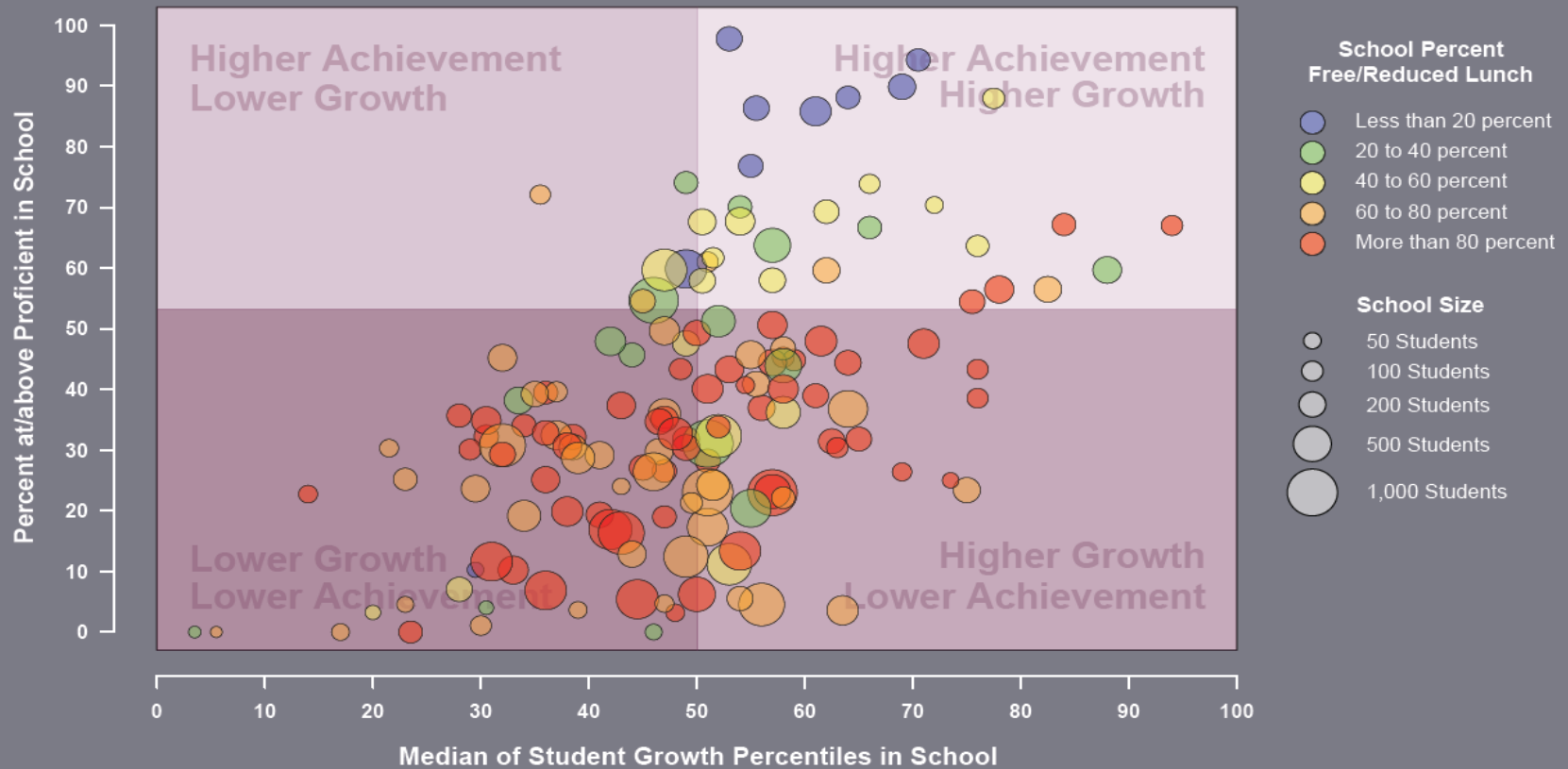


Districts within a State





District C: 2008 CSAP Math School Results
Student Growth versus Student Achievement by Percent Free/Reduced Lunch





District Performance Framework Report 2010 - initial

Level: All Levels






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

Accredited with Distinction

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

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

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

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

* Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Districts do not receive points for test participation. However, districts that do not meet the 95% participation rate in two or more subject areas are assigned one accreditation category lower than their points indicate.

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



Performance Indicators							Level: High School	
School: ABRAHAM LINCOLN HIGH SCHOOL - 0010							(1 Year***)	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	933	32.5%	2	
Mathematics	1	4		Does Not Meet	932	9.9%	6	
Writing	1	4		Does Not Meet	931	14.3%	3	
Science	1	4		Does Not Meet	441	12.7%	3	
Total	4	16	25.0%	Does Not Meet				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	806	55	78	No
Mathematics	2	4		Approaching	808	52	99	No
Writing	2	4		Approaching	804	51	96	No
Total	7	12	58.3%	Approaching				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	688	55	76	No
Minority Students	3	4		Meets	780	55	78	No
Students w/ Disabilities	2	4		Approaching	85	52	99	No
English Language Learners	3	4		Meets	601	55	83	No
Students needing to catch up	3	4		Meets	569	55	92	No
Mathematics	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	689	52	99	No
Minority Students	2	4		Approaching	781	52	99	No
Students w/ Disabilities	1	4		Does Not Meet	84	37	99	No
English Language Learners	2	4		Approaching	603	51	99	No
Students needing to catch up	2	4		Approaching	691	53	99	No
Writing	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	687	51	95	No
Minority Students	2	4		Approaching	778	51	96	No
Students w/ Disabilities	2	4		Approaching	85	44	99	No
English Language Learners	2	4		Approaching	599	53	97	No
Students needing to catch up	2	4		Approaching	648	51	99	No
Total	33	60	55.0%	Approaching				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate	1	4		Does Not Meet	345	64.9%	80%	
Dropout Rate	2	4		Approaching	2964	5.2%	At/below State average	
Colorado ACT Composite	1	4		Does Not Meet	359	14.7%	At/above State average	
Total	4	12	33.3%	Does Not Meet				

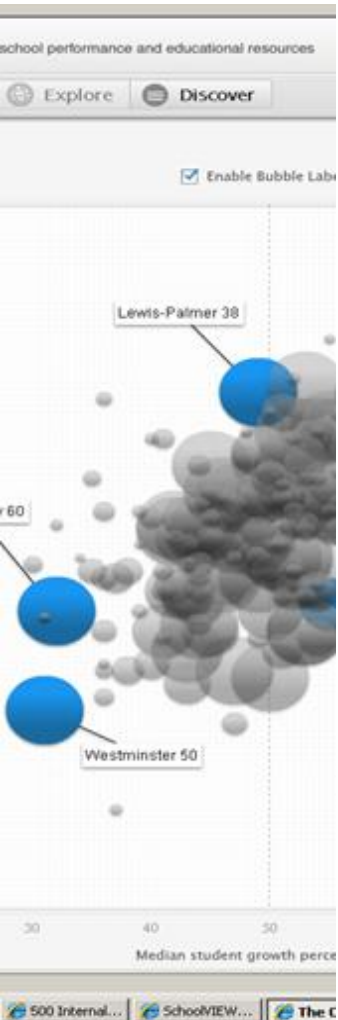


Scoring Guide					Level: High School	
Scoring Guide for Performance Indicators on the School Performance Framework Report						
Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points	
Academic Achievement	The school's percentage of students scoring proficient or advanced was:					
	• at or above the 90th percentile of all schools.	Exceeds	4	16 (4 for each content area)	15	
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2			
	• below the 15th percentile of all schools.	Does Not Meet	1			
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:					
	• at or above 60.	Exceeds	4	12 (4 for each content area)	35	
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
	• below 55 but at or above 40.	Approaching	2			
	• below 40.	Does Not Meet	1			
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:					
	• at or above 60.	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15	
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
	• below 55 but at or above 40.	Approaching	2			
	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate: The school's graduation rate was:					
	• at or above 90%.	Exceeds	4	12 (4 for each sub-indicator)	35	
	• above 80% but below 90%.	Meets	3			
	• at or above 65% but below 80%.	Approaching	2			
	• below 65%.	Does Not Meet	1			
	Dropout Rate: The school's dropout rate was:					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1%.	Meets	3			
	• at or below 10% but above the state average.	Approaching	2			
	• at or above 10%.	Does Not Meet	1			
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:					
	• at or above 22.	Exceeds	4			
	• at or above the state average but below 22.	Meets	3			
	• at or above 17 but below the state average.	Approaching	2			
	• at or below 17.	Does Not Meet	1			
Cut-Points for each performance indicator						
	Cut Point: The school earned ... of the points eligible on this Indicator.					
Achievement;	• at or above 87.5%	Exceeds				
Growth; Gaps;	• at or above 62.5% - below 87.5%	Meets				
Postsecondary	• at or above 37.5% - below 62.5%	Approaching				
	• below 37.5%	Does Not Meet				
Cut-Points for plan type assignment						
	Cut Point: The school earned ... of the total Framework points eligible.					
Total Framework Points	• at or above 60%		Performance			
	• at or above 47% - below 60%		Improvement			
	• at or above 33% - below 47%		Priority Improvement			
	• below 33%		Turnaround			



Developing a Common and Open Measure: The SGP Model

- The Student Growth Percentile (SGP) methodology (The Colorado Growth Model) was developed by the Colorado Department of Education in partnership with Dr. Damian Betebenner and made available for free to public and private entities
 - Code available on <http://cran.r-project.org/>
 - Creative Commons-Share Alike-Attribution-Commercial Use License





Open Code & Collaboration: SchoolView®

Changing Conversations about Education®

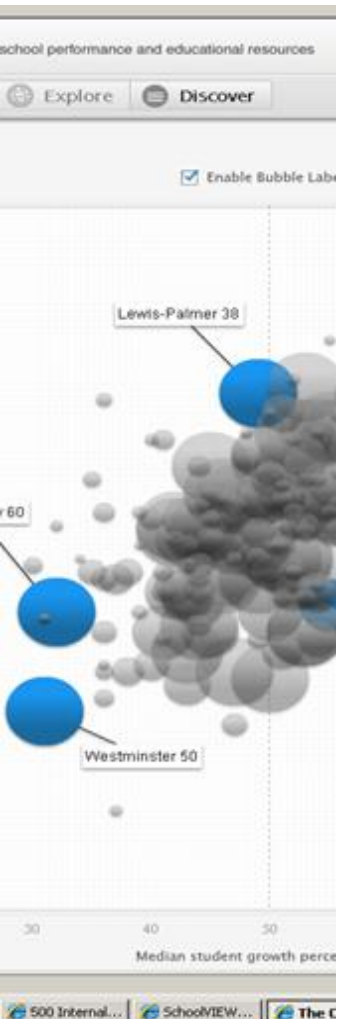
- The SchoolView® and R-based visualizations of SGPs can be used for free for public purposes and cannot be used for commercial purposes
- State-owned brand – not a vendor
 - Creative Commons–Share Alike-Attribution-Noncommercial License





Open Code & Collaboration

- 18 states have signed an MOU to share the Student Growth Percentile methodology and SchoolView® display tools:
 - Arizona, Colorado, Georgia, Idaho, Indiana, Kansas, Massachusetts, Missouri, Nevada, New Hampshire, New York, Oregon, Rhode Island, Virginia, Washington, West Virginia, Wisconsin, Wyoming

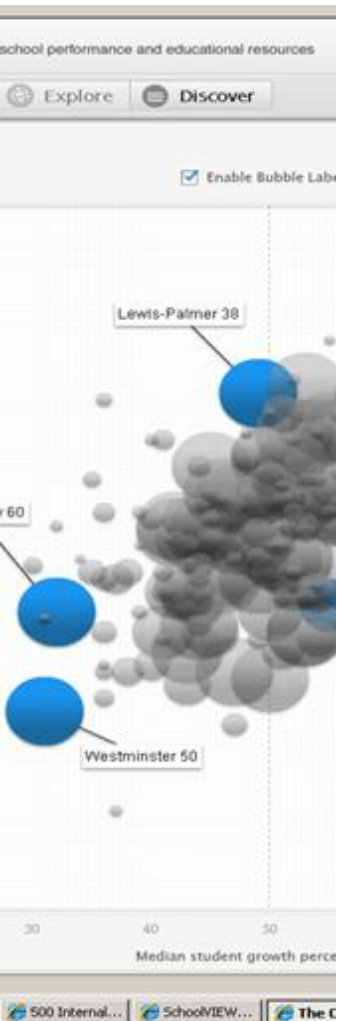




Fostering Collaboration: The SchoolView Foundation

Mission:

Enable dramatic improvement in education performance and delivery by revolutionizing data access and engagement with insightful information about student and school performance—within and across states.





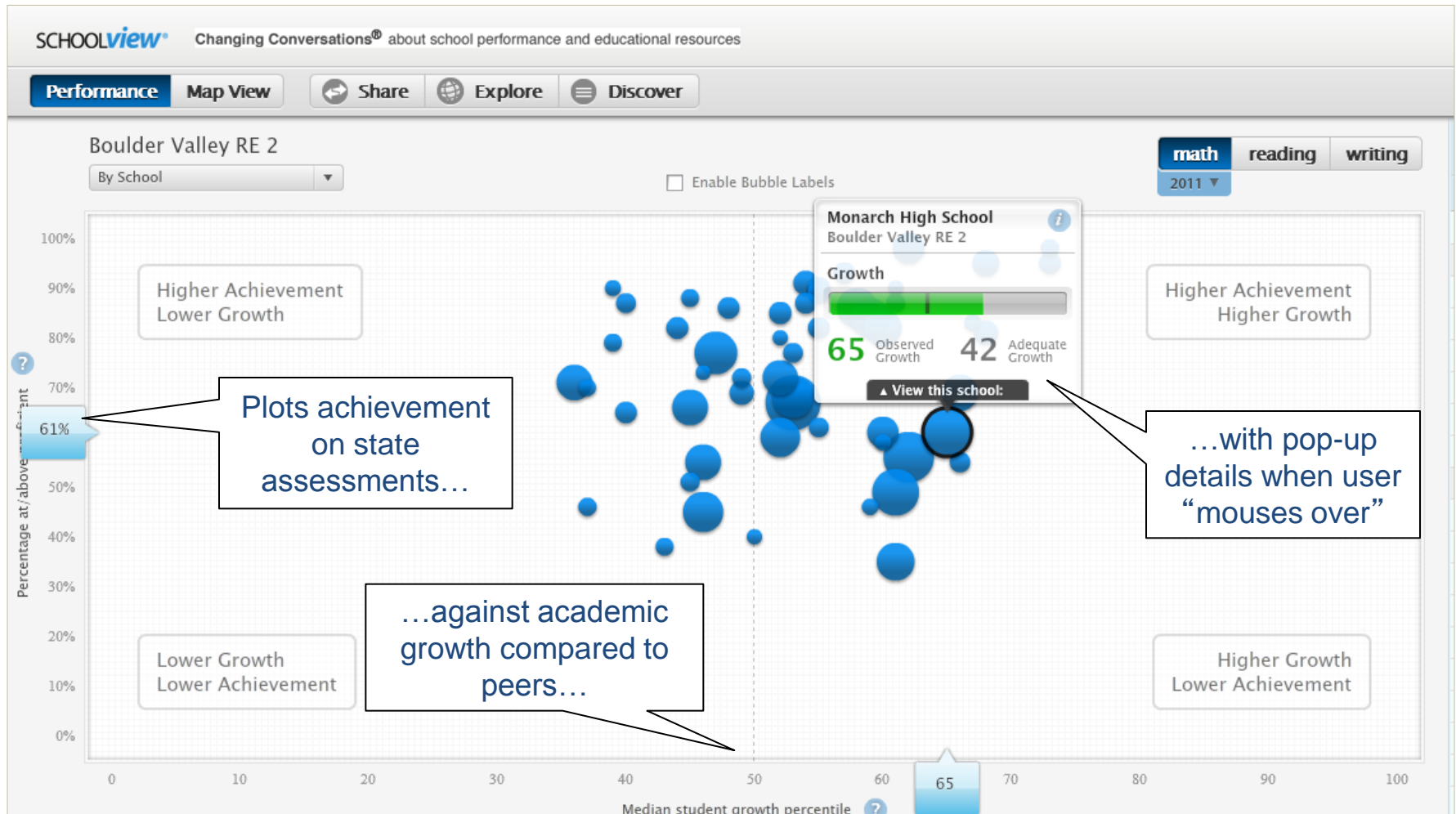
SchoolView Platform: Promoting Coherence

- Provide and safeguard definitive data and analyses...
- So states, districts, educators, foundations, and service providers can work together...
- With a common evidence base to support student achievement & school improvement





SchoolView Platform Visualizations





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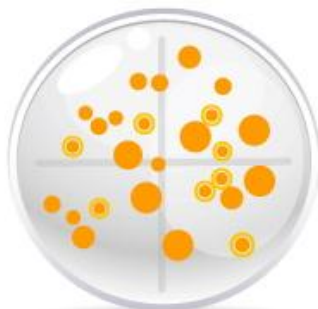
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***Changing Conversations*®** about school performance and educational resources across Colorado

colorado growth model



Compare the performance of Colorado schools and districts and gauge their progress.

school performance



Access performance data for all schools and districts across the state.

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Differentiated Accountability & Support - Key Components

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



Key Performance Indicators (KPIs)

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



Multi-Measure Framework

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



Multi-Measure Framework, cont.

At least two functions:

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



Incentives for Change & Innovation

Rewards, sanctions, and disclosure

- Recognition and financial awards for high growth schools & incentives to replicate
- State authority to close schools
- Public access to insightful information about student, school, district & state performance



Planning Process

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



Service Mix

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



Service Delivery Strategy

- Role of SEA central (delivery across silos)
 - Local control or not, foundation is quantitative & qualitative review of performance & practice with a consistent planning & evaluation process
- Role of regional delivery structures (education service agencies)?
- Role of Third Parties (EMOs, CMOs, Consultants) & SEA due diligence?



Evaluation Strategy

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



Rollout Strategy Considerations

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



Contact Information

Richard J. Wenning
President & Co-Founder
The SchoolView Foundation
PO Box 1508, Dillon, CO 80435
rwenning99@gmail.com
303.601.7454

Key Elements for Educational Accountability Models in Transition:

A Guide for Policymakers

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Key Elements for Educational Accountability Models in Transition: A Guide for Policymakers

*A paper commissioned by the
Council of Chief State School Officers
Accountability Systems and Reporting State Collaborative*

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Steven Paine (West Virginia), President

Gene Wilhoit, Executive Director

Prepared by
Kenneth Klau, Massachusetts
with
William Auty, Education Measurement Consulting
Pat Roschewski, Nebraska

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
Phone (202) 336-7000
Fax (202) 408-8072
www.ccsso.org

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Mary Poage, Alabama
Gloria Turner, Alabama
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Kenna Seal, West Virginia
Rolf Blank, CCSSO
Duncan MacQuarrie, CCSSO
Douglas Rindone, CCSSO
Lauren Stillman, CCSSO

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INTRODUCTION: EDUCATIONAL ACCOUNTABILITY MODELS IN TRANSITION

State educational accountability models are in transition. Whether modifying the present accountability system to comply with existing state and federal requirements or anticipating new ones—such as the U.S. Department of Education’s (ED) Race to the Top competition—recording the experiences of state education agencies (SEAs) that are currently undergoing transitions is both informative and important. Despite varied contexts, demands, and priorities, states charged with implementing transitions in their accountability models may find the experiences of the Accountability Systems and Reporting (ASR) collaborative member states useful in their own planning.

Defining *accountability* has become more complex as our understanding of it has grown. In the past, definitions have focused primarily on the interaction of goals, indicators, decision rules, and

The purpose of accountability is not simply to identify and punish ineffective schools and districts, but to provide appropriate supports to cultivate effectiveness.

consequences. Although those components are still central to any accountability model, more recently the focus has expanded to include building capacity and providing appropriate supports. The state experiences described herein reflect the changing purpose of accountability from identifying and punishing ineffective schools and districts to providing appropriate supports and cultivating effectiveness.

In 2007 the ASR collaborative commissioned a paper titled *Key Elements for Educational Accountability Models* (Perie, Park, & Klau 2007). The paper was the culmination of discussions and analysis conducted by state members and consultants concerning the theory, research, and practice of educational accountability. The authors identified seven components they believe must be considered in developing or modifying an accountability system: *goals, performance indicators, design decisions, consequences, communication, support, and system evaluation, monitoring, and improvement*.¹ Given the dynamic nature of accountability in many states, the advent of a new federal education administration, and the prospect of a coming reauthorization of the Elementary and Secondary Education Act (ESEA), a follow-up paper on several states’ experiences undergoing transitions is both timely and worthwhile.

The audience for this paper is educational leaders responsible for the development, implementation, and evaluation of large-scale, school- and district-based state accountability systems.

¹ For a broader discussion of these components, please refer to (Perie, Park, & Klau 2007) *Key Elements for Educational Accountability Models*, available online at www.ccsso.org/publications/details.cfm?PublicationID=359.

METHODOLOGY

We asked representatives from 10 ASR collaborative member states to contribute their insights with respect to accountability transitions that were implemented in the last few years or are planned in future years.

Using the *Key Elements* paper as a starting point for identifying possible topics, we asked state education leaders from participating states to share their experiences of an accountability transition in their state. Each member was asked the following:

1. **State event producing transition:** What was the accountability transition in your state?
2. **Context of transition:** What triggered this transition? What was the event or policy decision?
3. **Effects of transition:** What components of the state accountability system were or will be affected by the transition?
4. **Lessons learned:** What lessons were learned from the transition in your state?
5. **Changes in goals:** How have the goals of your state accountability system changed due to this transition?
6. **Communication, training, and support:** What were or will be your plans for communication, training, and support?
7. **Evaluation and system monitoring:** What were or will be your plans for evaluation and system monitoring?

ASR project consultants and staff collated and edited the responses, which were then provided to the initiating SEA leader as well as a second SEA leader for validation purposes. Contributing states were then given the opportunity to review the final text prior to publication.

Please note that the information contained herein does not necessarily provide a comprehensive picture of a state's experience with transitions; details were selected based on responses from ASR members.

HOW TO USE THIS GUIDE

To help the reader locate the information that is most useful to them, the content is organized in two ways:

- **Components of accountability:** Readers wishing to understand how ASR states have dealt with transition within a particular accountability component (e.g., goals of accountability) can read just those sections.
- **Individual state case studies:** Readers interested in the context underlying a given state’s transition—particularly if a certain component above resonates with them—will find this section useful.

COMPONENTS OF ACCOUNTABILITY

GOALS: WHAT ARE THE PURPOSES, USES, AND CONTEXTS FOR THE ACCOUNTABILITY SYSTEM?

Goals refer to the purposes, uses, and contexts for the accountability system. We distinguish between the purposes, which provide an overarching reason for using an accountability system, and the goals, which specify the intended outcomes. The key activity is to develop an “explicit theory of action” linking intended outcomes to the various indicators and supports provided.

- **Alabama** is implementing the National Governor’s Association (NGA) cohort graduation rate (pages 10–11).
- **Hawaii** is developing new codes to account for transfer students in four-year graduation rate calculations (pages 11–12).
- **Iowa** is improving the accuracy of cohort graduation rate data (pages 12–14).
- **Kansas** is aligning its high school end-of-course tests to successful course completion (pages 14–15).
- **Kentucky** is responding to a legislative push to develop a new system of standards and assessments, coupled with the desire to minimize the time spent by teachers and students on the state assessment (pages 15–17).
- **Massachusetts** is incorporating the four-year cohort graduation rate as a component of Adequate Yearly Progress (AYP) determinations (pages 17–21).
- **Michigan** is developing a work skills assessment and college entrance examinations (pages 21–24).
- **Minnesota** is implementing a “second generation of high school assessments” (pages 24–25).

PERFORMANCE INDICATORS: WHAT INDICATORS WILL BE USED TO MEASURE PERFORMANCE AND IMPROVEMENT?

A major issue in any accountability system is the question of what to measure—**performance indicators**. One must examine the data that are available, the targets of the data collection, and the timing of the data collection. Consideration also needs to be given to ensuring the reliability and validity of the data.

- **Alabama** is implementing a new data collection process (pages 10–11).
- **Kansas** is increasing flexibility and accuracy of high school course completion (pages 14–15).
- **Hawaii** is reporting adjusted graduation rates alongside standard cohort graduation rates so that local educators can map the progress and attainment of students continuously enrolled in their schools (pages 11–12).
- **Iowa's** expanded data collection system allows expanded analyses at the point when students enter and exit the public education system (pages 12–14).
- **Michigan's** schools had to transition from a three-week testing window at the high school level to giving the test to all students on the same day for each of three days (pages 21–24).
- **Minnesota** is aligning passing grades in high school courses to No Child Left Behind (NCLB) proficiency levels (pages 24–25).
- **Nebraska** is shifting from a locally based state assessment system to a common system statewide, in part to ensure more valid comparisons among districts (pages 25–27).
- **West Virginia** is employing multiple indicators of student performance to create a holistic picture of student performance (pages 28–31).

DESIGN DECISIONS: HOW WILL INDICATORS BE USED TO MAKE DECISIONS ABOUT TEACHER, SCHOOL, AND DISTRICT EFFECTIVENESS?

Once policymakers have decided on a set of indicators, the next question is how to use them to make decisions about teacher, school, and district effectiveness—the **design decisions**. This issue gets at one of the main points of discussion about the ESEA regulations—whether, for example, school effectiveness is best measured using a status, improvement, or growth model—or some combination of these. Policymakers face design decisions such as how to combine indicators to make decisions about students, teachers, schools, and districts. For example, will the indicators be combined in a compensatory fashion, where low performance on one measure can be offset by high performance on another? Or will there be a minimum level of performance set for each measure? In addition, decisions must be made regarding school classification, such as how high to set a bar, how often to raise a bar, and how to balance reliability and validity concerns. In all cases, the decisions are guided by the goals of the system.

- **Kansas** found the need to develop consistent policies, procedures, and business rules governing when students would be eligible to take retests in subjects covered under its Opportunity to Learn (OTL) program (pages 14–15).
- **Massachusetts** recognized the need to report graduation rates in a timely way, but that objective had to be balanced with ensuring that the reported rates are as accurate as possible (pages 17–21).
- **West Virginia** is tying its accountability index to school accreditation (pages 28–31).

CONSEQUENCES: WHAT REWARDS OR SANCTIONS WILL BE TIED TO THE ACCOUNTABILITY SYSTEM?

Policymakers implement **consequences** tied to the goals of the accountability system. In most accountability models, schools that meet the goals are rewarded, and schools that fail to meet the goals are sanctioned and receive some type of intervention or support. States must determine appropriate consequences, target them to the appropriate people and organizations, apply them effectively, and monitor their impact on student achievement and other outcomes.

- **Massachusetts** is incorporating accountability for student subgroups in graduation rate calculations (pages 17–21).

COMMUNICATION: HOW WILL DATA BE PROVIDED TO STAKEHOLDERS AND THE GENERAL PUBLIC IN A MANNER THAT IS BOTH UNDERSTANDABLE AND USEFUL?

Communication includes communication about the goals and consequences of the accountability system as well as the communication of results, such as score reporting. This element focuses on providing data to stakeholders and the general public in a manner that is both understandable and useful.

- **Alabama** has placed a priority on communicating details about its transition to the NGA cohort graduation rate via multiple, yet cost-effective means, including “living documents” and webcasts (pages 10–11).
- **Hawaii** is using two separate graduation rates over a two-year transition period (pages 11–12).
- **Iowa** is implementing a coding process beginning in 2008, which will affect AYP in 2010 (pages 12–14).
- **Kansas** is utilizing a two-year cycle to communicate its new approach to assessment to stakeholders (pages 14–15).
- **Kentucky** is working collaboratively with state legislators to craft the final language defining the state’s accountability system (pages 15–17).

- **Massachusetts** convened stakeholders from across the state to address graduation rates with respect to AYP determinations and build school/district capacity in increasing graduation rates (pages 17–21).
- **Minnesota** is phasing in one high school assessment per year (pages 24–25).
- **Nebraska** is leveraging the expertise of local educators in developing its statewide assessment system amid rapid changes in legislation (pages 25–27).
- **West Virginia** is working on changes to standards and assessments as part of a five-year process (pages 28–31).

SUPPORT: WHAT RESOURCES AND SERVICES WILL SUPPORT SCHOOLS AND DISTRICTS AS THEY TRY TO ATTAIN THE GOALS OF THE ACCOUNTABILITY SYSTEM?

Support focuses on resources and services that support schools and districts as they try to attain the goals of the accountability system. The focus is on the roles of state, district, and school agents in developing a plan for school improvement, communicating this plan, and providing the necessary resources to ensure that each school can meet the overarching goals.

- **Alabama** has placed a priority on using multiple, yet cost-effective, training and support mechanisms, including “living documents” and webcasts, to convey information about its transition to the NGA cohort graduation rate (pages 10–11).
- **Iowa** utilizes the state’s fiber optic network, the *Iowa Communications Network*, as well as a series of larger, all-inclusive, face-to-face meetings on data topics (pages 12–14).
- **Massachusetts** piloted an early warning system to help local educators identify and intervene with students at risk of not graduating on time (pages 17–21).
- **West Virginia** provides extensive training to educators on standards and assessments (pages 28–31).

SYSTEM EVALUATION, MONITORING, AND IMPROVEMENT: WHAT ARE THE MECHANISMS FOR CONTINUALLY ANALYZING AND ADJUSTING THE MODEL TO ENSURE THAT THE GOALS ARE MET?

System evaluation, monitoring, and improvement focuses on the mechanisms for continually analyzing and adjusting the accountability system appropriately. Successful systems develop an evaluation plan and use the results of the evaluation to make improvements. This evaluation should also answer questions regarding the effectiveness of various rewards and sanctions as well as other intervention or support strategies.

- **Alabama** incorporates an opportunity for district review in conjunction with quality checks (pages 10–11).

- **Hawaii** convened an adjusted graduation cohort workgroup (pages 11–12).
- **Iowa** utilizes a three-step data collection process: training, testing, and production (pages 12–14).
- **Kentucky** works with special advisory groups that represent those involved, including the state board of education, superintendents advisory, DAC advisory and other key groups (pages 15–17).
- **Nebraska** leverages a long-standing evaluation contract with the University of Nebraska as well as many external experts (pages 25–27).

STATE CASE STUDIES

ALABAMA’S TRANSITION TO THE NCLB/NATIONAL GOVERNOR’S ASSOCIATION METHODOLOGY FOR CALCULATING COHORT GRADUATION RATES

In 2007 Alabama adopted the National Governor’s Association (NGA) methodology for calculating cohort graduation rates, with the goal of reporting the new rate beginning with the 2012 graduating cohort. It replaced the National Center for Education Statistics (NCES) leaver rate as the additional AYP indicator for high schools.

The NGA rate, as recalculated under this transition, will be lower than previous rates, which is being communicated to stakeholders in advance.

Alabama has learned a number of lessons that can be shared with other states undergoing similar transitions:

- **Transfers versus dropouts:** Because of the accountability implications associated with low graduation rates, the accurate reporting of

Communication and support

Alabama has invested considerable effort in communicating details of this transition both within the different departments of the state education agency and externally through training sessions with local school districts, accountability coordinators, principals, counselors, and other parties.

Training has focused specifically on ensuring a clear understanding of the transition details and timeline, with special attention given to the new data documentation required.

Communication devices include the posting of a “living document” on the state’s website, to which changes are made and communicated to stakeholders on a regular basis. The website also hosts a variety of supporting materials, including presentations and a transition timeline. Costs for communication, training, and support have been intentionally kept low due to economic constraints at the state and local levels. As such, Alabama uses webcasts as the primary communication tool.

students who transfer out of high school versus those who drop out has been a matter for concern. This concern has been mitigated by Alabama's recent legislative act requiring exit interviews with any students wishing to leave school prior to graduation. An additional byproduct of these exit interviews, which are designed to encourage students to stay in school, is that a school is able to accurately determine if the student is simply transferring or if the student is dropping out.

