THE WASHINGTON STATE BOARD OF EDUCATION

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

January 2, 2014

Board Members:

I hope this packet finds you well rested after the holidays. Enclosed is your packet for our meeting on January 8 – 9 in Tumwater. Remember that this meeting is not at the Educational Service District 113 facility as usual, but a few miles further south at the New Market Skills Center in Tumwater. We hope to take advantage of our location by having lunch prepared by the student culinary program on both days!

Before we get into agenda items, it is important to acknowledge that we will be saying goodbye to three Board members, all of whom have served out their terms on the State Board of Education. Jeff Vincent, Mary Jean Ryan, and Phyllis Bunker Frank have combined, between them, over 30 years of service on the State Board of Education. They have worked tirelessly to advance educational opportunities for students in Washington state, and we hope take time to recognize them on Wednesday afternoon. Following the meeting, the Chair has asked that reservations be made at Mercado's restaurant to allow for more time to recognize Jeff, Mary Jean, and Bunker. This is not a hosted dinner by the Board, but we hope everyone will attend and Mercato's has reserved space sufficient for the entire board and staff.

The video pre-briefing will be available shortly. In the meantime, I would ask members to lend particular attention to a few items in your packet. At your collective request, OSPI has prepared amended materials to lay out the details of their accountability system design, as required in SB 5329. Recall that the Board engaged agency staff in a detailed discussion in November on this topic, and asked that additional materials be provided to further clarify the strategies being employed in struggling schools. Those materials are in the packet, and I would invite any member who has questions about those materials to submit those in advance. This will help staff craft the presentation to suit your needs.

Additionally, you will see a proposed, amended version of the graduation requirements resolution in your packet, reflecting the changes that I proposed in November. We continue to receive positive feedback from stakeholders from the career-technical education community, as well as others, and I hope that you will formalize those changes in advance of the 2014 legislative session by adopting this resolution.

I look forward to seeing you next week.

Sincerely,

Ben

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

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The Washington State Board of Education

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

New Market Skills Center
Lecture Hall Room
7299 New Market Street SW
Tumwater, Washington
360-570-4500

January 8-9, 2014
AGENDA

Wednesday, January 8, 2014

8:30-8:45 a.m. **Call to Order**
Pledge of Allegiance
Agenda Overview
Announcements
Welcome – Kris Blum, Executive Director, New Market Skills Center

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 November 14-15, 2013 Meeting **(*Action Item*)**

8:45-9:00 **Strategic Plan Dashboard Update**
Ms. Sarah Lane, Communications Manager

9:00-10:00 **Discipline Data**
Ms. Julia Suliman, Policy Analyst
Dr. Andrew Parr, Senior Policy Analyst
Mr. Tre' Maxie, Board Member
Ms. Lori Lynass, Executive Director, Positive Behavioral Intervention & Supports
Mr. Jack Arend, Principal, Peter G. Schmidt Elementary, Tumwater SD
Mr. Kurt Hatch, Principal, Mountain View Elementary, North Thurston SD

10:00-12:00 p.m. **Accountability System Design Review & Discussion**
Mr. Andy Kelly, Assistant Superintendent, OSPI
Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI
Ms. Chriss Burgess, K-8 Turnaround Director, OSPI
Mr. Travis Campbell, K-12 Director, OSPI
Mr. Randy Dorn, Superintendent, OSPI

12:00-12:15 **Public Comment**

12:15-1:15 **New Market Skills Center Student Presentation (Main Building, Culinary Arts Classroom)**
Lunch provided by Culinary Arts Program Students

1:15-1:45 **Basic Education Act Waivers**
Mr. Jack Archer, Director of Basic Education Oversight

1:45-2:15 **Charter School Rules - Public Hearing**
Mr. Jack Archer, Director of Basic Education Oversight
Mr. T.J. Kelly, Director of School Apportionment & Fiscal Services, OSPI

2:15-2:45 **Accountability Framework Rules - Public Hearing**
Ms. Linda Drake, Research Director
Mr. T.J. Kelly, Director of School Apportionment & Fiscal Services, OSPI

2:45-4:00 **Legislative Update**
Mr. Ben Rarick, Executive Director

- Discussion of Proposed Changes to the Graduation Requirements Framework
- Math and Science Course Equivalency Options

4:00-5:00 **Board Member Recognition and Student Musical Performance**
Music Presentation by Listen Up Youth Group

5:00 **Adjourn**

Thursday, January 9, 2014

8:30-8:45 a.m. **Student Presentation**
Ms. Mara Childs, Student Board Member

8:45-9:30 **Achievement Index Update**
Dr. Andrew Parr, Senior Policy Analyst

- ELL Achievement Award

9:30-10:00 **Superior Court Decision in *League of Women Voters v. State of Washington***
Mr. Dave Stolier, Senior Assistant Attorney General, Education Division Chief, State Office of the Attorney General

10:00-11:45 **Board Discussion**

11:45-12:00 p.m. **Public Comment**

12:00-1:00 **Lunch & Teacher of the Year Recognition**
Ms. Katie Brown, Shuksan Middle School, Bellingham SD

1:00-2:00 **Board Discussion**

2:00-3:00 **Business Items**

- Approval of BEA Waiver for Edmonds School District ***(Action Item)***
- Approval of Graduation Requirements Resolution ***(Action Item)***
- Approval of ELL Language Acquisition Award ***(Action Item)***
- Approval of Response to Petition for Adoption of Rules ***(Action Item)***

3:00 **Adjourn**

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**Strategic Plan Review**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Board members will review current work related to the Board's 2013–2014 Strategic Plan Goals and what is on the horizon.	

THE WASHINGTON STATE BOARD OF EDUCATION

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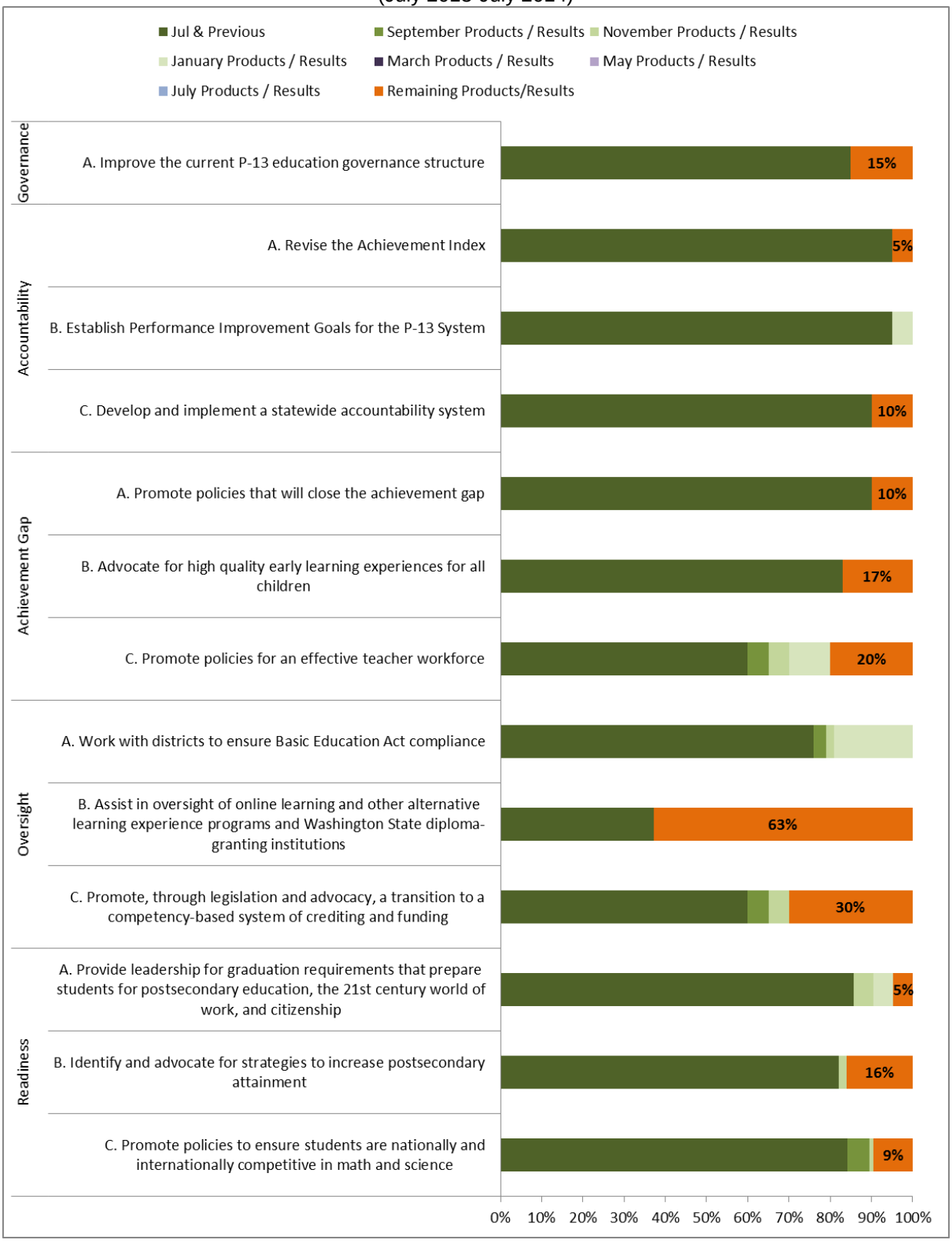
Strategic Plan Annual Progress Dashboard

(July 2013-July 2014)



THE WASHINGTON STATE BOARD OF EDUCATION

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Strategic Plan Two-Month Executive Summary

(November & December 2013)

Goal	Recent Work
Effective and accountable P-13 governance	• Participated in the National Governors Association's Site Visit for Improving Learning Scale. • Contributed to the QEC report.
	Outreach[i, ii, iii, iv]
Comprehensive statewide K-12 recognition and accountability	• Solicited feedback on SB 5329 draft rules. • Produced first output of data using the revised Achievement Index. • Analyzed alternative Index weighting outcomes for face validity. • Sent report to the Legislature on ESSB 5491. • Drafted visualization for 5491 indicator website.
	Outreach[v]
Closing the achievement gap	• Held the December AAW meeting to discuss discipline data, whole child indicators, and the possibility of an ELL Award. • Met with PESB to discuss strategies to attract, retain and support high quality teachers.
	Outreach[vi]
Strategic oversight of the K-12 system	• Solicited feedback on charter authorizer oversight draft rules. • Sent Option 2 Waiver Analysis to the Legislature.
	Outreach[vii]
Career and college readiness for all students	• Met with legislators to encourage the implementation of the career- and college-ready requirements within fully-funded basic education. • Met with OSPI and WSAC to discuss transitions to postsecondary communication between students and guidance counselors. • Met with legislators to discuss potential for developing statutory framework for math and science equivalencies for skills centers.
	Outreach[viii, ix, x, xi, xii, xiii]

[i] Quality Education Council
[ii] South Sound Education Communicators
[iii] Snohomish County Superintendents' Meeting
[iv] WSSDA Annual Conference
[v] Washington Educational Research Association
[vi] Heard from Special Education Advocates at AAW meeting
[vii] Created 1080 Instructional Hours FAQ
[viii] Washington STEM Summit
[ix] Skills Center Directors' Meeting
[x] Student Achievement Council
[xi] NASBE Institute
[xii] Achieve Conference
[xiii] Core to College

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Discipline Data and Accountability**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. What would a discipline indicator show and what problem would it define? How could it be useful? 2. What data are available currently? What do they show? Are there concerns or limitations? What data will be available in the future? 3. Are there other states that include a discipline indicator in their accountability systems? 4. What are the challenges for incorporating a discipline indicator into the health indicator system authorized by ESSB 5491? Are there other ways in which a discipline indicator might be used in an accountability system?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	There are a number of goals and concerns that discipline indicators could potentially address, including the impact of suspension or expulsion on student achievement and the disproportionality of exclusionary discipline according to race/ethnicity, income, and special education needs. Discipline data that could be used as an indicator are in the initial stages of collection and analysis. Findings include that more than half of suspensions and expulsions are for "other" behaviors and that Black/African American students are suspended or expelled at higher rates than other student groups. The Student Discipline Task Force is working on creating new definitions for behaviors that currently fall under "other" to get a more accurate picture of what students are being excluded for, but these will not be fully incorporated into data collection until 2015-2016. Since the first year of data is just becoming available, incorporation of a discipline indicator into a state accountability system will be difficult. Problem definition and goal setting will require more data.

DISCIPLINE DATA AND ACCOUNTABILITY

Policy Considerations

Members of the State Board of Education requested that staff investigate the feasibility of including a discipline indicator as a statewide indicator of educational system health. Policy considerations in addressing this question include:

1. What would the indicator show and what problem would it define? How could it be useful?
2. What data are available currently? What do they show? Are there concerns or limitations? What data will be available in the future?
3. Are there other states that include a discipline indicator in their accountability systems?
4. What are the challenges for incorporating a discipline indicator into the health indicator system authorized by ESSB 5491? Are there other ways in which a discipline indicator might be used in an accountability system?

Background

In 2012, Washington Appleseed and TeamChild released a report on student discipline in Washington state that demonstrated disproportionality in the use of suspension and expulsion with students of color and low-income students. The report also described the connection between exclusionary discipline and dropout rates and the lack of educational services available to students during their exclusion. The report highlighted the lack of data collected by the state — no student level data was available through the state system, so the authors collected data from the individual districts.

National research also shows that exclusionary discipline impacts student achievement and outcomes. There have been movements in districts and schools across the country to alter discipline policies and practices and many states have begun to incorporate discipline indicators into dropout early warning systems.

In the 2013 legislative session, ESSB 5496 addressed the topic of student discipline by, among other things, establishing the Student Discipline Task Force (RCW 28A.600.490) and requiring that discipline data be collected by the state at the student level, made publicly available, and cross-tabulated by student demographics.

Summary

There are a number of goals and concerns that discipline indicators could potentially address. The first is the concern about the impact exclusion from school through suspension or expulsion has on student achievement. Related, is the concern about the disproportionality of exclusionary discipline according to race/ethnicity, income, and special education needs. This potentially contributes to the opportunity gap, but also speaks to social justice concerns within the school environment. Within these two top-level concerns are others, such as a student not being provided with educational services while suspended or expelled, which could be a separation of the student from his or her constitutional right to an education. Disproportionality

may also illuminate issues within the school culture and climate resulting in inequitable treatment or disengagement of a particular group of students. These are all important concerns that create some tension when choosing an indicator and goal. Should the indicator address the outcomes resulting from exclusion with the goal of reducing suspensions and expulsions, or should the goal be to close the gap between student groups in the application of exclusionary discipline? Another question would be if the indicator will address improvement in student behavior or improvement in discipline practices. Both would likely result from changes in adult behavior and district policies, but the distinction impacts the goal definition of a potential indicator.

The data that would be used in a discipline indicator are just becoming available at the student level. The data collected are also being added to by the Student Discipline Task Force, so more detailed analysis and nuanced indicators may be available in the future. With the new data becoming available, there is a tension between using the data to describe the problem with student discipline in Washington state and using the data for accountability purposes. Without historical data, it is difficult to establish benchmarks and goals necessary for an accountability system. There is also not a clear description through the data yet of the issue at a state level, making it difficult to determine the scope of the problem to be addressed.

Exclusion from school through disciplinary action is an emerging issue, and it is critical that the data on its impacts are used in the correct system to maximize effectiveness. Whether that is a statewide accountability system or another vehicle remains to be seen.

Data Considerations

Current Data

The data that will be used to define the scope of a problem with discipline in Washington state are in the initial stages of collection and analysis. Student-level data were collected for the first time in the 2012-2013 school year and include the date of the incident, behavior type, intervention applied, intervention length and date, and Interim Alternative Education Setting for special education students. Because this is collected at the student level, it can be cross-tabulated with student demographic information. Previous discipline data were reported at the school and district levels only.

The current behavior types that are collected in the CEDARS system are:

- Bullying
- Tobacco
- Alcohol
- Illicit drugs
- Marijuana
- Fighting without major injury
- Violence without major injury
- Violence with major injury
- Possession of a weapon
- Major bodily injury
- Other

Some of these behavior types carry mandatory disciplinary action, primarily exclusion. Other behaviors, particularly in the “other” category, do not require specific disciplinary action and so are left to the discretion of the districts.

Current intervention types collected in the CEDARS system are:

- Expulsion
- Long-term suspension (more than 10 days)
- Short-term suspension
- No intervention
- Other

Interventions that are not exclusionary and in-school suspensions are reported in the "other" category.

OSPI provided preliminary analysis of the 2012-2013 data. Charts for the analysis are attached in the packet. The most common behavior associated with suspension or expulsion is "other." In 2012-2013, over 35,000 suspensions or expulsions were for "other" behaviors. The next most common behavior that resulted in exclusion was "fighting without major injury," at just over 10,000 suspensions or expulsions. Since no mandatory intervention is associated with "other" behaviors, the suspensions and expulsions are the result of district policies and decisions.

The OSPI analysis also examined the incident and exclusion data by race and ethnicity. Black/African American students had the highest rates of incidents reported and suspension or expulsion, at 13.3 percent and 11.83 percent respectively. The percentage of Asian students that had incidents reported or were suspended or expelled was the lowest of the student groups, at 2.2 percent and 1.7 percent respectively. OSPI also looked at bilingual, special education, and low-income student groups and their rates of suspension or expulsion. The data show that bilingual students are not more likely than their non-bilingual peers to be suspended or expelled. For special education students, 9.67 percent of students were suspended or expelled, compared to 3.78 percent of their non-special education peers. A similar discrepancy was found in the low-income and non-low-income populations where 7.26 percent of low-income students were suspended or expelled compared to 2.18 percent of their non-low-income peers. Cross-tabulation of behavior type that resulted in the incident report or exclusion with student demographic groups is possible, but has not yet been performed.

Future Data

The Student Discipline Task Force established in RCW 28A.600.490 is currently working on defining additional behavior types and developing data collection standards for discretionary action taken by a district, educational services provided to students while subject to disciplinary action, the status of petitions for readmission, credit retrieval, and school dropout as the result of disciplinary action. The task force has established definitions for two new categories of behavior that will be incorporated into CEDARS collection in the 2014-2015 school year: "failure to cooperate" and "disruptive conduct." Additional behavior definitions are being discussed for data collection in the 2015-2016 school year.

The collection of discipline-related indicators, such as the educational services provided while a student was under disciplinary action, the credit retrieval of students subject to discipline, and the achievement or dropout rate of students that were excluded will help to illuminate the academic consequences of discipline in Washington state.

Data Challenges

The current data challenges center around the definitions and reporting of the "other" categories, in both behavior and interventions. "Other" is the largest behavior category

resulting in exclusion and could encompass a wide variety of behaviors — meaning the reasons that the majority of students are excluded are not known. The Student Discipline Task Force is charged with providing more definitions for behaviors that currently fall into the "other" category, which should result in more accuracy in examining student behavior trends.

In the intervention reporting, only exclusionary interventions are recorded in CEDARS. Any non-exclusionary action is reported as "other," so there are no data on the types of alternative interventions a school or district might use. Staff for the Student Discipline Task Force indicated that this makes it difficult to track a student's disciplinary history leading up to the exclusionary intervention.

Data collection at the district level may also pose challenges and result in inconsistencies. The Office of Student Information at OSPI indicated that reporting on categories that have been part of the federal requirements should not pose significant concerns for data quality, since districts are accustomed to these categories. The introduction of the reporting categories that districts are unfamiliar with, however, may cause data quality concerns. Another consideration is that smaller districts may have staff members performing data entry functions that are not trained in the reporting system.

Staff for the Student Discipline Task Force indicated that even with the new behavior category definitions, inconsistencies may persist in data reporting. The current CEDARS system does not provide the opportunity for descriptive reporting, so inconsistent responses to similar behaviors or inconsistent categorization could still be a problem. For example, talking back to a teacher in one district could be coded as "failure to cooperate" and "disruptive behavior" in another, depending on the interpretation of the action and circumstances.

Other States

No state has been identified by board staff, as of yet, that includes a discipline indicator in a statewide accountability system. There are districts and schools throughout the country that have developed robust discipline data systems and strategies including Baltimore, Maryland; Highline School District, Washington; and Lincoln High School in Walla Walla, Washington. These systems often involve formative data that are used to develop interventions for students, as well as to assess trends among schools and faculty to inform shifts in discipline policy and practices. The question remains if these systems and strategies are scalable to the state level and if they are useful in the same way as at the district level.

Many states have also developed early warning systems, which often include a discipline indicator. These systems are not used for accountability purposes, but for targeted interventions.

Incorporation into State Accountability Systems

Indicators

Staff consulted with OSPI staff and held a discussion at the most recent Achievement and Accountability Workgroup (AAW) meeting on the use and nature of a discipline indicator in a state accountability system. Several suggestions were made for how a discipline indicator might be defined. The conversations highlighted that the goal of a discipline indicator and its inclusion in a state accountability system can vary greatly.

The first indicator that could be collected at this time is the number of discretionary exclusions — the suspensions and expulsions that resulted from behaviors not associated with a mandatory exclusion. At a district level, the number of discretionary exclusions may be an indicator of the quality of the school culture or climate, or of the level of engagement of students. At the state level, it would help to establish the scope of the issue, but it is not clear that a decrease in the number of exclusions would lead to an increase in student achievement or improvement of school culture across the state. A more nuanced indicator would be needed.

Another suggested indicator that could be collected immediately is the disproportionality of discretionary discipline rates among student groups. This gets to the concern about discipline contributing to the opportunity gap, with higher discipline rates leading to higher incidence of dropouts. Closing the gap in discipline rates could indicate that districts are applying discretionary discipline equitably. However, this indicator also discounts the impact that exclusion from the learning environment has on all students.

Using the outcomes of students who were subject to disciplinary action, such as their dropout rates or return to school, is another potential indicator that would help illustrate the impact of discipline on student achievement. The data are not currently available for this type of indicator but will be collected starting in 2015-2016.

State Accountability Systems

Incorporating a discipline indicator into the educational system health indicators established in ESSB 5491 creates a number of challenges. ESSB 5491 requires that OSPI and SBE establish a process for realistic goal setting for each of the statewide indicators. Since there is only one year of data available currently and impending changes to what will be collected in the coming years, setting a realistic goal for a discipline indicator would be challenging at this time. It will also be difficult to compare Washington's performance on a discipline indicator to national data, as required in the legislation, because no other states with discipline indicators in their accountability systems have been identified. ESSB 5491 also stipulates that if the state does not meet an indicator goal, recommendations must be made for potential changes in the program of basic education. To date, the program of basic education has been defined in solely academic terms, so it is difficult to discern what changes to the academic program would impact the state's performance on a discipline indicator.

Using a discipline indicator in another state accountability system, such as the Achievement Index, was also considered. Using an indicator such as the number of exclusionary disciplinary actions or disproportionality of student discipline could create a perverse incentive to misreport. To avoid this unintended consequence, the use of a positive indicator like the type of services a student received while out of school or the number of students excluded that returned to school could be used. However, data are not yet available for this type of indicator.

The inconsistency of interventions for the same behavior across the state also makes using a discipline indicator in the Achievement Index difficult. Other indicators, such as student performance on state exams, utilize a standardized measure that is not subject to district discretion. Using discipline disproportionality in the Achievement Index may also penalize schools with diverse student populations since factors like a teaching staff not trained in cultural competency can result in higher discipline rates.

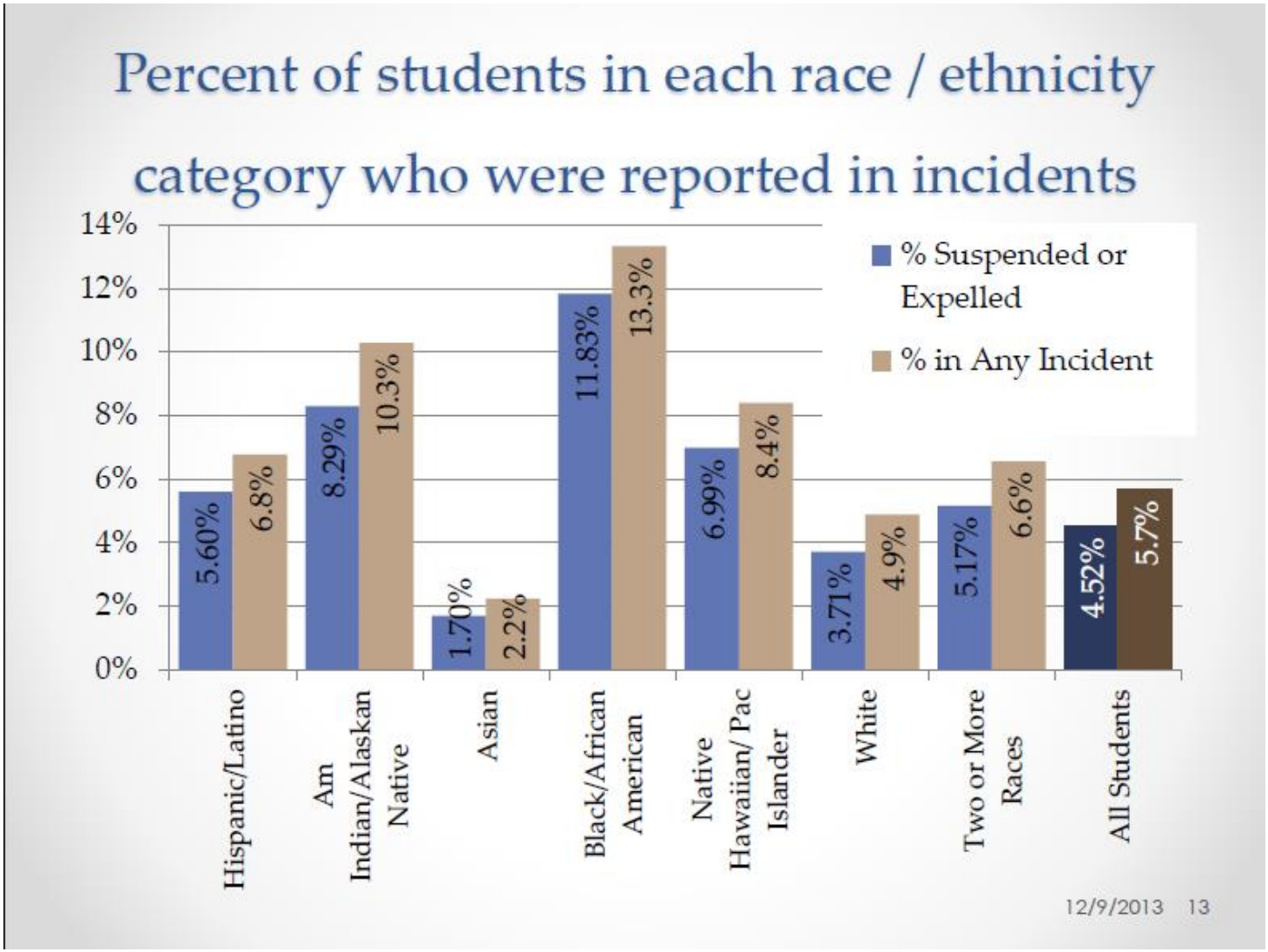
Key Questions

Some key considerations for discussion include:

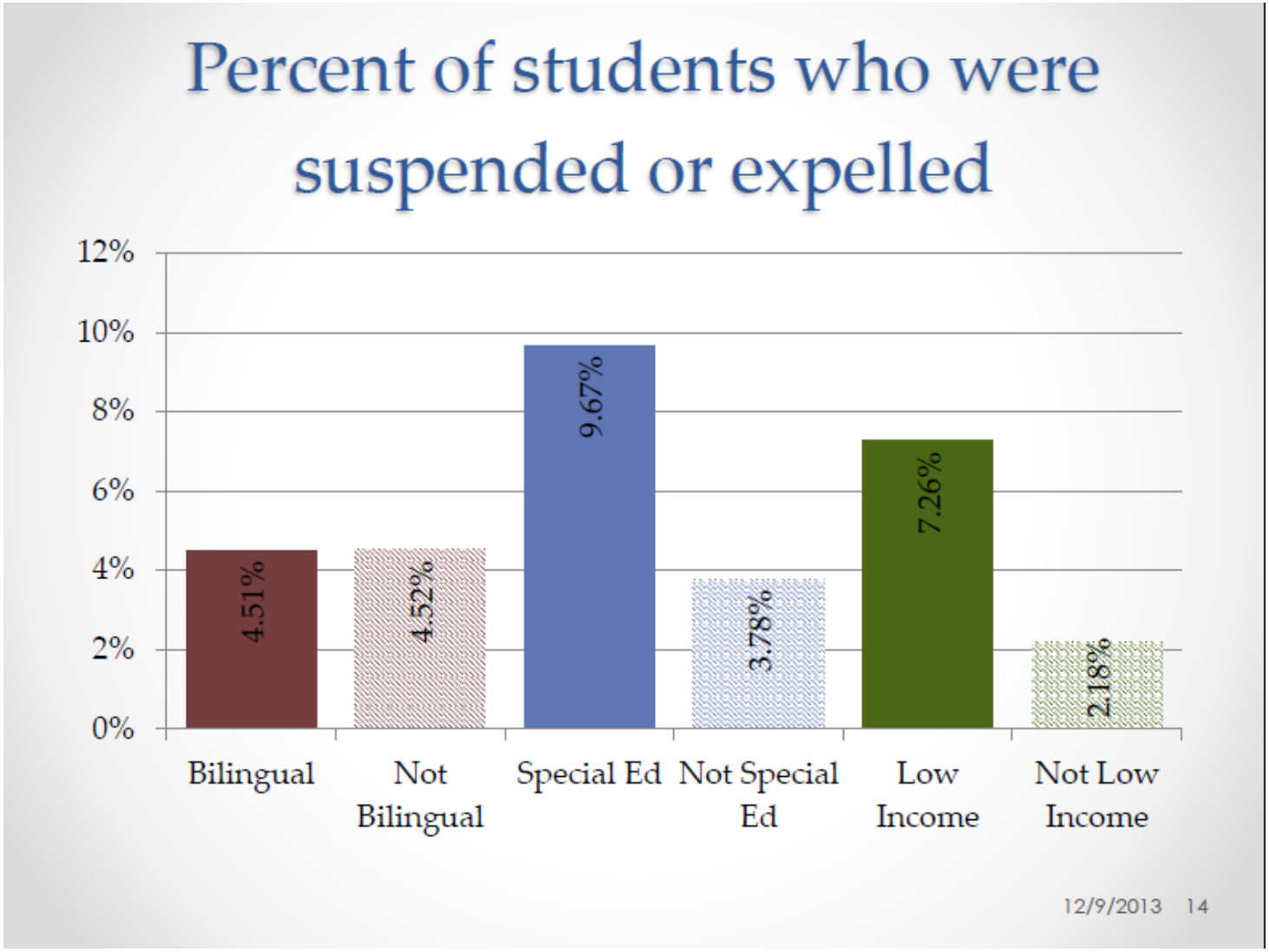
- Is the goal of a discipline indicator to address student achievement or equity in discipline practices?
- Is the indicator meant to measure student behavior or adult behavior?
- Is the best use of the data descriptive or as part of an accountability system?
- Will the data be formative or summative if used in a statewide accountability system?

Action

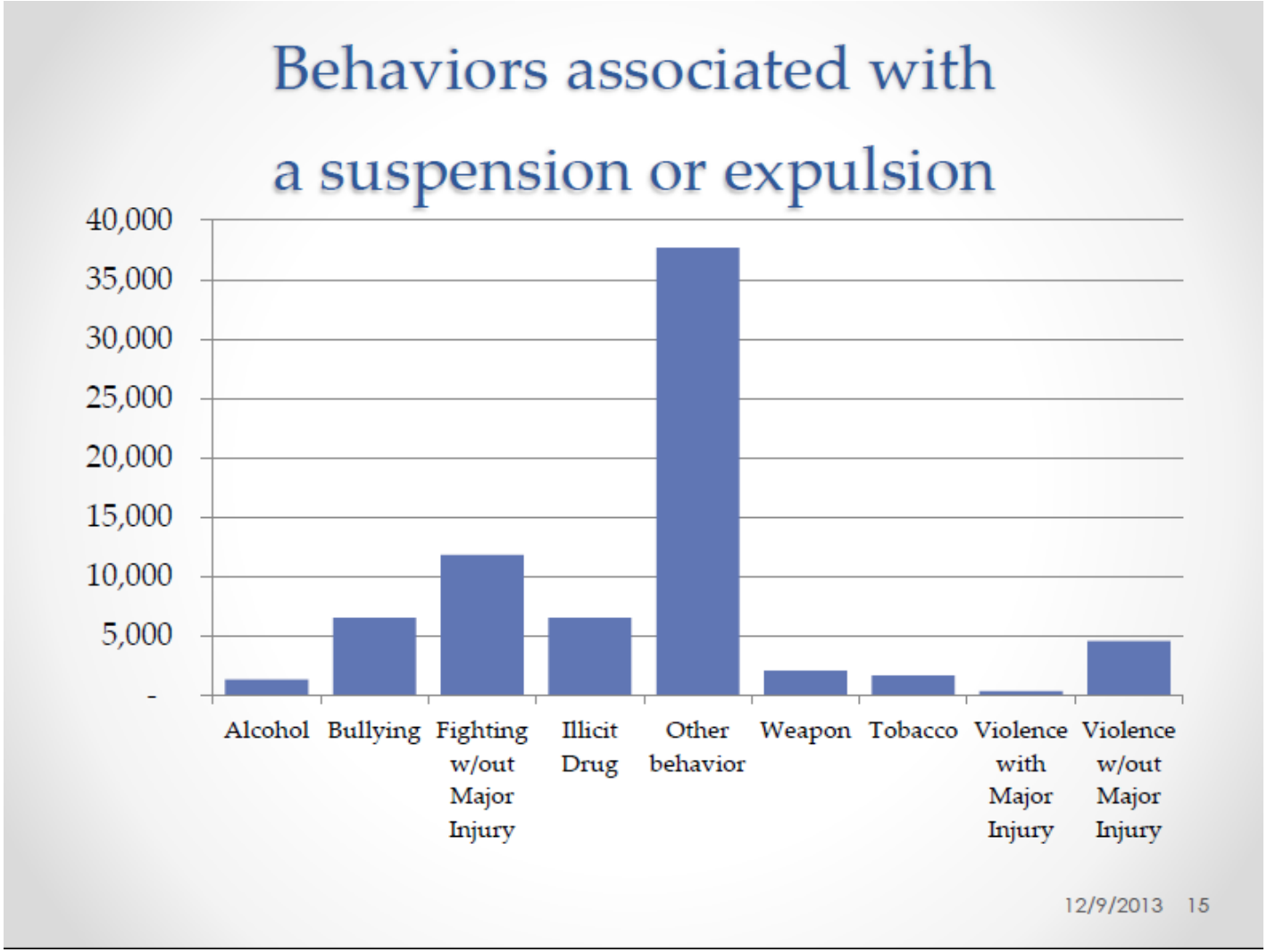
The board will consider staff analysis of the current feasibility of incorporating a discipline indicator into a statewide accountability system.



Source: OSPI Office of Student Information



Source: OSPI Office of Student Information



Source: OSPI Office of Student Information

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**Accountability Design Review and Discussion**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Does the accountability system design presented by OSPI align with the guiding principles articulated by the SBE in proposed amended rules to WAC 180-17? How are the concerns of the Board expressed in the December 10, 2013 letter addressed in the accountability system design?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third Party Materials ☐ PowerPoint
Synopsis:	OSPI submitted the system design to the Board at the November 2013 Board meeting. The Board responded with a letter sent to Superintendent Dorn dated December 10, 2013, included in this packet, summarizing its concerns and additional questions. This letter meets the requirement of E2SSB 5329 that the SBE shall "recommend approval or modification of the system design to the superintendent no later than January 1, 2014." The Office of Student and School Success will present to the SBE again at the January 2014 meeting, with consideration of the questions and concerns addressed in the letter.

ACCOUNTABILITY SYSTEM DESIGN REVIEW AND DISCUSSION

Policy Consideration

The Office of the Superintendent of Public Instruction's (OSPI) Office of Student and School Success presented on the accountability system design at the November 2013 State Board of Education (SBE) meeting. The SBE had the opportunity to ask questions about the system design and discuss the system design as a board. On the basis of the discussion, the Board drafted and sent a letter (included in this meeting packet) to the Superintendent of Public Instruction on December 10, 2013. This letter meets the requirement of E2SSB 5329 that the SBE shall "recommend approval or modification of the system design to the superintendent no later than January 1, 2014." The Office of Student and School Success will present to the SBE again at the January 2014 meeting, with consideration of the questions and concerns addressed in the letter. Key questions may include:

- Does the accountability system design presented by OSPI align with the guiding principles articulated by the SBE in proposed amended rules to WAC 180-17?
- How are the concerns of the Board expressed in the December 10, 2013 letter addressed in the accountability system design?

Background

E2SSB 5329 gave the SBE and OSPI new responsibilities in the state school accountability system. Major components of the legislation include:

- Elimination of Title-eligibility as the state criterion for services
- Extending school improvement models beyond the federal models
- Establishing Level II required action

A responsibility of the SBE in the legislation is to propose rules for an accountability framework. Based on the on the framework, OSPI's responsibility is to create an accountability system design, "a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if necessary, requiring intervention in schools and school districts." Section 12 of the bill calls for OSPI to submit the system design to the SBE for review, and for the SBE to provide a recommendation of approval or modifications to the Superintendent of Public Instruction by January 1, 2014. OSPI submitted the system design to the Board at the November 2013 Board meeting. The Board responded with a letter sent to Superintendent Dorn dated December 10, 2013, included in this packet, summarizing its concerns and additional questions.

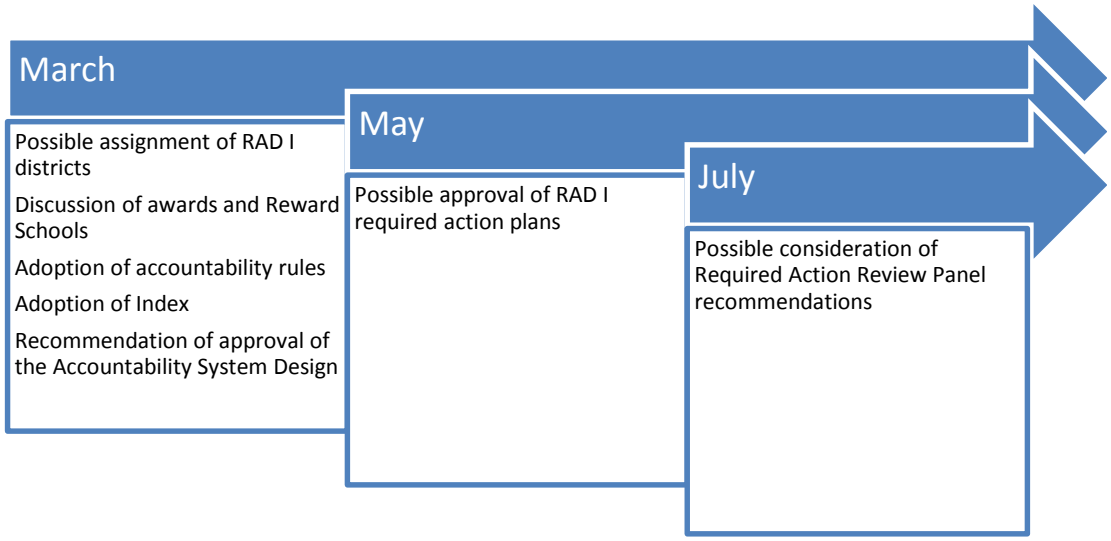
The SBE accountability framework is expressed in the guiding principles of SBE's draft accountability framework rules. At its November 2013 meeting, the Board approved moving forward with publication of draft rules for a public hearing. The draft rules are included in a separate section of this Board meeting packet. A public hearing on the draft rules will take place at this Board meeting on January 8, 2014. The Board approved moving forward at the November 2013 meeting.

Action

No action at this time. The Board may consider approval of a letter recommending the system design at the March 2014 meeting.

Next Steps:
Level I Required Action Districts (RAD I) will not be recommended by OSPI to the SBE at the January 2014 Board meeting. This is because the Index has not yet been finalized, and it will be important to see how potential RAD I schools fall within the Index prior to making a RAD designation. OSPI may recommend schools for RAD I at the March board meeting. Potential candidates for RAD I would be from the SIG cohort I and other Priority-range schools who were not SIG schools but have been in the lowest five percent.

Figure 1: Anticipated Accountability System Board Activities for the Next Board Meetings



December 10, 2013

Randy Dorn
Superintendent of Public Instruction
Office of the Superintendent of Public Instruction
600 Washington Street SE
Olympia, WA 98504

Dear Superintendent Dorn:

At the November 14, 2013, State Board of Education (SBE) meeting, Mr. Andy Kelly, Ms. Chriss Burgess, and Mr. Travis Campbell, presented on the accountability system design to the SBE. The Board is encouraged by the major advances made in the development of an accountability system. Mr. Kelly and his team bring a renewed enthusiasm and focus to the task of helping our struggling schools succeed. However, the system design presented to the Board in November leaves many unanswered questions that we believe need further clarity to demonstrate our public readiness for the task ahead.

In speaking with the members, there was a common theme of comments – the system design presentation was strong on inspiration, but did not provide an overarching structure that Board members could grasp. Therefore, on behalf of the Board, I am sending this letter in accordance with our statutory responsibility under SB 5329 to recommend "approval or modifications of the system design by January 1, 2014." These recommendations are submitted in the spirit of an iterative, on-going collaboration. The Board anticipates a final accountability system design, with consideration of SBE recommendations, will be presented at the March 2014 Board meeting.

The SBE recommends the accountability system design incorporate detailed explanations of the following:

1) The over-arching business strategy

Fair implementation of the accountability system design requires a clear articulation of the business strategy or theory of action for the system. The materials provided to the board on the theory of action showed how the system identifies and addresses the needs of schools but board members felt the materials were not as clear as they could be in articulating the overarching structure of the system.

- What are the operating assumptions of the system design?
- What are the expectations that particular actions will result in specific changes?
- How will activities vary for different types of school designations—priority, focus, Level I Required Action, and Level II Required Action?

2) Resource allocation strategy

State resources were made available under E2SSB 5329. Additional federal School Improvement Grant funds have also become available. A key part of the system design is

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Dr. Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
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addressing how to distribute state and federal funds and resources between Title and non-Title schools in need of improvement.

- How will OSPI identify the number of schools that can be served within existing resources?
- How will personnel resources across OSPI, ESDs and districts be deployed?
- How will funds be allocated? Will OSPI attempt to invest heavily in a relatively smaller number of schools, or provide smaller amounts of financial assistance to a broader number of schools?

3) Differentiated actions taken at each level of support

The Board appreciates the significant efforts of the Office of Student and School Success in consideration of creating customized actions suited to the needs of individual schools. But what are the differentiated levels of support called for in E2SSB 5329?

- What specific supports will be available for each level depicted in the accountability system pyramid diagram: 1) individual local school and district improvement planning; 2) challenged schools in need of improvement; 3) Level I required action; and, 4) Level II required action?
- What expectations will there be of schools at each level?

4) Plan for sustainability

A concern of the Board is making sure progress continues after a school exits the status that afforded the school extra services and resources.

- How will schools exit the different designations within 'challenged schools in need of improvement'—how will adequate progress be determined and over what period of time?
- How will OSPI engage with districts to ensure the capacity to sustain progress?

5) Development of action plans

Development of a rigorous action plan suited to an individual school is critical to engendering authentic positive change. The SBE has a particular interest in action plans because of the Board's responsibility in approving Level I and Level II Required Action Plans.

- What happens in-between the annual school standardized assessment results and analysis—how will interim assessment and monitoring be used to verify the plan is addressing needs, and inform changing the plan if it is warranted?
- How will guidance on plan development incorporate consideration of federal and state intervention models?
- How will the use of Indistar help the development and implementation of action plans?

The SBE looks forward to continuing discussion of the state accountability system at the next Board meeting in January 2013.

Sincerely,

Kristina L. Mayer

Dr. Kristina L. Mayer
Chair

cc: Andy Kelly, OSPI

SUPERINTENDENT OF PUBLIC INSTRUCTION

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December 24, 2013

Dr. Kristina Mayer, Chair
The Washington State Board of Education
Old Capitol Building
600 Washington Street SE
Olympia, WA 98504

Dear Chair Mayer,

Thank you for the thoughtful feedback provided in your letter dated December 10, 2013. Our team welcomes the affirmation and critical questions you outlined during our presentation on November 14, 2013 and within the text of your letter. We continue to meet biweekly with State Board of Education staff to develop, clarify, and finalize the design for *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention.*

The Office of Student and School Success designed the Synergy Model in order to (a) recognize highest performing and high-progress schools across Washington State; (b) provide targeted assistance and support to challenged schools in need of improvement, increasing the support based on the magnitude of need; and (c) identify districts with persistently lowest performing schools for required action and provide intensive assistance and, if necessary, intervention (again continuing to increase support based on the magnitude of need). The model provides incentives for change–both positive and negative–that (a) encourage district and school actions that ensure equality in outcome for all of their students and (b) discourage those actions that create barriers and perpetuate practices that lead to inequitable outcomes.

Responses to your specific suggestions are noted below:

1) <u>The over-arching business strategy</u>
    - The operating assumptions of the Synergy System Design are graphically demonstrated in the attachment labelled, "Synergy System Design." The goal in this system design is to ensure results through differentiated support at the local level, empowering districts to implement research based interventions. Success in this locally driven and state supported intervention yields celebration and rewards. Failure to make progress in this lowest level of intervention calls Student and School Success to intervene in a logical and graduated manner becoming more directed thus allowing less local control. For a more detailed description please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention, sections I and II*.
    - The expectations of particular actions on the part of the state, schools and districts are all graphically demonstrated on the "Synergy System Design." Please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention, sections I, II and III.* Each section emphasizes research-based practices and change process upon which the model is based; the Theory of Action for the Synergy Model is described in more detail in Section II.

- Activities will vary for different types of school designations based on intensity of designation, time under identification, and resource allocation. Please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention, sections II and III.* The graphic "Synergy System Design" also demonstrates the varied actions on the part of the state, schools and districts.

2) Resource Allocation Strategy
   - OSPI believes it is our moral obligation to serve all schools captured within the "Challenged Schools" designation on the SBE Achievement Index. Please see *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention's Appendix C* for our initial thinking on the levels of resources required to support the work. Though we have not reached consensus on the final list of identified schools we believe this list will be less than 500 schools, statewide, to be served with Title 1 funds, SIG, or 5329 dollars.
   - Student and School Success continues to develop our network of support across the state. This network consists of FTE staff at OSPI, contracted coaches and services utilizing experts throughout our state and a deep and growing partnership with our ESDs who in many cases are best positioned to support the unique needs of the schools within their regions.
   - Specific fund allocation will depend on a number of variables that all must work together and we don't have all of these answers yet. Schools and districts have different needs based on the density of identified schools, other fund sources flowing into the district, proximity of the district (or remoteness) to services, etc. Superintendent Dorn has directed all internal divisions within OSPI to collaborate on funding for performance based outcomes and work together to ensure increased student outcomes, especially in our identified schools.

3) Differentiated actions taken at each level of support
   - Specific supports and expectations for each level depicted in the accountability system are outlined in the attached graphic, "Synergy System Design." The detailed text description is found in *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention.*

4) Plan for sustainability
   - The draft exit criteria are attached. Please note that these exit criteria have **not** been approved by the US Department of Education. Once the SBE Achievement Index has been approved by the ED, these exit criteria will be submitted as part of our *ESEA flexibility waiver* renewal.
   - OSPI will engage with districts ensuring the capacity to sustain progress through ongoing progress monitoring using the indistar tool and monitoring of student achievement gains, ongoing development of the ESD collaborative Student and School Success network, and continued internal streamlining within the agency to focus all funds and appropriate plans into a blended but focused resource stream with expected performance outcomes as all our districts in Washington state continue to improve.

5) Development of action plans

- Please see *Section III* of *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention,* which describes in detail progress monitoring and the review process, which in addition to annual standardized assessment results will help us guide the growth of our schools.
- To review plan guidance please see *Section IV – Action Planning Process Section II – Synergy Model for System Wide Change (Subsection A)* in the document labeled *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention.* Section IV describes the action-planning process and corresponding Indicator action; also emphasizes research base for Principles and improvement process; Figure I shows required actions for each level (Challenged, RAD Level I and RAD Level II).
- Indistar® helps the development and implementation of action plans by providing a research based tool that is common across each of our identified schools. The "Rapid Improvement Indicators" that are utilized in Indistar® represent the best national research of the observable, behavioral actions that must be in place for under-performing schools to improve. Please see *Section IV* within *Washington State's Synergy Model: System of Differentiated Recognition, Targeted Assistance, and Intervention* for further detail.

We look forward to sharing the growth and development of the Synergy Model on January 8, 2014, when we have been invited to present to the Board once again.

We look forward to your feedback and collaborating with the Board on behalf of our students. Leaders and staff in the Office of Student and School Success are committed to ensuring "Equality in Outcome" for the 1.1 million students we are charged to serve; we believe the Synergy Model provides the platform to achieve this overarching goal.

Should you have any additional thoughts in advance of the scheduled meeting please don't hesitate to reach out to me directly so that we can thoroughly respond to any questions, suggestions or concerns.

For Kids,

Andrew E. Kelly
Assistant Superintendent, Student and School Success
Office of Superintendent of Public Instruction

cc: Ben Rarick, Executive Director, State Board of Education
Randy I. Dorn, Superintendent of Public Instruction
Ken Kanikeberg, Chief of Staff, OSPI
Alan Burke, Ed.D., Deputy Superintendent, K–12 Education, OSPI

Student and School Success Action-Planning Handbook:

A Guide for School Teams

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November 2013

Randy I. Dorn
State Superintendent of
Public Instruction

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Student and School Success Action-Planning Handbook: A Guide for School Teams DRAFT

Prepared by
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November 2013

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Foreword

Courageous leadership supporting transformational teaching for learning is THE key to improving the education system in our state and eliminating the achievement gaps that continue to exist. EVERY student should attend an excellent school and be taught by an exceptional teacher!

The *Student and School Success Action-Planning Handbook: A Guide for School Teams* is a tool your school team will use to measure current effectiveness and guide your school's action-planning efforts. This handbook supports an intensive examination of the school's practices compared to seven research-based principles of student and school success; the outcome of this examination is the identification of key strategies that will have a substantial impact on creating the conditions for student success.

The handbook also guides Leadership Teams in Title I schools to integrate their Student and School Success Action Plan and Title I Schoolwide Plan on Indistar®. The planning and implementation processes for both plans are similar, and their intent is the same: implement schoolwide reform strategies that create a **systematic** approach to engage low-achieving students and the whole school population in rigorous career- and college-ready curriculum, instruction, and assessments so they graduate prepared for post-secondary opportunities and expectations.

This work and the decisions that YOU make are essential in ensuring that all 1.1 million students in Washington graduate from high school with equality in outcome. This is the civil rights issue of our generation. Thank you in advance for advocating for all children as if each were your own. We CAN and MUST do this work! Our kids are counting on us!

For Kids,

Andrew E. Kelly
Assistant Superintendent
Office of Student and School Success

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Acknowledgements

This document was written under contract by:

- **Sue Cohn**, Ed.D., Education Consultant/School Improvement Specialist, Office of Student and School Success, OSPI

The following exemplary educators also assisted in the development of this handbook:

- **Andrew E. Kelly,** Assistant Superintendent, Office of Student and School Success, OSPI
- **Travis Campbell**, K-12 Director, Office of Student and School Success, OSPI
- **Chriss Burgess,** Director of K-8 Turnaround, Office of Student and School Success, OSPI
- **Student and School Success Coaches,** Office of Student and School Success, OSPI
- **Educational Service District (ESD) Leaders**

Additional resources used in creating this handbook include:

- *District Self-Assessment Handbook: Characteristics of Improved Districts – Performance Rubric Review* (Office of Superintendent of Public Instruction, 2011).
- *School Improvement Planning Process Guide* (Office of Superintendent of Public Instruction, 2005).
- *The School Performance Review Rubric: Facilitator's Guide* (The BERC Group, 2010).

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I. Introduction

The Office of Student and School Success created the *Student and School Success Action-Planning Handbook: A Guide for School Teams* to assist schools and their districts to (a) examine ways they can most effectively increase educator capacity and improve student achievement; and (b) use the Indistar® action-planning tool created by the Center on Innovation and Improvement to assess, create, implement, monitor, and revise their Student and School Success Action Plans. The iterative action-planning process explicitly includes stakeholders from across the school community in examining data and determining what will be necessary to bring about equality of outcome for all students.

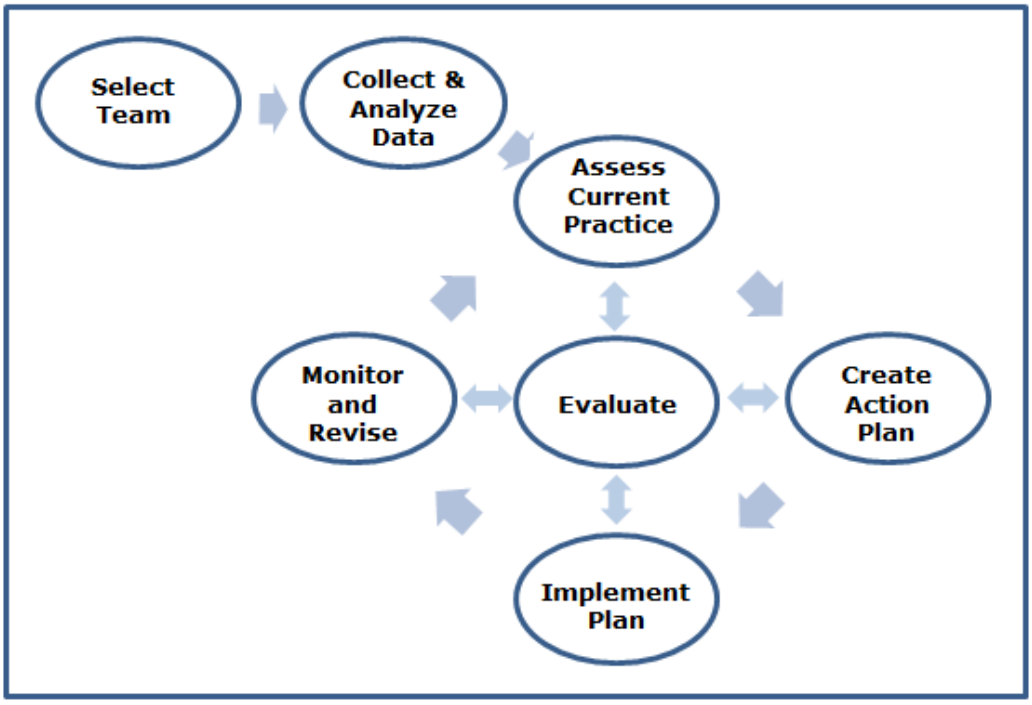
The *Student and School Success Action-Planning Handbook: A Guide for School Teams* uses a research-based framework for assessing school leadership, instructional strategies, and system-wide practices and determining next steps. Leaders in the Office of Student and School Success recognize that schools are at different stages in their planning processes on Indistar®, so two frameworks are included:

A. **Action-Planning Process for *Newly Identified Schools***
B. **Action-Planning Process for *Continuing Schools***

School teams will first select the action-planning process that meets their individual needs and aligns with their level of engagement on Indistar®. Next, teams will identify entry points into the process that reflect their current progress.

Continuous Improvement Process: Both action-planning processes are anchored in the continuous improvement process shown below.

Figure 1. Continuous Improvement Process



As shown in Figure 1, schools first **select a Leadership Team** to facilitate the continuous improvement process. At the onset of this process, the Leadership Team **collects a variety of data** to develop a picture of the current reality of the school. All staff members participate in a Data Carousel Activity (Appendix A) to analyze the data to determine schoolwide target areas and S.M.A.R.T. Goals that will be used in developing the Student and School Success Action Plan. While depicted as an initial step, it is important to note that collecting and analyzing data is also a recurring step that occurs frequently throughout the action-planning process, from using data to assess Indicators to using data to monitor impact and revise plans.

Next, teams use their data analysis to ***assess*** **their school's current level of development** of research-based leadership and instructional practices. They then collaborate with their school community to ***create*** **action plans to boost educator capacity** to effectively implement these practices. Plans build on strengths and address opportunity and achievement gaps surfacing during data analysis.

Together, Leadership Teams and their staffs ***implement*** **their action plans**, ***monitoring*** **progress frequently** to track progress and determine the level of implementation (changes in educator practice) and impact of their strategies (changes in student outcomes). Teams ***revise*** **plans as needed** to ensure fidelity of implementation and increase the impact of their efforts on student achievement.

The ongoing process of collecting and analyzing data described above supports Leadership Teams as they **evaluate** each step (i.e., assess, create, implement, and monitor/revise). Evaluation includes strategies such as the following:

- Study the *Current Level of Development Review (Assess* and *Create* steps);
- Use S.M.A.R.T. Goal Rubric to evaluate goals and associated tasks (*Create* step);
- Participate in a peer review to determine the viability of their Student and School Action Plan in meeting intended objectives (*Create* step); and
- Solicit teacher feedback to track implementation progress and identify and address potential barriers (*Implement* step).

As practices become embedded in the daily routine of the school, that is, as they become "the way we do things around here," Leadership Teams move forward in their continuous improvement process by ***assessing*** and ***creating*** plans to build capacity to implement additional research-based practices. As indicated above, teams will continue to **collect and analyze data** at each step of this cyclical process.

Title I Schoolwide Plan in Indistar® (Section IV): This handbook also includes directions to guide Leadership Teams to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®. The section includes the following:

- Summary of Title I Schoolwide Plan requirements, and

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- Description of process for using Indistar® to address the 10 required components of Title I Schoolwide Plans.

The detailed instructions in this section will guide Leadership Teams in Priority and Focus schools to effectively integrate their Student and School Success Action Plan and Title I Schoolwide Plan. Additionally, any school choosing to use Indistar® as it creates and implements its Title I Schoolwide Plan may use the process described below. Note. Priority and Focus schools are *required* to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®.

FAQs: Frequently asked questions about the action-planning process and their responses follow.

1. **How do the Student and School Success Principles connect to the action-planning process?**

Schools successful in turning around low performance - whether with all their students or with low-achieving subgroups of students - share common leadership, instructional, and schoolwide behaviors and practices. These practices, also known as Student and School Success Principles in Washington State and Turnaround Principles in federal ESEA Guidance, correlate to attributes of both high-performing schools and schools successful in turning around persistent low performance. The action planning process supports teams to cast a laser-like focus on each of these practices as it applies to their school community.

2. **What are Expected Indicators, and how do they connect to the action-planning process?**

OSPI identified 17 high-leverage actions for schools (i.e., "School-Level Expected Indicators") and 13 high-leverage actions for districts (i.e., "District-Level Expected Indicators") that directly align with the Student and School Success Principles. These Expected Indicators represent high-leverage actions that schools and districts can take to build educator capacity and significantly improve student learning outcomes. They also support both school and district leaders and teams to understand what each Student and School Success Principle looks like "in action."

School teams use the *Current Level of Development Review* to assess their level of implementation of the practice (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation). The collective results provide data to support school teams as they assess their level of implementation for each Expected Indicator. Teams can also use the collective results when creating and monitoring their Student and School Success Action Plan on Indistar®.

Note. All Indistar® Indicators were identified by the Academic Development Institute as essential to accelerate improvement of educator practice and to significantly increase student achievement. Each Indicator describes a concrete behavior or professional practice that research has affirmed contributes to

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student learning. Indicators provide exemplars that help school teams to understand what specific practices look like when effectively implemented. They are written in plain language, so teams can respond with certainty when asked if a specific behavior is standard practice across the school. This format makes it easier for teams to identify needed changes, create plans to improve practice, and monitor progress toward desired outcomes (Laba, 2011).

3. How does the Indistar® tool connect to the action-planning process?
As illustrated in Tables 1 and 2 on the next two pages, each step of the action-planning process corresponds to specific action(s) in Indistar®. Table 1 will guide school teams who have not used the Indistar® planning tool OR who have minimal experience with the tool. Table 2 supports teams with active plans on Indistar®; these teams will select entry points into the action-planning process that reflect their current efforts, particularly around implementing the Expected Indicators.

Table 1. *Newly Identified Schools:* Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar® home page
2. Collect and Analyze Data	• Download *Data Reflection Protocol* from *Docs and Links* • Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*
4. Use *Current Level of Development Review* to Assess Expected Indicators on Indistar®	Assess Expected Indicators on Indistar®
5. Identify Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator	Create Student and School Success Action Plan for active Indicators on Indistar®
7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

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Table 2. *Continuing Schools:* Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar® Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed
2. Collect and Analyze Data	• Download *Data Reflection Protocol* from *Docs and Links* • Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*
4. Use *Current Level of Development Review* to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar® and revise/add tasks if needed
5. Use *Current Level of Development Review* to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

3. Both action-planning processes appear to be linear, that is, once school teams complete the last step of the process, they've fulfilled expectations for completing their Student and School Success Action Plans. Is this a correct interpretation?

No. The cycle of improvement supported through the Indistar® tool engages school teams in a continuous process anchored in both data and research. As illustrated in Figure 1 on page 1, the process is anchored in a continuous improvement cycle that often includes multiple sub-cycles of assess, create, implement, and monitor and revise occurring at the same time.

The Indistar® tool focuses on three strategic actions in the process: *assessing* the current level of development of a research-based practice; *creating* action plans

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to boost educator capacity to implement the practice(s); and *monitoring* both the level of implementation and the impact of the practice on student achievement.

4. How many "Expected Indicators" does a school need to include in its Student and School Action Plan?

Leadership Teams will always have at least one "active" Expected Indicator for each Student and School Success Principle in their Student and School Success Action Plan. "Active" Indicators have S.M.A.R.T. Goals with current tasks and timelines; they are typically managed by a Leadership Team member.
As depicted in Figure 1, this is a continuous improvement process: as one Expected Indicator becomes embedded as "the way we do things here," school teams identify new active Expected Indicators to assess, create action plans around, and monitor.