- **Missing records:** Missing records in data collection resulted in the need to use unofficial replicated data from the local systems in order to accurately track student movement through the four years of high school.
- **Midyear promotion and first-time status:** The majority of students begin high school in ninth grade; however, the system required business rules to handle the tracking of students promoted at midyear.
- **Mobility tracking:** Alabama discovered that tracking students as they enter and leave schools and districts is a difficult and complex process. Solutions include the use of a unique student identifier for all students in the state, performing sufficient data quality checks, and ensuring that local school districts have the opportunity to review the data and make corrections prior to the public release.
- **Communication and support:** In addition to the need to communicate the difference between the NCES and NGA methodologies—and their impact on accountability decisions—Alabama has found that professional development to all stakeholders is essential, especially with regard to accurate data reporting at the district level. At the state level, Alabama has learned the importance of involving all offices in the transition process.

At the time of this writing, Alabama is considering plans for monitoring and evaluating the system, such as an interactive online portal that would allow stakeholders with access to student data the opportunity to track and verify the status of individual students as they move through high school, as well as perform calculations.

HAWAII'S INCORPORATION OF NEW CODES TO INCLUDE "TRANSFERS-IN" INTO GRADUATION RATE CALCULATIONS

Hawaii's current four-year graduation rate methodology does not include students who transfer in after the cohort of first-time ninth graders is established. The state is now in the process of changing this procedure to include transfer-in students in the four-year adjusted cohort graduation rate calculation.

The draft and final publishing of the October 2008 Title I regulations governing NCLB data and reporting triggered state action on this issue.

As required by regulation, Hawaii plans to report the new adjusted cohort rate in its 2011 State and School Accountability Reports (i.e., report cards). The 2007 ninth grade cohort that graduates in 2010 will be the lagged cohort reported in these reports. The new adjusted cohort rate will not be used for 2011 AYP determinations as allowed by

the regulations; at the time of this writing, Hawaii intends to use the current “old” graduation rate on the 2010 cohort for AYP determinations.

At present the primary stakeholders impacted by this transition are those state educational agency offices charged with generating graduation rate calculations. These offices will be responsible for defining *transfer-in* and identifying the related impact on student registration procedures at the local level as data are entered into the state’s information management system. Hawaii has decided to continue its original cohort graduation rate calculation that does not include transfers-in as well as initiate the calculation of the new adjusted cohort graduation rate that includes transfers-in. The intent of this dual set of calculations is to better identify the four-year impact a school has on those students experiencing the school’s entire instructional program. However, Hawaii will continue to communicate the importance of helping all students reach proficiency, regardless of when they transfer into state schools.

Training, professional development, and support will commence once recommendations are approved by the state superintendent and related documentation is prepared for peer review.

At the time of this writing, Hawaii is reexamining the Annual Measurable Objectives (AMOs) established in 2002. Possible revisions include the incorporation of the extended adjusted graduation rate.

Hawaii plans to monitor the use of the new adjusted cohort rate and concurrently compute the old graduation rate to analyze the differences. The use of a five-year extended adjusted cohort graduation rate will also be evaluated in the first two of years of implementation.

Hawaii established an adjusted graduation cohort workgroup composed of representatives from schools, state officials, experts in curriculum and instruction, and operational support specialists

The workgroup reviewed the new graduation rate requirements, discussed options and issues, and proposed guideline recommendations to the state superintendent to facilitate the planning, development, and implementation of the adjusted cohort graduation rate. Should these recommendations be approved, the procedures, graduation rate targets and criteria will be submitted to ED for peer review in early 2010. Upon approval by ED, information about the new graduation methodology will be shared with stakeholders, including high schools, relevant department administrative offices, and the state board of education.

IOWA’S DECISION TO EXPAND THE COLLECTION OF ENROLLMENT DATA

To improve its statewide data system, Iowa expanded the enrollment data it collects, with a particular emphasis on the collection of information and data at the point when

students enter and exit the public education system. In addition to requiring an exit code and date, destination codes and destination locations are also required. As a result, between-district transfers can be verified by matching exits with entries, and more accurate accountability decisions are rendered.

The transition arose as a result of Iowa's decision to calculate and report more accurate cohort graduation rates. As a result of this transition, graduation rates may actually be reduced in some instances; however, Iowa recognizes the importance of basing policy and the related accountability

decisions upon meaningful and reliable data. As such, the transition and the related impact on local school districts were discussed beforehand with the attorney for the state department of education, district administrators, and other stakeholders charged with data collection and reporting. Iowa likewise found it useful to learn what has worked in other states.

Iowa maintains a policy of communicating any and all data decisions as early as possible in order to familiarize all key parties with upcoming changes. Beginning in January, decisions regarding changes to current data elements as well as the addition of new data elements are discussed within the department of education. Phone calls with all student information system vendors are held during the month of March to discuss the next year's reporting requirement changes to the required extracts. Ongoing communications between the state and student information system vendors help ensure a timely and accurate release of the next year's reporting module. Training sessions with districts are held during April and completed by early May. The sessions involve communicating reporting requirements for the end-of-year submissions as well as previewing data reporting changes to be implemented in the next year. In August and September, training sessions are held to communicate changes to districts for the new school year.

Training sessions vary in format. The state's fiber optic network, the *Iowa Communications Network*, has been utilized to provide statewide training to many in a short period of time with little travel required. Regional sessions have also proven to be popular, allowing face-to-face interaction. Approximately once every two or three years, a statewide conference is held on multiple data topics. The target audience includes district and building administrators, secretaries, technology directors, guidance counselors, and food service directors.

Iowa utilizes a three-step data collection process: training, testing, and production

At the same time training is occurring, the state's data collection site is available to the field to test their data. One month prior to the beginning of the real collection, the field may upload and process test files. This process allows them to identify data errors and incongruent data through a variety of available reports. Throughout the testing and final submission periods, staff members are available to provide assistance. All training materials and timelines for key dates are posted on the state's website.

Iowa has implemented a series of data validity checks. Validity checks are run at the student level at the time of data submission and at the district level before a district is allowed to sign off on the accuracy of the data. At the state level, Iowa is now implementing cross-submission validity checks at the conclusion of a submission period. Students reported as actively enrolled during one submission are reported as missing during the subsequent reporting period if no records were received from the same district. Students marked as graduates in the spring for whom records are reported in the subsequent fall collection are identified and resolved. The state also maintains a policy of documenting all data changes in case of system audits.

KANSAS' IMPLEMENTATION OF AN OPPORTUNITY TO LEARN ASSESSMENT

Like those in many states, Kansas' high schools differ in their curricula and course sequences. A topic or subject covered in one grade in one high school, for example, may be addressed at a different grade in another. Yet prior to the 2006–07 school year, the state assessment for high school mathematics was given in grade 10, and the reading test was given in grade 11. Kansas' implementation of Opportunity to Learn (OTL) gives local educators the flexibility to schedule state assessments in these subjects after students have had the opportunity to learn the knowledge, skills, and concepts addressed in Kansas' content standards. Moreover, OTL gives a second opportunity for students scoring below “meets standard.”

While it benefits Kansas' high school students and improves the accountability system, Opportunity to Learn (OTL) adds a new layer of complexity to the system

New infrastructure had to be planned and built; scores and assessment results had to be stored or banked and new reports generated so that schools, districts, and the state could track which students had yet to be tested, which had failed to meet standards and were eligible for testing, which had completed the test, and which had not been tested. The agency's new rules had to cover all of these situations.

OTL was proposed by a former state commissioner of education prior to the advent of NCLB. Plans for high school history and science tests had also included a two-part test—students would be given partial tests in life science and physical science—each after completing the respective courses. Similarly, partial tests would cover U.S. History and World History. The parts, though administered on separate occasions, would be treated as the same test.

Although Kansas had developed OTL beginning in the 2005–06 school year, the implementation of new state assessments that year postponed its launch until 2006–07. This also coincided with ED's decision to allow high school students who failed to meet state standards to be tested again.

A great deal of communication and clarification regarding policy, guidance, and tracking of individual students has been an important and ongoing effort by the state education

agency. For example, when a student is tested in school A and does not meet standard, and then transfers to school B, does school B have one or two opportunities to assess the student? If the student does not meet standard in school B, in which school—A or B—will the student’s results count for AYP? If a student is officially enrolled in grade 10, and then, because of a large number of credits being awarded, officially becomes a grade 12 student, in what testing cohort is the student’s results included? Can a student be tested more than once in a semester?

Kansas’ lessons that can be shared with other states undergoing or considering similar transitions include:

- **Anticipate all possible scenarios:** While it benefits Kansas’ high school students and improves the accountability system, OTL adds a new layer of complexity to the system. A clear set of business rules needed to be developed to cover them.
- **Communication:** Establish clear channels of dissemination of the new rules and regular communication with schools and districts about any questions that arise.
- **Reporting:** Generate reports that make it easy for schools to know the testing status of their students.
- **If possible, keep the rules consistent for each subject:** Kansas’ schools can retest a student who has failed to meet standards in mathematics or reading; however, they cannot do so in science, history and government, or writing. With two-part assessments in science and history and government, it is not practical, or valid, to make the claim that a student who failed a partial test on the first opportunity should be retested on a partial test. Variations in rules by subject can be a source of confusion.

KENTUCKY’S DEVELOPMENT OF A NEW SYSTEM OF STANDARDS AND ASSESSMENTS

In early 2009 the Kentucky State Legislature passed Senate Bill 1, requiring the SEA to rewrite its content standards and develop new assessments for state and federal accountability. The state accountability system—which had been in effect since 2000 and set biennial targets for schools through the 2013–14 school year—was eliminated.

The previous system included assessments in seven content areas (reading, mathematics, science, social studies, writing on-demand, arts/humanities, and practical living/vocational studies) with an additional writing portfolio assessment. The results from these assessments along with results from PLAN, ACT, and nonacademic indicators (attendance, dropout, retention, transition, and graduation rates) were included in the state accountability index.

Bills introduced in prior legislative sessions proposed substantive changes to assessment and accountability systems. Senate Bill 1 appeared to be the result of growing agreement that the assessment system was taking up too much of the instructional time available to students and teachers; additionally, there were longstanding concerns about the state’s locally assessed writing portfolios.

Senate Bill 1 replaced the arts/humanities, practical living/vocational studies, and writing portfolio assessments with a program review system to ensure schools continued delivering instruction in those subjects. Until a new state assessment system is created in 2012, Kentucky will rely on the accountability provisions contained in NCLB for all schools and districts, whether or not they receive federal Title I funds. Kentucky underwent an earlier transition with the redesign of the state assessment system as a result of the federal requirement for annual reading and mathematics assessments in grades 3–8 and in high school. Through 2005–06, the final year of Kentucky’s contract with its existing assessment vendor, the state had used an augmented norm-referenced test (NRT) to meet NCLB requirements. In 2006–07 Kentucky transitioned to a new testing vendor, new standards, and a new test design.

Communication

Throughout its transition, Kentucky has learned

- shaping policy is as important as policy implementation
- monitor the implementation of the accountability system
- when possible, take the long view
- use varied means of communication
- in linking different assessments for accountability purposes, avoid communicating changes in highly statistical terms

In the 2006–07 and 2007–08 school years, Kentucky implemented a concordance model approach in order to maintain historical trend data over a multiyear period as requested by the Kentucky Board of Education. However, the SEA had difficulty communicating the analysis and the use of the concordance approach with educators and the public. As a consequence, beginning with the 2008–09 school year the board revised baselines and established targets for state accountability purposes using the prior two years from the new assessment.

Throughout this transition, Kentucky has learned these lessons:

- **Shaping policy is as important as policy implementation:** During Kentucky’s transition, a key facet of Senate Bill 1 discussions was the role of SEA staff in providing input, which helped to shape the final bill. SEAs should work with their legislatures to reach a compromise with stakeholders (e.g., superintendents and state legislators) as soon as changes are proposed.
- **Monitor the implementation of the accountability system:** If aspects of the accountability system appear to lack stakeholder support, address those issues proactively. For example, given concerns about Kentucky’s locally assessed writing portfolios, the SEA may decide to make changes amendable to stakeholders yet preserve the integrity of the system (e.g., address time out of

instruction and teacher training issues, consider analytical versus holistic approaches to scoring, consider standard setting process, etc.).

- **When possible, take the long view:** When responding to a change in the accountability and assessment system, consider the implications of those changes in future years with respect to communicating information about the changes to local school districts in timely ways, and in gauging the workload (at the state and local levels) from development through implementation of the new system.
- **Use varied means of communication:** Kentucky has communicated changes to the accountability and assessment system via regular mail, online WebEx meetings, and regional face-to-face meetings with assessment coordinators at the local level.
- **In linking different assessments for accountability purposes, avoid communicating changes in highly statistical terms:** Although technical advisors may agree on the technical quality of such an approach, the public perception and interpretation of the approach should also be considered.

MASSACHUSETTS' TRANSITION FROM A COMPETENCY DETERMINATION RATE TO A FOUR-YEAR GRADUATION RATE AS THE ADDITIONAL AYP INDICATOR FOR HIGH SCHOOLS

Beginning with the 2007 AYP determinations, Massachusetts transitioned from using the grade 12 competency determination rate (the percent of students eligible to graduate as of their senior year) to a four-year cohort graduation rate as the additional AYP indicator for high schools.

Massachusetts applies the graduation rate standard to every student group that meets minimum reporting size requirements. To make AYP in 2007 and beyond, a high school group is required to meet the 95 percent participation requirement, either the state's performance requirement or safe harbor, and the state's minimum graduation rate standard for the given year.

Massachusetts developed a student information management system beginning with the 2002 school year, and one goal was to establish an on-time graduation rate as soon as possible. The goal was complicated further by state desire to label five-year graduates as on time.

Massachusetts began calculating and reporting cohort graduation rates in 2006 as part of overall efforts to improve educational outcomes for all students and to use the cohort rate for federal AYP determinations. Massachusetts, along with other states, had committed to utilizing four-year cohort graduation rate data according to the methodology outlined in the *National Governors Association's Graduation Counts Compact on State High School Graduation Data*.

Until 2006, graduation rates for Massachusetts high schools could only be estimated from annual dropout data or from grade-level enrollment information. By 2006,

however, the state had collected a sufficient quantity of longitudinal student-level data via its Student Information Management System (SIMS) to be able to track individual students from their initial entrance into ninth grade through graduation.

At its February 2007 meeting, the Massachusetts Board of Elementary and Secondary Education voted to establish a minimum four-year graduation rate standard of 55 percent as the “must meet” AYP target for all public high schools. The 55 percent standard, used in 2007 AYP determinations, was applied to data from the 2006 graduating cohort.

In 2008 the board voted to raise the four-year standard to 60 percent and to apply that standard to the 2007 graduating cohort. Student groups that did not meet the 60 percent standard could also make AYP by showing an improvement of at least two percent between 2006 and 2007. These criteria applied to 2008 AYP determinations.

This transition affected the second indicator for high schools. When the initial set of graduation rate data was released to the public in February 2007, Massachusetts found that in 209 of the state’s 279 school districts with high schools, at least 80 percent of students in the class of 2006 graduated within four years. And in 104 districts more than 90 percent graduated within four years; in 35 districts more than 95 percent graduated within four years. Despite this positive news, only 62.3 percent of students in urban communities statewide graduated within four years. The districts with the lowest graduation rates included Lawrence (41 percent), Chelsea (45.8 percent), Holyoke (49.4 percent), Springfield (51.2 percent), Fall River (54.2 percent), New Bedford (57.4 percent), and Boston (59.1 percent).

Given the differences in performance among Massachusetts’ communities, coupled with the state’s commitment to include all student groups in AYP determinations for this indicator—a policy not required under NCLB—the Massachusetts Department of Elementary and Secondary Education’s accountability and targeted assistance group worked closely with the data collection group to recommend a reasonable four-year standard to the board for approval.

As 2007 was the first year of implementation, and calculating improvement from the previous year was not possible, the minimum graduation rate target was set at 55 percent, which was comparable to the previous target using the competency determination rate. In its July 2007 and August 2008 decision letters to Massachusetts, ED approved the state’s 2007 and 2008 AYP targets with the expectation that Massachusetts set a more challenging graduation rate target in future years.

Massachusetts can share the following insights from its transition:

- **A major challenge was defining what is meant by on-time graduation and its relationship to “the standard number of years” described in Section 1111(b)(2)(C)(vi) of NCLB.** The state explored basing such judgments on individual expectations regarding the expected time it will take each student to graduate, but concluded that this approach was not appropriate because it can lead to lower expectations for students, be difficult to implement, and create a

lack of transparency and comparability in the final data. Therefore, the SEA decided to publish a straightforward four-year graduation rate in 2006, a five-year graduation rate in 2007 and beyond, and additional rates as policy and program needs may warrant. Rates are generated for the entire student population and for individual student subgroups at the state, district, and school levels.

- **The SEA recognized the need to report data in a timely way, but that objective had to be balanced with ensuring that the reported rates are as accurate as possible.** This was particularly true in 2006, when the data were first used for high-stakes findings. The SEA began collecting student-level data through SIMS for longitudinal analysis in the 2002–03 school year. The 2006 cohort graduation rate calculations included data going back to the inception of SIMS, when

While the key goals of Massachusetts' accountability system have not changed due to this transition, the transition has highlighted the need to ensure that accountability is reciprocal: for every unit of accountability demanded of school and district leaders, the state should strive to provide a corresponding set of supports and interventions

Examples include convening stakeholders from across the state to address graduation rates with respect to AYP determinations and to build school/district capacity in increasing graduation rates and piloting an early warning system to help local educators identify and intervene with students at risk of not graduating on time.

districts were still becoming familiar with the system. The SEA had no way to know whether the students in the first SIMS data collection were first-time ninth graders. The rates would have fluctuated substantially between 2006 and 2007 because large percentages of students are retained in ninth grade in Massachusetts. Consequently, the SEA allowed for the possibility of a limited number of corrections. Student-level data making up the 2006 graduation rate were released to districts in the fall of 2006, and district staff had approximately one month to review and request corrections to the data. These data were provided to districts via the Security Portal—the SEA's secure, online data transmittal application used by authorized school and district personnel to submit and review data. The SEA reviewed all requests and identified limited instances in which changes to the data were warranted to ensure accuracy.

- **Massachusetts wanted the completed diploma to clearly represent that a student had met local and state standards, whether it took four years or more to meet those standards.** Relying on an AYP indicator that valued only four-year graduation rates contradicted that state policy, but little flexibility was initially

offered by ED on this matter. Massachusetts also had a strong desire to calculate the on-time graduation rates by subgroup, even though ED did not require it.

- **Public reporting of results can increase stakeholder understanding of and involvement in helping students graduate from high school.** The new rules were described in numerous memoranda and conference calls as well as integrated into trainings at the local level. In addition, the state's four-year graduation report attracted a great deal of press; the report helped describe a problem that had been masked by the relatively low annual dropout rates. The public had not yet grasped the cumulative effect of dropouts and retentions.

At its February 2007 meeting, the board voted to establish a Graduation Rate Taskforce comprising representatives from business and industry, school districts, high schools, alternative education programs, teacher organizations, student organizations, private non-profits, and SEA staff. The taskforce met three times over the course of six months to review additional data related to the high school graduation rate and to consider other issues, such as making recommendations for AYP improvement targets and addressing capacity and resources needed to increase the percentage of students graduating from high school. The taskforce collected research to identify the reasons students drop out of school; identified what steps Massachusetts could take to increase college and career readiness, as well as to increase graduation rates; and developed recommendations on policies and programs that could make a positive change in high school graduation rates. The taskforce identified a primary need to increase the number of high-quality pathways for students who are most at risk of not graduating, and for bringing back students who have dropped out of school.

AYP reports for a given year show graduation rates for the previous year's cohort; for example, 2007 AYP reports showed graduation rates for the 2006 cohort. While using data from for the previous year's graduating cohort allowed the SEA to use a data set for high-stakes purposes that had been thoroughly reviewed by district and SEA staff, these graduation rates alone are of limited utility to stakeholders because they are "lagged" indicators—the population measures the educational outcomes of students who already graduated or dropped out of school by the time the data are reported. In spring 2008 the SEA piloted an early warning system for the state's 24 urban districts. Called the Early Warning Indicator Index, the system is intended to help local educators identify high school students at risk of not graduating on time so that proactive measures can be taken to make timely interventions in educational programming for these students. In addition to identifying individual students for intervention, the index uses a set of core indicators based on data from all districts—therefore applicable across all schools and districts—and provides the data in a user-friendly format for presentation and analysis at the local level.

The index has appeal because it assists schools and districts with issues over which they have some control, such as aspects of their organizational and programmatic design. The index remains a work in progress as the SEA investigates additional statistical techniques to improve the validity and reliability of the system.

The SEA continues to investigate other options for the additional improvement indicator for the AYP graduation rate, with an emphasis on factors local educators may be able to address in timely ways. These options include showing an increase in the grade nine attendance rate from one year to the next (some studies have demonstrated a relationship between freshman year attendance and on-time graduation) and showing a reduction in the high school dropout rate from one year to the next. The SEA will continue to explore the benefits and limitations of these possible approaches in the coming months and years.

MICHIGAN’S DEVELOPMENT OF A WORK SKILLS ASSESSMENT AND COLLEGE ENTRANCE EXAMINATIONS

Michigan legislation passed in 2005 required a work skills assessment and a college entrance examination as components of the high school assessment. The legislation also required compliance for approval of the use of the high school test under NCLB. This meant, in essence, that augmentation would be required to round out alignment of the new test to Michigan’s high school content standards.

The Michigan Association of Secondary School Principals (MASSP) has partnered for many years with ACT, Inc., and high schools are approved by ACT as test centers on Saturdays. ACT

reported that approximately 70 percent of students in Michigan took the ACT. MASSP stated that students applying to college were motivated to do well on the ACT, while students were not motivated to do well on the state high school assessment. In addition, MASSP claimed that making the transition would save the state significant funds—it would be less expensive to administer the new assessment than to administer the old assessment.

The state department of education initially opposed the proposal for several reasons:

- Despite the MASSP claim that the transition would save money, the SEA projected a manifold increase in overall costs based on cost estimates for the multiple components.
- The increased strictness of the administration procedures would cause more schools to have invalid scores, leading to more schools not making AYP.

Advocacy by the High School Principals Association was the primary force underlying Michigan’s adoption of a work skills assessment and college entrance examinations

Michigan has historically been an ACT state for college admissions. All of the major universities, including private colleges, use the ACT for admissions. ACT had also previously worked with the state of Illinois to develop a state high school assessment that is structured to include the ACT, WorkKeys, and a state component. The Michigan Association of Secondary School Principals (MASSP) and ACT devoted considerable resources to advocacy for this proposal.

- The reduced flexibility in scheduling and carrying out assessment activities would place a significant new burden on schools.
- The requirement for augmentation to provide for adequate alignment to Michigan's high school content standards would result in a longer test than was previously administered.

However, the governor's office supported the proposal because it would provide baseline information and a measure of progress on efforts to increase the percentage of Michigan high school graduates that are prepared for postsecondary success.

The legislation was passed in 2005, a pilot was carried out in spring 2006, and the full transition occurred for the spring 2007 assessment.

Because ACT won the competitive bid, the fully customized state high school assessment was replaced by a regimented three day testing process, with day one being composed of the ACT + Writing test, day two being composed of WorkKeys assessments, and day three being composed of Michigan-specific augmentation to round out alignment to Michigan's high school content standards. This test was named the Michigan Merit Examination (MME).

Schools had to transition from a three-week testing window to giving the test to all students on the same day for each of the three days. Students who missed the test days are allowed to take a makeup for each missed day exactly two weeks later. Schools also had to transition to the increased rigor of becoming established as an ACT test center, including severe consequences for mis-administrations. Schools also had to transition from appealing to the SEA on issues of invalidated scores to appealing to ACT.

The change in the assessment required analysis to determine whether the AYP annual measurable objectives (AMOs) needed to be reset. From the results of the standard setting activity, the state board of education adopted proficiency cut scores that were approximately equivalent in rigor to the cut scores from the previous, fully customized high school assessment. Therefore, the AMOs were not reset, as the impact of the new assessment on AYP calculations was minimal. The transition did have an impact in other areas, as noted below:

- **The transition had significant cost implications.** The new high school assessment costs were significantly higher than the costs of the previous fully customized assessment. The previous assessment cost the state \$19 per student. The ACT component of the new MME alone costs the state \$47 per student; the WorkKeys component costs \$15 per student; the augmentation costs approximately \$5 per student; and the project management, IT requirements, psychometrics, and reporting systems necessary to create a single score for each subject using all components of the test cost \$58 per student.
- **The transition had significant implications for individual students and schools.** In the first years of the program, many scores were invalidated on an individual or schoolwide basis because of prohibited behavior or mis-administration. While

the SEA would have made the same decision as ACT, in many cases, significant numbers would not have been deemed invalid by the state under previous policies. Therefore, some students did not receive valid scores, and some schools did not make AYP because of the new, stricter policies on test administration that came with using ACT products.

- **The transition had an impact on the availability of retesting opportunities for high school students.** With the previous test, students could retest in the fall or spring of the next year. The MME initially allowed for retesting in fall or spring. However, the fall retest period was eliminated because of prohibitive costs for an additional cycle involving the ACT products and the untenable burden on schools of two test cycles per year with the new strict requirements. The spring retest was also largely eliminated through legislation because of the prohibitive costs.
- **The transition had an impact on students with disabilities (SWDs) and English language learners (ELLs).** Whereas states must comply with NCLB, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA), ACT's policy has been to comply only with ADA. This resulted in many of the state-offered accommodations not being allowed by ACT if students desired to get an official ACT or WorkKeys score report. When an Individualized Education Program (IEP) designated an accommodation allowed by the SEA, but not by ACT, the student received official MME scores, but no official scores on the ACT or WorkKeys. ACT does not approve accommodations specifically for ELLs. Therefore, all accommodations provided because of ELL issues resulted in official scores for MME, but no official scores for ACT and WorkKeys.
- **The transition had effects on the usefulness of the data, because individual item data could not be provided to schools.** Because ACT products are proprietary, no item information could be provided to schools. Many schools have lamented the loss of the individual item data.

Ultimately, however, the transition was successful. Part of the reason for the success was a significant ongoing communications and training campaign to keep all stakeholders apprised of the progress of the transition, administration procedures, registration procedures, and of the new requirements that would become a part of the new test.

Throughout this transition, Michigan learned the following lessons:

- **Make sure all schools are identified and trained as ACT centers.**
- **Train heavily on accommodations and timing codes.**
- **Formally include vendor compliance with all state and federally required legislation applicable to the SEA.**

- **Carefully examine and evaluate claims on cost and impacts on schools and students.**

Numerous formal communications to the field, to district administrators and to high school principals have formed the communications strategy. Training has been provided on test administration, student registration, and data use.

MINNESOTA’S IMPLEMENTATION OF A “SECOND GENERATION” OF HIGH SCHOOL ASSESSMENTS

Minnesota is in the process of implementing a “second generation” of assessments as part of the high school graduation requirements. The state legislature first required graduation tests for Minnesota students in 1996. In 2003, the state Academic Standards were revised and a new generation of graduation tests was required. A new writing test was implemented in 2007, a new reading test in 2008, and a new mathematics test in 2009. Also, the first administration was changed from grade 8 for reading and mathematics and grade 10 for writing to grade 9 for writing, grade 10 for reading, and grade 11 for mathematics.

Since the change occurred within the legislative session, numerous stakeholders were aware of the change: it was a closely watched legislative discussion

Subsequent to the bill passing, the SEA provided documentation about the change in legislation:

<http://www.education.state.mn.us/mdeprod/groups/Assessment/documents/FAQ/014639.pdf>.

The SEA also developed significant documentation about the new high school assessment system:

[http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment and Testing/Assessments/GRAD/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/GRAD/index.html).

The law (both statute and rule) required several changes:

- Rules for special education students were restricted.
- Rules for new-to-country English language learners were modified.
- Rules for new-to-state students via an assessment taken in a prior state were implemented.

Standard setting for reading in 2008 established an expectation that the passing rate for the graduation tests was equivalent to the proficient level on the NCLB Title I assessment originally set in 2006. This has caused significant concern to be raised in anticipation of this spring’s implementation of the mathematics assessment, because the 2008 proficiency level for high school mathematics was about 34 percent. Also of significant concern is the later time for first administering the reading and mathematics assessments in a student’s high school career—less time is available for remediation.

While the first graduating class required to pass these assessments will graduate in the spring of 2010, changes have already been enacted. Due to concern over the excessive failure rate expected of the mathematics test, the legislature passed a five-year moratorium that no longer required students to pass the mathematics test to graduate. (Students still have to pass the reading and writing tests.) In its 2009 session, the Minnesota legislature created a work group to study the effects of high-stakes graduation tests in Minnesota and future directions for these requirements. A critical lesson here is that a broader group of stakeholders involved in the conversation over time is essential. Previous changes occurred without a sufficient number of key stakeholders aware of the potential consequences of moving the graduation requirement to the high school level and with a higher expectation of proficiency for graduation.

The SEA is developing enhancements to its statewide data warehouse for collection of the alternate pathway in mathematics scheduled to be available in early 2010. Districts will enter this coding for students graduating under the alternate pathway. The SEA will validate that the student has attempted the assessment at least three times as required in legislation. The remaining two requirements are the responsibility of the school district and are subject to audit at the discretion of the SEA.

NEBRASKA'S TRANSITION FROM A SYSTEM OF LOCAL ASSESSMENTS TO SINGLE COMMON TESTS IN CORE ACADEMIC SUBJECTS

State legislation was introduced in 2007 and 2008 that required standards revision and state assessment development. The legislation called for single common assessments in reading, mathematics, and science to begin in the 2009–10 school year, with each subject area to be phased in over time. The writing test remained in the law, but the use of local assessment data for accountability reporting was eliminated. Basically the law was a mirror of NCLB, requiring annual testing in grades 3–8 and in high school. Nebraska signed a compliance agreement with ED allowing the state to receive NCLB funds so long as documentation would be provided that the new tests are being developed and implemented according to the timeline specified by the Nebraska legislation. The test results are to be reported by score and subscore.

The state worked for many years to obtain federal approval for using the established local assessments in calculating AYP. One goal was to maintain as much district control of assessments as possible. As the new system is being developed, compliance with NCLB is a primary goal. Nebraska anticipates increasing the state's role in publishing school and district accountability information as the new state assessments become operational.

In short, Nebraska is changing everything: policy, practice, and politics. With the change in assessment comes the change in accountability

With the change in accountability comes a change in culture. Districts and the department of education are caught between two systems: the old and the new, with a gulf of transition between. Each year when a new test is phased in, a piece of the old system goes away. The years of transition will be continuous through 2012. Both the state and local school districts are working on extremely short timelines. Complicating the situation is that the assessment and accountability transition occurred at the same time transitions were being made in senior leadership at the state level.

In 2000 Nebraska built a locally based assessment system, the School-based Teacher-led Assessment and Reporting System (STARS). Under the STARS approach, local school districts developed classroom-based assessment to measure student achievement on state-developed standards in reading, mathematics, science, and social studies. In addition to reporting student results on the standards, districts submitted their local assessments to the state for review and for a public rating. Local assessment was only one part of the assessment system, as districts were required to participate in the statewide writing test and to administer a norm-referenced test in at least three grades in their districts. The approach allowed the state to gather multiple indicators: student achievement on standards, statewide writing results, assessment ratings, and norm-referenced test results. These multiple indicators were used to make comprehensive decisions about the quality of the schooling and accountability, and those decisions were based in the accreditation rules.

Although the system was effective, comprehensive, and balanced, there were downsides to the combination of the local and state approach. The system did not allow direct comparison between school districts on the same common measures. The system, said some, was too complex, involving too many data factors. It was not simple with a single "bottom line" state test.

Since the primary purpose of the system was that of improving student achievement, not comparative accountability, it became clear that the bottom line of accountability was direct comparison between school districts, and that could only be achieved by single common measures. Coupled with the fact that Nebraska remained one of the few states that had not achieved federal approval under NCLB with its STARS system, the political winds began to shift in the state.

Costs are always an issue, but the legislation also brought additional dollars to assessment. In addition, two-thirds of the new state system will be funded with federal funds.

Nebraska can lend the following insights from its transition:

- **The state will persevere.** A new commissioner took over in the spring of 2009. The department is providing the message “Keeping the Focus, Expanding the Vision, Finding the Balance.” Information as it is known is shared with the field purposefully and completely. The steps of test building are underway and on track.
- **The state is using its finest resource, assessment-literate educators, as the backbone of standards revision and test development.** Because of the knowledge and expertise teachers acquired through the STARS process, they are instrumental in the design and reworking of test items.
- **A contractor has been secured as a competent partner, and advice is sought from external experts.** Although everything is changing, SEA leadership is now stable, reassuring local school districts and encouraging them to maintain local assessments for use instructionally.
- **The state has an extensive communication plan.** Nebraska used telecasts, video streaming, paper documents, speaking engagements, web postings, and its service unit network. Nebraska is also planning professional development throughout the upcoming year as well as professional development within regional service units.
- **The legislation requires verification studies, and the state has a long-standing evaluation contract with the University of Nebraska as well as many external experts.**

The state board of education is undergoing monthly discussions about a new policy framework for standards, assessment, and accountability. Meanwhile, the state department of education maintains a focus on student learning.

WEST VIRGINIA'S DEVELOPMENT OF NEW STANDARDS AND ASSESSMENTS TO ASSESS 21ST-CENTURY SKILLS

The West Virginia Department of Education transformed the state's educational system into a high-quality global system of education that is current, engaging, relevant, and exciting to 21st-century students. The goal of this transformed system was to develop in West Virginia students more complex communication skills, increased critical thinking and problem solving abilities, greater decision making skills, and the ability to thrive in a globally competitive 21st-century world. The development of West Virginia's 21st-century learning plan—Global 21—provided the framework for this systemic approach to helping children learn by providing rigorous instruction presented at a variety of depths of knowledge (DOKs), integration of technology tools, and balanced assessments that would facilitate and invigorate student inquiry and learning.

The West Virginia Department of Education worked diligently with local school districts to provide a 21st-century systemwide approach to assessment within the state

The SEA funded and provided a network of high-quality support tools, including techSteps, Acuity, Writing Roadmap 2.0, INTEL, Thinkfinity, Teacher Leadership Institutes, Special Education Teachers Leadership Academies, Principal Leadership Institutes, county team conferences, and other supports to assist local school districts in implementing the goals of Global 21. Further, the SEA recognized that teachers, principals, and other leaders required high-quality, sustained professional development that involved emerging strategies and knowledge in areas such as instruction, technology, and assessments. To that end, the SEA has worked to provide an array of these types of professional development opportunities for educators.

To meet the goals of Global 21, West Virginia began the lengthy and vigorous process of developing new state content standards and objectives (CSOs) to include increased rigor and a variety of DOK levels. To measure student achievement of these content standards, the SEA Office of Assessment, Accountability, and Research undertook the goal of developing a new statewide accountability assessment, WESTEST 2, which would align to the new state CSOs and would more accurately measure student achievement in grades 3–11 in reading/language arts, mathematics, social studies, and science. The first operational WESTEST 2 was administered in the 2008–09 school year.

Prior to 2008, a review of West Virginia's content standards by national experts revealed that the state's CSOs lacked the rigor necessary to meet the challenges of the National Assessment of Educational Progress, the Trends in International Mathematics and Science Study, and other national and international assessments. This finding was not acceptable for a state that desired its students to be globally competitive and lifelong

learners. By early 2005, the state was poised for major changes within its accountability system.

In 2005, West Virginia became the second state in the nation to implement the Partnership for 21st-Century Skills (P21) model. P21 is an advocacy organization that includes members from the business community, education leaders, and policymakers. This implementation and support further strengthened West Virginia's efforts in developing new state content standards.

In July 2008, the new CSOs became effective for use in every West Virginia classroom, and the revisions to these content standards and objectives significantly broadened the scope of the state's curriculum. More recent external reviews of state CSOs by local and national experts have identified our state curriculum as meeting world-class status.

Many policies other than the content standards have been revised to align with the overall initiative, including accountability policies. The SEA developed a performance index for school accreditation that is consistent with 21st-century schools, developed a new assessment system to measure the new content standards, and reorganized some divisions within the SEA to implement the changes in the curriculum.

Because West Virginia made systemwide changes to include the development of new CSOs and a new aligned statewide accountability assessment, WESTEST 2, the state increased the overall rigor of these standards and assessments, which called for a resetting of performance standards (cut scores on WESTEST 2). To that end, in April 2008, West Virginia proposed two amendments to make a substitute trajectory to AYP for 2009 and 2010 and requested approval for these changes from ED. This request was made approximately one month prior to the first administration of the new WESTEST 2 in May 2008. In essence, West Virginia requested approval to use the same substitute for determining AYP for 2009 and 2010 school years as approved in the original Accountability Workbook and reset the trajectory in fall 2010.

In August 2009, ED approved West Virginia's amended accountability plan and posted those changes on the SEA website. As a result, the state reset its starting points based on its 2009 assessments to establish new Annual Measurable Objectives (AMOs) using the statutory process laid out in ESEA. West Virginia would then reset its starting points using the results of the tests to be administered in 2009–10, average the 2009 and 2010 starting points to establish AMOs for making AYP determinations in 2009–10, and create intermediate goals and AMOs that would result in all students meeting or exceeding the state's proficient level of achievement by the 2013–14 school year.

West Virginia must submit the revised starting points set following the 2009–10 administration of the assessments, intermediate goals, and AMOs to ED for review and approval before they can be used in making AYP determinations.

West Virginia learned many lessons from engaging in the process of changing an entire accountability system, including:

- **Such a process requires a shared vision by all educational stakeholders, tremendous work, sustained diligence in overseeing and completing the process, and a willingness to involve teachers, local and national experts, and other stakeholders in this reinvention process in order to make our state accountability system world class.**
- **Systemwide change requires a great deal of political will and determination to move forward in increasing the rigor and depths of knowledge of content standards while realizing that school assessment performance will not likely measure up in the short term.** Parents, business and community leaders, policymakers, teachers, and other educational leaders will seek answers to why students' scores are lower, and they will need instruction and support in understanding how the increase in academic rigor will ultimately benefit all of the students and citizens in West Virginia.
- **Professional development in clarifying and increasing understanding concerning increased rigor of standards is essential for all stakeholders, including schools, teachers, parents, and the general public.** The SEA has worked with local school districts in providing a network of high-quality support tools and other supports to assist in implementing the goals of Global 21.
- **There is both a need and a challenge to make pertinent information available to all educational stakeholders.** The SEA foresaw that it would need to educate state citizens about why there was a need for public education change within the state and how those changes might impact the performance data of schools. Thus, in 2009, the SEA undertook a major public relations campaign to get Global 21 information out to the public. The SEA developed a website (<http://wvde.state.wv.us/global/publications/>) that provided one-page flyers containing basic information for teachers, parents of pre-K–4th graders, parents of 5th–8th graders, and parents of 9th–12th graders on topic areas including why is public education changing, how is public education changing, and how do we measure progress? In addition, the website contained a copy of the newspaper ad that ran in local newspapers and that provided pertinent information concerning Global 21 initiatives, as well as other tools including screensavers and wallpapers featuring Global 21.

West Virginia's accountability policies were revised to incorporate the 21st-Century Schools Partnership initiative. A performance index for accountability and accreditation (outside the NCLB model) has been developed and this index utilizes multiple performance measures using a compensatory model that is not dependent on only one subgroup or on one low score being the deciding factor.

West Virginia is expecting student improvement across the continuum of learning rather than just moving students to mastery. For example, the newly developed index gives extra credit for getting students to above mastery and distinguished levels of performance.

Using data collected through the West Virginia Education Information System (WVEIS), a management information system that is online, interactive, and operates over a privately addressed intranet, the SEA collects from school files the information needed for state and federal reporting and decision making. From this collected data, West Virginia publishes a state report card as required by state law. An NCLB report card for schools and districts is published annually according to NCLB requirements for state reporting.

CONCLUSION

A decade ago, it would have been reasonable to expect that a paper on educational accountability models would emphasize goals, indicators, decision rules, and consequences as the primary components of accountability. After all, the fundamental premise underlying standards-based reform is that if you set high academic standards, design assessments to measure student progress toward them, and hold school and district leaders accountable for the results, then student performance will improve.

States' experiences with designing and implementing accountability models since the inception of standards-based reform strongly suggest that communication and support are increasingly becoming the focal points of accountability, and that communication is particularly important when the accountability system is undergoing transition. Moreover, as educational accountability models mature and evolve, communication has increasingly been defined to include training and support in addition to reporting.

Whether the focus is on designing better assessments, improving data collection procedures, or helping students become college and career ready, we anticipate a continued shift from emphasizing consequences and sanctions to the provision of appropriate supports to cultivate effectiveness.

Key Achievement Index Policy Questions

1. What is the theory of action for the Index?
2. What Performance Indicators will be included in the Index?
3. What is the relative importance of each Performance Indicator?
4. How will data be disaggregated?
5. How will OSPI and SBE make the data actionable and transparent for users?

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Higher Pay will attract better candidates

OP-ED COLUMNIST

Pay Teachers More

By NICHOLAS D. KRISTOF

Published: March 12, 2011

From the debates in Wisconsin and elsewhere about public sector unions, you might get the impression that we're going bust because teachers are overpaid.



That's a pernicious fallacy. A basic educational challenge is not that teachers are raking it in, but that they are underpaid. If we want to compete with other countries, and chip away at poverty across America, then we need to pay teachers more so as to attract better people into the profession.



These days, brilliant women become surgeons and investment bankers — and 47 percent of America's kindergarten through 12th-grade teachers come from the bottom one-third of their college classes (as measured by SAT scores). The figure is from a study by McKinsey & Company, ["Closing the Talent Gap."](#)

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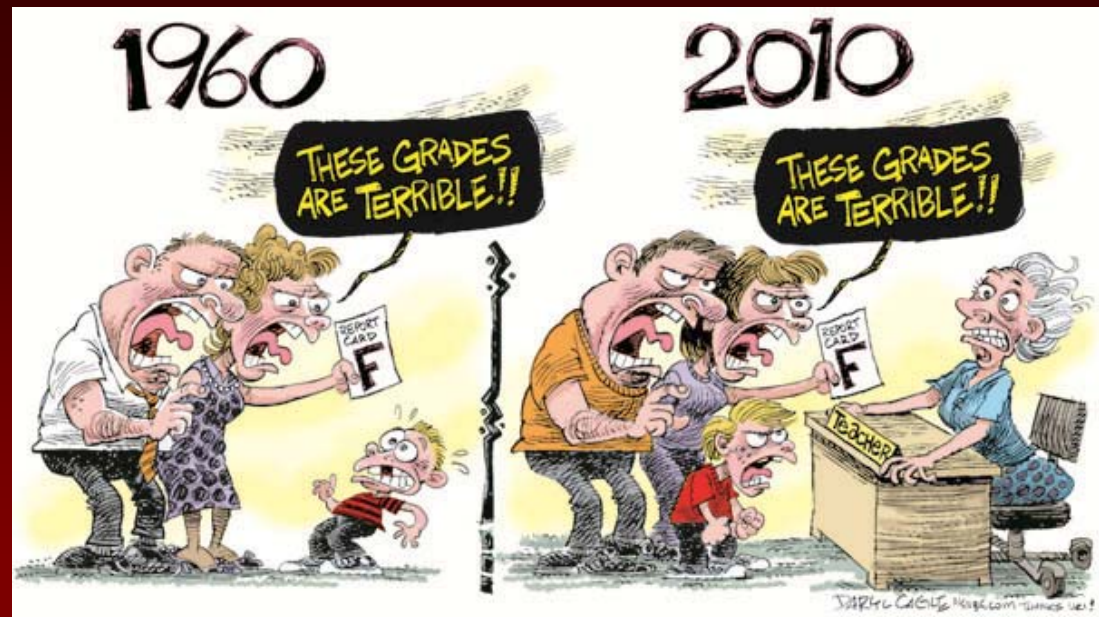
One thing holding the teaching profession back is its vastly outdated pay system, say proponents of new compensation plans.

By Amanda Paulson, Staff writers of The Christian Science Monitor, Stacy Teicher Khadaroo, Staff writers of The Christian Science Monitor / March 18, 2009



Another possibility: The change in pay structure attracts and retains better-qualified people who might not otherwise enter teaching.

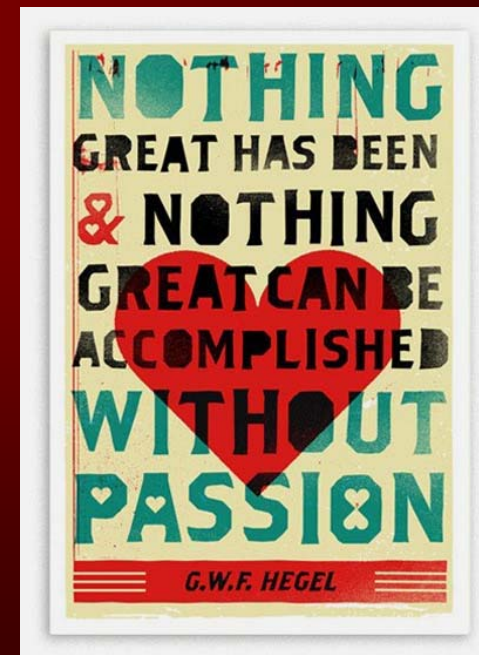
"Teachers are going to get paid a lot more under these performance-pay plans," Mr. Gonring says. "What we'll see is a transformation in the labor market. It's going to become more economically viable for young people to come into the profession and stay for a good period of time. The No. 1 education issue is human capital management. And money plays a huge role in getting people to stay."



Not a single study
started by asking high
quality teachers why
they teach!

What attracts quality teachers to the profession? Why do they stay in education?

- Passion for seeing students grow & gain understanding of their world
- Passion for seeing them apply something they've learned to a new situation
- Passion for seeing them rise to a challenge
- Passion for their joy when they do something they thought impossible
- Passion for seeing them make positive changes in themselves & their world



How, then, do you attract & retain high
quality teachers?

Purpose

Autonomy

Professional growth

Time

Administration

MERIDIAN
TROJANS
M

The Washington State Board of Education

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

Title:	Option One and Option One WaKIDS Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Board will consider for approval thirteen requests for Option One waivers of the minimum 180-day school year. The Board will also be asked to approve requests for five expedited Option One waivers for districts required by law to implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) in the 2012-13 school year.	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This part of your packet contains materials related to requests from 13 school districts for Option One waivers. Six of the requests are for professional development and alignment of curriculum, five for full-day parent-teacher conferences, and two to aid in the transition of students to new schools. Eleven are new requests and two renewals. The memo briefly summarizes each of the 13 waiver requests. It is followed by a table providing basic data on each request. The full waiver applications are provided in the Appendix for your review.</p> <p>In addition, six districts are requesting one-year Option One waivers through the expedited process for districts that are required by law to implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS). The WaKIDS waiver applications will be distributed to the Board as additional materials.</p>	

Basic Education Program Waivers: Current Requests

Policy Consideration

SBE staff have reviewed the waiver applications and provided them to the Board for consideration. The waiver applications are included in your packets.

Summary of Waiver Applications

Auburn requests three waiver days for the 2012-13 school year to continue restructuring initiatives and implement revised school improvement plans in alignment with its 2009-12 Strategic Improvement Plan. The district's strategic plan for closing the achievement gap includes a focus on mathematics and science; improvement in literacy; classroom-based assessments in social studies, health, physical education, and the arts; development of instructional models in math and reading that address student mobility, and the use of technology for differentiated instruction and assessment. Auburn currently has a waiver of three days to implement its school improvement plan, and requests it be extended one year.

Battle Ground requests five waiver days for the 2012-13 school year for implementation of the teacher and principal evaluation program directed by ESSB 5895, 2012 Session, in the 2013-14 school year, and to begin using a specific research-based instructional framework. The five waiver days will be used for training for teachers and principals in the use of the new evaluation system and instructional framework.

Cascade requests four waiver days for school years 2012-13, 2013-14 and 2014-15 for parent-teacher conferences, in order to reduce from 12 to four the number of early release days. The district states that its goal is to maintain instructional integrity for students and teachers by preserving, to the extent possible, full-length class periods at the secondary level and full instructional days at elementary.

Columbia (Walla Walla County) requests three waiver days for school years 2012-13, 2013-14 and 2014-15, for elementary and middle schools only, for the purpose of holding two full-day parent-teacher conferences in the fall and one full-day parent-teacher conference in the spring. The plan would increase the number of full-day offerings by three days and decrease the overall half days by six. The district says that fewer half days and more full days of instructional time has a positive impact on student learning. It is also intended to support meeting with all parents and increasing student attendance.

Cusick requests two waiver days for school years 2012-13, 2013-14 and 2014-15 for staff professional development. On both of the days, the district will meet with eight other districts of similar size to maximize professional development and create "vertical teams" and grade-level teams, as each district generally has one teacher per grade.

Kelso requests one waiver day for the 2012-13 school year for its high school and two middle schools only. The purpose of the waiver day is to help students entering sixth and ninth grades make the transition to their new schools. Students will be informed about rules, procedures, organization skills, and resource identification. A group of staff will meet with participating parents to provide information and answer questions.

North Franklin requests four waiver days for the 2012-13, 2013-14 and 2014-15 school years to provide four full days of parent-teacher conferences. The purpose of using full days for the conferences is to increase parent participation, provide more full days of instruction, and lessen the disruption of half-days. The waiver plan would reduce eight half days and increase instructional time by about 24 hours.

Prosser requests four waiver days for the 2012-13, 2013-14 and 2014-15 school years for full-day parent-teacher conferences. The purpose is to provide ample time for students and parents to attend conferences with teachers, with a goal of more than 90 percent parent participation. There is no proposed reduction in the number of half days.

Republic requests two waiver days for the 2012-13, 2013-14 and 2014-15 school years for staff professional development, to be conducted in collaboration with eight other districts. Republic would join a consortium called the Panorama Rural Education Partnership made up of districts of similar size in that region of the state. The eight other districts requested two waiver days last year as a way to provide professional development in a collaborative way. (Republic's application is similar to Cusick's.)

Stevenson-Carson requests one waiver day for the 2012-13 school year to provide training for staff for the restructuring and move of the seventh and eighth grade students from a traditional middle school setting, in a separate building, to a junior-senior high school. The district says the waiver day will also be used for training of teachers and principals in the TPEP program for implementation in 2013-14.

Tacoma requests two waiver days for the 2012-13, 2013-14 and 2014-15 school years for staff professional development. Activities will focus on continuing the work begun on implementing the University of Washington Center for Educational Leadership's "Five Dimensions of Teaching and Learning (Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Learning, and Classroom Environment and Culture). Each of the two days would be structured around specific activities. The plan would build on the work done through the two waiver days granted the district for 2011-12.

Thorp requests two waiver days for 2012-13, 2013-14 and 2014-15 for professional development of staff. Goals of the waiver include: provide training for teacher on research-based instructional strategies in literacy and mathematics; develop plans to implement a Response to Intervention model to assist students who are struggling; increase teacher understanding of the Common Core Standards in mathematics and language arts, and increase student safety and a supportive learning environment.

West Valley requests four waiver days for the 2012-13, 2013-14 and 2014-15 school years for parent-teacher conferences in elementary and middle schools. The purpose of the waiver is to reduce the number of half-days required to carry out parent-teacher conferences. The district currently has a week of half days in the fall and another in the spring, which it says results in low instructional rigor, higher absenteeism, and hardship for parents.

Table A: Summary of Option One Waiver Applications

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Auburn	2012-13	3	177	0	180	0	R
Battle Ground	2012-13	5	175	3	183	0	N
Cascade	2012-13 2013-14 2014-15	4	176	1	181	8	N
Columbia (Walla Walla)	2012-13 2013-14 2014-15	3	174	3	183	3	N
Cusick	2012-13 2013-14 2014-15	2	178	4	184	2	N
Kelso	2012-13	1	179	3	183	0	N
North Franklin	2012-13 2013-14 2014-15	4	176	0	180	8	N
Prosser	2012-13 2013-14 2014-15	4	176	5.5	185.5	0	N
Republic	2012-13 2013-14 2014-15	2	178	2	180	2	N
Stevenson-Carson	2012-13	1	179	0	180	0	N

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Tacoma	2012-13 2013-14 2014-15	2	178	2	182	0	R
Thorp	2012-13 2013-14 2014-15	2	178	1	181	0	N
West Valley	2012-13 2013-14 2014-15	4	176	8	188	8	N

Background

This memo presents thirteen school district requests for Option One 180-day waivers.

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement in RCW 28.150.220 to implement a local plan that is designed to enhance the educational program for each student. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. The State Board may grant waiver requests for up to three years.

Action

Consider approval of the district applications summarized in this memorandum.

180-Day Waiver Requests for WaKIDS Implementation July 2012

School District	# of Schools	# of Days	School Year
Bremerton	6	2	2012-13
Centralia	1	3	2012-13
East Valley	3	3	2012-13
Mabton	1	2	2012-13
Mary Walker	1	3	2012-13
Renton	4	2	2012-13

The Washington State Board of Education

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

Title:	Proposed Waiver Rule Revisions and Communications Plan	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input checked="" type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Do the draft rules establish clear and appropriate criteria for the Board's evaluation of 180-day waiver requests that are consistent with legislative intent, and that follow the direction set by the Board at its May 2012 meeting? Staff will submit for Board consideration.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>The State Board of Education is required by law to adopt rules for evaluation of requests for waivers of the basic education requirement of a minimum 180-day school year. At its May 2012 meeting the Board approved the filing of a CR 101 to initiate rule-making, and set directions for draft rules to be presented at the July SBE meeting.</p> <p>The draft rules presented to the Board for review:</p> <ul style="list-style-type: none"> Sets criteria for evaluation of Option One waiver requests under RCW 28A.305.140 and WAC 180-18-040. Creates a procedure through which a district may obtain a 180-day waiver solely for the purpose of parent-teacher conferences without formal action by SBE. Integrates Option 3 waivers into Option One by striking WAC 180-18-050(3). Sets criteria for evaluation of Option Two "economy and efficiency" waivers under RCW 28A.305.141. Changes from 50 days to 40 days the required length of time before a Board meeting that applications for Option One waivers must be submitted under WAC 180-80-050(2). Eliminates WAC -18-040, concerning waivers from the student-teacher ratio requirement, as the statute it references has been repealed. Makes other technical, clean-up changes to WAC 180-18-040 and WAC 180-18-050. <p>Staff will also review the two-part communications plan for the rule-making process, which includes the creation and delivery of the 180-day survey and the July-September outreach with the approved draft rules.</p>	

PROPOSED RULES FOR EVALUATION OF WAIVER REQUESTS

Policy Consideration

Do the draft rules offer clear and appropriate criteria for the Board's evaluation of 180-day waiver requests? Are they consistent with legislative intent in establishing the Board's waiver authority? Do they follow the policy direction set at the meeting at which the Board approved the filing of a CR 101 to initiate rule-making? Are there proposed revisions to the draft rules?

Summary

With the Board's approval at the May meeting of the filing of a CR 101 to initiate rule-making, and following the direction for rules given by the Board at that meeting, draft rules on evaluation of 180-day waiver requests have been prepared, as requested, for the Board's review. Following is a sectional summary of the draft rules. The full text of the draft rules, with a sectional summary, is included in your packet.

What are the rules under consideration?

1. *Establish a procedure for school districts to obtain a 180-day waiver solely for the purpose of parent-teacher conferences without formal action of SBE.*

RCW 28A.150.203 defines "school day" as "each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school." Full-day parent-teacher conferences do not count toward the required 180 days because all students are not present on these days. While not explicitly stated, "all" is implicit in the language. The legislative definition of a school day therefore requires districts to obtain a waiver if they wish to use full days for parent-teacher conferences.

Confusion further stems from the fact that "teacher/parent/guardian conferences" are included in the definition of "instructional hours" for compliance with the basic education requirement that districts make available to students in grades one to twelve a minimum, district-wide annual average of 1,000 instructional hours.

Given the inconsistency between the definitions of "school day" and "instructional hours" and the recognized importance of parental involvement for student achievement, the draft rules create a new category of waivers for full-day parent-teacher conferences. No cap would be placed on the number of days a district may request.

2. *Adopt criteria for evaluation of Option One waivers under RCW 28A.305.140.*

SBE will evaluate requests for an Option One waiver based on whether:

- The district will meet the required 1,000 hours of instructional offerings.

- The district's waiver plan is aligned with school and district improvement plans.
- The plan explains measurable goals related to student achievement.
- The plan states specific activities that are likely to lead to attainment of goals.
- The plan states metrics that will be used to show whether goals were attained.

The draft rules would not:

- Require the district to have local or temporary circumstances requiring a waiver.
- Place a limit on the number of days a district may request, though requests for more than five days will generate enhanced review.

3. Condense Option Three Waivers into Option One.

SBE has an expedited process for granting waivers of the 180-day school year. The waivers are limited to three days and to specific activities, with extensive criteria for approval and renewal. Districts with 'persistently-lowest achieving' schools are not eligible to apply for these waivers. As written, the rule does not enable these waivers to be renewed.

With adoption of criteria for Option One waivers, the complex Option Three process can be discarded, and the confusion caused by separate procedures for waivers of the same statutory provision, through the same statutory authority, can be eliminated.

4. Adopt criteria for evaluation of Option Two waivers under RCW 28A.305.141.

Option Two "economy and efficiency" waivers are limited to five districts: two districts with enrollment below 150 and three of between 150 and 500. Criteria for evaluation are essential considering the competitive nature of this waiver. Criteria would align closely with the authorizing legislation, with priority for granting of waivers given to plans that best redirect projected savings from the modified school calendar to student learning.

Background

The Legislature has established basic education requirements in order to meet the paramount constitutional duty of the state to make ample provision for the education of all children and "provide for a general and uniform system of public schools." (RCW 28A.150.200-220.)

Districts must "provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment and citizenship." The law sets a minimum instructional program of basic education that districts must offer, including but not limited to instructional hours, school days, and graduation credit requirements. The Washington State Board of Education oversees districts' compliance with basic education program requirements. RCW 28A.305.140 authorizes the SBE to grant waivers from the provisions of RCW 28A.150.200 through RCW 28A.150.220 on the basis that such waivers "are necessary to . . . implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student." RCW 28A.305.141

creates a temporary authority to grant waivers for the purposes of economy and efficiency to a limited number of small districts.

Both statutes require SBE to adopt criteria to evaluate waiver requests. The SBE has not adopted criteria in rule under either statute. This leaves the State Board without a formal basis on which to review requests for waivers from minimum basic education program requirements. By adopting rules for waiver decisions, SBE demonstrates that it is meeting its statutory obligation to ensure compliance with basic education requirements.

Rule adoption will also clarify issues that cause confusion for both school districts and policy makers, and streamline and simplify waiver procedures that have grown overly complex and difficult for districts to follow.

At its regular meeting on May 12, the Board approved the filing of a CR-101, which initiates the rule-making process, for the purpose of drafting rules on evaluation of requests for waivers of the minimum 180-day requirement, in compliance with RCW 28A.305.140(2) and RCW 28A.305.141(3). The Board gave the following direction for draft rules:

- Create a new category of “pre-approved” waivers for full-day parent-teacher conferences. No cap on days.
- Integrate Option 3 waivers with Option 1.
- Adopt criteria for evaluation of Option 1 waiver requests. No local or temporary circumstance criterion. No cap on days, but requests for more than five days trigger additional Board Member review.
- Adopt criteria for evaluation of Option 2 waiver requests.

On May 28, SBE staff launched a survey designed to collect feedback on possible rule criteria. The survey was sent directly to all district superintendents, and indirectly through existing agency communications. For example, AWSP mentioned the survey in their bi-monthly newsletter *Principal Matters*, and WSSDA linked to the survey in emails to members and on the front page of their website. A PowerPoint presentation will be made to the Board summarizing the survey results. The raw data has been posted on the SBE web site.

After the July meeting and with approval of draft rule language for the filing of a CR 102, staff will solicit feedback. Outreach will include direct channels of communication (website, social media, newsletter; distribution of draft rules at the August and September WSSDA Board of Directors meeting, the September AWSP Board meeting, and the September Learning First Alliance meeting; and possible indirect communications through key publics’ existing communications channels.

Waivers Communications Plan

The waivers communication plan (included in packet) is designed to support the Board’s waiver work and involves the identification of key publics, objectives for those publics, strategies/tactics to meet those objectives, and a post-action evaluation of the effectiveness of those strategies – all to support the following key goals:

1. Clear and comprehensive waiver criteria
2. Clear and comprehensive communications to districts

In the portion of the plan relating to the rule-making process, staff has identified the following external key publics, including but not limited to, the following:

- School District Administrators
- School District Board Members
- Teachers
- Parents

The rule-making component of the communications plan has two distinct phases:

Phase one of the plan centers the creation and delivery of a 180-day waiver survey to key publics, utilizing both direct and indirect communications channels. The number of survey responses exceeded staff benchmarks, and those results will be shared with members during the July meeting.

Phase two of the plan involves the publication of the approved rule language and a call for feedback. Direct electronic communication channels will include web site delivery, social media, and SBE's August and September newsletter. Staff and members will also share the approved language through a variety of in-person meetings (identified in the communications plan). Staff will also seek opportunities for messaging through indirect channels, largely through existing agency and advocacy groups' websites, newsletters, and social media feeds.

Staff will provide copies of the communications plan as requested for further review.

Action

The Board will consider approving draft rule language and the filing of the CR 102.

Draft Rules Evaluation of 180-Day Waiver Requests Section Summary

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement

Deletes reference in the title to a basic education requirement that has been repealed.

Subsection (1)

- Clarifies that a district applying for a 180-day waiver must still meet the one thousand instructional hours requirement.
- Revises reference to one thousand instructional hours requirement to more closely follow the statutory language.
- In sentence authorizing SBE to grant waiver requests for up to three years, strikes "initial."

Subsection (2)

Strikes in its entirety, as it addresses WAC 180-18-050, Option 3 pilot process, which is struck in proposed rules.

Subsection (3)

Strikes in its entirety, as it authorizes waivers from a basic education requirement on student-to-teacher ratio that has been repealed.

NEW Subsection (2)

Pursuant to RCW 28A.305.140 (2), the State Board of Education will evaluate the need for an Option One waiver from the minimum 180-day school year requirement based on whether:

- The district will meet the required instructional hours offering;
- The district's waiver plan is aligned with school and district improvement plans;
- The plan explains measurable goals related to student achievement;
- The plan states specific activities that are likely to lead to attainment of goals;
- The plan states metrics that will be used to show whether goals were attained;
- The plan describes participation by staff, parents and the community in the development of the plan.

NEW Subsection (3)

In addition to the criteria in new subsection (2), requests for waivers that continue an existing waiver will be evaluated on the results of that waiver, any proposed changes to the waiver plan, and support by staff and the community for the continuation of the waiver.

WAC 180-19-050

Procedure to obtain waiver

Subsection 1

- Lists required components of an application for a 180-day waiver.
- Specifies that the school board resolution must include a statement that the district will meet the minimum instructional hours requirement.

Subsection 2

Reduces from fifty days to forty days the date by which waiver applications and supporting materials must be received prior to the SBE meeting at which the request will be considered.

Subsection 3

Strikes in their entirety provisions concerning an Option 3 pilot process.

NEW Subsection 3

Establishes a procedure through which a district may obtain a 180-day waiver solely for the purpose of parent-teacher conferences without formal action of SBE. Specifies information and documentation that must be included in district notification to SBE. Provides for notification of the district by SBE of the granting of the waiver.

WAC 180-18-

Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency

Pursuant to RCW 180.3-5.141(3), establishes criteria for evaluation of requests for Option Two “economy and efficiency” waivers. For a district to be granted a waiver, it must submit an application that includes all the information enumerated in the enabling statute. If more applications from eligible districts are received than SBE may approve under law, priority will be given to plans that best redirect anticipated savings to student learning.