Are teams required to enter all information on the Indistar® **tool?**

School teams are required to enter their action plans, including S.M.A.R.T. Goals, tasks, and timelines, into Indistar®. Some teams find it easier to word process their narratives for each step of the action-planning process before entering the information on Indistar®. This supports teams to develop, revise, and reach consensus on their final narratives before pasting them into Indistar®.

5. For Newly Identified Schools: How does my school team access the Indistar® tool?

The Office of Student and School Success provides support to schools implementing the Indistar® action-planning tool. School leaders may contact the Office for information about the tool and support to log onto and use the tool in the action-planning process. Email Indistar@k12.wa.us or call (360) 725-4960 for further information. The Indistar® website (http://www.indistar.org/) provides additional supporting information.

6. For Small and Rural/Remote Schools: How should staff be organized to facilitate the action-planning process?

Leaders in small schools may decide that the entire staff should engage in the action-planning process together. Engagement of the entire staff will impact the time required to move through each step, from collecting and analyzing data through creating and monitoring action plans. Since the availability of qualified substitute teachers may limit opportunities for teacher teams to meet during the school day, leaders may choose to complete this work during staff meetings or other times that don't require teachers to be out of the classroom.

Leaders may decide it works best to appoint teams of several staff members to develop S.M.A.R.T. Goals along with associated tasks and timelines for selected Indicators. These plans would be brought to the entire staff for final approval and implementation.

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7. Is there a way that Title I schools can integrate their Student and School Success Action Plans and Schoolwide Plans?

Yes. Leaders from the Office of Student and School Success and Title I Division collaborated to develop a process that enables teams to integrate their two plans on Indistar®. Table X outlines the steps in the process and associated Indistar® actions. Section IV of this handbook provides specific directions for each step in the process.

Table X. Steps to Integrate Student and School Success Action Plan and Schoolwide Plan and Corresponding Indistar® Action

Step	Corresponding Indistar® Action
1. Locate Title I Component folders for collecting evidence on Indistar®	Open *Document Upload* tab
2. Open and review webform "*Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"*	• Open *Forms to Complete* tab • Click on *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* to open the webform
3. Upload current Title I Schoolwide Plan to Indistar®	• Open *Document Upload* tab • Upload current plan to folder titled *Title I Schoolwide Plan Documents Misc.*
4. Collect required evidence for Components 1, 2, 3, 5, and 10	• Open *Document Upload* tab • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Check applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Save changes to checklist before closing webform
5. Identify specific Indistar® Indicators that align with schoolwide strategies for Components 4, 6, 7, 8, and 9	• Check the applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Save changes to checklist before closing webform
6. Identify Indicators from Step 4 that *are included* in the school's current Student and School Success Plan; review S.M.A.R.T. Goals, tasks, and	Review current Student and School Success Action Plan on Indistar®

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timelines to ensure alignment with Title I Schoolwide Program requirements	
7. Assess Indicators from Step 4 that *are not included* in the school's Student and School Success Action Plan	Assess newly identified Indicators on Indistar®
8. Create Action Plans with S.M.A.R.T. Goals for each Indicator identified in Step 4	Create Action Plans on Indistar® for newly identified Indicators
9. Complete *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions*	Click "Save and Send for Review" to submit webform to OSPI's Title I Division
10. Implement Student and School Success Action Plan/Title I Schoolwide Plan and monitor implementation and impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

Both OSPI's Office of Student and School Success and Title I Division encourage Leadership Teams in Title I schools to use Indistar® as a tool to integrate the two plans.

8. What other information is available to support coaches and facilitators working with school and district leaders and teams?

The Academic Development Institute created a series of documents to support district and school teams, coaches, and others to use the Indistar® tool.

The document, "Coaching for School Improvement: A Guide for Coaches and Their Supervisors" (Laba, 2011), provides extensive guidance to support school teams to effectively engage in a continuous improvement process. It may be accessed at www.indistar.org. Teams may find Section 2: Coaching with Indicators (pages 21 through 39 of the document) particularly supportive as they move forward with their change efforts using Indistar®.

Other documents may be accessed at http://www.indistar.org/gettingstarted/.

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II. How to Use This Handbook

Directions for implementing the improvement processes and associated Indistar actions described in this handbook follow.

- Principals work with their staff to select a representative Leadership Team to shepherd the school through the continuous improvement process.
- Principals ensure Leadership Team members have log-in information and passwords for accessing the Indistar® tool. School leaders may contact the Office of Student and School Success for information about the tool as well as for support to log onto the tool and use it in the action-planning process. Email Indistar@k12.wa.us or call (360) 725-4960 for further information. The Indistar® website provides additional supporting information: http://www.indistar.org/.
- Leadership Teams review the two action-planning frameworks described in this handbook and select the framework that meets their school's needs and aligns with the school's level of engagement on Indistar®.
    - **Section III A: Action-Planning Process – *Newly Identified Schools***
    - **Section III B: Action-Planning Process – *Continuing Schools***
- Teams familiarize themselves with each step of their selected action-planning process. The description for each action-planning step includes an Overview, Process, Time Allocation, and screenshots for the associated Indistar® actions. (See *Sample Action-Planning Step and* Associated Indistar® *Action* below.)
- Teams identify entry points into their selected framework.
- Teams from Title I schools review the process for integrating their Student and School Success Action Plan and Title I Schoolwide Plan on Indistar® (Section IV). The descriptions for each step and screenshots for associated Indistar® actions support teams to address the requirements for both plans concurrently.
- Teams identify Indistar® Indicators and evidence they will use to demonstrate fulfillment of the 10 required components of Title I Schoolwide Plans.
- Teams engage their school community in the continuous improvement process for their Student and School Success Action Plan, and if applicable, their Title I Schoolwide Plan.

Principals are encouraged to contact the Office of Student and School Success at studentandschoolsuccess@k12.wa.us or (360) 725-4960 with questions. They may also email Indistar@k12.wa.us or call (360) 725-4960 for further information about Indistar®. The Indistar® website (http://www.indistar.org/) provides additional supporting information.

Sample Action-Planning Step and Associated Indistar® Action

***Assess Expected Indicators on** Indistar®*

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Overview: To create their Student and School Success Action Plan on Indistar®, Leadership Teams must first assess the current level of development (i.e., *No Development or Implementation, Limited Development or Implementation,* and *Full Implementation*) of Expected Indicators. Teams use a variety of data, including the results from the *Current Level of Development Review*, when assessing and describing their school's current level of development on Indistar®.

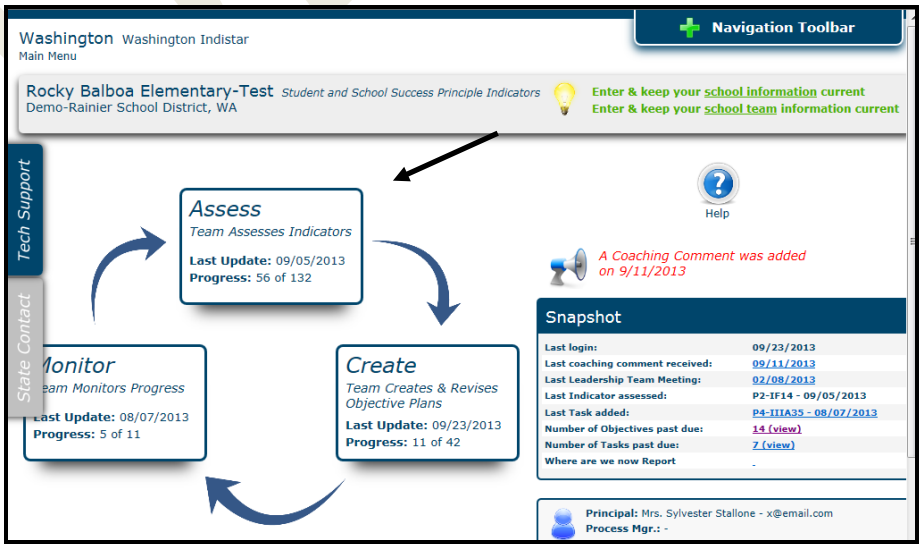
Process: In the previous step of the action-planning process, stakeholders and the Leadership Team discussed findings, compared individual *Current Level of Development Review* scores for the school, and developed a consensus around the level of development for each Expected Indicator. Teams will enter their collective agreements around the current level of development in the *Assess* stage of the process on Indistar®, responding to each prompt as it appears. The levels of development and corresponding next step on Indistar® are described below.

Time Allocation: The Leadership Team will need 1-2 hours to complete this step.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
4. Use *Current Level of Development Review* to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®

Use collective results from *Current Level of Development Review* and other data to assess Indicators for each Student and School Success Principle on Indistar®



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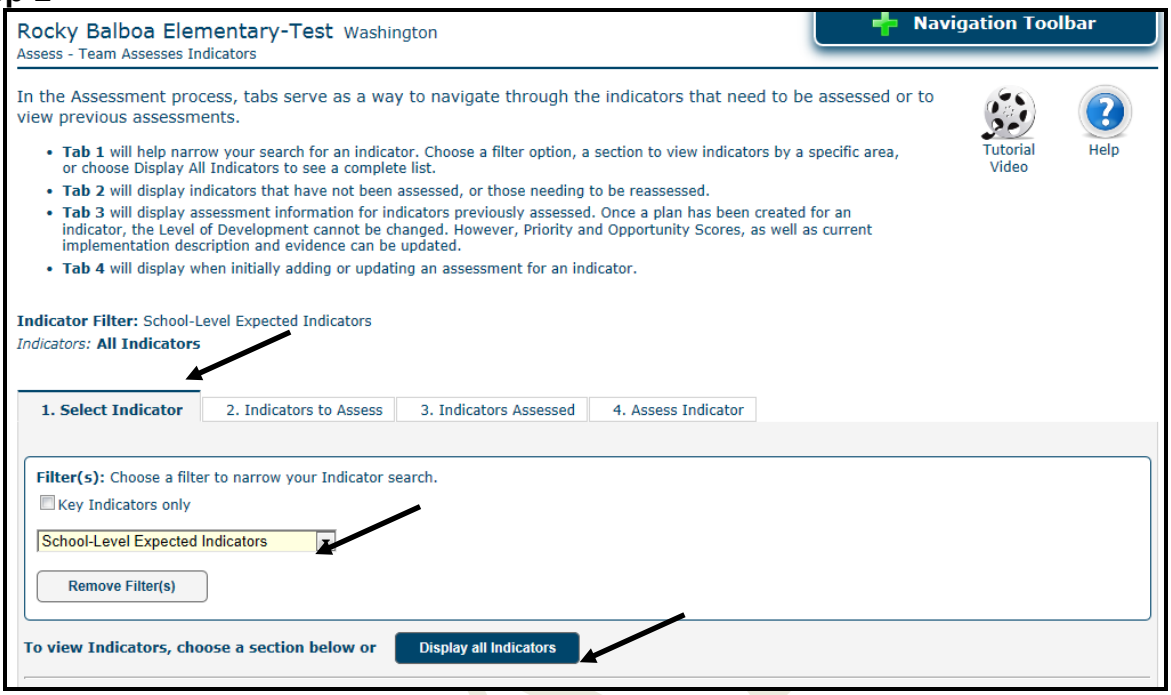
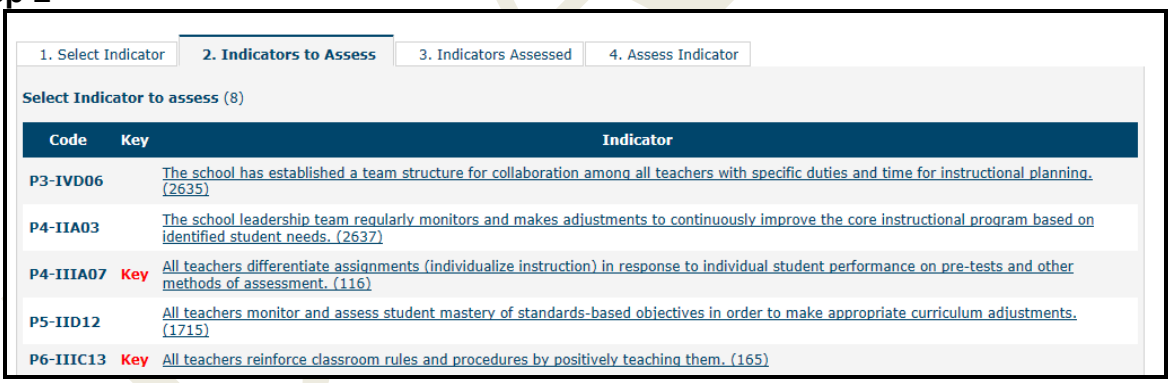
Select Expected Indicators (follow arrows in diagram), choose level of development or implementation, and follow prompts.

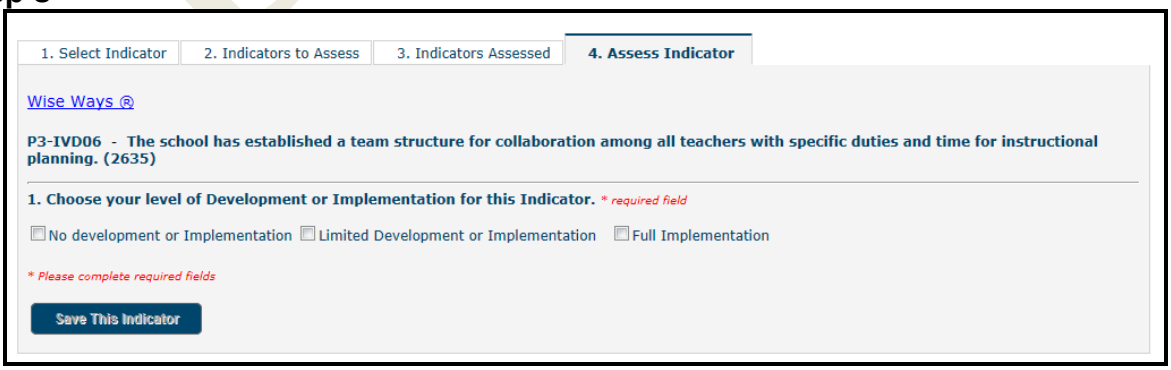
Step 1



Step 2



Step 3



III. Action-Planning Process

This section describes two action-planning processes. The first process, "*Newly Identified Schools:* Steps in Action-Planning Process" will guide school teams who have not used the Indistar® planning tool OR who have minimal experience with the tool. The second process, "*Continuing Schools:* Steps in Action-Planning Process," supports teams with active plans on Indistar®. These teams will select entry points into the action-planning process that reflect their current efforts, particularly around implementing the Expected Indicators. Teams from Title I schools should review Section IV (*Integrating Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®*) before proceeding with either action-planning process, since these plans can be created and implemented concurrently.

A. *Newly Identified Schools:* Steps in Action-Planning Process and Corresponding Indistar® Action

The table below outlines steps and associated Indistar® actions for newly identified schools. As described in the Introduction, school teams will engage in a continuous–rather than a liner–improvement process on Indistar®. After creating their action plans, teams implement their strategies and monitor progress toward full implementation of identified practices. As practices become embedded in the daily rhythm of the school, teams identify new active Indicators that become the focus of the school's continuous action-planning process.

Table 4. *Newly Identified Schools*: Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar® home page
2. Collect and Analyze Data	• Download *Data Reflection Protocol* from *Docs and Links* • Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*
4. Use *Current Level of Development Review* to Assess Expected Indicators on Indistar®	Assess Expected Indicators on Indistar®
5. Identify Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator	Create Student and School Success Action Plan for active Indicators on Indistar®

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7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

Descriptions and specific Indicator® actions for each step follow.

***Note*. New users to Indistar® may contact the Office of Student and School Success for log-in information and support. Email Indistar@k12.wa.us or call (360) 725-4960 for further information.**

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1. Select Leadership Team to Shepherd the Process

Overview: The Leadership Team ensures all stakeholders are engaged in the continuous improvement process and provides opportunities for all staff to provide input and feedback. The team will facilitate the action-planning process with key stakeholders and guide staff and community as they create and implement the school's Student and School Success Action Plan. The conversations and thinking of the Leadership Team are critical to building the readiness and capacity of staff and all stakeholders to make changes in leadership, instructional, and schoolwide practices that will significantly impact student achievement. Team members should exhibit an attitude of inquiry, willingness to suspend judgment, and commitment to search for options suited to the school's capacities, resources, and vision.

Note. Leaders in small schools may decide that the entire staff should engage in the action-planning process together. Engagement of the entire staff will impact the time required to move through each step, from collecting and analyzing data through creating and monitoring action plans.

The quote from OSPI's *School Improvement Planning Process Guide* (2005) reminds us of the significant role of stakeholders both in creating and implementing action plans:

> Effective, sustainable school improvement requires many stakeholders in the school community to become active, engaged, and empowered. Stakeholders include students, teachers, parents, and families, as well as members of the community. Each stakeholder should be recognized as a valuable contributor to the continuous improvement process. While their roles include a variety of activities and outcomes, the purpose is always the same: to deliver high-quality education to all of our students. (Inside cover)

Engaging "key stakeholders" in the action-planning process will ensure that the process:

- Takes all significant perspectives into account;
- Earns support for successful implementation;
- Provides opportunities to expand the school's "learning community"; and
- Results in "equality of outcome" for all students.

Membership: The Leadership Team should include the following cross-section of staff.

- Teachers who lead instructional teams for content areas/grade levels
- Other key professional staff (e.g., counselors, paraprofessionals)
- Special Education teachers and English language development teachers
- School principal
- A district-level administrator with decision-making authority.

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It is also recommended that the team include several parents/community members representing the diversity of the student body, as well as an administrator/designee from a school in the "feeder pattern." A sample matrix for creating the Leadership Team follows:

Leadership Team	Participant Name(s)
Teachers who lead Instructional Teams (e.g., Content Teams; Grade-Level Teams), special education teachers, and English language development teachers	• • •
Key Professional Staff (e.g., Counselor, Para-professionals)	• •
Parents/community members representing diversity of student body	• •
Principal	•
Administrator/designee from "feeder pattern" school	•
District administrator with decision-making authority	•

Leadership Team Responsibilities:

- Ensure the action-planning process engages stakeholders in (a) examining a variety of achievement, demographic, perceptual, and contextual data; (b) assessing school performance based on the Expected Indicators; and (c) facilitating the creation of action plans for selected Indicators (at least one per Student and School Success Principle).
- Serve as a conduit of communication to the faculty and staff; communication strategies include distributing Leadership Team agendas to all staff prior to team meetings and publishing minutes following team meetings.
- Frequently examine school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
- Monitor and update/revise the Student and School Success Action Plan as needed.

Time Commitment: The Leadership Team will meet regularly (twice a month or more for an hour each meeting) throughout the year, meeting more often as needed to facilitate the action-planning process and to create the Student and

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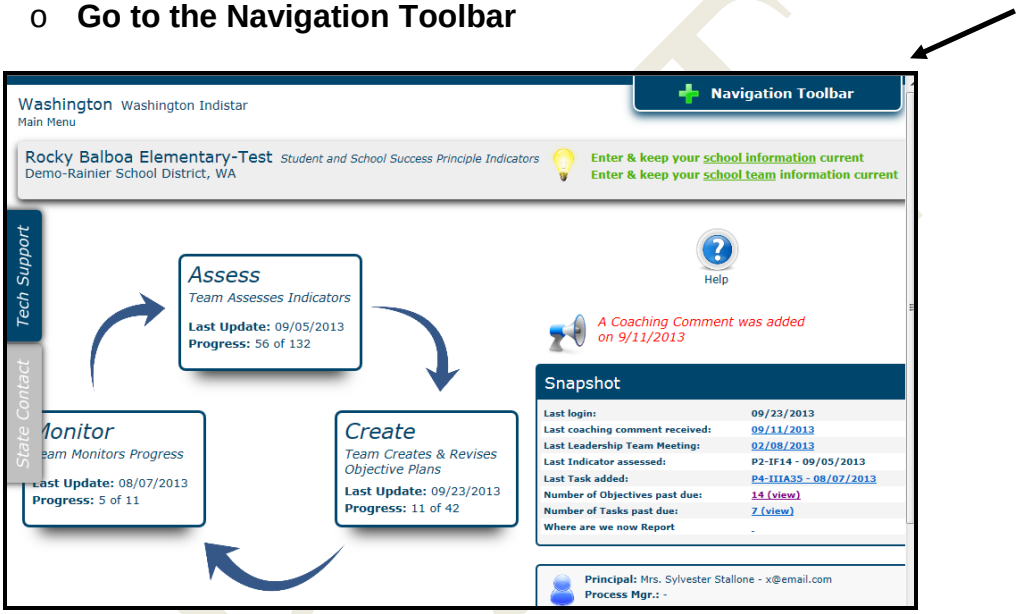
School Success Action Plan. The team may also engage the group of key stakeholders at multiple times during the year.

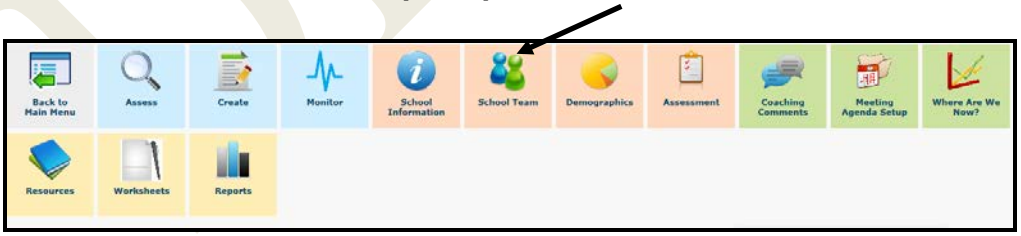
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar® home page

- **Add Leadership Team names to the Indistar® home page**
  - **Go to the Navigation Toolbar**



  - **Select "School Team"; add names and other requested information when prompted**



  - **Select "School Information"; add requested information when prompted**

2. Collect and Analyze Data

Overview: Leadership Teams anchor their action-planning efforts in two complementary questions: "Where are we now?" and "Where do we want to be?" They are tasked with collecting and analyzing information (i.e., *data*) about the school and school community that tell the school's story. These data enable stakeholders to deepen their understanding of *facts about the school*, as compared to *feelings about the school.* Data can assist in articulating the (a) school's strengths; (b) programs and services that have the greatest potential for growth based on current data; and (c) barriers to increasing educator capacity, accelerating student achievement, and closing achievement gaps. Findings and recommendations from their school's Needs Assessment serve as significant sources of data for Leadership Teams to consider in their action-planning process. Teams are also encouraged to collect and analyze data related to their low-performing subgroups and/or opportunity and achievement gap data, as well as data related to the performance of their All students group.

Purposes: Data collected and analyzed by the Leadership Team will inform decision-making throughout the action-planning process, from *Assessing* Indicators to *Creating Action Plans* and *Monitoring* progress. Data from a variety of sources can:

- Create a baseline on educator practice, student achievement, and stakeholders' attitudes and beliefs.
- Increase understanding of the school's demographic profile, including the racial, ethnic, and socio-economic factors that may influence school success.
- Provide an accurate picture of current school practices, programs, and procedures.
- Surface inequitable outcomes and educator practices influencing those outcomes.
- Identify gaps between current status and desired outcomes for student achievement and educator practices required to achieve those outcomes.
- Assist instructional teams and staff to prioritize needs that will have the greatest impact on student learning, set measurable goals, and assess progress toward those goals in the short term and over time.
- Guide actions at the student, educator, classroom, and school level essential to improving outcomes for both students and educators.

Process – Collect Data: Assign Leadership Team members to collect additional achievement, demographic, perceptual, and contextual data (see *What to Collect Worksheet* in Appendix A).

Process – Analyze Data: The Leadership Team should display achievement and other data types in ways that stimulate conversation among stakeholders and enable them to gain understanding essential for completing the *Data Reflection Protocol*. Leadership Team members should clearly label and display all data,

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since raw data can cause confusion, be misinterpreted, and/or lead to erroneous conclusions.

Sufficient time should be provided for participants to analyze various data sources and complete the *Data Reflection Protocol*. Stakeholders may use their individual responses on the *Protocol* to formulate an aggregate team response on the *Data Reflection Protocol.* Teams should consider questions such as the following in their dialogues:

- What is the demographic make-up of the school?
- How are students, including subgroups of students, performing on state assessments and other measures of achievement? Examples include:
    - How did each student identified for special education services perform on state assessments?
    - How do IEP goals and their measures relate to standards and state assessments?
    - What annual growth is expected from students within their IEPs?
- What support and other programs are offered for all students? To English Language Learners? To students with disabilities? To high-achieving students? To students not yet meeting standard?
- Does the master schedule provide an opportunity for all students to access rigorous and grade-level curriculum?
- Are the most skilled teachers teaching students with the highest needs?
- How does the school involve students, parents, and community in decision-making?
- How does the school promote courageous leadership among staff, students, and parents?
- What inequitable practices should be discontinued and what equitable practices does the school utilize to ensure equality of outcome for all students?

The *Data Reflection Protocol*, as well as the Data Carousel activity described in Appendix A, will engage stakeholders as they review the data. *Note*. While the use of the *Data Reflection Protocol* is optional, engaging in a deep reflection around the data is not. School teams using a different protocol are asked to upload that protocol to *Document Upload* on Indistar®.

Additional information to support school teams in the data collection and analysis process is available in OSPI's *School Improvement Planning Process Guide* (2005). The document may be accessed at: http://k12.wa.us/StudentAndSchoolSuccess/SchImprovementPlanGuide.aspx.

Time Allocation: Stakeholders and the Leadership Team will need 2-3 hours to complete this step of the action-planning process.

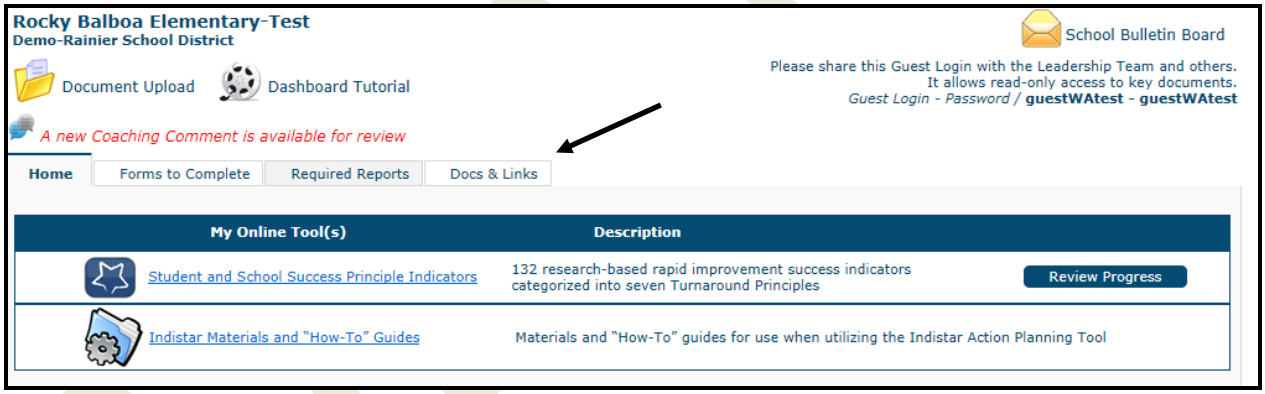
Alternate Activity
Each member of the Leadership Team may take a cluster of Expected Indicators and form a mini-focus group of stakeholders outside the Leadership Team to

discuss and assess the cluster of Indicators. Team members will collect relevant data for their mini-focus group to use in its deliberations. Stakeholders in the mini-focus group will individually complete the *Data Reflection Protocol* and formulate their collective responses. Both the individual and collective responses should focus on the mini-focus group's cluster of Expected Indicators. Leadership Team members will share the results with the entire team for consideration as the team moves forward in the action-planning process.

Indistar® Action Steps: The screenshots from the Indistar® tool that align to Indistar® actions follow.

Step in Action Planning	Corresponding Indistar® Action
2. Collect and Analyze Data	• Download *Data Reflection Protocol* from *Docs and Links* • Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*

- **Download *Data Reflection Protocol* from *Docs and Links***



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Data Reflection Protocol

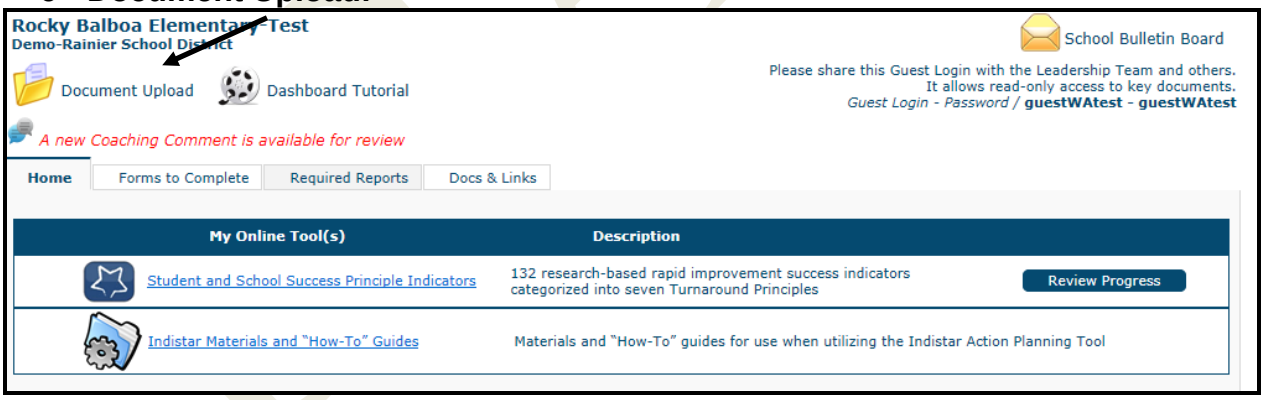
Responses will be used when assessing *Indicators* in Indistar (Prompt #4 *Please describe the current level of development or implementation.*)

Data Reference:

Essential Questions / Guided Prompts for Demographic and Achievement Data:
• Q1: Ethnic subgroups: *Are any subgroups increasing or decreasing? How do changes compare to the district?*
  o Demographic
  o Achievement
• Q2: Free-reduced meal eligibility (proxy for poverty): *Is your trend increasing or decreasing? What is the change relative to the district?*
  o Demographic
  o Achievement
• Q3: Students with Disabilities: *Is your trend increasing or decreasing? What is the change relative to the district?*
  o Demographic
  o Achievement
• Q4: Transitional / Bilingual (ELL): *Is your trend increasing or decreasing? What is the change relative to the district?*
  o Demographic
  o Achievement:

- **Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on the Navigation Bar on Indistar® *(Optional)***

  - **Document Upload:**



  - **Assessment Section on the Navigation Bar:**

3. Complete Current Level of Development Review

Overview: This step in the action-planning process requires Leadership Teams to determine the school's progress (i.e., *No Development or Implementation, Limited Development or Implementation,* or *Full Implementation*) for each Expected Indicator. Leadership Teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gaps, as well as data related to the All students group, when determining the school's level of development on each Indicator.

Process: Team members individually complete the *Current Level of Development Review* (Appendix B), using their aggregate responses on the *Data Reflection Protocol* to inform their responses. They also use research-based descriptors in Column 2 (referred to as "Wise Ways" on Indistar), as well as other research-based practices, when considering the school's level of implementation for each Expected Indicator. Wise Ways describe observable practices and behaviors essential for full implementation of the Indicator. Wise Ways also provide a filter or lens through which team members can view the school's current level of development of the Indicator. *Note.* The lists of practices in Column 2 of the *Current Level of Development Review* are not intended to serve as a "menu" that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2, as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Instead, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Next, team members then summarize reasons for their assessment, citing evidence from the *Data Reflection Protocol,* Wise Ways descriptors, and other research-based practices aligned with the Indicator. The levels of development roughly align with Implementation Science (Fixsen, et al.).

- **No Development or Implementation:** The school team is assessing its needs, exploring new practices, determining the fit of the new practice to meet its needs, and/or ensuring that core components of the practice are identified and fully operationalized. Fixsen et al. refer to this as the *Exploration* stage.
- **Limited Development or Implementation**: Fixsen et al. describe this as the *Installation* or *Initial Implementation* stage. In the Installation Stage, the school team is acquiring resources, making essential structural and systemwide changes, and preparing staff. During Initial Implementation, the school team is developing strategies to promote continuous improvement and rapid problem solving; the team is also using data to (a) assess initial implementation and (b) identify barriers and solutions in order to quickly address problems that emerge.

- **Full Implementation**: The new learning is skillfully implemented by educators and becomes integrated into practice at all levels (classroom, school, and as applicable, district). Processes and procedures to support the practice are in place, and the system has largely been recalibrated to accommodate and fully support the practice. The practice/behavior becomes an integral part of "how we do things here." Fixsen et al. also refer to this as *Full Implementation*.

The team will next determine a collective assessment of the school's progress on each Expected Indicator (i.e., *No Development or Implementation; Limited Development or Implementation,* or *Full Implementation*). This assessment will support the team in completing subsequent steps in the action-planning process. Items where *Current Level of Development Review* scores differ widely may indicate areas in need of focused attention of some kind. If scores are widely divergent in most categories, then the Leadership Team will need to focus attention and effort to reach agreement on a consensus score for the school.

The Leadership Team is encouraged to approach this step in the process remembering that the goal is not to proclaim right and wrong. Rather, it is to develop new critical perspectives on school and educator practices. Maintaining this perspective will enable significant learning to emerge for everyone involved. We can only change our practices when we make them visible, and this step in the action-planning process is designed to do just that.

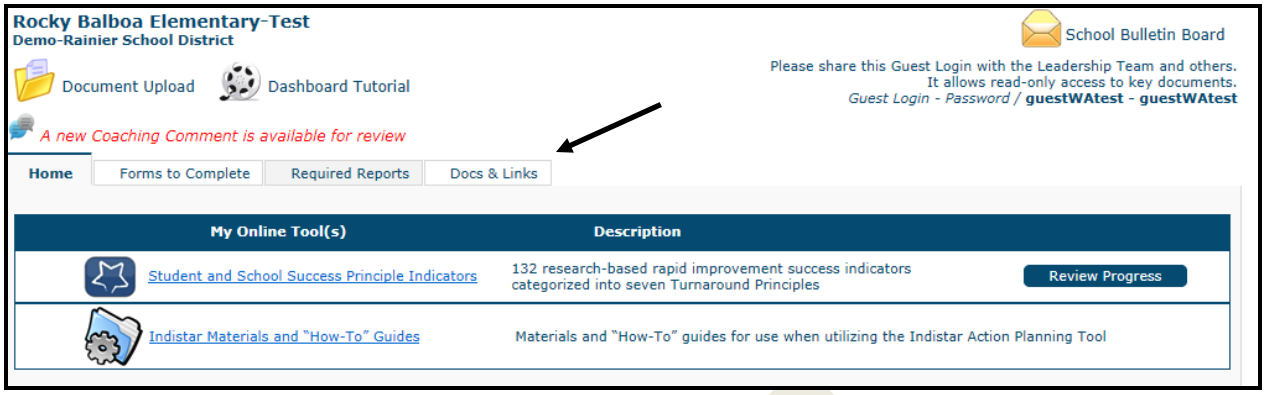
Time Allocation: The Leadership Team will need approximately 30 minutes to individually complete the *Review*. Additional time may be needed to review their *Data Reflection Protocols*.

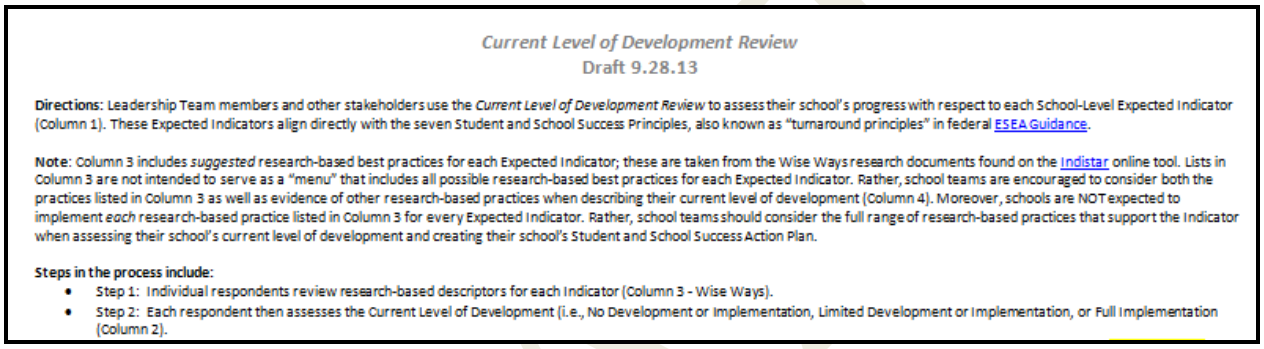
Note. Teams may also want to review the Wise Ways documents on Indistar®. Directions for accessing those documents are included below.

Indistar® Action Step: The screenshots from the Indistar® tool that align to Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*

- **Download *Current Level of Development Review* from *Docs and Links***





Current Level of Development Review
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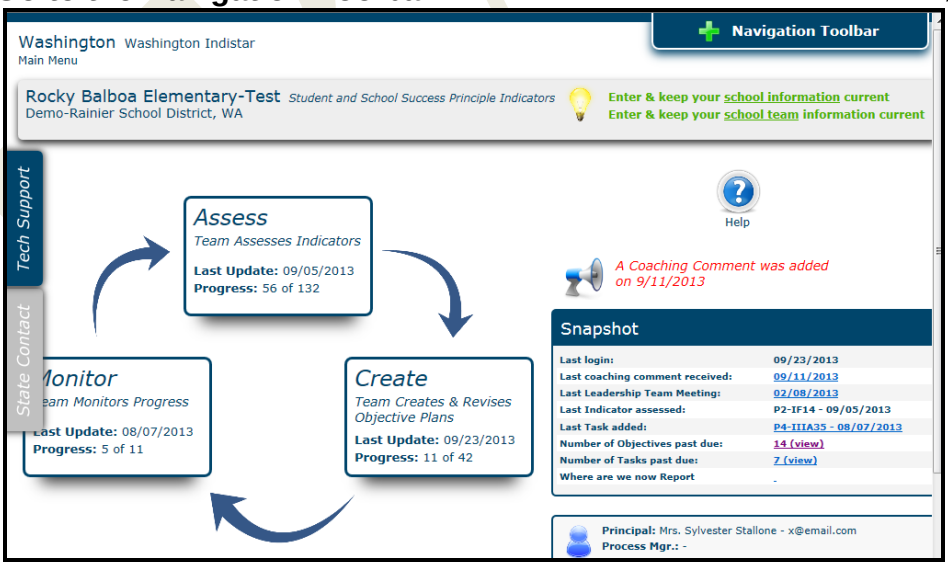
Directions: Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school's progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as "turnaround principles" in federal ESEA Guidance.

Note: Column 3 includes *suggested* research-based best practices for each Expected Indicator; these are taken from the Wise Ways research documents found on the Indistar online tool. Lists in Column 3 are not intended to serve as a "menu" that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 3 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 3 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Steps in the process include:

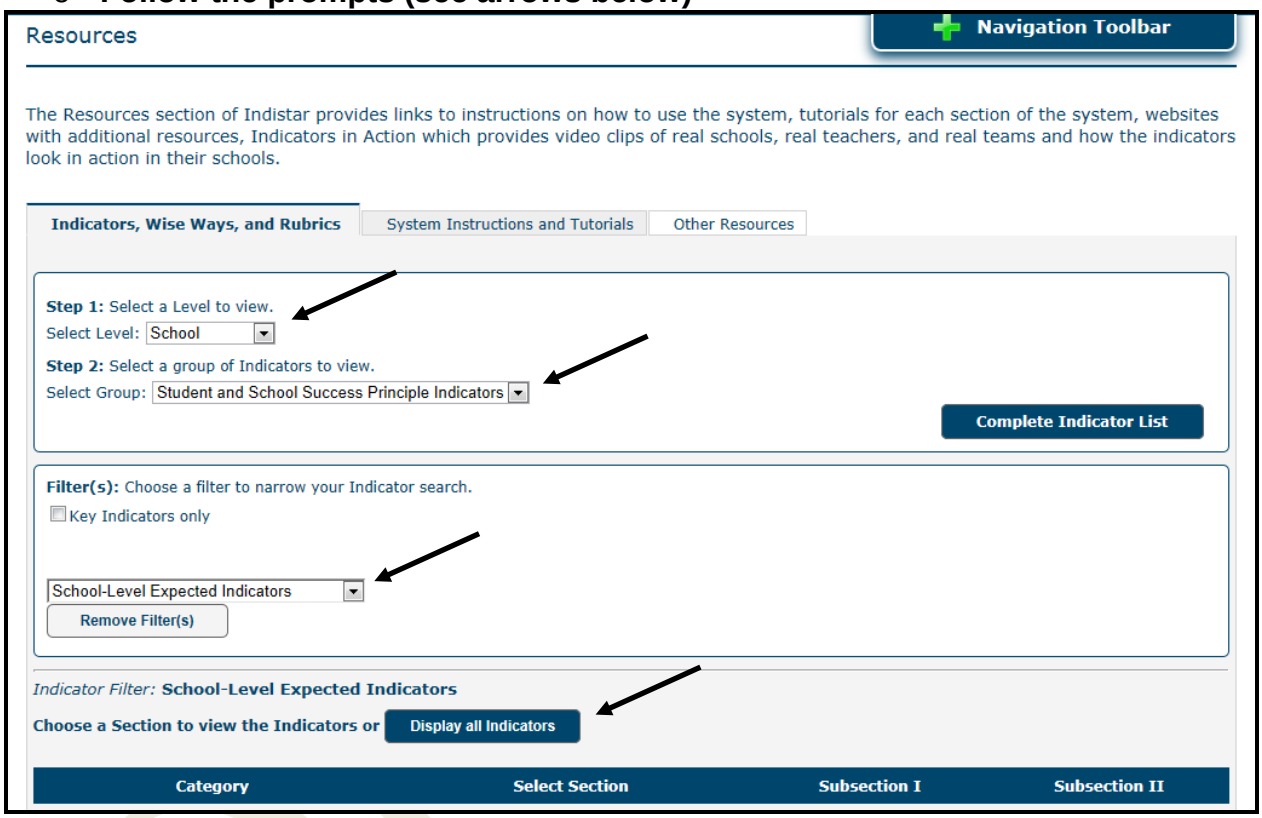
- Step 1: Individual respondents review research-based descriptors for each Indicator (Column 3 - Wise Ways).
- Step 2: Each respondent then assesses the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 2).

- **Review Wise Ways for each Expected Indicator on** Indistar® ***(Optional)***
  - **Go to the Navigation Toolbar**

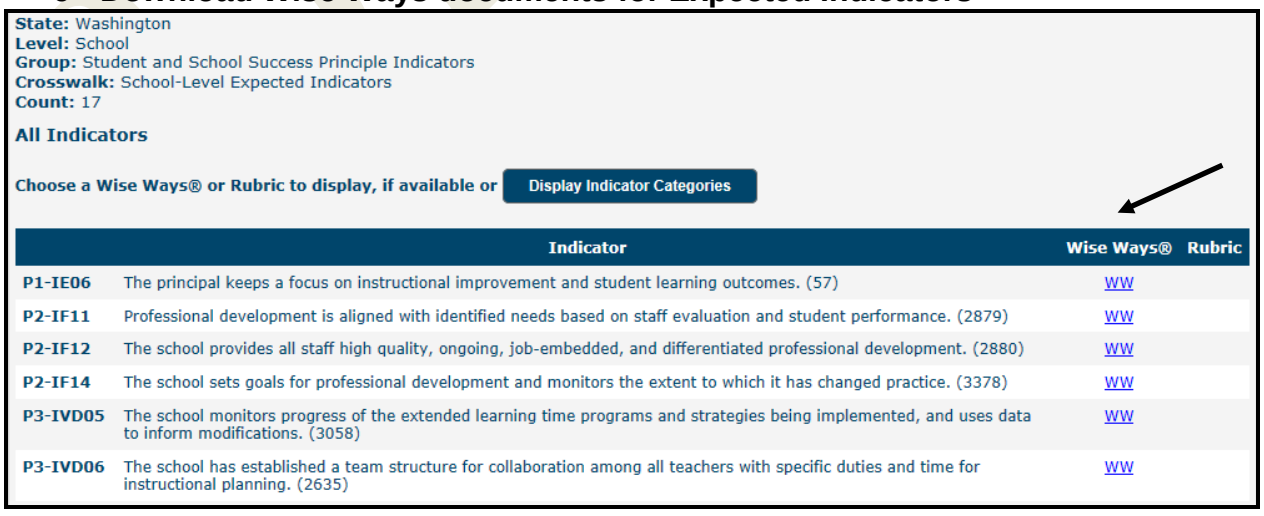


- **Select Resources**

- **Follow the prompts (see arrows below)**



- **Download Wise Ways documents for Expected Indicators**



4. Assess Expected Indicators on Indistar®

Overview: To create their Student and School Success Action Plan on Indistar®, Leadership Teams must first assess the current level of development (i.e., *No Development or Implementation, Limited Development or Implementation,* and *Full Implementation*) of Expected Indicators. Teams use a variety of data, including the results from the *Current Level of Development Review* as well as achievement and other subgroup data (e.g., enrollment patterns, attendance and discipline data), when assessing and describing their school's current level of development on Indistar®**.** This step in the improvement cycle enables teams to clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning.

Process: In the previous step of the action-planning process, stakeholders and the Leadership Team discussed findings, compared individual *Current Level of Development Review* scores for the school, and developed a consensus around the level of development for each Expected Indicator. Teams will enter their collective agreements around the current level of development in the *Assess* stage of the process on Indistar®, responding to each prompt as it appears (see below). Leadership Teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gap data, as well as data related to the All students group, when assessing Indicators. This step in the improvement cycle enables teams to clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning.

Leadership Teams can review either Wise Ways in Indistar® or Column 2 on the *Current Level of Development Review* document to **evaluate** the extent that their narratives fully describe their school's current level of development for each Indicator. Both sources enable teams to consider a number of research-based strategies when writing their narratives—strategies they may have neglected to include, but are nonetheless present to some degree.

Time Allocation: The Leadership Team will need 1-2 hours to complete this step.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
4. Use *Current Level of Development Review* to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®

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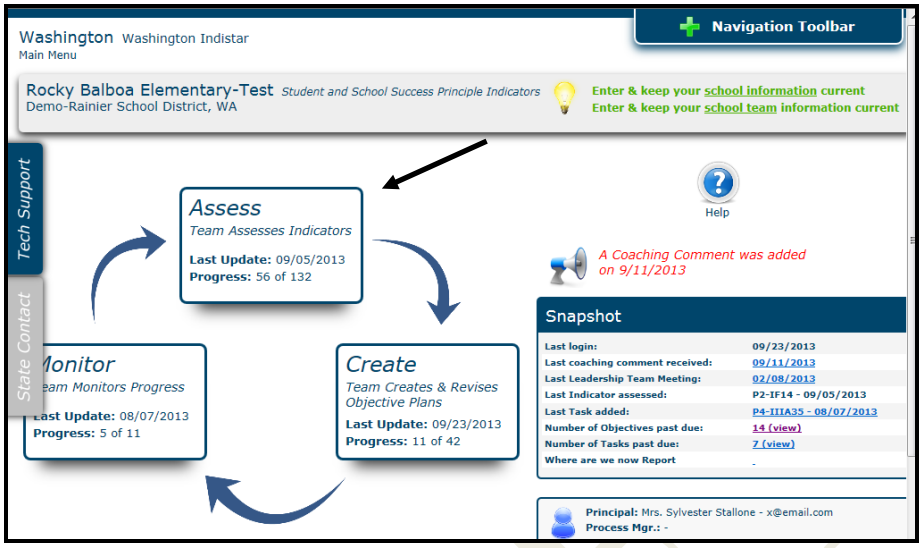
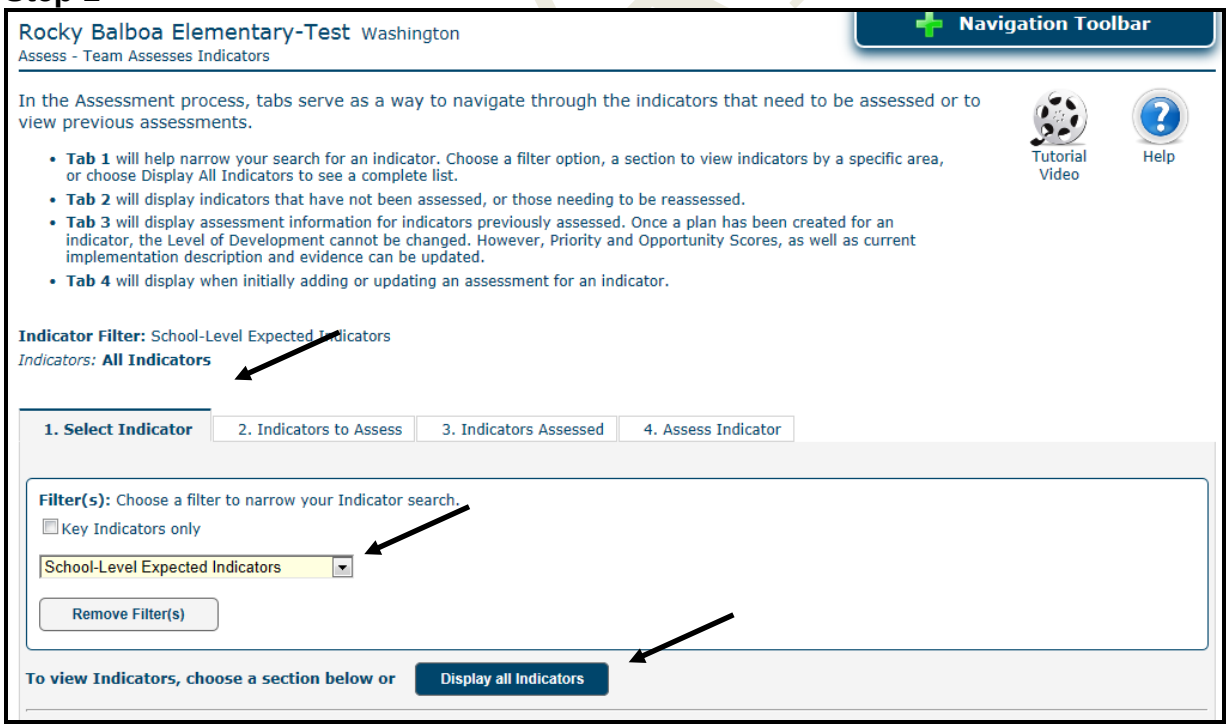
- **Use collective results from *Current Level of Development Review* and other data to assess Indicators for each Student and School Success Principle on Indistar®**

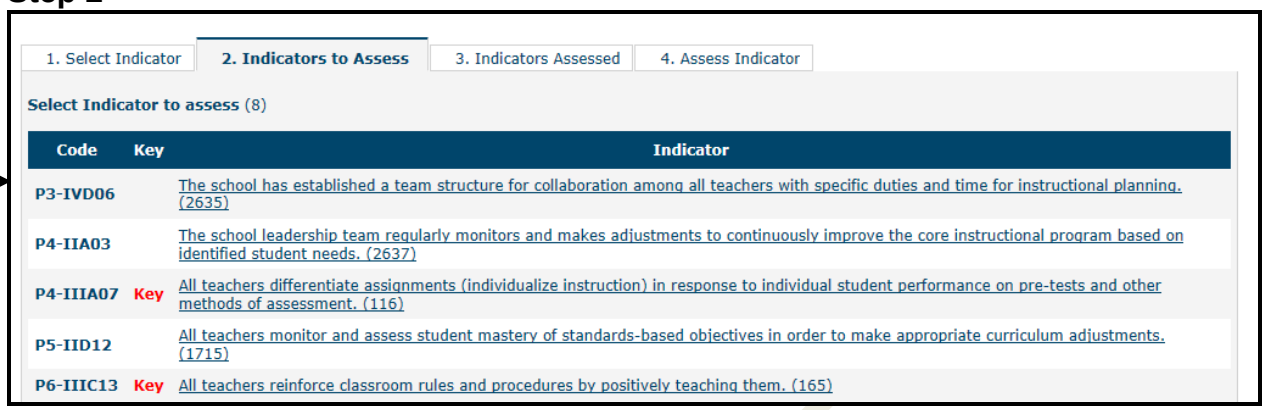


- **Select Expected Indicators (follow arrows in diagram), choose level of development or implementation, and follow prompts**

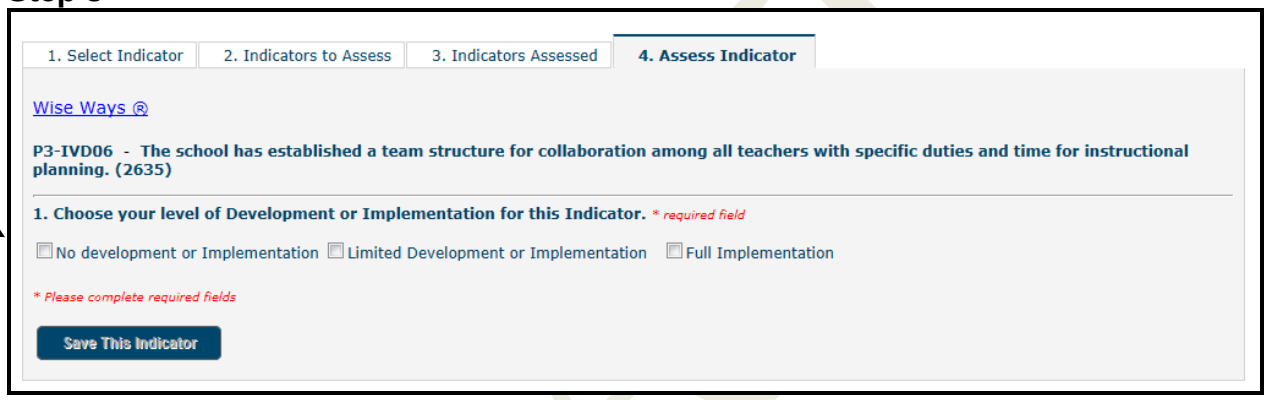
Step 1



Step 2



Step 3



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5. Identify Active Expected Indicator for Each Principle

Overview; This step in the action-planning process on Indistar® requires Leadership Teams to identify specific Indicators around which they will create their Student and School Success Action Plan. Priority and Focus Schools are required to have at least one "active" Expected Indicator for each Student and School Success Principle at all times. Leaders in the Office of Student and School Success recommend *all* schools follow that same practice. This ensures the school continues to build educator capacity around those principles described in research as significant in boosting student learning outcomes. *Note*. By definition, "active Indicators" have S.M.A.R.T. Goals with tasks, timelines, and team members managing the objective and monitoring progress.

Leadership teams using Indistar® to integrate their Student and School Success Action Plan and Title I Schoolwide Plan may want to identify active Indicators that satisfy requirements for both plans. They should review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before identifying active Expected Indicators to implement in their Student and School Success Action Plan. *Note*. Priority and Focus schools are required to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®.

Process: After reaching consensus for the level of implementation for each Expected Indicator, Leadership Teams will identify the "active" Expected Indicator for each Student and School Success Principle. Teams should consider both "Priority" and "Opportunity" when selecting their active Indicators. For instance, Indicators identified as both "highest priority" and "relatively easy to address" may be among the first Expected Indicators selected. Teams integrating their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar® should also review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before selecting their active Indicators. *Note*. Schools that have fully implemented all Expected Indicators for a specific Student and School Success Principle will select their active Indicator for that principle from the full list of Indicators on Indistar®.

Time Allocation: The Leadership Team will need 30 minutes to complete this step.

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6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator

Overview; Leadership Teams engage key teacher-leaders, staff teams, and others in the school community in creating the tasks, timelines, etc. for active Indicators. For example, the Leadership Team may ask the school's Professional Development Committee to shepherd the process of creating, implementing, and monitoring Expected Indicators that focus on the school's professional development system (Principle 2). The team might ask a different group of teachers–those with expertise in data analysis–to participate in creating action plans for Expected Indicators that focus on use of data (Principle 5). The success of the school in fully implementing any Indicator rests on the engagement of teachers, leaders, and others across the school community in creating and implementing action plans, as well as monitoring progress toward completion of identified tasks.

Laba (2011) describes the significance of this step in the change process when she asserts, "Creating a plan that includes measurable, observable outcomes clear enough for those responsible for implementing the change to see for themselves how their work is likely to result in positive gains is an essential task for the school improvement team" (p. 35).

Process: A member of the Leadership Team or teacher-leader facilitates the process of creating the action plan with S.M.A.R.T. Goals. When creating their action plans, Leadership Teams should examine specific educator practices that may be contributing to low subgroup performance and/or opportunity and achievement gaps.

Teams are encouraged to use the *S.M.A.R.T. Goal Rubric* (Appendix A) as a lens through which to **evaluate** their goals. The *Rubric* is also located in *Docs and Links* on Indistar®. The *Rubric* offers five questions for teams to consider as they develop their S.M.A.R.T. Goal:

- What are the expected outcomes of implementing this objective for students/identified subgroups?
- What are the expected outcomes of implementing this objective for educator practice?
- What professional development or technical assistance (PD/TA) is provided to support effective implementation of this objective?
- What resources are allocated to support effective implementation of this objective?
- What evidence will be utilized to determine the effectiveness of implementing the objective in achieving the desired outcomes?

Time Allocation: Teams typically need 1-2 hours to create an Action Plan with S.M.A.R.T. goals, tasks, and timelines for each Indicator on Indistar®.

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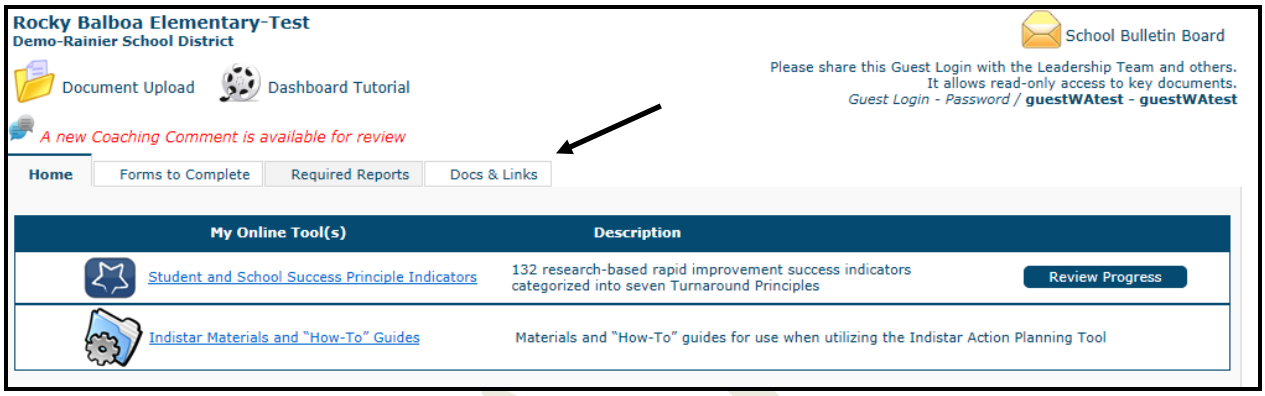
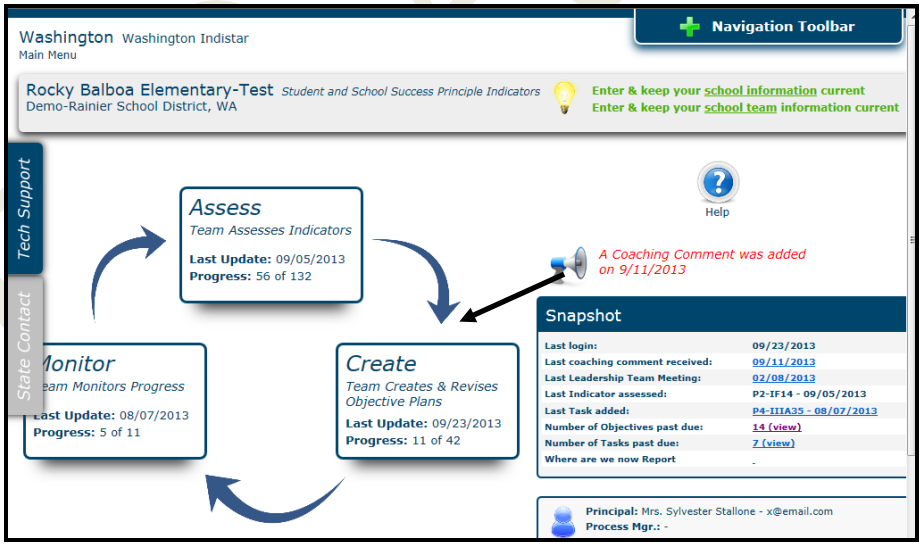
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for each Newly Identified Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®

- **Download *S.M.A.R.T. Goal Rubric* from *Docs and Links***



- **Create Student and School Success Action Plan on Indistar® – follow prompts**



7. Implement Action Plan and Monitor Implementation and Impact

Overview: As described in the previous section, the creation of a plan that includes specific actions and tasks and clear, measurable outcomes related to both implementation and impact of these actions sets the stage for the Leadership Team and others to move forward to the implementation phase of the change process. Additionally, as teams and staff engage in the strategies described in the plan, they will use a variety of tools to monitor progress and determine additional steps needed to advance the school's efforts in effectively implementing the desired change.

Process: Specific tasks are typically assigned to individual teams and/or staff when the plan is created. The impact of their efforts will be maximized when teams (a) gain buy-in from the school community, (b) secure professional development and other resources to ensure staff are equipped with the skills and knowledge required to effectively implement S.M.A.R.T. Goals and tasks, and (c) regularly communicate with stakeholders about plan activities and their anticipated impact (Laba, p. 10). The Leadership Team can support individual teams in the implementation phase by facilitating professional development and technical assistance, garnering additional resources, and serving as conduit for communication with the school community.