Proposed 180-Day Waivers Draft Rules and Communications

Jack Archer, Senior Policy Analyst
Aaron Wyatt, Communications Director

Communications Plan

– Two Phases



Identification of Key Publics

External: Superintendents & Administrators, Local Board, Building Leaders, Teachers, Parents, Advocacy Groups, Listserv/Newsletter Recipients.



Phase One: Feedback on Criteria Framework

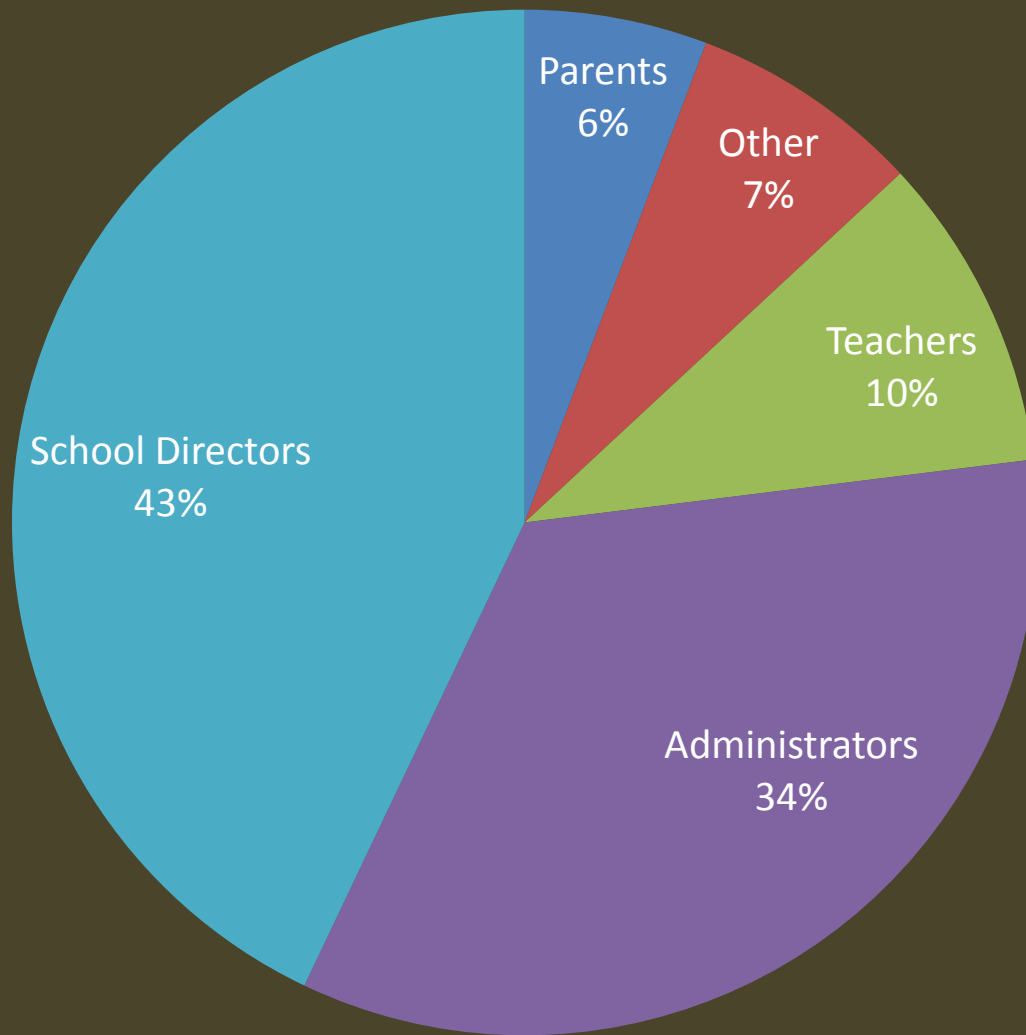
Electronic survey through direct and indirect channels.



Phase Two: Feedback on Draft Rules

Direct and indirect electronic outreach. In person meetings.

The largest response to the survey was from school board members



Of the Respondents:

- Nearly 60 percent from districts that have sought a 180-day waiver before
- Over 40-percent in districts holding a waiver

School improvement plans ranked first in evaluating waiver requests



8. SBE is establishing criteria for approving waivers, and we want your opinion. Please rank how important each of the following factors should be in evaluating waiver applications from the 180-day requirement.

Item	Total Score ¹	Overall Rank
The waiver request directly supports district and school improvement plans.	603	1
Measurable goals for student achievement that will be met by the waiver.	546	2
Evidence to show whether the goals of the waiver were met.	509	3
Evidence of broad stakeholder engagement in the development of the waiver requests.	481	4
Identification of research-based strategies to achieve the goals of the waiver.	419	5

Total Respondents: 191

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

Respondents ranked student learning first in evaluating Option Two requests



9. Please indicate how important each of following should be for evaluation of requests for "economy and efficiency" waivers? By law, "economy and efficiency" waivers are applicable to no more than five very small districts (RCW 28A.305.141).

Item	Total Score ¹	Overall Rank
Explanation of how savings from the waiver will be redirected to student learning.	609	1
Estimates of the economies and efficiencies to be achieved.	523	2
Identification of how public concerns about the waiver will be addressed.	460	3
Explanation of the impact of the waiver on students whose parents work during the day.	450	4
Explanation of the impact of the waiver on students who rely on free and reduced-price meals.	436	5

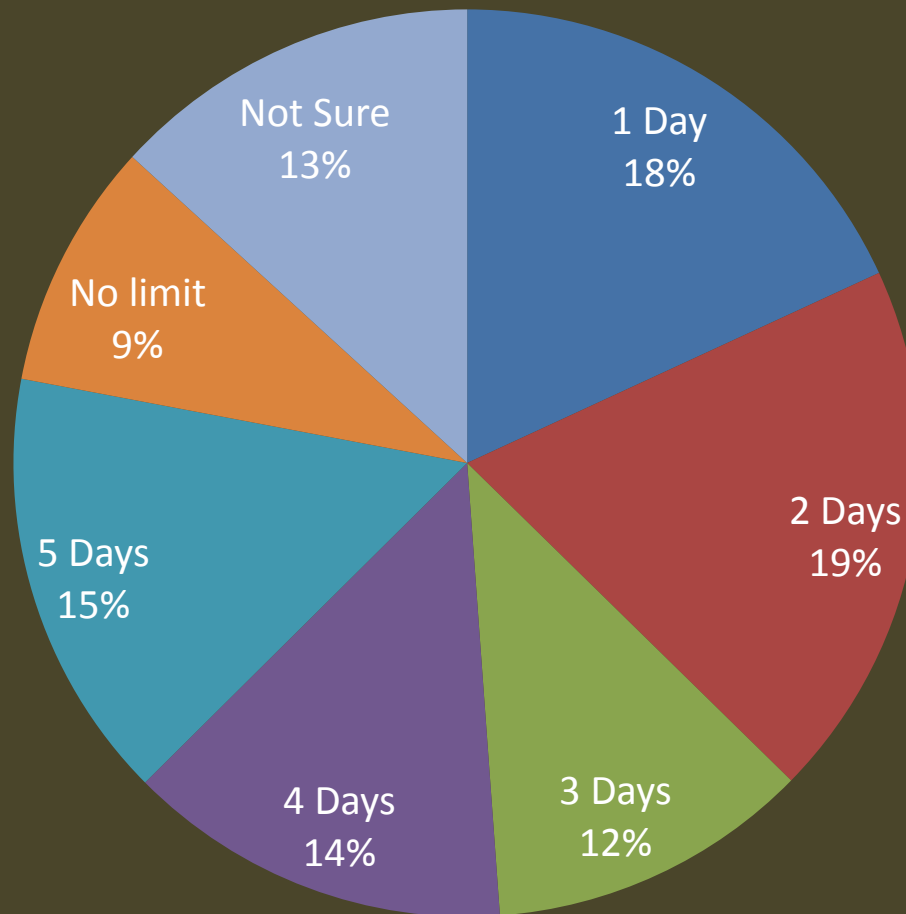
Total Respondents: 191

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

Almost half said waivers for parent-teacher conferences should be limited to 1-3 days



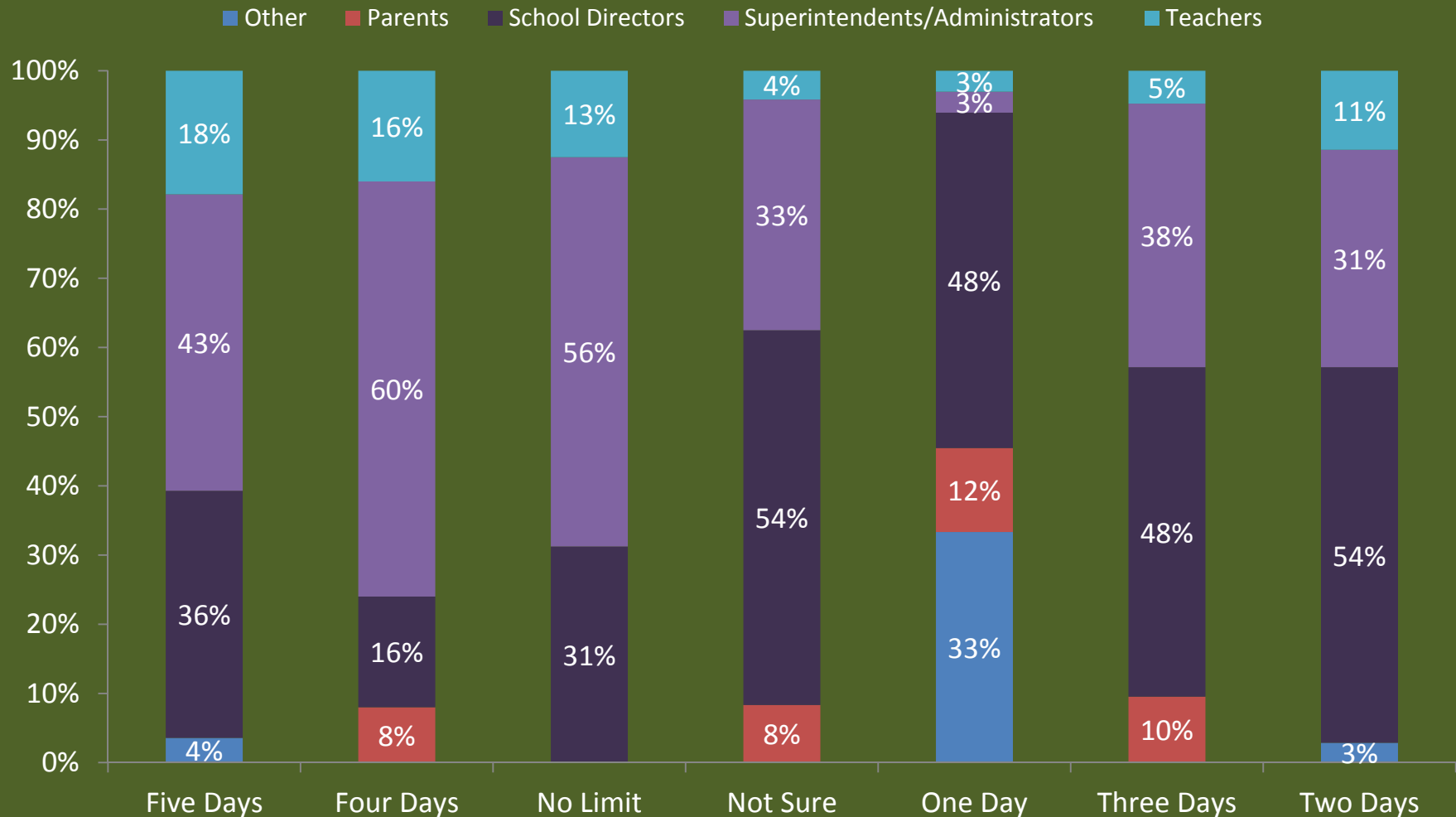
What limit, if any, should be placed on the number of days that may be waived for the purposes of parent-teacher conferences?



Opinion on parent-teacher conferences varied by role



Percent of Respondents by Role



Count of What limit, if any, should be placed on the number of days that may be waived for the purpose of parent-teacher conferences?

Row Labels	Column Labels					Grand Total
	Other	Parents	School Directors	Superintendents/ Administrators	Teachers	
Five Days	1		10	12	5	28
Four Days		2	4	15	4	25
No Limit			5	9	2	16
Not Sure		2	13	8	1	24
One Day	11	4	16	1	1	33
Three Days		2	10	8	1	21
Two Days	1		19	11	4	35
(blank)						
Grand Total	13	10	77	64	18	182

Limit on Days Waived - Count of Respondents by Role

Answers	Other	Parents	School Directors	Superintendents/ Administrators	Teachers	Grand Total
Five Days	1		10	12	5	28
Four Days		2	4	15	4	25
No Limit			5	9	2	16
Not Sure		2	13	8	1	24
One Day	11	4	16	1	1	33
Three Days		2	10	8	1	21
Two Days	1		19	11	4	35
Grand Total	13	10	77	64	18	182

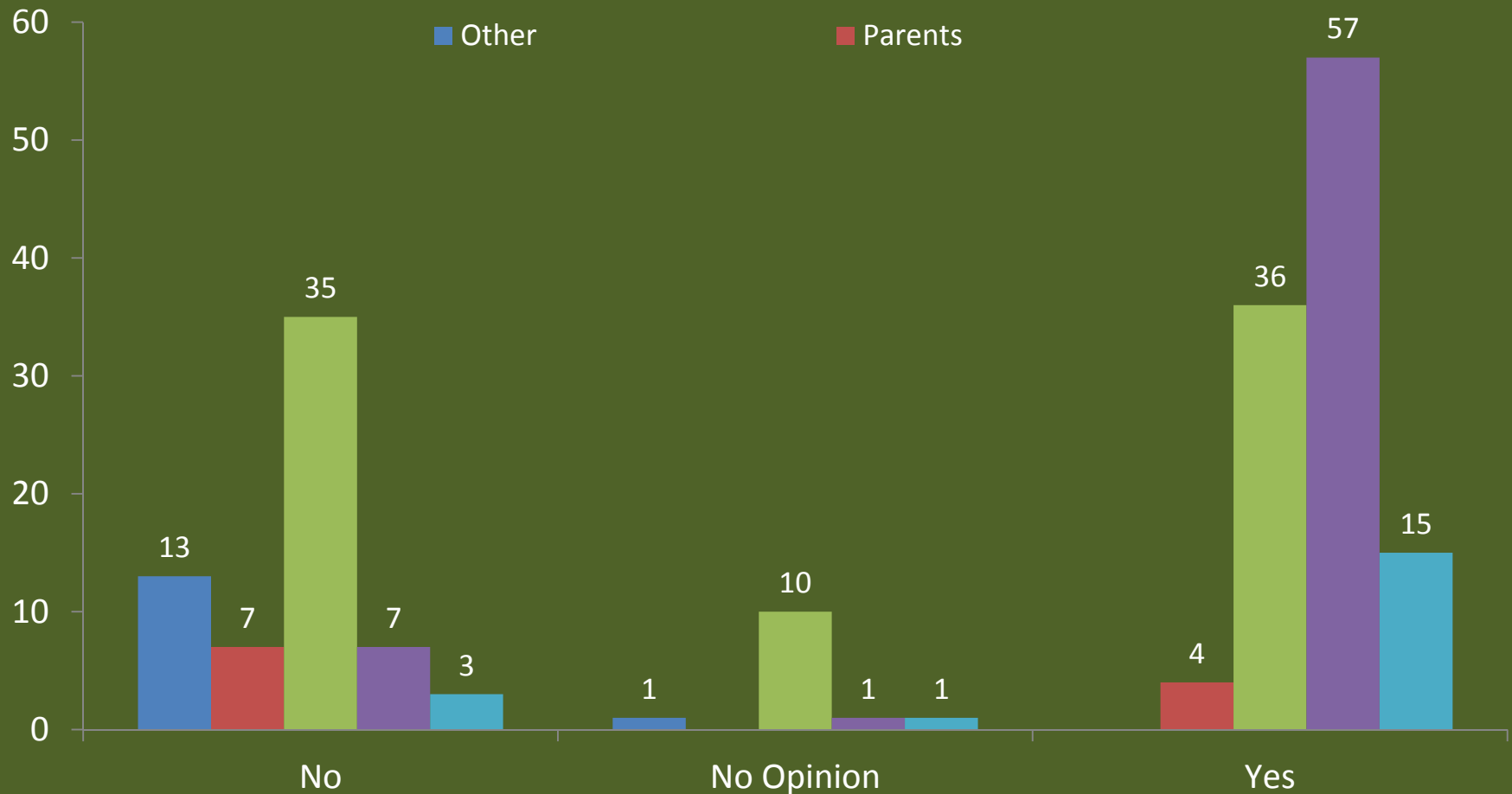
Limit on Days Waived - Percent of Respondents by Role

Answers	Other	Parents	School Directors	Superintendents/ Administrators	Teachers	Grand Total
Five Days	4%	0%	36%	43%	18%	1
Four Days	0%	8%	16%	60%	16%	1
No Limit	0%	0%	31%	56%	13%	1
Not Sure	0%	8%	54%	33%	4%	1
One Day	33%	12%	48%	3%	3%	1
Three Days	0%	10%	48%	38%	5%	1
Two Days	3%	0%	54%	31%	11%	1
Grand Total	7%	5%	42%	35%	10%	1

Should state law provide that conferences are school days for basic education compliance?



Responses by Role





Count of Should state law be amended to clarify that full-day parent-teacher conferences are "school days" for the purpose of meeting the basic education requirement of a 180-day school year?

Row Labels	Column Labels	Other	Parents	School Directors	Superintendents/Administrators	Teachers	Grand Total
No		13	7	35	7	3	65
No Opinion		1		10	1	1	13
Yes			4	36	57	15	112
(blank)							
Grand Total		14	11	81	65	19	190

Amend State Law - Count of Responses by Role

Answers	Roles	Other	Parents	School Directors	Superintendents/Administrators	Teachers	Grand Total
No		13	7	35	7	3	65
No Opinion		1		10	1	1	13
Yes			4	36	57	15	112
Grand Total		14	11	81	65	19	190

Amend State Law - Percent of Responses by Role

Answers	Roles	Other	Parents	School Directors	Superintendents/Administrators	Teachers	Grand Total
No		20%	11%	54%	11%	5%	100%
No Opinion		8%	0%	77%	8%	8%	100%
Yes		0%	4%	32%	51%	13%	100%
Grand Total		7%	6%	43%	34%	10%	100%

Draft rules



WAC	Proposed Revisions	Purposes
180-18-040	<p>Add criteria for evaluation of Option One waiver requests.</p> <p>Add criteria for evaluation of requests for renewals of waivers.</p> <p>Eliminate subsection (2) to integrate Option 3 waivers into Option One.</p> <p>Technical changes.</p>	<p>Compliance with RCW 28A.305.140. SBE oversight of BEA compliance.</p> <p>Option 3 too difficult to implement. Cannot be renewed. Not needed with adoption of Option One criteria.</p> <p>Repeal subsection made obsolete by statutory change. Clean up for clarity.</p>

Draft rules, cont.



WAC	Proposed Revisions	Purposes
180-18-050	<p>Create procedure for “pre-approved” waivers for full-day parent-teacher conferences.</p> <p>Eliminate subsection (3) to integrate Option Three waivers into Option One.</p> <p>Technical and other changes.</p>	<p>Recognize value of parent-teacher conferences for student learning. Address issue around definition of “school day.”</p> <p>Option 3 too difficult to implement. Cannot be renewed. Not needed with adoption of Option One criteria.</p> <p>Extend time for districts to submit applications. Revise for clarity.</p>
NEW	<p>Add criteria for evaluation of Option Two “economy and efficiency” waivers.</p>	<p>Compliance with RCW 305.180.141. Statutory limit on number of waivers that may be granted.</p>

Next Steps – Proposed Timeline



Date	Product
July 10	Board discussion
July 11	Review draft rule language and approve CR 102
July	File CR 102
July – October	Phase II of Communications
September 27	Approve Rule Language
November 8	Public Hearing
November 9	Adopt Rule Language
November	File CR 103

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement ~~and student to teacher ratio requirement.~~

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 by while offering the equivalent in annual minimum ~~program instructional~~ hours offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

~~(2) A district that is not otherwise ineligible as identified under WAC 180-18-050(3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district.~~

~~(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student to teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.~~

(2) The state board of education, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

- a. The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;
- b. The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;
- c. The plan explains goals of the waiver related to student achievement that are specific, measurable and attainable;
- d. The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;
- e. The plan specifies at least one state- or locally-determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;
- f. The plan describes in detail the participation of administrators, teachers, other district staff, parents and the community in the development of the plan.

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

- a. The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;
- b. The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;
- c. Any proposed changes in the plan to achieve the stated goals;
- d. The likelihood that approval of the request would result in advancement of the goals;
- e. Support by administrators, teachers, other district staff, parents and the community for continuation of the waiver.

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

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least fifty forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

~~(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215. The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.~~

~~—(b) A district is not eligible to develop and implement a plan under this section if:~~

~~—(i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or~~

~~—(ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC 180-18-040.~~

~~—(c) A district shall involve staff, parents, and community members in the development of the plan.~~

~~(d) The plan can span a maximum of three school years.~~

~~—(e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.~~

~~—(f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.~~

~~—(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.~~

~~Scenario Number of learning improvement days funded by state for a given school year Maximum number of waived days allowed under this section for the same school year~~

~~A 0 3~~

~~B 1 2~~

~~C 2 1~~

~~D 3 or more 0~~

~~(h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:~~

~~—(i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;~~

~~—(ii) Reducing the achievement gap for student subgroups;~~

~~—(iii) Improving on time and extended high school graduation rates (only for districts containing high schools).~~

~~—(i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:~~

~~—(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;~~

~~—(ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;~~

~~—(iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;~~

~~—(iv) Implement strategies designed to recruit, place, and retain effective staff;~~

~~—(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;~~

~~—(vi) Increase graduation rates through, for example, credit recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;~~

~~—(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;~~

~~—(viii) Institute a system for measuring changes in instructional practices resulting from professional development;~~

~~—(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;~~

~~—(x) Develop teacher and school leader effectiveness;~~

~~—(xi) Implement a school-wide "response to intervention" model;~~

~~—(xii) Implement a new or revised instructional program;~~

~~—(xiii) Improve student transition from middle to high school through transition programs or freshman academies;~~

~~—(xiv) Develop comprehensive instructional strategies;~~

~~—(xv) Extend learning time and community-oriented schools.~~

~~—(j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.~~

~~—(k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by~~

the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:

—(i) Members of the plan's development team;

—(ii) Dates and locations of public hearings;

—(iii) Number of school days to be waived and for which school years;

—(iv) Number of late-start and early-release days to be eliminated, if applicable;

—(v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;

—(vi) Description of how the plan aligns with the district and school improvement plans;

—(vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;

—(viii) Description of the innovative nature of the proposed strategies;

(ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and

—(x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.

—(l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third party organizations, or surveys of students, parents, and staff.

—(m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:

—(i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;

(ii) Reducing the achievement gap for student subgroups;

~~—(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools);~~

~~—(n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.~~

~~—(o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC 180-18-040(1) and subsections (1) and (2) of this section.~~

(3) Under this section, a district seeking to obtain a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

- a. An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.220(2) under the waiver plan.
 - b. A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;
 - c. The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;
 - d. The number of partial days that will be reduced as a result of implementing the waiver plan;
 - e. A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;
 - f. An electronic link to the collective bargaining agreement with the local education association.
- Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130 (6), 28A.655.180. 07-20-

030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

WAC 180-18-NEW

Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency

– Criteria for evaluation of waiver requests

- (1) In order to be granted a waiver by the state board of education under RCW 28A.305.141 to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW 28A.305.141(2).
- (2) In the event that a greater number of requests for waivers are received that meet the requirement of (1) than may be granted by the state board of education under RCW 28A.305.141(3), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning .

Statutory Authority: Chapter 28A.305.141(3) RCW.



Proposed 180-Day Waivers Draft Rules and Communications

Jack Archer, Senior Policy Analyst
Aaron Wyatt, Communications Director

Communications Plan

– Two Phases



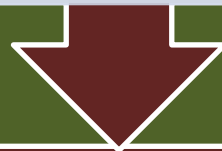
Identification of Key Publics

External: Superintendents & Administrators, Local Board, Building Leaders, Teachers, Parents, Advocacy Groups, Listserv/Newsletter Recipients.



Phase One: Feedback on Criteria Framework

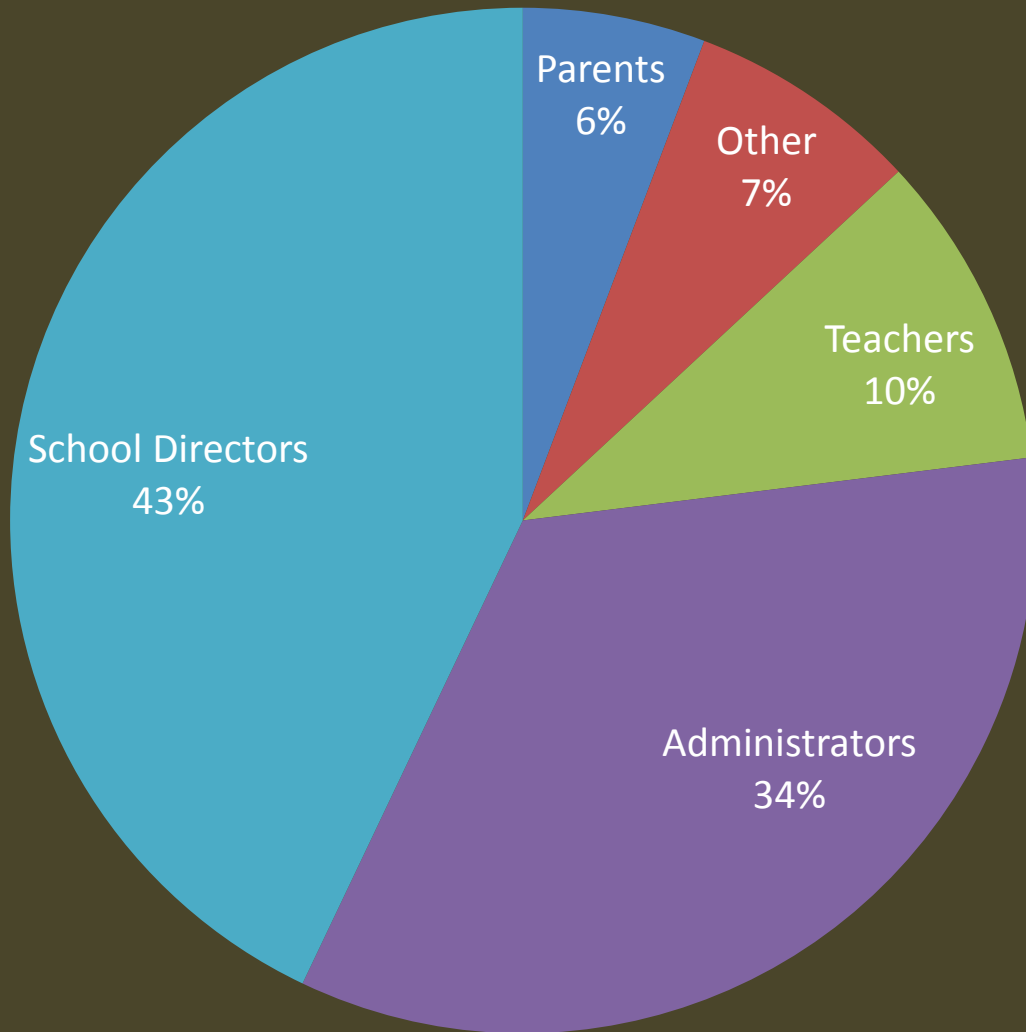
Electronic survey through direct and indirect channels.



Phase Two: Feedback on Draft Rules

Direct and indirect electronic outreach. In person meetings.

The largest response to the survey was from school board members



Of the Respondents:

- Nearly 60 percent from districts that have sought a 180-day waiver before
- Over 40 percent in districts holding a waiver

School improvement plans ranked first in evaluating waiver requests



SBE is establishing criteria for approving waivers, and we want your opinion. Please rank how important each of the following factors should be in evaluating waiver applications from the 180-day requirement.

Item	Total Score ¹	Overall Rank
The waiver request directly supports district and school improvement plans.	603	1
Measurable goals for student achievement that will be met by the waiver.	546	2
Evidence to show whether the goals of the waiver were met.	509	3
Evidence of broad stakeholder engagement in the development of the waiver requests.	481	4
Identification of research-based strategies to achieve the goals of the waiver.	419	5

Total Respondents: 191

Respondents ranked student learning first in evaluating Option Two requests



Please indicate how important each of following should be for evaluation of requests for "economy and efficiency" waivers? By law, "economy and efficiency" waivers are applicable to no more than five very small districts (RCW 28A.305.141).

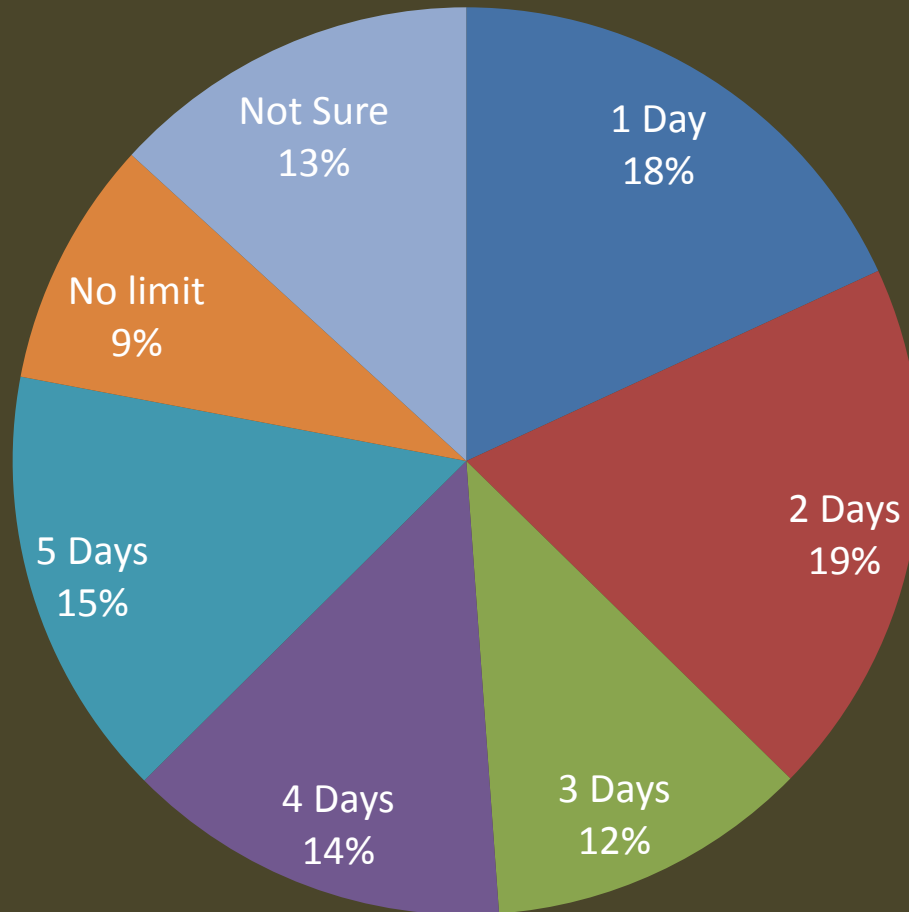
Item	Total Score ¹	Overall Rank
Explanation of how savings from the waiver will be redirected to student learning.	609	1
Estimates of the economies and efficiencies to be achieved.	523	2
Identification of how public concerns about the waiver will be addressed.	460	3
Explanation of the impact of the waiver on students whose parents work during the day.	450	4
Explanation of the impact of the waiver on students who rely on free and reduced-price meals.	436	5

Total Respondents: 191

Almost half said waivers for parent-teacher conferences should be limited to 1-3 days



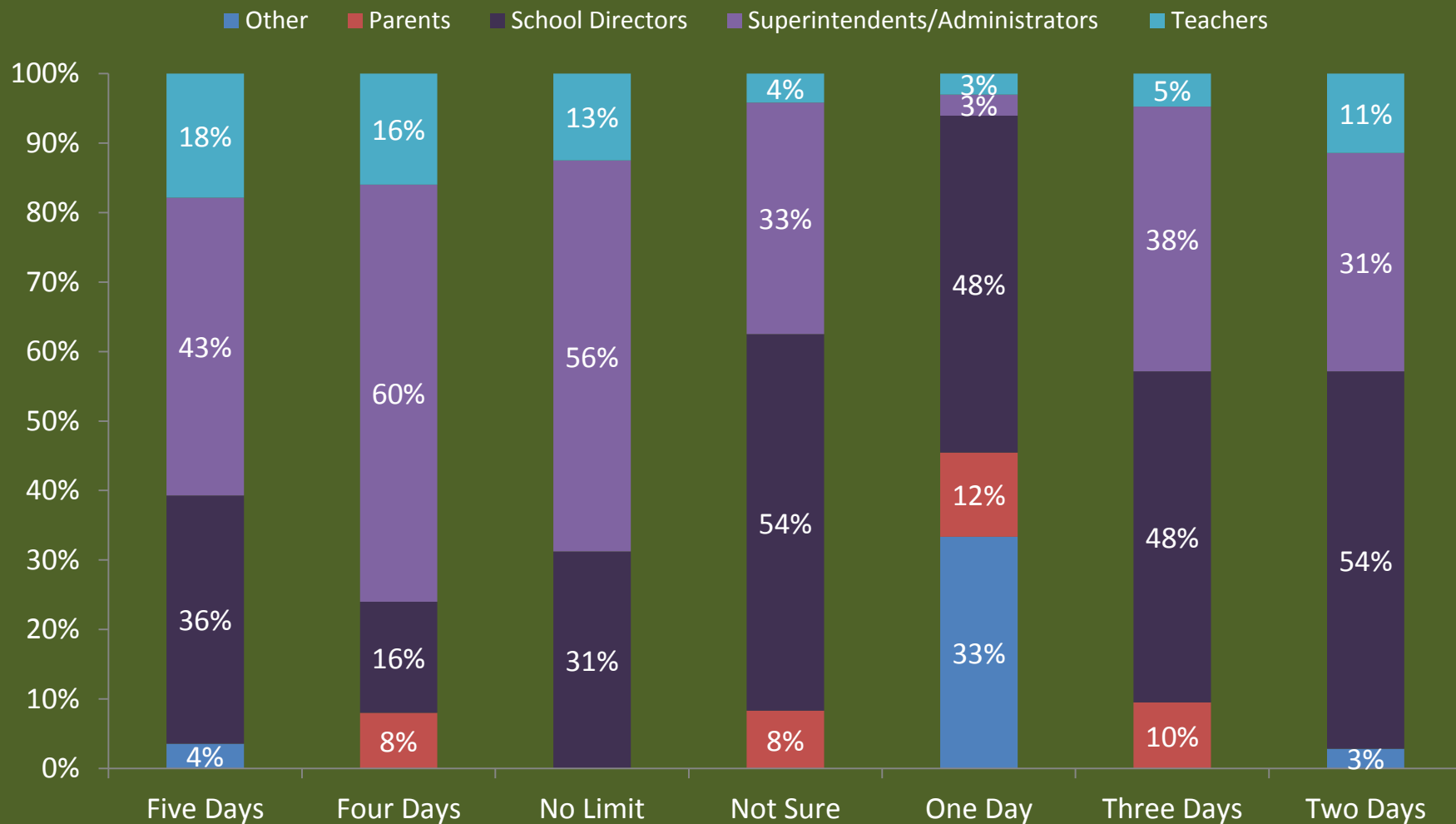
What limit, if any, should be placed on the number of days that may be waived for the purposes of parent-teacher conferences?



Opinion on waivers for parent-teacher conferences varied by role



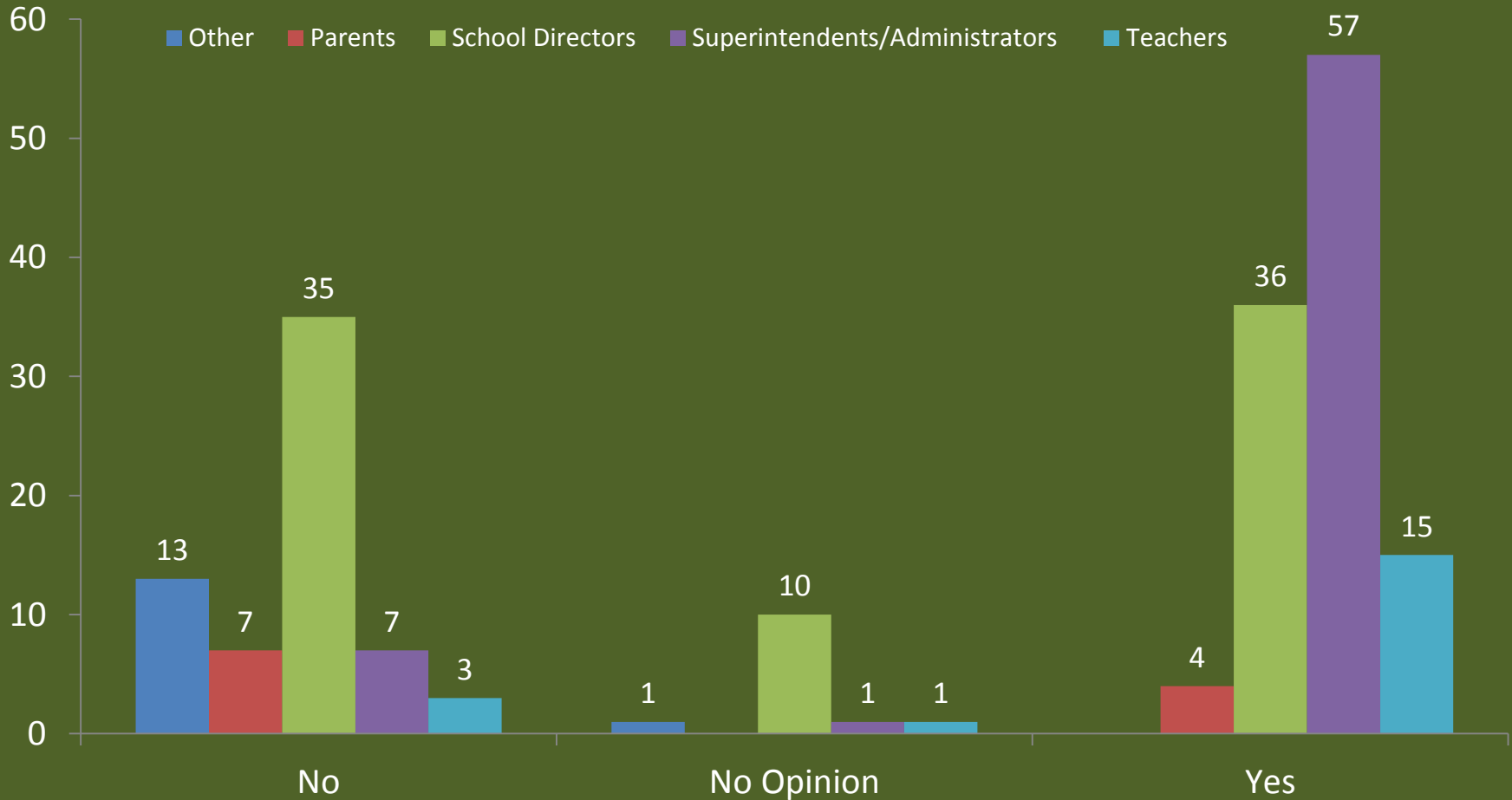
Percent of Respondents by Role



Should state law provide that conferences are school days for basic education compliance?



Responses by Role



Draft Rules



SBE Direction on Draft Rules, May 2012

- Adopt criteria for evaluation of requests for Option One waivers.
- Integrate Option Three waivers with Option One.
- Create a new category of waiver for parent-teacher conferences.
- Adopt criteria for evaluation of requests for Option Two waivers.

Draft Rules



WAC	Proposed Revisions	Purposes
180-18-040	<p>Add criteria for evaluation of Option One waiver requests. (p. 211)</p> <p>Add criteria for evaluation of requests for renewals of waivers. (p. 212)</p> <p>Integrate Option 3 waivers into Option One. (p. 211)</p> <p>Technical changes.</p>	<p>Compliance with RCW 28A.305.140. SBE oversight of BEA compliance.</p> <p>Option 3 too difficult to implement. Cannot be renewed. Not needed with adoption of Option One criteria.</p> <p>Repeal subsection made obsolete by statutory change. Clean up for clarity.</p>

Draft Rules



WAC	Proposed Revisions	Purposes
180-18-050	<p>Integrate Option Three waivers into Option One. (pp. 213-217)</p> <p>Add new language creating procedure for “pre-approved” waivers for full-day parent-teacher conferences. (p. 217)</p> <p>Technical and other changes.</p>	<p>Option 3 too difficult to implement. Cannot be renewed. Not needed with adoption of Option One criteria.</p> <p>Recognize value of parent-teacher conferences for student learning. Address issue around definition of “school day.”</p> <p>Extend time for districts to submit applications. Revise for clarity.</p>
NEW	<p>Add criteria for evaluation of Option Two “economy and efficiency” waivers. (p. 219)</p>	<p>Compliance with RCW 305.180.141. Statutory limit on number of waivers that may be granted.</p>

Next Steps – Potential Timeline



Date	Product
July 11	Board discussion
July 12	Review draft rule language and approve CR 102
July	File CR 102
July – October	Phase II of Communications
September 27	Public hearing on CR 102
November 9	Adopt rule language
November	File CR 103

Waivers Survey: Summary of Respondent Comments

A follow-up question in the SBE survey asked, "Please list any other criteria you think should be considered in evaluating requests for 180-day waivers." Following is a representative sample of responses received, edited for clarity and brevity.

Many respondents said that 180-day waivers are an important – and often necessary – tool for improving student outcomes, particularly in a time of fiscal constraints, and recommended that SBE not be too restrictive in criteria for evaluation of requests.

- *The district should be able to request a waiver for any reason. They are responsible and accountable for student performance. They should have the freedom to do as they see fit.*
- *The loss of state funded LID days should be considered along with the financial constraints of districts. Also, more opportunity should be given for unique ways to meet the time requirements in fewer than 180 days.*
- *The state has completely relinquished all funding for professional development days for teachers, one of the most basic requirements for improvement. If the state continues to neglect this essential requirement, it needs to at least provide waivers. A better solution would be to hold to the 180 days and to return to funding statewide teacher professional development days as a required addition to the teachers' contracts.*
- *The SBE needs to understand that as the State increases requirements like TPEP without providing the time and resources they take to implement, waivers are one of the only solutions available to districts.*
- *Current lack of funding for staff development day time. This is a very important aspect of school improvement and learning/teaching improvements can definitely outweigh the lost seat time.*
- *Parent Student Conferences conducted on full day releases should be automatic, not requiring districts to use the waiver process.*
- *Consideration for full-day parent-student-teacher conferences as a school day is our highest priority. Our schools conduct student-led conferences and they are a powerful motivator for increasing student achievement.*
- *I think the main criterion should be, "Does this district meet the 1000 hours requirement?"...Please empower districts to decide how they will meet the 1000 hour requirement. All decisions should be made with sensitivity to the current funding climate.*

Others said that 180-day waivers are too numerous, too easily obtained, and take too much time away from instruction.

- *I believe our students need more learning time, not less. I appreciate the SBE being very careful about granting these waivers. They are necessary because of the lack of funding support from the state but a disadvantage to student learning opportunities when granted.*
- *In my opinion 180 days is the very minimum number of days students should be in school. Waivers should not be allowed except under extreme conditions. Parent-teacher conferences should not be counted in the 180 days.*
- *I think waivers should be very difficult to obtain, and strict criteria set and adhered to. I do NOT think that student conferences are an acceptable reason for waivers as conferences can be accomplished outside of the school day.*
- *Please make getting calendar waivers harder to get. Students need instruction time in classrooms. NO days should be waived for parent/teacher conference days.*
- *If the state thought it was important enough to have 180 days of instruction, then we should not have waivers. The state should fully fund education. Everything that was described prior to this question could be subjective and manipulated.*
- *Unless the school is significantly above the national average in test scores - the full number - 180 days - should not be waived.*
- *I don't like the idea of waivers at all. 180 days is not a long enough school year as it is.*

Many of those generally supportive of 180-day waivers had strong views about criteria for evaluating requests. Some common themes: Expected impacts on student learning, results from prior waivers, and flexibility to address local needs and circumstances.

- *Will the loss of student instructional time be balanced by the premise of better teaching as a result, so that the students are the final beneficiary of the waiver?*
- *Is there or will there be a negative impact to student learning from a 180-day waiver?*
- *Evidence of direct impact on student learning.*
- *Evidence that lost teacher student contact time will increase student performance, tests scores and student well-being.*
- *Previous outcomes from waivers.*
- *Report to the Board directors on outcome-based evidence of success, based on school improvement plan goals.*
- *How many years in succession can a district receive a waiver from the 180 day requirement? Will student achievement gains be factored into subsequent waiver requests?*
- *Some evidence of staff commitment to using the waiver days for the purposes intended.*
- *Prior participation in the parent-teacher conferences. Review documented evidence from the prior year of how many parents actually participated in conferences. Determination for*

waivers should be based on prior year's participation so kids are not missing out on several school days during the year when they can be in the classroom learning.

- *Criteria pertaining to the number of parents participating in past conferences should be considered in deciding how many days to allow.*
- *Perhaps a limitation on how many consecutive years a district may apply for the waiver.*
- *Applicants should address all applicable criteria but not be required to address all criteria. There may be innovative district ideas that address only some criteria which have significant merit.*
- *In our district we ask for waiver days for professional development at a fair time for staff so that the efforts of the PD are realized during the school year...I'm concerned that your criteria are too limited. Each school district has its own local needs, just as students have their needs... PD in the summer may not meet the needs of students because it is not applied in the classroom at that time, and it costs districts in funds that may not be there.*
- *Professional development should be focused on specific school improvement goals that coordinate with the "big picture" focus of the school.*
- *References to the importance of measurable student achievement scores were rated low in question 8 because professional development is a longer term strategy to build capacity of teachers and may not result in immediate changes to scores. . . . PD requests should be directly tied to School Improvement Plans that have those goals embedded. . . . With losing Learning Improvement Days over time, and the need for staff to be versed in higher standards, this PD time is very valuable to us.*
- *Requiring measurable student impact = INCREDIBLY redundant AND takes away from the opportunity to use those days toward development/growth in areas NOT measured by standardized testing.*
- *The forced ranking for these criteria will not produce an independent evaluation of the importance of each. If waivers are not used for shifting our schools from individual to collective effort, and concentrate efforts on effective practices (without falling prey to reliance on shoddy research), they will not produce a net positive effect for students.*
- *This process should be as streamlined as possible. Any additional requirements -- especially reporting requirements -- should be avoided.*
- *In this environment where the state has very inadequate paid time for professional development, and given how essential this is for teacher and system growth and improvement, the criteria for waiver days should rest in, honor, and support of a local school Board's authority. The last time we went through the SBE waiver day process it was overly complex and required way too much detail and information.*
- *School board approval should always be required. These should be automatically approved: Provide professional development, provide TPEP support, WaKIDS, Exceptional circumstances. Others on a case-by-case basis - maybe a two-step process.*

Row

The Washington State Board of Education

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

Title:	Student Presentation	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues. In his third presentation to the Board, student Board Member Matthew Spencer will speak on the following topic: "How the Board's work has impacted or will impact K-12."	

The Washington State Board of Education

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STUDENT PRESENTATION

Policy Consideration

None

Summary

Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board Members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below:

Presentation Topics (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K-High School).
2. One or two good ideas to improve K-12 education.
3. How the Board's work on: _____ (you pick) has impacted, or will impact K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Before and after: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2012.07.12	Matthew	3
2012.11.9	Eli	1
2013.01.10	Matthew	4
2013.03.14	Eli	2
2013.05.9	Matthew	5
2013.07.11	Eli	3
2013.11.15	Student A	1
2014.01.XX	Eli	4
2014.03.xx	Student A	2
2014.05.XX	Eli	5
2014.07.XX	Student A	3
2014.11.XX	Student B	1

Background

None

Action

None

The Washington State Board of Education

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Title:	Learning Assistance Program (LAP) Outcomes	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	How effective is the Learning Assistance Program (LAP) in raising student achievement and closing the achievement gap? How should the program be changed to improve its effectiveness? Can state funding for LAP be utilized for the purposes of a school accountability system?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Learning Assistance Program is the state's major program of remediation in public schools, funded at \$255 million in state funds and \$748 million in total funds in the current biennium. Allocations for this program are made to school districts based on a measure of family poverty. LAP allocations may be used to provide extended learning opportunities for students in grades K-12 who score below standard for grade level on assessments of basic skills, which include reading, writing, and mathematics.</p> <p>The Quality Education Council (QEC) created a Learning Assistance Technical Working Group. The report of this group in 2010 included a recommendation for a research study to assess the overall effectiveness of LAP. The QEC contracted with the Washington State Institute for Public Policy, a legislative research agency, for this study.</p> <p>WSIPP staff will present on the preliminary results of its quantitative analysis of the impact of LAP-funded remediation strategies on student achievement. Staff will also provide an update on work done in the second phase of the study, which includes site visits to schools that provide LAP-funded services.</p>	

Washington State Institute for Public Policy **Impact of the Learning Assistance Program On Student Outcomes**

Policy Consideration

The Board will be informed about the Washington State Institute for Public Policy's study for the Quality Education Council on the impacts of the state's Learning Assistance Program (LAP) on student outcomes. Key policy questions for the Board include:

1. How effective is the state's major program of state-funded remediation in closing the achievement gap for students of diverse ethnic and racial backgrounds, students in poverty, and English language learners?
2. Should the activities supported by LAP be changed to increase program effectiveness? If so, how?
3. To what extent can LAP funding be directed to a developing school accountability framework that provides targeted assistance to persistently low-achieving schools?

Summary

Staff from the Washington State Institute for Policy Studies will present preliminary results of the study contracted to it by the Quality Education Council on the impact of remediation strategies funded by the LAP on student achievement. The Institute was directed to examine the overall impact of LAP as well as specific remediation strategies to determine whether some are more effective in improving student achievement than others.

The study has two phases: (1) statistical analysis of the association between LAP funding and student outcomes, as measured by statewide assessments and other metrics such as grade repetition and graduation rates, and (2) qualitative interviews conducted through interviews with staff at schools that provide LAP-funded services.

Preliminary results of the statistical analysis were reported in December 2011. The final report, including results from site visits, will be available in September 2012. WSIPP will present and discuss the results of the statistical analysis, and provide a progress report on the second phase of the study. A report on preliminary results can be found here: <http://www.wsipp.wa.gov/rptfiles/11-12-2201r.pdf>.

Background

The Learning Assistance Program originates in the "Remediation Assistance Act of 1979," enacted to provide statewide assistance to students who are deficient in basic skills achievement. The Legislature expanded the program in 1984 from Grades 2 through 6 to Grades 7 through 9 as well. In 1987 it replaced the remediation program with a broader set of program options and renamed it the Learning Assistance Program.

Current law defines the Learning Assistance Program as a statewide program designed to provide extended learning opportunities for public school students in grades kindergarten

through 12 who score below standard for his or her grade level on the statewide assessments and assessments in the basic skills administered by local districts. "Basic skills," for the purpose of the program, means reading, writing, and mathematics as well as readiness associated with these skills (WAC 392-162-010-020). Services and activities that may be supported by LAP include:

- Extended learning time before or after school, on Saturday, and beyond the regular school year.
- Services under the extended learning opportunities program created in 2009 for grades 11 and 12 not on track for graduation and grade 8 not ready for entry into high school.
- Professional development for certificated and classified staff that meets certain criteria.
- Consultant teachers to assist teachers serving participating students.
- Tutoring for participating students.
- Outreach activities and support for parents of participating students. (RCW 28A.165.035)

The Legislature has declared the Learning Assistance Program a part of the state's program of basic education, which means it must be fully funded according to law. The current biennial budget provides \$255 million in state funds and \$748 million in total funds for this program.

The LAP funding formula has gone through a number of changes. Through 2004-05, funding was allocated based on a combination of student assessment scores by grade and a poverty factor. Since 2005-06, the state has made allocations entirely on the basis of student eligibility for the federal free-and-reduced price lunch program, a commonly used measure of family poverty.

The Quality Education Council created a Learning Assistance Program Technical Working Group to establish recommendations for a revised LAP funding model "linked to effective programs that support the academic needs of underachieving students." The LAP working group issued a final report in December 2010. Among its recommendations were:

- ✓ Expand the option to use LAP funds for credit retrieval to support high school students in meeting graduation requirements and graduating on time.
- ✓ Add science to the list of content areas for which LAP funds may be used.
- ✓ Expand the definition of extended learning time to include seasonal school breaks and online supplemental learning opportunities.
- ✓ Strengthen LAP accountability by requiring school districts to provide individual student achievement data.
- ✓ Provide funding for a research study to assess the overall effectiveness of LAP.

The first four recommendations above require legislative action. The QEC contracted with the Washington State Institute for Public Policy for the research study that will be presented to the Board at the July meeting.

Action

None.

How Does the Learning Assistance Program Impact Student Outcomes?

Preliminary Report

State Board of Education

July 12, 2012

Annie Pennucci

Associate Director

Washington State Institute for Public Policy

pennuccia@wsipp.wa.gov

www.wsipp.wa.gov

Washington State Institute for Public Policy

Created by the 1983 Legislature

Mission: carry out non-partisan research on projects assigned by the legislature or the Institute's Board of Directors

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Study Direction

Design and implement a research study to **measure the impact on student achievement** of remediation strategies funded by the learning assistance program.

- determine **which remediation strategies are most effective** and efficient in improving student achievement in reading, mathematics, and science
- **identify outcome measures** for use by policymakers in evaluating learning assistance program success

*QEC January 2011 report and
proposed legislation in 2011*

The Learning Assistance Program (LAP)

- Created in 1987
- State allocates funds to school districts based on student poverty: \$140 million in 2010-11
- Assistance for students not meeting state learning standards
- Part of basic education
- Implementation varies by district

The Learning Assistance Program (LAP)

Six allowable spending categories:

- 1) Extended learning time
- 2) Special assistance for 11th and 12th grade
- 3) Professional development
- 4) Consultant teachers
- 5) Supplemental literacy and math instruction
- 6) Parent outreach

Prior LAP Studies

- Legislative Budget Committee (now JLARC) (1995)
- Office of Superintendent of Public Instruction (1999)
- Washington State Institute for Public Policy (2002)
- Office of Superintendent of Public Instruction (2008)
- Washington State Auditor (2010)
- QEC Technical Working Group (2010)

Study Design

Student Outcomes Analysis
Fall 2011 and Summer 2012

Measure the impact of LAP funding on student outcomes using statistical analysis



Interviews
Spring 2012

Learn about the strategies used in schools with LAP funding

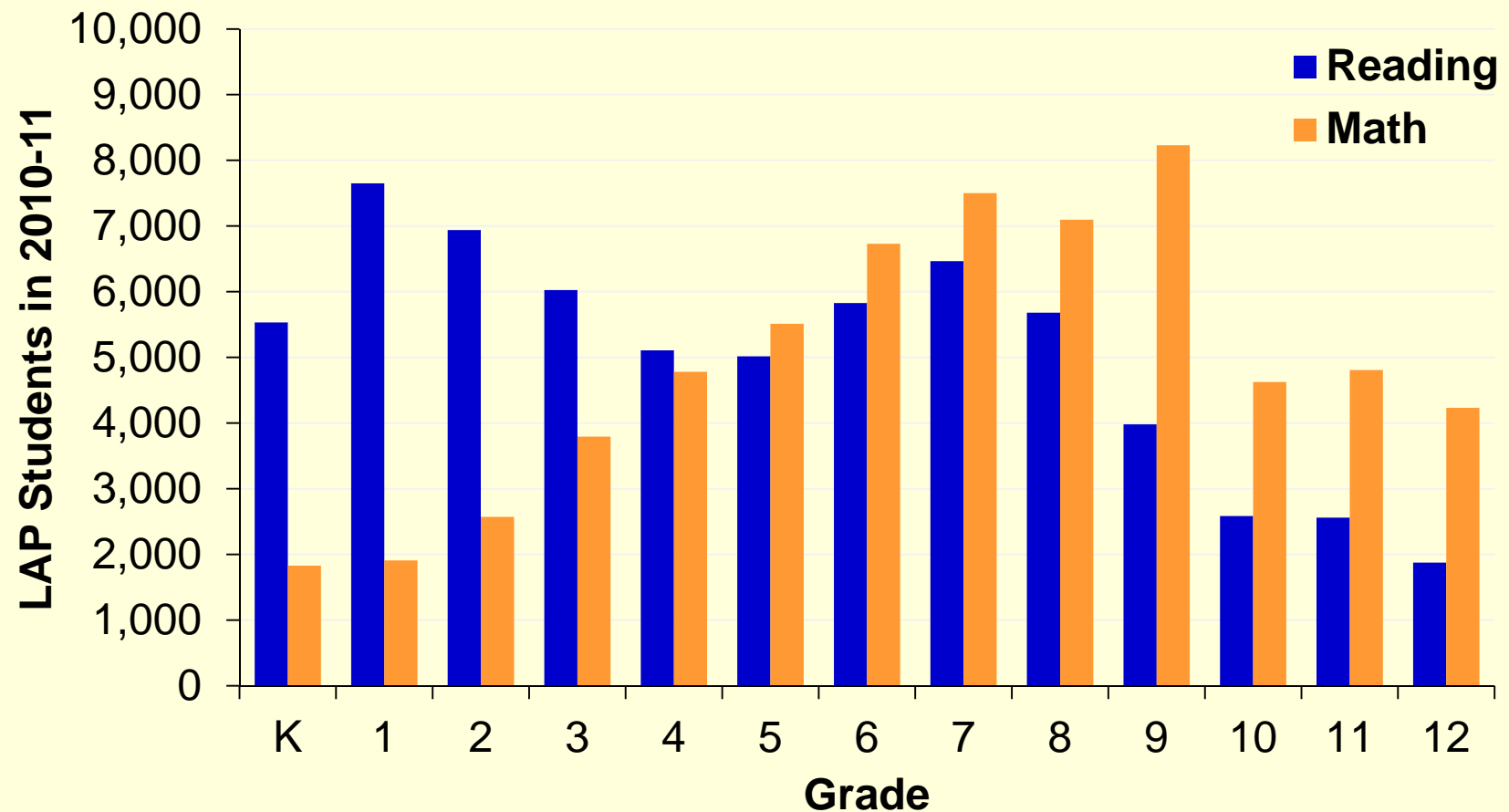


Final Report
September 1, 2012

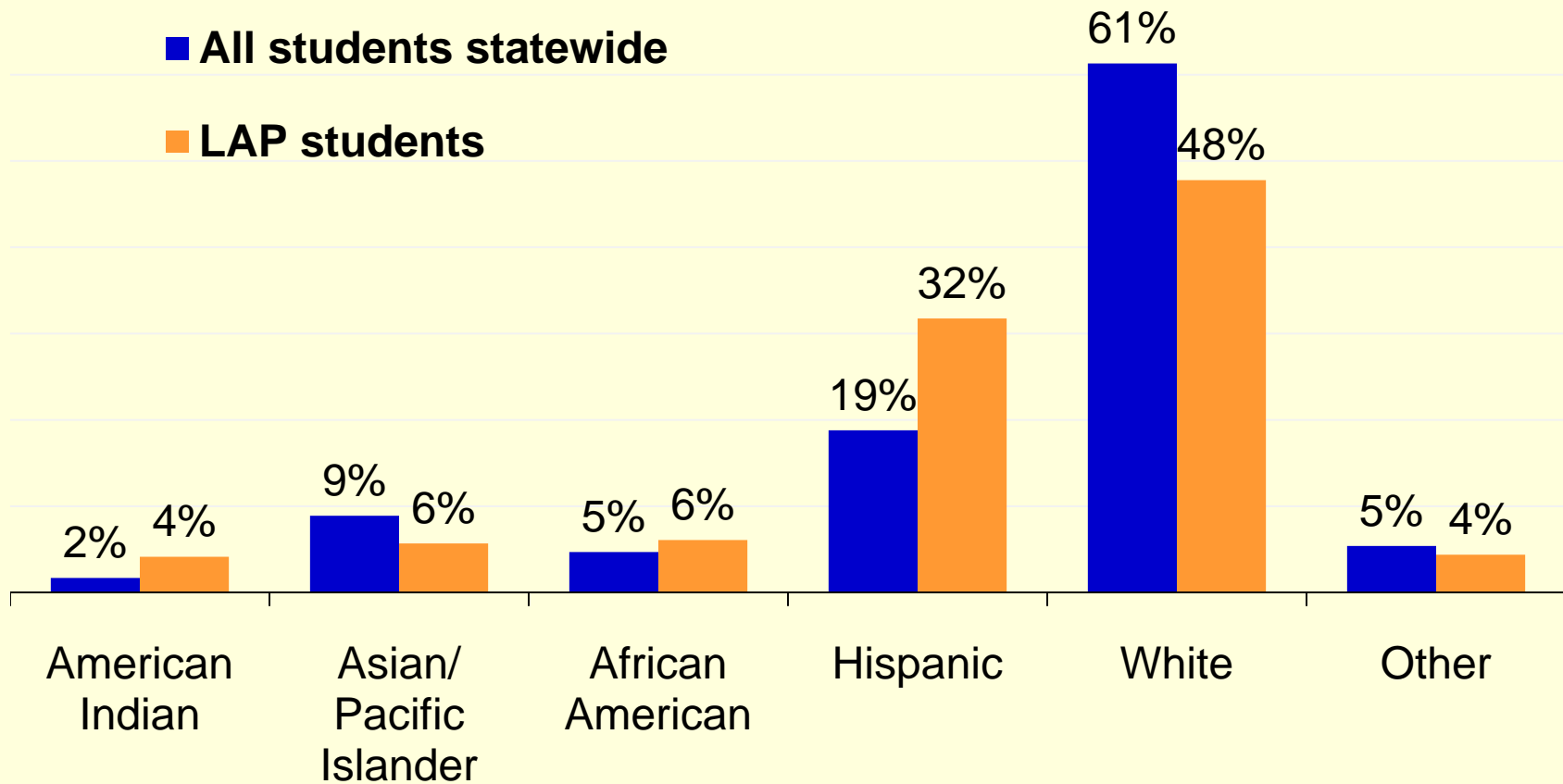
Preliminary Report (December 2011)

- Pre-2012: Washington State's K-12 data system did not reliably identify which students received LAP-funded services
- Preliminary report explored school-level analysis (results inconclusive)
- Since the preliminary report: change in OSPI data system will allow for individual-level analysis in the future