This step of the improvement cycle also includes monitoring and revising action plans. As teams engage in strategies described in the plan, they will monitor their progress in Indistar®. Progress monitoring represents a significant milestone for teams in the change process. It allows both those delegated responsibility for the tasks and others in the school community to understand where the school is in the implementation process, as well as the impact of collective efforts in changing educator practice and boosting student achievement. Progress monitoring also engages teams in determining additional tasks needed to ensure the practice described in the Indicator is fully developed and systems are in place to sustain the practice over time.

Teams use Indistar® to track changes in educator practice and student achievement as they assess the impact of their efforts. The process enables the team to determine the following for each active Indicator.

- Individual tasks are progressing as designed, and no additional tasks are needed at this time; OR
- Additional tasks are required for full implementation of the Indicator and/or some tasks need to be modified; OR
- All tasks have been completed, and the Indicator is fully implemented.

Leadership Teams use a variety of strategies to **evaluate** both implementation and impact of their action plans. They gather a variety of formative feedback from their peers as they build their capacity to effectively implement new practices (e.g., peer observations, learning walks, and perceptual surveys indicating agreement around use of the new strategy, its impact on students, availability of resources, what is working well, and additional support to implement the strategy

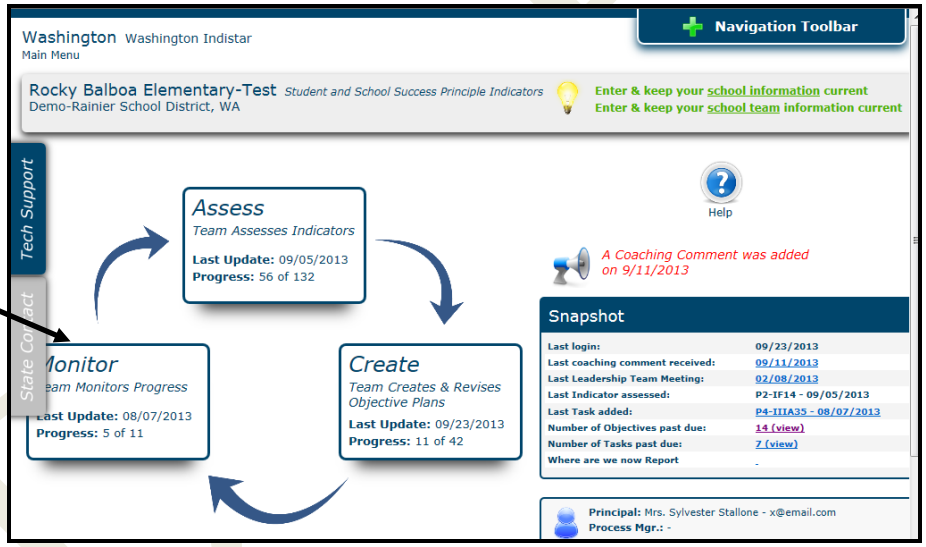
with fidelity). Teams use these data, as well as a variety of student achievement data, to *monitor* progress and update individual tasks to address needed changes in either the strategies identified in the action plan or implementation processes.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school's Student and School Success Action Plan.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

- **Monitor active Indicators on Indistar® and revise/add tasks if needed**
  - **Select Monitor stage**



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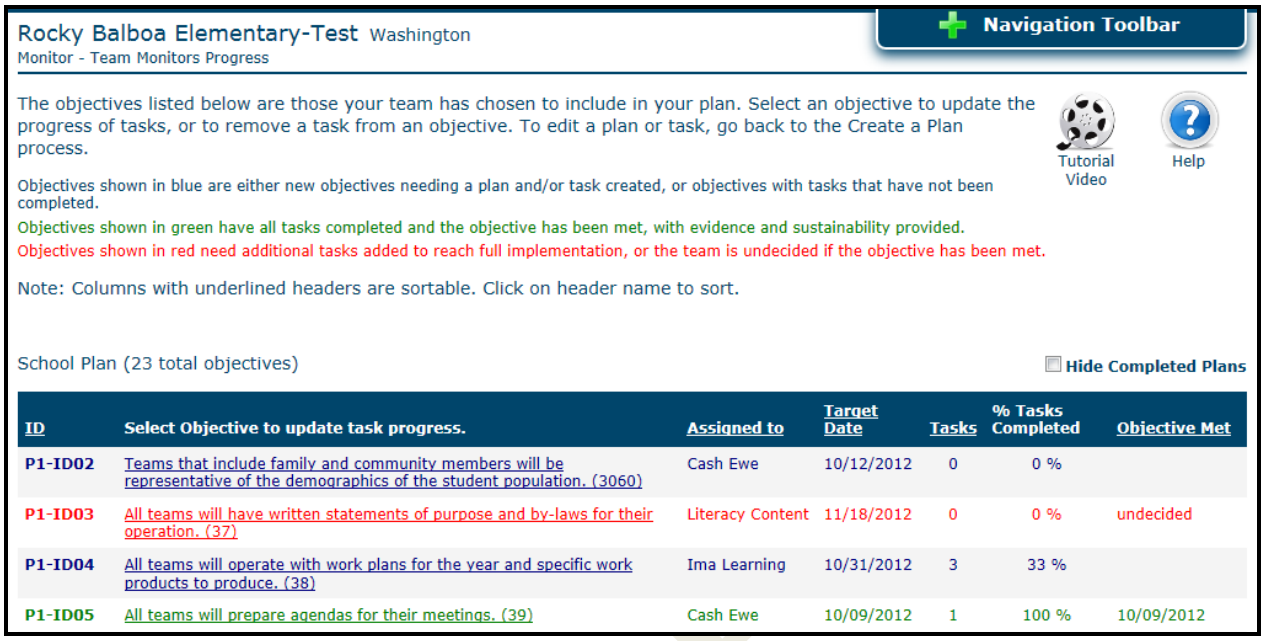
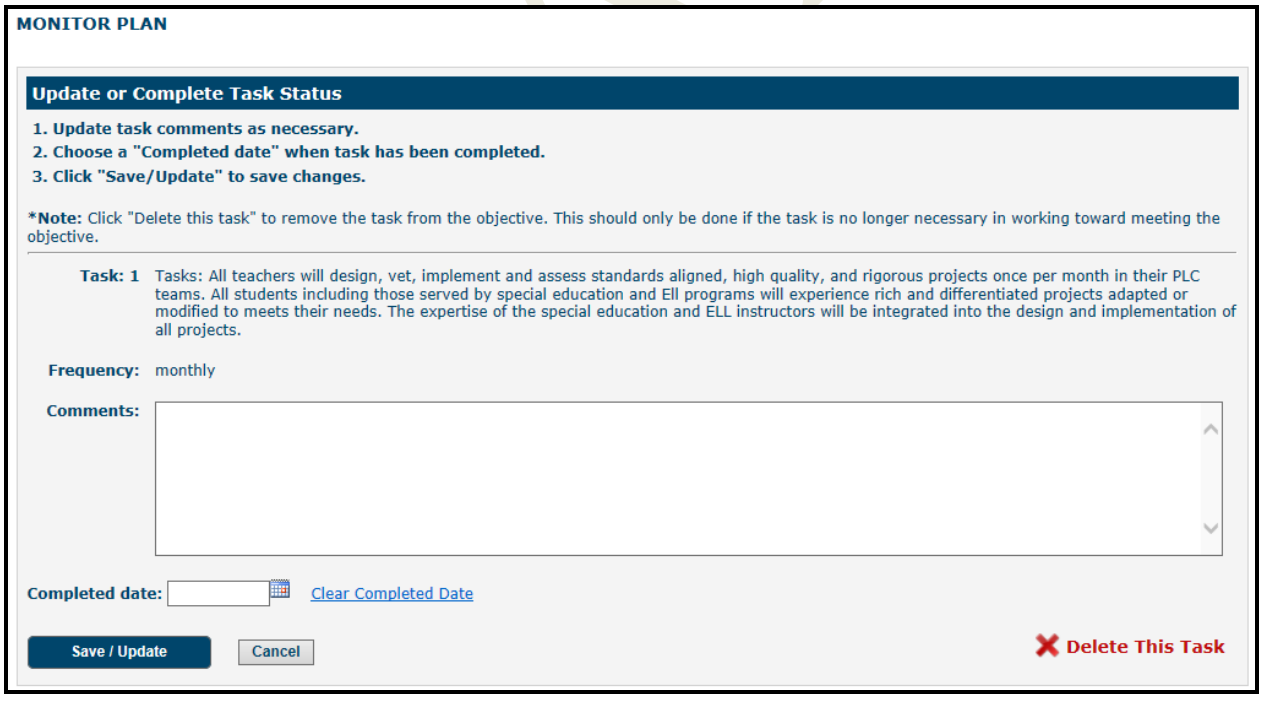
- **Identify Indicators to monitor and follow prompts**



- **Monitor tasks, include evidence of completion in "Comments" box, and revise/update plan as needed**



B. *Continuing Schools:* Steps in Action-Planning Process and Corresponding Indistar® Action

The table below outlines the steps and associated actions in Indistar® for schools with active plans on Indistar®. School teams are encouraged to select the entry point into the action-planning process that aligns with their current action plans on Indistar®. As described in the Introduction, school teams engage in a continuous–rather than linear–improvement process. After creating their initial action plans, teams monitor progress toward full implementation of identified practices. As practices become embedded in the daily rhythm of the school, teams identify new Indicators that become the focus of Indistar's continuous action-planning process: *assess, create, implement,* and *monitor and revise*.

Table 5. *Continuing Schools:* Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar® Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed
2. Collect and Analyze Data	• Download *Data Reflection Protocol* from *Docs and Links* • Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*
4. Use *Current Level of Development Review* to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar® and revise/add tasks if needed
5. Use *Current Level of Development Review* to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

Descriptions and specific Indicator® actions for each step follow.

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1. *Update Information on* Indistar® *Home Page (School Leadership Team Names and School Information)*

Overview: Before continuing with their improvement cycle, the principal will update Leadership Team names and other school information on Indistar®. The Leadership Team ensures all stakeholders are engaged in the continuous improvement process and provides opportunities for all staff to provide input and feedback. The team will facilitate the action-planning process with key stakeholders and guide staff and community as they create and implement the school's Student and School Success Action Plan. The conversations and thinking of the Leadership Team are critical to building the readiness and capacity of staff and all stakeholders to make changes in leadership, instructional, and schoolwide practices that will significantly impact student achievement. Team members should exhibit an attitude of inquiry, willingness to suspend judgment, and commitment to search for options suited to the school's capacities, resources, and vision.

Note. Leaders in small schools may decide that the entire staff should engage in the action-planning process together. This will impact the time required to move through each step, from collecting and analyzing data through creating and monitoring action plans.

The quote from OSPI's *School Improvement Planning Process Guide* (2005) reminds us of the significant role of stakeholders both in creating and implementing action plans:

> Effective, sustainable school improvement requires many stakeholders in the school community to become active, engaged, and empowered. Stakeholders include students, teachers, parents, and families, as well as members of the community. Each stakeholder should be recognized as a valuable contributor to the continuous improvement process. While their roles include a variety of activities and outcomes, the purpose is always the same: to deliver high-quality education to all of our students. (Inside cover)

Engaging "key stakeholders" in the action-planning process will ensure that the process:

- Takes all significant perspectives into account;
- Earns support for successful implementation;
- Provides opportunities to expand the school's "learning community"; and
- Results in "equality of outcome" for all students.

Membership: The Leadership Team should include the following cross-section of staff.

- Teachers who lead instructional teams for content areas/grade levels
- Other key professional staff (e.g., counselors, paraprofessionals)

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- Special Education teachers and English language development teachers
- School principal
- A district-level administrator with decision-making authority.

It is also recommended that the team include several parents/community members representing the diversity of the student body, as well as an administrator/designee from a school in the "feeder pattern." A sample matrix for creating the Leadership Team follows:

Leadership Team	Participant Name(s)
Teachers who lead Instructional Teams (e.g., Content Teams; Grade-Level Teams), special education teachers, and English language development teachers	• • •
Key Professional Staff (e.g., Counselor, Para-professionals)	• •
Parents/community members representing diversity of student body	• •
Principal	•
Administrator/designee from "feeder pattern" school	•
District administrator with decision-making authority	•

<u>Leadership Team responsibilities</u>:

- Ensure the action-planning process engages stakeholders in (a) examining a variety of achievement, demographic, perceptual, and contextual data; (b) assessing school performance based on the Expected Indicators; and (c) facilitating the creation of action plans for selected Indicators (at least one per Student and School Success Principle).
- Serve as a conduit of communication to the faculty and staff; communication strategies include distributing Leadership Team agendas to all staff prior to team meetings and publishing minutes following team meetings.
- Frequently examine school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
- Monitor and update/revise the Student and School Success Action Plan as needed.

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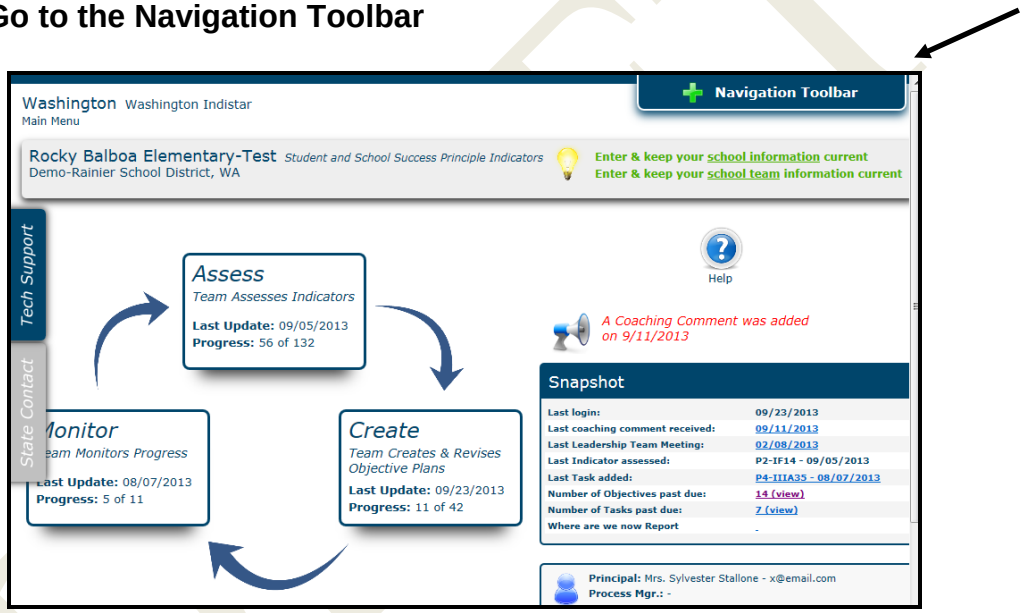
Time Commitment: The Leadership Team will meet regularly (twice a month or more for an hour each meeting) throughout the year, meeting more often as needed to facilitate the action-planning process and to create the Student and School Success Action Plan. The team may also engage the group of key stakeholders at multiple times during the year.

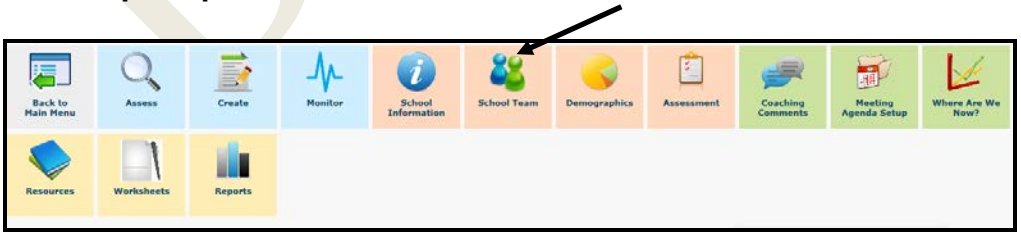
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed

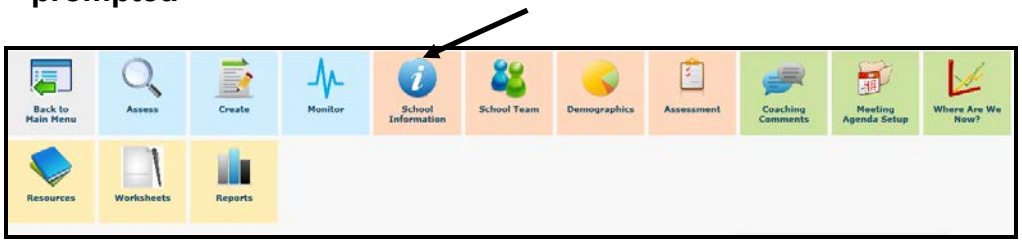
- **Update Leadership Team names to the Indistar® home page**
  - **Go to the Navigation Toolbar**



  - **Select "School Team"; add names and other requested information when prompted**



- **Select “School Information”; update requested information when prompted**



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2. Collect and Analyze Data

Overview: Leadership Teams anchor their action-planning efforts in two complementary questions: "Where are we now?" and "Where do we want to be?" They are tasked with collecting and analyzing information (i.e., *data*) about the school and school community that tell the school's story. These data enable stakeholders to deepen their understanding of *facts about the school*, as compared to *feelings about the school.* Data can assist in articulating the school's strengths; programs and services that have the greatest potential for growth based on current data; and barriers to increasing educator capacity, accelerating student achievement, and closing achievement gaps. Findings and recommendations from their school's Needs Assessment serve as significant sources of data for Leadership Teams to consider in their action-planning process. Teams are also encouraged to collect and analyze data related to their low-performing subgroups and/or opportunity and achievement gap data, as well as data related to the performance of their All students group.

Purposes: Data collected and analyzed by the Leadership Team will inform decision-making throughout the action-planning process, from *Assessing* Indicators to *Creating Action Plans* and *Monitoring* progress. Data from a variety of sources can:

- Create a baseline on educator practice, student achievement, and stakeholders' attitudes and beliefs.
- Increase understanding of the school's demographic profile, including the racial, ethnic, and socio-economic factors that may influence school success.
- Provide an accurate picture of current school practices, programs, and procedures.
- Surface inequitable outcomes and educator practices influencing those outcomes.
- Identify gaps between current status and desired outcomes for student achievement and educator practices required to achieve those outcomes.
- Assist instructional teams and staff to set measurable goals and assess progress toward those goals in the short term and over time.
- Guide actions at the student, educator, classroom, and school level essential to improving outcomes for both students and educators.

Process – Collect Data: Assign Leadership Team members to collect achievement, demographic, perceptual, and contextual data (see *What to Collect Worksheet* in Appendix A).

Process – Analyze Data: The Leadership Team should display achievement and other data types in ways that stimulate conversation among stakeholders and enable them to gain understanding essential for completing the *Data Reflection Protocol*. Leadership Team members should clearly label and display all data, since raw data can cause confusion, be misinterpreted, and/or lead to erroneous conclusions.

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Sufficient time should be provided for participants to analyze various data sources and complete the *Data Reflection Protocol*. Stakeholders may use their individual responses on the *Protocol* to formulate an aggregate team response on the *Data Reflection Protocol.* Teams should consider questions such as the following in their dialogues:

- What is the demographic make-up of the school?
- How are students, including subgroups of students, performing on state assessments and other measures of achievement? Examples include:
    - How did each student identified for special education services perform on state assessments?
    - How do IEP goals and their measures relate to standards and state assessments?
    - What annual growth is expected from students within their IEPs?
- What support and other programs are offered for all students? To English Language Learners? To students with disabilities? To high-achieving students? To students not yet meeting standard?
- Does the master schedule provide an opportunity for all students to access rigorous and grade-level curriculum?
- Are the most skilled teachers teaching students with the highest needs?
- How does the school involve students, parents, and community in decision-making?
- How does the school promote courageous leadership among staff, students, and parents?
- What inequitable practices should be discontinued and what equitable practices does the school utilize to ensure equality of outcome for all students?
- How are students, including subgroups of students, performing on state assessments and other measures of achievement?
    - For example: How did each student identified for special education services perform on state assessments? How do IEP content areas and goals align with state assessment outcomes? How do IEP goals and their measures relate to standards and state assessments? What annual growth is expected from students within their IEPs?
- What support and other programs are offered for all students? To English Language Learners? To students with disabilities? To high-achieving students? To students not yet meeting standard?
- Does the master schedule provide an opportunity for all students to access rigorous and grade-level curriculum?
- Are the most skilled teachers teaching students with the highest needs?
- How does the school involve students, parents, and community in decision-making?
- How does the school promote courageous leadership among staff, students, and parents?
- What equitable practices does the school utilize to ensure equality of outcome for all students?

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The *Data Reflection Protocol*, as well as the Data Carousel activity described in Appendix A, will engage stakeholders as they review the data. *Note*. While the use of the *Data Reflection Protocol* is optional, engaging in a deep reflection around the data is not. School teams using a different protocol are asked to upload that protocol to *Document Upload* on Indistar®.

Additional information to support school teams in the data collection and analysis process is available in OSPI's *School Improvement Planning Process Guide.* The document may be accessed at: http://k12.wa.us/StudentAndSchoolSuccess/SchImprovementPlanGuide.aspx.

Time Allocation: Stakeholders and the Leadership Team will need 2-3 hours to complete this step of the action-planning process.

Alternate Activity
Each member of the Leadership Team may take a cluster of Expected Indicators and form a mini-focus group of stakeholders outside the Leadership Team to discuss and assess the cluster of Indicators. Team members will collect relevant data for their mini-focus group to use in its deliberations. Stakeholders in the mini-focus group will individually complete the *Data Reflection Protocol* and formulate their collective responses. Both the individual and collective responses should focus on the mini-focus group's cluster of Expected Indicators. Leadership Team members will share the results with the entire team for consideration as the team moves forward in the action-planning process.

Indistar® Action Steps: The screenshots from the Indistar® tool that align to each Indistar® actions follow.

Step in Action Planning	Corresponding Indistar® Action
2. Collect and Analyze Data	• Download Data Reflection Protocol from *Docs and Links* • Upload aggregate Data Reflection Protocol and other data to *Document Upload* and/or add to Assessment Section on Indistar® (Optional)

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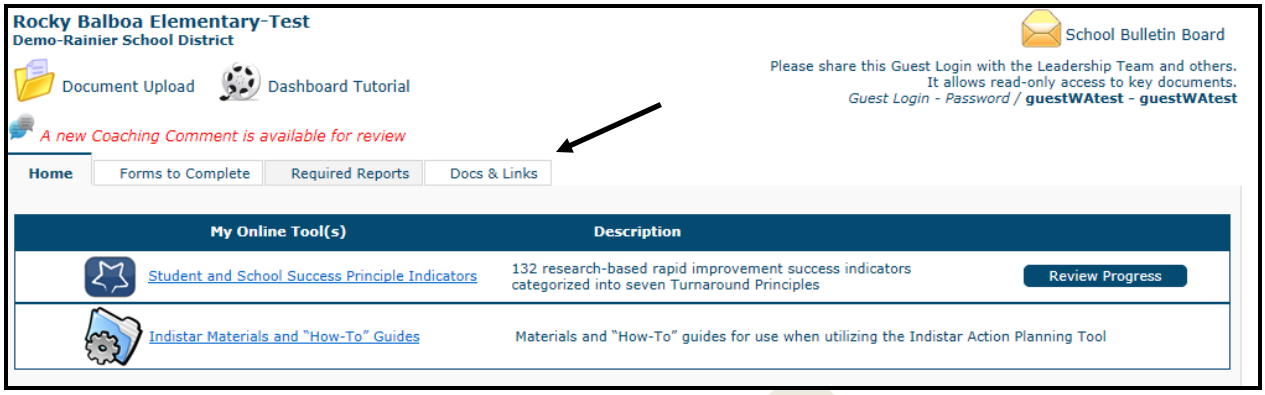
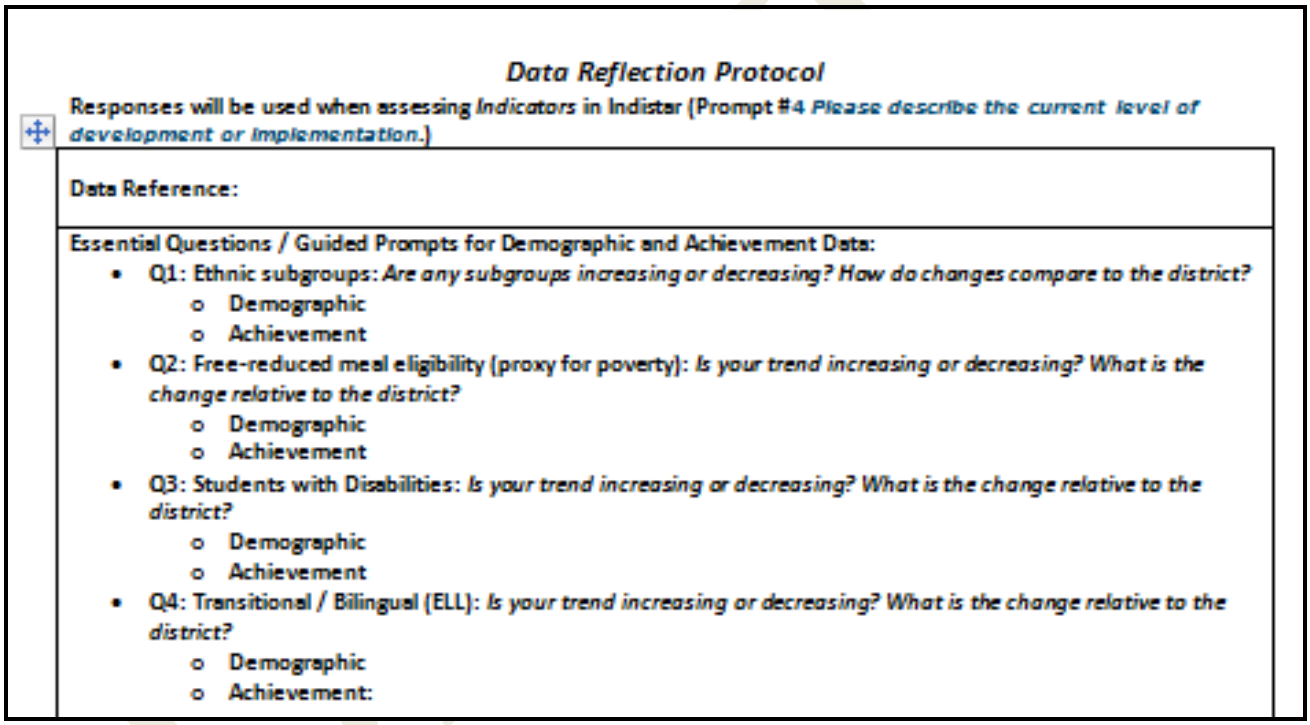
- **Download *Data Reflection Protocol* from *Docs and Links***





Data Reflection Protocol

Responses will be used when assessing *Indicators* in Indistar (Prompt #4 *Please describe the current level of development or implementation.*)

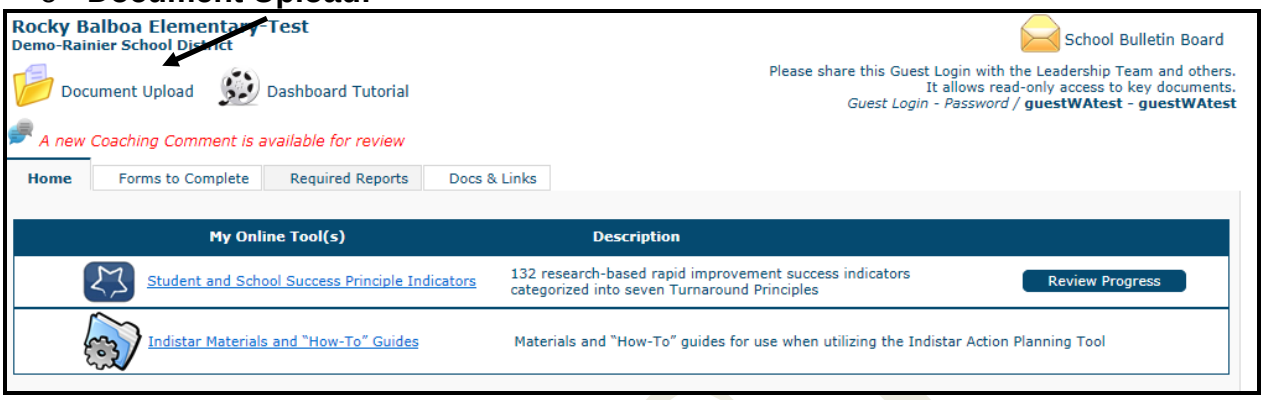
Data Reference:

Essential Questions / Guided Prompts for Demographic and Achievement Data:

- Q1: Ethnic subgroups: *Are any subgroups increasing or decreasing? How do changes compare to the district?*
  - Demographic
  - Achievement
- Q2: Free-reduced meal eligibility (proxy for poverty): *Is your trend increasing or decreasing? What is the change relative to the district?*
  - Demographic
  - Achievement
- Q3: Students with Disabilities: *Is your trend increasing or decreasing? What is the change relative to the district?*
  - Demographic
  - Achievement
- Q4: Transitional / Bilingual (ELL): *Is your trend increasing or decreasing? What is the change relative to the district?*
  - Demographic
  - Achievement:

- **Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on the Navigation Bar on Indistar® *(Optional)***

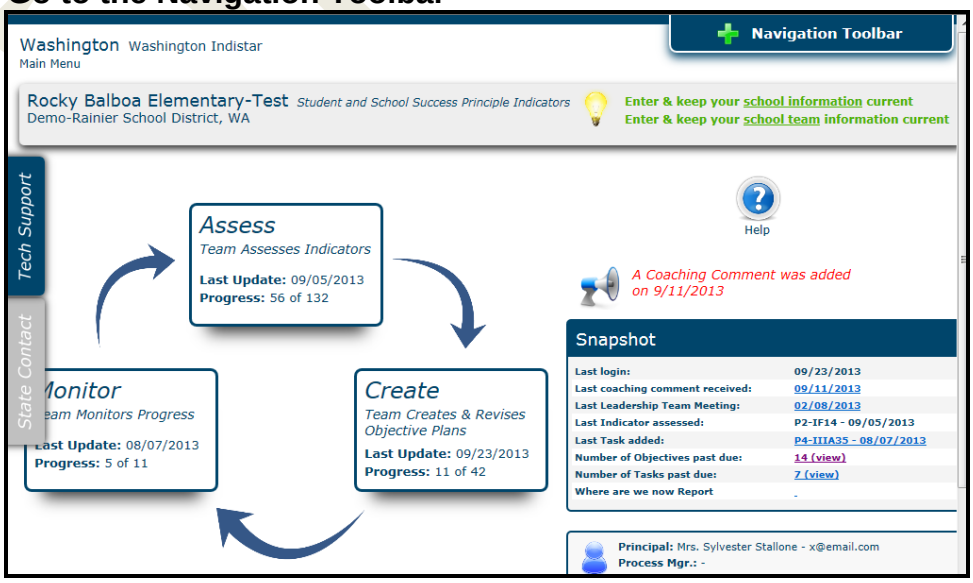
  - **Document Upload:**



  - **Assessment Section on the Navigation Bar:**

- **Update Leadership Team names and School Information on Indistar® home page *(Optional).*** Leaders are encouraged to include Special Education and English Language Development teachers on their school's Leadership Team.

  - **Go to the Navigation Toolbar**



- **Select “School Team”; update names and other requested information when prompted**

- **Select “School Information”; update requested information when prompted**

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3. Complete Current Level of Development Review and Collate Results

Overview: The next step in the action-planning process requires Leadership Teams to determine the school's progress (i.e., *No Development or Implementation, Limited Development or Implementation,* or *Full Implementation*) for Expected Indicators. The team will review only those Expected Indicators that have not been assessed as fully implemented on Indistar®. Findings from the *Review* will support the team to assess new Indicators and to monitor active Indicators in their current plan. Leadership teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gaps, as well as data related to their All students group, when determining the school's level of development on each Indicator.

Process: Team members individually complete the *Current Level of Development Review* (Appendix A), using their aggregate responses on the *Data Reflection Protocol* to inform their responses. They also use research-based descriptors in Column 2 (referred to as "Wise Ways" on Indistar), as well as other research-based practices, when considering the school's level of implementation for each Expected Indicator. Wise Ways describe observable practices and behaviors essential for full implementation of the Indicator. Wise Ways also provide a filter or lens through which team members can view the school's current level of development of the Indicator. *Note.* The lists of practices in Column 3 of the *Current Level of Development Review* are not intended to serve as a "menu" that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2, as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Instead, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Next, team members then summarize reasons for their assessment, citing evidence from the *Data Reflection Protocol,* Wise Ways descriptors, and other research-based practices aligned with the Indicator. The levels of development roughly align with Implementation Science (Fixsen, et al.).

- **No Development or Implementation:** The school team is assessing its needs, exploring new practices, determining the fit of the new practice to meet its needs, and/or ensuring that core components of the practice are identified and fully operationalized. Fixsen et al. refer to this as the *Exploration* stage.
- **Limited Development or Implementation**: Fixsen et al. describe this as the *Installation* or *Initial Implementation* stage. In the Installation Stage, the school team is acquiring resources, making essential structural and systemwide changes, and preparing staff. During Initial Implementation, the school team is developing strategies to promote continuous improvement and rapid problem solving; the team is also

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using data to (a) assess initial implementation and (b) identify barriers and solutions in order to quickly address problems that emerge.

- **Full Implementation**: The new learning is skillfully implemented by educators and becomes integrated into practice at all levels (classroom, school, and as applicable, district). Processes and procedures to support the practice are in place, and the system has largely been recalibrated to accommodate and fully support the practice. The practice/behavior becomes an integral part of "how we do things here." Fixsen et al. also refer to this as *Full Implementation*.

The team will next determine a collective assessment of the school's progress on each Expected Indicator (i.e., *No Development or Implementation; Limited Development or Implementation,* or *Full Implementation*). This assessment will support the team in completing subsequent steps in the action-planning process. Items where *Current Level of Development Review* scores differ widely may indicate areas in need of focused attention of some kind. If scores are widely divergent in most categories, then the Leadership Team will need to focus attention and effort to reach agreement on a consensus score for the school.

The Leadership Team is encouraged to approach this step in the process remembering that the goal is not to proclaim right and wrong. Rather, it is to develop new critical perspectives on school and educator practices. Maintaining this perspective will enable significant learning to emerge for everyone involved. We can only change our practices when we make them visible, and this step in the action-planning process is designed to do just that.

Time Allocation: The Leadership Team will need approximately 30 minutes to individually complete the *Review*. Additional time may be needed to review their *Data Reflection Protocols*.

Note. Teams may also want to review the Wise Ways documents on Indistar®. Directions for accessing those documents are included below.

Indistar® Action Step: The screenshots from the Indistar® tool that align to Indistar® action follows.

Step in Action Planning	Corresponding Indistar® Action
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*

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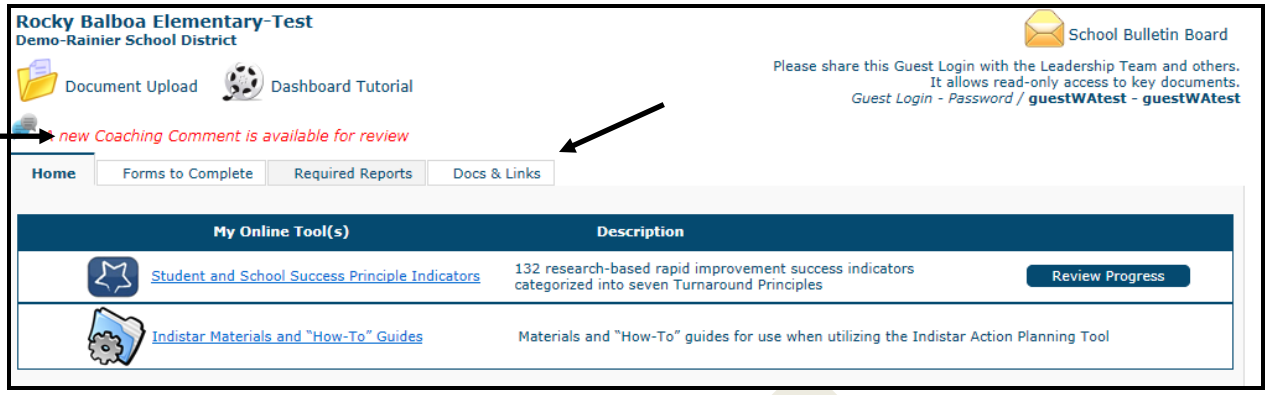
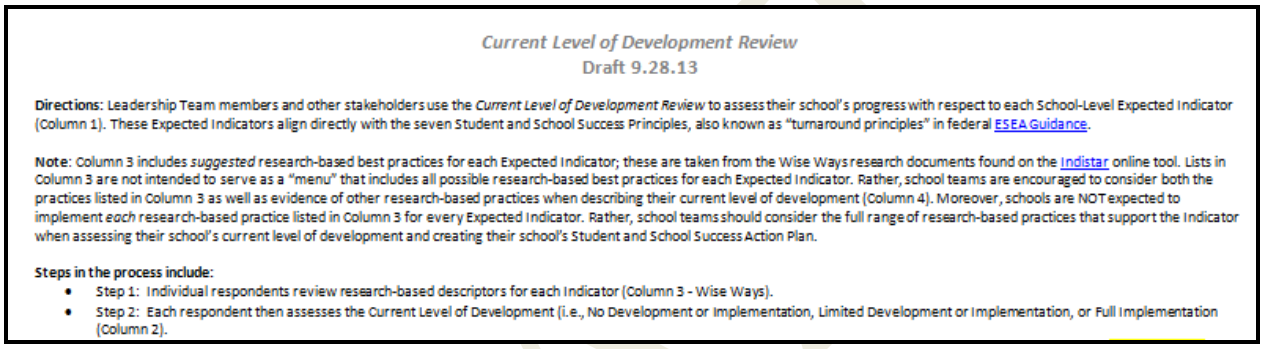
- **Download *Current Level of Development Review* from *Docs and Links***





Current Level of Development Review
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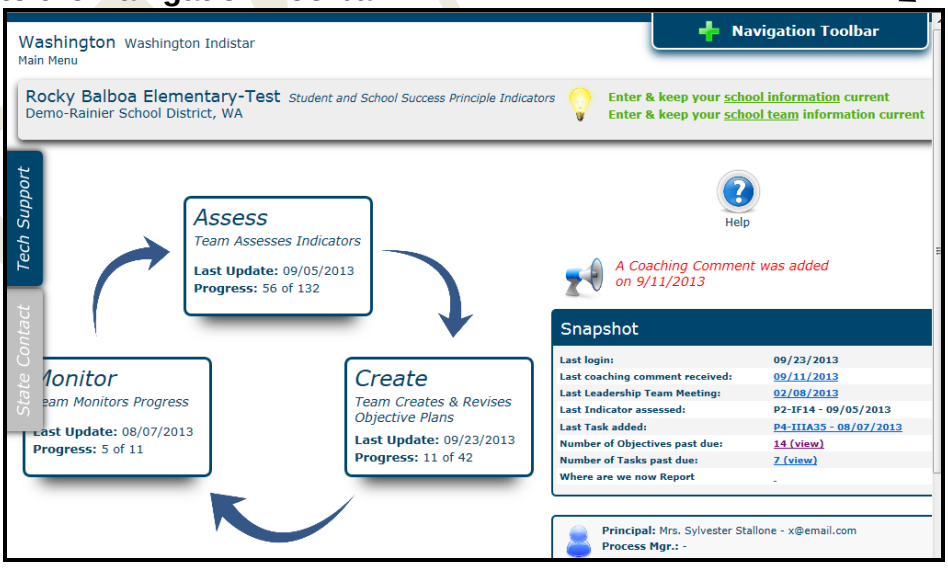
Directions: Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school's progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as "turnaround principles" in federal ESEA Guidance.

Note: Column 3 includes *suggested* research-based best practices for each Expected Indicator; these are taken from the Wise Ways research documents found on the Indistar online tool. Lists in Column 3 are not intended to serve as a "menu" that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 3 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 3 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Steps in the process include:

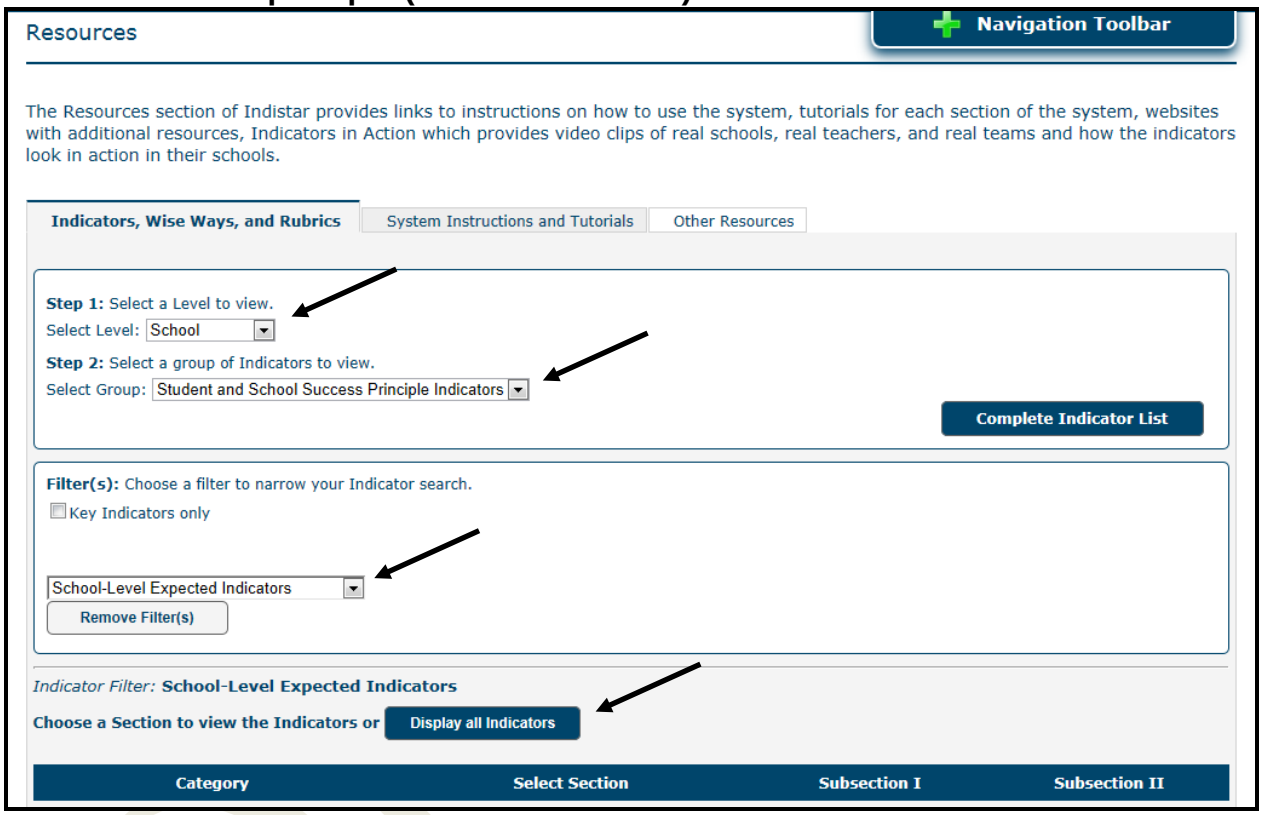
- Step 1: Individual respondents review research-based descriptors for each Indicator (Column 3 - Wise Ways).
- Step 2: Each respondent then assesses the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 2).

- **Review Wise Ways for each Expected Indicator on** Indistar® ***(Optional)***
  - **Go to the Navigation Toolbar**

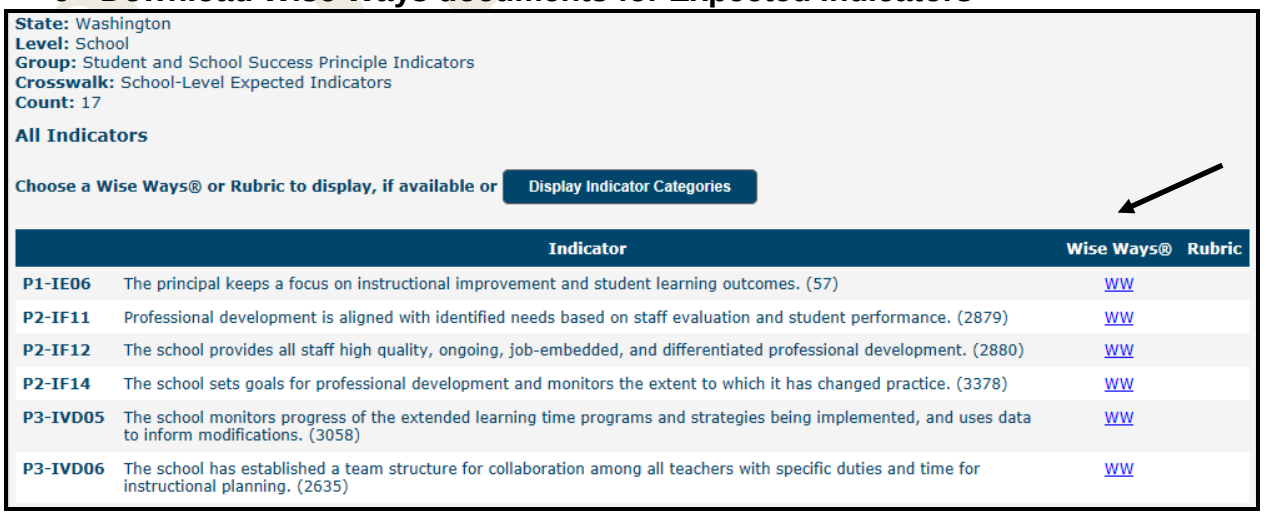


- **Select Resources**

- **Follow the prompts (see arrows below)**



- **Download Wise Ways documents for Expected Indicators**



4. Use Current Level of Development Review to Monitor Active Indicators and Revise Plans

Overview; Continuing schools will have active Indicators in their Student and School Success Action Plan. Before creating new plans for Expected Indicators (next steps in the action-planning process), Leadership Teams should first monitor progress of specific tasks on their active Indicators.

Process: Leadership Teams use the aggregate *Current Level of Development Review* to monitor existing Expected Indicators with active plans. They may also take this opportunity to monitor other Indicators with active plans. The *Monitor* stage enables teams to update progress on individual tasks and make revisions as needed. Findings from the *Current Level of Development Review* and other data support teams in their deliberations. The process enables the team to determine the following for each active Indicator.

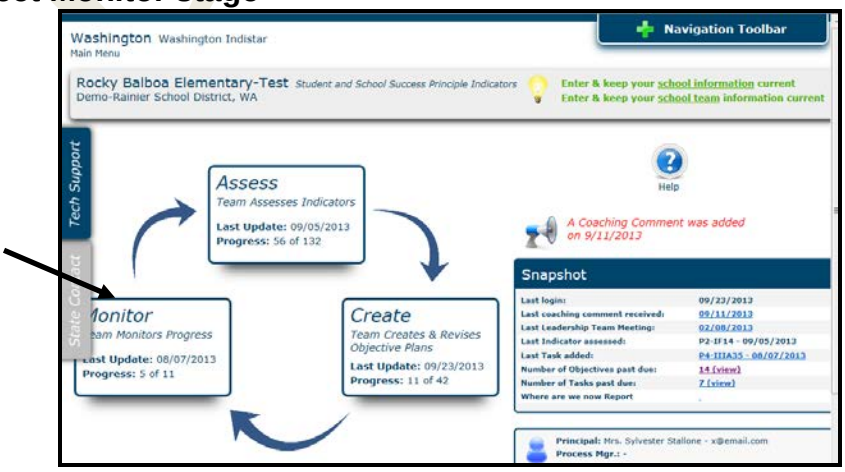
- Individual tasks are progressing as designed, and no additional tasks are needed at this time; OR
- Additional tasks are required for full implementation of the Indicator and/or some tasks need to be modified; OR
- All tasks have been completed, and the Indicator is fully implemented.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school's Student and School Success Action Plan.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
4. Use *Current Level of Development Review* to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar®

- **Monitor active Indicators on Indistar®**
  - **Select Monitor stage**



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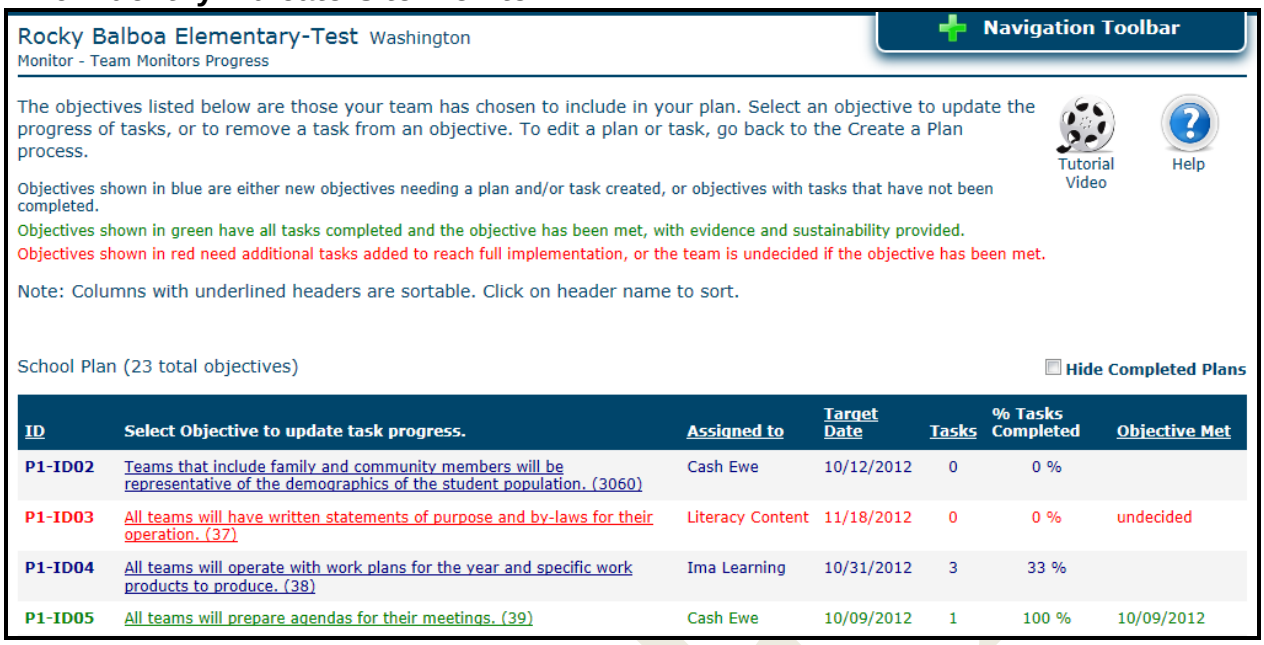
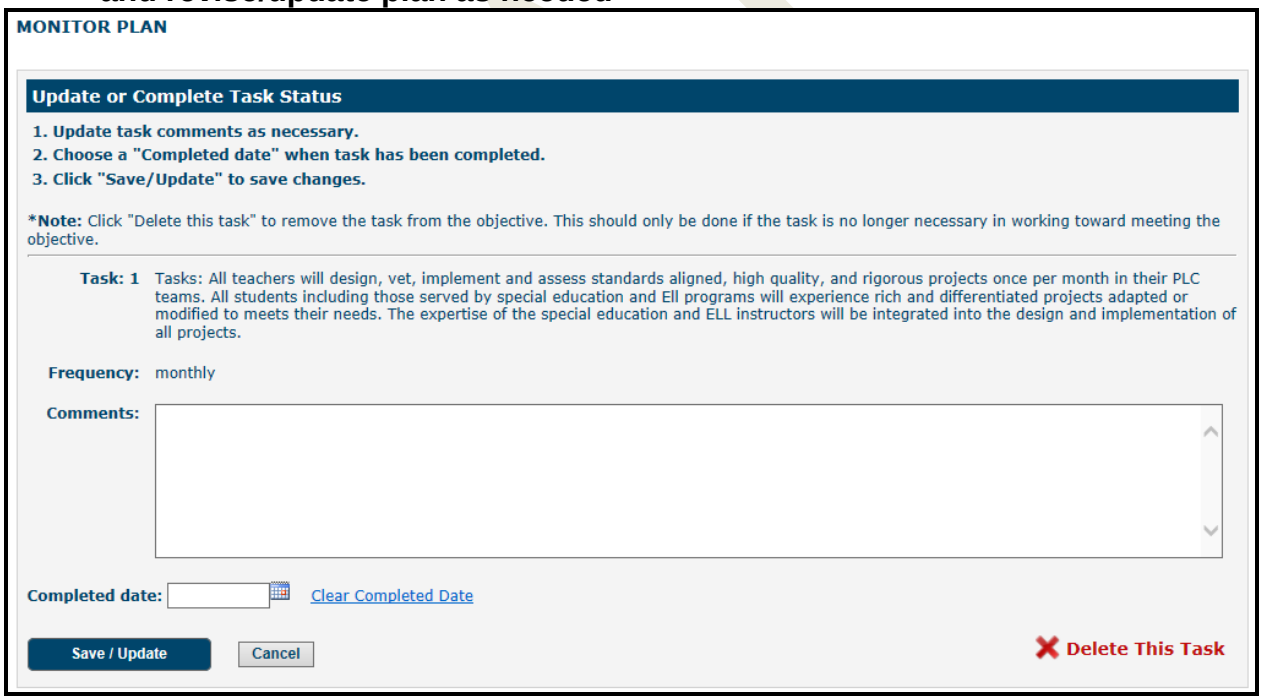
- **Identify Indicators to monitor**



- **Monitor tasks, include evidence of completion in "Comments" box, and revise/update plan as needed**



5. Assess Expected Indicators on Indistar®

Overview: To update their Student and School Success Action Plan on Indistar®, Leadership Teams must assess the current level of development (i.e., *No Development or Implementation, Limited Development or Implementation,* and *Full Implementation*) of Expected Indicators aligned with the Student and School Success Principles. Teams use a variety of data, including the results from the *Current Level of Development Review*, when assessing and describing their school's current level of development on Indistar®. This step in the improvement cycle enables teams to clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning. *Note*. Teams are not required to re-assess previously assessed Indicators.
Process: In an earlier step of the action-planning process, stakeholders and the Leadership Team discussed findings, compared individual *Current Level of Development Review* scores for the school, and developed a consensus around the level of development for each Expected Indicator. Teams will enter their collective agreements around the current level of development in the *Assess* stage of the process on Indistar®, responding to each prompt as it appears (see below). Leadership Teams are encouraged to examine data related to their low-performing subgroups and/or opportunity and achievement gap data when assessing Indicators. This step in the improvement cycle enables teams to clarify gaps between current status and desired outcomes for student achievement and educator practices and to prioritize next steps that will have the greatest impact on student learning.

Leadership Teams can review either Wise Ways in Indistar® or Column 2 on the *Current Level of Development Review* document to **evaluate** the extent that their narratives fully describe their school's current level of development for each Indicator. Both sources enable teams to consider a number of research-based strategies when writing their narratives—strategies they may have neglected to include, but are nonetheless present to some degree.

Time Allocation: The Leadership Team will need 1-2 hours to complete this step.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
5. Use *Current Level of Development Review* to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®

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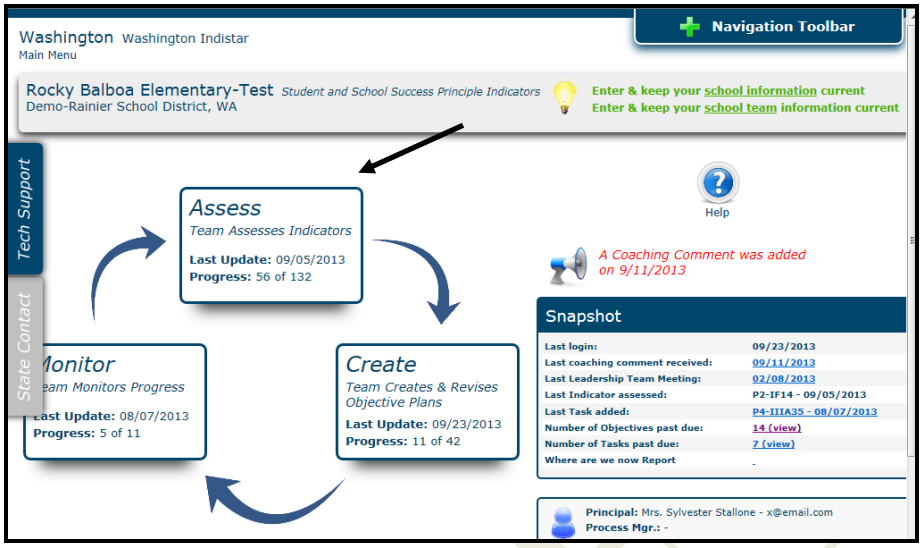
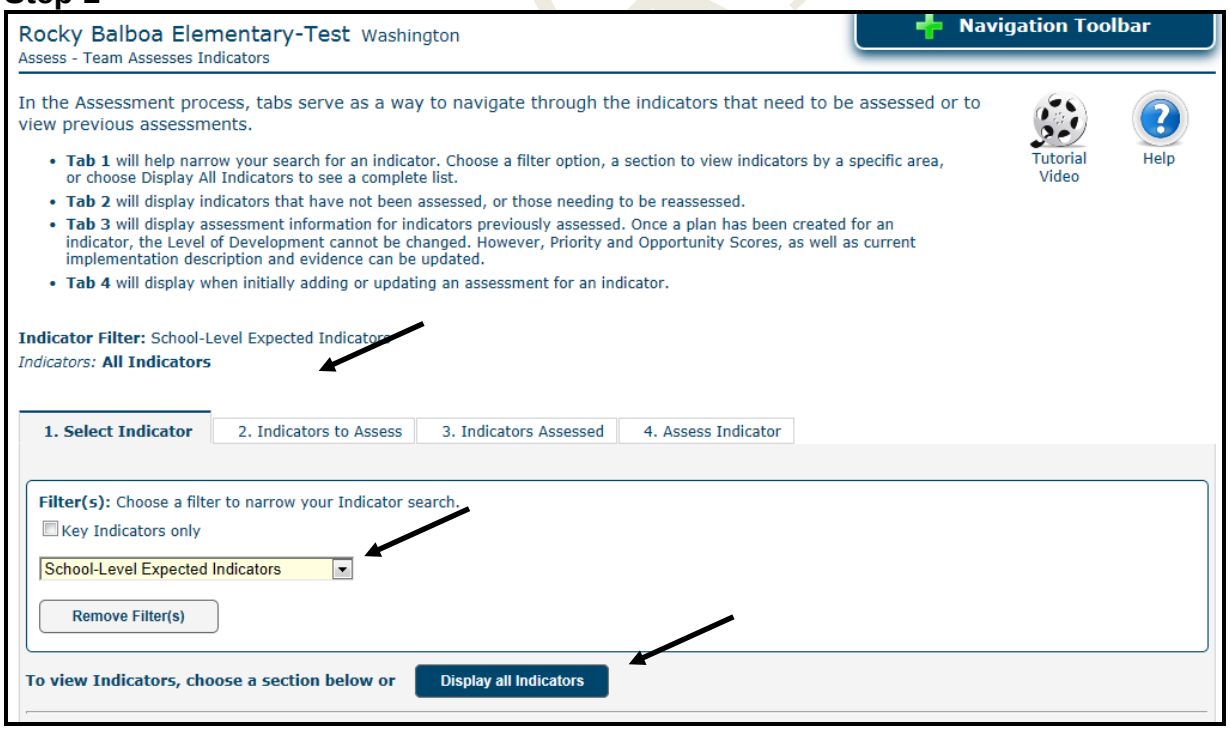
- **Use collective results from *Current Level of Development Review* and other data to assess Indicators for each Student and School Success Principle on Indistar®**

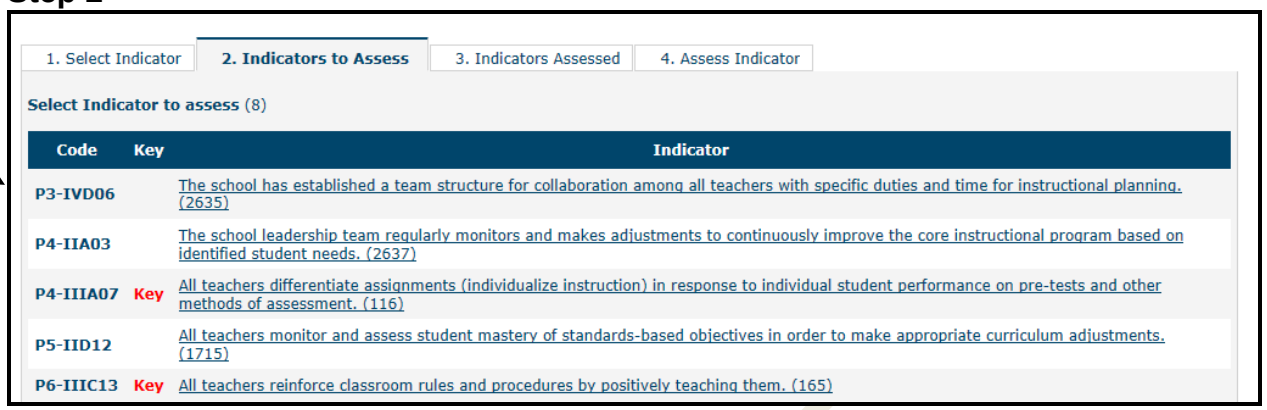


- **Select Expected Indicators to Assess (follow arrows in diagram), choose Level of Development or implementation, and follow prompts**

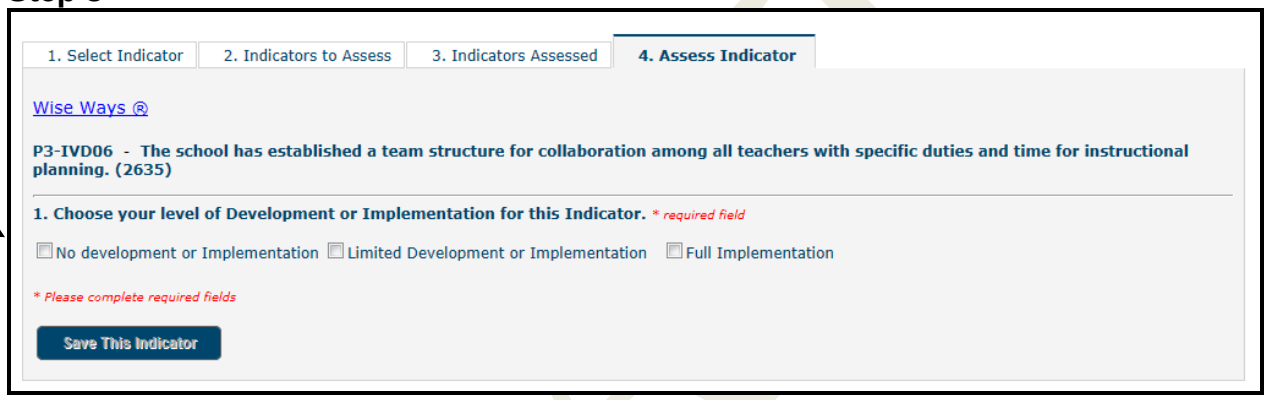
Step 1



Step 2



Step 3



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6. Identify Active Expected Indicator for Each Principle

Overview; This step in the action-planning process on Indistar® requires Leadership Teams to identify specific Indicators around which they will create their Student and School Success Action Plan. Priority and Focus Schools are required to have at least one "active" Expected Indicator for each Student and School Success Principle at all times. Leaders in the Office of Student and School Success recommend *all* schools follow that same practice. This ensures the school continues to build educator capacity around those principles described in research as significant in boosting student learning outcomes. *Note*. By definition, "active Indicators" have S.M.A.R.T. Goals with tasks, timelines, and team members managing the objective and monitoring progress.