Preliminary Report

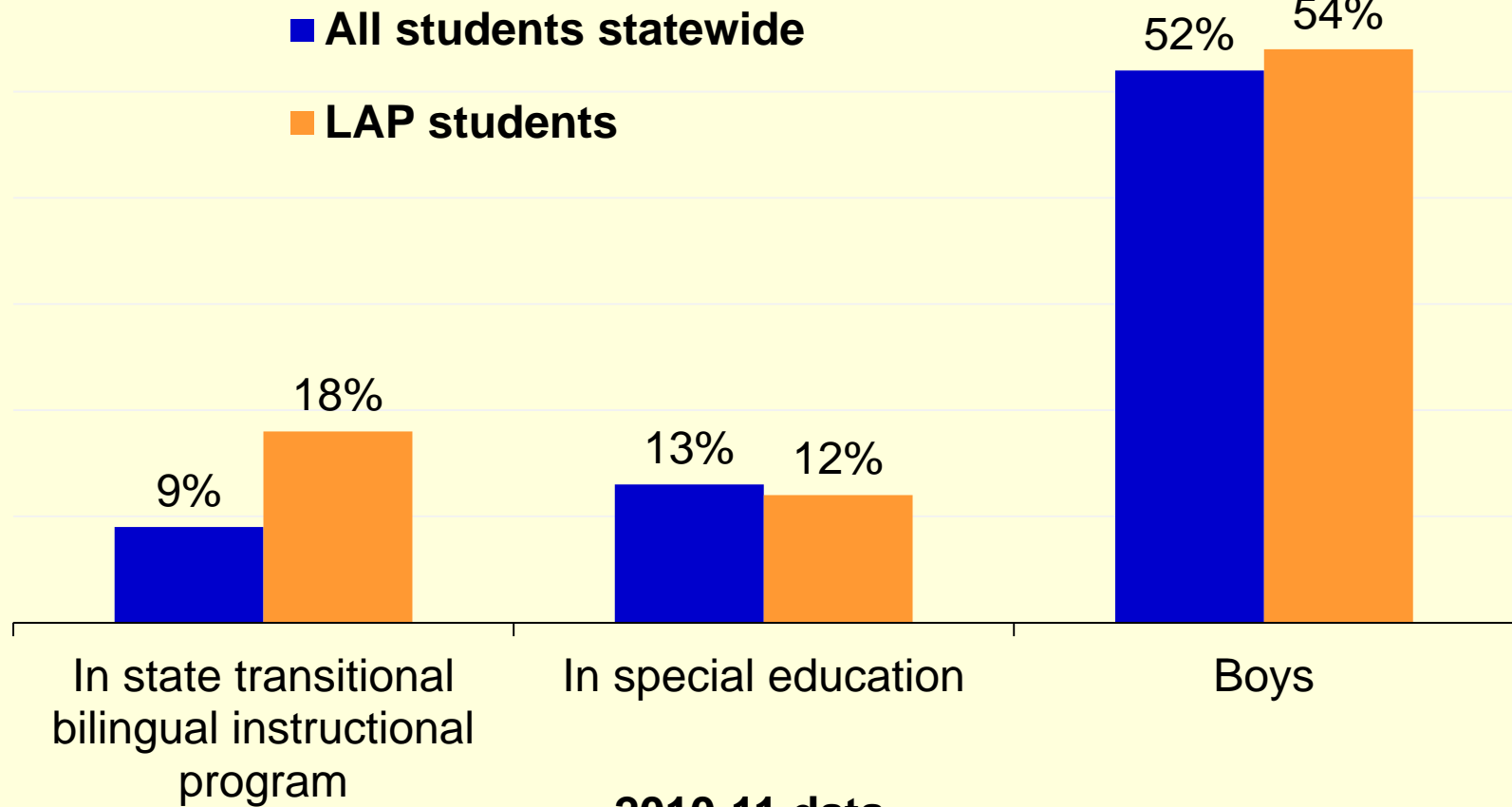


Preliminary Report



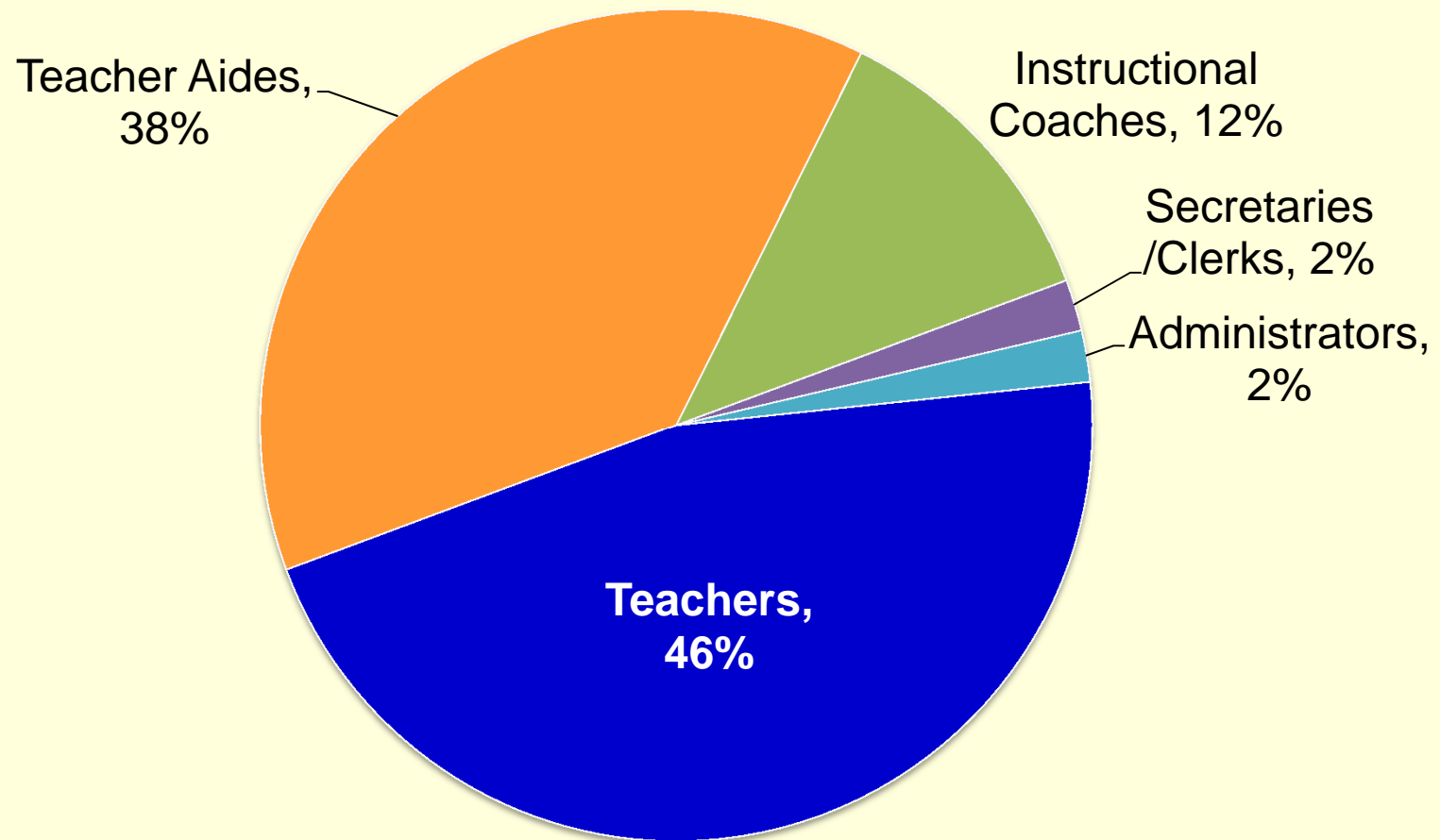
2010-11 data

Preliminary Report



2010-11 data

Preliminary Report



2010-11 data

Final Report (Due September 1, 2012)

- How is LAP implemented in Washington State K-12 public schools?
- School-level analysis of the impact of LAP funding on student outcomes:
 - reading and math assessments in elementary and middle schools
 - high school graduation rates

Questions?

HOW DOES WASHINGTON STATE'S LEARNING ASSISTANCE PROGRAM IMPACT STUDENT OUTCOMES? *Preliminary Results*

Revised January 2012 to include an executive summary

Washington's Learning Assistance Program (LAP) provides funding to school districts for supplemental services for K–12 students at-risk of not meeting state standards in reading and math. The state Quality Education Council (QEC), which makes recommendations to the legislature regarding basic education, requested that the Washington State Institute for Public Policy (Institute) collaborate with the Office of Superintendent of Public Instruction (OSPI) on a study that measures the impact of LAP on student achievement.¹

This study is being conducted in two phases: (1) statistical analysis of the association between LAP funding and student outcomes; and (2) site visits at schools that provide LAP-funded services. This report describes preliminary results from the statistical analysis, focusing on elementary school student test scores. The final report, due September 1, 2012, will examine other grade levels and outcome measures.

Suggested citation: Pennucci, A. & Anderson, L. (2011). *How Does Washington State's Learning Assistance Program Impact Student Outcomes? Preliminary Results*. (Document No. 11-12-2201). Olympia: Washington State Institute for Public Policy.

Executive Summary

Washington's Learning Assistance Program (LAP) provides funding for supplemental services for K–12 students at-risk of not meeting state learning standards. The state Quality Education Council contracted with the Washington State Institute for Public Policy to conduct a study that measures the impact of LAP on student achievement and investigates the effectiveness of different LAP-funded remediation strategies.

The study has two phases: (1) statistical analysis of the association between LAP funding and student outcomes; and (2) school site visits in order to characterize LAP-funded services. This report describes preliminary results from the statistical analysis, focusing on elementary student test scores in 2008-09.

The state student enrollment and assessment datasets do not reliably identify individual students who receive LAP-funded remediation. Therefore, the impact of LAP participation on individual student outcomes cannot be determined. Instead, we use expenditure data at the school-building level to analyze how LAP funding is associated with change in average student test scores.

The preliminary results do not detect a statistically significant impact of LAP on 4th and 5th grade student test scores in 2008-09. However, these results cannot be considered conclusive until additional grade levels, school years, and outcome measures have been analyzed using the same and alternative statistical models. The final results will be available in September, 2012.

¹ Quality Education Council (2011). *Report to the Legislature*. January 15, 2011. <http://www.k12.wa.us/qec/pubdocs/QEC2011report.pdf>. The Institute provides research support to the QEC under a legislative assignment (HB 1087 § 610 (4), in 2011).

Learning Assistance Program Background

The Learning Assistance Program is designed to help underachieving students meet state learning standards. Schools may use LAP funds to implement a variety of strategies to improve the academic performance of LAP-eligible students, including:

- 1) extended learning time,
- 2) supplemental literacy and math instruction,
- 3) special assistance in 11th and 12th grades,
- 4) professional development,
- 5) consultant teachers, and
- 6) parent outreach.²

Poverty rates are used to allocate LAP funds to school districts.³ School districts have discretion to set specific eligibility criteria and select program activities.

In the 2010–11 school year, the state distributed over \$110 million in LAP funds to 283 (out of 295) school districts; more than 100,000 students were provided LAP services. The funds are primarily used to pay for teachers and teacher aides.

Study Design

For this study, we are using quantitative statistical analysis and qualitative interviews to “measure the impact on student achievement of remediation strategies funded by the learning assistance program.”⁴ The Institute was directed to examine the overall impact of LAP as well as specific remediation strategies to determine whether some strategies are more effective than others.

² See RCW 28A.165.035 and WAC 392-162-072 for more detail about allowable uses of LAP funds. The Learning Assistance Program is a part of basic education.

³ District K–12 FTE enrollment is multiplied by the percentage of students eligible for free or reduced priced meals and the per-student allocation (\$282.13 in 2010–11). Funding enhancements are provided to districts with high concentrations of poverty or English language learners.

⁴ HB 1087 § 610 (4), introduced in 2011, but did not pass. The QEC’s research assignment is based on the language in this bill.

Outcome Measures. Student outcomes are measured by the statewide assessment: Measures of Student Progress (MSP), High School Performance Exam (HSPE), and the Washington State Assessment of Student Learning (WASL). This preliminary report analyzes fourth- and fifth-grade WASL outcomes in the 2008-09 school year. The final analysis will include other grade levels, more recent test score results (the newly implemented MSP and HSPE), and other outcomes (special education, grade repetition, and high school graduation rates).

Statistical Analysis. To statistically measure the overall impact of LAP, we use data already routinely collected by OSPI. The state collects information about LAP primarily at the school district level, including funding levels, the number students served and their demographic characteristics, and types of staff funded by LAP (see Appendix A for details). LAP funding data are also available at the school building level.

Unfortunately, the state student enrollment and assessment datasets do not reliably identify individual students who receive LAP-funded remediation (see Appendix B for details). Therefore, we cannot isolate the impact of LAP participation on individual student outcomes. Instead, we use school-building level data to analyze how LAP funding is associated with average student test scores. Appendix C describes the variables and analytic methods used. We examine the federal Title 1 program⁵ in addition to state LAP funding, because the two programs are similar regarding how funding is allocated and the types of students served.

Interviews with Schools. To learn about the specific remediation strategies used in schools, in the next phase of this study (in spring 2012) we will conduct interviews in a sample of schools. Schools will be selected for site visits based on the statistical analyses; we will identify a

⁵ Title 1 provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Funds can be used for targeted assistance or schoolwide improvement programs. Over \$122 million in Title 1 funds was distributed to Washington public K-12 schools in 2008-09.

representative sample of schools based on their characteristics and student outcomes.

Preliminary Results

We developed statistical models to examine the association between LAP/Title 1 funding and 2008-09 elementary school test scores. The models control for differences among schools along the following variables:

- Students' average prior year test scores (for fourth graders, we use third grade test scores; for fifth graders, fourth grade test scores);⁶
- Per-pupil expenditures;
- Student demographics (percent in the school building who are eligible for free or reduced price meals, in special education, in the state transitional bilingual instructional program, by race/ethnicity, and by gender); and
- Teacher characteristics (average years of experience and percent with a master's degree in each school building).

We use a variety of ways to measure the presence and amount of LAP and Title 1 funding in schools:

- The presence of LAP and Title 1 funding, separately as well as together;
- The amount of LAP and Title 1 funding, separately as well as together; and
- The amount of compensatory funding.⁷

⁶ In this preliminary set of results, we focus on elementary students in grades 4 and 5. Lower grade levels are not covered because the models use prior year test scores as a key explanatory variable, and the earliest grade level assessed by the state is grade 3. Higher grade levels, more recent years of data (using the Measures of Student Progress (MSP) and High School Performance Exam (HSPE)), and other outcomes (special education, grade repetition, and high school graduation rates) will be added in the final (September 2012) report.

⁷ Compensatory expenditures make up approximately six percent of total expenditures and include LAP, Title 1, state transitional bilingual instructional program, special and pilot programs, and institutional funding. While this is not a specific measure of LAP and Title 1 expenditures, it

Appendix C describes how we estimate these measures. For each, we examine test scores of two groups of students:

- 1) Students who scored below a 400 on the WASL in the same subject area (but in the prior grade level) in 2007-08. This sub-sample was selected based on the goal of the LAP program to "assist underachieving students."⁸
- 2) All students for whom test score data are available.

We examine average test scores among these relatively broad populations because we do not know which students actually receive LAP services. The statistical models are designed to detect the impact on average test scores given the presence of LAP (and Title 1) funding in a school building. Because only some of the students actually receive LAP services, the impacts are diffused and more difficult to detect using school-level data.

The statistical models presented in Appendix C do not, overall, detect an impact of LAP on elementary student test scores. In nearly all of the models presented, zero impact is detected (the LAP and Title 1 funding coefficients are not statistically significant). Only three LAP or Title 1 coefficients are statistically significant, and not in a consistent direction.

In all of the models, the average prior year test score is the strongest predictor variable for current year test scores (higher prior year test scores are associated with higher current year test scores). The percentage of students eligible for free and reduced price meals is also consistently related to student test scores (higher percentages are associated with lower current year test scores). In some models, other student characteristics (such as percent in special education or percent Asian) and average years of teacher experience also have a statistically significant association with elementary student test scores.

These results should be considered speculative.

is one way to estimate the additional resources provide to struggling students in Washington's K-12 schools.

⁸ RCW 28A.165.005

More precise results that estimate the impact of actually receiving LAP services require more reliable individual level data to identify students who do and do not receive assistance through LAP. Absent that, we will continue to refine our data and models and will report final results in September 2012.

Appendix A. District-level Data on the Learning Assistance Program

This appendix summarizes information regarding the Washington state Learning Assistance Program (LAP). The information is based on data that school districts submit to the Office of Superintendent of Public Instruction (OSPI) Title 1, Part A and Learning Assistance Program Office each year. For this study, OSPI provided LAP datasets for school years 2007-08 through 2010-11.

Exhibit A1
LAP State Funding Allocations

Year	Total LAP allocation statewide*	Number of districts that receive LAP funding**	Average LAP \$/district***	Number of schools that receive LAP funding	Average LAP \$/school***
2007-08	\$94,362,315	288	\$327,647	<i>no data</i>	<i>no data</i>
2008-09	\$91,860,370	287	\$316,428	1,262	\$71,961
2009-10	\$101,588,531	287	\$351,492	1,231	\$81,948
2010-11	\$110,929,649	283	\$391,978	1,273	\$87,140

*Including funds allocated to districts only; does not include funding for state administration of the program.

**According to the financial data (LAP student headcount data do not match up precisely with the financial dataset).

***This estimate excludes allocations in the dataset that are not associated with a specific school building or district.

Exhibit A2
LAP Students Served

Year	Total LAP students	Total students statewide*	LAP students as % of total students	Statewide % of students eligible for free/reduced price meals**	Statewide % of 4 th graders who do not meet state standards in reading***	Statewide % of 4 th graders who do not meet state standards in math***
2007-08	101,259 [†]	1,031,846	9.8%	37.9%	27.4%	46.4%
2008-09	90,376	1,038,345	8.7%	43.5%	32.7%	40.7%
2009-10	109,159	1,036,135	10.5%	42.3%	32.8%	46.3%
2010-11	117,548	1,040,311	11.3%	43.5%	32.7%	40.7%

Note: LAP funding is allocated to districts based on poverty rates; the funding is to help underachieving students.

*Based on October headcounts from the OSPI report card website.

**Family income up to 180 percent of federal poverty level.

***Percentage meeting standard varies by grade level; 4th grade data included here for illustrative purposes.

[†]Includes students served in "schoolwide" programs (2007-08 was the last year schoolwide programs were recorded in the state LAP data). 2007-08 program district-level data have many missing values for students served; the estimate for this year may not be comparable to later years.

Appendix A. District-level Data on the Learning Assistance Program

Exhibit A3
District LAP Per-Pupil Funding

Year	Statewide average	Median	High	Low	Standard deviation
2007-08*	\$1,589	\$1,257	\$92,971	\$82	\$6,578
2008-09	\$1,005	\$1,092	\$13,822	\$88	\$1,211
2009-10	\$924	\$1,030	\$13,642	\$72	\$1,077
2010-11	\$943	\$1,048	\$ 4,641	\$130	\$740

*2007-08 program district-level data have many missing values for students served; these estimates may not be comparable to later years, and the values may be inflated.

These per-pupil estimates are based on the number of aggregate students districts report serving in LAP. The estimates do not include districts that do not provide LAP.

Exhibit A4
LAP Students by Subject Area, 2007-08 through 2010-11

Year	Reading	Language	Math	Readiness (grades K-2)	Other*
2007-08**	65,846	21,273	49,387	<i>no data</i>	<i>not applicable</i>
2008-09	58,850	10,897	48,633	1,262	<i>not applicable</i>
2009-10	67,281	14,437	61,101	1,450	21,444
2010-11	65,248	12,159	63,618	1,359	5,227

Totals do not match Exhibit A2 because some students receive assistance in more than one subject area.

*In 2009-10, this category includes additional support in grades 8, 11, and 12. In 2010-11, this category includes additional support in grades 11 and 12. These additional support services were not authorized prior to 2009-10.

**Includes students served in "schoolwide" programs.

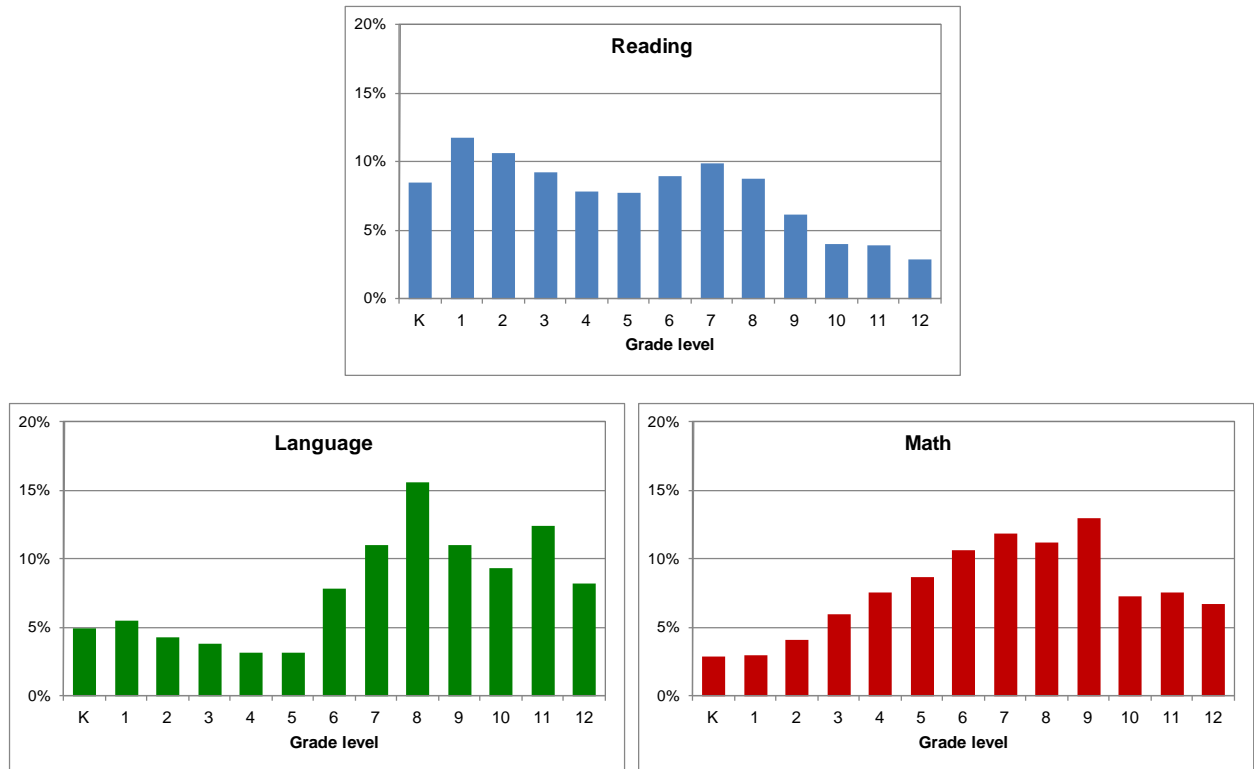
In 2010-11, 81 school districts used all or part of their LAP funding for summer school programs. (Summer school data were not available in earlier years).

Exhibits A5 through A7 present LAP student characteristics: grade levels by subject area, race/ethnicity, gender, special education status, and participation in the state transitional bilingual program.

- Reading assistance funded by LAP is mostly provided in earlier grades.
- Language and math assistance funded by LAP is more concentrated in higher grade levels.
- Proportionately more Hispanic and American Indian students and students in the state transitional bilingual instructional program receive LAP-funded services than in the statewide population.

Appendix A. District-level Data on the Learning Assistance Program

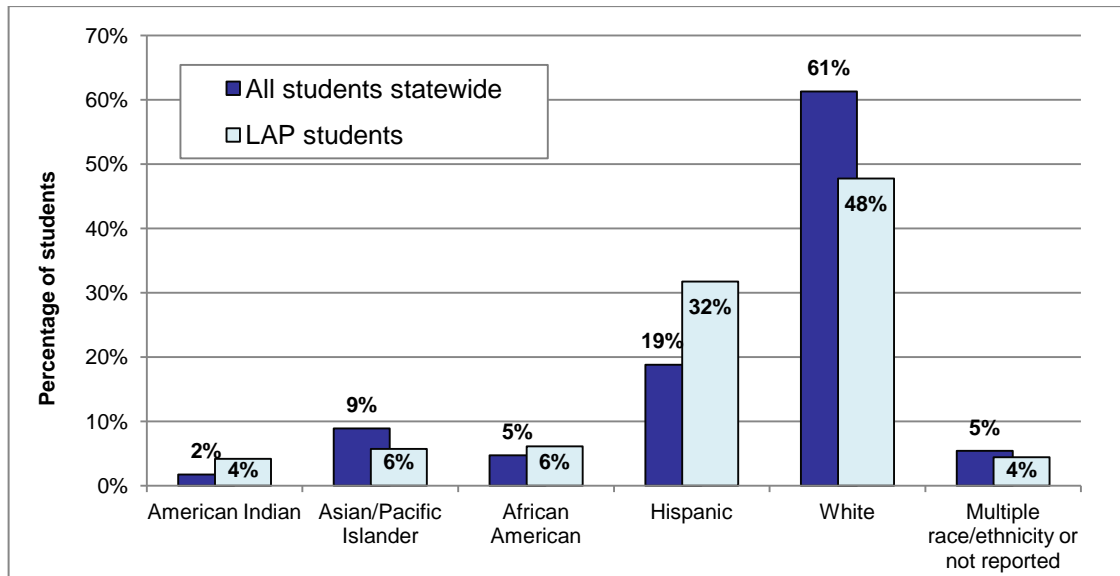
Exhibit A5
Distribution of LAP Students by Grade Level, 2010-11



WSIPP, 2011

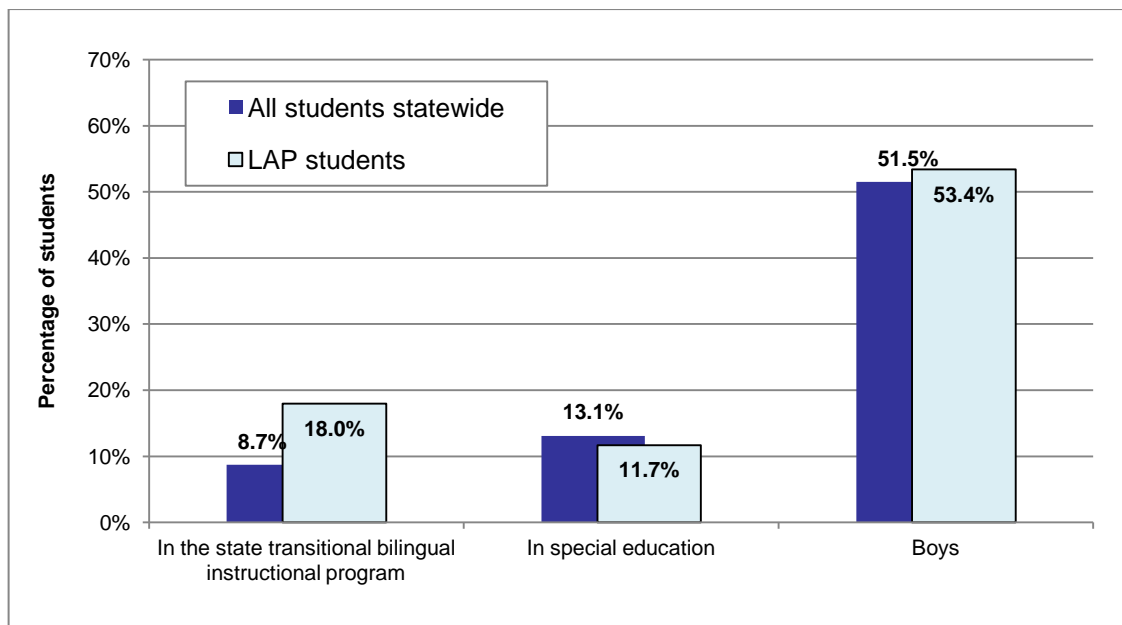
Appendix A. District-level Data on the Learning Assistance Program

Exhibit A6
Distribution of LAP Students by Race/Ethnicity
Compared With All Students, 2010-11



WSIPP, 2011

Exhibit A7
Other LAP Student Demographics
Compared With All Students, 2010-11



WSIPP, 2011

Appendix A. District-level Data on the Learning Assistance Program

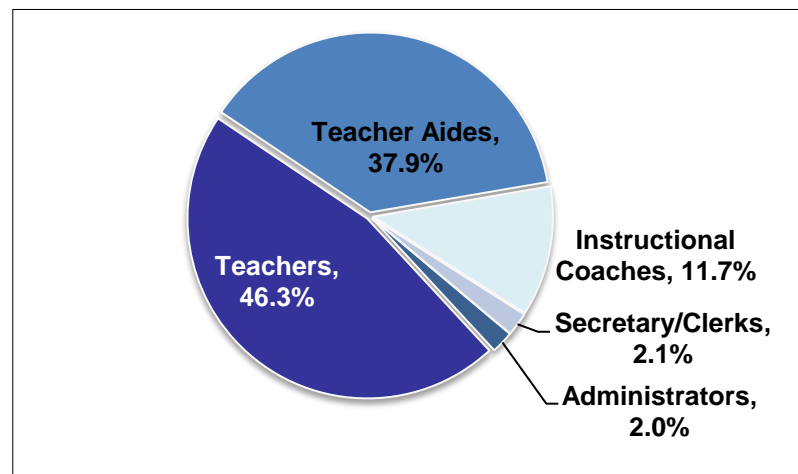
Most staff hired by LAP funds are teacher aides or teachers (Exhibits A8 through A10). In 2010-11, on average, school districts that received LAP funding used the money to pay for:

- 3.1 teacher and 2.6 teacher aide FTEs;
- 0.8 instructional coach FTE; and
- A small portion for administration & clerical support (0.1 FTE each).

Exhibit A8
Statewide Total: Staff Hired by LAP Funds

Year	Adminis- trators	Admin FTEs	Teachers	Teacher FTEs	Instructional Coaches	IC FTEs	Teacher aides	T. aide FTEs	Secretary/ Clerk	S/C FTEs
2007-08	183	38.6	1257	540.8	164	83.3	1850	665.3	138	35.3
2008-09	168	37.0	1322	525.8	216	115.0	1989	644.4	149	36.0
2009-10	164	38.8	1698	647.2	258	143.7	2089	663.1	140	37.4
2010-11	173	38.3	2064	883.7	224	223.5	2001	723.3	136	40.1

Exhibit A9
Distribution of Staff Hired by LAP Funds, 2010-11



WSIPP, 2011

Exhibit A10
Average Per District: Staff Hired by LAP Funds

Year	Adminis- trators	Admin FTEs	Teachers	Teacher FTEs	Instructional Coaches	IC FTEs	Teacher aides	Teacher aide FTEs	Secretary/ Clerk	S/C FTEs
2007-08	0.6	0.1	4.4	1.9	0.6	0.3	6.4	2.3	0.5	0.1
2008-09	0.6	0.1	4.6	1.8	0.8	0.4	6.9	2.2	0.5	0.1
2009-10	0.6	0.1	5.9	2.3	0.9	0.5	7.3	2.3	0.5	0.1
2010-11	0.6	0.1	7.3	3.1	0.8	0.8	7.1	2.6	0.5	0.1

Appendix B. Limitations in Individual-Level Enrollment Data

In the Washington State public K-12 student enrollment dataset,¹ individual student records contain a field indicating whether a student received LAP services (or not) for each month of the school year. We attempted to use this field to compare outcomes of students who receive LAP with similar students who do not receive LAP. However, we discovered that this field is unreliable.

Exhibit B1 shows that not all Washington school districts reliably identify students who receive LAP. We compared the count of LAP students based on individual student data (submitted monthly to the Office of Superintendent of Public Instruction, or OSPI) with district-reported aggregate totals of students served for three school years (reported annually to OSPI). Few of the counts matched (row a), and for most school districts, the counts were off by more than 20 percent (row c). Some districts do not flag any of their LAP students in the individual level data (row e).