Leadership teams using Indistar® to integrate their Student and School Success Action Plan and Title I Schoolwide Plan may want to identify active Indicators that satisfy requirements for both plans. They should review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before identifying active Expected Indicators to implement in their Student and School Success Action Plan. *Note*. Priority and Focus schools are required to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®.

Process: After reaching consensus for the level of implementation for each Expected Indicator, Leadership Teams will identify the "active" Expected Indicator for each Student and School Success Principle. Teams should consider both "Priority" and "Opportunity" when selecting their active Indicators. For instance, Indicators identified as both "highest priority" and "relatively easy to address" may be among the first Expected Indicators selected. Teams integrating their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar® should also review the required Indicators for Components 4, 6, 7, 8, and 9 (Section IV) before selecting their active Indicators. *Note*. Schools that have fully implemented all Expected Indicators for a specific Student and School Success Principle will select their active Indicator for that principle from the full list of Indicators on Indistar®.

Time Allocation: The Leadership Team will need 30 minutes to complete this step.

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7. *Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator*

Overview; Leadership Teams engage key teacher-leaders, staff teams, and others in the school community in creating the tasks, timelines, etc. for active Indicators. For example, the Leadership Team may ask the school's Professional Development Committee to shepherd the process of creating, implementing, and monitoring Expected Indicators that focus on the school's professional development system (Principle 2). The team might ask a different group of teachers–those with expertise in data analysis–to participate in creating the plans for Expected Indicators that focus on use of data (Principle 5). The success of the school in fully implementing any Indicator rests on the engagement of teachers, leaders, and others across the school community in creating and implementing action plans, as well as monitoring progress toward completion of identified tasks.

Laba (2011) describes the significance of this step in the change process when she asserts, "Creating a plan that includes measurable, observable outcomes clear enough for those responsible for implementing the change to see for themselves how their work is likely to result in positive gains is an essential task for the school improvement team" (p. 35).

Process: A member of the Leadership Team or teacher-leader facilitates the process of creating the action plan with S.M.A.R.T. Goals. Leadership Teams should examine specific educator practices that may be contributing to low subgroup performance and/or opportunity and achievement gaps.

Teams are encouraged to use the *S.M.A.R.T. Goal Rubric* (Appendix A) as a lens through which to **evaluate** their goals. The *Rubric* is also located in *Docs and Links* on Indistar®. The *Rubric* offers five questions for teams to consider as they develop their S.M.A.R.T. Goal:

- What are the expected outcomes of implementing this objective for students/identified subgroups?
- What are the expected outcomes of implementing this objective for educator practice?
- What professional development or technical assistance (PD/TA) is provided to support effective implementation of this objective?
- What resources are allocated to support effective implementation of this objective?
- What evidence will be utilized to determine the effectiveness of implementing the objective in achieving the desired outcomes?

Time Allocation: Teams typically need 1-2 hours to create an Action Plan with S.M.A.R.T. goals, tasks, and timelines for each Indicator on Indistar®.

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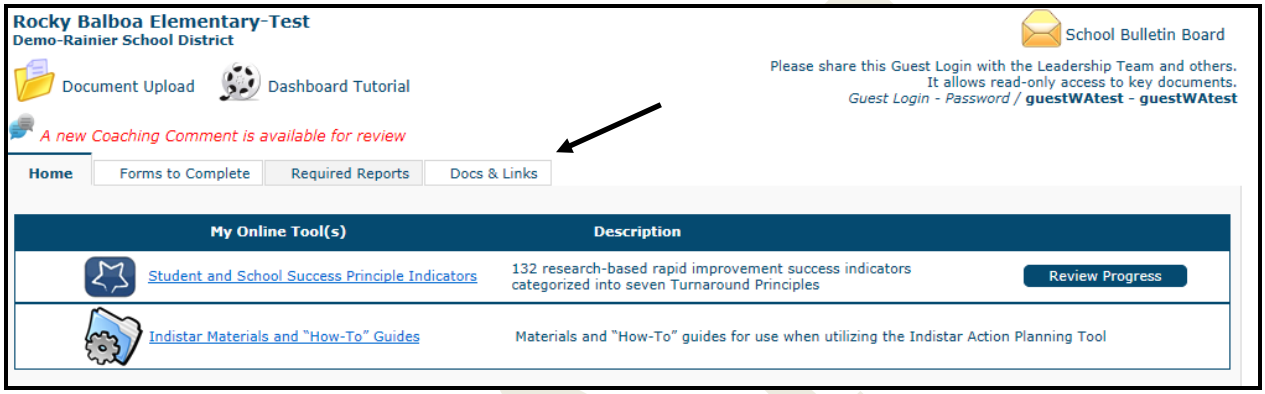
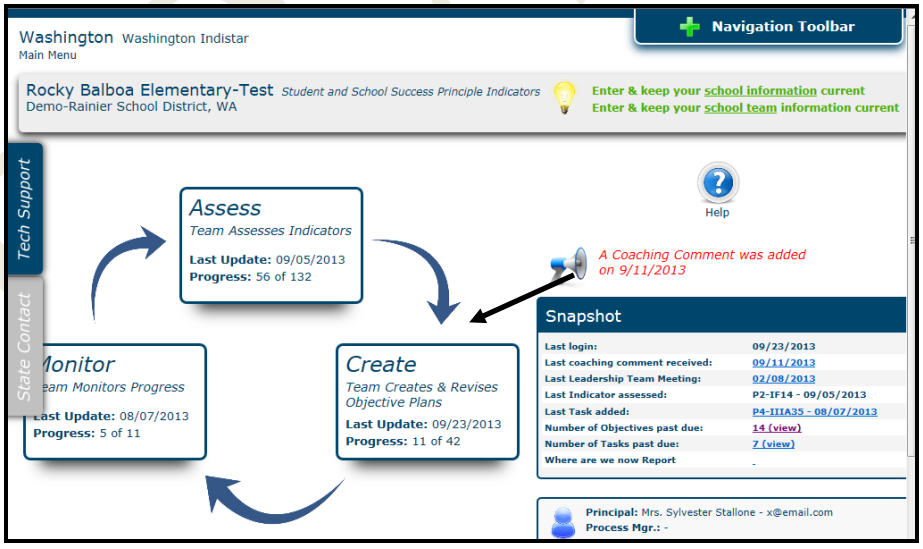
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®

- **Download *S.M.A.R.T. Goal Rubric* from *Docs and Links***



- **Create Student and School Success Action Plan on Indistar® – follow prompts**



8. Implement Action Plan and Monitor Implementation and Impact

Overview: As described in the previous section, the creation of a plan that includes specific actions and tasks and clear, measurable outcomes related to both implementation and impact of these actions sets the stage for the Leadership Team and others to move forward to the implementation phase of the change process. Additionally, as teams and staff engage in the strategies described in the plan, they will use a variety of tools to monitor progress and determine additional steps needed to advance the school's efforts in effectively implementing the desired change.

Process: Specific tasks are typically assigned to individual teams and/or staff when the plan is created. The impact of their efforts will be maximized when teams (a) gain buy-in from the school community, (b) secure professional development and other resources to ensure staff are equipped with the skills and knowledge required to effectively implement S.M.A.R.T. Goals and tasks, and (c) regularly communicate with stakeholders about plan activities and their anticipated impact (Laba, p. 10). The Leadership Team can support individual teams in the implementation phase by facilitating professional development and technical assistance, garnering additional resources, and serving as conduit for communication with the school community.

This step of the improvement cycle also includes monitoring and revising action plans. As teams engage in strategies described in the plan, they will monitor their progress in Indistar®. Progress monitoring represents a significant milestone for teams in the change process. It allows both those delegated responsibility for the tasks and others in the school community to understand where the school is in the implementation process, as well as the impact of collective efforts in changing educator practice and boosting student achievement. Progress monitoring also engages teams in determining additional tasks needed to ensure the practice described in the Indicator is fully developed and systems are in place to sustain the practice over time.

Teams use Indistar® to track changes in educator practice and student achievement as they assess the impact of their efforts. The process enables the team to determine the following for each active Indicator.

- Individual tasks are progressing as designed, and no additional tasks are needed at this time; OR
- Additional tasks are required for full implementation of the Indicator and/or some tasks need to be modified; OR
- All tasks have been completed, and the Indicator is fully implemented.

Leadership Teams use a variety of strategies to **evaluate** both implementation and impact of their action plans. They gather a variety of formative feedback from their peers as they build their capacity to effectively implement new practices (e.g., peer observations, learning walks, and perceptual surveys indicating agreement around use of the new strategy, its impact on students, availability of resources, what is working well, and additional support to implement the strategy

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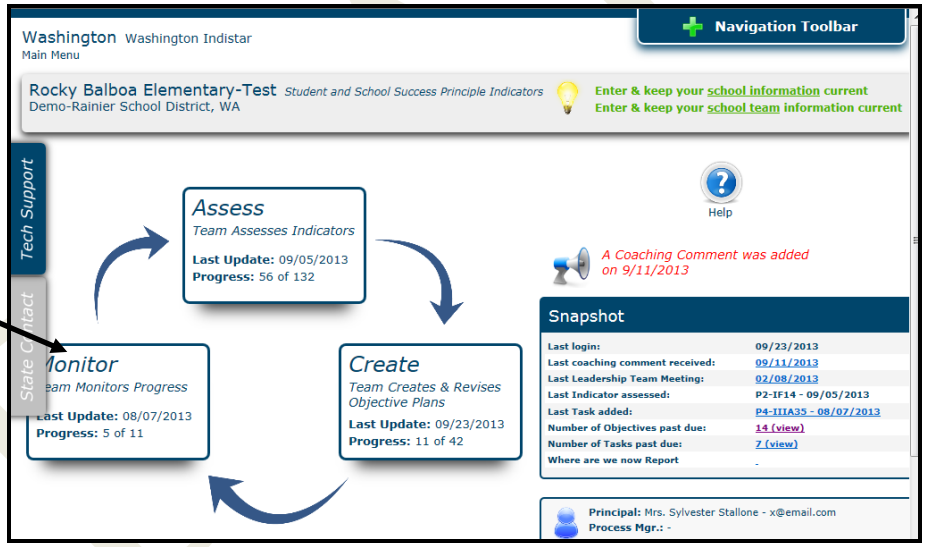
with fidelity). Teams use these data, as well as a variety of student achievement data, to *monitor* progress and update individual tasks to address needed changes in either the strategies identified in the action plan or implementation processes.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school's Student and School Success Action Plan.

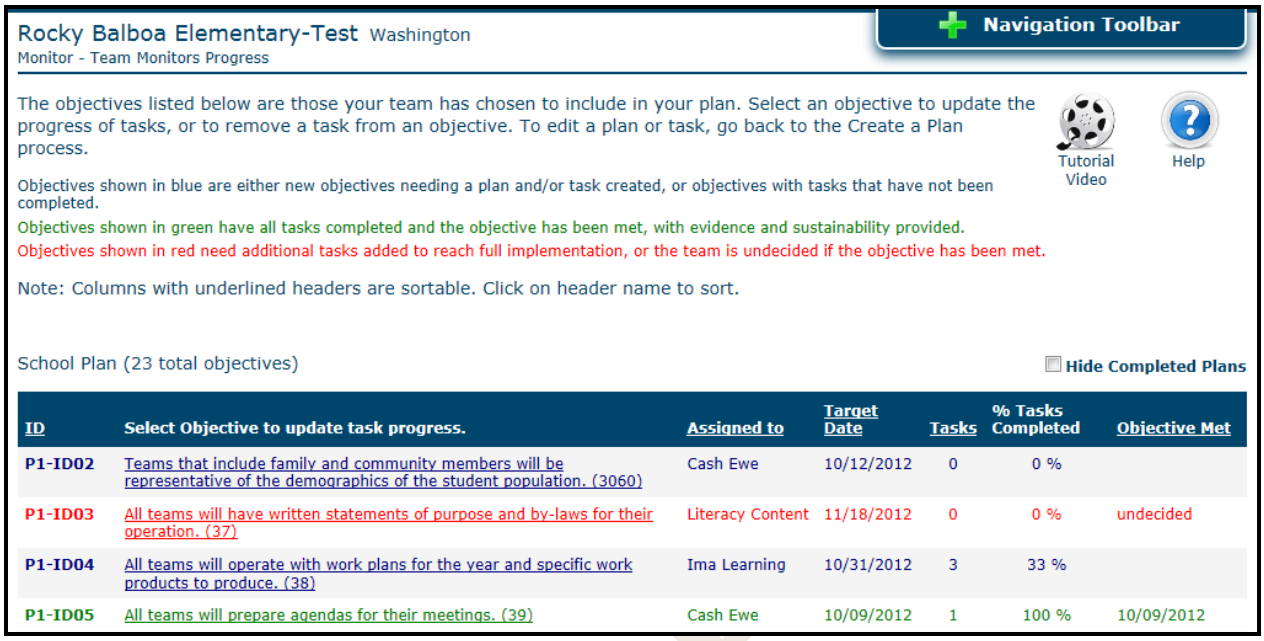
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step in Action Planning	Corresponding Indistar® Action
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

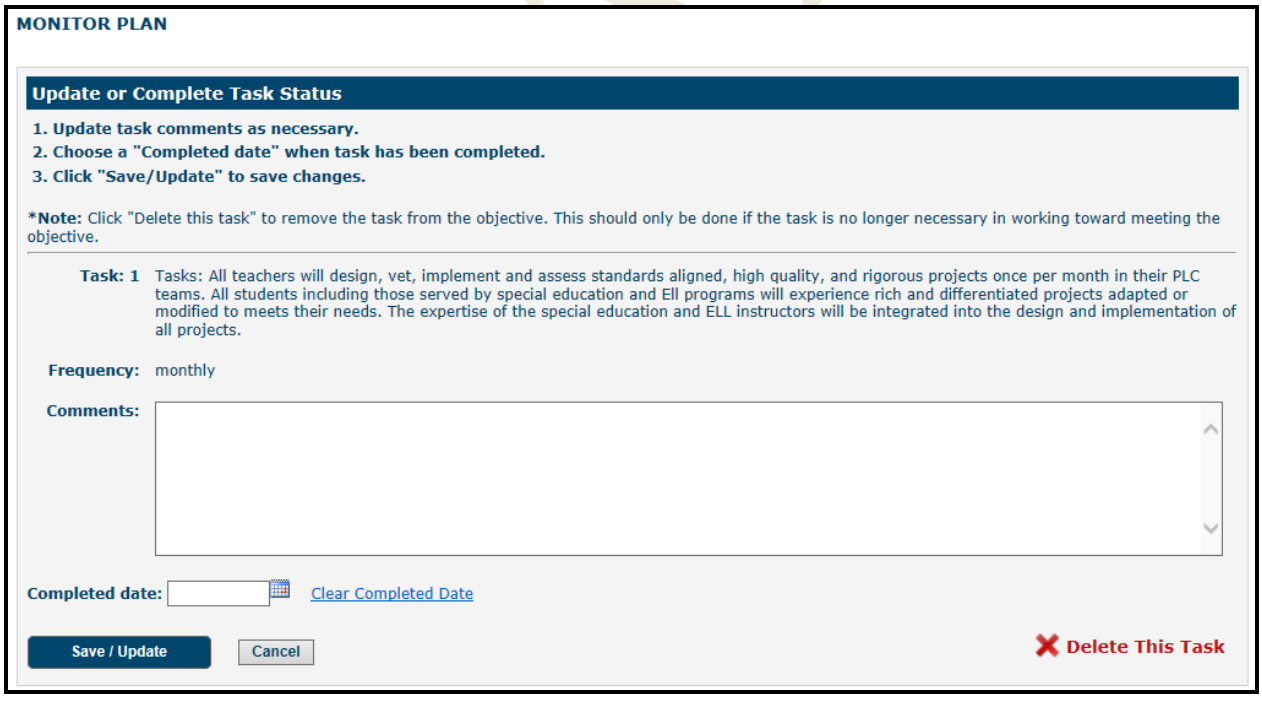
- Monitor active Indicators on Indistar® and revise/add tasks if needed
  - **Select Monitor stage**



- **Identify Indicators to monitor and follow prompts**



- **Monitor tasks, include evidence of completion in "Comments" box, and revise/update plan as needed**



IV. Integrating Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®

This section includes:

- Summary of Title I Schoolwide Plan requirements, and
- Description of process for using Indistar® to address the 10 required components of Title I Schoolwide Plans.

The detailed instructions in this section will guide Leadership Teams in Priority and Focus schools to effectively integrate their Student and School Success Action Plan and Title I Schoolwide Plan. Additionally, any school choosing to use Indistar® as it creates and implements its Title I Schoolwide Plan may use the process described below. Note. Priority and Focus schools are *required* to integrate their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar®.

Leadership Teams will find the process for creating and implementing Schoolwide Plans is similar to the action-planning process for Student and School Success Action Plans. Both are (a) continuous, (b) anchored in current research and data, (c) informed by and engage stakeholders, (d) frequently monitored to determine both implementation and impact of selected strategies, and (e) revised as needed to increase the effectiveness of the reform strategies identified in the plan.

Summary of Title I Schoolwide Plan Requirements

A Title I, Part A Schoolwide Program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I, Part A school. The primary goal of the schoolwide program model is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. A Title I Schoolwide Program Plan includes ten (10) required components. (*ESEA Sec.1114(b)(1)(A-J)) (34 CFR 200.25)*

The required components are addressed through three (3) core elements of a schoolwide program:

- **Core Element 1 – Comprehensive Needs Assessment:** A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas of student achievement.
    - Component 1: Comprehensive Needs Assessment
- **Core Element 2 – Comprehensive Plan:** The school must develop a comprehensive plan that includes reform strategies that describe how it will achieve the goals that have been identified from the results of a needs assessment.
    - Component 2: Schoolwide Reform Strategies
    - Component 3: Instruction by Highly Qualified Staff
    - Component 4: Professional Development

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    - Component 5: Attract and Retain High-Quality, Highly Qualified Teachers
    - Component 6: Strategies to Increase Parent/Family Involvement
    - Component 7: Transition Plans for Preschools and Between Grade Levels
    - Component 8: Teachers Included in Assessment Decisions
    - Component 9: Provide Assistance to Students Experiencing Difficulty
    - Component 10: Coordination and Integration of Federal, State and Local Services
- **Core Element 3 – Annual Evaluation:** The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students', goals and objectives were achieved. *(Non-Regulatory Guidance Designing Schoolwide Programs, March 2006, Core Elements of a Schoolwide Program, pages 5-6) (34 CFR 200.26)*

Description of Process for Using Indistar® to Address the 10 Required Components of Title I Schoolwide Plans

Table X outlines the steps and associated Indistar® actions for teams integrating their Student and School Success Plan and Title I Schoolwide Plan in Indistar®.

- Steps 1, 2, and 3 describe how teams will begin the process of integrating their two plans.
- Step 4 details the process Leadership Teams will use to upload evidence for components of the Title I Schoolwide Plan that do not have corresponding Indicators in Indistar®(i.e., Components 1, 2, 3, 5, and 10).
- Steps 5 through 8 and 10 explain how teams will address components with corresponding Indistar® Indicators (i.e., Components 4, 6, 7, 8, and 9).
- Step 9 describes the process for Leadership Teams to submit their Title I Schoolwide Plan in Indistar® for review by OSPI's Title I Division.

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Table X. Steps to Integrate Student and School Success Action Plan and Schoolwide Plan and Corresponding Indistar® Action

Step	Corresponding Indistar® Action
11. Locate Title I Component folders for collecting evidence in Indistar® (See Appendix B.2)	Open *Document Upload* tab
12. Open and review webform "*Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"* (See Appendix B.1)	• Open *Forms to Complete* tab • Click on *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* to open the webform
13. Upload current Title I Schoolwide Plan in Indistar® (See Appendix B.2)	• Open *Document Upload* tab • Upload current plan to folder titled *Title I Schoolwide Plan Documents Misc.*
14. Collect required evidence for Components 1, 2, 3, 5, and 10 (See Appendix B.2)	• Open *Document Upload* tab • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Check applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Save changes to checklist before closing webform
15. Identify specific Indistar® Indicators that align with the school's schoolwide strategies for Components 4, 6, 7, 8, and 9 (See Appendix B.2)	• Open *Document Upload* tab • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Check the applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Save changes to checklist before closing webform
16. Monitor Indicators in current Student and School Success Plan and revise plans (If applicable)	• Monitor active Indicators in Indistar that align with the Title I Schoolwide Indicators for Components 4, 6, 7, 8 and 9. • Review S.M.A.R.T. Goals, Tasks, and Timelines to ensure alignment with Title I Schoolwide Plan requirements • Create and/or revise tasks and timelines as needed to ensure alignment with Title I Schoolwide Plan requirements
17. Assess Indicators from Step 4 that are not included in the school's Student and School Success Action Plan	Assess newly identified Indicators in Indistar®
18. Create Action Plans with S.M.A.R.T. Goals for each Indicator identified in Step 4	Create Action Plans in Indistar® for newly identified Indicators
19. Complete *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* (See Appendix B.1)	Click "Save and Send for Review" to submit webform to OSPI's Title I Division
20. Implement Student and School Success Action Plan/Title I Schoolwide Plan and monitor implementation and impact	• Monitor active Indicators in Indistar® and revise/add tasks if needed • Upload annual evaluation (Core Element 3 for Title I Schoolwide Programs) in Indistar®

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1. Locate Title I Component Folders for Collecting Evidence in Indistar®

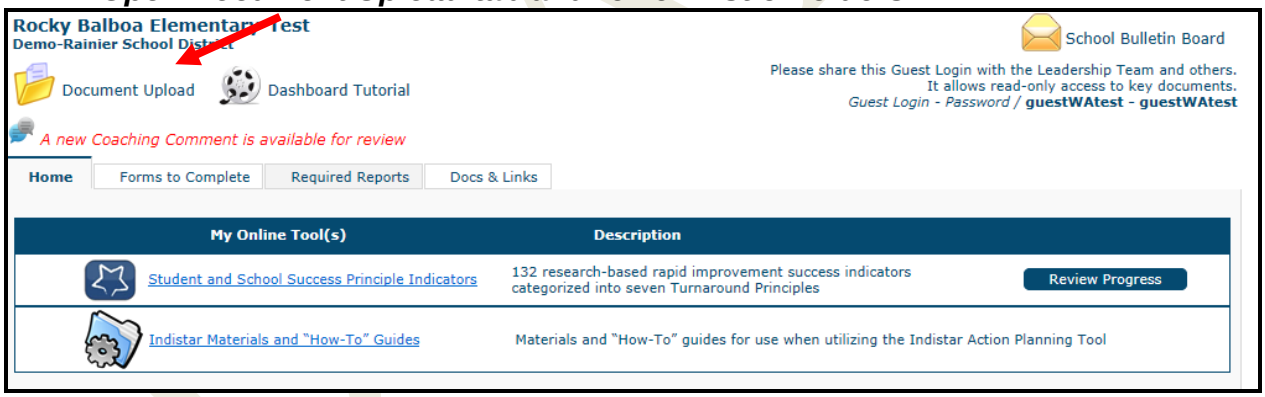
Overview: Leadership Teams submit evidence for each of the 10 components in Indistar. Individual folders have been uploaded to each school's Indistar *Document Upload* tab. In addition to the 10 folders for the components, a folder titled *Title I Schoolwide Plan Misc. Documents* is also included. Schools may use the folder to upload their current Title I Schoolwide Plan, annual evaluation documents (Core Element 3), and other relevant documents.

Process: The screen shots below depict steps to locate the folders used to submit evidence for each component. *Note*. See Appendix B.2 for additional support to upload evidence to folders in Indistar®.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® action follow.

Step	Corresponding Indistar® Action
1. Locate Title I Component folders for collecting evidence in Indistar®	Open *Document Upload* tab

- ***Open Document Upload* tab and review list of folders**



2. Open and Review Webform "Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"

Overview: Leadership Teams use the webform *"Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"* in Indistar® to track and record implementation of each of the 10 required components of a Title I Schoolwide Plan. After Leadership Teams complete and submit the webform in Indistar®, staff from OSPI's Title I Division will review the checklist, evidence uploaded to the Title I component folders in the *Document Upload* tab, and action plans for Indicators in Indistar®.

Process: Team members open the webform *"Title I Schoolwide Plan Required Components Checklist of Evidence/Actions*" in the *Forms to Complete* tab in Indistar®. Teams should note the following as they review the webform:

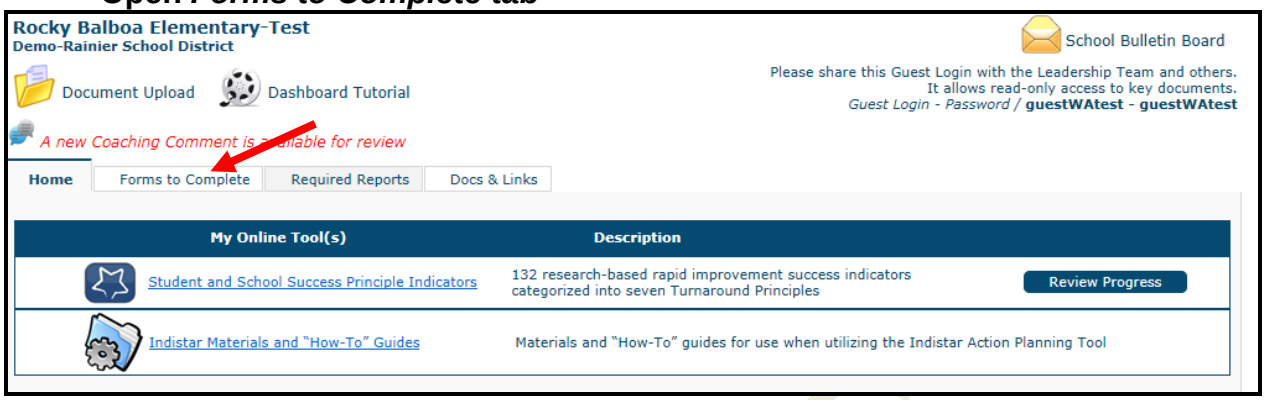
- The required information at the top of the form (e.g., School name, District name) will be completed by teams before submitting the webform for review by OSPI's Title I Division.
- A list of ten components follows. Components 1, 2, 3, 5, and 10 are written in green font, and Components 4, 6, 7, 8, and 9 are written in blue font.
- Components written in green font (i.e., 1, 2, 3, 5, and 10) include multiple sources of evidence teams upload to demonstrate implementation of the required component. Teams may also add "other" evidence. See *Step 4: Collect Required Evidence for Components 1, 2, 3, 5, and 10* for specific directions for these components.
- Components written in blue font (i.e., 4, 6, 7, 8, and 9) include both Indistar Indicators and multiple sources of evidence. See *Step 5: Identify Specific Indicators that Will Be Included as Part of the Schoolwide Strategies for Components 4, 6, 7, 8, and 9* for specific directions for these components.
- The bottom of the form includes several buttons (e.g., *Save* and *Save and Preview*). **Since there is not an "Auto-Save" feature in Indistar®, teams should frequently click on "Save" when working on the webform.**

Note. See Appendix B.1 for directions to access and complete the webform. Appendix B.1 includes a description of the process OSPI's Title I Division will use to review the submitted webform and evidence.

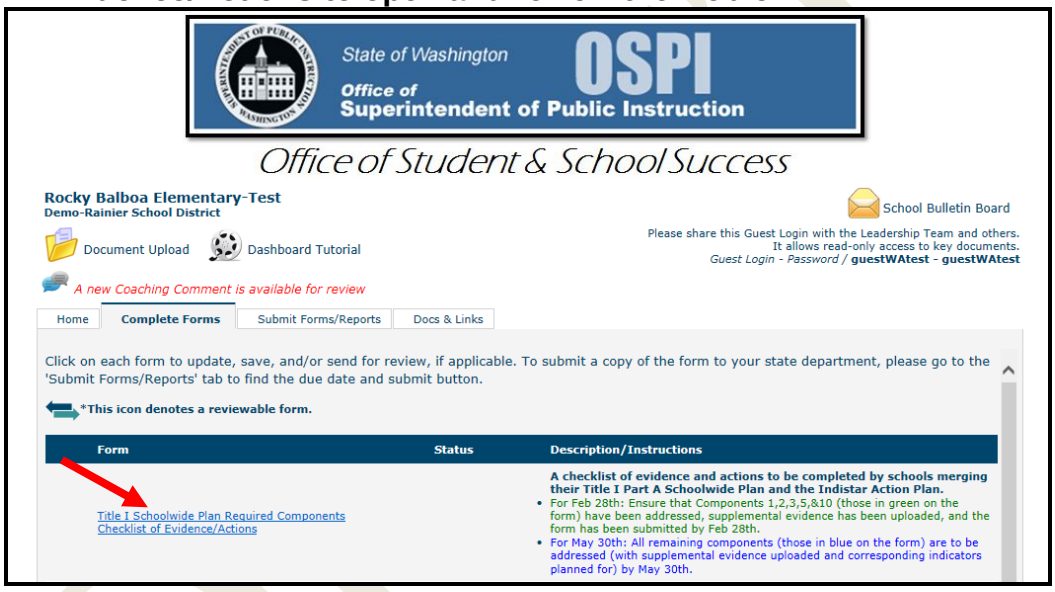
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
2. Open and review webform "*Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"*	• Open *Forms to Complete* tab • Click on *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* to open the webform

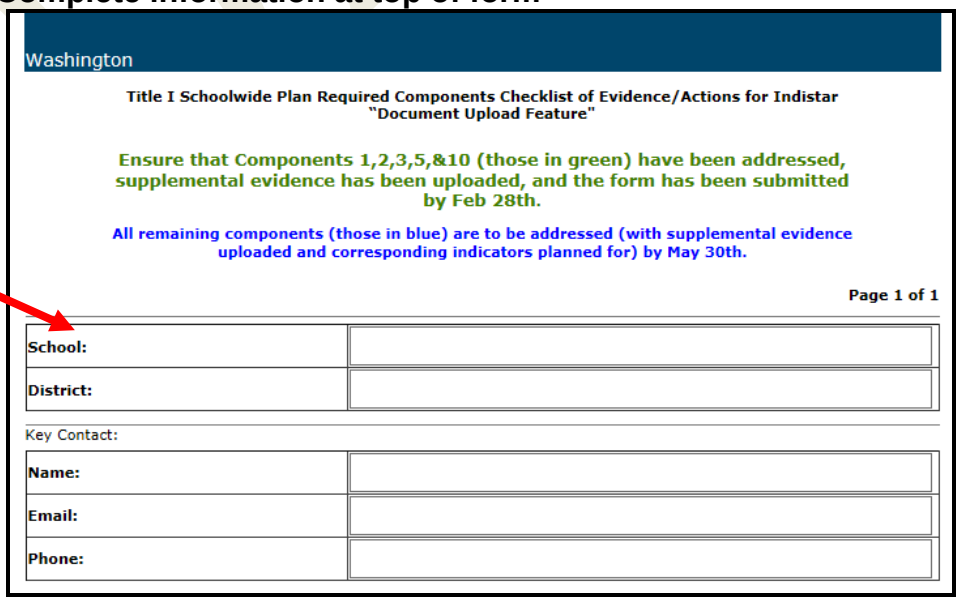
- **Open *Forms to Complete tab***



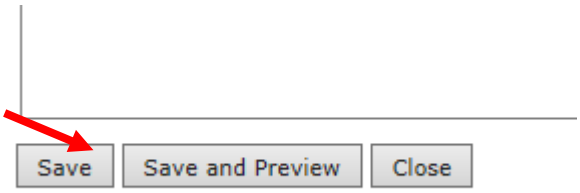
- **Click on *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* to open and review the webform**



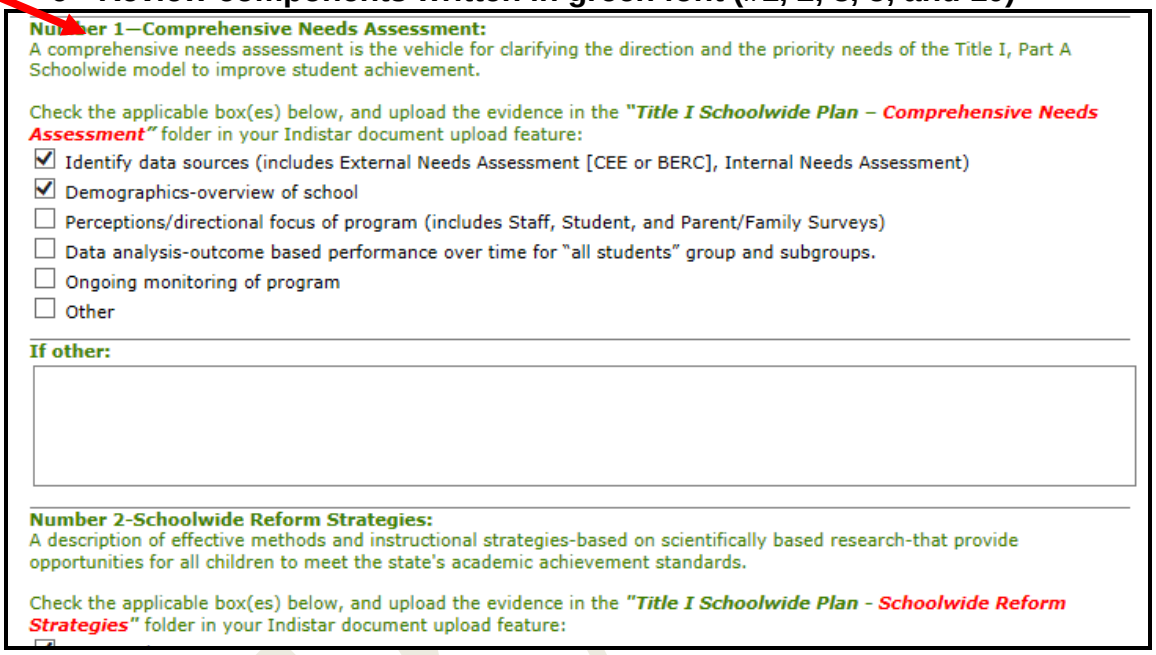
- **Complete information at top of form**



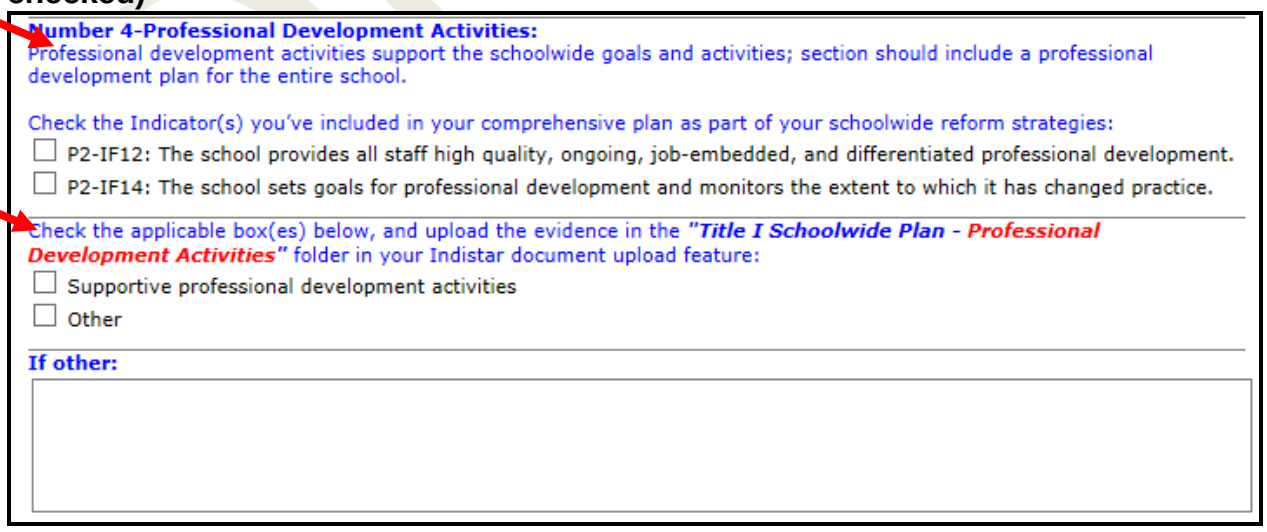
- **Click "Save" at bottom of webform frequently to save information**



- **Review components written in green font (#1, 2, 3, 5, and 10)**



- **Review components written in blue font (#4, 6, 7, 8, and 9)**
  (Note that both the Indistar Indicator and uploaded evidence must be checked)



3. Upload Current Title I Schoolwide Plan in Indistar® (if available)

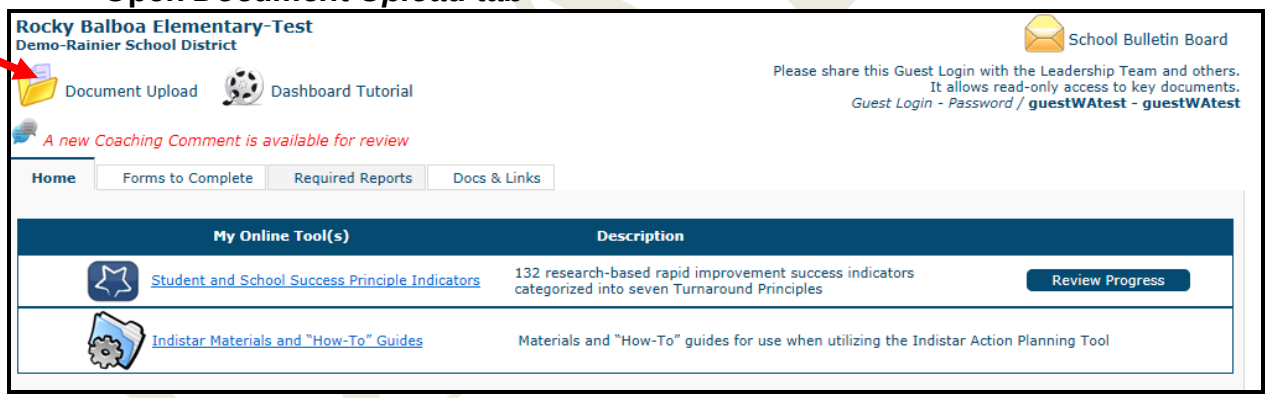
Overview: Similar to the action-planning process for Student and School Success Action Plans, the process for creating and implementing Schoolwide Plans is continuous and frequently monitored to determine both implementation and impact of selected strategies. Because of this alignment between the two planning processes, Leadership Teams use their school's current Title I Schoolwide Plan (if available) to inform their work around integrating the Student and School Success Action Plan with the Title I Schoolwide Plan.

Process: Team members upload the school's current Title I Schoolwide Plan to the folder titled *Title I Schoolwide Plan Documents Misc. Note.* See Appendix B.2 for additional directions for uploading documents in Indistar®.

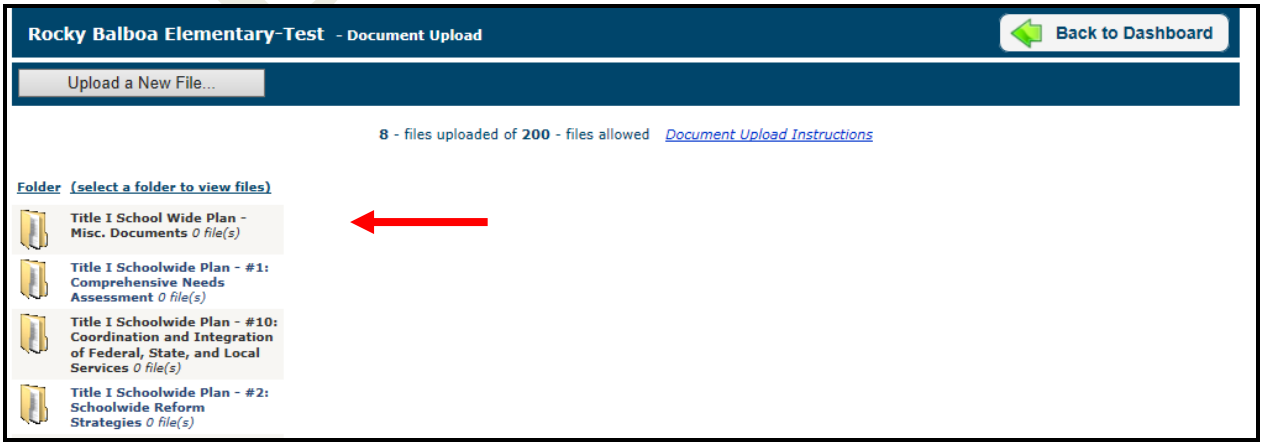
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
3. Upload current Title I Schoolwide Plan in Indistar®	• Open *Document Upload* tab • Upload current plan to folder titled *Title I Schoolwide Plan Documents Misc.*

- **Open *Document Upload tab***



- **Upload current Title I Schoolwide Plan to folder titled *Title I Schoolwide Plan Documents Misc.***



4. Collect Required Evidence for Components 1, 2, 3, 5, and 10

Overview: Supporting evidence for Schoolwide Components 2 through 10 must be included in the Title I Schoolwide Plan; supporting documentation must be uploaded to the corresponding folder in the *Document Upload* tab. Step 4 in the process requires Leadership Team to collect evidence for the five components that do not have corresponding Indistar® Indicator(s) (i.e., 1, 2, 3, 5, and 10). This evidence will be reviewed by OSPI's Title I Division to determine alignment of the Title I Schoolwide Plan with federal requirements for these components of Title I Schoolwide Programs.

Process: Team members collect documentation for Components 1, 2, 3, 5, and 10 and check the corresponding boxes on their *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* webform. Because the webform does not have an "auto-save" feature, teams are encouraged to frequently save their work.

The protocol for naming documents before saving them to the folders in Indistar® follows:

- Use the number and letter that precede the name of each piece of evidence listed on the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* webform to name their evidence.
- Begin the name of the document with the number and letter for the specific piece of evidence (e.g., "1.A" for evidence that satisfies the first checkbox under Component 1).
- The title of the document follows the number and letter. For example, a Comprehensive Needs Assessment uploaded for Component 1 would be labeled "1.A External Comprehensive Needs Assessment 2013."

Teams may upload multiple documents to satisfy one checkbox. For example, they may upload both "1.A Internal Comprehensive Needs Assessment 2013" and "1.A External Comprehensive Needs Assessment 2013." See Appendix B.2 for directions to upload evidence.

The following information will guide teams as they select evidence for these five components.

- *Core Element 1 – Component 1: Comprehensive Needs Assessment:* The comprehensive needs assessment is the vehicle for clarifying the direction and the needs of the schoolwide program to improve student achievement. This assessment is based on data that should be disaggregated and cross-analyzed to identify the academic needs of educationally disadvantaged students. The four areas of data include student achievement, perception, school programs and processes, and demographic.

  Note. All Priority and Focus schools are required to complete a needs assessment. Documentation and findings from the needs assessment

process conducted by or for the school must be uploaded to the *Comprehensive Needs Assessment* folder.

Core Element 2 – Components 2, 3, 5, and 10: Comprehensive Plan: A comprehensive plan must include schoolwide reform strategies that create a **systematic** approach to provide additional tiered instruction and interventions to help low-achieving students and the whole school population. Reform strategies should:

-Address the academic needs of all students in the school, with an emphasis on low-achieving students and students who are most at-risk of not meeting state learning standards.
-Utilize scientifically based research (SBR) that:
Strengthens the core academic program in the school.
Increases the amount and quality of learning time (appropriate achievement-based activities before school, after school, during the summer, and/or during an extension of the school year, and providing an enriched and accelerated curriculum).
Includes strategies for meeting the educational needs of historically underserved- underperforming-student populations.
-Address how the school evaluates how the selected reform strategies have a positive impact on meeting student academic needs.

The plan must contain student achievement goals that are specific, measurable, attainable, realistic, time-bound, and focused on increasing achievement for all students in the school.

Details regarding documentation for Components 2, 3, 5, and 10 follow.

- *Component 2***:** Schoolwide reform strategies should describe the school's multi-tiered intervention system approach to meet the additional instructional needs of struggling students. Documentation for this component will be uploaded to the Component 2 folder in the *Document Upload* tab. There are no corresponding Principles/Indicators for this component.
- *Schoolwide Components 3 and 5:* These must be addressed with separate documents uploaded to the corresponding folder in the *Document Upload* tab. There are no corresponding Principles/Indicators for these components.
- *Schoolwide Component 10*: This must be addressed using a specific format (Table 2 in Appendix B.4); this document will be uploaded to the Component 10 folder in the *Document Upload* tab. Appendix B.4 provides details for teams to complete the required documentation. There are no corresponding Principles/Indicators for this component.

Time Commitment: The time needed to complete this step will vary based on the amount of evidence the Leadership Team has already collected and included in

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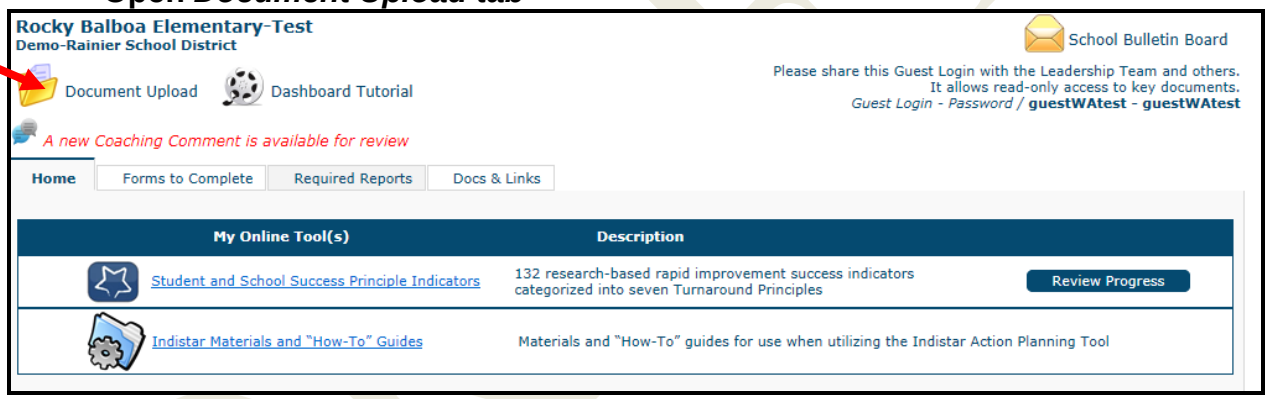
its current Title I Schoolwide Plan and/or Student and School Success Action Plan.

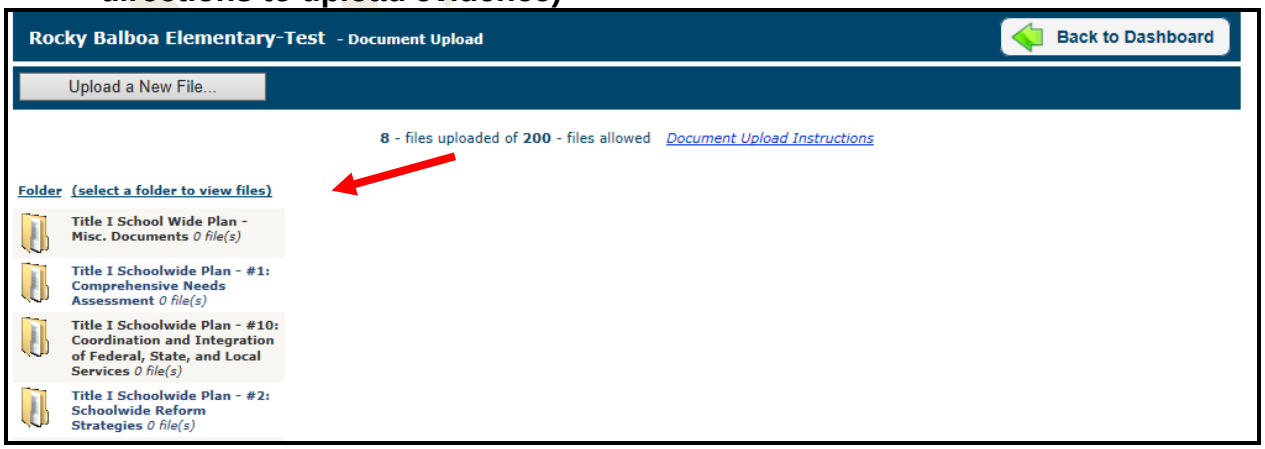
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
4. Collect required evidence for Components 1, 2, 3,, 5, and 10	• Open *Document Upload* tab • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Check applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Save changes to checklist before closing webform

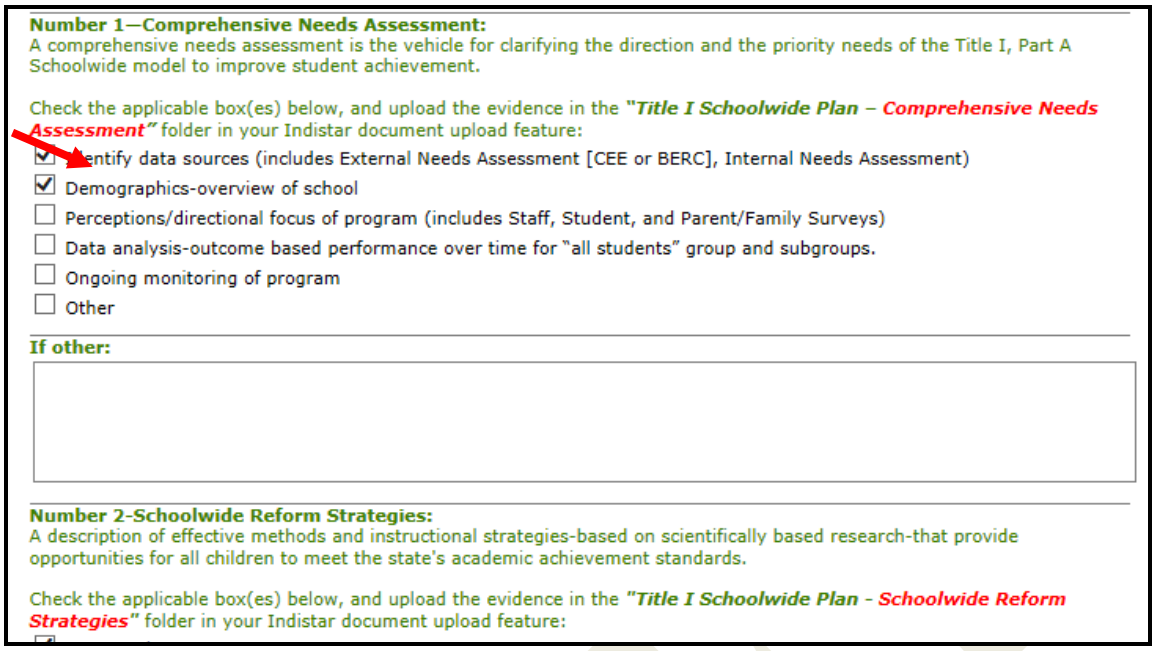
- **Open *Document Upload tab***



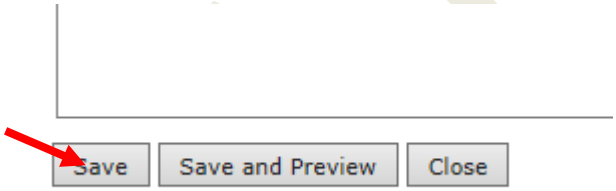
- **Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document (See Appendix B.2 for directions to upload evidence)**



- **Check applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component**



- **Frequently click "Save" at bottom of webform to save information**



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5. Identify Specific Indistar® Indicators that Align with the School's Schoolwide Strategies for Components 4, 6, 7, 8, and 9

Overview: As shown in Table Y below, required components of Title I Schoolwide Plans (i.e., 4, 6, 7, 8, and 9) correspond to specific Indistar Indicators that are allowable under Title I, Part A requirements. Leadership Teams (a) review each component and corresponding Indistar Indicator(s) and (b) identify those that are consistent with their selected schoolwide strategies for that component. Teams are required to give preference to Indicators that align with the active Expected Indicators they identified for their Student and School Success Action Plan.

Process: Team members open the webform *"Title I Schoolwide Plan Required Components Checklist of Evidence/Actions*" in the *Forms to Complete* tab in Indistar® and review the list of Indistar® Indicators for Components 4, 6, 7, 8, and 9. Teams identify and include a minimum of one corresponding indicator for each schoolwide component in their Student and School Success Action Plan. Indicators with an asterisk (*) have been designated by the Office of Student and School Success as "Expected" Indicators. These Expected Indicators must be given preference when selecting a corresponding indicator to include in the comprehensive plan.

Time Commitment: The time needed to complete this step will vary based on the number of Title I Schoolwide Component Indicators included in the school's current Student and School Success Plan.

Table Y. Schoolwide Components and Principles/Indicator Alignment

Schoolwide Component	Principles/Indicator	
High Quality Professional Development (4)	**P2-IF12 ***	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development
	P2-IF14 *	The school sets goals for professional development and monitors the extent to which it has changed practice
Parent Involvement (6)	**P4-IIIB06**	All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).
	P7-IVA04 *	The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).
	P3-IVD02	The school provides opportunities for members of the school community to meet for purposes related to students' learning.

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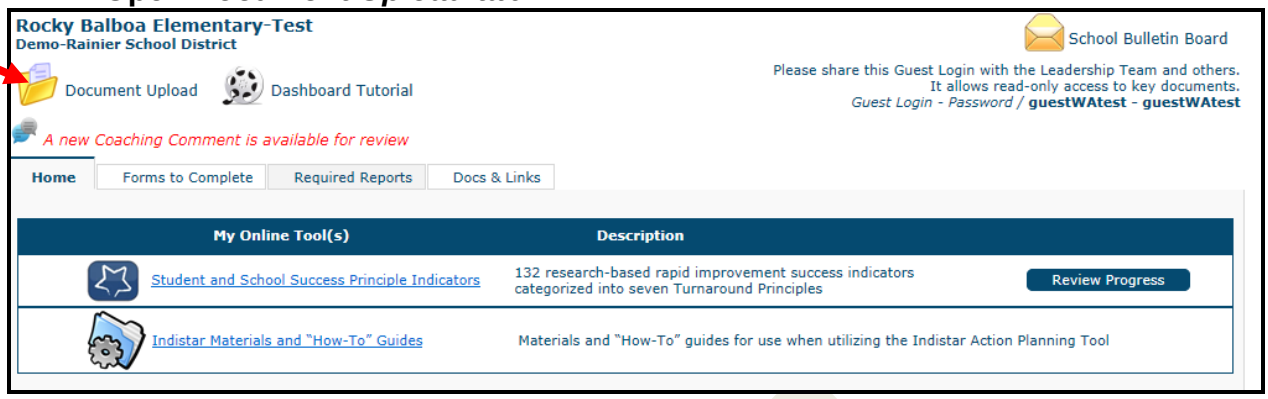
	P7-IVA01 *	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.
Student Transitions (7)	**P5-IID07**	The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).
Measures to include teachers in decision making regarding the use of assessments (8)	**P3-IVD05 ***	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.
	P5-IID05	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
	P4-IIA02	Units of instruction include standards-based objectives and criteria for mastery.
Effective Timely Assistance to Students (9)	**P1-ID11**	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
	P5-IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).
	P4-IIIA07 *	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

NOTE: * Office of Student and School Success "Expected" Indicators

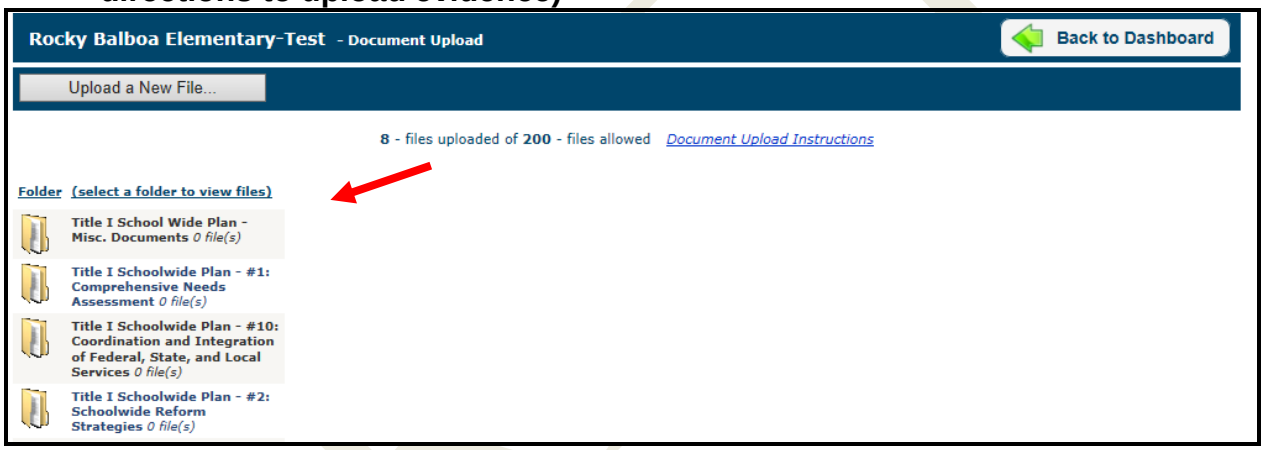
Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
5. Identify specific Indistar® Indicators that align with the school's schoolwide strategies for Components 4, 6, 7, 8, and 9	• Open *Document Upload* tab • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Check the applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Save changes to checklist before closing webform

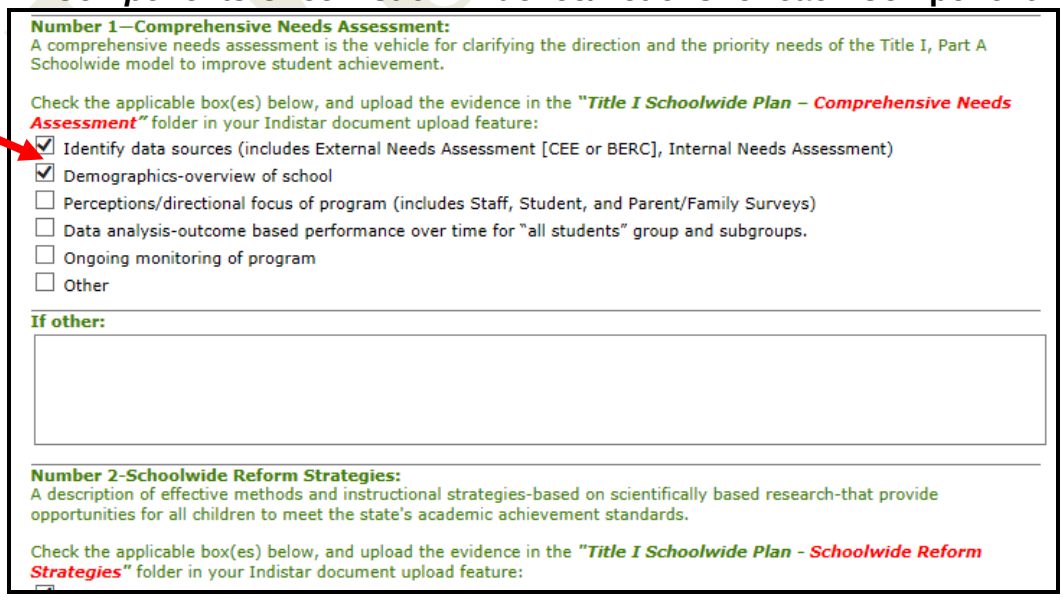
- **Open *Document Upload tab***



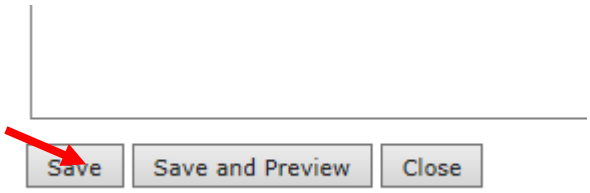
- **Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document (See Appendix B.2 for directions to upload evidence)**



- **Check applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component**



- **Frequently click “Save” at bottom of webform to save information**



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6. Monitor Indicators in Current Student and School Success Plan and Revise Plans (if applicable)

Overview: Leadership Teams with current Student and School Success Action Plans may have already created S.M.A.R.T. Goals, tasks, and timelines for some or all of the Indicators for Title I Schoolwide Components 4, 6, 7, 8, and/or 9. If so, teams will review the action plans created for these Indicators to ensure alignment with Title I Schoolwide Plan requirements. Based on this review, teams may need to adjust current goals, tasks, and timelines to satisfy expectations for Title I Schoolwide Plans.

Process: The *Monitor* stage enables Leadership Teams to update progress on individual tasks and make revisions as needed. Teams use a variety of resources to monitor and revise existing Expected Indicators to ensure alignment with Title I Schoolwide Plan requirements. These include:

- Data, findings and recommendations in their Comprehensive Needs Assessment (Component 1)
- Methods and instructional strategies implemented as part of their Schoolwide Reform Strategies (Component 2)
- Current Title I Schoolwide Plan
- Requirements for Components 4, 6, 7, 8, and 9
- Other data identified by the Leadership Team

The process enables the team to determine the following for each active Indicator.

- Individual tasks align with requirements for Components 4, 6, 7, 8, and/or 9; no additional tasks are needed at this time for these Indicators; OR
- Additional tasks are required for full implementation of the Indicator and/or some tasks need to be modified to ensure alignment with requirements for Components 4, 6, 7, 8, and/or 9; OR
- All tasks have been completed, and the Indicator is fully implemented and aligns with requirements for Components 4, 6, 7, 8, and/or 9.

Note. Teams may want to re-assess these Indicators in Indistar®. Appendix B.3 provides directions for teams to re-assess their Indicators.

Time Allocation: The time needed to complete this step will vary based on the number of active Indicators in the school's Student and School Success Action Plan.

Indistar® Action Step: The screenshots from the Indistar® tool that align to the Indistar® actions follow.

Step	Corresponding Indistar® Action
6. Monitor Indicators in current Student and School Success Plan and revise plans (If applicable)	• Monitor active Indicators in Indistar that align with the Title I Schoolwide Indicators for Components 4, 6, 7, 8 and 9. • Review S.M.A.R.T. Goals, Tasks, and

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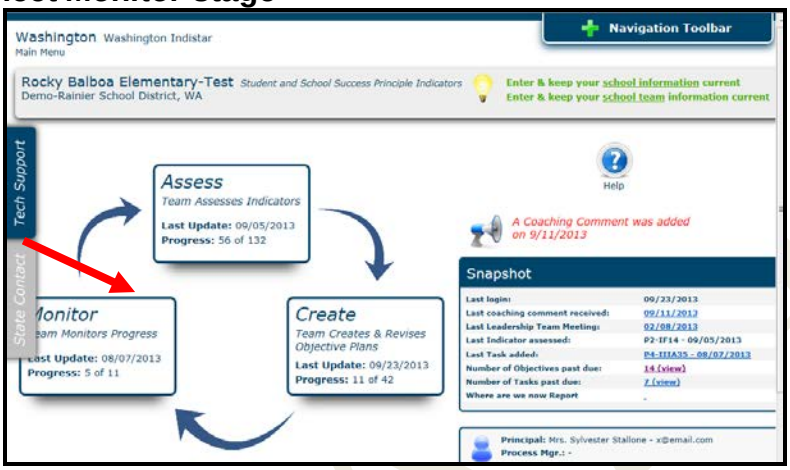
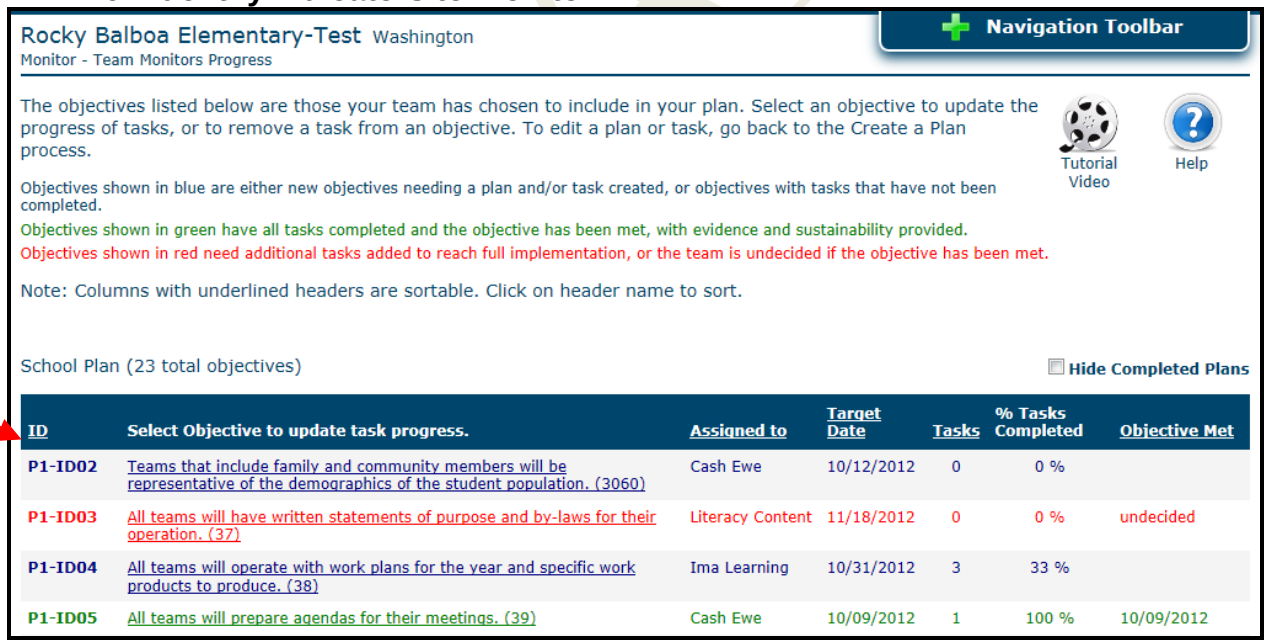
	Timelines to ensure alignment with Title I Schoolwide Plan requirements • Create and/or revise tasks and timelines as needed to ensure alignment with Title I Schoolwide Plan requirements

- **Monitor active Indicators in Indistar® that align with Title I Schoolwide Indicators for Components 4, 6, 7, 8, and 9**

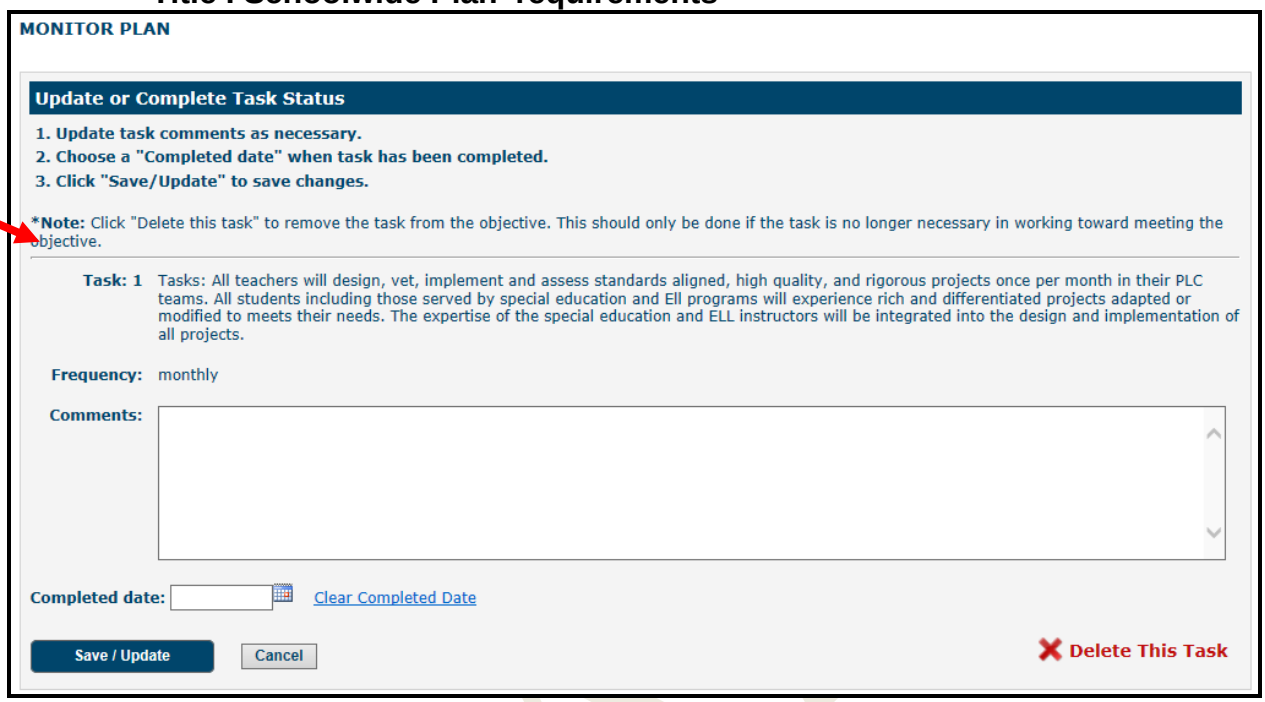
  - **Select *Monitor* stage**



  - **Identify Indicators to monitor**



- **Monitor tasks, include evidence of completion in "Comments" box, and revise/update plan as needed to ensure alignment with Title I Schoolwide Plan requirements**



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7. Assess Indicators from Step 4 Not Included in School's Student and School Success Action Plan

Teams follow directions in Section III to assess Indicators (Step 4 for Newly Identified Schools and Step 5 for Continuing Schools). In addition to the *Current Level of Development Protocol* described in Section III, Leadership Teams use the following to assess Indicators:

- Data, Findings and Recommendations in their Comprehensive Needs Assessment (Component 1)
- Methods and instructional strategies implemented as part of their Schoolwide Reform Strategies (Component 2)
- Current Title I Schoolwide Plan
- Requirements for Components 4, 6, 7, 8, and 9
- Other data identified by the Leadership Team

8. Create Action Plans with S.M.A.R.T. Goals for Each Indicator Identified in Step 4

Teams follow directions in Section III to create action plans (Step 6 for Newly Identified Schools and Step 7 for Continuing Schools).

9. Complete "Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"

Teams follow the directions in Appendix B.1 to submit their completed webform. Appendix B.1 also describes the process for OSPI's Title I Division to provide feedback to the school's team regarding its Title I Schoolwide Plan submitted in Indistar®.

10. Implement Student and School Success Action Plan/Title I Schoolwide Plan and Monitor Implementation and Impact

Teams follow directions in Section III to implement and monitor action plans (Step 7 for Newly Identified Schools and Step 8 for Continuing Schools).

Core Element 3 (Annual Evaluation): Additionally, teams upload evidence for Core Element 3 (Annual Evaluation) in Indistar®. Title I, Part A requires that a school operating a schoolwide program *annually* evaluates the implementation of, and results achieved by, the schoolwide program. This evaluation must determine whether the schoolwide program was effective in increasing achievement of students in meeting the States' academic standards, particularly those students who are low-achieving. The annual review includes determining the percentage of students who reach proficiency on the State's annual assessments. The final review report should be clearly and concisely written and available to all stakeholders. The report should include background information, the evaluation questions, a description of the evaluation procedures, an explanation of how the data was analyzed, the degree of parent involvement**,** findings**,** and a conclusion with recommendations.

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This information must be uploaded to the *Ongoing Evaluation* folder in Indistar. See Appendix B.2 for directions to upload evidence to folders in Indistar®.

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V. Appendices

Appendix A

Note. Additional information to support school teams in the data collection and analysis process is available in OSPI's *School Improvement Planning Process Guide* (2005). The document may be accessed at: http://k12.wa.us/StudentAndSchoolSuccess/SchImprovementPlanGuide.aspx

A.1: "What to Collect?" Worksheets

Directions: Use the following tables to generate the data that will be collected for stakeholders and the Leadership Team to examine during the needs assessment. These same data may be used as staff members identify priorities for the school's Student and School Success Action Plan.

Note. Examples of each type of data are provided in the tables; teams are encouraged to generate those data that will most likely support stakeholders to grasp the full picture of the school's strengths and challenges. These data will help them to identify the gaps (i.e., "needs") that are preventing the system from closing achievement gaps and ensuring equality of outcome for all of the students served by the school.

Time Needed: Approximately one week.

ACHIEVEMENT DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
State Assessment Data			
Math and Reading Benchmark Assessment Data			
MAP Data			
Grade point averages			
Percent of students failing core courses (by grade level and number of "F's")			

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DEMOGRAPHIC DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
School Enrollment Trends			
Free and Reduced Lunch			
Ethnicity, gender, & special populations			
Attendance			
Mobility			
Graduation Rate			
Drop Out Rate			

PERCEPTUAL DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
Staff Surveys			
Student Surveys			
Parent/Guardian Surveys			
Healthy Youth Surveys			

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CONTEXTUAL DATA

Data	Who is responsible for getting these data?	What do we want to learn from these data?	What, if any, additional data should we collect?
Classroom instruction data collected through classroom walk-throughs			
Teacher schedules			
Daily and annual schedule			
Schedule of staff professional development			
Discipline and attendance data, disaggregated by subgroup			
Student, Parent, and Staff Handbooks			
Schedule for leadership and instructional team meetings			
Descriptions of leadership and instructional teams and their functions and decision-making processes			
Community Partners			
Parent attendance at conferences and other school events			
Reading/Language Arts Programs			
Math Programs			

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A.2: Data Carousel Activity

Goals: To familiarize team and stakeholders with the school's data
To involve all in creating narrative statements

Time Needed: Approximately 70 minutes

Preparation

- Data in the four categories are prepared for review at four different stations.
- Participants are divided into groups of no more than three people. Mix stakeholders in groups, so they have the benefit of various perspectives as they consider the data.
- Make copies of the Narrative Tally Sheets (you will need enough for each small group to write statements for each category of data).

Activity (70 minutes)

1. *Step 1 (5 minutes):* Explain the purpose of the activity and the process that will be used. Each group will consider all the data and information collected for each category. The group will look at a different type of data at each table. As a group, they will generate narrative statements about the data they examine.
2. *Step 2 (20 minutes)*:
    a. Members will individually look at all the data sets at their table. This may take about 5-7 minutes.
    b. The entire group will then generate a brief narrative statement about each piece of data on the *Narrative Tally Sheet*. Narrative statements should be simple, communicate a single idea about student performance, and be non-evaluative. See "Three Tips for Writing Powerful Narrative Statements" in Appendix C.
3. *Step 3 and 4 (45 minutes):* After 20 minutes, the group moves on to the next set of data. They will read what the other group wrote, and create new and/or modified statements that represent the group's perspectives. Fifteen minutes will be allowed at the second, third, and fourth tables.

    Note. Before beginning, ask groups to select a facilitator to keep team members on task, someone with legible handwriting to be the recorder, and a timekeeper to help them use time effectively.

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A.3: Data Reflection Protocol

Responses will be used when assessing *Indicators* in Indistar®**.**

Data Reference:

Essential Questions / Guided Prompts for Demographic and Achievement Data:
• **Q1: Ethnic subgroups: *Are any subgroups increasing or decreasing? How do changes compare to the district?***
  o **Demographic**
  o **Achievement**
• **Q2: Free-reduced meal eligibility (proxy for poverty): *Is your trend increasing or decreasing? What is the change relative to the district?***
  o **Demographic**
  o **Achievement**
• **Q3: Students with Disabilities: *Is your trend increasing or decreasing? What is the change relative to the district?***
  o **Demographic**
  o **Achievement**
• **Q4: Transitional / Bilingual (ELL): *Is your trend increasing or decreasing? What is the change relative to the district?***
  o **Demographic**
  o **Achievement:**

Narrative: *What do you notice in these data? What do they tell you?*
Impact / Wonderings: *How do the above observations impact student achievement?*
Triangulation: *What other data sources could you use? (Note additional step of comparing these other data sources to these data).*
Barriers / Obstacles: *Describe attitudes, beliefs, and/or practices that may prevent the school from making progress in student achievement. What types of data can you collect to identify specific barriers and obstacles?*

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Educator Capacity: ***Describe the current leadership and instructional practices necessary to implement changes to improve student learning. What types of data can you collect to identify educator capacity?***
Strengthen / Amplify: ***Describe practices to strengthen or amplify in the current work.***
Connections to / Impact on the Student and School Success Action Plan: ***How do these data inform the S.M.A.R.T. goals for your Student and School Success Action Plan?***

Adapted from Center for Educational Effectiveness *Facilitated Reflection Protocol. 9.12.13*

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A.4: *Current Level of Development Review*

Draft 10.16.13

Directions: Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school's progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as "turnaround principles" in federal ESEA Guidance.

Steps in the process include:

- **Step 1:** Teams read the Indicator and review the research-based descriptors (Column 2 - Wise Ways).
- **Step 2:** Teams then assess the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 3).
- **Step 3:** Teams note reasons and evidence for this assessment in Column 4; each team should consider both practices listed in Column 2 and other practices implemented by the school that align with the Indicator.
- **Step 4:** The facilitator leads the team in a consensus-building activity to
    - Identify a common assessment of the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation) and
    - Develop their narrative with evidence describing the agreed-upon Current Level of Development.
- **Step 5:** The Leadership Team uses this information to assess each Expected Indicator on Indistar® and to support creating the Student and School Success Action Plan.

Note. Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are taken from the "Wise Ways" research documents found on the Indistar tool. Lists in Column 2 are not intended to serve as a "menu" that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

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Principle 1: Provide strong leadership.			
P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.	The Principal (and other administrators): • Keep their focus on central objective of school: improved student learning. • Set climate of high expectations for achievement for all students. • Show importance of strengthening instruction aligned to standards, curriculum, and assessment. • Use data to guide decisions. • Lead the effort and are constantly vigilant toward targeted measurable goals. • Serve as instructional leaders who are highly visible across the school and in classrooms, monitor teaching closely, and model good teaching practice.	O **No Development** O **Limited development** O **Full Implementation**	
Principle 2: Ensure that teachers are effective and able to improve instruction.			
P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance.	Professional Development: • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice and to see if goals for professional learning are met. • Ensures regular, detailed feedback from instructional leaders to teachers to help them continually grow and improve their professional practice. • Is based on strategies supported by rigorous research. • Aligns with state and district standards, assessments, and goals. • Incorporates principles of adult learning into professional development activities. • Facilitates active learning and provides sustained implementation support.	O **No Development** O **Limited development** O **Full Implementation**	
P2-IF12: School provides all staff high-quality, ongoing, job-	Professional learning increasing educator effectiveness and results for all students: • Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	O **No Development** O **Limited development** O **Full Implementation**	

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embedded, differentiated professional development.	• Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. • Requires prioritizing, monitoring, and coordinating resources for educator learning. • Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. • Integrates theories, research, and models of human learning to achieve its intended outcomes. • Applies research on change and sustains support for implementation of professional learning for long term change. • Aligns outcomes with educator performance and student curriculum standards.		
P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice	Professional development: • Is standards-based, results-driven, and job embedded. • Includes peer observation, mentoring, whole faculty or team/department study groups, shared analysis of student work, teacher self-assessment and goal-setting. • Is collaborative and differentiated. • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice. • Focuses on developing deeper understanding of community served by the school; subject-specific pedagogical knowledge, and leadership capacity. • Creates a professional development learning community that fosters a school culture of continuous learning. • Promotes a culture in which professional collaboration is valued and emphasized. • Ensures that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice.	o **No Development** o **Limited development** o **Full Implementation**	

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Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.			
P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	The Leadership Team and teachers: • Implemented strategies to extend learning time: o Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories); o Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or o Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning). • Ensure that the students who need the most support are given more instructional opportunities. • Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time. • Implement professional development to ensure that teachers use extra time effectively. • Create local partnerships with businesses, organizations, etc., to support the extended time initiative. • Monitor progress of the extended learning time initiative.	O **No Development** O **Limited development** O **Full Implementation**	
P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.	The Leadership Team: • Organized teachers into Instructional Teams (by whatever name) so that they can develop and review formative assessments and plan units of instruction with differentiated lessons. • Provides predictable blocks of time sufficient for instructional teams to meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade level or subject area for which the team is responsible. • Distributes leadership through a team structure. • Creates a culture in which teachers spend more time *together* pre-planning and working in teacher groups to interpret evidence about their impact on students. • Holds teams accountable for improving the teams' professional practice as a whole within a culture of candor.	O **No Development** O **Limited development** O **Full Implementation**	

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Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	Instructional Teams: • Organize the curriculum into unit plans that guide instruction for all students and for each student; unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning. • Determine the concepts, principles, and skills that will be covered within the unit. • Identify the standards/benchmarks that apply to the grade level and unit topic. • Develop all objectives that clearly align to the selected standards/benchmarks. • Arrange the objectives in sequential order. • Determine the best objective descriptors. • Consider the most appropriate elements for mastery and constructs criteria for mastery. • Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. • Include special educators to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for all students with disabilities. • Include ELL educators to support development of curricula to address the linguistic needs of ELLs; members of instructional teams must be encouraged to collaborate across program and content areas to design and implement instruction that is aligned to both content and English language proficiency standards.	O **No Development** O **Limited development** O **Full Implementation**	
P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student	• Learning activities (assignments given to each student) are targeted to that student's level of mastery, and align with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. • Instructional Team's unit plans: o Include a description of each leveled and differentiated learning	O **No Development** O **Limited development** **2. Full Implementation**	

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performance on pre-tests and other methods of assessment.	activity, the standards-based objectives associated with it, and criteria for mastery; o Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and homework; and o Include activity instructions that provide the detail that enables any teacher to use the learning activity, and serve as a means of explaining the activity to students. • When not teaching whole class, all teachers individualize instruction by drawing from the learning plan grids for the unit to create Student Learning Plans to guide each student's activities. • All teachers make appropriate modifications in planning and implementing instruction based on variety of data for English language learners to allow for variations in time allocation, task assignments, and modes of teacher communication and student response. • All teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners, including students with disabilities.		
P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.	The School Leadership Team: • Looks at school-level data, disaggregated by student groups and by grade and subject areas, to make decisions about improvements to the core instructional program. Student performance data are typically disaggregated by sub-groups. • Periodically reviews data on student performance, curriculum, and actual instructional practice to make decisions about the core instructional program. • Looks at data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. • Collects and reviews data, and plans and implements strategies to change professional behavior or instructional practices in order to change outcomes for students. • Monitors programs to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects.	O **No Development** O **Limited development** O **Full Implementation**	

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Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data			
P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	Instructional Teams: • Use data to examine connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and the mastery evidenced by the individual student. • Meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. • Need time for two purposes: (a) meetings for maintaining communication and organization the work, operating with agendas, minutes and focus (45 min twice per month); and (b) curricular and instructional planning (block of 4-6 hours monthly). • Use student learning data to improve instruction by informing teachers of the need to change or improve teaching strategies to meet the needs of students with disabilities. • Use multiple assessments to measure English language learners' progress in achieving academic standards, and in attaining English proficiency.	O **No Development** O **Limited development** O **Full Implementation**	
P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.	To support teachers, leadership, and instructional teams, Districts: • Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels. • Develop a district-wide plan for collecting, interpreting, and using data. • Dedicate time and develop structures for district schools and teachers to use data to alter instruction. • Train teachers and principals in how to interpret and use data to change instruction. • Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. • Conduct deep analysis to determine areas in need of improvement. The School Leadership and Instructional Teams: • Identify which students are at risk for difficulties with certain subjects, such as math or reading, and provide more intense instruction to students identified as at risk. • Employ efficient, easy-to-use progress monitoring measures to	O **No Development** O **Limited development** O **Full Implementation**	

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	track the progress of students receiving intervention services toward critical academic outcomes • Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding. • Collect instructional data to alter strategies; this includes teacher evaluation, classroom observations and feedback, examining lesson plans, self-assessments, portfolio assessments, and review of student work samples. • Provide Performance-based student assessments to validate and monitor the growth of all students and the success of curriculum and instructional programs. • Ensure teacher study groups examine instructional practice data using a protocol (e.g., Debrief, Discuss the Focus Research Concept, Compare Research with Practice, Plan Collaboratively, and Make an Assignment). • Provide coaching support for collaborative use of instructional practice data.		
Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.			
P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.	All teachers: • Accept responsibility for teaching their students, believe that students are capable of learning, re-teach if necessary, and alter materials as needed. • Allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards. • Organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons. • Move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress. • Actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary; teach their students rather than expecting them to learn mostly from curriculum materials; and emphasize concepts and	o **No Development** o **Limited development** o **Full Implementation**	

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	understanding. • Provide opportunities for students to practice and apply learning, monitor each student's progress, and provide feedback and remedial instruction as needed, making sure students achieve mastery. • Maintain pleasant, friendly classrooms; seen as enthusiastic, supportive instructors. • Consistently reinforce classroom rules and procedures.		
P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being)	The Leadership Team: • Focuses on a school vision for a learning environment that is emotionally safe and conducive to learning. • Promotes a positive school climate that is positive, caring, supportive, respectful of all learners, and includes norms, values, and high expectations for all students that support people feeling emotionally and physically safe. • Establishes rules and procedures with appropriate consequences for violations, as well as programs that teach self-discipline and responsibility to all students. • Ensures a physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem; and an academic environment that promotes learning and self-fulfillment.	O **No Development** O **Limited development** O **Full Implementation**	
Principle 7: Provide ongoing mechanisms for family and community engagement.			
P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annual distributed and frequently	The Leadership Team: • Promotes connections among teachers, staff, and students that form the web of a *community* of the school. • Promotes relationships among the people intimately attached to a school—students, their teachers, families of students, school's staff, and active volunteers. • Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making,	O **No Development** O **Limited development** O **Full Implementation**	

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communicated to teachers, school personnel, parents (families) and students.	educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children's learning and personal development. • Ensures documents are available in the language of their students' families. • Provides opportunity for parents and teachers to develop new skills to bridge language, cultural, economic, and social barriers and to build trust between home and school.		
P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).	The Leadership Team: • Helps parents fully engage in the learning lives of their children by building connection between the school and the home built upon a common purpose, communication, education, and association. • Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children's learning and personal development.	O **No Development** O **Limited development** O **Full Implementation**	
P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.	The Leadership Team: • Shares leadership with parents in order to boost school improvement. • Engages a School Community Council that unites efforts of parents, teachers, and students to look at the connections between the school and the families it serves and to make recommendations for strengthening the School Improvement Plan's emphasis on family school connections. • Enlists the support and assistance of the parent organization and faculty to carry out activities of the School Community Council. • Nurtures parent leadership for a variety of purposes: deciding, organizing, engaging, educating, and advocating and connecting.	O **No Development** O **Limited development** O **Full Implementation**	

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	• Uses a variety of mechanisms to engage parents in demographic decision-making: school councils and committees, parent or parent-teacher associations, school action teams for planning and research, including an action team for partnerships, and parent-school compacts or contracts.		
P7-IVA13: The LEA/School has engaged parents and community in the transformation process.	To support leadership, teachers, parents, and communities, the District: • Ensures each community-oriented school has a strong academic program at its core, with all other services complementing the central academic mission. • Asks each partnering organization to designate an employee at each school site to operate as a contract point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships. • Develops joint financing of facilities and programs by school districts, the local government, and community agencies. The School Leadership Team: • Ensures that all staff – administrators, teachers, and other staff – are willing to collaborate with outside organizations and are provided with training to do so effectively. • Involves parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site. • Integrates in-school and out-of-school time learning with aligned standards. • Incorporates the community into the curriculum as a resource for leaning, including service learning, place-based education, and other strategies. • Conducts quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement.	O **No Development** O **Limited development** O **Full Implementation**	

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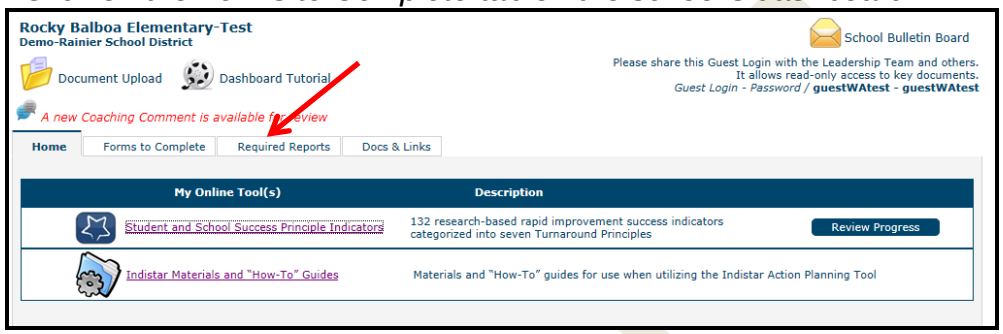
A.5: *S.M.A.R.T. Goal Rubric*

Directions: Use this rubric to devlelop/assess the quality of S.M.A.R.T. goals/objectives within the Student and School Success Action Plan. The acronym "S.M.A.R.T." is used to describe goals/objectives that are Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound. S.M.A.R.T. goals/objectives articulate both the evidence supporting the strategy and measurable outcomes for students and educators.

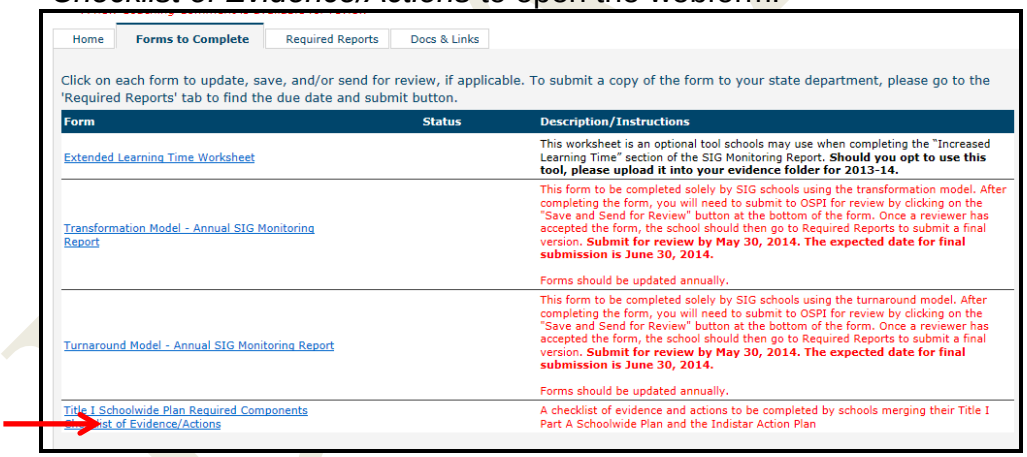
Essential Questions	Not Evident	Emerging	Proficient	Distinguished	N/A	Feedback
1. *What are the expected outcomes of implementing this objective for students/identified sub-groups?*	No identified outcomes for students/identified sub-groups are described	Few identified outcomes are described for students/identified sub-groups; they are not expressed in terms of measurable changes in student learning	Many measurable outcomes for students/identified sub-groups are described	All measurable outcomes for all students and each identified sub-groups are described		
2. *What are the expected outcomes of implementing this objective for educator practice?*	No identified outcomes for educator practices are described	Few identified outcomes for educator practices or behaviors are described; they are not expressed in terms of measurable change in educator practice or connected to student learning outcomes	Many measurable outcomes for educator practices are described that clearly link to expected student learning outcomes	All measurable outcomes for practices for teachers and leaders are described that clearly link to expected student learning outcomes		
3. *What professional development or technical assistance (PD/TA) is provided to support effective implementation of this objective?*	No PD/TA that aligns to objective, needs assessment, or staff needs is described	Some PD/TA that aligns to objective, needs assessment, or staff needs is described	Majority of PD/TA is aligned to objective and was determined based on needs assessment, needs of staff and students/identified subgroups	Extensive job-embedded PD/TA aligned to objective is provided; PD/TA is based on needs assessment, needs of staff and students and identified subgroups; PD/TA is supported by on-site coaching		
4. *What resources are allocated to support effective implementation of this objective?*	No resources aligned to the objective are identified	Some resources aligned to the objective are described	Multiple resources aligned to objective are identified; resources align with identified needs of students/sub-groups	Resources are completely aligned to support the objective and to identified needs of students/ subgroups		
5. *What evidence will be utilized to determine the effectiveness of implementing the objective in achieving the desired outcomes?*	No evidence of implementation and/or impact of the objective is described	Some indication of evidence of implementation and/or impact is described	Several measures of evidence are provided to assess the impact of the objective	Multiple measures of evidence are provided to assess effectiveness of implementation and impact of the objective		

Appendix B.1 – Please insert Appendix B docs at end of Handbook - Directions to Utilize the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* Webform and Review OSPI's Evaluation of the Title I Schoolwide Plan

- Click on the *Forms to Complete* tab on the school's dashboard

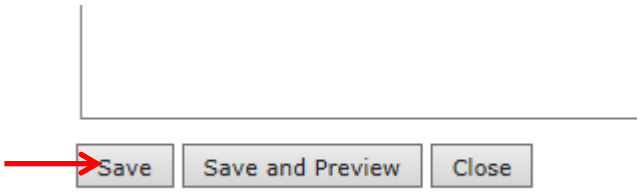


- Click on the webform titled *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* to open the webform.



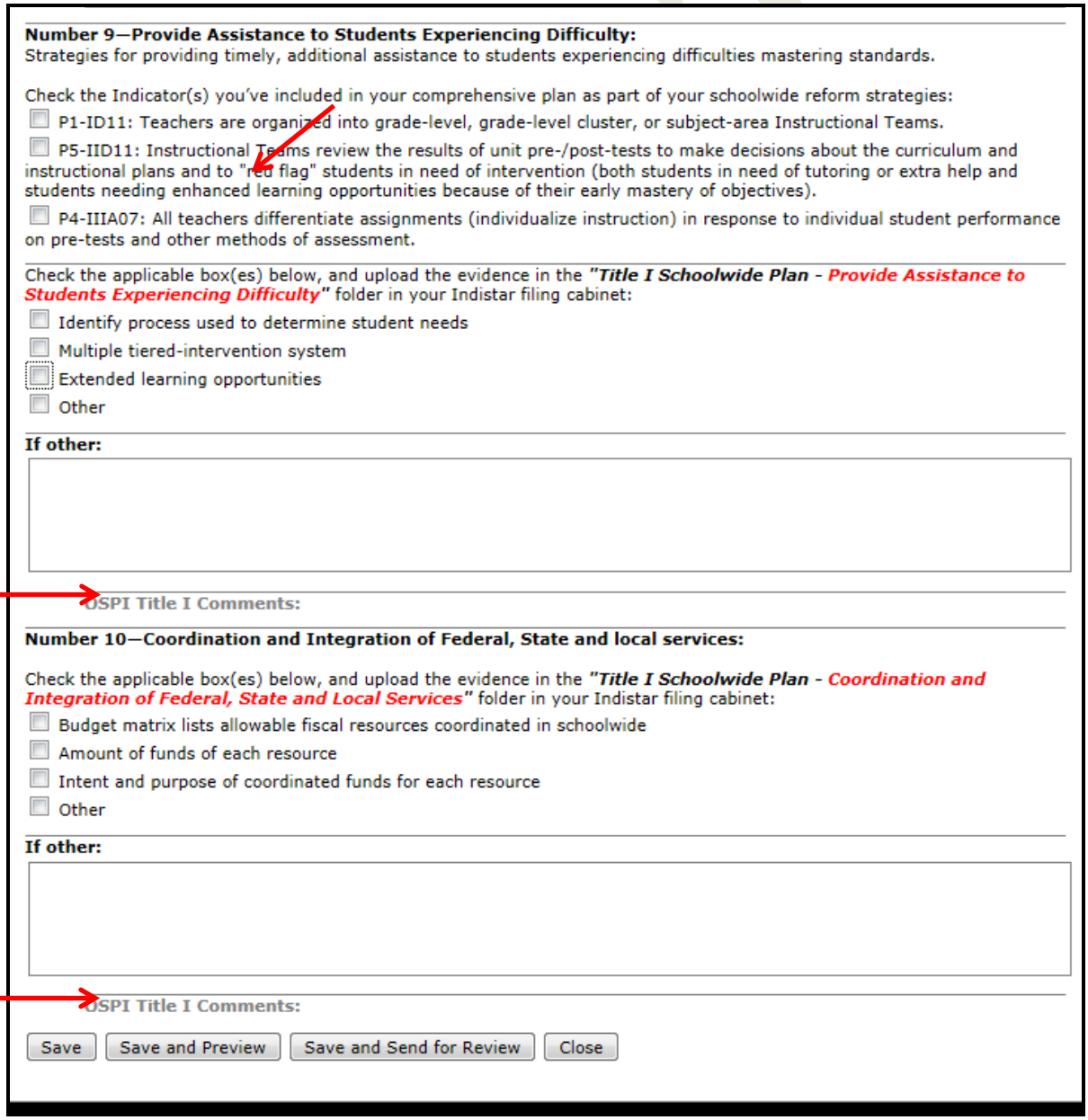
- Complete the form, marking the applicable box(es) to indicate evidence the school has uploaded to the corresponding folder in the "*Document Upload*" tab. Review the boxes checked for Components 4, 6, 7, 8, and 9 to ensure these indicator(s) are included in the school's Student and School Success Plan.

- Frequently click "Save" at the bottom of the form to save your work. Click "Save and Preview" to generate a PDF of the form and all of the work completed to date. Click "Save and Send for Review" to submit the webform to OSPI Title I Division.



.

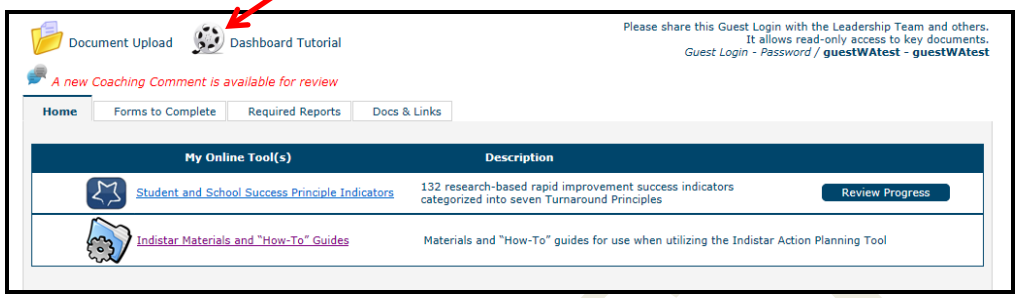
- Staff members in OSPI's Title I Division will review the submitted webform, uploaded evidence, and the comprehensive plan. They will either approve the plan or will submit their comments and requested revisions. The revisions will be embedded in the webform in the *OSPI Title I Comments* box under the individual Component.



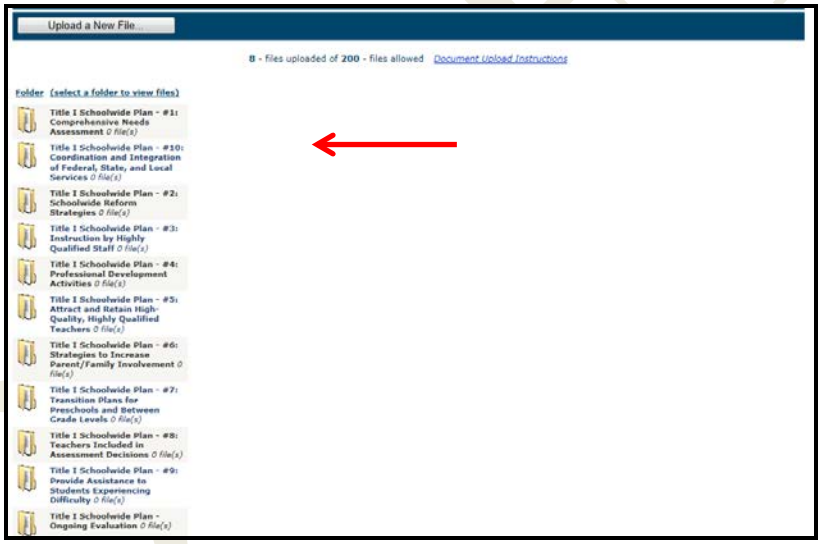
Appendix B.2

Directions to Submit Evidence in Indistar®

- Click on the *Document Upload* tab on the school dashboard to view the folders for each Title I Schoolwide Component.

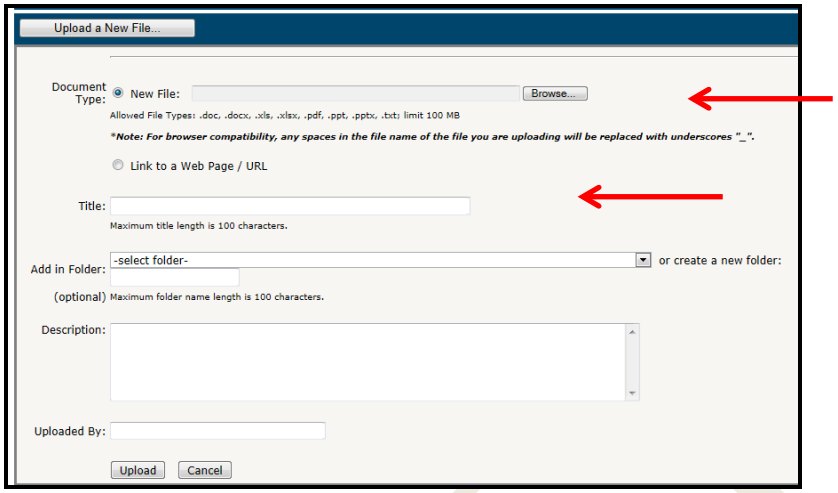


- Click on the folder to which evidence will be uploaded

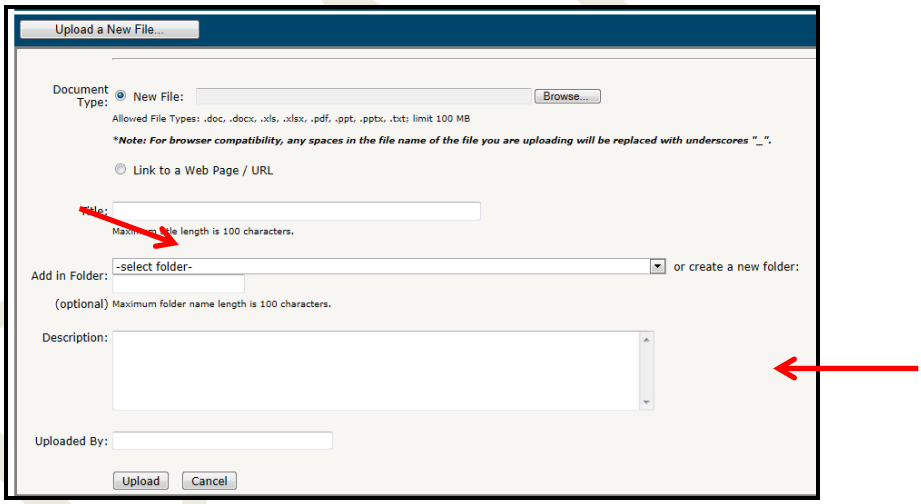


- Click on *Upload a New File* at the top of the screen

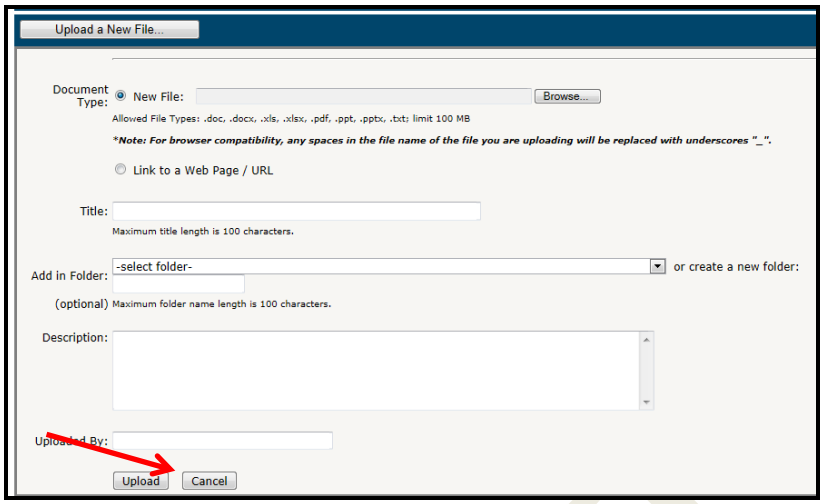
Click on *Browse* to find the document on your computer. Enter a title in the *Title* field.



- Use the *Select Folder* dropdown box to select the folder in which the document will be placed. Enter information as requested (e.g., enter a brief description in the *Description* box).



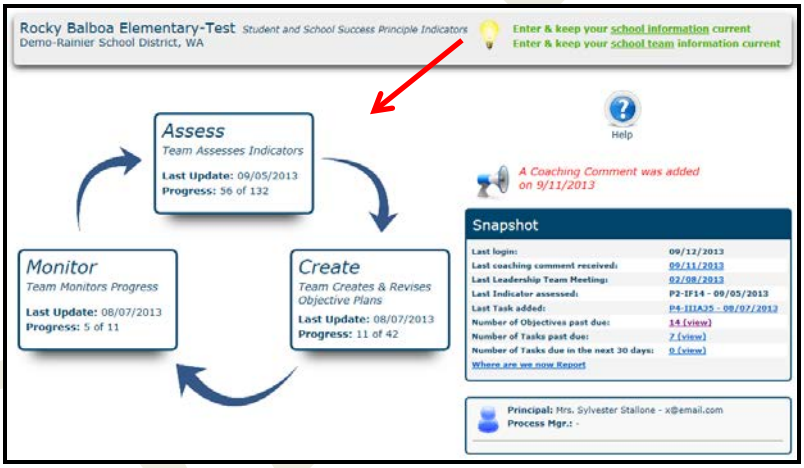
- Click on *Upload* when the form is complete.



Appendix B.3

Directions to Assess Title I Schoolwide Plan Component Indicators

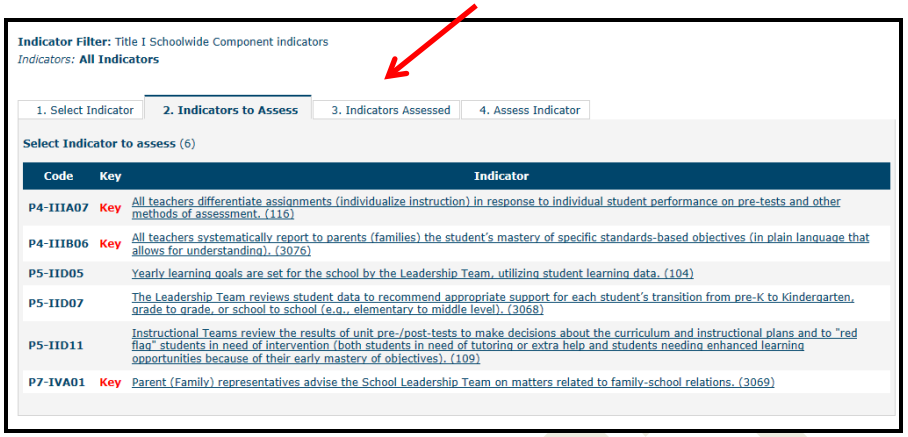
- Click on the *Assess* button on the *School Main Page*.



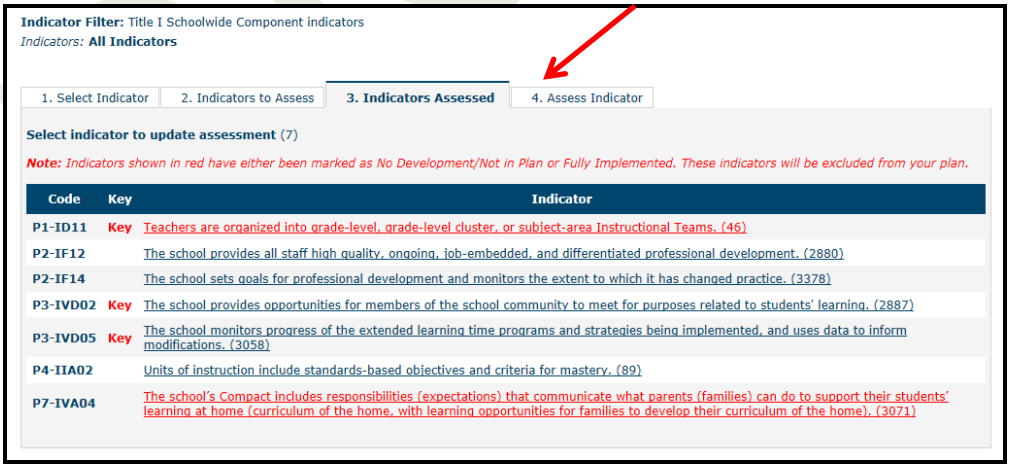
- Click the dropdown arrow in the *Apply Indicator Filter* box and select *Title I Schoolwide Component Indicators*. Click the *Display all Indicators* button to show all indicators associated to this filter.

- Click on Tab 2 (*Indicators to Assess)* to open the list of all Title I Schoolwide Component Indicators that have *not been assessed* by the

Leadership Team. Click on an indicator to assess it. *Note that the prefix to the indicator code (e.g., P1, P4, and P7) in the "Code" column indicates the Turnaround Principle with which the Expected Indicator is associated.*



- Click on Tab 3 (Indicators Assessed) to view any/all of Title I Schoolwide Component Indicators that *have already been assessed*.
  - Indicators shown in red have been assessed as No Development/Not in Plan OR Fully Implemented by the Leadership Team; therefore they are not included in the current Student and School Success Action Plan. Click on the Indicator to re-assess it and initiate the process to create S.M.A.R.T. Goals, tasks, and timelines.
  - Indicators in blue are included in the current plan; if an objective has already been written for the indicator, the tool precludes teams from modifying the "Level of development or implementation." However, teams can modify the Priority Score, Opportunity Score, and description for the current level of development/implementation.



Appendix B.4

Required Documentation
Component 10: Combining Funds in Schoolwide Programs

Coordination and Integration of Federal, State and Local Services provide the authority to coordinate and combine funds within the schoolwide model. Allowable funding sources for inclusion in a schoolwide program include: Title I, Part A; Title II, Part A; basic education, local funding, levy; Title II, Carl Perkins and most federal Department of Education programs. Restricted funding sources include Migrant, Indian Education, LAP and federal Special Education. Programs that may not be included are; Highly Capable Program, State Transitional Bilingual, State Special Education. Appendix B provides directions and a sample matrix of the required information.

As described in Section IV of the handbook, school teams integrating their Student and School Success Action Plan and Title I Schoolwide Plan in Indistar® are required to upload documentation for each component to the corresponding folders in the *Document Upload* tab in Indistar®. Component 10 (Combining Funds in Schoolwide Programs) must be addressed using a specific format (Table 2). When completed, this document will be uploaded to the Component 10 folder in the *Document Upload* tab.

Specific directions follow.

1. Review Table 1 (*Sample Plan Illustrating How to Combine Funds in Schoolwide Plans)* to understand how a school might address Component 10 for Schoolwide Programs. Allowable funding sources for inclusion in a schoolwide program include: Title I, Part A; Title II, Part A; basic education, local funding, levy; Title II, Carl Perkins and most federal Department of Education programs. Restricted funding sources include Migrant, Indian Education, LAP and federal Special Education.
2. Complete Table 2 for your school. If needed, insert additional rows to identify all resources.
3. Follow the instructions in Step 4 of Section IV to upload the completed document to the Component 10 folder in the *Document Upload* tab**.**

Table 1. *Sample Plan* Illustrating How to Combine Funds in Schoolwide Plans (Component 10)

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education and Local Levy	$1,719,026	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment,

		technology, staff development, and substitutes.
Title I, Part A	$269,477	To help students at the greatest risk of not meeting state standards in reading, language arts, math, and science in grades Kindergarten through 12. Funds may also be used for preschool programs.
Title II, Part A	$33,118	To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.
Title III	$17,855	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Total	**$2,039,476**	

Table 2. Combining Funds to Support Our Schoolwide Program (Component 10)

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Title I, Part A		
Basic Education		
Local Levy		
Title II, Part A		
Title III		
Total		

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For more information about the contents of this document, please contact:
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2011

Washington State's Synergy Model:

System of Differentiated Recognition, Targeted Assistance, and Intervention

DRAFT

Randy I. Dorn
State Superintendent of
Public Instruction

December 2013

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Washington State's Synergy Model: *System of Differentiated Recognition, Targeted Assistance, and Intervention* *DRAFT*

Prepared by
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December 2013

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Foreword

> We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far.
>
> Ronald Edmonds, 1978

These words from Dr. Ronald Edmonds, former Director of the Center for Urban Studies at Harvard University, are more relevant in Washington State today than they have ever been. We have clear direction from our superintendent of public instruction, legislature, governor, and too many community advocacy groups to list that we must "move the needle for the kids in our state." In its *McCleary v. Washington* Decision, Washington State's Supreme Court was very clear: *Washington State is not amply funding basic education under the state Constitution*. The ruling reinforced the state's paramount duty to our children who will become the leaders of tomorrow. The Court guided our work further by declaring:

- *"Ample provision" is considerably more than just adequate.*
- *"All children" refers to "each and every child" in Washington; no child is excluded.*
- *"Basic education" means whatever is necessary to give students the opportunity to master the state's [standards].*

Ensuring equality in outcome for Washington State's 1.1 million students, which includes all students graduating college and career ready, is the ultimate metric for the success of our school system. This summative performance-based measure is of course monitored with incremental targets along the way. The ultimate goal will be reached with a carefully crafted system of differentiated support focused on the two catalytic leverage points of "Courageous Leadership" and "Transformational Teaching for Learning*."*

Our moral obligation as a state education agency is to create a system that provides this differentiated support regardless of race, socio-economic status or geography. Because historical approaches may fail to get the results our students deserve, the Office of Student and School Success developed *Washington State's Synergy Model: Differentiated System of Recognition, Targeted Assistance, and Intervention.* The Synergy Model describes supports and services the superintendent of public instruction will implement to ensure the success of each school and each student across our state.

Courageous leadership supporting transformational teaching for learning is THE key to improving the education system in our state and eliminating achievement gaps that continue to exist. EVERY student should attend an excellent school and be taught by an exceptional teacher! This work and the decisions that YOU make are essential in ensuring that all 1.1 million students in Washington graduate from high school with equality in outcome. This is the civil rights issue of our generation. Thank you in advance for advocating for all children as if each were your own. We CAN and MUST do this work! Our kids are counting on us!

For Kids,

Andrew E. Kelly
Assistant Superintendent
Office of Student and School Success

Acknowledgements

This document was developed under contract by:

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The following exemplary educators also developed this document:

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- **Diane Gard,** Executive Assistant, Office of Student and School Success, OSPI
- **Megan Eliasson**, Research Analyst, Office of Student and School Success, OSPI
- **Gayle Pauley,** Director, Title I/LAP and Consolidated Program Review, OSPI
- **Larry Fazzari,** Program Supervisor, Title I/LAP and Consolidated Program Review, OSPI

Additional resources used in creating this document include:

- Center on Innovation & Improvement (2009). *Framework for an Effective Statewide System of Support*. Retrieved from http://www.centerii.org/techassist/support/
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., and Wallace, F. (2005). *Implementation Science: A Review of the Literature*. Retrieved from http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf

I. Introduction

The Office of Student and School Success designed Washington's Synergy Model in order to (a) recognize highest performing and high-progress schools across Washington State; (b) provide targeted assistance and support to challenged schools in need of improvement, increasing the support based on the magnitude of need; and (c) identify districts with persistently lowest performing schools for required action, provide intensive assistance and, if necessary, intervention, again continuing to increase support based on the magnitude of need. The model provides incentives for change, both positive and negative, encouraging district and school actions that ensure equality in outcome for all of their students and discouraging those actions that create barriers and perpetuate practices that lead to inequitable outcomes.

The Synergy Model ensures 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.

Premises influencing the development of the Synergy Model include:

- System-wide improvement is driven by changes in leadership and instructional capacity that come from new understandings, new skills, and new ways of collaborating.
- Those closest to the student have the greatest opportunity to improve the student's learning.
- Incentives, both positive and negative, as well as opportunities to learn and improve practice, are essential to build educator capacity to accelerate student learning.
- Data on performance and growth on state assessments, graduation rates, and other indicators of college and career readiness serve as metrics used to identify schools for recognition, targeted assistance, and intervention; these data are also used when determining the level of support and, if necessary, required actions, for challenged schools.

Organization of the Synergy Model

The differentiated set of actions for the state and for schools and their districts, differentiated system of statewide support, and theory of action underpinning the system are described in Section II.

As explained in Section III, the Synergy Model centers on the following:

A. Designation of schools for recognition, targeted assistance, and intervention based on Washington's Achievement Index
B. Recognition for performance and growth on state assessments
C. Differentiated assistance and intervention for challenged schools and persistently lowest achieving schools
D. Progress monitoring and accountability
E. Capacity building for sustainability

Section IV details the continuous action-planning processes in which schools will engage. Research-based practices at the system, school, and educator levels, as well as locally developed data, serve as the focus of the action-planning process. The Office of Student and School Success provides access to an online tool that serves as the platform for this continuous improvement process.

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This document concludes with appendices to support school and district teams as they implement Washington's Synergy Model.

Policies Informing Design of the Synergy Model

Policies and programs established over the last several years by the Washington State Legislature, State Board of Education (SBE), and Office of Superintendent of Public Instruction (OSPI) set the stage for this work. Brief descriptions of these policies and programs follow. Together, they lay the foundation for the Synergy Model and ensure an effective and differentiated statewide system of recognition, targeted assistance, and intervention.

Washington State Legislation

In 2010, Washington's legislature enacted new law (Engrossed Second Substitute Senate Bill 6696 or E2SSB 6696) requiring state-level intervention in districts with chronically low-performing schools; the law also established a process to implement a new differentiated accountability and system by the 2013-14 school year. Legislation enacted in 2013 (Engrossed Second Substitute Senate Bill 5329 or E2SSB 5329) further develops the state accountability system and clarifies the intent to revise and use the Washington Achievement Index to identify and address the needs of persistently lowest achieving schools, including both Title I and non-Title I schools. Additionally, E2SSB 5329 charged the superintendent of public instruction with designing a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if necessary, requiring intervention in schools and school districts.

State Board of Education (SBE)

The following guiding principles were identified by the SBE when creating the Washington Achievement Index: (a) demonstrates attributes of transparency, fairness, consistency, and accessibility for teachers, districts, parents, and policy makers; (b) uses existing data; (c) relies on multiple measures, including results from all grades tested and all subjects tested in the state assessment system (reading, writing, mathematics, and science); and (d) provides multiple ways to recognize success. Additional guiding principles for the accountability framework were recognized by the SBE in working with the Achievement and Accountability Workgroup as revisions to the Washington Achievement Index were considered (Appendix A).

Office of Superintendent of Public Instruction (OSPI)

As part of its approved *ESEA Flexibility Request,* OSPI is required to develop and implement a state-based system of differentiated recognition, accountability, and support. The support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students. Responsibility for designing and implementing the system has been delegated to the Office of Student and School Success.

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II. Synergy Model for System-Wide Change

This section describes the following:

A. Core elements of the state's Synergy Model for differentiated statewide support
B. Theory of Action underpinning the Synergy Model.

A. Synergy Model: Differentiated System of Statewide Support (Figure 1)

The Synergy Model for Washington's differentiated system of statewide support asserts that implementation of research-based practices at the state, district, and school levels will lead to shifts in educator practice, resulting in equality in outcome for Washington's 1.1 million students.

As illustrated in Figure 1, the system of statewide support is anchored in twin pillars of *Accountability & Recognition* and *Assistance & Intervention*. Holding schools and their districts accountable for improvements in student learning, as well as recognizing performance and growth, emphasize the role of incentives, both positive and negative, in influencing districts and schools to implement or cease to engage in specific practices. Building capacity to implement research-based practices requires educators to have access to assistance, and if necessary, interventions to create new understandings, skills, and ways of working together.

The figure also emphasizes the essential integration of *State Actions* and *School & District Actions* to ensure effective implementation of research-based practices, processes, and systems to support continuous school improvement. Research highlights the district's unique and distinctive leadership role in school improvement efforts. Absent strong collaboration, guidance, and support from central office leadership, reforms introduced at the school level are difficult to sustain. District commitment, leadership, and support are essential to sustain improvements in learning at the individual student, classroom and school levels. Districts also control the conditions for change, including the distribution of resources (e.g., highly effective teachers and leaders) that influence student achievement across their schools. Hence, both *School & District Actions* are shown as core components of the system.

Additional highlights from Figure 1 follow.

- Tiers describe state actions to recognize schools, provide data systems, monitor school and district progress, provide differentiated support and services, and if needed, interventions in Level II Required Action Districts–all of which are essential for supporting continuous improvement.
- The bottom tier summarizes core services available to all schools and districts and *School & District Actions* expected of all schools and districts.
- The next three tiers (i.e., Challenged Schools, Required Action Districts–Level I, and Required Action Districts–Level II) describe *State Actions* and *School & District Actions* for schools identified for targeted assistance and intervention based on Washington's Achievement Index. Challenged Schools and their districts engage in actions described in the bottom two tiers; Level I Required Action Districts implement actions in the bottom three tiers; and Level II Required Action Districts engage in actions described in all four tiers.
- Arrows depict changes in both *Actions* and *Autonomy* for schools based on their placement in the tiers. For example, Required Action District Level I and Level II schools will have less autonomy and more targeted interventions than schools in the first or second tier.