Exhibit B1
**How did the headcounts of LAP students compare
between the district-level and student-level datasets?**

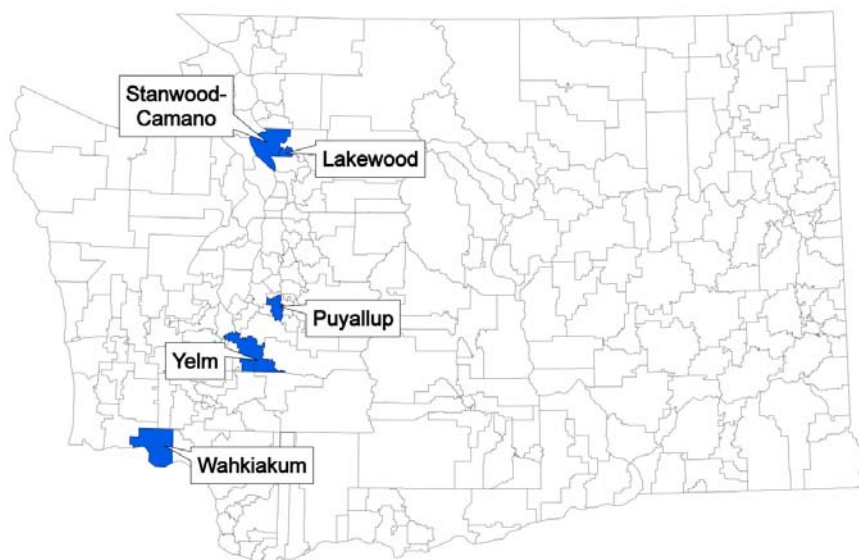
	2007-08	2008-09	2009-10
(a) The counts matched	2	3	3
(b) The counts were close (<20% off) but not a perfect match	45	49	66
(c) The counts were off (by >20%)	145	172	134
(d) No students flagged in individual data, but district data reported students served	32	61	81
(e) LAP \$ allocated, but no students reported served in either data source	25	2	3
(f) District report does not include LAP student headcount, but individual data show some students were served	38	0	0
(g) No LAP \$ allocated and no students reported served	9	8	8
<i>Number of districts</i>	296	295	295

¹ CSRS for 2008-09, and CEDARS for later years.

Appendix B. Limitations in Individual-Level Enrollment Data

Comparing the LAP student headcounts across those three school years, we identified only five districts that appear to have reliable LAP counts in the individual level data for each of those years. “Reliable” is defined here as having LAP individual level and district aggregate counts that are within 20 percent of each other. The five districts with counts within 20 percent of one another in all three years are identified in Exhibit B2.

Exhibit B2
Five Districts With Consistent LAP Student Counts
Based on WSIPP Analysis of Individual-Level and District-Aggregate Data



These five districts, all on the I-5 corridor in Western Washington, represent about 4 percent of statewide enrollment, and about 2 percent of all LAP students. On average, these five districts are larger, have lower poverty rates, and have fewer students in LAP than the statewide averages (see Exhibit B3).

Appendix B. Limitations in Individual-Level Enrollment Data

Exhibit B3 Selected Descriptive Statistics for Five Districts With Consistent LAP Student Counts Based on WSIPP Analysis of Individual-Level and District-Aggregate Data

	2007-08	2008-09	2009-10
Total Enrollment*			
5 districts: total student enrollment	31,789	45,328	45,348
Statewide: total student enrollment	990,496	996,432	1,012,357
5 districts: as a percentage of statewide enrollment	3.2%	4.5%	4.5%
LAP Enrollment**			
5 districts: total LAP students	1,726	1,904	1,683
Statewide: total LAP students	59,363	90,376	109,159
5 districts: LAP students as % of LAP students statewide	2.9%	2.1%	1.5%
5 districts: LAP students as % of total enrollment	5.4%	4.2%	3.7%
Statewide: LAP students as % of total enrollment	6.0%	9.1%	10.8%
School District Size*			
5 districts: average school district size	6,884	6,889	6,842
Statewide: average school district size	3,358	3,378	3,432
Poverty Rates*			
5 districts: % of students eligible for free/reduced price meals	23.9%	29.5%	31.0%
Statewide: % of students eligible for free/reduced price meals	37.9%	42.2%	43.2%
LAP Expenditures**			
5 districts: LAP dollars per-pupil	\$1,066	\$1,091	\$1,401
Statewide: LAP dollars per-pupil	\$1,589	\$1,005	\$924

*From the OSPI report card website.

**Based on information provided in annual district-aggregate reports.

Because these five districts are not representative of the state as a whole or of districts that provide LAP, we instead use school-level data to test how the presence and magnitude of LAP dollars are associated with student outcomes statewide. Appendix C provides details of the preliminary results from that approach.

Appendix C. School-Level Statistical Analysis: Preliminary Results

This appendix summarizes preliminary results from a school-level analysis of the impact of the Learning Assistance Program (LAP) on student outcomes. The analysis uses multivariate regression techniques to measure how LAP funding is associated with average student test scores. As of this publication date, we are continuing to refine the regression models to more precisely measure these relationships, and the results should be considered speculative. Final results will be presented in the Institute's September 1, 2012, report to the Quality Education Council.

For each statistical model presented in this appendix, the outcome variable is: schools' average Washington Assessment of Student Learning (WASL) test scores in 2008-09 for the grade level and subject area specified. In this preliminary set of results, we focus on elementary students in grades 4 and 5 and reading and math scores. Lower grade levels are not covered because the models use prior year test scores as a key explanatory variable, and the earliest grade level assessed by the state is grade 3. Higher grade levels, more recent years of data (using the Measures of Student Progress (MSP) and High School Performance Exam (HSPE)), and other outcomes (special education, grade repetition, and high school graduation rates) will be added in the final report in September 2012.

The statistical models examine the association between LAP and Title 1 funding and 2008-09 test scores at the school building level. We analyze both federal Title 1 and state LAP funding, because the two programs are similar in how funding is allocated and the types of students served. The models control for differences among schools along the following variables:

- Students' average prior year test scores (for fourth graders, we use third grade test scores; for fifth graders, fourth grade test scores);
- Per-pupil expenditures (district average total expenditures and "compensatory" expenditures, which are partly made up of LAP and Title 1 funds);¹
- Student demographics (percent in the school building who are eligible for free or reduced price meals, in special education, in the state transitional bilingual instructional program, by race/ethnicity, and by gender); and
- Teacher characteristics (average years of experience and percent with a master's degree in each school building).

We use individual-level student assessment data to calculate schools' average test score. Students included in each school's average are those who have an available test score in both years (2007-08 and 2008-09) in that subject area. Schools with fewer than 5 students with a test score in both years are excluded from the analysis. The models are weighted by the number of students included in each school's average test score calculation.

¹ Compensatory expenditures make up approximately six percent of total expenditures and include LAP, Title 1, state transitional bilingual instructional program, special and pilot programs, and institutional funding. While this is not a specific measure of LAP and Title 1 expenditures, it is one way to estimate the additional resources provide to struggling students in Washington's K-12 schools. In the models that examine the amount of LAP and Title 1 funding, we subtract compensatory expenditures from total expenditures per-pupil.

Appendix C. School-Level Statistical Analysis: Preliminary Results

For each LAP funding measure (described below), we examine test scores of two groups of students:

1. Students who scored below a 400 on the WASL in the same subject area (but in the prior grade level) in 2007-08. This sub-sample was selected based on the goal of the LAP program to “assist underachieving students.”²
2. All students for whom test score data are available. Because we do not know which students actually receive LAP services, we include all students in these models to examine whether LAP funding is associated with improvements in student test scores overall.

Exhibits C1 and C2 summarize the means and standard deviations for the variables used in the analyses.

Exhibits C3 through C12 present the preliminary results from the statistical models. Because we do not have precise measures of LAP per-pupil funding by school building (funding is reported at the building level, but the number of students served is reported at the district level), we estimate “LAP funding” in a variety of ways:

- **Exhibit C3 & C4** present preliminary results from statistical models that test **whether the presence of LAP funding (separate from Title 1) is associated with student test scores**. Each school building is coded as a ‘1’ if LAP funding is allocated to that building, and a ‘0’ if no LAP funding is allocated; this process is repeated for Title 1 funding allocations. The LAP coefficients represent the impact of having LAP funding in the school building, regardless of the amount of funding. Total per-pupil expenditures (district-wide averages) are used as a control variable.
- **Exhibits C5 & C6** present preliminary results from statistical models that test **whether the presence of LAP or Title 1 funding is associated with student test scores**. Each school building is coded as a ‘1’ if LAP or Title 1 funding is allocated to that building, and a ‘0’ if no LAP or Title 1 funding is allocated. The LAP/Title 1 coefficients represent the impact of having LAP or Title 1 funding in the school building, regardless of the amount of funding. Total per-pupil expenditures (district-wide averages) are used as a control variable.
- **Exhibits C7 & C8** present preliminary results from statistical models that test **how the amount of per-pupil LAP funding is associated with student test scores**. To determine per-pupil funding, we use the school building funding allocations as the numerator, and for the denominator, we count the number of students in that building who did not meet standard on the WASL in the prior year in math or reading (because we do not know the number of students actually receiving LAP services in each school building).³ Title 1 funding amounts are included as separate per-pupil funding amounts. Total per-pupil expenditures minus “compensatory” are used as a control variable.

² RCW 28A.165.005

³ Because this building-level per-pupil expenditure calculation is an estimate, we checked our results using district-level data. School districts report annually on the aggregate number of students served in LAP; we summed the school building allocations to the district level and divided by the number of students served. Using these district-level per-pupil expenditures (in lieu of building-specific estimates) yielded similar results.

Appendix C. School-Level Statistical Analysis: Preliminary Results

- **Exhibits C9 & C10** present preliminary results from statistical models that test **how the amount of per-pupil LAP plus Title 1 funding is associated with student test scores**. To determine per-pupil funding, we use the school building funding allocations as the numerator (combining LAP and Title 1 allocations), and for the denominator, we count the number of students in that building who did not meet standard on the WASL in the prior year in math or reading. Total per-pupil expenditures minus “compensatory” are used as a control variable.
- **Exhibits C11 & C12** present preliminary results from statistical models that test **how the amount of “compensatory” funding is associated with student test scores**. The compensatory funding amounts are reported by the state at the district level. Total per-pupil expenditures minus “compensatory” are used as a control variable.

For each of the expenditure measures (LAP, Title 1, and total per-pupil expenditures), we excluded cases where the average was more than three standard deviations above the mean.

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C1 Descriptive Statistics for Non-Test Score Variables, Elementary Schools Included in the Analysis

2008-09	Mean	Standard Deviation
LAP per-pupil funding* <i>all schools in dataset</i>	\$470	\$634
LAP per-pupil funding* <i>schools that receive LAP funds</i>	\$736	\$659
Title 1 per-pupil funding* <i>all schools in dataset</i>	\$1,013	\$1,434
Title 1 per-pupil funding* <i>schools that receive Title 1 funds</i>	\$1,946	\$1,460
LAP + Title 1 per-pupil funding* <i>all schools in dataset</i>	\$1,483	\$1,520
LAP + Title 1 per-pupil funding* <i>schools that receive either funds</i>	\$1,729	\$1,507
Total per-pupil expenditures (district avg.)	\$9,812	\$1,046
Per-pupil expenditures (minus compensatory)	\$8,851	\$853
Compensatory per-pupil expenditures	\$1,016	\$519
% free/reduced price meals	44.0%	23.8%
% special education	13.2%	6.3%
% transitional bilingual instructional program	10.3%	13.0%
% American Indian	2.7%	7.3%
% Asian	7.9%	8.9%
% African American	5.6%	8.4%
% white	62.7%	23.2%
% males	51.5%	2.9%
Avg. years teacher experience	12.0	3.0
% teachers with masters degree	62.2%	14.8%

Means and SDs are weighted by total enrollment in each school included in the analysis (N=1507). Schools are included if they have at least five students in grades 4 or 5 with available test score data in both years (2008-09 for current year and 2007-08 for prior year) and the district's per-pupil expenditures are within three standard deviations from the mean. LAP and Title 1 funding data were provided by OSPI's Title 1, Part A and Learning Assistance Program Office. Total per-pupil expenditures were downloaded from <<http://www.k12.wa.us/safs/PUB/FIN/0809/fs.asp>>. School-building level student and teacher characteristics data were downloaded from <<http://www.k12.wa.us/DataAdmin/GenderEthnicity.aspx>>.

*The number of actual LAP students served in each school building is not reported to the state; therefore, these, estimates are calculated as follows: the 2008-09 LAP and Title 1 allocation to each school building divided by the number of students in that building who scored less than a 400 on the math or reading WASL in 2007-08. Because these figures are estimated at the school building level and only include schools that have grades 4 and 5, the means and standard deviations do not match those reported in Appendix A.

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C2
Descriptive Statistics for Test Score Variables

	Mean WASL Score	Standard Deviation	N (schools)
Math, grade 4, students <400 prior year			
Current year 2008-09	363.0	11.7	1026
Prior (2007-08, 3rd grade)	369.4	6.6	1026
Math, grade 4, all students			
Current year 2008-09	401.5	17.8	1113
Prior (2007-08, 3rd grade)	411.6	13.1	1113
Math, grade 5, students <400 prior year			
Current year 2008-09	380.1	10.8	1069
Prior (2007-08, 4rd grade)	367.5	7.0	1069
Math, grade 5, all students			
Current year 2008-09	410.9	17.1	1107
Prior (2007-08, 4rd grade)	402.8	16.9	1107
Reading, grade 4, students <400 prior year			
Current year 2008-09	390.8	5.3	1009
Prior (2007-08, 3rd grade)	374.4	5.4	1009
Reading, grade 4, all students			
Current year 2008-09	411.9	8.1	1113
Prior (2007-08, 3rd grade)	411.8	10.9	1113
Reading, grade 5, students <400 prior year			
Current year 2008-09	387.4	6.6	1012
Prior (2007-08, 4rd grade)	382.8	3.8	1012
Reading, grade 5, all students			
Current year 2008-09	412.9	9.8	1107
Prior (2007-08, 4rd grade)	410.9	8.5	1107

School means and SDs were calculated using individual level WASL data; overall means are weighted by the number of students included in each school's average test score calculation. Schools are included in the calculations if they have at least five students in grade 4 or 5 with available test score data in both years (2008-09 for current year and 2007-08 for prior year) and the district's per-pupil expenditures are within three standard deviations from the mean.

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C3 Presence of LAP funding and impact on students who did not meet standard on the WASL the prior year

Population of students: Scored <400 in prior year on that subject area test

LAP variable = Whether the school received LAP funding in 2008-09

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.8618* (0.0492)	0.8858* (0.0439)	0.5371* (0.0255)	0.979* (0.0437)
School receives LAP funding	0.6415 (0.6051)	0.0886 (0.5128)	0.1108 (0.2822)	0.015 (0.336)
School receives Title 1 funding	1.0808 (0.8445)	0.4669 (0.6774)	-0.015 (0.3915)	0.7664 (0.4471)
Total per-pupil expenditures (district avg.)	0.0002 (0.0003)	0.0009* (0.0003)	0.0000 (0.0002)	0.0001 (0.0002)
% free/reduced price meals	-7.5909* (2.5427)	-11.1516* (2.1445)	-2.5326* (1.1734)	-8.1528* (1.3793)
% special education	-2.1332 (6.7557)	11.1765* (5.6128)	-2.4389 (3.2186)	-4.8438 (3.6411)
% transitional bilingual instructional program	-2.7002 (4.2724)	5.6338 (3.6798)	-1.4579 (1.9559)	4.2233 (2.2896)
% American Indian	-5.0434 (4.3182)	-2.7339 (3.5557)	-2.4093 (2.028)	-1.3883 (2.2102)
% Asian	12.0111* (4.3704)	7.1836 (3.6748)	2.2617 (1.9755)	-2.0005 (2.3296)
% African American	-10.3693* (4.4945)	0.0295 (3.7664)	-4.5181* (2.0454)	-0.3282 (2.3435)
% white	3.1707 (3.0657)	2.4102 (2.5236)	-0.0841 (1.4149)	2.4577 (1.6118)
% males	12.5363 (11.9194)	-11.0834 (9.6167)	10.7801 (5.5505)	-1.0071 (6.3099)
Avg. years teacher experience	0.2169* (0.1088)	0.0535 (0.0904)	0.1744* (0.0507)	0.0273 (0.0598)
% teachers with masters degree	0.6228 (2.175)	-0.1278 (1.8351)	-0.0893 (1.0145)	-0.0587 (1.198)
Constant	34.755 (20.1424)	52.2584* (17.4496)	184.0018* (10.3545)	14.6885 (17.3642)
Observations (schools)	1,030	1,077	1,015	1,019
Number of students	21,861	32,931	20,135	19,583
R ²	.4218	.5011	.4048	.4731

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C4 Presence of LAP funding and impact on all students

Population of students: All students with test score data available

LAP variable = Whether the school received LAP funding in 2008-09

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.919* (0.0334)	0.715* (0.0198)	0.5032* (0.0158)	0.8182* (0.0227)
School receives LAP funding	0.1523 (0.5798)	-0.2589 (0.4721)	-0.0949 (0.2278)	-0.1136 (0.2622)
School receives Title 1 funding	1.4378 (0.7672)	0.6287 (0.602)	0.3449 (0.3011)	0.5699 (0.3342)
Total per-pupil expenditures (district avg.)	0.0002 (0.0003)	0.0011* (0.0002)	0.0002 (0.0001)	0.0003* (0.0001)
% free/reduced price meals	-12.2419* (2.5687)	-17.3863* (2.0847)	-8.6149* (1.0354)	-9.8426* (1.1918)
% special education	1.3513 (6.6228)	4.1144 (5.3082)	-1.4714 (2.6044)	-2.5877 (2.9531)
% transitional bilingual instructional program	-8.189 (4.7316)	1.1967 (3.7897)	-1.1379 (1.8588)	4.0052 (2.1177)
% American Indian	-6.518 (5.1946)	-6.0694 (4.0246)	-2.9509 (2.0325)	-4.0096 (2.2465)
% Asian	15.1144* (4.4574)	14.7478* (3.5689)	3.6098* (1.7312)	4.2582* (1.9719)
% African American	-16.5193* (4.9815)	-6.9176 (3.923)	-6.7664* (1.946)	-0.8029 (2.1709)
% white	-1.7888 (3.225)	0.7542 (2.5587)	-1.6034 (1.2712)	2.9156* (1.4291)
% males	14.5024 (11.2614)	-3.2539 (8.9823)	7.4039 (4.4378)	-0.6612 (4.9908)
Avg. years teacher experience	0.2315* (0.1035)	0.0447 (0.0836)	0.1511* (0.0407)	0.0445 (0.0465)
% teachers with masters degree	3.8591 (2.1183)	-0.7117 (1.7062)	0.5177 (0.8322)	-1.2045 (0.9476)
Constant	14.6579 (15.8212)	119.6102* (9.9859)	201.8354* (7.3919)	76.653* (10.1787)
Observations (schools)	1,123	1,118	1,123	1,118
Number of students	71,543	71,695	71,200	71,500
R ²	.7452	.8230	.8095	.8309

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C5 Presence of LAP or Title 1 funding (combined) and impact on students who did not meet standard on the WASL the prior year

Population of students: Scored <400 in prior year on that subject area test

LAP variable = Whether the school received LAP funding or Title 1 funding in 2008-09

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.8615* (0.0493)	0.8864* (0.0439)	0.5373* (0.0255)	0.979* (0.0437)
School receives LAP or Title 1 funding	0.6734 (1.2225)	0.0072 (0.9797)	-0.0566 (0.5692)	0.1572 (0.6767)
Total per-pupil expenditures (district avg.)	0.0002 (0.0003)	0.0009* (0.0003)	0.0000 (0.0002)	0.0001 (0.0002)
% free/reduced price meals	-6.465* (2.2697)	-10.4269* (1.9341)	-2.5685* (1.0487)	-7.0251* (1.2442)
% special education	-1.5934 (6.7483)	11.2854* (5.6123)	-2.3864 (3.2144)	-4.7569 (3.6443)
% transitional bilingual instructional program	-2.3543 (4.2604)	5.6965 (3.6695)	-1.3816 (1.9466)	4.1756 (2.2835)
% American Indian	-5.1013 (4.3385)	-2.7719 (3.5681)	-2.4468 (2.0323)	-1.4492 (2.2245)
% Asian	12.502* (4.3567)	7.4048* (3.6637)	2.2603 (1.9671)	-1.6344 (2.3244)
% African American	-10.8793* (4.4816)	-0.0853 (3.7582)	-4.5597* (2.0394)	-0.5148 (2.3385)
% white	3.3785 (3.0587)	2.5866 (2.5202)	-0.0905 (1.4134)	2.6757 (1.6135)
% males	12.4865 (11.9266)	-11.0814 (9.6158)	10.7715 (5.5497)	-1.006 (6.3179)
Avg. years teacher experience	0.2172* (0.1089)	0.0545 (0.0904)	0.1749* (0.0507)	0.0271 (0.0599)
% teachers with masters degree	0.8219 (2.1694)	-0.0782 (1.8272)	-0.0601 (1.0114)	-0.0048 (1.194)
Constant	34.3377 (20.1527)	51.9372* (17.4422)	183.9242* (10.3491)	14.5508 (17.382)
Observations (schools)	1,030	1,077	1,015	1,019
Number of students	21,861	32,931	20,135	19,583
R ²	.4212	.5013	.4052	.4720

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C6 Presence of LAP or Title 1 funding (combined) and impact on all students

Population of students: All students with test score data available

LAP variable = Whether the school received LAP funding or Title 1 funding in 2008-09

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.9148* (0.0334)	0.7141* (0.0198)	0.5026* (0.0158)	0.8189* (0.0227)
School receives LAP or Title 1 funding	-0.1828 (0.9601)	-0.9687 (0.7714)	-0.6159 (0.3764)	-0.0175 (0.4292)
Total per-pupil expenditures (district avg.)	0.0002 (0.0003)	0.001* (0.0002)	0.0002 (0.0001)	0.0002 (0.0001)
% free/reduced price meals	-9.8426* (2.3342)	-15.7243* (1.9035)	-7.645* (0.936)	-8.8465* (1.0874)
% special education	1.8599 (6.6296)	4.4596 (5.3063)	-1.1915 (2.6019)	-2.4561 (2.9564)
% transitional bilingual instructional program	-8.2138 (4.7246)	1.1364 (3.7802)	-1.141 (1.8531)	3.9927 (2.1164)
% American Indian	-6.7893 (5.2036)	-6.2812 (4.0273)	-3.1109 (2.0321)	-3.9735 (2.2519)
% Asian	16.1444* (4.4444)	15.4213* (3.5561)	4.0047* (1.7244)	4.594* (1.9689)
% African American	-17.0669* (4.9762)	-6.9303 (3.9139)	-6.756* (1.941)	-0.9243 (2.169)
% white	-1.124 (3.2282)	1.3347 (2.5584)	-1.2448 (1.2696)	3.1682* (1.4304)
% males	14.2845 (11.2747)	-3.4415 (8.9797)	7.2577 (4.4342)	-0.6181 (4.9974)
Avg. years teacher experience	0.2286* (0.1037)	0.042 (0.0836)	0.1478* (0.0407)	0.0453 (0.0466)
% teachers with masters degree	3.9629 (2.1169)	-0.6804 (1.7007)	0.5332 (0.83)	-1.1908 (0.946)
Constant	16.4492 (15.8197)	120.3988* (9.9996)	202.4245* (7.3869)	76.2234* (10.2085)
Observations (schools)	1,123	1,118	1,123	1,118
Number of students	71,543	71,695	71,200	71,500
R ²	.7447	.8231	.8099	.8305

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C7 LAP per-pupil funding and impact on students who did not meet standard on the WASL the prior year

Population of students: Scored <400 in prior year on that subject area test
LAP variable = Amount of per-pupil LAP funding the school received in 2008-09 based on
 number of students who scored <400 in prior year

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.8576* (0.0495)	0.8908* (0.0442)	0.5361* (0.0255)	0.979* (0.0441)
LAP per-pupil funding	0.0004 (0.0004)	-0.0005 (0.0004)	0.0000 (0.0002)	-0.0003 (0.0003)
Title 1 per-pupil funding	0.0003 (0.0002)	0.0000 (0.0002)	0.0000 (0.0001)	0.0000 (0.0002)
Per-pupil expenditures (minus compensatory)	0.0003 (0.0004)	0.0009* (0.0003)	0.0002 (0.0002)	0.0003 (0.0002)
% free/reduced price meals	-7.5404* (2.502)	-10.2851* (2.1737)	-2.722* (1.1613)	-7.3252* (1.4106)
% special education	-2.1943 (6.7901)	11.5737* (5.6433)	-2.3259 (3.2379)	-4.3745 (3.6778)
% transitional bilingual instructional program	-2.5763 (4.2638)	5.0305 (3.6642)	-1.4508 (1.954)	4.2166 (2.2839)
% American Indian	-5.7950 (4.3997)	-3.6230 (3.6223)	-2.8133 (2.0704)	-2.1947 (2.2635)
% Asian	11.6145* (4.5049)	6.1457 (3.8008)	2.0185 (2.0491)	-2.4920 (2.434)
% African American	-11.6117* (4.6199)	-1.2531 (3.8501)	-4.9632* (2.1082)	-1.3765 (2.4067)
% white	2.4155 (3.1728)	0.9588 (2.6117)	-0.3050 (1.4734)	2.1809 (1.6791)
% males	12.3116 (11.9449)	-11.2235 (9.5977)	10.8122 (5.5636)	-1.3478 (6.3251)
Avg. years teacher experience	0.2113 (0.109)	0.0710 (0.0904)	0.1712* (0.0508)	0.0206 (0.0601)
% teachers with masters degree	0.8604 (2.1751)	-0.0620 (1.8315)	0.0557 (1.0167)	0.3397 (1.1987)
Constant	36.9315 (20.2878)	51.7559* (17.5998)	183.4329* (10.4239)	13.4705 (17.5581)
Observations (schools)	1,026	1,069	1,009	1,014
Number of students	21,812	32,828	20,069	19,514
R ²	.4208	.5038	.4056	.4727

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C8 LAP per-pupil funding and impact on all students

Population of students: All students with test score data available

LAP variable = Amount of per-pupil LAP funding the school received in 2008-09 based on number of students who scored <400 in prior year

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.9002*	0.7144*	0.4969*	0.8098*
	(0.0339)	(0.0205)	(0.0161)	(0.0233)
LAP per-pupil funding	0.0002	-0.0005	0.0000	-0.0002
	(0.0004)	(0.0004)	(0.0002)	(0.0002)
Title 1 per-pupil funding	0.0007*	0.0002	0.0002	0.0002
	(0.0002)	(0.0002)	(0.0001)	(0.0001)
Per-pupil expenditures (minus compensatory)	0.0002	0.0012*	0.0002	0.0003
	(0.0004)	(0.0003)	(0.0001)	(0.0002)
% free/reduced price meals	-14.2516*	-16.7512*	-8.8733*	-9.9984*
	(2.6122)	(2.2079)	(1.0509)	(1.258)
% special education	0.4297	3.6443	-1.8393	-3.0830
	(6.6716)	(5.3712)	(2.6281)	(2.9802)
% transitional bilingual instructional program	-8.8207	0.5596	-1.4476	3.6933
	(4.7451)	(3.8075)	(1.8669)	(2.1234)
% American Indian	-7.8882	-6.9390	-3.2673	-4.5156*
	(5.2737)	(4.1029)	(2.0667)	(2.2863)
% Asian	13.4595*	13.1102*	3.0620	3.3461
	(4.5388)	(3.6841)	(1.7714)	(2.0349)
% African American	-18.7191*	-8.3603*	-7.2817*	-1.6743
	(5.0672)	(4.0049)	(1.9837)	(2.2117)
% white	-3.7698	-0.8172	-2.1642	2.1751
	(3.3374)	(2.6555)	(1.3181)	(1.4829)
% males	12.7813	-4.7301	6.7902	-1.3402
	(11.3057)	(9.0262)	(4.4667)	(5.0039)
Avg. years teacher experience	0.235*	0.0566	0.1534*	0.0450
	(0.1037)	(0.0839)	(0.0409)	(0.0465)
% teachers with masters degree	3.9048	-0.5939	0.4836	-1.1004
	(2.1252)	(1.7135)	(0.8365)	(0.9493)
Constant	25.6945	121.9796*	205.6263*	81.4697*
	(16.1962)	(10.4767)	(7.5928)	(10.5522)
Observations (schools)	1,113	1,107	1,113	1,107
Number of students	71,057	71,265	70,715	71,070
R ²	.7445	.8212	.8077	.8303

Unadjusted standard errors are in parentheses.