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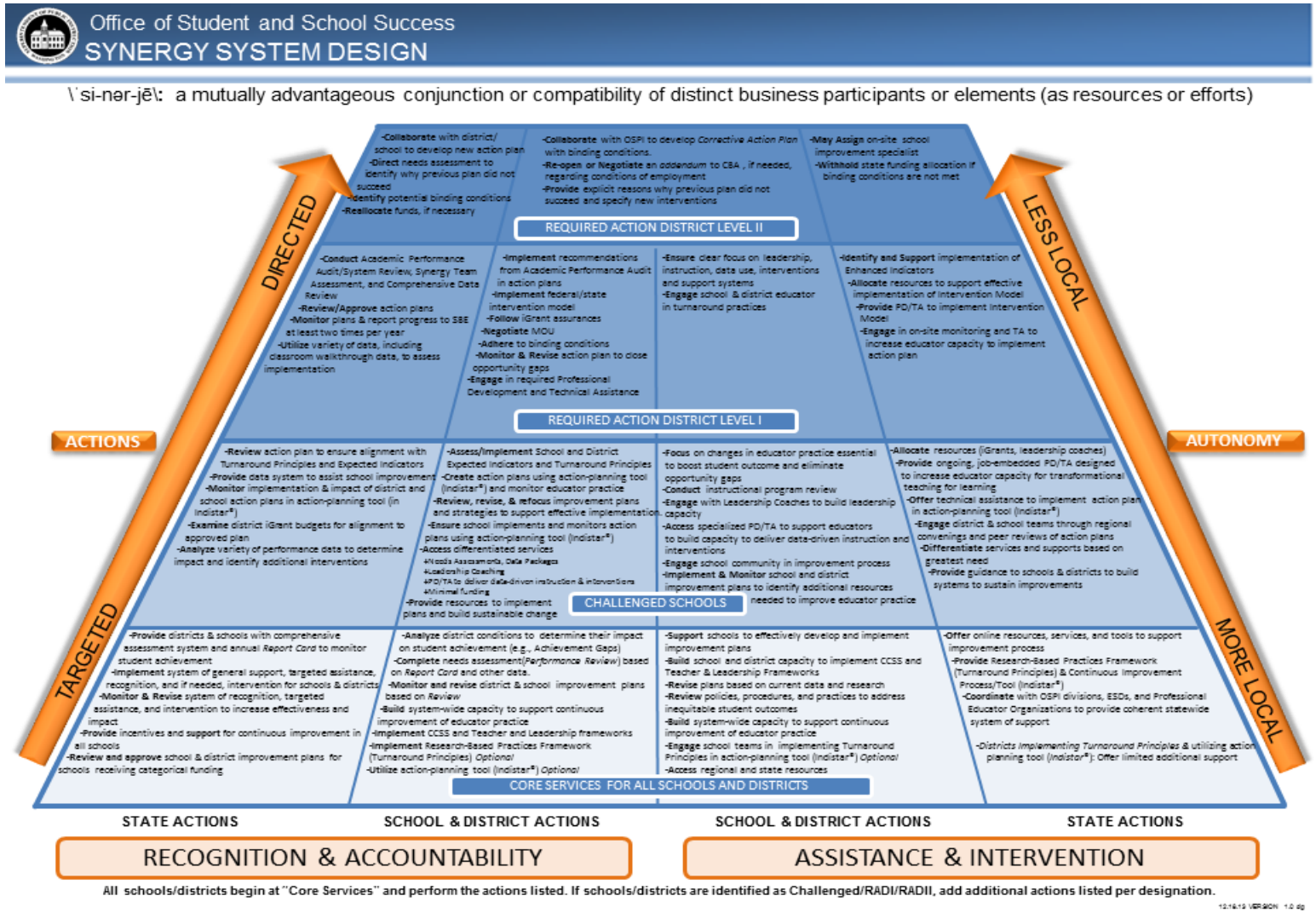

Figure 1. Synergy Model: Differentiated System of Statewide Support

B. Theory of Action Underpinning the Synergy Model

As depicted in Figure 2, *Courageous Leadership* and *Transformational Teaching for Learning* serve as fulcrums for school improvement and change. Together, the title phrase (If we do…then we impact…which results in…) and the circular arrows describe the continuous improvement process in which schools engage to shift educator practice and build sustainable improvements. Additional details about Figure 2 follow.

1. *Office of Student and School Support Services* describes the targeted assistance provided by the Office of Student and School Success to schools (quadrant 1).
2. *District and School Strategic Areas* summarizes requirements for challenged schools and their districts (quadrant 2).
3. *Outcomes* describes expected impacts of effective implementation of both supports and requirements (quadrant 3). Schools and districts establish and are accountable to achieve unique outcomes for improved educator capacity and increases in student learning.
4. Finally, *Success* highlights sustainable results of the continuous improvement process in challenged schools (quadrant 4).

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Figure 2. Theory of Action for Differentiated Support for Challenged Schools

III. Differentiated System

As described in the Introduction, the Synergy Model centers on the following components:

A. Designation of schools for recognition, targeted assistance, and intervention based on Washington's Achievement Index (Appendix A)
B. Recognition for performance and growth on state assessments
C. Differentiated assistance and intervention for challenged schools and persistently lowest achieving schools
D. Progress monitoring and accountability
E. Capacity building for sustainability

Descriptions for each component follow. Together, they form an integrated and differentiated statewide system of recognition, targeted assistance, and intervention that (a) utilizes incentives to engage educators; (b) offers opportunities for teachers and leaders to build individual and collective capacity to boost student learning and close opportunity gaps; and (c) aligns with federal and state regulations.

A. Designation of Schools for Recognition, Targeted Assistance, and Intervention

The Washington Achievement Index is used to assign all schools, regardless of Title I status, to one of six tiers: Exemplary, Very Good, Good, Fair, Underperforming, and Priority-Lowest 5%. A brief description of the Index and explanation of how schools are designated for recognition, targeted assistance, and intervention based on the assignment of tiers follows. Appendix A provides a complete description of the Index, including the guiding principles that anchor the Index, detailed explanations of how the Index is calculated, and additional information regarding the assignment of schools to tiers.

Washington Achievement Index

The Washington Achievement Index utilizes multiple performance measures to determine Annual and Composite Index Scores, measure progress over time, and assign schools to tiers. These performance measures include:

- For all schools: Proficiency on state assessments in Reading, Mathematics, Writing, and Science.
- For all schools: Student Growth in Reading and Mathematics.
- For schools that graduate students, College and Career Readiness, which includes Adjusted 5-Year Cohort Graduation Rates, Performance on 11th Grade Assessments, and Dual Credit/Industry Certification Rates. The state's graduation requirements will ultimately align to the performance levels associated with college and career readiness.

The Index is intended to assess school progress toward the long-term goal of career and college readiness for all students. While Student Growth is an essential element in measuring this progress, inclusion of Student Growth does not come at the expense of a commitment to and priority on getting *all students* to academic standard. The SBE intends to incorporate metrics of "growth adequacy" in the Index. These metrics will describe how much growth is needed to bring students and schools to academic standard within a specified period of time.

System to Assign Schools to Tiers

Highlights of the system for assigning schools to tiers follow.

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- The Composite Achievement Index score is used as the standard measure of school achievement and to assign all schools, including Title I schools, Title I-eligible schools, and non-Title I schools, to tiers.
- Tier labels align with state requirements for designating schools. These include: Schools for Recognition (Exemplary Tier), Challenged Schools (Underperforming and Priority-Lowest 5% Tier), and Level I and Level II Required Action Districts from bottom of Priority-Lowest 5% Tier (Table 1 – Column 1).
- The tier label is determined by the school's performance on the Composite Achievement Index (Table 1 – Column 2).
- Tier labels align with categories of schools required by the U.S. Department of Education for states with an approved *ESEA Flexibility Request.* Categories include: Reward – Highest Performing Schools, Reward – High-Progress Schools, Focus Schools, and Priority Schools (Table 1 – Column 3). Federal accountability requirements for Title I schools are treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The system should align designations of challenged schools in need of improvement made annually by the superintendent of public instruction with lists of persistently low-achieving schools as required under federal regulations.
- The SBE determined normative measures (i.e., specific percentages) to determine the number of schools that should be designated in each tier (Table 1 – Column 4). These normative measures of accountability serve as a transitional strategy. However, the SBE does not support a permanent system of moving, normative performance targets for our schools and students. The SBE intends to establish objective standards for Index performance tiers and exit criteria for required action status to support the long-term goal of gradually reduced numbers of schools in the bottom tiers of the Index.

Schools are designated for recognition, targeted assistance, and intervention based on their placement in tiers. As noted above, designations are consistent with both federal categories required for states with an approved *ESEA Flexibility Request* and state categories required in Washington State law (E2SSB 6696 and E2SSB 5329). Details for each designation follow.

- Recognition (Reward Schools):
  - All schools in the Exemplary Tier
  - Schools in the Very Good, Good, and Fair Tiers are eligible for recognition for high progress on state assessments.
- Targeted Assistance (Challenged Schools):
  - All schools in Priority-Lowest 5% Tier (referred to as "Priority Schools")
  - Schools in Underperforming Tier (lowest 10% of schools based on subgroup performance; referred to as "Focus Schools")
- Targeted Assistance, and if necessary, Intervention (RAD Level I and Level II)
  - Required for districts with persistently lowest achieving schools from bottom of Priority-Lowest 5% Tier.
  - Persistently lowest achieving schools are defined in state law as not making progress in proficiency and growth on state assessments over a number of years (E2SSB 6696).
  - Two levels of required action established in state law:
    - Required Action Districts–Level I (RAD Level I) have at least one persistently lowest achieving school.
    - Required Action Districts–Level II or (RAD Level II) have at least one persistently lowest achieving school that has implemented federal/state intervention models for one or more years, but has

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not demonstrated recent and significant progress toward the requirements for release from Required Action District Level I status.

- o RAD Level I and RAD Level II districts receive targeted assistance, and if necessary, state-level intervention in order to effectively implement a federal/state intervention model.

Table 1. Designating Schools in Tiers Using the Achievement Index

Tier & State Category	Tier Description	Federal Category for Title I Schools	Approximate Percent of All Schools
Exemplary State Category: **Reward Schools**	• Top 5% of schools based on the Composite Index score • Schools must have a proficiency score of 7 or higher (60% met standard or above)	**Reward – Highest Performing Schools** and **Reward – High Progress Schools**	**5%**
Very Good	• Approximately the next 15% of schools based on the Composite Index score		**15%**
Good	• Approximately the next 30% of schools based on the Composite Index score		**30%**
Fair	• Approximately the next 30% of schools based on the Composite Index score		**30%**
Under-performing State Category: **Challenged Schools**	• Approximately the next 5% of schools based on the Composite Index score • Also includes lowest 10% of schools, both Title I and non-Title I, based on subgroup performance; includes all high schools with subgroup Adjusted 5-Year Cohort Graduation Rates less than 60% over 3 years. No school with subgroup performance in the lowest 10% of all schools can place higher than this tier. These schools will be designated as Focus schools.	Ceiling for **Focus Schools**	**15%**
Priority-Lowest 5% State Category: **Challenged Schools**; includes **RAD Level I and Level II**	• Lowest 5% of all schools, both Title I and non-Title I, based on the Composite Index score • Also includes high schools with Adjusted 5-year Cohort Graduation Rates less than 60% over three years • The revised Index will rank all schools in order. If needed, Title I schools that fall just outside of the lowest 5% of all schools will be pulled into this tier to make up the requisite number of Priority Title I schools and Title I-eligible secondary schools that graduate students (N = 5% of the state's total number of Title I schools in 2010-11, or 46).	**Priority Schools**	**5%**

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B. Recognition for Performance and Growth on State Assessments

Annual recognition of school success is an important part of Washington State's Synergy Model for differentiated statewide support. Award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. Washington's recognition system celebrates multiple levels of success, including identifying improvement in low-performing schools and highlighting examples of good schools that later achieve exemplary status. The state uses a variety of strategies to both (a) recognize performance and growth and (b) provide positive incentives that encourage school and district actions that align with the Synergy Model (Figure 1). These include;

- Public recognition for Reward Schools (e.g., Highest Performing, High-Progress, and Title I Distinguished Schools); strategies consist of annual recognition ceremonies with leaders from OSPI, SBE, and Reward Schools and their districts; letters to principals and superintendents describing the criteria for the recognition; communication materials for schools and districts to publicize the recognition in their communities; press releases issued by OSPI and published on OSPI website; and encouragement to Educational Service Districts to hold regional celebrations and to provide opportunities for all schools to learn from Reward Schools in their region.
- Competitive grants for schools to implement innovative ideas for turning around performance.
- Greater autonomy and relief from requirements for schools not identified as Challenged Schools.

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C. Differentiated Assistance and Intervention for Challenged Schools and Persistently Lowest Achieving Schools

The Synergy Model ensures a unified system of support for challenged schools and persistently lowest achieving schools that (a) aligns with basic education, (b) increases the level of support based upon the magnitude of need, and (c) is consistent with federal and state regulations. The model articulates actions at the state and local levels that focus explicitly on increasing educator capacity, since system-wide improvement is driven by changes in leadership and instruction that come from new understandings, new skills, and new ways of collaborating. Actions

As seen in Figure 1 (Synergy Model: System for Differentiated System of Statewide Support), state actions, as well as school and district actions, focus on twin levers of Recognition & Accountability and Assistance & Intervention. Together, these enable the state to provide both positive and negative incentives to (a) encourage district and school actions that significantly increase educator and system capacity and student learning and (b) discourage those actions that create barriers and lead to persistent low performance and inequalities in outcome.

State Actions Supporting Differentiated Technical Assistance and Intervention
Descriptions of state actions for both Recognition & Accountability and Assistance & Intervention follow. As indicated earlier, all schools and districts begin at "Core Services" and perform the actions listed. Schools and districts identified as Challenged, Required Action District Level I, and Required Action District Level II will implement the additional actions listed per designation.

- **Recognition & Accountability – State Actions**
  - **Core Services for All Schools and Districts:**
    - ✓ **Provide** districts and schools with comprehensive assessment system and annual *Report Card* to monitor student achievement
    - ✓ **Implement** system of recognition, general support, targeted assistance, and if needed, intervention for schools and districts
    - ✓ **Monitor and Revise** system of recognition, targeted assistance, and intervention to increase effectiveness and impact
    - ✓ **Provide** incentives and **support** for continuous improvement in all schools
    - ✓ **Review and approve** school and district improvement plans for schools receiving categorical funding
  - **Challenged Schools:**
    - ✓ **Implement** State Actions listed in "Core Services"
    - ✓ **Provide** data system to assist school improvement
    - ✓ **Review** action plan to ensure alignment with Turnaround Principles and Expected Indicators
    - ✓ **Monitor** implementation and impact of district and school action plans using action-planning tool (Indistar®)
    - ✓ **Examine** district iGrant budgets for alignment to approved plan
    - ✓ **Analyze** variety of performance data to determine impact and identify additional interventions
  - **Required Action Districts–Level I**
    - ✓ **Implement** State Actions for Challenged Schools
    - ✓ **Conduct** Academic Performance Audit/System Review, Synergy Team Assessment, and Comprehensive Data Review
    - ✓ **Review/Approve** action plan using action-planning tool (Indistar®) to ensure alignment with state and federal requirements

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        - ✓ **Monitor** plans and report progress to SBE semi-annually
        - ✓ **Utilize** variety of data, including classroom walkthrough data, to assess implementation
    - **Required Action Districts–Level II**
        - ✓ **Implement** State Actions for Required Action Districts–Level I
        - ✓ **Direct** needs assessment to identify why previous plan did not succeed
        - ✓ **Collaborate** with district and school to develop new action plan (*Corrective Action Plan*)
        - ✓ **Review/Approve** *Corrective Action Plan* to ensure alignment with state and federal requirements
        - ✓ **Identify** potential binding conditions
        - ✓ **Reallocate** funds to support *Corrective Action Plan*, if necessary

- **Assistance & Intervention – State Actions**
    - **All Schools and Districts:**
        - ✓ **Offer** online resources, services, and tools to support improvement process
        - ✓ **Provide** Research-Based Practices Framework (Turnaround Principles) and Continuous Improvement Process/Tool (Indistar®)
        - ✓ **Coordinate** with OSPI divisions, regional Educational Service Districts (ESDs), and Professional Educator Organizations (e.g., Washington Association of School Administrators [WASA] and Association of Washington School Principals [AWSP]) to provide coherent statewide system of support
        - ✓ ***Districts Implementing Turnaround Principles and*** **utilizing action-planning tool** (*Indistar®*): Offer limited additional support
    - **Challenged Schools:**
        - ✓ **Implement** State and District & School Actions listed in "Core Services"
        - ✓ **Allocate** resources (e.g., minimal funding through iGrants, Student and School Success Coaches) – See Appendix B
        - ✓ **Provide** ongoing, job-embedded professional development and technical assistance designed to increase educator capacity for courageous leadership and transformational teaching for learning – See Appendix C
        - ✓ **Offer** technical assistance to implement action plan using action-planning tool (Indistar®)
        - ✓ **Engage** district and school teams through regional convenings and peer reviews of action plans
        - ✓ **Differentiate** services and supports based on magnitude of need
        - ✓ **Provide** guidance to schools and districts to build systems to sustain improvements
    - **Required Action Districts–Level I**
        - ✓ **Implement** State Actions for Challenged Schools
        - ✓ **Identify and Support** implementation of Expected Indicators using the action-planning tool (Indistar®)
        - ✓ **Allocate** resources to support effective implementation of intervention model – See Appendix B
        - ✓ **Provide** professional development and technical assistance to implement intervention model

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        - ✓ **Engage** in on-site monitoring and technical assistance to increase educator capacity to implement action plan
    - **Required Action Districts–Level II**
        - ✓ **Implement** State Actions for Required Action Districts–Level I
        - ✓ **May assign** on-site school improvement specialist
        - ✓ **Withhold** state funding allocation if binding conditions are not met

Resources

The Office of Student and School Success utilizes both federal and state resources to support targeted assistance and interventions in Challenged Schools and Required Action Districts–Level I and Level II. Federal and state funds support differentiated services delivered to identified Title I schools, and state funds support differentiated services delivered to identified non-Title I schools.

Resources are differentiated based on a variety of factors:

- Total number of Challenged Schools (Priority and Focus Schools and Required Action Districts–Level I and Level II).
- Number of Title I Challenged Schools (Priority and Focus Schools): These schools are eligible for support using federal Title I funds.
- Number of Required Action Districts–Level I and Level II (RAD Level I and RAD Level II) identified for targeted assistance and intervention.
- Number of Priority schools awarded federal School Improvement Grants (SIGs). A competitive process is used to select SIGs; federal guidance requires each SIG to be awarded funds ranging from $50,000 to $2,000,000 annually to support implementation of the identified federal intervention model.

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D. Progress Monitoring and Accountability

The Office of Student and School Success implements the strategies described below to (a) monitor progress and hold schools and their districts accountable to meet and/or exceed intended outcomes around improvements in educator practice and increases in student learning, and (b) evaluate and improve the statewide system of support.

School and District Level: *Challenged Schools and Required Action Districts*

The standard of rigor for review of Student and School Success Plans and Corrective Action Plans is intended to ensure that authentic change occurs in instructional and leadership practices as a result of plan implementation.

- Student and School Success Action Plan Review: Action plans are monitored and school and district teams are provided feedback using the action-planning tool (Indistar®) at least three times during the year.
    - Leaders from the Office of Student and School Success, education consultants (Student and School Success Coaches) contracting with the Office, and peer review teams that include state, district, and school leaders engage in a rigorous review process to monitor and provide feedback to school and district teams.
    - Reviewers examine plans to ensure schools have identified expected changes in student learning and educator practices, as well as the measures schools and their districts will use to monitor progress, and, if needed, revise goals and tasks to ensure intended outcomes are achieved over time.
    - Reviews also examine alignment of action plans to state and/or federal requirements. For example, all Priority and Focus Schools must fully implement all seven Turnaround Principles in order to be in compliance with federal guidance.
    - Plans are reviewed to ensure they include targets on interim measures to inform instruction and interventions (e.g., Measures of Academic Progress [MAP assessments] and Smarter Balanced interim assessments).
    - Plans may be reviewed more frequently if concerns around identified improvement strategies and/or progress toward effective implementation of those strategies arise during one of the three scheduled reviews.
    - End-of-year reviews and summative evaluations examine changes in practice and student outcomes in order to ensure authentic change is occurring in Challenged Schools and Required Action Districts. The review also examines policies, practices, and procedures schools and their districts implement that promote educator practices (a) leading to equality in outcome for all students and (b) eliminating barriers and practices that lead to inequitable outcomes.
- iGrant funding expenditures are monitored at least quarterly to ensure alignment of the use of funds with strategies outlined in the action plan and federal/state regulations.
- During their Comprehensive Program Reviews, OSPI's Title I Division monitors and provides feedback on Student and School Success Action Plans for all Title I schools, including those identified as Challenged Schools and the persistently lowest achieving schools in Required Action Districts.
- Student and School Success Coaches and school improvement specialists assigned to Challenged Schools and Required Action Districts by the Office of Student and School Success regularly monitor progress on action plans with

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school and district leadership teams. They use the Task Report feature on the action-planning tool (Indistar®) to monitor progress and provide feedback.
- Student and School Success Action Plans for Required Action Districts–Level I are monitored and progress is reported to the State Board of Education twice each year. Required Action Districts–Level I with one or more schools that have remained as persistently lowest achieving for more than three years and have not demonstrated recent and significant improvement or progress toward exiting persistently lowest achieving status, despite implementation of a required action plan, may be assigned to Level Two for Required Action Districts.
- Corrective Action Plans for Required Action Districts–Level II are monitored and progress is reported to the State Board of Education twice each year.

State Level

Goal-setting is a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The Office of Student and School Success identified clear goals, objective, and benchmarks for implementation of the Synergy Model and created a process for monitoring its ongoing operations and evaluating effectiveness of the model. Goals are grounded in what is practically achievable in the short-term and aspirational in the long-term. They also reflect realistic assumptions about the level of resources needed and the time necessary for implementation of reforms to achieve the desired system outcomes.

Ongoing operations supporting implementation of the Synergy Model are monitored in a variety of ways, including:

- Monthly review of Student and School Success Coach activities
- Monthly review of action plans by Student and School Success Coaches
- Review of all action plans at least three times per year to evaluate implementation of improvement strategies and interventions

The office also regularly evaluates its effectiveness and makes adjustments to the Synergy Model to strengthen its impact. Evaluation and improvement strategies include the following:

- The Office of Student and School Success established quality criteria (e.g., S.M.A.R.T. Goal rubric) and review process for school and district action plans.
- Leadership in schools and districts are surveyed at least annually to determine the impact of Student and School Success Coaches and school improvement specialists assigned to their school/district.
- Professional Development and Technical Assistance Implementation reports are completed for all services; these include an assessment of implementation of the new strategy or approach based on a variety of data (e.g., classroom walkthrough data). These reports inform modifications in professional development and technical assistance services.
- Participants in professional development and technical assistance complete evaluations that inform programmatic adjustments and strengthen services.
- District and school leaders are surveyed several times each year to evaluate the impact of services received.
- The office contracts with external organizations (e.g., Center for Educational Effectiveness and Education Northwest) to evaluate program effectiveness. Their reports are published on the OSPI website.
- Contracts for external partners and education consultants are performance-based and include measures related to effective implementation of the Synergy Model (e.g., Review Student and School Success Plans at least monthly).

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- Student learning outcomes are tied to school, district, regional ESD, and Office of Student and School Success performance evaluations.

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E. Capacity Building for Sustainability

The Synergy Model is designed to support schools and their districts to sustain improvements in leading, teaching, and learning over time and to continue to build educator and system capacity essential for increasing achievement and closing opportunity gaps. Attributes of the model leading to sustainability are described below.

- **Research-based practices:** The model is anchored in research-based practices identified as essential to improving and turning around school performance (i.e., Turnaround Principles). These "best practices" support schools in delivering data-driven leadership, instruction, and interventions and eliminating barriers that prevent students from achieving state standards. Continued implementation of these practices at both the district and school levels leads to sustainable improvements in both educator capacity and student learning.
- **Evidence-based action-planning tool (Indistar®):** The Office of Student and School Success supports all schools and districts, including those that exit "Challenged School" and "Required Action District" status, to utilize an evidence-based action-planning process (Indistar®) as the platform for their teams to create, implement, monitor, and revise action plans and ensure effective implementation of identified strategies and interventions.
- **Regional support:** Schools and districts may continue to access professional development and technical assistance around research-based best practices in pedagogy, assessment, and curriculum design through their regional Educational Service District (ESD). Since experts from the Office and Student and School Success and regional ESDs collaborated in the development and delivery of these services, then all schools and districts–regardless of designation–have access to this support.
- **Teacher-Leader Symposium:** Teacher teams from Challenged Schools and Required Action Districts may participate in Teacher-Leader Symposiums designed to build individual and collective capacity to lead and engage in school improvement efforts. Distributing leadership beyond administration to include teacher-leaders is supported by research as significant in sustaining both improvements and momentum for change.

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IV. Action-Planning Process

The Office of Student and School Success created a continuous improvement process (Figure 3) that supports schools to develop and implement rigorous action plans that are (a) suited to the unique strengths and challenges identified through their needs assessments and other data, (b) anchored in research-based practices, and (c) lead to sustainable improvements in educator capacity and student learning. Research-based practices focused on leadership, teaching for learning, and building system-wide capacity for change (Turnaround Principles) and change processes (Indistar® action-planning tool) provide the foundation for the action-planning process.

Process Overview
The process supports integration of state and federal accountability requirements to the greatest extent allowed by federal regulations. This enables districts and schools to streamline requirements through use of a centralized planning tool. For example, federal requirements for federal Title I, Part A Schoolwide Plans are integrated in the action-planning process for Student and School Success Action Plans required for Priority and Focus schools. This integration leads to planning that is less burdensome and more meaningful, since the linkages between programs are more apparent in the way they are administered and implemented. The action planning tool (Indistar®) supports integration of these plans.

Challenged Schools (Priority and Focus Schools) and Required Action Districts–Level I and Level II are required to create, implement, monitor, and revise Student and School Action Plans using Indistar®. Note. Priority Schools also include those schools receiving federal School Improvement Grants (SIGs).

The Office of Student and School Success monitors and provides feedback on action plans three times during the year. Leaders from the Office of Student and School Success, education consultants (Student and School Success Coaches) contracting with the Office, and peer review teams that include state, district, and school leaders engage in the review process. They examine plans to ensure schools have identified (a) expected changes in student learning and educator practices and (b) measures schools and their districts will use to monitor progress, and, if needed, revise goals and tasks to ensure intended outcomes are achieved over time. Plans are also expected to include interim measures to inform instruction and interventions (e.g., Measures of Academic Progress [MAP assessments] and Smarter Balanced interim assessments). Additionally, during their Comprehensive Program Reviews, OSPI's Title I Division monitors and provides feedback on action plans for all Title I schools, including those identified as Challenged Schools and identified schools in Required Action Districts.

Alignment with Federal and State Regulations
Guidance is provided to Challenged Schools (Priority and Focus Schools), Required Action Districts, and Priority Schools receiving federal School Improvement Grants (SIGs) to ensure their Student and School Success Action Plans align with federal and state requirements. Identified schools will be directed as follows:

- Priority and Focus Schools: These schools must fully implement the seven Turnaround Principles in federal guidance.
- Schools receiving federal School Improvement Grants (SIGs): These schools must implement one of the four federal intervention models. Since Turnaround Principles align with most requirements of federal Transformation and Turnaround Models, schools will use OSPI's action-planning process (Indistar®)

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to create, implement, monitor, and revise their plans. They will upload documentation to Indistar® to demonstrate alignment with all requirements of their selected intervention model.

- Required Action Districts–Level I and Level II: Identified schools must implement either a federal or state-approved intervention model. Similar to SIGs, these schools will also use OSPI's action-planning process (Indistar®) to create, implement, monitor, and revise their plans. They will upload documentation to Indistar® to demonstrate alignment with all requirements of their selected federal or state-approved intervention model.

As indicated above, plans are monitored three times each year to ensure (a) they align with requirements and (b) schools are making progress toward meeting their rigorous goals for changes in educator practice and student outcomes.

Student and School Success Action-Planning Handbook: A Guide for School Teams
The Office of Student and School Success developed this handbook to guide schools and their districts in (a) examining ways they can most effectively increase educator capacity and improve student achievement, and (b) using the Indistar® action-planning tool created by the Center on Innovation and Improvement to assess, create, implement, monitor, and revise their Student and School Success Action Plans. Guidance is provided to schools and districts to ensure compliance with federal and state requirements for Challenged Schools, Required Action Districts–Level I and Level II, and schools implementing Title I Schoolwide Plans.

The handbook uses a research-based framework to assess school leadership, instructional strategies, and system-wide practices and to determine next steps. Leaders in the Office of Student and School Success recognize that schools are at different stages in their action-planning processes on Indistar®, so two frameworks are included in the handbook:

A. **Action-Planning Process for *Newly Identified Schools***
B. **Action-Planning Process for *Continuing Schools***

School teams first select the action-planning process that meets their individual needs and aligns with their level of engagement on Indistar®. Next, teams identify entry points into the process that reflect their current progress. They then engage in the steps outlined in their action-planning process.

Continuous Improvement Process: Both action-planning processes are anchored in the continuous improvement process shown in Figure 3. The iterative action-planning process explicitly includes stakeholders from across the school community in examining data and determining what will be necessary to bring about equality of outcome for all students.

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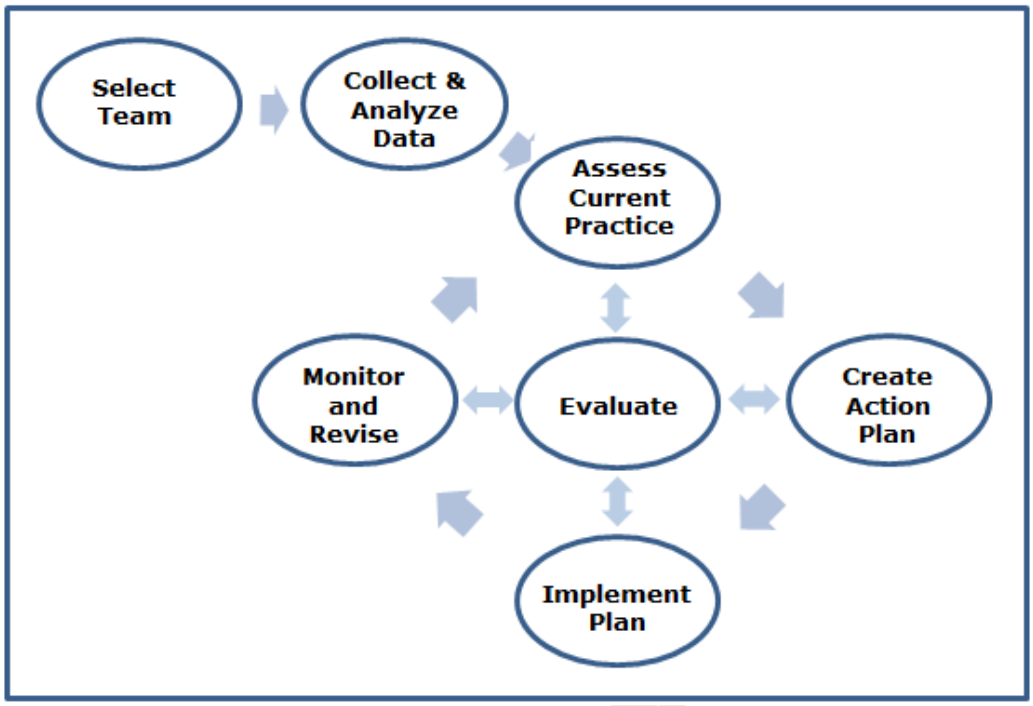

Figure 3. Continuous Improvement Process

As shown in Figure 3, schools first **select a Leadership Team** to facilitate the continuous improvement process. At the onset of this process, the Leadership Team **collects a variety of data** to develop a picture of the current reality of the school. All staff members participate in analyzing the data to determine schoolwide target areas and S.M.A.R.T. Goals that will be used in developing the Student and School Success Action Plan. While depicted as an initial step, it is important to note that collecting and analyzing data is also a recurring step that occurs frequently throughout the action-planning process, from using data to assess Indicators to using data to monitor impact and revise plans.

Next, teams use their data analysis to ***assess* their school's current level of development** of research-based leadership and instructional practices. They then collaborate with their school community to ***create* action plans to boost educator capacity** to effectively implement these practices. Plans build on strengths and address opportunity and achievement gaps surfacing during data analysis.

Together, Leadership Teams and their staffs ***implement* their action plans**, ***monitoring* progress frequently** to track progress and determine the level of implementation (changes in educator practice) and impact of their strategies (changes in student outcomes). Teams ***revise* plans as needed** to ensure fidelity of implementation and increase the impact of their efforts on student achievement.

The ongoing process of collecting and analyzing data supports Leadership Teams as they **evaluate** each step (i.e., assess, create, implement, monitor, and revise). Evaluation includes strategies such as the following:

- Study the *Current Level of Development Review (Assess* and *Create* steps).
- Use S.M.A.R.T. Goal Rubric to evaluate goals and associated tasks (*Create* step).

- Participate in a peer review to determine the viability of their Student and School Action Plan in meeting intended objectives (*Create* step).
- Solicit teacher feedback to track implementation progress and identify and address potential barriers (*Implement* step).

As practices become embedded in the daily routine of the school, that is, as they become "the way we do things around here," Leadership Teams move forward in their continuous improvement process by ***assessing*** and ***creating*** plans to build capacity to implement additional research-based practices. As indicated above, teams will continue to **collect and analyze data** at each step of this cyclical process.

Turnaround Principles (Student and School Success Principles)
Schools successful in turning around low performance - whether with all their students or with low-achieving subgroups of students - share common leadership, instructional, and schoolwide behaviors and practices. These practices, known as Student and School Success Principles in Washington State and Turnaround Principles in federal ESEA Guidance, correlate to attributes of both high-performing schools and schools successful in turning around persistent low performance. The action-planning process supports teams to cast a laser-like focus on each of these practices as it applies to their school community.

Expected Indicators
OSPI identified 17 high-leverage actions for schools (i.e., "School-Level Expected Indicators") and 13 high-leverage actions for districts (i.e., "District-Level Expected Indicators") that directly align with the Student and School Success Principles. These Expected Indicators represent high-leverage actions that schools and districts can take to build educator capacity and significantly improve student learning outcomes. They also support school and district leaders and their teams to understand what each Student and School Success Principle looks like "in action."

School teams use the *Current Level of Development Review* to assess their level of implementation of the practice (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation). The collective results provide data to support school teams as they assess their level of implementation for each Expected Indicator. Teams can also use the collective results when creating and monitoring their Student and School Success Action Plan on Indistar®.

Note. All Indistar® Indicators were identified by the Academic Development Institute as essential to accelerate improvement of educator practice and to significantly increase student achievement. Each Indicator describes a concrete behavior or professional practice that research has affirmed contributes to student learning. Indicators provide exemplars that help school teams to understand how specific practices will look when effectively implemented. They are written in plain language so teams can respond with certainty when asked if a specific behavior is standard practice across the school. This format makes it easier for teams to identify needed changes, create plans to improve practice, and monitor progress toward desired outcomes (Laba, 2011).

Indistar® Online Action Planning Tool
As illustrated in Tables 2 and 3, each step of the action-planning process corresponds to specific action(s) in Indistar®. Table 2 will guide school teams who have not used the Indistar® planning tool OR who have minimal experience with the tool. Table 3 supports teams with active plans on Indistar®; these teams will select entry points into the action-

planning process that reflect their current efforts, particularly around implementing the Expected Indicators.

Table 2. *Newly Identified Schools:* Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Select School Leadership Team to Shepherd the Process	Add School Team names and School Information on Indistar® home page
2. Collect and Analyze Data	• Download *Data Reflection Protocol* from *Docs and Links* • Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*
4. Use *Current Level of Development Review* to Assess Expected Indicators on Indistar®	Assess Expected Indicators on Indistar®
5. Identify Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
6. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator	Create Student and School Success Action Plan for active Indicators on Indistar®
7. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

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Table 3. *Continuing Schools:* Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar® Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed
2. Collect and Analyze Data	• Download *Data Reflection Protocol* from *Docs and Links* • Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*
4. Use *Current Level of Development Review* to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar® and revise/add tasks if needed
5. Use *Current Level of Development Review* to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®
1. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

Integrating Student and School Success Action Plans and Title I Schoolwide Plans
Leaders from the Office of Student and School Success and Title I Division collaborated to develop a process that enables teams to integrate their two plans on Indistar®. Both OSPI's Office of Student and School Success and Title I Division encourage Leadership Teams in Title I schools to use Indistar® as a tool to integrate the two plans. Table 4 outlines the steps in the process and associated Indistar® actions.

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Table 4. Steps to Integrate Student and School Success Action Plan and Schoolwide Plan and Corresponding Indistar® Action

Step	Corresponding Indistar® Action
1. Upload current Title I Schoolwide Plan to Indistar®	• Open *Document Upload* tab • Locate Title I Component folders for collecting evidence on Indistar® • Upload current plan to folder titled *Title I Schoolwide Plan Documents Misc.*
2. Open and review webform "*Title I Schoolwide Plan Required Components Checklist of Evidence/Actions"*	• Open *Forms to Complete* tab • Click on *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* to open the webform
3. Collect required evidence for Components 1, 2, 3, 5, and 10	• Open *Document Upload* tab • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Check applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Save changes to checklist before closing webform
4. Identify specific Indistar® Indicators that align with schoolwide strategies for Components 4, 6, 7, 8, and 9	• Check the applicable boxes in the *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions* for each Component • Upload evidence to appropriate folder in the *Document Upload* tab, using naming protocol to label each document • Save changes to checklist before closing webform
5. Identify Indicators from Step 4 *included* in the school's current Student and School Success Plan; review S.M.A.R.T. Goals, tasks, and timelines to ensure alignment with Title I Schoolwide Program requirements	Review current Student and School Success Action Plan on Indistar®
6. Assess Indicators from Step 4 *not included* in the school's Student and School Success Action Plan	Assess newly identified Indicators on Indistar®
7. Create Action Plans with S.M.A.R.T. Goals for each Indicator identified in Step 4	Create Action Plans on Indistar® for newly identified Indicators
8. Complete *Title I Schoolwide Plan Required Components Checklist of Evidence/Actions*	Click "Save and Send for Review" to submit webform to OSPI's Title I Division
9. Implement Student and School Success Action Plan/Title I Schoolwide Plan and monitor implementation and impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

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V. Appendix A

Washington Achievement Index

Guiding Principles

The following guiding principles were identified by the State Board of Education when creating the Washington Achievement Index: (a) demonstrates attributes of transparency, fairness, consistency, and accessibility for teachers, districts, parents, and policy makers; (b) uses existing data; (c) relies on multiple measures, including results from all grades tested and all subjects tested in the state assessment system (reading, writing, mathematics, and science); and (d) provides multiple ways to recognize success.

Additional guiding principles for the accountability framework were recognized by the SBE in working with the Achievement and Accountability Workgroup as revisions to the Washington Achievement Index were considered (Appendix A). These include:

a. Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority on getting all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measures how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college readiness for all students should remain the long-term focus of the system. **Section III – Designating Schools**
b. The Board recognizes that the transition to Common Core State Standards creates practical challenges for shorter term goal-setting, as a new baseline of student performance will be established on a series of more rigorous standards and assessments. Normative measures of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for Index performance tiers and exit criteria for required action status. The Board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom tiers of the Index. **Section III – Designating Schools**
c. To the greatest extent allowable by federal regulations, the federal accountability requirements for Title I schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The composite Achievement Index score should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction and the lists of persistently low-achieving schools as required under federal regulations. **Section III – Designating Schools**
d. The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by federal regulations, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal Title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered. **Section IV – Action-Planning Process**

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e. The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the Board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of Common Core State Standards and the underlying standard of career and college readiness for all students. As we continue to seek your feedback and work in collaboration on behalf of our students. **Section III – Designating Schools**

f. In the education accountability framework, goal-setting should be a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goal-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed and the time necessary for implementation of reforms to achieve the desired system outcomes. **Section III – Progress Monitoring and Accountability**

g. While the Board supports the use of school improvement models beyond those identified by the federal department of education, the Board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable changes in practice. **Section III – Progress Monitoring and Accountability**

h. Recognition of school success is an important part of an effective accountability framework. The Board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools and highlighting examples of good schools that later achieve exemplary status. **Section III - Recognition**

i. Ensuring equality in outcome for the State's 1.1 million students, which includes all students graduating college and career ready, is the ultimate metric for the success of our school system. This summative performance-based measure is of course monitored with several incremental goals along the way. This goal will be reached with a carefully crafted system of differentiated support focused on the two catalytic leverage points of "Courageous Leadership" and "Transformational Teaching for Learning." Our moral obligation as an SEA is to ensure that we create a system that provides this differentiated support regardless of race, socio-economic status or geography. When historical approaches fail to get the results that our students deserve, the superintendent of public instruction will develop and implement the kinds of supports and services that will ultimately ensure the success of each of our schools and each of our students. **Foreword**

Instructional Supports and Services OSPI:

Divisions of Student and School Success & Student Support

This document describes the services and support provided through OSPI's Division of Student and School Success. The first column lists the content area and specific professional development, coaching, and/or technical assistance offered through the division. This includes the primary service area (e.g., Mathematics, Reading), title of the service, intended audience, and approximate length. The second column provides a brief description of expected outcomes for participants.

For questions, please call our office at (360) 725-4960 or **email the following individuals:**

- **All services offered through the Division: Travis Campbell at travis.campbell@k12.wa.us**
- **English Language Development: Chriss Burgess at chriss.burgess@k12.wa.us**
- **Mathematics Services: Patrice Woods at patrice.woods@k12.wa.us**
- **Reading/Language Arts Services: Judith Mosby at judith.mosby@k12.wa.us**
- **Special Education Services: Chriss Burgess at chriss.burgess@k12.wa.us**

Principle 1: Provide Strong Leadership	
Student/School Success Support	**Brief Description**
Mathematics and Reading: **Leadership Research** **Audience:** District and school leaders and grade-level teacher leaders **Length:** ½ day each for *Mathematics Leadership Research* and *Reading Leadership Research*	As a result of this Professional Development, participants will: • Develop knowledge of leadership skills necessary to support increased student achievement in mathematics/reading; • Use current mathematics/reading research to develop a shared vision of quality mathematics/reading leadership; and • Translate the vision of quality mathematics/reading leadership into personal and/or team goals.
Special Education: **Incorporating Academic Learning Standards into IEPs** **Audience:** Administrators **Length:** Approximately ½ to 1 day based on school needs ***Note. See Principle 4 for Related Teacher and Team Services***	As a result of this Professional Development, participants will: • Define/redefine roles, responsibilities and expectations specific to Special Education (staff, students, programs, policies/procedures, etc.); • Increase knowledge of rules/regulations regarding Students with Disabilities and their access to CCSS (e.g., instruction, assessment); • Identify barriers and solutions at school and district levels; • Identify gaps in current professional development and create action and progress monitoring plans to address gaps; and • Gain functional knowledge in using IEP review tools to assist with implementation and progress monitoring.
Special Education: **Leadership Coaching** **Audience:** Administrators and Teams **Length:** Customized to fit school needs	As a result of Coaching, participants will build capacity to: • Incorporate academic learning standards into IEPs and implement standards-based instruction and interventions; • Implement a Response to Intervention (RTI) Framework (i.e., a multi-tiered instructional framework), increase access to Core Instruction, and implement action goals related to Special Education; and • Create system-wide mission and vision for serving students with disabilities.
English Language Development: **Implementing Sheltered Instruction** **Audience:** Administrators and Teams **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Gain awareness of sheltered instruction and the research base regarding effective implementation; • Understand how sheltered instruction supports content learning for all students, but is essential for the success of English language learners; and • Experience a training simulation of one sheltered instruction component.
All Student and School Success Services: **Leadership Coaching** **Audience:** Administrators and Teams **Length:** Customized to fit school needs	Leadership coaching services are available to Priority and Focus schools identified through Washington's approved *ESEA Flexibility Request*. Coaches provide "shoulder-to-shoulder" support using the Indistar® action planning tool, assist school leadership in interpreting Needs Assessments and other relevant data to inform instruction and strategic academic interventions, assist with facilitating professional development, conduct classroom walkthroughs with leaders, and provide general guidance around implementing the school's Student and School Success Action Plan.
Guidance and Counseling Program Development **Audience:** District and school leaders, school counselors **Length:** Approximately 1 hour to 1 day based on school needs	Secondary education provides technical assistance to school districts and schools in the development of guidance and counseling programs to address barriers to student success, specifically in meeting developmental outcomes in personal/social, educational, and college and career readiness guidance needs of students.

Principle 2: Ensure Effective Instruction	
Student/School Success Support	**Brief Description**
Reading: **Increasing Phonics and Advanced Decoding Skills** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs	Phonics and word study skills are necessary for students to comprehend text. These skills must be taught in an explicit and systematic manner for students to gain automaticity with print (Chall and Popp, 1996). As a result of this Professional Development, participants will: • Increase their knowledge of how to assess students' phonic and decoding skills; and • Build their capacity to systematically and explicitly help students to perform key encoding and decoding tasks as they read.
Reading: **Increasing Morphological Awareness and Its Application** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs	Students are expected to access more complex text as they progress through the grades. Hence, it becomes necessary that the advanced decoding skills be expanded to include more complex morphology, including roots and syntax. As a result of this Professional Development, participants will: • Increase their knowledge of how to assess students' advanced decoding skills; and • Build capacity to support students to increase their ability to use more complex morphology (e.g., roots and syntax) to understand the meaning of words across curriculum and content areas.
Reading: **Comprehension Strategy Knowledge-Grades K-6** **Audience:** District/school reading leadership teams and additional teacher leaders in grades K-6 **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Increase their understanding of effective instructional practices for teaching reading comprehension strategies; and • Build capacity to support students to increase their ability to apply reading comprehension strategies to understand the meaning of text across curriculum and content areas.
Reading: **Rethinking Content Area Literacy-Grades 4-12** **Audience:** District/school reading leadership teams and additional teacher leaders in grades 4-12 **Length:** 1 day	The Common Core State Standards insist that instruction in reading, writing, speaking, listening, and language should be a shared responsibility within the school. As a result of this Professional Development, participants will: • Increase their understanding of current research around adolescent literacy in order to ensure students are prepared for college and career demands; • Develop practical, effective instructional strategies to prepare students for accessing text across the content areas; and • Build capacity as content area teachers to support quality adolescent literacy.
Reading: **Reading/Writing Connection** **Audience:** District/school reading leadership teams and additional teacher leaders in grades 3-12 **Length:** 1 day	It is important for teachers and students to understand the reading – writing connection that requires students to draw upon and write about evidence from literary and informational texts As a result of this Professional Development, participants will: • Increase their understanding of research that (1) strongly supports the teaching of the two reciprocal processes together and (2) emphasizes that literate persons are both readers *and* writers, constructing meaning from the texts that they read and the ones that they write; and • Develop practical, effective instructional strategies that explicitly integrate reading and writing.

Principle 2: Ensure Effective Instruction (continued)	
Student/School Success Support	**Brief Description**
Reading: ***Increasing Academic Vocabulary*** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Increase their understanding of current research around the importance of students developing skills to build their academic vocabulary, so they can access the increasingly complex words and texts they encounter as they progress through the grades; and • Develop practical, effective instructional strategies that explicitly support students to build their skills in understanding words they encounter that are not part of their oral vocabularies.
***Mathematics*:** **Problem Solving** **Audience:** District/school math leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Expand understanding of problem-solving standards and their relevance; • Understand common student learning challenges with problem solving; and • Identify instructional strategies that address learning challenges.
Mathematics: **Quality Instruction** **Audience:** District/school math leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Develop knowledge of research-based instructional practice that promotes student achievement in the mathematics classroom; • Apply knowledge of research-based instructional practice in mathematics to support increased student achievement; • Develop tools to monitor implementation of quality instructional practice in the classroom; • Use current mathematics research to develop a shared vision of quality mathematics instruction; • Translate the vision of quality mathematics instruction into indicators (operational definition); and • Create a tool to monitor district implementation of quality mathematics instruction.
English Language Development: **Content and Language Objectives that Work** **Audience:** District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Learn why language objectives are important to effective instruction for English language learners (ELLs); • Learn to write language objectives that support content objectives; and • Write language objectives that are scaffolded for the five levels of language acquisition.
English Language Development: **Fostering a Verbal Environment: Developing Oral Language in English Language Learners** **Audience:** District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Establish an understanding of the research regarding oral language development in English language learners in an effort to their increase academic achievement; • Become knowledgeable about current research and identify support needed to implement research-based practices for oral language development; and • Engage in professional dialogue with colleagues about improving instruction through effective use of specific strategies to develop oral language in English language learners. Note. This professional development may include lesson modeling.

Principle 2: Ensure Effective Instruction (continued)	
Student/School Success Support	**Brief Description**
English Language Development: **Classroom Strategies that Work for ELLs** **Audience:** District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Understand current research related to selected Marzano's High-Yield Strategies; and • Learn to apply these high-yield strategies with a language acquisition perspective. Note. This professional development may include lesson modeling. Additionally, some text(s) may be required.
English Language Development: **Guidelines for Teaching Literacy to ELLs** **Audience:** District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Gain knowledge of distinctions in literacy instruction for English language learners; • Apply research-based distinctions to their teaching or monitoring practices; and • Develop skills in teaching comprehension skills that will assist ELLs to build meaning. Note. This professional development may include lesson modeling.
Reading; **Literacy Instruction for Culturally and Linguistically Diverse Students** **Audience:** District/school leadership teams and grade-level teams, including Special Education and English Language Development staff **Length:** Customized to fit individual school/district needs	As a result of this Professional Development, participants will: • Increase their cultural competency; • Deepen their understanding of how to effectively engage culturally and linguistically diverse students in learning; and • Develop and implement effective strategies to support literacy instruction for their culturally and linguistically diverse students.
All Content Areas: **Cultural Competence and Language** **Audience:** District/school leadership teams and grade-level teams, including Special Education and English Language Development staff **Length:** Customized to fit individual school/district needs	As a result of this Professional Development, participants will: • Understand some key definitions of culture; • Understand some key components of language that are related to culture; • Identify areas of instructional practice that have opportunities for modification with regard to culturally competent communication**;** and • Create plan of action to address these identified areas of practice.
The Advanced Placement (AP) Program **Audience:** Secondary Teachers **Length:** 4 – 5 days	This program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions. Teachers received professional development through week long AP Summer Institutes provided by the College Board. There are four venues for summer institutes offered in Washington: Bellevue School District, Pacific Lutheran University, Spokane School District, and Vancouver School District. OSPI is available to offer technical assistance concerning AP professional development.

Principle 2: Ensure Effective Instruction (continued)	
Student/School Success Support	**Brief Description**
The Advancement Via Individual Determination (AVID) **Audience:** Secondary administrators, teachers, and counselors **Length:** 3 days	This program is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. Teachers, administrators, and counselors receive professional development through three day AVID Summer Institutes and one to two day AVID Path trainings. All summer institutes are located outside of Washington while selected Path trainings occur in Everett School District, Spokane School District, and Vancouver School District. OSPI is available to offer technical assistance concerning AVID professional development.

Principle 3: Increase Learning Time	
Student/School Success Support	**Brief Description**
Mathematics, Reading/ELA, Special Education, English Language Development: **Creating an Effective Learning Environment** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Customize to fit school and/or district needs ***Note. This also supports indicators in Principle 6***	As a result of this Professional Development, participants will: • Understand how to set up classroom structures that support active engagement of all students; • Learn how to conduct classroom walkthroughs with a focus on increased learning time and student engagement and to analyze data collected through the process; and • Depending on staff needs, build capacity in areas such as lesson planning.
Mathematics, Reading/ELA, Special Education, English Language Development: **Cooperative Learning** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Develop capacity to implement a variety of cooperative learning activities to improve students' understanding of a subject and increase their authentic engagement in learning; • Understand how to set up cooperative learning opportunities so that each team member achieves the intended learning outcome and assists fellow teammates in doing so as well; and • Learn how to use cooperative learning activities to establish an atmosphere of achievement and student engagement.

Principle 4: Improve Instructional Program	
Student/School Success Support	**Brief Description**
Reading and/or Mathematics: **Systems Gap Analysis** **Audience:** School and district administrators and teams **Length:** The length for each content area is 2-3 days. School and district teams can engage in *Reading Systems Gap Analysis* and/or *Mathematics*	The Systems Gap Analysis is a reflective process that focuses on what students experience as they progress through the school system over time. Through this process, participants will: • Develop an understanding of current K-12 reading/mathematics research as it relates to effective implementation of a comprehensive reading/mathematics system; • Use current research to analyze existing reading/mathematics programs for strengths and opportunities (gaps) in the areas of leadership, core instructional program, quality instruction, assessment, and interventions; • Begin future action planning and implementation of research-based reading/mathematics improvement efforts; • Enhance knowledge in current reading/mathematics research as it relates to systematic implementation of a comprehensive reading/mathematics system; • Enhance understanding of reading/mathematics leadership, core program, quality instruction, assessment, and intervention and the relationship of each to student achievement; and • Build capacity to write and implement effective school and district improvement plans related to the reading/mathematics program. Note. Consider doing in conjunction with *Special Education Program Analysis.*
Special Education: **Program Analysis** **Audience:** School and district administrators and teams; includes both Special Education and General Education leaders and staff **Length:** Customized to fit school and district needs	Participants will engage in a complete analysis of school/district Special Education programs focusing on students' access to Core instruction and interventions. The process includes the following: • Comprehensive interviews with identified team(s); and • Data analysis and review of staffing, policies/procedures including referral and eligibility processes, staff training, RTI implementation, interventions, Core materials, demographics, collaboration opportunities, formative assessments, data-based decision making, etc. At the conclusion, a synthesis report will be provided; report will include suggestions for next steps to complement action planning.
Reading: **K-5: Getting More from the Reading Core** **6-12: Getting More in and Beyond the Core** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** 1 day each, includes on-site technical assistance customized to address school needs	As a result of this Professional Development, participants will: • Understand how to deliver research-based strategies aligned to Common Core State Standards to all students, including English language learners and students receiving special education services; • Develop practical classroom applications for Core instruction; • Increase content and pedagogical knowledge needed to raise reading achievement for all students, including English language learners and students receiving special education services; and As needed, engage in technical assistance to assist with effective implementation of research-based standards-aligned instructional practice.

Principle 4: Improve Instructional Program (continued)	
Student/School Success Support	**Brief Description**
Reading/ELA and Mathematics: **Creating a Curricular Calendar** **Audience:** District/school leadership teams, grade-level teams, and additional teacher leaders **Length:** Customized to address school needs	As a result of this Professional Development, participants will: • Develop a curricular calendar aligned with the Common Core State Standards; and • Understand how to use the calendar as a roadmap for instruction throughout the school year.
Reading/ELA and Mathematics: **Writing Units of Study** **Audience:** District/school leadership teams, grade-level teams, and additional teacher leaders **Length:** Customized to address school needs	Units of study are roadmaps for learning. The units are developed based on the Common Core State Standards and/or the district's curricular calendar. As a result of this Professional Development, participants will: • Write units of study based on the Common Core State Standards and/or the district's curricular calendar; and • Understand how to use the units of study as roadmaps for learning throughout the school year.
Reading: **Oral Language Development** **Audience:** District/school reading leadership teams and additional teacher leaders in grades K-8 **Length:** 1 day	As a result of this Professional Development, participants will: • Understand current research identifying the role of oral language development in subsequent reading achievement; • Develop effective strategies for incorporating oral language instruction and development into all areas of reading instruction; and • Build capacity to incorporate the English Language Development Standards in reading instruction.
Reading: **Modeling Lessons** **Audience:** Grade-level teams and additional teacher leaders **Length:** Customized to address school needs	Coaching and Technical Assistance are available to assist teachers in developing and implementing lessons using the districts' adopted reading materials for Core and intervention instruction. These lessons are described as "model lessons." Model lessons serve as one tool in a coaching cycle and can be implemented with grade-level teams to ensure capacity building and sustainability. This support is particularly important as schools and districts begin analyzing data and making instructional adjustments.
Reading and Mathematics: **Differentiated Instruction** **Audience:** District/school leadership teams and additional teacher leaders **Length:** Customized to address school needs	As a result of this Professional Development, participants will: • Understand current research around differentiated instruction, including varying paths to adjust instruction based on content, process, product, and the environment; • Engage in classroom-based activities that can be used to modify instruction based on student need; and • Learn how to effectively use student data to make informed instructional decisions. Note. A survey is available to assess district/school needs based upon specific challenges and successes directly linked to lesson planning and instruction; results of the survey are used to customize professional development and technical assistance to meet individual district/school/team needs.

Principle 4: Improve Instructional Program (continued)	
Student/School Success Support	**Brief Description**
Special Education: **Incorporating Academic Learning Standards into IEPs** **Audience:** Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs **Length:** 2days ***Note. See Principle 1 for Related Administrator***	As a result of this Professional Development, participants will: • Build capacity to create IEPs based upon students' achievement relative to grade-level standards; • Understand history and requirements regarding content standards and Common Core State Standards; • Increase functional knowledge of Common Core State Standards in ELA and Mathematics; • Identify sources of data to create standards-based Present Levels of Academic Achievement and Functional Performance (PLAAFP); • Use ELA and Mathematics Standards to develop PLAAFP and Measurable Annual Goals; and • Utilize IEP review tools to assess implementation.
Special Education: **Student Access to Research-Based Interventions** **Audience:** Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs **Length:** Customized to address school needs	As a result of this Professional Development, participants will: • Review their current interventions and progress monitoring systems using web-based sites (American Institutes for Research [AIR], What Works Clearinghouse, Response to Intervention [RTI] Networks, IRIS Center, Intervention Central, Best Evidence Encyclopedia, etc.); • Inventory current intervention programs and analyze outcomes; • Identify intervention gaps; • Create a fidelity check; • Determine barriers/solutions, including blended service delivery models with Title 1/Special Education; and • Evaluate implementation of their RTI or multi-tiered instructional framework.
All Content Areas: **Using Multi-Tiered Instructional Materials Effectively** **Audience:** School and district leadership teams, grade-level teams, additional teacher leaders **Length:** Customized to address school needs	As a result of this Technical Assistance, participants will: • Understand current research and resources for effective secondary and tertiary interventions; • Evaluate their multi-tiered system to determine the effectiveness of their current interventions and to identify gaps; and • Access a variety of resources to help select instructional materials and resources to support effective Implementation of their secondary and tertiary intervention systems.
All Content Areas: **Effective Instructional Strategies** **Audience:** School and district leadership teams, grade-level teams, additional teacher leaders **Length:** Approximately ½ - 1 day for professional development for strategies; technical assistance Customized to address school needs	As a result of this Professional Development, participants will: • Understand current research around instructional strategies effective in supporting all students to learn to high standards; and • Build capacity to implement research-based strategies in a variety of settings In order to meet the needs of all students, including English language learners and students receiving Special Education services. Note. Technical assistance will be tailored to fit the school's demographics and areas of need.

Principle 4: Improve Instructional Program (continued)	
Student/School Success Support	**Brief Description**
Mathematics: **Instructional Materials Alignment** **Audience:** District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff **Length:** 1 ½ days	As a result of this Professional Development, participants will: • Identify individual elements within a grade-level standard based on conceptual understanding, procedural proficiency, and mathematical processes, so that when combined with all grade-level standards, the school will have an aligned and balanced mathematics program; • Check the instructional alignment of each element of the performance expectations with specific lessons in the instructional materials to ensure that all students receive aligned grade-level mathematics instruction; • Identify and address gaps in current instructional materials; • Develop a better understanding of Washington State K-12 Mathematics Learning Standards and the Common Core State Standards for Mathematics; • Coordinate with and engage Special Education and English Language Development staff to ensure all
Mathematics: **Curriculum Guide Development** **Audience:** District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff **Length:** 2 days ***Note. Mathematics Instructional Materials Alignment Professional Development described above is a pre-requisite for this professional development***	As a result of this Professional Development, participants will: • Use information from the *Mathematics Instructional Materials Alignment Professional Development* to create comprehensive curriculum guides to address the pacing and sequencing of instructional materials, standards, and assessments to ensure all students have access to standards-based instruction; • Understand the importance of each section of the Curriculum Guide Tool and how the tool supports teaching to standards in classrooms; • Gain a working knowledge of state curriculum tools that support mathematics curriculum work; and • Use curriculum guides to support increasing student achievement in mathematics.
Running Start / Dual Credit Program Expansion: **Audience:** District and school leaders, school counselors **Length:** Approximately 1 hour to 1 day based on school needs	Secondary Education maintains regular communications with higher education partners, as well as shared responsibility around Launch Year dual credit programs development. Program staff can assist schools with information on program basics and guidance resources.

Principle 5: Use Data to Improve Instruction	
Student/School Success Support	**Brief Description**
Mathematics and Reading: **Benchmark Assessments**	The Mathematics and Reading Benchmark Assessments (MBAs/RBAs) are standards-based interim assessment tools developed for K-10. These assessments are designed to provide a bridge between classroom formative assessments and end-of-year summative assessments. Additionally, the MBA/RBA tools are intended to be used to evaluate student learning of specific State and Common Core State Standards in Mathematics/English Language Arts, identify student instructional needs through collaborative data dialogue, and adapt instruction to better enable academic proficiency for all students. Note. RBAs "spiral" over the course of the year. That means some of the same standards will be measured in RBA 1, RBA 2, and/or RBA 3. For this reason, teams are encouraged to use the RBAs to measure student growth over the course of the year on these standards.
Mathematics and Reading: **MBA and RBA Data Analysis** **Audience:** District/school leadership teams and grade-level teams, including Special Education and English Language Development staff **Length:** Customized to fit school/district needs	Analysis of MBA/RBA data is integral to increasing student academic success. Support to analyze data includes assisting stakeholders in understanding the DataDirector platform, using assessment reports to engage in a protocol for identifying student misconceptions, and developing a data-based plan for instructional modification. Additional support is also available to assist with the effective implementation of the designated instructional adjustments for improvement.
Mathematics and Reading: **Formative Assessments** **Audience:** District/school leadership teams and grade-level teams, including Special Education and English Language Development staff **Length:** Customized to fit school/district needs	As a result of this Professional Development, participants will: • Develop an understanding of formative assessments and the potential for improving student achievement in mathematics/reading under a comprehensive assessment system; and • Create/adapt formative assessments to support students to achieve to Washington State and Common Core State Standards.
Mathematics and Reading: **Designing and Implementing a Comprehensive Assessment System** **Audience:** District/school leadership teams and grade-level teams, including Special Education and English Language Development staff **Length:** Customized to fit school/district needs	As a result of this Technical Assistance and Professional Development, participants will: • Develop an understanding of the variety of assessments that meet a variety of different purposes; and • Design and implement a comprehensive assessment system that provides various users with information they need to make decisions.
Reading: **Using Data to Design Instruction** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school	As a result of this Professional Development, participants will: • Use multiple reliable and valid assessments to document students' immediate instructional needs; • Design instruction utilizing data collected and analyzed from assessments that measure student progress and needs in reading; and • Measure the program's success in meeting those needs.

Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: Greg.Williamson@k12.wa.us)	
Student/School Success Support	**Brief Description**
Counselor Summer Institute **Audience:** District and school leaders, school counselors **Length:** Approximately 1 hour to 1 day based on school needs **Contact:** Mike.Hubert@k12.wa.us	OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 & 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention & intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx
School Safety Center: ***Incident Command System (ICS) Training*** **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs **Contact:** Mike.Donlin@k12.wa.us	As a result of this Professional Development, participants will: • Understand the ICS system and how to use it to manage disasters/emergencies. • Be prepared to test for FEMA certification (Washington state building principals are required to be ICS certified).
School Safety Center: ***Harassment, Intimidation and Bullying Training*** **Audience:** District/school leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs **Contact:** Mike.Donlin@k12.wa.us	As a result of this Professional Development, participants will: • For compliance officers only: Understand their training requirements under RCW 28A.300.285, the state Harassment, Intimidation and Bullying Prevention law. • For school wide audiences: Gain a working knowledge of the investigation and reporting requirements of the legislation, and learn about best practices from the field.
School Safety Center: ***Comprehensive Safe School Planning*** **Audience:** District/school leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs **Contact:** Mike.Donlin@k12.wa.us	As a result of this Professional Development, participants will: • Become familiar with best practices regarding comprehensive safe school planning, and the impacts on student academic achievement and student support.

Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)	
Student/School Success Support	**Brief Description**
School Safety Center: ***Gangs in Schools Training*** **Audience:** District/school leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on staff needs **Contact:** Mike.Donlin@k12.wa.us	As a result of this Professional Development, participants will: • Learn about effective practices in reducing the effects of gangs on student learning and wellbeing.
Health Services: ***District Assessment Training*** **Audience:** School Nurses and others administering the district assessment **Length:** Approximately ½ to 1 day based on staff needs **Contact:** Katie.Johnson@k12.wa.us	As a result of this Professional Development, participants will: • Understand the purpose of the district assessment tool. • Create a plan for administering the district assessment in a systematic way that gathers meaningful and timely data.
Compassionate Schools: **The Heart of Learning and Teaching: Compassion, Resilience, and Academic Success** **Audience:** District/school leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on staff needs **Contact:** Ron.Hertel@k12.wa.us	As a result of this Professional Development, participants will: • Gain information about the collective work of educators to support students whose learning is adversely affected by adverse childhood experiences, chronic stress and trauma. • Gain a working knowledge of current information about best practices to address the effects of trauma on learning. Information includes self-care for adults and children, classroom strategies, and how to build parent and community partnerships that work.
McKinney –Vento: **Audience:** District McKinney Vento Liaisons **Length:** Approximately ½ to 1 day based on staff needs **Contact:** Melinda.Dyer@k12.wa.us	As a result of this Professional Development, participants will: • Understand how to comply with the federal requirement for the State Education Agencies to provide training and technical assistance to Local Education Agencies regarding the identification and provision of service to homeless children and youth. • Gain information on up to date information and best practice strategies to assist with the job of homeless liaison. • Gain information on training and technical assistance regarding the provisions of the federal McKinney-Vento Act, to ensure that districts provide the required services for homeless children and youth, and recognize the rights of homeless children and youth enrolled in public schools.
Counselor Summer Institute **Audience:** District and school leaders, school counselors **Length:** Approximately 1 hour to 1 day based on school needs	OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 & 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention & intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx

Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)	
Student/School Success Support	**Brief Description**
Kids At Hope: ***Module 1 Introductory Empowerment Training:*** **Audience:** District and school leaders, all classroom teachers, support staff, and school partners **Length:** 4 hours **Contact:** Wally Endicott	As a result of this Professional Development, participants will: • Be able to relate various educational and youth development theories to their day to day interactions with children creating more positive relationships. • Take advantage of a wide range of research and provide positive strength based feedback to students. • Understand the science and practice of HOPE and be able to apply it every day to all students. • Understand the difference between a cultural strategy and a programmatic strategy. • Explore their conscious and unconscious attitudes about success and failure (Pygmalion effect, attribution theory). • An understanding of how you validate a child's potential, not just their behavior.
Module I: Train the Trainers Certification Academy **Audience:** District and/or school leadership teams **Length:** 2 Days **Contact:** Wally Endicott wally@kidsathope.org	As a result of this Professional Development, participants will: • Be able to construct and lead a cultural strategy which supports the success for all children, without exception. • Be able to monitor, document and validate whether students are connecting in a meaningful and sustainable manner with adults. • Create an environment that supports the success of all children by helping them complete their ***Passport to the Future*** (a document which focuses on life's goals) within four destinations: Home & Family; Education & Career; Community & Service; and Hobbies & Recreation. • Gain a deeper understanding of the three universal findings (evidence based) contained in a wide range of research which documents the elements associated with success and failure. • Become part of a team of individuals that acquire the training techniques and technical assistance skills they will need to sustain the Kids at Hope initiative within their school/organizational culture.

Principle 7: Engage Families and Communities (Contact Greg Williamson: Greg.Williamson@k12.wa.us)	
Student/School Success Support	**Brief Description**
21st Century Community Learning Centers (Afterschool Programming): Youth Program Quality Initiative (YPQI) **Audience:** District/school leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs **Contact:** Rudi.Bertschi@k12.wa.us	For 21st Century grantees: As a result of this Professional Development, participants will: • Identify components of a successful afterschool program that supports both the children and adults in the community. • Use assessment tools to measure current the success of the program. • Develop a plan for implementing program improvements. For non-grantees: • A participant will learn about the benefits of applying for the 21st Century program and learn about the RFP calendar and get familiar with essential elements for a successful grant application. • Participants will learn successful parent and community engagement strategies from a program with many years of success serving these audiences.
Graduation: A Team Effort (GATE) **Audience:** School administrators, school counselors, student support staff, community partners. **Length:** Approximately ½ to 1 day based on school needs **Contact:** Dixie.Grunenfelder@k12.wa.us	As a result of this Professional Development, participants will: • Gain an overview of dropout statistics, legislative foundations, the OSPI GATE Initiative, and dropout prevention, intervention and reengagement related frameworks and activities.
Dropout Early Warning and Intervention Systems: **Audience:** School administrators, school counselors, student support staff, community partners. **Length:** Approximately ½ to 1 day based on school needs	As a result of this Professional Development, participants will: • Understand the current dropout prevention, intervention and reengagement research. • Gain a working knowledge of the national dropout prevention center framework, early warning indicators, intervention tracking, and evaluation processes as outlined thru the DEWIS work.
Healthy Youth Survey: **Audience:** School administrators, school counselors, student support staff, community partners **Length:** Approximately ½ to 1 day based on school needs **Contact:** Dixie.Grunenfelder@k12.wa.us	As a result of this Professional Development, participants will: • Gain a working knowledge of the survey administration, current data and the use of the AskHYS.net website to access data.

Principle 7: Engage Families and Communities (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)	
Student/School Success Support	**Brief Description**
Alcohol, Tobacco and Other Drugs **Audience:** School administrators, school counselors, student support staff, community partners. **Length:** Approximately ½ to 1 day based on school needs **Contact:** Dixie.Grunenfelder@k12.wa.us	As a result of this Professional Development, participants will:
Military Kids **Audience:** School administrators, school counselors, student support staff, community partners. **Length:** Approximately ½ to 1 day based on school needs **Contact:** Dixie.Grunenfelder@k12.wa.us	As a result of this Professional Development, participants will: • Become familiar with elements of the Interstate Compact for Military Children. • Become familiar with Operation Military Kids and the resources and services available to children from families experiencing military deployment.
Foster Care Liaison: **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs **Contact:** Ken.Emmil@k12.wa.us	As a result of this Professional Development, participants will: • Learn about current efforts to share foster care status of individual children with school district staff as appropriate and will receive technical assistance about how to design supportive services to improve educational outcomes for children in foster care (including improving communication systems between schools, Children's Administration and the courts).
Children of Incarcerated Parents Support Program: **Audience:** District/school reading leadership teams and additional teacher leaders **Length:** Approximately ½ to 1 day based on school needs **Contact:** Kathleen.Sande@k12.wa.us	As a result of this Professional Development, participants will: • Become familiar with the department of corrections and DSHS services to help incarcerated parents (when appropriate) to stay connected with their child's educational progress.
Navigation 101 **Audience:** District and school leaders, school counselors **Length:** Approx. 1 hour to 1 day based on school needs **Contact:** Tim.Stensager@k12.wa.us	Navigation 101 is a part of a comprehensive school guidance and counseling program that helps students make clear, careful choices for school success and their future. Within advisory the guidance curriculum provides students with resources and tools to complete their High School & Beyond Plan in their culminating portfolio. http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx
Title I Family Engagement: **Contact:** Penelope.Mena@k12.wa.us	For Title I Eligible Schools: Many family engagement strategies can be used for parents to help their children become more successful academically.

Principle 7: Engage Families and Communities (Contact Greg Williamson: Greg.Williamson@k12.wa.us) (continued)	
Student/School Success Support	**Brief Description**
Kids At Hope ***Successful Parenting - Successful Children*** **Audience:** Parents and primary caretakers of students. Parents and primary caretakers that are: district and school leaders, classroom teachers, support staff, and school partners **Length:** 2.5 hours **Contact:** Wally Endicott wally@kidsathope.org	As a result of this Professional Development, participants will: • Learn what it means to believe in their children and how to express that belief in loving terms on a daily basis. • Be able to surround their children with caring adults at home and in the surrounding community on a daily basis. • Identify, teach, and model the skills, talents, intelligence and traits that will support their child's success in the future at all destinations in life (Home & Family; Career & Education; Hobbies & Recreation; Community Service). • Understand and equip themselves with an asset based reference language to use in order to validate their child's potential, not just their behavior.
Hope Square Community Empowerment **Audience:** ALL caring adults in any community **Length:** 2.5 Hours **Contact:** Wally Endicott wally@kidsathope.org	As a result of this Professional Development, participants will: • Explore a cultural strategic framework to understand how an entire community can connect the services and experiences that support a child's development with a set of shared evidence-based principles and practices in order to increase the expectation and result that all children will succeed, without exception. • Be able to ensure that children receive the elements of success that have been scientifically proven to improve a child's sense of self, resiliency and personal empowerment. • Grasp the answer to the simple question: "Why do some children fail and some succeed." • Understand the science and practice of HOPE and be able to apply it every day to all children. • Learn the difference between self-efficacy and collective-efficacy and how to create an evidence-based culture within their community that values rather than devalues its youth.

Appendix C

RESOURCES ASSOCIATED WITH EACH LEVEL OF ACCOUNTABILITY

	Challenged School in Need of Improvement	Required Action District-Level I (RAD I)	Required Action District-Level II (RAD II)
TIERED RESOURCES, PROVIDED BY THE OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI	• $20,000-$30,000 grant range • 20-40 coaching days • $500-Data Packages accompanied with training • Access to up to 20% Title I set-aside funds (Title I schools only)	• $50,000-$250,000 grant range • 40-90 coaching days • $3,000-$5,000 Academic Performance Audit	• $100,000-$500,000 grant range • 50-180 coaching days • $3,000-$5,000 *Enhanced* Academic Performance Audit
INTERVENTIONS & SERVICES PROVIDED BY THE OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI	• *Action-Planning Handbook* • Online Action-Planning training (Indistar®) • System Review (of district policies and procedures) • Instructional Program Review • Review of Student and School Success Action Plan	• *RAD I Guidance Handbook* • Online Action Planning Training (Indistar®) w/ *Enhanced* Turnaround Principles • *Enhanced* Evaluation of Student and School Action Plan (Pathways to District Improvement) • Synergy Team Assessment • Comprehensive data review • Classroom walkthroughs aligned with action plan	• *RAD II Guidance Handbook* • *Further Enhanced* Turnaround Principles • Administrator visit (2x per week) • Instructional coach visit (1x per week) • *Enhanced* Evaluation of RAD I plan (Pathways to District Improvement) • System Gap Analysis in Reading and Mathematics • *Ability to withhold funds if binding conditions are unmet*

Note. Schools will continue to receive the Interventions & Services in the left column as they move to RAD I or RAD II.

DRAFT

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Option One Basic Education Waiver Request**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Will the proposed 180-day waiver improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district, as provided in WAC 180-18-040? Does the waiver request meet the evaluation criteria specified in WAC 180-18-040?
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Edmonds School District requests a waiver of five days from the 180-day school year requirement for the 2014-15, 2015-16 and 2016-17 school years. The purpose of the proposed waiver is professional development of staff, focused on implementation of the new teacher evaluation system and Common Core State Standards. The request is for renewal of a waiver granted in 2011 that expires with the 2013-14 school year. The district states that it will meet the annual instructional hour offerings required by RCW 28A.150.220(2) in each of the school years for which the waiver is requested. In your packet is a memo summarizing the waiver request, the district's waiver application, an evaluation worksheet, and a copy of WAC 180-18-040.

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUEST

Policy Consideration

The State Board of Education has a request from one school district for a waiver under RCW 28A.305.140 of the basic education requirement to make accessible to all students a minimum of 180 days per school year. The request is for each of the next three school years, for the purpose of professional development of staff.

SBE staff have reviewed the waiver application, with reference to the criteria for evaluation in WAC 180-19-040, and provided it to the Board for its consideration. The application is included in your packet, with supplemental documents. The Board will consider whether to approve the district's request.

Summary

Edmonds School District requests a waiver of five days for school years 2014-15, 2015-16 and 2016-17 for the purpose of professional development of staff. The request would continue for another three years a waiver granted by the Board in March 2011 that expires at the end of the current school year. Without renewal of the waiver, the district says, it would have to increase the number of half days on its calendar from the present two to 12, in order to conduct the same level of professional development activities.

The stated purpose of the waiver is training of certificated staff to implement (1) Student Growth components of the new teacher evaluation system, and (2) Common Core State Standards for instruction. The district states that the five days requested are essential to the year-long effort by staff, through professional learning communities (PLCs), to make the needed adjustments to instruction. It says it's found that fewer and longer blocks of time are more effective for teachers to meet in PLCs than in shorter, more frequent blocks of time.

The goals of the waiver are motivated by student achievement data from MSP, HSPE and EOC exams, as well as local assessments. The district is most concerned about the performance of its ELL and Special Education students, as well as students in Grade 8, in both reading and math. The application includes achievement goals in reading and math, and lists the district-wide assessments that will be used to show whether the goals are attained.

The district states in the renewal part of the application that it has seen overall growth in student performance, but still has work to do to close the achievement gap and improve learning for all students. It says that student performance shows a three-year upward trend at the district level for several grades, subjects and subgroups that exceeds performance at the state level. It points in particular to improvement in state assessment scores of Hispanic students in spring 2013 in comparison to spring 2010.

As in the prior waiver, the proposed new waiver will be used to provide time for staff to meet improvement goals set out in Edmonds' school and district improvement plans, working through professional learning communities. The only proposed change under a renewal is the focus on the Student Growth components of the new teacher evaluation system and on study and implementation of Common Core.

Edmonds affirms in its application that, if approved, it will meet the required instructional hour offerings of RCW 28A.150.220(2) for each of the school years for which the waiver is requested. Beginning with the 2014-15 school year, the instructional hour requirements are increased from a district-wide average 1,000 hours to 1,080 hours in each of grades 7-12 and 1,000 hours in each of grades 1-6. In communication with staff, the district says it will need to make adjustments in its secondary school day to meet the requirements, and is considering options to achieve that.

Summary of Option One Waiver Application

District	School Years	Waiver Days	Purpose of Waiver	Student Instruc. Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Edmonds	2014-15 2015-16 2016-17	5	Professional Development	175	6	180	0	R

Background

Option One is the regular 180-day waiver available to districts under RCW 28A.305.140. The statute authorizes the State Board of Education to grant waivers to school districts from the minimum 180-day school year requirement of RCW 28A.150.220(5) "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."

The requirements for Option One waiver requests and criteria for State Board evaluation of the requests are set forth in WAC 180-18-040 and 180-18-050. A district requesting a waiver must provide, together with the waiver application and school board resolution, a proposed school calendar and a summary of the collective bargaining agreement with the local education association. The Board may grant waiver requests for up to three years. There is no cap on the number of days that may be requested. Districts granted 180-day waivers must still meet the instructional hour requirements for basic education set out in RCW 28A.150.220(2).

Action

The Board will consider whether to approve the district application summarized in this memorandum.

The Washington State Board of Education
Governance | Accountability | Achievement | Oversight | Career & College Readiness

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

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

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

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

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

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

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

School District Information	
District	Edmonds
Superintendent	Nick Brossoit
County	Snohomish
Phone	425-431-7001
Mailing Address	20420 68th Avenue W Lynnwood, WA 98036
Contact Person Information	
Name	Debby Carter
Title	Executive Director, Human Resources
Phone	425-431-7012
Email	carterd@edmonds.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	5
School Years	2014-15, 2015-2016, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	12
Reduction	10
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

Our purpose and goals for the waiver days are to provide time for our staff to implement the Student Growth components of the new teacher evaluation system and align those goals with improvement goals identified within our school and district improvement plans.

We believe the most important use of Student Growth Data is to guide and shape instruction to improve student learning. We believe both qualitative and quantitative data serve a purpose in improving instruction. We believe effective teachers:

- Use what they know about their students to guide instructional practice.
- Use data for in the moment, short-term and long-term instructional decisions.
- Use data to drive decisions for whole class, small groups of students, and for individual students.
- Are able to provide examples of how they use student growth data by establishing a base-line, starting point, or pretest, and then after teaching/learning, measure student learning against the learning targets.
- Help students understand the criteria for assessment.
- Provide timely feedback to students that is specific and provides students the guidance they need to improve their performance.
- Collaborate around designing assessments measures, monitoring and analyzing student learning data, and planning for improving student learning.

In addition, over the next three years, staff will be studying and implementing the Common Core State Standards (CCSS). This work is critical for teachers to be able to align their understanding of the expectations of the teacher evaluation system, including their growth goals, as well as expectations for students as will be measured by the Smarter Balanced Assessment (SBA).

We use the construct of *professional learning communities* (PLCs) to guide our learning toward these goals. District leaders and principals develop the plans that our professional learning communities follow. During the waiver days our teachers work in *professional learning communities* (PLCs) on the following goals:

1. Routine study of the standards students are expected to master, and alignment among the standards, instructional practices, curriculum, and assessment.
2. *Routine review of student learning data* gathered through State, District and classroom-based assessments.
3. *Routine learning and discussion about the instructional strategies* necessary to close the achievement gaps identified by our State, District and classroom-based assessments.
4. *Routine analysis of the effectiveness of our changes* of instructional practices.
5. *Routine learning about such topics* as formative assessment, questioning and discussion techniques, and intervention strategies.

The five days are essential to the yearlong effort by staff to improve student learning and to make the needed adjustments to instruction while there is an opportunity to positively impact the outcome of the school year.

Our experience with the use of our professional development time is that having longer blocks of time for teachers to meet in PLCs leads to deeper conversations than shorter, more frequent blocks of time. The structure of our work is designed so teachers:

- Collaborate with grade, school, and District team members to develop student learning goals, design assessment measures, and determine effective instructional strategies to teach the learning goal.
- Implement strategies within their classrooms in the time periods between PLCs, and collect specific evidence of progress toward the learning goal.
- Collaboratively review evidence of student growth toward the learning goals and identify how to differentiate support to meet the student learning needs specific to the goals.

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

The District has been using student achievement data from the Measurements of Student Progress (MSP), High School Proficiency Exams (HSPE), and End-of-Course (EOC) exams, as well as from District, school and classroom assessments. From these assessments we have determined that while overall student achievement in our district has risen in recent years, we continue to struggle with persistent achievement gaps. We are most concerned about the performance of our ELL and Special Education students, as well as students in Grade 8, in both reading and math.

The time provided on the waiver days will allow staff to continue to analyze student assessment data and to work within professional learning communities (PLCs) to develop the necessary interventions to support increased student achievement levels. The time will also provide opportunities for targeted professional development designed to train teachers on effective instructional strategies and intervention strategies to meet the student learning needs of these groups of students.

The District will use the data to align resources to support schools in meeting the student learning goals identified by our achievement gaps listed above. The district also uses the data to make decisions about how best to shape the professional development activities provided to staff on the waiver days.

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

After a very careful assessment of student performance on State assessments, we determined the following focal points for our 2013-14 *District Improvement Plan*:

<u>Reading Target Groups</u>

- All students who are not meeting grade-level standards in reading, with a special emphasis on grade 8, ELL and Special Education students.

<u>Math Target Groups</u>

- All K-12 students who are not meeting grade-level standards in math, with a special emphasis on students in grade 8, ELL and special education students.

Because nearly all of our elementary and middle schools are opting to conduct the Smarter Balanced field test in spring 2014, we will rely on District assessments for measuring student progress on expected benchmarks. Once the SBA is operational, and a new State accountability system is in place, we will define our annual and multi-year goals in line with expectations from the new accountability system.

We have set the following achievement goals for the 2013-14 school year.

In reading, our goals are:

- Less than 20% of our District K-2 students will be performing in the at-risk category on the DIBELS in spring 2014.
- The following percentages of students will meet target in reading on the spring Benchmark Comprehension Assessment in spring 2014: at least 80% for all students, 50% for ELL students, and 50% for special education students.
- The following percentages of students will meet standard in reading on the spring 2014 /HSPE (i.e., meet AMO targets):--at least 79.7% for all students, 48.2% for ELL students, and 49.9% for special education students.

In math, our goals are:

- At least 80% of our grade 2 students will meet or exceed target on the grade 2 District Math Assessment in spring 2014.
- Elementary and middle school teachers will use assessments that are part of our adopted math programs to track student growth in math.
- The following percentages of students will meet standard in math on the spring 2014 EOC exams (i.e., meet AMO targets): -- at least 71.9% for all students, 46.8% for ELL students, and 45.1% for special education students.

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

We will collect multiple forms of evidence to determine if we met our goals. Specifically the following assessments are used District-wide:

READING

- DIBELS, grades K-1 all students, and grades K-6 for Learning Support and "Watch List" students
- Grade 2 Oral Reading Assessment
- Sight Word Assessment, grades K-1
- Comprehension Strategy Assessments, grades K-6
- Easy CBM, grades 7-12 Learning Support
- Smarter Balanced Assessment, grades 3-8 and 11, starting in spring 2015
- High School Proficiency Exam, grade 10

MATH

- Grade 2 District Math Assessment
- K-6 assessments from the Math Expressions program
- Middle school assessments from our district adopted Glencoe Math Program
- Smarter Balanced Assessment, grades 3-8 and 11, starting in spring 2015
- End-of-Course Math exams in algebra and geometry

The district uses a data warehouse that allows all certificated staff to view student learning data in a variety of ways, including disaggregating by gender, ethnicity, meal status, special programs, and other meaningful demographics. Staff are able to track the ongoing progress of groups of students, as well as individual students throughout the year.

Our District Improvement Plan (found at www.edmonds.wednet.edu) provides more detailed information about how we will measure student performance against math, literacy, and our supportive learning environment goals.

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

We use professional learning communities (PLCs) as our primary learning structure K-12. Principals and teachers meet in PLCs frequently, including during a large percentage of our waiver day time. Through the PLC structure, teachers will:

- Collaborate with grade, school, and District team members to develop student learning goals aligned to standards, design assessment measures, and determine effective instructional strategies to teach the learning goal.
- Implement strategies within their classrooms in the time periods between PLCs, and collect specific evidence of progress toward the learning goal.
- Collaboratively review evidence of student growth toward the learning goals, and identify how to differentiate support to meet the student learning needs specific to the goals.

The time provided through the waiver will also allow opportunities to provide targeted professional development around formative assessment techniques, effective instructional strategies and intervention strategies to suppor the learning needs of our identify groups of students.

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

Using PLCs to support the development and implementation of Student Growth goals is a long-term vision, especially in the context of the new Common Core Standards, and each year must be connected with the previous. We want to continue our collaborative work to develop, implement, and analyze student growth goals over multiple years. We will continue to deepen this work in each subsequent year of the waiver. We will continue to use the professional learning community structure during waiver days to support our learning with respect to finding answers to the long-term key PLC questions of:

1. What do we expect students to learn? (standards)
2. How will we know if they learned it? (assessment)
3. What will we do if they did not learn it? (interventions)
4. What will we do if they already learned it? (enrichment)

Educational research strongly supports the importance of long-term commitment to a strong focus, and the three-year waiver will help ensure the district being able to continue and strengthen the focused work for which we have set a foundation.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Note: Our District and School Improvement Plans are located on our District website at www.edmonds.wednet.edu. Our District Improvement Plan is located on the district homepage and the

School Improvement Plans are linked to each school's website, accessible through the district's homepage.

Our District Improvement Plan identifies our most pressing student needs system wide. The time provided by the waiver directly supports the district and school improvement plans. These plans address literacy, math, and supportive learning environment needs as identified by our data. They also include steps for connecting with our community and integrating technology. At the district level, professional development will support teachers and principals in the areas of math and literacy, with a strand of learning around best instructional practices and assessment.

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

Prior to the 2003-2004 school year, the district had 10 early releases for the purpose of staff professional development. At the time of the waiver request, the district actively and aggressively processed the change from early release time to full days of time in the form of the waiver. All employees groups, administrators, and parents could see the benefit of full days for professional development for staff. Feedback was overwhelmingly positive as parents felt the reduction in the number of early release days not only minimized the disruption to family schedules, but also maximized instruction. In addition to our certificated staff, the district's paraeductors also receive training on three of the waiver days in order for them to better support student learning and to increase their knowledge of instructional practices being used in the classrooms.

We have processed the waiver renewal request with our superintendent's staff, principals and assistant principals, program managers and directors, and certificated and classified staffs. Groups involved in processing the decision to seek renewal of the waiver have included: the District Labor Management Group, comprised of representatives from each of the district's employee groups; the Professional Excellence Committee, which includes teachers and building and District administrators who review professional development needs districtwide; the Citizen Planning Committee, comprised of parent representatives from all schools, who then share information with their respective parent communities, and the Edmonds School Board of Directors. Each of these groups understands the need for full professional development days and has given their unanimous support for continuing the waiver.

Administrators and certificated staff continue to strongly support the current structure of the calendar as it provides an improvement in the quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows for application of learning and assessment to be made throughout the year.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

In our collective bargaining agreement with the teachers' association, we have five waiver days, six locally bargained supplemental days, and two early releases for certificated staff K-12. One of the early release days occurs in January to provide for progress reporting to parents. The other early release

occurs on the last day of school. Teachers in grades K-6 have 5 early release days in October for parent-teacher conferences and two early release days in March for parent conferences.

Of the six locally bargained supplemental days, three occur before school starts, so students are not impacted. The three that occur during the school year are designed for a variety of items including mandatory training and preparing progress reports. They do not impact student instruction, as the school year calendar is extended to include these days. The days include time for District and/or building directed time, collaborative time between colleagues, and individual directed time. All time on the waiver days is designed to support implementing a strong educational program for each student.

Our collective bargaining agreement can be found at
http://www.edmonds.wednet.edu/page/671

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	6
Total	186

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			XX
2	Optional		XX	
3	Optional		X	X
4	Optional	X		X
5	Optional	X	X	X
6	Optional			X
7	Optional			
		Check those that apply		

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

The six days are supplemental days are paid off the TRI schedule, if worked. With the waiver days being part of the base contract, all staff are expected to be participating in the professional development activities aimed at increasing student learning. Three of the six supplemental days are held before school

starts and are primarily used for the start of school activities – meeting with parents, preparing materials and rooms, reviewing building, District, and State information such as HIB, sexual harassment, bloodborne pathogen, etc. and meeting with staff to support a successful start of the year for students. The three supplemental days within the year are used for preparing progress reports for families, job alike meetings for specialists, meetings between special education and general education teachers, individual planning and preparation, meetings between grade levels or groups of teachers, individual or group work with instructional coaches, and similar activities, which are all necessary to support students throughout the year. The waiver days allow the district to have uninterrupted blocks of time for staff to implement school improvement goals. During this time, staff is involved in developing curriculum and assessments; analyzing effectiveness of their work based on student learning data; working collaboratively to implement plans and goals; reviewing student data leading to adjustments of instructional practices and development of common assessments; and a variety of other professional development activities to enhance student growth.

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

Part B: For Applications for Renewal of Waivers for Additional Years.

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

   During the waiver days our teachers worked in *professional learning communities* (PLCs) on the following goals:

   1. *Routine review of student learning data* gathered through State, District and classroom-based assessments.
   2. *Routine learning and discussion about the instructional strategies* necessary to close the achievement gaps identified by our State, District and classroom-based assessments.
   3. *Routine analysis of the effectiveness of our changes* of instructional practices.
   4. *Routine learning about such topics* as formative assessment and implementation of our new literacy adoption.

   At the elementary level teachers worked collaboratively to implement *multi-tiered instruction (MTI)*, a three-tiered structure that required our staff members to routinely monitor student progress and meet to discuss students' needs based on relevant data. Elementary teachers used the waiver days to review student progress in reading using assessment data from District-wide assessments at each grade level. The teachers reviewed the assessment data, identified interventions for specific groups of students, learned about targeted intervention strategies with support of building coaches, and monitored student progress on those interventions. Portions of the waiver days were also used to provide specific training to elementary staff around the implementation of new reading materials. The training focused on explicit instruction of comprehension strategies, phonics and word study, and small group guided reading.

   At the secondary level, the waiver days were used for teachers to work with their PLCs to examine what students should know and be able to do aligned with standards and develop instructional action plans. Teachers implemented those action plans in their classrooms in the time periods between PLCs. The teachers then brought examples of their applied learning experiences to their next PLC meeting and discussed those experiences in depth with colleagues. Portions of the waiver days were also used to provide specific training to secondary staff around the following five formative assessment strategies:

   1. Clarifying and sharing learning targets and success criteria
   2. Eliciting evidence of student learning through more effective questioning techniques
   3. Providing effective feedback that moves student learning forward
   4. Helping students to take responsibility for their own learning
   5. Helping students to be effective resources for their peers

   During the 2012-2013 school year, some of the waiver days were used to provide all staff in training around the Danielson Framework for Teaching. This training was in alignment with the above training around instructional practices and directly aligned with training needed for the new teacher evaluation system.

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

The purpose and goal of the previous waiver were to provide time for staff to implement school and District improvement goals. The waiver days were used to provide opportunities for our staff to work within professional learning communities around these goals. The waiver days were used for professional development, curriculum development, standards alignment, analysis of student data, and implementation planning. We are seeing some overall student growth during this period. We still have work to do to close the achievement gap and enhance learning for all students. Continuation of the waiver days is vital to support improved student learning.

The following statements summarize some of the progress we have seen in the district over previous years:

- Student performance in the district shows a three-year upward trend that is more pronounced at the district level than at the state level in the following grades, subjects, and sub-groups on the state assessment:
    - Grade 3 reading for our Black students
    - Grade 4 reading for our special education and low income students
    - Grade 7 reading for our female, Asian/Pacific Islander, and low income students
    - Grades 4 math for all students, female, Asian/Pacific Islander, Hispanic, White, special education, and continuously enrolled students
    - Grade 8 algebra EOC for our Black students
    - Geometry EOC for:
        - Grade 8 -- all students, Asian/Pacific Islander, White, and continuously enrolled students
        - Grade 9 -- White students
        - Grade 10 – low Income students
        - Grade 11 – all students, Black, Hispanic, White, low income, and continuously enrolled
    - Grades 4 writing for all students, male, female, Hispanic, ELL, special education, low income, and continuously enrolled students
    - Grade 7 writing for all students, female, White, low income, and continuously enrolled students
    - Grade 8 science for Asian/Pacific Islander, special education, and low income students

- In spring 2013, Edmonds students on average performed as well or better than state average on the state assessment in all grades and subjects except:
    - Grade 5 science
    - Grade 7 algebra EOC
    - Grade 8 reading
    - Grade 8 math MSP

  This performance is in contrast to student performance in spring 2009, in which Edmonds students did not perform as well or better than state averages in grade 4 math, grade 5 reading, and grade 7 writing,– in addition to grade 5 science and grade 8 reading and math.

- In spring 2013, Hispanic students in the district performed consistently as well or better than their counterparts in the state in all grades except grade 8 in reading and math on the state assessment, and in all grades for writing and science.

  This performance is in contrast to student performance in spring 2010, in which Hispanic students in the district performed less well than state Hispanic averages in two grades in Reading, two grades in math, and one grade in writing.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

The request for the waiver days will continue to provide time for our staff to implement the improvement goals identified within our school and District improvement plans. We will continue to use the construct of *professional learning communities* (PLCs) to guide our learning toward these goals. District leaders and principals will continue to develop the plans that our professional learning communities follow.

This waiver request includes a specific focus on the Student Growth components of the new teacher evaluation system and on the study and implementation of the CCSS. The previous waiver provided specific training for elementary staff on reading instructional strategies and formative assessment strategies for our secondary staff. Implementing the new teacher evaluation system and the Danielson Framework for Teaching is a focus of our district. The previous waiver days provided time for our staff to gain a solid understanding of the instructional framework. We have identified Student Growth as a priority for our staff learning and PLC work. We believe the using the Student Growth components of the new evaluation system to guide and shape instruction is essential for improving student learning, and that this must be accomplished through a deep understanding of the Common Core Standards

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

The time provided on the waiver days will allow staff to continue to analyze student assessment data and to work within professional learning communities (PLCs) to develop the necessary interventions to support increased student achievement levels. The time will also provide opportunities for targeted professional development designed to train teachers on effective instructional strategies and intervention strategies to meet the student learning needs of these groups of students.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Since the initial waiver approval, the district has communicated the work occurring by staff on the waiver days. The district used a variety of methods to communicate about the waiver days and the positive impacts this time has on student learning. These methods included District and building newsletters and reports to various parent and community groups. Each year the District's Citizen Planning Committee hears information about the professional development that teachers are engaged in throughout the year. They receive information regarding the district's Improvement Plan and our progress towards meeting those goals. The Citizen Planning Committee members then report back to parents at their respective buildings. Annually the superintendent holds community meetings where he shares similar information to parents and community members.

Prior to the 2003-2004 school year, the district had 10 early releases for the purpose of staff professional development. At the time of the waiver request, the district actively and aggressively processed the change from early release time to full days of time in the form of the waiver. All employees groups, administrators, and parents could see the benefit of full days for professional development for staff.

Feedback was overwhelmingly positive as parents felt the reduction in the number of early release days not only minimized the disruption to family schedules, but also maximized instruction. In addition to our certificated staff, the district's paraeductors also receive training on three of the waiver days in order for them to better support student learning.

We have processed the waiver renewal request with our superintendent's staff, principals and assistant principals, program managers and directors and certificated and classified staffs. Groups involved in processing the decision to seek renewal of the waiver have included: the District Labor Management Group, comprised of representatives from each of the district's employee groups; the Professional Excellence Committee, which includes teachers and building and district administrators who review professional development needs districtwide; the Citizen Planning Committee, comprised of parent representatives from all schools, who then share information with their respective parent communities and the Edmonds School Board of Directors. Each of these groups understands the need for full professional development days and has given their unanimous support for continuing the waiver.

Administrators and certificated staff continue to strongly support the current structure of the calendar as it provides an improvement in the quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows for application of learning and assessment to be made throughout the year.

Supplemental Information

Summary of Collective Bargaining Agreement

In our agreement with the Edmonds Education Association, we have six bargained supplemental days. Three of those days are held prior to the start of the student school year and three are scheduled within the school year. There are two scheduled early release days for all staff, one held in January at the end of the semester for the purpose of preparing progress reports. The other early release occurs on the last day of school. Additionally, elementary students have 5 early release days in October and 2 in March for parent-teacher conferences.

School Board Resolution Attached

Proposed Calendars Attached

Last Steps:

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

AUGUST 2014				
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6/25/13 Board Approved Key Dates

2014-15
SIGNIFICANT DATES

August	New Employee Orientation
August 27, 28	Prof. Development Days (S/S)
September 1	Labor Day
September 2	Professional Development Day (S)
September 3 (Wed.)	First day of school
September 19	Professional Development Day (W) *(Teacher Contract/Non-Student)*
October 17	Professional Development Day (S) *(Teacher Contract/Non-Student)*
October ____	Grades K-6 Parent-Teacher Conf. *(Early Release K-6)*
November 11	Veterans' Day
Nov. 26	Teacher Noncontract Day
November 27, 28	Thanksgiving Break
Dec. 5	Professional Development Day (S) *(Teacher Contract/Non-Student)*
Dec. 22 -Jan. 2	Winter Break
January 19	Martin Luther King, Jr. Day
January 23	Professional Development Day (S) *(Teacher Contract/Non-Student)*
February 16	Presidents' Day
February 17	Teacher Noncontract Day
February 27	Professional Development Day (W) *(Teacher Contract/Non-Student)*
March ____ Teacher Conf.	Grades K-6 Parent- *(Early Release K-6)*
March 27	Professional Development Day (W) *(Teacher Contract/Non-Student)*
April 6-10	Spring Break
April 24	Professional Development Day (W) *(Teacher Contract/Non-Student)*
May 22	Professional Development Day (W) *(Teacher Contract/Non-Student)*
May 25	Memorial Day
June ____	Last day of school – Early Release
July 3	Independence Day (observed)

District-wide early release: Jan. & June

Snow make-up days, if needed, will be in this order:

End of First Quarter	November
End of First Semester	January
End of Third Quarter	March
End of Second Semester	June

S = Supplemental Day

W = Waiver Day

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FEBRUARY 2015				
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MARCH 2015				
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APRIL 2015				
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AUGUST 2015				
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6/25/13 Board Approved Key Dates

2015-16
SIGNIFICANT DATES

August	New Employee Orientation
Sept. 2,3,8	Prof. Development Days (S/S/S)
September 7	Labor Day
September 9 (Wed.)	First day of school
September 25	Professional Development Day (W) *(Teacher Contract/Non-Student)*
October 30	Professional Development Day (S) *(Teacher Contract/Non-Student)*
October ____	Grades K-6 Parent-Teacher Conf. *(Early Release K-6)*
November 11	Veterans' Day
Nov. 25	Teacher Noncontract Day
November 26, 27	Thanksgiving Break
Dec. 4	Professional Development Day (S) *(Teacher Contract/Non-Student)*
Dec. 21 - Jan. 1	Winter Break
January 18	Martin Luther King, Jr. Day
January 29	Professional Development Day (S) *(Teacher Contract/Non-Student)*
February 15	Presidents' Day
February 16	Teacher Noncontract Day
February 26	Professional Development Day (W) *(Teacher Contract/Non-Student)*
March ____	Grades K-6 Parent-Teacher Conf. *(Early Release K-6)*
March 18	Professional Development Day (W) *(Teacher Contract/Non-Student)*
April 4-8	Spring Break
April 29	Professional Development Day (W) *(Teacher Contract/Non-Student)*
May 27	Professional Development Day (W) *(Teacher Contract/Non-Student)*
May 30	Memorial Day
June ____	Last day of school – Early Release
July 4	Independence Day

District-wide early release: Jan. & June

Snow make-up days, if needed, will be in this order:

End of First Quarter	November
End of First Semester	January
End of Third Quarter	March
End of Second Semester	June

S = Supplemental Day
W = Waiver Day
C = Collaboration Day

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FEBRUARY 2016				
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6/25/13 Board Approved Key Dates

2016-17
SIGNIFICANT DATES

August	New Employee Orientation
Aug. 31	Prof. Development Days (S) *(Teacher Contract/Non-Student)*
September 1	Prof. Development Days (S)
September 5	Labor Day
September 6	Prof. Development Day (S)
September 7 (Wed.)	First day of school
September 30	Professional Development Day (W) *(Teacher Contract/Non-Student)*
October 21	Professional Development Day (S) *(Teacher Contract/Non-Student)*
October ____	Grades K-6 Parent-Teacher Conf. *(Early Release K-6)*
November 11	Veterans' Day
November 23	Teacher Noncontract Day
November 24,25	Thanksgiving Break
December 2	Professional Development Day (W) *(Teacher Contract/Non-Student)*
Dec. 19 - Jan. 2	Winter Break
January 16	Martin Luther King, Jr. Day
January 27	Professional Development Day (S) *(Teacher Contract/Non-Student)*
February 17	Professional Development Day (S) *(Teacher Contract/Non-Student)*
February 20	Presidents' Day
February 21	Teacher Noncontract Day
March ____	Grades K-6 Parent-Teacher Conf. *(Early Release K-6)*
March 24	Professional Development Day (W) *(Teacher Contract/Non-Student)*
April 3-7	Spring Break
April 28	Professional Development Day (W) *(Teacher Contract/Non-Student)*
May 26	Professional Development Day (W) *(Teacher Contract/Non-Student)*
May 29	Memorial Day
June ____	Last day of school – Early Release
July 4	Independence Day

District-wide early release: Jan. & June

Snow make-up days, if needed, will be in this order:

End of First Quarter	November
End of First Semester	January
End of Third Quarter	March
End of Second Semester	June

S = Supplemental Day
W = Waiver Day
C = Collaboration Day

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FEBRUARY 2017				
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EDMONDS SCHOOL DISTRICT NO. 15
SNOHOMISH COUNTY, WASHINGTON

RESOLUTION 13-39
ADOPTION of 2014-17
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-030-050); and

WHEREAS the Edmonds School District School Improvement Plans for each school serving students in kindergarten through grade twelve have the goal of providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the district staff, parent, and community advisory committees have established that staff need the additional professional development time previously scheduled as early release days to further develop curriculum and instructional practices which support the goal of all students progressing towards achieving standard; and

WHEREAS, staff and parents recommend continuing the waiver days to support these essential professional development activities; and

WHEREAS, the school district will offer the equivalent annual minimum program hour offerings as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured on full instructional days rather than half days.

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of the Edmonds School District No. 15 hereby requests a five-day waiver from the minimum 180 day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2014-17 school years resulting in a 175-day school year for students in grades kindergarten through twelve. The District may or may not want to waive all five days every year, but wish to have that option open.

Adopted at a regular open public meeting of the Board of Directors held on November 26, 2013, the following Directors being present and voting therefore.

EDMONDS SCHOOL DISTRICT NO. 15

Ann McMurray, President

Susan Phillips, Vice President

Kory DeMun

Gary Noble

Diana White

Nick Brosseit, Superintendent
Secretary, Board of Directors

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year 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 while offering the equivalent in annual minimum instructional hours 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 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 subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

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

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

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

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

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

[Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 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. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

Option One Waiver Application Worksheet
RCW 28A.305.140/WAC 180-18-040

District: **Days requested:**
Date: **Years requested:**

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Meets criterion Y/N						
Comments						

Notes

Renewals: “In addition to the requirements of subsection (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:” – WAC 180-18-040(3)

WAC 180-18-040 (3)	(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 meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

Notes

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Public hearing on proposed charter school rules, WAC 180-19-220-260.**
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. What means for general oversight of the performance of district authorizers should be provided for to meet the intent of RCW 28A.710.120? 2. How prescriptive should the Board be in rules to this section, and how much flexibility left to address individual circumstances? 3. How should the statutory "triggers" for special reviews be defined in rule? 4. What opportunity should be given the authorizer to remedy identified authorizing problems? 5. How should the Board define the statutory grounds for revocation of chartering authority? 6. What steps should be placed in rule for the timely and orderly transfer of charter contract to another authorizer, if necessary? 7. What changes, if any, should be made to the draft rules in response to public testimony?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☒ Other The Board will receive public testimony on proposed WACs 180-19-220 through 180-19-260.
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	At the November 2013 meeting the SBE approved for public hearing, with changes, proposed rules to RCW 28A.710.120, concerning oversight by the SBE of the performance and effectiveness of school districts it has approved to be authorizers of public charter schools under RCW 28A.710.090. The rules prescribe procedures for the SBE in carrying out its duties for oversight under this section, and provide clarity to districts on how the oversight will be conducted. They include provisions for: • General and ongoing oversight under the authority in subsection (1). • Special reviews under (2), including definitions of the statutory "triggers," complaints about an authorizer or its schools, timelines, and results of the review. • Notice to an authorizer under (4) of identified authorizing problems, and opportunity for the authorizer to respond. • Revocation of the authorizing contract, including definition of the statutory grounds for revocation, notice to the authorizer of intent to revoke, and notice of revocation if the authorizer fails to remedy deficiencies. • Transfer of charter contracts held by the authorizer, in the event of revocation, to the Washington Charter School Commission. In your packet you will find the proposed rules, the CR 102 (Proposed Rule-Making) filed with the Office of the Code Reviser, and the OSPI fiscal impact statement.

PROPOSED RULE MAKING

CR-102 (June 2012)
(Implements RCW 34.05.320)
Do **NOT** use for expedited rule making

Agency: State Board of Education

☒ **Preproposal Statement of Inquiry was filed as WSR** 13-08-065 **; or**
☐ **Expedited Rule Making--Proposed notice was filed as WSR _____; or**
☐ **Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).**

☒ **Original Notice**
☐ **Supplemental Notice to WSR _____**
☐ **Continuance of WSR _____**

Title of rule and other identifying information: (Describe Subject) WAC 180-19-220 Oversight of authorizers—General provisions; WAC 180-19-230 Oversight of authorizers—Special review; WAC 180-19-240 Oversight of authorizers—Notice of identified problems; WAC 180-19-250 Oversight of authorizers—Revocation of authorizing contract; WAC 180-19-260 Authorizer oversight—Transfer of charter contract.

Hearing location(s): New Market Skills Center, Tumwater, WA

Date: January 8, 2013 Time: 1:45 pm – 2:15 pm

Date of intended adoption: March 6, 2014
(Note: This is **NOT** the **effective** date)

Submit written comments to:
Name: Jack Archer
Address: Old Capitol Building, 600 Washington Street S.E., Olympia, WA 98504

e-mail jackarcher@k12.wa.us
fax (360)586-2357 by (date) January 3, 2014

Assistance for persons with disabilities: Contact

Denise Ross by December 31, 2013

TTY (360) 664-3631 or (360) 725-6025

Purpose of the proposal and its anticipated effects, including any changes in existing rules: The purpose of the proposed rules is compliance with RCW 28A.710.120(7), which requires the State Board of Education to establish timelines and a process for taking actions under this section in response to performance deficiencies by a school district board of directors that has been approved as a charter authorizer under RCW 28A.710.090 and WAC 180-19-010 through WAC 180-19-040. The proposed rules establish specific powers, duties and procedures for the SBE in carrying out its responsibility for oversight of the performance of authorizers under RCW 28A.710.120, and clarity to authorizers as to the manner in which this oversight will be conducted. The rules include provisions for:

(1) SBE procedures for general oversight of authorizers under the authority granted by RCW 28A.710.120(1);
(2) Special reviews under RCW 28A.710.120(2), including definitions of the statutory "triggers" for such special reviews under this subsection, the handling of complaints about an authorizer or its portfolio of schools, timelines, and the results of a special review;
(3) Notice to an authorizer under RCW 28A.710.120 (4) of identified authorizing problems, and opportunity for authorizer response;
(4) Revocation of the authorizing contract by the SBE, including definition of the statutory grounds for revocation, notice to the authorizer of SBE intent to revoke, and notice of revocation if the authorizer fails to remedy identified violations or deficiencies, with opportunity for the authorizer to seek an adjudicative proceeding under the authority set forth in RCW 28A.710.120(3) and (5);
(5) Transfer of charter contracts held by the authorizer, in the event of revocation, to the Washington Charter School Commission, including provisions for obtaining the mutual consent of the Commission and each charter school governing board for the transfer, transfer of student records and data to the new authorizer, and notification to parents of the transfer as provided for in RCW 28A.710.120(6).

Statutory authority for adoption: RCW 28A.710.120

Statute being implemented: RCW 28A.710.120 (Initiative 1240)

Is rule necessary because of a:

Federal Law?	☐ Yes	☒ No
Federal Court Decision?	☐ Yes	☒ No
State Court Decision?	☐ Yes	☒ No

If yes, CITATION:

DATE
12/03/2013

NAME (type or print)
Ben Rarick

SIGNATURE Ben Rarick

TITLE
Executive Director

CODE REVISER USE ONLY

OFFICE OF THE CODE REVISER
STATE OF WASHINGTON
FILED

DATE: December 04, 2013
TIME: 9:11 AM

WSR 13-24-115

(COMPLETE REVERSE SIDE)

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:
None.

Name of proponent: (person or organization) State Board of Education

☐ Private
☐ Public
☒ Governmental

Name of agency personnel responsible for:

	Name	Office Location	Phone
Drafting.....	Jack Archer	Old Capitol Building, 600 Washington Street, Olympia, WA	(360) 725-6035
Implementation....	Ben Rarick	Old Capitol Building, 600 Washington Street, Olympia, WA	(360) 725-6025
Enforcement.....	Ben Rarick	Old Capitol Building, 600 Washington Street, Olympia, WA	(360) 725-6025

Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?

☒ Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:
Name: Thomas J. Kelly
Address: Old Capitol Building, 600 Washington Street S.E., Olympia, WA

phone (360-725-6031)
fax (NA)
e-mail thomas.kelly@k12.wa.us

☐ No. Explain why no statement was prepared.

Is a cost-benefit analysis required under RCW 34.05.328?

☐ Yes A preliminary cost-benefit analysis may be obtained by contacting:
Name:
Address:

phone ( ) _____
fax ( )_____
e-mail _____

☒ No: Please explain: None required.

NEW SECTION

WAC 180-19-220 Oversight of authorizers—General Provisions. (1) The state board of education is responsible under RCW 28A.710.120 for oversight of the performance and effectiveness of all authorizers approved under RCW 28A.710.090. This oversight is ongoing and is not limited to the specific actions and procedures described in these rules. For the purposes of the board's rules governing the oversight of authorizers, the term "authorizer" means a school district board of directors that has been approved to be a charter school authorizer under RCW 28A.710.090.

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

(3) In carrying out its responsibilities for overseeing the performance and effectiveness of authorizers under RCW 28A.710.120, the board shall utilize information including, but not limited to, the annual authorizer reports submitted to the board under RCW 28A.710.100, all reports and data submitted to the office of the superintendent of public instruction under chapter 28A.710 RCW, charter contracts, and the findings of any special review conducted under RCW 28A.710.120(2). The board will require submission of or access to materials or data from the authorizer deemed reasonably necessary to evaluate the performance and effectiveness of the authorizer.

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

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

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

NEW SECTION

WAC 180-19-230 Oversight of authorizers—Special review. (1) The board is authorized, upon a determination of persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances, to conduct a special review of an authorizer's performance. The purpose of the special review is

to determine the need for additional action by the board as provided in these rules.

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

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

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

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

(3) "A pattern of well-founded complaints" means multiple complaints that are found by the board to be supported by sufficient factual information alleging that an authorizer is not in compliance with a charter contract, its authorizing contract, or its authorizer duties, including the failure to develop and follow nationally recognized principles and standards for charter authorizing.

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

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

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

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

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

(4) "Other objective circumstances" include, but are not limited to, failure of the authorizer or its charter schools to comply with an applicable state or federal law or regulation, or evidence that a charter school is not operating in a manner that fulfills the requirements of its charter contract or has a substantial risk of becoming operationally unable to fulfill those requirements.

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

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

NEW SECTION

WAC 180-19-240 Oversight of authorizers—Notice of identified problems. (1) If at any time the board finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under RCW 28A.710.100, it shall provide the authorizer with written notification of the identified problems with specific reference to the charter contract, the authorizing contract, or the authorizer duties under RCW 28A.710.100.

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

(3) Nothing in this section requires the board to conduct a special review under WAC 180-19-XXX before providing an authorizer with notice of identified problems.

NEW SECTION

WAC 180-19-250 Oversight of authorizers—Revocation of authorizing contract. (1) Evidence of material or persistent failure by an authorizer to carry out its duties according to nationally recognized principles and standards for charter authorizing is grounds for revocation of an authorizer's chartering contract. This may include:

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

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

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

(i) Organizational capacity;

(ii) Soliciting and evaluating charter applications;

(iii) Performance contracting;

(iv) Ongoing charter school oversight and evaluation;

(v) Charter renewal decision making.

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

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

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

(3) Notice of revocation. If the authorizer fails to provide a timely written response or if the response is deemed inadequate by the

board to meet the requirement set forth in subsection (1) of this section:

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

(b) The authorizer may request an adjudicative proceeding to contest the revocation. The request for an adjudicative proceeding must be submitted in writing by the authorizer to the board within twenty days of receipt of the notice of revocation at the following address:

Old Capitol Building
P.O. Box 47206
600 Washington St. S.E., Room 253
Olympia, Washington 98504

Any adjudicative proceeding shall be conducted in accordance with the Administrative Procedure Act (APA).

NEW SECTION

WAC 180-19-260 Authorizer oversight—Transfer of charter contract. (1) In the event that a notice of revocation is provided to the authorizer under WAC 180-19-XXX, any charter contract held by that authorizer shall be transferred, for the remaining portion of the charter term, to the Washington charter school commission on documentation of mutual agreement to the transfer by the charter school and the commission.

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

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

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

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

STATE BOARD OF EDUCATION RULE CHANGE
SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	**Title of Rule:** Oversight of Charter School Authorizers	**Agency:** SDF - School District Fiscal Impact - SPI

Part I: Estimates

☐ **No Fiscal Impact**

Fiscal impact is indeterminate.

Estimated Cash Receipts to:

☐No Estimated Cash Receipts

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total $					

Estimated Expenditures From:

☐ No Estimated Expenditures

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total $					

Estimated Capital Impact:

☐ No Estimated Capital Impact

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total $					

The cash receipts and expenditures estimate on this page represent the most likely fiscal impact.

Check applicable boxes and follow corresponding instructions:

☐ If fiscal impact is greater than $50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note from Parts I-IV.

☐ If fiscal impact is less than $50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).

☐ Capital budget impact, complete Part IV.

Agency Preparation:	T.J. Kelly	Phone: 360-725-6301	Date: 11/25/2013
Agency Approval:	T.J. Kelly	Phone: 360-725-0000	Date: 08/16/2012

Part II: Narrative Explanation

II. A – Brief Description Of What the Measure Does That Has Fiscal Impact

Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

WAC 180-19-220 (3) says that the State Board of Education (SBE) shall utilize information including but not limited to the annual authorizer reports submitted to the board under RCW 28A.710.100, all reports and data submitted to the Office of Superintendent of Public Instruction under Chapter 28A.710 RCW, charter contracts and the findings of any special review conducted under RCW 28A.710.120. The board will require submission of or access to materials or data from the authorizer deemed reasonably necessary to evaluate the performance and effectiveness of the authorizer.

Similarly, per WAC 180-19-230, C, SBE can request additional information in the event of investigating a complaint.

II. B – Cash Receipts Impact

Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

None.

II. C – Expenditures

Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Expenditures to be incurred by the charter school authorizers are indeterminate. The majority of what is required of authorizers for SBE to conduct their review is already required by law. The additional expense lies in whatever the state board requires to be reviewed or submitted as reasonably nec3essary to evaluate the performance and effectiveness of the authorizer.

Since this request will vary on a case by case basis, there is no way to come up with a reasonable cost estimate that authorizers will experience.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

Indeterminate

Part IV: Capital Budget Impact

None

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Public Hearing on Proposed WAC 180-17**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What amendments, if any, do members wish to proposed rules to RCW 28A.657.110 concerning the accountability framework on the basis of testimony submitted in public hearing?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other: Hear and consider public testimony on the proposed rules.	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Draft Rules, CR-102, Fiscal Impact Statement ☐ PowerPoint	
Synopsis:	According to E2SSB 5329, the Accountability Framework "creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions." The draft Accountability Framework rules include: 1. A timeframe for approval of Level II required action plans. 2. Criteria for assigning districts from Level I required action to Level II required action. 3. Guiding principles that are intended to provide guidance to OSPI in the design of the Accountability System.	

PROPOSED RULE MAKING

CR-102 (June 2012)
(Implements RCW 34.05.320)
Do **NOT** use for expedited rule making

Agency: State Board of Education

☒ **Preproposal Statement of Inquiry was filed as WSR** 13-17-077**; or**
☐ **Expedited Rule Making--Proposed notice was filed as WSR _____; or**
☐ **Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).**

☒ **Original Notice**
☐ **Supplemental Notice to WSR _____**
☐ **Continuance of WSR _____**

Title of rule and other identifying information: (Describe Subject) Amending WAC 180-17-050 Release of a school district from designation as a required action district, authorizing the SBE to provide for a district to remain as a Level I required action district or assign the district to Level II status. Additionally, proposing adoption of the following new sections: WAC 180-17-060 Designation of required action district to Level II status; WAC 180-17-070 Level II needs assessment and revised required action plan requirements; WAC 180-17-080 Level II required action plan—Procedures for direct submission to state board of education by superintendent of public instruction—Role of required action plan review panel; WAC 180-17-090 Input of the education accountability system oversight committee prior to Level II designations; WAC 180-17-100 Establishment of accountability framework to improve student achievement for all children.

Hearing location(s): New Market Skills Center
Lecture Hall Room
7299 New Market Street SW
Tumwater, WA 98501-6536

Date: January 8, 2013 Time: 2:15 p.m.

Date of intended adoption: January 9, 2014
(Note: This is **NOT** the **effective** date)

Submit written comments to:
Name: Linda Drake
Address: Old Capitol Building, 600 Washington Street S.E., Olympia, WA, 98504

e-mail linda.drake@k12.wa.us
fax (360)586-2357 by (date) January 3, 2014

Assistance for persons with disabilities: Contact

Denise Ross by January 1, 2013

TTY (360) 664-3631 or (360) 725-6025

Purpose of the proposal and its anticipated effects, including any changes in existing rules: Engrossed Second Substitute Senate Bill 5329 (E2SSB 5329) amended RCW 28A.657.110(1) to require the State Board of Education (SBE) to propose rules for establishing an accountability framework. In addition, E2SSB 5329 amended sections of RCW 28A. 657 expanding the scope and impact of the school district accountability system. The bill established a second level (Level II) of required action for districts that do not demonstrate sufficient improvement after three years of implementing a required action plan.

The purpose of proposed rules are to: 1) establish a timeline of activities associated with the implementation of Level II required action; 2) articulate the criteria for assigning districts to Level II required action; and, 3) establish guiding principles that articulate an accountability framework. The anticipated effects of the proposed rules are to:

- provide for the SBE to determine that a school district remain a Level I required action district and submit a new or revised plan, or be assigned to Level II status
- clarify the process and criteria for assigning districts to Level II required action
  - defines the criteria for designation of a district to Level II required action status
  - establishes timelines for 1) Level II needs assessments and revised required action plan, 2) review by the Required Action Plan Review Panel , if needed, 3) input of the Education Accountability System Oversight Committee and requirement for a public hearing
- provide a basis for OSPI to create the accountability system design, as directed by RCW 28A.657.110 (1)
  - establishes the principles and priorities that fulfill the statutory purpose of the accountability framework

Statutory authority for adoption: RCW 28A.657

Statute being implemented: RCW 28A.657 (E2SSB 5329)

Is rule necessary because of a:

Federal Law?	☐ Yes	☒ No
Federal Court Decision?	☐ Yes	☒ No
State Court Decision?	☐ Yes	☒ No

If yes, CITATION:

CODE REVISER USE ONLY

DATE
December 4, 2013

NAME (type or print)
Ben Rarick

SIGNATURE Ben Rarick

TITLE
Executive Director of the State Board of Education

(COMPLETE REVERSE SIDE)

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:
None

Name of proponent: (person or organization) SBE

☐ Private
☐ Public
☒ Governmental

Name of agency personnel responsible for:

	Name	Office Location	Phone
Drafting.....	Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025
Implementation....	Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025
Enforcement.....	Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025

Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?

☒ Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:
Name: Thomas J. Kelly
Address: Old Capitol Building, 600 Washington Street S.E., Olympia WA

phone (360)725-6031
fax (NA)
e-mail thomas.kelly@k12.wa.us

☐ No. Explain why no statement was prepared.

Is a cost-benefit analysis required under RCW 34.05.328?

☐ Yes A preliminary cost-benefit analysis may be obtained by contacting:
Name:
Address:

phone ( )
fax ( )
e-mail

☒ No: Please explain: None Required.

AMENDATORY SECTION (Amending WSR 10-23-083, filed 11/16/10, effective 12/17/10)

WAC 180-17-050 Release of a school district from designation as a required action district. (1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW 28A.657.100.

(2) If the board determines that the required action district has not met the requirements for a release in RCW 28A.657.100, ((~~the school district shall remain in required action and submit a new or revised required action plan under the process and timeline as prescribed in WAC 180-17-020 or 180-17-030~~)) the state board of education may determine that the district remain a Level I required action district and submit a new or revised required action plan under the process and timeline prescribed in WAC 180-17-020, or to the extent applicable in WAC 180-17-030, or it may assign the district to Level II status, according to the requirements of WAC 180-17-060.

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-050, filed 11/16/10, effective 12/17/10.]

NEW SECTION

WAC 180-17-060 Designation of required action district to Level II status. (1) For required action districts which have not demonstrated recent and significant progress toward the requirements for release under RCW 28A.657.100, the state board of education may direct that the district be assigned to Level II status of the required action process.

(2) For the purposes of this section, recent and significant progress shall be defined as progress occurring within the two most recently completed school years, which is determined by the board to be substantial enough to put the school on track to exit the list of persistently lowest-achieving schools list, as defined in RCW 28A.657.020, if the rate of progress is sustained for an additional three school years. Schools meeting their annual measurable objectives (AMOs) for the all students group for two consecutive years, as established by the office of the superintendent of public instruction, may also be deemed to have made recent and significant progress under this section.

(3) If the required action district received a federal School Improvement Grant for the same persistently lowest-achieving school in

2010 or 2011, the superintendent may recommend that the district be assigned to Level II of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress.

(4) Districts assigned by the state board of education as required action districts must be evaluated for exit under the same criteria used for their original designation into required action status; except, the board may, at its discretion, exit a district if subsequent changes in the exit criteria make them eligible for exit.

[]

NEW SECTION

WAC 180-17-070 Level II needs assessment and revised required action plan requirements. (1) Upon assignment of a school district to Level II required action district status, the state board shall notify the superintendent of public instruction who shall direct that a Level II needs assessment and review be conducted to determine the reasons why the previous required action plan did not succeed in improving student achievement. The needs assessment shall be completed within

ninety days of the Level II designation and presented to the board at its next regularly scheduled meeting.