*Significant at p < .05

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C9 LAP and Title 1 per-pupil funding (combined) and impact on students who did not meet standard on the WASL the prior year

Population of students: Scored <400 in prior year on that subject area test

LAP variable = Amount of per-pupil LAP plus Title 1 funding the school received in 2008-09
based on number of students who scored <400 in prior year

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.8618*	0.8861*	0.5365*	0.9779*
	(0.0492)	(0.0441)	(0.0254)	(0.0439)
LAP + Title 1 per-pupil funding	0.0003	-0.0001	0.0000	0.0000
	(0.0002)	(0.0002)	(0.0001)	(0.0001)
Per-pupil expenditures (minus compensatory)	0.0003	0.0011*	0.0002	0.0003
	(0.0004)	(0.0003)	(0.0002)	(0.0002)
% free/reduced price meals	-7.4412*	-9.8627*	-2.6967*	-6.9544*
	(2.4215)	(2.127)	(1.1239)	(1.3716)
% special education	-2.2246	11.0873	-2.5684	-4.862
	(6.7661)	(5.6477)	(3.2235)	(3.667)
% transitional bilingual instructional program	-2.5148	5.0698	-1.4536	4.1324
	(4.2544)	(3.672)	(1.9487)	(2.2814)
% American Indian	-5.8	-3.8677	-2.8497	-2.0879
	(4.3893)	(3.6286)	(2.0666)	(2.2622)
% Asian	11.5483*	6.2924	1.9216	-2.0261
	(4.451)	(3.7748)	(2.0211)	(2.4066)
% African American	-11.6657*	-1.196	-5.008*	-1.0724
	(4.5892)	(3.8451)	(2.0942)	(2.3962)
% white	2.4446	1.4138	-0.3127	2.4882
	(3.1298)	(2.5903)	(1.4552)	(1.6592)
% males	12.5565	-11.0882	11.0423*	-0.9421
	(11.9206)	(9.6193)	(5.5515)	(6.319)
Avg. years teacher experience	0.2128	0.0552	0.1718*	0.0212
	(0.1087)	(0.0905)	(0.0506)	(0.0599)
% teachers with masters degree	0.8172	0.0155	0.0205	0.1307
	(2.1679)	(1.8305)	(1.0126)	(1.1952)
Constant	35.1088	51.6574*	183.1593*	13.5506
	(20.1802)	(17.5689)	(10.3979)	(17.4996)
Observations (schools)	1,030	1,076	1,014	1,018
Number of students	21,861	32,925	20,130	19,578
R ²	.4220	.5013	.4131	.4725

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C10 LAP and Title 1 per-pupil funding (combined) and impact on all students

Population of students: All students with test score data available

LAP variable = Amount of per-pupil LAP plus Title 1 funding the school received in 2008-09 based on number of students who scored <400 in prior year

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.8991* (0.0337)	0.7135* (0.0204)	0.4986* (0.016)	0.8095* (0.0232)
LAP + Title 1 per-pupil funding	0.0006* (0.0002)	0.0001 (0.0002)	0.0001 (0.0001)	0.0002 (0.0001)
Per-pupil expenditures (minus compensatory)	0.0003 (0.0004)	0.0013* (0.0003)	0.0003 (0.0001)	0.0003* (0.0002)
% free/reduced price meals	-13.4362* (2.5484)	-16.3817* (2.163)	-8.7493* (1.0252)	-9.9087* (1.2303)
% special education	0.1632 (6.628)	3.4254 (5.3502)	-1.869 (2.6117)	-3.2019 (2.9716)
% transitional bilingual instructional program	-9.3281* (4.7256)	0.3805 (3.801)	-1.5623 (1.8608)	3.5124 (2.1219)
% American Indian	-8.1787 (5.261)	-7.2931 (4.0997)	-3.4261 (2.0627)	-4.7181* (2.2863)
% Asian	14.0558* (4.486)	13.4997* (3.6491)	3.1515 (1.7528)	3.5583 (2.0186)
% African American	-18.709* (5.0505)	-8.413* (3.9965)	-7.373* (1.9773)	-1.7012 (2.2078)
% white	-3.4808 (3.3043)	-0.551 (2.6329)	-2.163 (1.3056)	2.2335 (1.4715)
% males	13.6688 (11.2589)	-3.806 (9.0097)	7.2399 (4.4478)	-0.9321 (4.9971)
Avg. years teacher experience	0.2289* (0.1033)	0.045 (0.0837)	0.1505* (0.0407)	0.0436 (0.0465)
% teachers with masters degree	3.8682 (2.1117)	-0.6775 (1.7065)	0.4705 (0.8314)	-1.1937 (0.9462)
Constant	24.8144 (16.066)	120.4905* (10.4147)	204.1654* (7.5306)	80.7118* (10.4987)
Observations (schools)	1,121	1,115	1,121	1,115
Number of students	71,515	71,663	71,172	71,468
R ²	.7467	.8229	.8099	.8314

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C11 Compensatory per-pupil funding and impact on students who did not meet standard on the WASL the prior year

Population of students: Scored <400 in prior year on that subject area test

LAP variable = Amount of per-pupil LAP plus Title 1 funding the school received in 2008-09
based on number of students who scored <400 in prior year

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.8628* (0.0493)	0.8843* (0.044)	0.5439* (0.0256)	0.9799* (0.0437)
Compensatory per-pupil expenditures	0.0000 (0.0011)	0.0005 (0.0009)	-0.0009 (0.0005)	-0.0014* (0.0006)
Per-pupil expenditures (minus compensatory)	0.0003 (0.0005)	0.001* (0.0004)	0.0003 (0.0002)	0.0005* (0.0002)
% free/reduced price meals	-6.0285* (2.1875)	-10.3587* (1.8821)	-2.2775* (1.0187)	-6.5501* (1.2064)
% special education	-1.4919 (6.7623)	11.0483 (5.6276)	-2.7802 (3.2143)	-5.2271 (3.6417)
% transitional bilingual instructional program	-2.4471 (4.3028)	5.3864 (3.7335)	-1.9288 (1.9635)	3.1262 (2.3165)
% American Indian	-5.6423 (4.5169)	-3.4469 (3.7522)	-3.6693 (2.1095)	-3.5556 (2.3431)
% Asian	12.3464* (4.6189)	6.6671 (3.892)	0.7926 (2.0893)	-3.8465 (2.4741)
% African American	-11.2188* (4.7137)	-0.803 (3.9599)	-5.9629* (2.1469)	-2.6171 (2.469)
% white	3.2641 (3.3804)	1.9246 (2.8511)	-1.4925 (1.5663)	0.4911 (1.8302)
% males	12.3427 (11.9352)	-11.0792 (9.6267)	11.1647* (5.5434)	-0.8304 (6.3049)
Avg. years teacher experience	0.2133 (0.1089)	0.0533 (0.0905)	0.176* (0.0506)	0.0253 (0.0597)
% teachers with masters degree	0.8718 (2.17)	0.0043 (1.831)	-0.0153 (1.011)	0.0887 (1.1924)
Constant	33.9703 (20.1902)	52.2592* (17.4764)	180.6061* (10.4364)	13.5156 (17.3697)
Observations (schools)	1,029	1,074	1,013	1,016
Number of students	21,856	32,912	20,125	19,564
R ²	.4213	.5013	.4080	.4749

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

Appendix C. School-Level Statistical Analysis: Preliminary Results

Exhibit C12 Compensatory per-pupil funding and impact on all students

Population of students: All students with test score data available

LAP variable = Amount of per-pupil LAP plus Title 1 funding the school received in 2008-09 based on number of students who scored <400 in prior year

	Math		Reading	
	4	5	4	5
Avg. prior WASL score	0.9152* (0.0335)	0.7148* (0.0198)	0.5028* (0.0159)	0.8184* (0.0227)
Compensatory per-pupil funding	-0.0003 (0.0011)	0.0011 (0.0009)	-0.0001 (0.0004)	-0.0002 (0.0005)
Per-pupil expenditures (minus compensatory)	0.0003 (0.0004)	0.0011* (0.0003)	0.0003 (0.0002)	0.0004 (0.0002)
% free/reduced price meals	-9.7413* (2.2961)	-16.2926* (1.8775)	-7.9108* (0.9208)	-8.6729* (1.0706)
% special education	1.4809 (6.6575)	4.1748 (5.3352)	-1.5744 (2.6161)	-2.632 (2.9669)
% transitional bilingual instructional program	-8.4897 (4.7527)	1.1082 (3.8191)	-1.3412 (1.8672)	3.7061 (2.1357)
% American Indian	-7.5411 (5.3409)	-6.2637 (4.1532)	-3.4045 (2.0903)	-4.5212 (2.3208)
% Asian	15.3676* (4.6531)	15.0081* (3.7385)	3.307 (1.8069)	4.0838* (2.0615)
% African American	-17.8139* (5.1333)	-7.2717 (4.0573)	-7.2902* (2.0071)	-1.498 (2.2488)
% white	-1.847 (3.4738)	1.0311 (2.795)	-1.8907 (1.368)	2.6266 (1.5607)
% males	14.0292 (11.3137)	-3.7399 (9.0135)	7.4117 (4.4554)	-0.9444 (5.0042)
Avg. years teacher experience	0.2273* (0.1038)	0.044 (0.0838)	0.1495* (0.0408)	0.0448 (0.0465)
% teachers with masters degree	3.9686 (2.123)	-0.6707 (1.7066)	0.5407 (0.8334)	-1.1501 (0.9471)
Constant	15.9532 (15.8593)	119.1506* (10.0372)	201.7214* (7.4173)	76.304* (10.1857)
Observations (schools)	1,118	1,113	1,118	1,113
Number of students	71,475	71,629	71,132	71,434
R ²	.7449	.8231	.8096	.8312

Unadjusted standard errors are in parentheses.

*Significant at $p < .05$

For further information, contact Annie Pennucci:
pennuccia@wsipp.wa.gov or 360-586-3952

Document No. 11-12-2201



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The Washington State Board of Education

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

Title:	Final Report of the QEC Compensation Technical Working Group	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>How would the recommendations of the Compensation Technical Working Group, if adopted and implemented, improve teacher quality and increase student achievement? How do the recommendations address demonstrated difficulties in attracting and retaining high-quality teachers and other certificated staff by teaching field, job duties, school demographics, and geographic region? How would the proposed new salary allocation model change the profile of persons entering, remaining in, and leaving the profession? What direction, if any, should there be on how the proposed 80 hours of additional paid time for professional development be used at the school and district level to benefit student learning and close the achievement gap? How would implementation of the Working Group's recommendations be financed?</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>SHB 2261, 2009 Session, directed the Office of Financial Management to convene a technical working group to recommend an enhanced salary allocation model that aligns educator certification with the compensation system. (This was changed in 2010 to provide that the Office of Superintendent of Public Instruction convenes the working group.) The legislation gave the working group specific charges for this analysis, including, for example, examining salaries and other compensation for teachers and other staff, comparing salaries and other compensation to appropriate labor markets for beginning teachers and certain other kinds of certificated staff. It directed the working group to make recommendations on: (1) how to reduce the number of tiers in the existing salary schedule; (2) how to account for different geographic regions where there may be difficulty recruiting and retaining teachers; (3) how to account for labor market adjustments; (4) what kinds of salary bonuses should be available; (5) how equalization in state salary allocations can be accomplished; and (6) what the estimated costs would be of implementing the group's recommendations on salaries and other compensation. The final report of the working group was due June 30, 2012.</p> <p>Staff to the Office of Superintendent of Public Instruction and members of the Compensation Technical Working Group will present an overview of the recommendations of the working group's final report and respond to questions from Board members.</p>	

Final Report, Quality Education Council (QEC) **Compensation Technical Working Group**

Policy Consideration

The Board will be informed about the final report of the QEC Compensation Technical Working Group, and consider how its recommendations address Goal Five of the SBE Strategic Plan, “Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation.” Policy questions for the Board may include:

1. How would the recommendations of the Compensation Technical Working Group, if adopted and implemented by the Legislature, improve teacher quality and increase student achievement?
2. To what extent does the report identify and address documented difficulties in attracting high-quality teachers, other certificated instructional staff, and administrators by subject field, school characteristics, and geographic region?
3. How would the proposed new salary allocation model, over time, change the profile of persons entering, remaining in, and leaving the teaching profession?
4. What direction, if any, should there be on additional paid time for professional development is used at the district level to ensure a return on investment in increased student achievement?
5. How would implementation of the working group’s recommendations be financed? What tradeoffs, if any, are there between funding of the compensation recommendations made by the working group and other near-term priorities for improved funding of basic education, in accord with the *McCleary* decision?

Summary

The Legislature created the Quality Education Council (QEC) in SHB 2261, 2009 Session, to recommend and inform the ongoing implementation of an evolving definition of basic education. It has thirteen members, including eight legislators and representatives of the Governor’s Office, the State Board of Education, the Superintendent of Public Instruction, and the Department of Early Learning. The mandate of the QEC is to develop strategic recommendations on the program of basic education, periodically updated, with the intent to inform policy and funding decisions, identify measurable goals and priorities, and enable implementation of an evolving program.

SHB 2261 directed the Office of Financial Management to convene a technical working group to recommend the details of an enhanced salary allocation model that aligns educator certification with the compensation system. ESHB 2776, 2010 Session, made a change to provide that the technical working group is convened by the Office of Superintendent of Public Instruction, in collaboration with OFM, and moved the reporting date from December 1, 2012 to June 30, 2012.

The analysis required by the Legislature under SHB 2261 (RCW 28A.400.201) must:

- Examine salaries and other compensation for teachers, other certificated instructional staff, administrators, and classified employees for whom salaries are allocated.
- Be calculated at a statewide level that identifies labor markets using federal data.
- Include a comparison of salaries and other compensation to the appropriate labor market for, at least, beginning teachers and types of educational staff associates.

The Compensation Technical Working Group was directed to make recommendations on:

1. How to reduce the number of tiers within the existing salary allocation model.
2. How to account for labor market adjustments.
3. How to account for different geographic regions of the state where districts may encounter difficulty recruiting and retaining teachers.
4. The role and types of bonuses available.
5. Ways to accomplish equalization in state salary allocations over a number of years.
6. Initial fiscal estimates for implementing the recommendations, including recognition that staff on the existing salary allocation model would have the option to grandfather in permanently to the existing schedule.

The Working Group was directed to conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school employees. For this analysis, “salaries and other compensation” was to include average base salaries, average total salaries, average employee basic benefits and retirement benefits RCW 28A.400.201).

The working group contracted for this report with Prof. Lori Taylor of Texas A&M University.
<http://www.k12.wa.us/Compensation/pubdocs/CompetitiveSeattle.pdf>

Other reports prepared for the Compensation Technical Working Group include:

“Teacher Retention by School District and MSA,” Office of Superintendent of Public Instruction, June 2012.
<http://www.k12.wa.us/Compensation/Meetings/2012/TeacherRetentionDistrictMSA.pdf>

“Teacher Compensation and Training Policies: Impacts on Student Outcomes,” Washington State Institute for Public Policy, May 2012.
<http://www.wsipp.wa.gov/rptfiles/12-05-2201.pdf>

“School-Level Teacher Retention and School Characteristics,” Office of Financial Management, Education Research and Data Center, May 2012.
http://www.k12.wa.us/Compensation/Meetings/2012/erdc_may3_final.pdf

“An ACS-Based Regional Cost Adjustment for the State of Washington,” Lori Taylor, April 2012.
<http://www.k12.wa.us/Compensation/Meetings/2012/RegionalCostAdjustment.pdf>

Teacher Compensation: Impact on Student Outcomes from Performance Pay, Induction, and NBPTS,” Washington State Institute for Public Policy, March 2012.
<http://www.k12.wa.us/Compensation/Meetings/2012/WSIPPTeachercomp.pdf>

The membership of the working group includes representatives of the Office of Financial Management, the Professional Educators Standards Board, the Office of the Superintendent

Compensation Technical Working Group Recommendations

State Board of Education
July 12, 2012



Background

- ▶ The Compensation Technical Working Group (CTWG) was authorized as part of House Bill 2261 (*RCW 28A.400.201*)
- ▶ Last group to weigh in on the redefined program of basic education
- ▶ Submitted 9 recommendations and fiscal estimates to the legislature on June 30, 2012

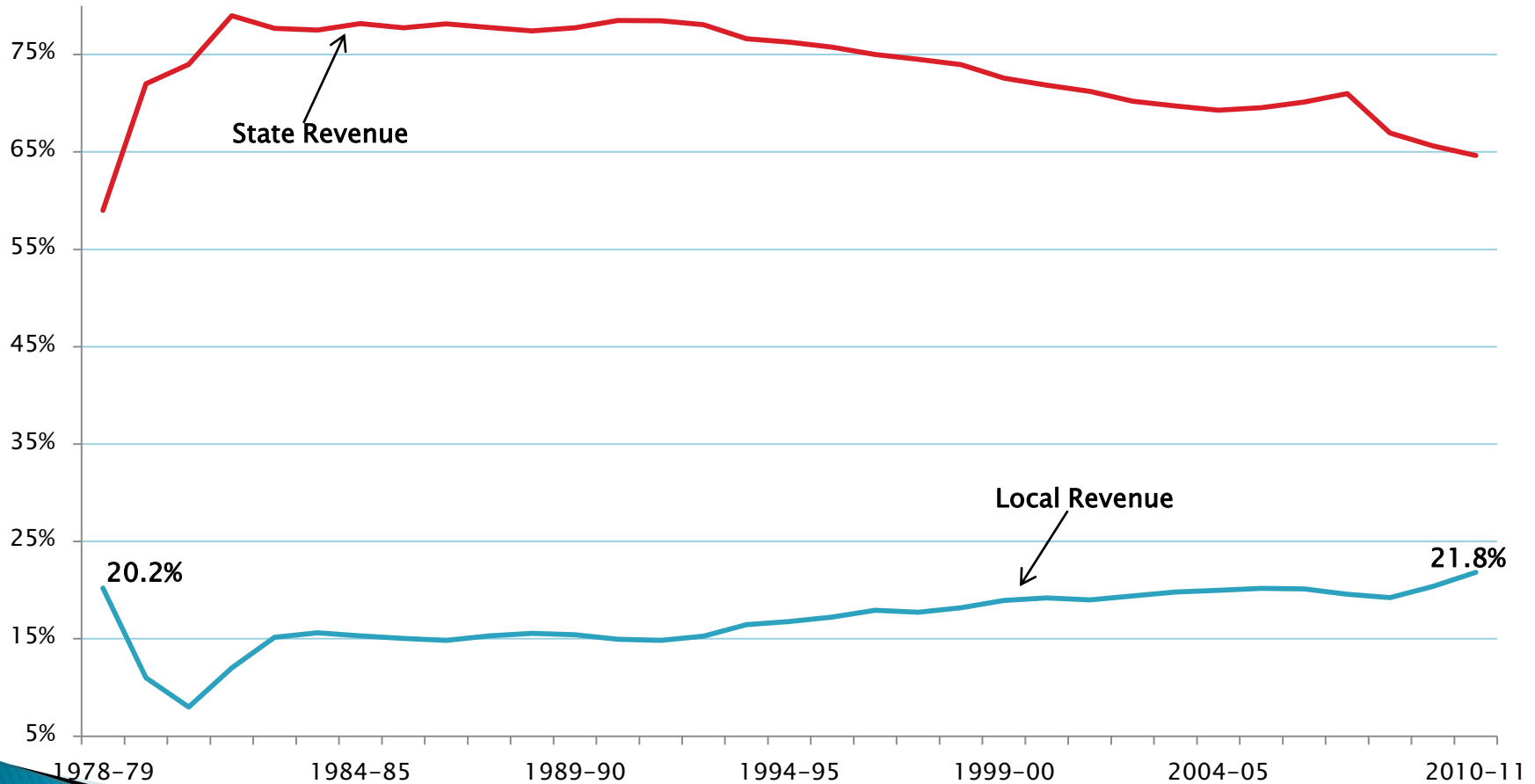


McCleary Supreme Court Decision

- ▶ “The State has not complied with its Article IX, Section 1 duty to make ample provision for the education of all children in Washington (p.3).”
- ▶ “Ample funding for basic education must be accomplished by means of dependable and regular tax sources (p.3).”
- ▶ “The State cannot discharge its funding obligations by relying on local excess levies (p.55).”



Local Revenue Portion of K-12 Funding is Higher than 1978



Source: OSPI Financial Reporting Summary



Comparative Labor Market Analysis

“Conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature.”

- ▶ The CTWG partnered with the Employment Security Department to match K–12 jobs with comparable occupations outside of K–12 using BLS and O*NET data for the following:
 - Education and training requirements
 - Knowledge
 - Skills
 - Abilities



#1 – Increase Beginning Teacher Salary to \$48,687

- ▶ The highest priority of the group is to recruit and retain high quality educators
- ▶ Current state allocation for individual with Bachelor's degree and zero years of experience is \$33,401
- ▶ 10/12 of a starting salary for comparable occupations is \$48,687
- ▶ School districts would continue to be statutorily required to provide the minimum salary levels to educators



#2 – Provide Fair Market Based Salary Allocations for All K–12 Staff

Certificated Administrative Staff	2011–12 Average State Allocation per 1.0 FTE	2011–12 Actual Average 12-month Salary (All Fund Sources)	Comparable 12 month salary
Principals, Assistant Principals, and other Certificated Building-Level Administrators	\$58,175	\$102,115	\$105,374
Classified Staff			
Teaching Assistance (Instructional Aides/Para-educators)	\$31,699	\$33,770	\$45,386
Office Support and other Noninstructional Aides	\$31,699	\$40,045	\$40,949
Custodians	\$31,699	\$37,931	\$39,454
Classified staff providing student and staff safety	\$31,699	\$39,233	\$44,040
Family Involvement Coordinator	\$31,699	N/A	\$45,386
Technology	\$31,699	\$57,353	\$83,253
Facilities, maintenance, and grounds	\$31,699	\$48,287	\$50,057
Warehouse, laborers, and mechanics	\$31,699	\$43,418	\$36,522



#3 – Maintain Comparable Wages through COLA and Periodic Updates

- ▶ Employment Security Department comparable wage analysis should be conducted every four years.
- ▶ State allocation levels should be adjusted according to the analysis, if necessary
- ▶ In the interim, wages should increase with the Seattle CPI as recommended under I-732



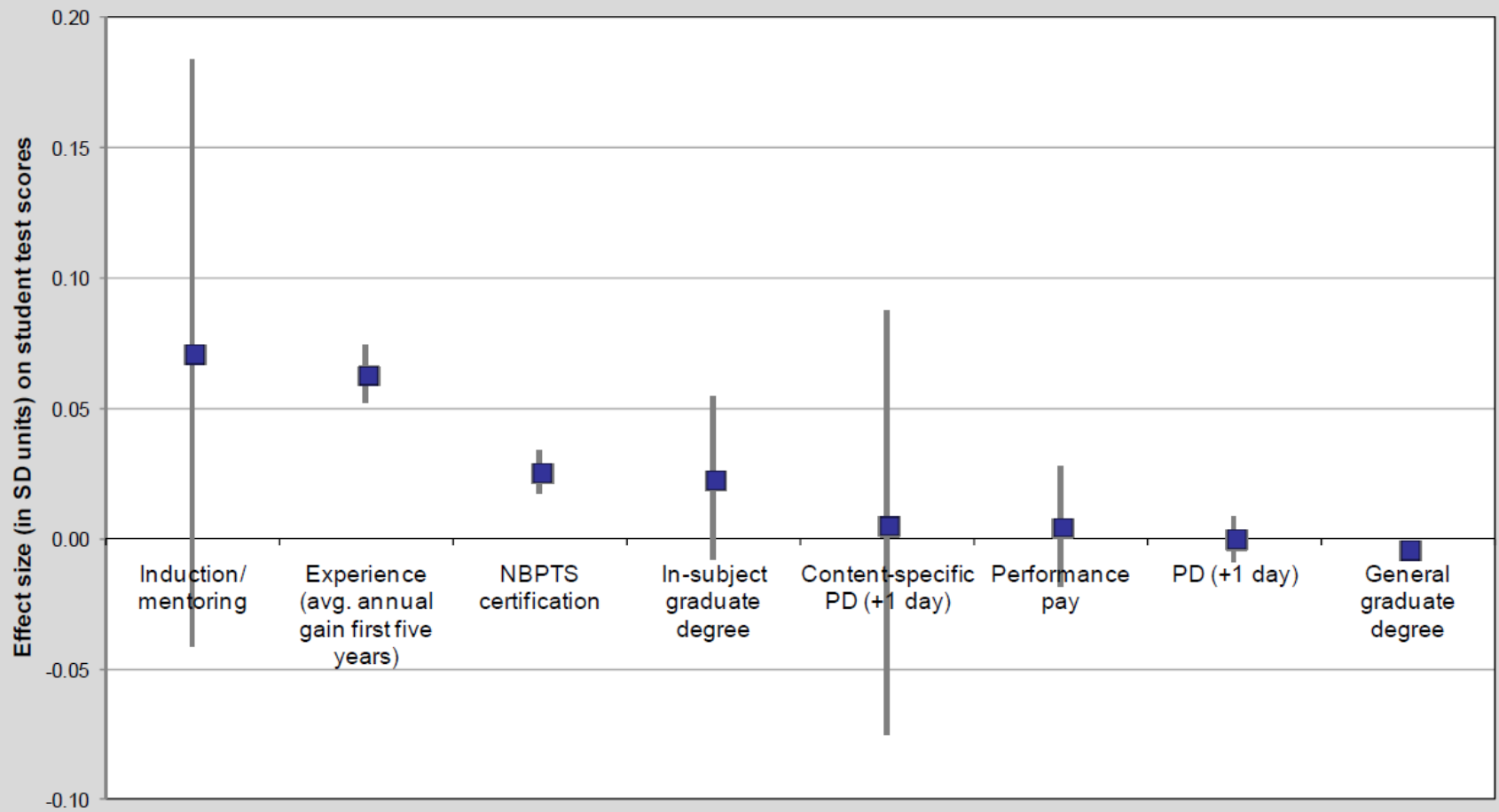
#4 – Align the Salary Allocation Model to the Career Continuum for Educators

“Recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system” and “reduce the number of tiers within the existing salary allocation model”

Certification Level	Bachelor's Degree	Advanced Degree
Residency/Initial	\$48,687 1.0000	\$52,582 1.0800
Professional/Continuing (minimum 4 years experience)	\$58,424 1.2000	\$63,098 1.2960
Professional/Continuing with NBPTS (minimum 4 years experience)	\$63,098 1.2960	\$68,146 1.3997
Professional/Continuing (minimum 9 years experience)	\$70,109 1.4400	\$75,718 1.5552
Professional/Continuing with NBPTS (minimum 9 years experience)	\$75,718 1.5552	\$81,775 1.6796



Washington State Institute for Public Policy (WSIPP) Research



#5 – Invest in 10 Days of Professional Development Time

- ▶ 180 school day calendar does not provide compensated time for professional development
- ▶ Certification and evaluation systems require professional growth
- ▶ 10 professional development days should be part of the definition of basic education



#6 – Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula

- ▶ **Mentors:** Categorical state funding based on the number of teachers with one to three years of experience or are on probationary status within a district
- ▶ **Instructional Coaches:** Add to the prototypical school funding model 1.1 FTE instructional coaches per school



#7 – Provide Appropriate Staffing Levels and Increased Program Support

“Continuing to attract and retain the highest quality educators will require increased investments.”

- ▶ Compensation recommendations should occur in tandem with the statutory requirements in SHB 2776 and the Quality Education Council’s provisional recommendations to:
 - Reduce Class Sizes
 - Increase Staffing Levels
 - Strengthen the Transitional Bilingual Instructional Program, Learning Assistance Program, and the Highly Capable Program



#8 – Amply Fund Basic Education Salaries and Limit Locally Funded Salary Enhancements

“How to account for different geographic regions of the state where districts may encounter difficulty recruiting and retaining teachers” and “the role of and types of bonuses available”

- ▶ CTWG recommends that every school district receive the state average comparable wage for all prototypical jobs
- ▶ Local school districts should have the flexibility to provide salary enhancements with local funds up to 10% above the state allocation to meet local non-basic education needs such as:
 - High cost of hiring
 - Hard-to-staff schools
 - Hard-to-staff positions
 - Performance pay



#9 – Ensure School Districts Receive the Same or Higher State Salary Allocations

“Including a recognition that staff on the existing salary allocation model would have the option to grandfather in permanently to the existing schedule.”

- ▶ At full implementation, every K–12 employee will receive a higher state salary allocation and there will be no need for grandfathering
- ▶ During any phase-in, districts should receive the higher allocation for either the old or new allocation model for every state-funded employee



Fiscal Estimate

Summary of Estimated Additional Annual Costs Tied to Recommended Salary Allocations (Current Dollars)

Certificated Administrative Staff (CAS)	\$217,600,000
Certificated Instructional Staff (CIS)	\$931,129,000
Classified Staff	\$277,001,000
Professional Development Days, CIS	\$222,431,000
Mentor Allocation	\$42,857,000
Instructional Coach Allocation	\$204,627,000
Substitutes	\$13,321,000
Special Education Impact	\$155,204,000
Total Additional Annual Cost	\$2,064,170,000

Note: Additional costs compare current allocations with recommended allocations at June 2012 OSPI apportionment staffing levels.



Further Questions

- ▶ E-mail kelci.karl-robinson@k12.wa.us
- ▶ More information can be found at www.k12.wa.us/Compensation



of Public Instruction, and organizations representing teachers, superintendents, principals, school directors, and classified school employees.

The final report of the Compensation Technical Working Group was due by June 30, 2012. The working group could include in its report whether further work of the group is necessary.

The recommendations in the final report include, in brief summary:

- Salary allocations for administrative and classified employees based on a labor market analysis of wages akin to occupations with similar knowledge, skills and abilities and education and training requirements.
- An increase in the starting salaries for teachers, calculated as 10/12 (for the shorter work year) of the beginning salary for comparable occupations.
- State-allocated funding for 80 additional hours of professional development time for certificated instructional staff and instructional aides.
- An annual adjustment in education salaries based on the federal Consumer Price Index (CPI) for the Seattle area, which shall be a basic education obligation of the state.
- A revised salary allocation model for certificated staff, aligned to a career continuum for educators.
- Increases in staffing allocations and allocations for categorical programs, in adherence to the recommendations of the Quality Education Council.
- New categorical program allocations for mentor teachers and instructional coaches, made through the prototypical school funding model in ESHB 2776.
- Authorization for school districts to use local levy funds to increase basic education salaries for all basic education staff, including certificated instructional, administrative and classified staff, up to a 110 percent salary limit.
- A recommendation that the Legislature fully fund the recommendations of this report as soon as possible, or lacking that, that the state provide the highest salary allocation that each individual employee would be eligible for under either the old or new model.

The draft final report states that the additional annual cost of its recommendations, based on current dollars, at \$2.048 billion. The estimated cost of funding the QEC provisional recommendations, as recommended by the Compensation Technical Working Group, is \$2.959 billion.

Action

None.

The Washington State Board of Education

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Title:	Draft Retreat Structure and Discussion	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Executive Committee would like to solicit feedback from the full Board on the general structure and content of the Board's upcoming September Retreat, to be held in Walla Walla, Washington.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	The Executive Committee is seeking feedback on plans for the upcoming September Board Retreat. The Executive Director will put before the Board a draft structure to give Board members a flavor for the types of issues, formats, site visitations, and guest speakers under consideration.	

The Washington State Board of Education

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Draft Retreat Structure – September Board Meeting

Dates: September 25-27, 2012

Location: Walla Walla Community College, Walla Walla, Washington

Purpose: Foster discussion on Board retreat structure/content and solicit feedback from the full Board.

Suggested Agenda:

September 25, 8:30 a.m. – 5:00 p.m.

Board Meeting (Typical Board Meeting Structure)

- Election of Officers
- Rule Revision Public Hearing
- Next Generation Accountability Index Discussions
- Other Presentations, as Determined by Executive Committee

September 26, 8:30 a.m. – 5:00 p.m.

Facilitated Retreat Day – Four Objectives

1. Reflecting on Progress Toward Strategic Plan Goals/Re-evaluate Goals
2. Legislative Priorities for the Coming Year
3. New Ideas Forum – New Ideas for Policy Proposals Generated by Board Members and Staff
4. Invited Speaker – Ideas
 - Out-of-State Leader with Experience in Next Generation Accountability System Development/Implementation.
 - Futurist – What Does Education Look Like in The Years?

September 27, 8:00 a.m. – 12:00 p.m.

(Site visitation linked to strategic plan)

Site visitation in the Walla Walla Community – TBD

Possibilities:

- School District Site Visitation Options
 - Professional Learning Communities – Goal 4 (Educator Workforce)
 - Language Acquisition/ELL – Goal 2 (Achievement Gap)
- Walla Walla Community College Workforce Development Initiatives

Note: Retreat structure may have to adapt to availability of site visitation locations.

Retreat Planning Discussion & Feedback

Ben Rarick
7/5/2012

Logistics

1. Site: Marcus Whitman Hotel & Walla Walla Community College
2. Structure:
 - September 25th – Traditional Board Meeting Structure
 - September 26th – Retreat Day
 - September 27th – School/Site Visitation (1/2 day)

Board Discussion & Feedback

Proposed Goals of the Retreat:

1. Review Progress on Strategic Plan
 - Focus on indicators of student performance, possible revisions
 - Particular focus on accountability system work
2. Discuss/Develop Legislative Priorities
 - Staff will come with a brainstorm list
3. Elect Board Leadership
4. Fresh Perspectives - Invited Speaker & Site Visit

Retreat Days (2 & 3)

- Guest Speaker –
 - Cabinet-level executive from State that has made advances in next generation accountability systems (Index development, etc)
 - “Lessons learned” format
 - Part presentation, part interactive discussion
- Site visit – Discussions with Walla Walla School District; possibilities:
 - ELL models of instruction
 - High School to Post-secondary/career transitions (e.g. skill center site at WWCC)

Feedback

- Facilitation strategy
- Particular site visit interests not represented
- Other feedback

Two-year Extensions for Meeting 2016 Graduation Requirements in Social Studies and English

[WAC 180-51-067](#) requires students in the graduating class of 2016 and beyond to take an additional credit of English and half credit of social studies. The total social studies credits increased from 2.5 to 3 credits, including a half credit in civics. A total of 72 districts had fewer English credits or social studies credit or both as part of their district requirements than the state requirements for 2016. Recognizing that meeting the state requirements would require more time for some districts, SBE provided a means for districts to seek a two-year extension, thereby postponing the additional requirements to the class of 2018.

Districts opting for the extension were required to submit a resolution to SBE by June 1, 2012, signed by the superintendent and local board members.

As June 22, the following 21 districts have submitted this resolution and will be granted a two-year extension:

Auburn	Highline	Pomeroy
Blaine	Issaquah	Puyallup
Central Kitsap	Kettle Falls	Shelton
Central Valley	Mead	South Bend
Darrington	Naselle-Grays River Valley	Sumner
Eastmont	North Thurston	Tahoma
Grand Coulee Dam	Pasco	Wenatchee

Sixteen districts of the 72 districts that had fewer English credits or social studies credits or both as part of their district requirements requested the extension. Five districts already had the required credits, yet requested an extension anyway. Two districts, Highline and Central Kitsap, specified the reason for the extension request was to accommodate the civics requirement.

The following 56 districts did not request an extension although the district-required credits are fewer than the new requirements for English and/or social studies:

Aberdeen	Entiat	Napavine
Asotin-Anatone	Everett	North River
Battle Ground	Goldendale	Northshore
Brewster	Grandview	Oak Harbor
Cape Flattery	Kiona-Benton	Oakesdale
Centralia	Lake Chealn	Oakville
Chehalis	Lake Quinault	Olympia
Chimacum	Lake Stevens	Oroville
Columbia (Walla Walla)	Manson	Othello
Dayton	Mary M. Knight	Peninsula
Eastmont	Mary Walker	Port Angeles
East Valley (Spokane)	Mercer Island	Pullman
Ellensburg	Monroe	Renton
Elma	Mulilteo	Riverview

Seattle
Sedro-Woolley
Selah School
Shoreline
Snohomish

Sprague
Tacoma
Toutle Lake
Tumwater
Washougal

Ellpinit
West Valley
White River
Woodland

One district, Tacoma Public Schools, has notified SBE that their request will be arriving late.

Details about extension requests are available at the staff table.