(2) The needs assessment and review shall include an evaluation of the extent to which the instructional and administrative practices of the school materially changed in response to the original Level I needs assessment and the periodic reviews conducted by the office of the superintendent of public instruction, during Phase I required action.

(3) Based on the results of the Level II needs assessment and review, the superintendent of public instruction shall work collaboratively with the school district board of directors to develop a revised required action plan for Level II.

(4) The Level II required action plan shall include the following components:

(a) A list of the primary reasons why the previous plan did not succeed in improving student achievement.

(b) A list of the conditions which will be binding on the district in the Level II plan. These may include:

(i) Assignment of on-site school improvement specialists or other personnel by the superintendent of public instruction;

(ii) Targeted technical assistance to be provided through an educational service district or other provider;

(iii) Assignment or reassignment of personnel;

(iv) Reallocation of resources, which may include redirection of budgeted funds or personnel, as well as changes in use of instructional and professional development time;

(v) Changes to curriculum or instructional strategies;

(vi) Use of a specified school improvement model; or

(vii) Other conditions which the superintendent of public instruction determines to be necessary to ensure that the revised action plan will be implemented with fidelity and will result in improved student achievement.

(5) The plan shall be submitted to the state board of education for approval prior to May 30th of the year preceding implementation, with a cover letter bearing the signatures of the superintendent of public instruction and the chair of the board of directors of the required action district, affirming mutual agreement to the plan.

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NEW SECTION

WAC 180-17-080 Level II required action plan—Procedures for direct submission to state board of education by superintendent of public instruction—Role of required action plan review panel. (1) If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a Level II required action plan within ninety days of the completion of the needs assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a Level II required action plan directly to the state board of education for approval. Such submissions must be presented and approved by the board prior to July 15th of the year preceding the school year of implementation.

(2) The school district board of directors may submit a request to the required action plan review panel for reconsideration of the superintendent's Level II required action plan within ten days of the submission of the plan to the state board of education. The state board of education will delay decision on the Level II required action plan for twenty calendar days from the date of the request, in order to receive any recommendations and comment provided by the review pan-

el, which shall be convened expeditiously by the superintendent of public instruction as required, pursuant to RCW 28A.657.070 (2)(c). After the state board of education considers the recommendations of the required action review panel, the decision of the board regarding the Level II required action plan is final and not subject to further reconsideration. The board's decision must be made by public vote, with an opportunity for public comment provided at the same meeting.

(3) If changes to a collective bargaining agreement are necessary to implement a Level II required action plan, the procedures prescribed under RCW 28A.657.050 shall apply. A designee of the superintendent shall participate in the discussions among the parties to the collective bargaining agreement.

(4) In Level II required action, the superintendent of public instruction shall work collaboratively with the local board of education. However, if the superintendent of public instruction finds that the Level II required action plan is not being implemented as specified, including the implementation of any binding conditions within the plan, the superintendent may direct actions that must be taken by school district personnel and the board of directors to implement the Level II required action plan. If necessary, the superintendent of

public instruction may exercise authority under RCW 28A.505.120 regarding allocation of funds.

(5) If the superintendent of public instruction seeks to make material changes to the Level II required action plan at any time, those changes must be submitted to the state board of education for approval at a public meeting where an opportunity for public comment is provided.

[]

NEW SECTION

WAC 180-17-090 Input of the education accountability system oversight committee prior to Level II designations. (1) Prior to assigning a required action district to Level II status, the board must hold a public hearing on the proposal, and must take formal action at a public meeting to submit its recommendation to the education accountability system oversight committee established in chapter 28A.657 RCW for review and comment.

(2) Prior to assigning a district to Level II status, the board must provide a minimum of thirty calendar days to receive comments by the education accountability system oversight committee. If written

comment is provided by the committee, it shall be included in board meeting materials, and posted to the board's web site for public review. The superintendent of public instruction may begin the Level II needs assessment process once the board has formally requested committee input on a Level II designation, but may not initiate any part of the required action process until the board has made an official designation into Level II status.

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NEW SECTION

WAC 180-17-100 Establishment of accountability framework to improve student achievement for all children. (1) Pursuant to the requirements of RCW 28A.657.110 (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The statutory purpose of the accountability framework is to provide guidance to the superintendent of public instruction in the design of a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance and, if necessary, intervention in underperforming schools and school districts, as defined under RCW 28A.657.020.

(3) The board finds that the accountability system design and implementation should reflect the following principles and priorities:

(a) Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority to get all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measure how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college-readiness for all students should remain the long-term focus of the system.

(b) The board recognizes that the transition to common core state standards creates practical challenges for shorter term goal-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures of ac-

countability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for index performance tiers and exit criteria for required action status. The board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom tiers of the index.

(c) To the greatest extent allowable by federal regulations, the federal accountability requirements for Title I schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The composite achievement index score should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction, and the lists of persistently low-achieving schools as required under federal regulations.

(d) The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by federal regulation, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across vari-

ous state programs and federal title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered.

(e) The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college-readiness for all students.

(f) In the education accountability framework, goal-setting should be a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goal-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed, and the time necessary, for implementation of reforms to achieve the desired system outcomes.

(g) While the board supports the use of school improvement models beyond those identified by the federal Department of Education under the No Child Left Behind Act, the board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of required action plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable change in practice.

(h) Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.

(i) Fostering quality teaching and learning is the ultimate barometer of success for a system of school accountability and support. The central challenge for the superintendent of public instruction is developing delivery systems to provide the needed resources and tech-

nical assistance to schools in need, whether they be rural or urban, homogenous or diverse, affluent or economically challenged. In instances where traditional approaches have failed, the system will need to be prepared to develop innovative ways to secure the right instructional and leadership supports for districts and schools that need them.

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STATE BOARD OF EDUCATION RULE CHANGE
SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	**Title of Rule:** WAC Chapter 180-17 Accountability	**Agency:** SDF - School District Fiscal Impact - SPI

Part I: Estimates

☐ **No Fiscal Impact**

Fiscal impact is indeterminate.

Estimated Cash Receipts to:

☐No Estimated Cash Receipts

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total $					

Estimated Expenditures From:

☐ No Estimated Expenditures

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total $					

Estimated Capital Impact:

☐ No Estimated Capital Impact

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total $					

The cash receipts and expenditures estimate on this page represent the most likely fiscal impact.

Check applicable boxes and follow corresponding instructions:

☐ If fiscal impact is greater than $50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note from Parts I-IV.

☐ If fiscal impact is less than $50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).

☐ Capital budget impact, complete Part IV.

Agency Preparation:	T.J. Kelly	Phone: 360-725-6301	Date: 11/25/2013
Agency Approval:	T.J. Kelly	Phone: 360-725-0000	Date: 08/16/2012

Part II: Narrative Explanation

II. A – Brief Description Of What the Measure Does That Has Fiscal Impact

Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

WAC 180-17-070 requires that upon assignment of a school district to Level II required action district status, the state board shall notify the superintendent of public instruction who shall direct that a Level II needs assessment and review be conducted to determine the reasons why the previous required action plan did not succeed in improving student achievement. The needs assessment shall be completed within ninety (90) days of the Level II designation and presented to the board at its next regularly scheduled meeting.

The cost of this needs assessment was not covered in prior fiscal estimates, and is indeterminate because we do not know how many schools will be required to perform this task. The per school estimate is $10,000 per school.

II. B – Cash Receipts Impact

Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

None.

II. C – Expenditures

Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Expenditures to be incurred by school districts are indeterminate.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

Indeterminate

Part IV: Capital Budget Impact

None

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Legislative Update**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will consider approval of an amended resolution to approve Career and College Ready Graduation Requirements. The Board also will consider an updated list of legislative priorities for the 2014 Legislative Session.	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	This portion of your packet includes the amended resolution on Career and College Ready Graduation Requirements that will be voted on for approval on January 9. You will also find the following documents: • Memo on amended graduation requirement resolution resolution. • Summary of Career and Technical Education course equivalency legislation. • November 10, 2010 Resolution to Approve Washington State Graduation Requirements: Career and College Ready • 24-Credit Graduation Requirements: Pathways to Postsecondary • Graduation Requirements: Three Credits of Science, Including Two Labs • Comparison of current Washington graduation requirements to states that have Common Core College and Career Ready graduation requirements • Updated summary of Legislative Priorities	

GRADUATION REQUIREMENT AMENDED RESOLUTION

Policy Consideration

The State Board of Education (SBE) will consider adopting an amended graduation requirement resolution that modifies the proposed requirements of the November 2010 resolution. The purpose of the amended resolution is to emphasize both flexibility in student class choices and rigor in the core academic requirements. The emphasis on flexibility will ensure that students have the opportunity to pursue a full range of postsecondary options.

Summary

In 2010, after extensive research, outreach, and public input, the SBE approved a resolution supporting 24-credit graduation requirements. The requirements for English and social studies specified in the November 2010 resolution were implemented for the Class of 2016, because those changes were found to have no fiscal impact on school districts. The rest of the 24-credit requirements are yet to be implemented, pending legislative authorization and funding.

The impact of the 24-credit graduation requirements has been a concern to some, particularly in regard to students' ability to pursue a Career and Technical Education (CTE) program of study. Part of the 2010 resolution was a 'common pathway' or 'default pathway' intended to keep all postsecondary options open for students, including entry into a public four-year institution. The default pathway included subject requirements that aligned with public four-year college admission standards. Although the graduation requirement framework allowed students to opt out of the default pathway, concerns remained that (1) students might be counseled or think they must take classes that would preclude pursuing a CTE program of study at a high school or skills center, or (2) students who struggled and failed one or two requirements would be shut out of the opportunity to pursue a CTE program of study.

Because of these concerns expressed to Board members and staff, staff was directed to develop a proposed, amended 24-credit graduation requirement resolution. Both the November 10, 2010 resolution and the draft amended resolution are included in this section of your packet. Table 1 below summarizes the differences. The amended resolution reflects a shift away from a default pathway, toward an emphasis on flexibility and planning. The High School and Beyond Plan remains an important part of the graduation requirements, as the vehicle for supporting and documenting intentionality in student course choices.

The proposed amended resolution uses two terms related to pathways, and both of which are specified in a student's High School and Beyond Plan:
1) Postsecondary Pathway: A sequence of required or recommended classes and activities that prepare students for a particular postsecondary goal;
2) Personalized Pathway Requirements: Specific required or recommended high school classes that are part of a student's individualized postsecondary pathway, and that explicitly

further a student's progress towards a postsecondary goal. For example, two credits of world language would be the Personalized Pathway Requirements for a student who plans on pursuing a baccalaureate degree in their postsecondary education, since two credits of world language are required for 4-year college or university admission.

Table 1: Summary of Changes Made to the November 10, 2010 Graduation Requirement Resolution Resulting in the Proposed Amended Resolution

November 10, 2010 Resolution	Proposed Amended Resolution
"Whereas" statements concerning: • Preparing the state's children for the 21st century • Excellent and equitable education • Basic Education • SBE rule-making authority • Recognition that the Legislature must authorize and fund grad requirements • WA in bottom percentage of states with 18-24 year-olds going directly to college • SBE has received input from stakeholders	Minor edits to the language to clarify and align with wording in statute
"Whereas" statement on graduation requirements being unchanged since 1985	Deleted, as graduation requirements were changed for the Classes of 2013 and 2016.
"Whereas" statement on English, science and social studies requirements being significantly lower than other states'	A phrase added to refer to the changes in English and social studies graduation requirements that the SBE implemented for the Class of 2016.
	Additional "whereas" statement recognizing the value of flexibility, electives, and Personalized Pathway Requirements
"Therefore, be it resolved" statement on all students enrolled in a common pathway	Deletes the reference to a common pathway and adds a statement on Postsecondary Pathways aligned with the student's High School and Beyond Plan; further states that the postsecondary pathways are locally determined but must include the opportunity to attend a skills center, pursue a professional/technical program, or pursue a four-year degree.
List of requirements-- English: 4 credits Math: 3 credits Science, 2 labs: 3 credits Social Studies: 3 credits Health: .5 credit Occupational Education: 1 credit Fitness: 1.5 credits Arts: 2 credits World Languages: 2 credits Career Concentration: 2 credits	• Adds in parentheses that Occupational Education includes Career and Technical Education. • Adds in parentheses that one arts credit may be a Personalized Pathway Requirement. • Adds in parentheses that World Languages is required for a four-year degree pathway. • Deletes Career Concentration. • Changes electives credits from 2 to 4.

Electives: 2 credits	• Adds a statement that Personalized Pathway Requirements are classes that meet the educational and career goals of individual students as expressed in their High School and Beyond Plans. • Adds a phrase that clarifies that while students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet.
"Be it further resolved that" statements putting into effect policy changes with no fiscal impact for the Class of 2016.	These statements are deleted because the changes have already gone into effect.
Final "Be it further resolved that" statements concerning "all other changes to the requirements, including initiating the High School and Beyond Plan at the middle level" will be put into effect pending legislative authorization.	Minor edits to align wording with statute, and to state that SBE will continue to reexamine the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation.

Background

The current work of the SBE on graduation requirements developed out of the 2006 directive to the SBE by the Legislature to revise the definition of the purpose and expectations of a public high school diploma (E2SHB 3098). In 2008, the SBE approved a 24-credit graduation requirement framework, and started to explore implementation issues with the Core-24 Implementation Task Force.

In 2009, in ESHB 2261, the Legislature directed that as part of the minimum instructional program of basic education, districts must make available to students:

> Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature. Course distribution requirements may be established by the state board of education under RCW 28A.230.090 (RCW 28A.150.220).

The bill also directed that no changes to graduation requirements that result in additional costs to districts shall be made without legislative authorization:

> The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under section 114 of this act. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation. (RCW 28A.230.090).

The 2013 Legislative session did not formally authorize 24-credit graduation requirements, but did provide funding to support 24-credit graduation requirements in the biennial budget act.

Action

The Board will consider adoption of an amended graduation requirement resolution.

CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCY LEGISLATION

Description and Intent

Legislation being prepared for the upcoming legislative session would standardize course equivalencies in the high-demand areas of science and math across districts. This would help to promote academic rigor in the equivalent courses and simplify course equivalencies for students, parents, schools, employers, and postsecondary institutions. It would also help to further the intent of RCW 28A.700 of creating cohesion in the Career and Technical Education (CTE) system. The clarity provided by this legislation may encourage increased enrollment in equivalent courses and corresponding CTE program sequences, increasing the number of students that further career options while earning their high school diplomas. The legislation would also help create equity in student access to course equivalencies and allow for more flexibility in how students meet graduation requirements.

The Office of the Superintendent of Public Instruction would be tasked with creating the standardized course equivalencies, building off of the work already undertaken for the model and suggested equivalencies. The State Board of Education (SBE) would then approve the equivalencies for fulfilment of graduation requirement credits.

Background

State law already allows for course equivalencies (RCW 28A.230.097) and the development of model CTE programs for high-demand sectors (RCW 28A.700.060). There is also an established role for OSPI to assist in increasing the rigor of CTE courses that are course equivalent (RCW 28A.700.070) and creating a model system for districts to establish course equivalency. This can be found on the OSPI CTE website. Each district is currently responsible for establishing its own course equivalencies, so they vary widely across the state. A course at a skills center that is an equivalent course for one district may not be for another district, so students in the same class can be receiving different credits.

Data provided by the CTE office at OSPI show that at least 101 school districts in Washington state have established course equivalencies. Seventy-four percent of those districts have science equivalencies and 61 percent have math equivalencies, indicating that these are high demand areas. The data also show that science and math equivalencies are distributed evenly across the state, regardless of district size.

Some skills centers and districts have developed consortia where course equivalencies are standardized at all the member districts. The Puget Sound Skills Center is an example where partner districts Highline, Federal Way, Fife, Tahoma, and Tukwila all participate in the established course equivalencies. To earn these equivalent credits, students must be enrolled in a CTE program for at least two semesters.

Potential Equivalencies

OSPI has developed a list of potential equivalencies as a part of their toolkit for districts. The list includes equivalencies for arts, English, health and fitness, mathematics, science, and social

studies. The science and math list are below, as well as some recommendations from skills center directors.

Science

- Natural Resources/Conservation
- Environmental Studies
- Sustainable Design and Technology
- Natural Resources Management and Policy
- Forestry
- Engineering Design 2
- Robotics Foundation*
- Technology Foundations
- Biomedical Sciences
- Biotechnology—Body Systems
- Agricultural Biotechnology
- Health Science Biotechnology
- JROTC Military Science
- Principles of Technology, Applied
- Materials Science Technology, Applied
- Forensic Science Technology/Crime Scene Investigation
- Introduction to Health Science Careers
- Therapeutic Services
- Veterinarian Assistant*
- Sports Medicine*
- Pre-Allied Health
- Nursing Assistant*
- Dental Assistant**

Mathematics

- Computer Programming
- Video Game Design/Digital Computer Animation
- Digipen**
- Consumer and Family Resource (Financial Fitness)
- Applied Math
- Financial Math
- Business Math
- Residential Carpentry
- Construction**
- Accounting
- Pre-Engineering**
- Alternative Energy**
- Aerospace Manufacturing**

* Suggested by OSPI and Skills Center Directors
** Suggested by Skills Center Directors

Potential Challenges

1. CTE instructors may need professional development to align curriculum and coursework with Common Core standards for math and Next Generation Science Standards.
2. Many equivalencies currently result in half credits, which would then require the student to take additional courses to fulfil the credit requirement.
3. Course equivalences must be transcribed as the graduation requirement course on a student's transcript, rather than by the CTE name and number. High school course names and numbers are not standardized across districts. However, there has been movement towards standardization through the use of state course codes.
4. There may still be concern among district faculty regarding the delivery of core academic concepts for graduation requirements in the CTE courses.
5. Each district has already established a process for determining course equivalency in accordance with RCW 28A.230.097(1), which may differ from the process used to develop the standardized equivalencies by the state. This may result in varying levels of rigor for course equivalencies in other subjects, such as social studies, compared to math and science.

WASHINGTON STATE BOARD OF EDUCATION AMENDED RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENTS: CAREER AND COLLEGE READY

As Approved January 9, 2014

WHEREAS, Our children are our state's future and our education system must prepare them now for the continuing challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete high school graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project by all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must authorize and fund changes to graduation requirements that have state fiscal impact before they may take effect, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for science are significantly lower than the majority of other states, as were state requirements for English and social studies until the State Board of Education implemented new graduation requirements for the Class of 2016, and

WHEREAS, The State Board of Education has listened to stakeholders and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a multi-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

WHEREAS, The State Board of Education recognizes the value of flexibility in students' high school course choices, with flexible credits including electives and Personalized Pathway Requirements,

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a set of amended career and college-ready graduation requirements that will allow all students to pursue personalized post-secondary pathways. These post-secondary pathways will be locally determined, but must include at least the following options for students:

- To pursue a professional/technical certificate or degree through a skills center or high school Career and Technical Education program.
- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program (students' high school classes should align with the Washington Student Achievement Council's College Admission Standards).

Each high school student will identify their post-secondary pathway in their High School and Beyond Plan.

The subject credit requirements are as follows:
English: 4 credits
Math: 3 credits
Science, 2 labs: 3 credits
Social Studies: 3 credits
Health: .5 credit
Occupation Education (includes Career and Technical Education): 1 credit
Fitness: 1.5 credits
Arts: 2 credits** (one may be a Personalized Pathway Requirement*)
World Languages (required if on a four-year degree pathway) or Personalized Pathway Requirement*: 2 credits
Electives: 4 credits

* Personalized Pathway Requirements are specific classes that are required or recommended to meet the educational and career goals of individual students as expressed in their High School and Beyond Plans.
**Only 1 credit in arts may be substituted for a Personalized Pathway Requirement.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet, and

BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, and

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the High School and Beyond Plan at the middle school level, will take effect pending legislative authorization and funding.

Dr. Kristina Mayer, Chair

January 9, 2013

DRAFT

WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENTS: CAREER AND COLLEGE READY

As Approved November 10, 2010

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that 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, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project of all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must approve and fund changes to graduation requirements that have state fiscal impact, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on

High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements. All students will be enrolled in a common pathway that will keep all postsecondary options open and will align with the Higher Education Coordinating Board's minimum four-year public college admission requirements unless students substitute courses according to their High School and Beyond Plans:

English: 4 credits
Math: 3 credits
Science, 2 labs: 3 credits
Social Studies: 3 credits
Health: .5 credit
Occupational Education: 1 credit
Fitness: 1.5 credits*
Arts: 2 credits**
World Languages: 2 credits*
Career Concentration: 2 credits*
Electives: 2 credits*

*Subjects that are asterisked have flexibility, either because of state law (e.g., students may be excused from fitness) or because the State Board of Education is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their High School and Beyond Plans. **Only 1 credit may be substituted in arts.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the Culminating Project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no state fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credit changes would be made:

- Increase English from 3 to 4 credits
- Increase Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designate .5 credit of health (while retaining 1.5 credits of fitness)
- Decrease elective credits by 1.5

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.

Jeff Vincent, Chair

November 10, 2010
Date

THE WASHINGTON STATE BOARD OF EDUCATION

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

24-Credit Graduation Requirements
Pathways to Postsecondary

BACKGROUND

The Washington State Board of Education is revising high school graduation requirements to better prepare students for life after high school – in gainful employment, postsecondary education and citizenship. While students need core knowledge to be productive, engaged citizens who can adapt to new challenges and circumstances, they also need the opportunity to pursue postsecondary pathways that align with their interests and passions and lead to careers.

WHY HAVE GRADUATION REQUIREMENTS?

Equity: State graduation requirements establish credit standards for **all** Washington students. All our students need the opportunity and the access to choose among a full range of postsecondary pathways, including career and technical certificates and degrees and four-year and post-baccalaureate degrees. Without uniform standards, some students in the state will have access and others will not.

Preparation: Washington is one of the top five states in the percentage of jobs requiring a postsecondary education; if we want our students to be prepared for the jobs in our own workforce, they must be ready for postsecondary education when they exit high school. More than 50 percent of recent high school graduates need to take pre-college math when they attend community or technical colleges. This wastes student time, and wastes student and taxpayer money.

Competition: Other states and countries have more rigorous credit and course standards. Washington students will be competing for jobs in a global economy; our students should have equal opportunities as students from other states and countries.

GUIDING PRINCIPLES

- All students should earn certain foundational high school course credits to meet the intent of basic education.
- In the 21st century, all students need Science, Technology, Engineering, and Math (STEM) skills. Three credits of math and three credits of science are foundational course credits.
- High school electives are important, allowing choice in course-taking, and providing the opportunity to explore a range of fields of knowledge and pursue particular postsecondary pathways.

- Every student should have a High School and Beyond Plan by ninth grade or earlier, upon which all course-taking decisions will be based; the plan may evolve if the student's interest and goals change.
- All students should be preparing for their lives after high school. Each student's High School and Beyond Plan should identify a postsecondary pathway.

POSTESECONDARY PATHWAYS

Postsecondary pathways are locally determined, but should include, at least, the opportunity to:

- To pursue a professional/technical certificate or degree through a skills center or high school Career and Technical Education program.
- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program. Students' high school classes should align with the Washington Student Achievement Council's College Admission Standards.

PROPOSED GRADUATION REQUIREMENTS

Subject	Requirements for the Class of 2016 & Beyond	Proposed Career- & College-Ready Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Occupational Education	1	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
Total Credits	**20**	**24[1]**

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

Occupational Education is inclusive of Career and Technical Education.

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

DRAFT

RESOURCES

Information about graduation requirements can be found at: www.sbe.wa.gov/graduation.php. More information about the State Board of Education and its work can be found at www.sbe.wa.gov or by calling 360.725.6025.

Graduation Requirements:
Three Credits of Science, Including Two Labs

Stakeholder Concern	Options/Response
Creating the capacity to offer three credits of science, including two labs, is a significant facilities challenge.	The proposed change will be implemented for the Class of 2019, giving districts enough time to plan and phase-in the opportunity.
	Most laboratory lessons and activities do not require the use of a fume hood or a Bunsen burner.
	Earth Science, Environmental Science, and other science disciplines could be designed as a lab science in a manner not requiring any special facility.
	Sharing laboratory space between science teachers, redesign of existing labs, and creative scheduling.
	Computer-based instructional materials are available or under development to replace traditional lab practices and activities; this has the added benefit of a potential reduction in injuries because of reduced exposure to traditional science lab components (burners, acids, sharp instruments, etc.).
A requirement of three credits of science makes it harder for students to attend skills centers.	Further development of state models of math and science course equivalencies. CTE equivalency for science is already the most common equivalency credit, but further work is needed to make access more uniform and broaden the opportunities for students.
A requirement of three credits of science may be more of a burden on small rural districts.	According to the 2013 Basic Education Compliance survey by the SBE, 51 districts (20% of K-12 districts) already require three or four credits of science. Forty-six of the 51 districts are small, with enrollments of fewer than 3,000 students.

Additional Considerations:

- The Next Generation Science Standard's emphasis on scientific practices and inquiry aligns with expanded opportunities in laboratory science.
- All of the 19 states plus D.C. that have College and Career Ready Graduation Requirements, according to Achieve, require three or four credits of science. Overall, 33 states require 3 or more credits of science.

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Comparison of Washington Class of 2016 Graduation Requirements to States that have College and Career Ready Graduation Requirements

State	Type of CCR Graduation Requirements	English Language Arts	Mathematics	Social Studies	Science	Health and Physical Education**	Arts	Occupational / Career***	Electives	Other Credits	Total Credits
Washington		4	3	3	2	2	1	1	4		20
Alabama	Minimum opt-out	4	4	4	4	1.5	0.5		5.5	0.5 of Technology	24
Arizona	Personal modification opt-out	4	4	3	3		1		7		22
Arkansas	Minimum opt-out	4	4	3	3	1	0.5			0.5 of Oral Communications	16
Delaware	Mandatory	4	4	3	3	1.5		3	3.5		22
District of Columbia	Mandatory	4	4	4	4	1.5	0.5		3.5	2 of World Language, 0.5 of Music	24
Georgia	Mandatory	4	4	3	4	1		3	4		23
Michigan	Personal modification opt-out	4	4	3	3	1	1				16
Mississippi	Personal modification opt-out	4	4	4	4	1	1		5	1 of Technology	24
New Mexico	Personal modification opt-out	4	4	3.5	3	1		1	7.5		24
North Carolina	Personal modification opt-out	4	4	4	3	1			6		22
Ohio	Minimum opt-out	4	4	3	3	1			5		20
Tennessee	Mandatory	4	4	3	3	1.5	1		3	2 of World Language, 0.5 of Personal Finance	22
Hawaii*	Mandatory	4	3	4	3	1.5		2	6	0.5 of Personal Finance	24
Kentucky	Mandatory	4	3	3	3	1	1		7		22
Minnesota*	Mandatory	4	3	3.5	3		1		7		21.5
Nebraska*	Mandatory	4	3	3	3				7		20
Oklahoma	Minimum opt-out	4	3	3	3		1		6	3 of World Language or Computer Technology	23
South Dakota	Personal modification opt-out	4	3	3	3	1	1	1	5.5	0.5 of Personal Finance	22
Utah	Personal modification opt-out	4	3	3	3	2		3	6		24
Indiana**	Minimum opt-out	4	3	3	3	1.5		2.5	3		20

Why Compare Washington to States with College and Career Ready Graduation Requirements?

Besides Washington, the states shown above have not only adopted CCSS/CCR academic content standards but also established requirements that all high school graduates must complete a CCR curriculum that includes at least mathematics through the content typically taught in an Algebra II course (or its equivalent) and four years of grade-level English to earn a high school diploma. According to Achieve, college and career readiness means that a high school graduate has the knowledge and skills in English and mathematics necessary to qualify for and succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation -- or put another way, a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training).

Type of CCR Graduation Requirements:

Mandatory: graduation requirements that specify a CCR course of study that all students must complete. This approach does not offer “opt-out” provisions that allow students to receive a diploma without having met requirements that reach the CCR level.
Default with minimum diploma opt-out: graduation requirements that specify a CCR course of study into which all students are automatically enrolled in the 9th grade but allow students with parents’ permission to pursue a different state defined diploma with a less demanding set of requirements, such as the minimum diploma.
Default with personal curriculum opt-out: graduation requirements that specify a CCR course of study into which all students are automatically enrolled in the 9th grade but allow students with parents’ permission to modify (i.e., lessen) the requirements — typically in mathematics or science — on an individual basis and still earn the same diploma as those who complete the CCR course of study.

Footnotes

*Minnesota and Nebraska have adopted these graduation requirements for the Class of 2015. Hawaii has adopted these graduation requirements for the class of 2016.
**Health and Physical Education have been merged for the purpose of this analysis. Some states separate health from physical education.
***Occupational/career graduation requirements are often flexible to accommodate both CTE students and students planning on four-year degrees. Georgia can be CTAE (w/ agriculture) and/or Modern Language/Latin and/or Fine Arts. Hawaii can be World Language, Fine Arts, or CTE. Indiana has "Directed Electives" in World Language, Fine Arts, or Career-Technical. South Dakota requires CTE, Capstone/Service Learning, or World Language. Utah requires 3 credits of "Directed Coursework" comprised of 1.5 credits of fine arts, 1 credit of CTE, and .5 credits of computer technology.
****Indiana uses semester credits. For the purpose of this analysis, Indiana's Core 40 credits have been converted so that Indiana credits are comparable to credits used by other states.

Comparison of Current Washington Graduation Requirements to States that have College and Career Ready Graduation Requirements		
State	**Mathematics**	**Science**
Washington	**3**	**2**
Alabama	4	4
Arizona	4	3
Arkansas	4	3
Delaware	4	3
District of Columbia	4	4
Georgia	4	4
Michigan	4	3
Mississippi	4	4
New Mexico	4	3
North Carolina	4	3
Ohio	4	3
Tennessee	4	3
Hawaii*	3	3
Kentucky	3	3
Minnesota*	3	3
Nebraska*	3	3
Oklahoma	3	3
South Dakota	3	3
Utah	3	3
Indiana**	3	3

Footnotes

*Minnesota and Nebraska have adopted these graduation requirements for the Class of 2015. Hawaii has adopted these graduation requirements for the class of 2016.

**Indiana uses semester credits. For the purpose of this analysis, Indiana's Core 40 credits have been converted so that Indiana credits are comparable to credits used by other states.

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**Student Presentation**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Board Member Mara Childs will speak on the following topic: “Good Ideas to Improve K-12 Education.”	

STUDENT PRESENTATION

Policy Consideration

None

Summary

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. Past, present and future: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2014.01.09	Mara	2
2014.03.06	Eli	3
2014.05.08	Eli	5
2014.07.10	Mara	4
2014.09.11	Student B	1
2014.11.14	Mara	3
2015.01.08	Student B	2

Background

None

Action

None

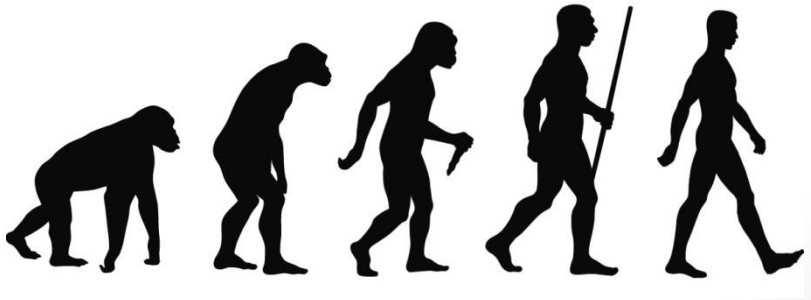
Losing the Darwinian Model:

Improving K-12 Education

Mara Childs
State Board of Education
09 January 2014

The Darwinian Model

- Academic competition between students is rampant
- There is worth in accuracy and ability to memorize important information, but how much is too much?
- I asked myself, "Why is the teaching ineffective, and why do my friends and I say *we aren't learning anything* so often?"



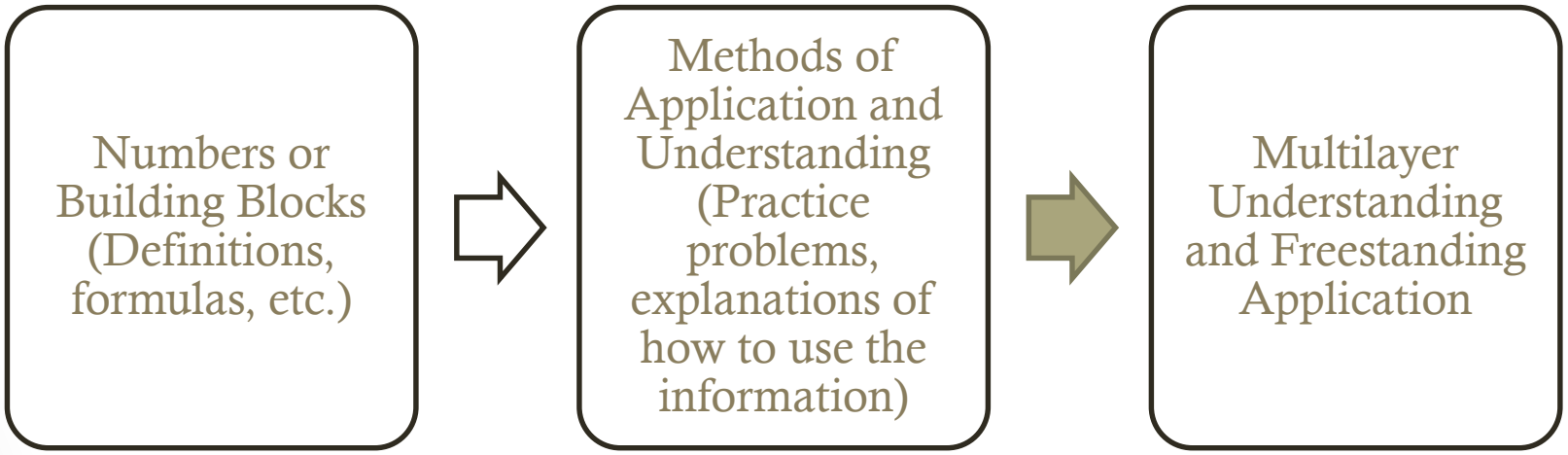
“Healthy Competition”

- No competition is kind of like communism
  - Takes very driven students and teachers to achieve real learning
- Some competition is appropriate to encourage rigorous achievement and continual progress
  - Looks like students and teachers striving for the next level
- A lot of competition effectively takes away the focus from learning and the reasoning behind a lot of what is done
  - Generally loses depth of education and real purpose of learning

Methods of Practice

- Can be applied to all subjects, but especially our core subjects, for example:
- Math *can* be less formula based and more application based
- English classes put more focus into analytical work rather than memorizing definitions

Generic Teaching Model



The sped-through step

Relieves Pressure

- Teaching aside, removing unnecessary pressure on students relieves stress
- Most students are already involved in at least one extracurricular, some have upwards of five, six, seven
- Can help put a positive spin on failure – failure of course, is inevitable
- Less pressure = happier kids = better performance

Efficacy of Teaching Increases

- Naturally, evaluating teachers is difficult
- Teachers can focus less on needing all of their students to memorize x, y, and z to pass a test
- Returns teachers to doing what most of them love to do – the hands on learning and teaching
- Students feel less obligated to take classes that they think "will look good" and take classes they're interested in

Advanced Understanding

- Spending time on that step between using the tools and arriving at advanced skills is key
- Competition drives students and teachers alike to rush through that step
- Students can put more effort in to in-class learning when they have the expert in the room
- Students will cheat less if they understand the material past the printed word

Leads to Smarter Kids

- Students will be more inclined to help one another
- "Generation Stress*" can take a step back and remember how to help one another
- The "robot student" can cease to exist as learning enhances the way students experience life
- Selfish tendencies will be less reinforced by school

Generation Stress – like Generation X

A new survey conducted by the American Psychological Association and Harris Interactive has found that millennials reported a stress level of 5.4 out of 10. They consider 3.6 out of 10 to be healthy.

cbsnews.com

Other Ways to See This

- Would you rather have a professional that understands their work or one who took Adderall to cram for the final?
- Would you rather teach an honors student who truly wanted to learn things or an honors student who was taking your class for the "H" on their transcript?
- Would you rather be a student who spent time in clubs and activities that you liked or one who did fourteen different clubs that didn't interest you at all?

Not All is Lost

- So many students really do enjoy going to school and doing extracurricular activities
- Losing the Darwinian Model isn't completely in any one person's control
- Losing the Darwinian Model would
  - Relieve pressure and accompanying stress
  - Increase the efficacy of teaching
  - Help students have an advanced understanding
  - Lead to smarter kids overall

Thank you!

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Achievement Index Update**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education has expressed interest in creating an English Language Acquisition Award in a manner that recognizes the increased achievement of English Language Learners (ELLs). The proposed qualification criteria are presented for the SBE consideration.	
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The Achievement Index Update memo presents results of the descriptive analyses conducted on the Preliminary 2-Year Composite Index. The analyses address issues such as the relationship of the Revised Index to the old Index, the relationship of Revised Index rating to school characteristics (enrollment and Free and Reduced Prioce Lunch Program participants), and some preliminary information about the stability of median SGPs over time. The academic performance of ELL (current) and Former ELL students in the Index is discussed. The memo also provides the proposed qualifying criteria for a possible English Language Acquisition Award.	

ACHIEVEMENT INDEX UPDATE

Policy Consideration

The State Board of Education has expressed interest in creating an English Language Acquisition Award in a manner that recognizes the increased achievement of English Language Learners (ELLs). The proposed qualification criteria are presented for the SBE consideration.

Summary

Five major findings for the Preliminary 2-Year Composite Index school ratings are summarized below. The findings include:

- The 2-Year Composite rating is statistically similar to the old Index rating.
- Both school enrollment and the percentage of Free and Reduced Priced Lunch participants at a school are weak predictors of the 2-Year Composite Index rating, indicating a lack of analytical bias.
- Median SGPs are more variable from one year to the next than are proficiency rates but the variability is smoothed through averaging. This confirms the value of the averaging three years of ratings.
- The achievement gap as measured by proficiency is large for ELL students in both reading and math but is much smaller when framed in the context of SGPs.
- The Former ELL subgroup outperforms the All Students group in both reading and math and growth and proficiency.

The vast majority of the Achievement and Accountability Workgroup (AAW) supports the idea of an English Language Acquisition Award based both the WELPA and the regular state assessments. Based on input from the AAW, five criteria are proposed to qualify for the English Language Acquisition Award. Preliminary analyses show that approximately 20 to 30 schools might qualify for the award.

Background

Approval of the Revised Index

As was reported in November, the production of cohort graduation rates and SGPs (student growth percentiles) occurs on a lagged schedule, meaning that these data become available several weeks after the publication of annual assessment results. This schedule has prevented OSPI and SBE from generating completed Index results from three complete school years of data until very recently. Previous data runs have utilized one and two years of data. Staff's initial plan was to submit simulations to the federal government based on these preliminary data. However, the Index is proposed to be a composite of three years of data, and through staff analysis we have noticed some subtle differences in the results as multiple

years of data have been incorporated into the composite score. As a result, a decision was made mutually by SBE and OSPI staff to delay submission of the results to the USDOE until all three years of completed data could be used to generate the Priority, Focus, and Emerging schools lists as part of the ESEA flexibility application. Those lists have now been generated and are going through a validity testing process with staff and external consultants. What follows is some analysis of the results that have been generated as part of this validity testing process. Under the current submission plan, USDOE approval could occur as early as mid-February 2014.

In December 2013, the OSPI and SBE received two separate data files providing information about the 2-Year Composite Ratings for the Revised Achievement Index computations for 2011 and 2012. The analyses described and discussed below are derived from the 2-Year Composite ratings. As mentioned above, similar analyses will be required when the 3-Year Composite ratings are delivered to the OSPI and the SBE.

Relationship of the Revised Index to the Old Index

We use correlation coefficients to numerically describe the relationship between two variables. A correlation is characterized as positive when high scores on one variable associate with high scores on the other variable and low scores on the first variable associate with low scores on the second variable. A negative correlation results when high scores from one variable are associated to low scores on the other variable. Correlation coefficients range from +1.00 to -1.00. Correlation coefficients near zero indicate no consistent relationship among the measured variables.

Correlation coefficients were computed comparing the old Index rating to the 2-Year Composite Revised Index rating for 1814 schools for the each of the six scenarios. The correlation coefficients are moderately strong and positive (0.639 to 0.686). This means that schools rated high on the old Index would be predicted to score generally high on the Revised Index but that some differences would be expected.

Of the six scenarios examined, the 60:40 (growth to proficiency) 2-Year Composite scenario yielded the lowest correlation (0.639), meaning that this is the scenario (of the six) most dissimilar to the old Index. This is because the scenario utilizes the highest percentage of growth and includes the Targeted Subgroups in the Priority and Focus School analysis.

These values show that the Revised Index provides school ratings similar to those of the old Index. The similarity is likely due to the reliance on proficiency measures, and yet the Revised Index ratings differ due to the inclusion of growth measures and a new Targeted Subgroup calculation.

As the State Board of Education tasked with the design of the Revised Index, you should be concerned if the school index score derived from the Revised Index is highly correlated to the old Index score. If the correlations here are too high, the Revised Index might be criticized as being too similar or essentially “the same” as the old Index. If the correlations are too low, the Revised Index might be criticized as being far too different from the old Index. A near-perfect balance appears to have been achieved here. The Revised Index scenarios are sufficiently different from the old Index, values growth, and remain credible because the Revised Index is not too different from the old Index.

Relationship to School Characteristics

School Enrollment

Correlation coefficients were computed comparing the 2-Year Composite Revised Index rating for 1797 schools to the 2012 school enrollment. For all six different scenarios, the correlation coefficients are weak and positive (0.144 and 0.237). This means that there is little relationship between the variables. For the 60:40 (growth to proficiency) scenario, the weak and positive correlation coefficient (0.166) shows that on average the Composite Index rating increases as school enrollment increases. The systematic relationship is poorly developed and school enrollment is not a good predictor of Composite Index rating. If this correlation was too high (greater than 0.500), the Revised Index might be labeled as "biased" in manner favoring large or small schools. The correlations show that the Revised Index is fair and unbiased with respect to school enrollment or school size.

Poverty

The correlation coefficients were computed comparing the 2-Year Composite Revised Index rating for 1802 schools to the percentage of students at the school who participated in the Free and Reduced Price Lunch (FRL) Program in 2012. The correlation coefficients for all six of the scenarios are moderate to moderately strong and negative (-0.448 to -0.604). The old AYP analyses that relied exclusively on proficiency rates resulted in very strong and negative correlations (-0.800 and higher). The inclusion of student academic growth as an indicator reduces the relationship between the Index and poverty, which is most desirable. The 60:40 (growth to proficiency) scenario, yielded the lowest correlation coefficient (-0.448) indicating that on average the Composite Index rating decreases as the percentage of Free and Reduced Price Lunch participants increases. The percentage of Free and Reduced Priced Lunch participants at a school is not a good predictor of the 2-Year Composite Index rating. For this relationship, a low correlation means that the analysis is unbiased with respect to school FRL percentage. The bias here is not excessive, and can be minimized through the use of the higher weighting of growth as compared to proficiency. I would certainly be concerned if this correlation were to be greater than -0.700.

Because the State Board of Education was tasked with school accountability, you should be concerned if the school index score is too closely related to school characteristics, such as school enrollment, percentage of FRL students, percentage of ELL, students, and percentage of students with a disability. A very close relationship or high correlation may imply that the Revised Index is unfair to a school for one reason or another. The analyses conducted and presented here do not indicate any serious analytical bias, meaning that the Index is fair for all schools.

There are some limitations in the data available, so to better assess the relationships of the Index to school characteristics future work should include:

- the number of students assessed at the school should be used in place of the enrollment figures because the school enrollment can differ substantially from the assessed population (for example, the tested population at a K-5 school (50 percent) would differ substantially from the tested population at a 6-8 middle school (100 percent),
- the percentage of FRL program participants assessed at the school should be used in place of the total FRL population because the school FRL percentage can differ substantially from the assessed population,
- include an analysis demonstrating the relationship between the percentage of ELL students participating in the state assessments and the 2-Year Composite Index rating, and

- include an analysis demonstrating the relationship between the percentage of students with a disability participating in the state assessments and the 2-Year Composite Index rating.

Based on the data available, it is safe to say that neither school enrollment nor percentage of FRL participants are good predictors of the 2-Year Composite Index rating.

Growth and the Revised Index

Previous paragraphs demonstrate that the school ratings computed through the 2-Year Composite Index are statistically similar to the school ratings computed through the old Index methodology. Further, that the differences are largely brought about through the use of the Targeted Subgroup and the inclusion of median SGPs in reading and math for all subgroups. The current model of the Revised Index weights growth and proficiency at a 60:40 ratio based on stakeholder input that values growth above proficiency. With such weighting, one might question the stability of median SGPs over time. The year to year comparison of median SGPs is a new topic nationally and is just now beginning to be addressed locally.

Computed medians are sensitive to n-counts and smaller n-counts tend to result in a greater variability of medians. This means the median SGPs of smaller schools would be more likely to increase or decrease dramatically from one year to the next. However, this phenomenon is not limited to growth indicators as the proficiency rate for small groups also can fluctuate substantially from year to year. Nonetheless, computed medians must be interpreted carefully and always in the context of n-counts. The scope of this discussion is limited because of the absence of n-counts in the available dataset and because the dataset is limited to only two years of data (2010-11 and 2011-12). This discussion will be expanded upon when the 3-Year Composite Index and related dataset is available.

Based on the two years of data, the discussion of changes in median SGPs can only be started. For purposes here and to address the stability over time question, the 2011 SGP is subtracted from the 2012 SGP. Three results are possible:

1. A negative number results which means the median SGP in 2012 was less than the median SGP in 2011 (median SGP went down).
2. A positive number results which means the 2012 median SGP was greater than the 2011 median SGP (median SGP went up).
3. The result is zero which means the median is unchanged from one year to the next.

The median SGP in reading declined for 867 schools by up to 35 percentile points and the average decline for a school was 7.6 points. The median SGP in reading increased for 865 schools by up to 39 percentile points and the average increase for a school was 7.8 points (Table 1). The median SGP in reading was unchanged for only 55 schools. Predictably, approximately the same number of schools yields an increase in median SGP as do schools showing a median SGP decline. The median SGPs for reading changed (increased or decreased) by five points or less for approximately 800 schools. This is important because a small (five point) change in median SGP would change the indicator rating by only one point. When averaged with other content and subgroups, the overall impact to the school rating would be minimal unless the change is similar for all subgroups and content. If a median SGP change were to be similar for all subgroups, a marked change would be evident in the overall rating, which is the intent.

The median SGP in math declined for 891 schools by up to 45 percentile points and the average decline for a school was 8.7 points. The median SGP in math increased for 851 schools by up to 57.5 percentile points and the average increase for a school was 7.8 points

(Table 1). The median SGP in reading was unchanged for 36 schools. Math median SGPs changed by five points or less for approximately 700 schools. In the manner described above for reading, the impact from isolated median SGP changes would be reduced through group averaging but systematic changes would be reflected in the rating attributed to growth as intended.

Table 1: Growth and Proficiency Rate Changes for Reading and Math (2011 to 2012).

	Reading Change		Math Change	
	Proficiency (percentage points)	Growth (percentile points)	Proficiency (percentage points)	Growth (percentile points)
High	30.15	39.00	38.99	47.00*
Low	-36.18	-35.00	-33.41	-45.00

*Note: one outlier of 57.50 was removed from the analysis.

The year-to-year variability of measures occurs for small schools for all measures; the variability is not unique to SGPs as Table 1 shows substantial variability for proficiency as well. Table 1 also shows that the variability for math is greater than that for reading and that the variability for growth is slightly greater than that for proficiency.

As would be expected, a moderate correlation between median SGP change and proficiency rate change for reading is indicated ($r = 0.475$, $n = 1777$). The correlation between median math SGP change and math proficiency rate change for reading is 0.482. Generally speaking, this means that schools where a reading or math proficiency rate increase occurred in 2012 the median SGP also increased. However, the relationship is not at all well developed.

Just as expected, median SGPs fluctuate from one year to the next but to a slightly greater degree than do proficiency rates (Table 1). The changes from one year to the next will be most pronounced in schools with small n-counts. Schools with the greatest increases or decreases are characterized by small school enrollments and presumably an even smaller number of SGP records. The Composite Achievement Index mitigates the negative impacts of median SGP fluctuation by averaging the three years of median data.

The relationships between median SGPs, proficiency rates, the changes from year to year, and the school ratings are not at all simple. The interplay between growth and proficiency is complex, strewn throughout the Revised Index, and creates rating scenarios that have the appearance of impossibility but do in fact occur. As examples:

- School proficiency rate can go up but median SGP go down,
- School median SGP can go up but the school proficiency rate can go down,
- A school with relatively high proficiency rates (60 to 70 percent) can be identified in the bottom five percent of schools due to low student growth.

Regardless of the seemingly impossible results, the Revised Index appears to be working exactly as intended and as designed. There is no indication of analytical bias based on school enrollment or other school characteristics. The impact of year-to-year wobble in indicators is reduced through subgroup averaging, content averaging, and 3-Year averaging.

As the State Board of Education tasked with school accountability, you want to be certain that the inclusion of student academic growth in the Revised Index provides a higher degree of confidence in the school rating or identification. The Revised Index creates the circumstance whereby schools will be acknowledged for high growth rates, high proficiency rates, or a combination of the two. These identifications are being scrutinized for face validity by the OSPI and SBE. The OSPI identified several schools that may not pass the face-validity test

based on the 2-Year Composite Index. The face validity issue may be resolved when the 3-Year Composite Index ratings are available.

Performance of ELL and Former ELL Students

For purposes here, ELL students are those who were receiving services at the time of testing, and Former ELL students are those who had been enrolled for ELL at some prior time but were exited from ELL services prior to testing.

In the context of proficiency, the academic achievement of ELL students is amongst the lowest of all reported ESEA subgroups. The proficiency rates for ELL students at a school are approximately 20 to 23 percent for reading and for math in 2011 and 2012. Schools with high performing ELL subgroups yield proficiency rates of approximately 45 to 47 percent for reading and math.

With respect to student growth as indicated by school median SGP, a different picture emerges. The school median SGP for the ELL subgroup is 44 to 45 for reading and 46 to 48 for math in 2011 and 2012. These median SGP values are slightly below the median value of 50 for all schools. The achievement gap as measured by proficiency is large for ELL students in both reading and math but is much smaller when framed in the context of SGPs. By weighting growth more heavily than proficiency in the Revised Index, the ELL students at a school are more likely to make a positive contribution to the school rating.

Former ELL students achieve at significantly higher levels. The median proficiency rate for the Former ELL subgroups at schools is approximately 73 to 77 percent for reading and 62 to 67 percent for math. These performance levels exceed the state average for the All Students group. Schools with high performing Former ELL subgroups yield proficiency rates of approximately 92 to 93 percent for reading and math. For growth, the school median SGP for the Former ELL subgroup is approximately 53 for reading and 54 to 55 for math in 2011 and 2012. These median SGP values are slightly higher than the median value of 50 for all schools across the state. For both proficiency and growth, the Former ELL subgroup outperforms the All Students group.

Both the ELL subgroup and the Former ELL subgroup proficiency rates and median SGP factor into the Revised Index rating through the Targeted Subgroup measures for elementary and middle schools. In addition, the Revised Index rating for high schools is impacted by the graduation rates for each of the subgroups.

For all schools with reportable proficiency rates for ELL and Former ELL subgroups, the reading and math proficiency rates for Former ELL students was two to three times higher than that for the ELL students, and in nearly every case the rating for the Former ELL subgroup exceeded the average of the Targeted Subgroup. Correlation coefficients for ELL, Former ELL, and the 2-Year Composite Index rating were computed for all four proficiency content areas. In all cases, the correlation coefficients for the Former ELL group were substantially higher than the correlation coefficients for the ELL subgroup. This means that the school rating is more closely related to the achievement of the Former ELL students that the achievement of the current ELL students.

Collectively, these two facts provide evidence that the Former ELL subgroup has a greater influence on the Composite Index rating than does the ELL subgroup. From this, one could arguably conclude that the ELL performance with respect to proficiency rates has little overall

impact (positive or negative) on the 2-Year Composite Index rating when the Former ELL subgroup is also reportable, because the lower performance of the ELL subgroup is mitigated by the much stronger performance of the Former ELL subgroup.

For growth measures, the median SGP calculations for reading and math for ELL students are demonstrably lower than those for the Former ELL students but only slightly below the state average. Correlation coefficients for ELL, Former ELL, and the 2-Year Composite Index rating were computed for reading and math, and in both cases, the correlation coefficient for the Former ELL group was nearly identical to the correlation coefficient for the ELL subgroup. This would indicate that ELL and Former ELL subgroups have somewhat equal impact on the 2-Year Composite Index rating and that the two subgroups perform in the range of typical growth.

An analysis was conducted to determine whether the ELL subgroup performance in reading and math proficiency and growth was statistically different in Priority versus Non-Priority Schools. The t-tests showed that for all ELL measures (reading and math, proficiency and growth), the performance of the ELL students at Priority Schools was substantially lower than and statistically different from the ELL performance at Non-Priority Schools. However, this was true for the Former ELL, SWD, and FRL subgroups as well, indicating that this is not a phenomenon unique to the ELL subgroup. One would conclude that the weak ELL performance on state assessments contributed to the Priority School identification in combination with other low performing subgroups. It would be inappropriate to attribute Priority School identification to the weak academic performance to any single subgroup.

A very weak performance by any subgroup(s) would have the negative impact of contributing to a lower 2-Year Composite Index rating and make the school more susceptible to Priority or Focus School identification. Under the current methodology, some schools with a low performing ELL subgroup would be expected to be identified as Priority and or Focus Schools while others would not. There is no evidence to suggest that low academic measures for the ELL subgroup will result in the identification as a Priority School as causation cannot be established.

Given that the Former ELL cell is a new cell utilized in the Revised Index, the SBE has an interest in assessing validity and determining that it does not create unintended consequences for students or schools. After analyzing the datasets, it is evident that the Former ELL subgroup bolsters the school rating. The Board would also want to be sure that the lower academic performance of current ELL students is not masked or concealed by the presence of the Former ELL subgroup. The Focus School identification will be based upon a rank ordering of the lowest performing subgroups (including ELL), which means that the ELL academic performance will not be masked in any manner.

English Language Acquisition Award

Language acquisition is an indicator of school success separate but not entirely distinct from the typical indicators of school success such as reading proficiency rates and median school SGPs in reading. The Achievement and Accountability Workgroup (AAW) met on December 9 to discuss the appropriateness and possible indicators for an English Language Acquisition Award. The vast majority of the AAW membership agreed that an award recognizing language acquisition was appropriate and that the award be based upon both the WELPA and the regular state assessments. With respect to the state assessment indicators, the majority of the

AAW membership agreed that reading and math growth (SGPs) should be factors in the award criteria.

In order to be eligible for the English Language Acquisition Award, the following qualifying criteria are proposed:

1. School must meet or exceed the Title III AMAO 1 and AMAO 2 targets.
2. The ELL subgroup must earn an Index rating of six or higher (median SGP ≥ 50) for both reading and math on the current year Index and that indicator must be based upon the SGP measures for at least 50 ELL students.
3. Priority and Focus Schools currently identified through low ELL performance are excluded from award consideration.

A preliminary review of the Title III AMAO calculations and based on the 2012 median SGPs, approximately 40 schools meet criteria 1, 2, and 3. This number of schools would be reduced when the ELL n-counts are considered. After factoring in criteria 4 and 5 and adjusting for n-count thresholds, 20 to 30 schools might be deemed to have met all 5 criteria for the English Language Acquisition Award. This number approximates the top 5 percent of schools with reportable ELL populations in the 2012 Index.

Action

The Board will consider approval of qualifying criteria for the English Language Acquisition Award.

HONORABLE JEAN A. RIETSCHEL

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON

IN AND FOR THE COUNTY OF KING

LEAGUE OF WOMEN VOTERS OF WASHINGTON, a Washington non-profit corporation; EL CENTRO DE LA RAZA, a Washington non-profit corporation; WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS, a Washington non-profit corporation; WASHINGTON EDUCATION ASSOCIATION, a Washington non-profit corporation; WAYNE AU, PH.D., on his own behalf; PAT BRAMAN, on her own behalf; DONNA BOYER, on her own behalf and on behalf of her minor children; and SARAH LUCAS, on her own behalf and on behalf of her minor children,

Plaintiffs,

v.

STATE OF WASHINGTON,

Defendant.

No. 13-2-24977-4 SEA

ORDER GRANTING IN PART PLAINTIFFS' MOTION FOR SUMMARY JUDGMENT AND GRANTING IN PART THE STATE AND INTERVENORS' CROSS MOTION FOR SUMMARY JUDGMENT.

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ORDER

THIS MATTER came before the Court on all parties' cross motions for summary judgment in the above-captioned matter. The Court has reviewed the following materials submitted by the parties:

1. Plaintiffs' Complaint for Declaratory Judgment and Injunctive Relief and all exhibits thereto;

2. The State of Washington's ("State's") Answer to Complaint for Declaratory Judgment and Injunctive Relief;

3. Intervenors'[1] Answer in Intervention to Complaint for Declaratory Judgment and Injunctive Relief;

4. Plaintiffs' Motion for Summary Judgment and the accompanying Declaration of Paul J. Lawrence and all exhibits thereto;

5. The State's Cross Motion for Summary Judgment and Response to Plaintiffs' Motion for Summary Judgment and the accompanying Declaration of Aileen Miller and all exhibits thereto;

6. Intervenors' Opposition to Plaintiffs' Motion for Summary Judgment and Cross Motion for Summary Judgment ("Intervenors' Response") and the accompanying Declaration of Lisa Summers and all exhibits thereto;

7. Plaintiffs' Reply in Support of Motion for Summary Judgment and Opposition to the State's and Intervenors' Cross Motions for Summary Judgment and the accompanying Declarations of Wayne Au, Ph.D. and Estela Ortega and all exhibits thereto;

[1] The Intervenors consist of the Washington State Charter Schools Association, the League of Education Voters, the Ducere Group, Cesar Chavez Charter School, Initiative 1240 Sponsor Tania de Sa Campos, and Matt Elisara.

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8. The State's Reply in Support of Cross Motion for Summary Judgment and the accompanying Declarations of Aileen Miller and Paula Moore and exhibits thereto;

9. Intervenors' Reply in Support of Cross Motion for Summary Judgment and accompanying declarations and exhibits thereto;

10. Plaintiffs' Motion to Strike Portions of Intervenors' Opposition to Plaintiffs' Motion for Summary Judgment and Cross Motion for Summary Judgment;

11. Intervenors' Opposition to Plaintiffs' Motion to Strike Portions of Intervenors' Response and accompanying Declaration of Joseph P. Hoag and exhibits thereto;

12. Plaintiffs' Reply in Support of Motion to Strike Portions of Intervenors' Opposition to Plaintiffs' Motion for Summary Judgment and Cross Motion for Summary Judgment;

13. *Amicus Curiae* Brief of Stand for Children-Washington, Washington Roundtable, Technology Alliance, and Teachers United;

14. Plaintiffs' Response to *Amicus Curiae* Brief of Stand for Children-Washington, Washington Roundtable, Technology Alliance, and Teachers United and Motion to Strike Portions Thereof and accompanying Supplemental Declaration of Wayne Au, Ph.D. and exhibits thereto;

15. The other pleadings and papers on file in this matter;

16. The arguments of counsel; and

NOW, THEREFORE, it is hereby ORDERED, ADJUDGED, and DECREED that:

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1. Plaintiffs' Motion for Summary Judgment is GRANTED in part. The Charter School Act[2] violates multiple sections of the Constitution, specifically:

   a. the restriction on the State's use of common school funds under Article IX, sections 2 and 3;

2. The State's Cross Motion for Summary Judgment is GRANTED in part;

3. Intervenors' Cross Motion for Summary Judgment is GRANTED in part.

4. It is further ORDERED:

MEMORANDUM DECISION

Both parties have moved for summary judgment. Summary judgment is appropriate if a party demonstrates that there is no material fact at issue and that they are entitled to judgment as a matter of law.

Plaintiffs' challenge the Charter School Initiative, now codified at RCW 28A.710. A statute is presumed to be constitutional. The party challenging a statute has the heavy burden of demonstrating that it is unconstitutional beyond a reasonable doubt. The Plaintiffs' challenge is a facial challenge. Therefore, they must show that there is no set of circumstances in which the statute can be constitutionally applied.

The Plaintiffs' bring a number of serious challenges to the statute. These challenges concern the Washington State constitutional provisions regarding education, Article IX § 1 and 2:

> It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction, or preference on account of race, color, caste or sex.

[2] Chapter 28A.710 RCW, together with the sections of Titles 28A and 41 RCW added or amended by I-1240 (collectively, "Charter School Act").

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The legislature shall provide for a general and uniform system of public schools. The public school system shall include common schools, and such high schools, and technical schools as may hereafter be established. But the entire revenue derived from the common school fund and the state tax for the common schools shall be exclusively applied to the support of the common schools.

The Charter School Act, RCW 28A.710 defines charter schools as common schools. The statute allows for up to 40 schools to be established within five years. The schools are free and open to all students. The schools will receive state and local levy funding. The charter schools will be operated by non-profit organizations. They are subject to some state standards, RCW 28A.150.210, goals and essential learning requirements (EALRs) and student assessments, while exempt from others, RCW 28A.150.220, instructional components of basic education and compulsory coursework, and discipline standards. They must hire certified teachers. They are supervised by a state Charter Commission. The State Superintendent retains final supervisory authority unless otherwise provided by the act.

ARE CHARTER SCHOOLS COMMON SCHOOLS? CAN CHARTER SCHOOLS BE PART OF A GENERAL AND UNIFORM SYSTEM OF EDUCATION?

The first questions the court must consider are whether the legislature can define a charter school as a common school and whether a charter school can be part of a uniform system of education. In interpreting our state's constitutional provisions, the court looks at the previous decisions of the Washington Supreme Court. The Plaintiffs' rely on the case of School Dist. No. 20 v. Bryan, 51 Wash 498, 502, 99 P. 28 (1909). The Court held in this case that a normal

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school, i.e. a school established to educate teachers was not a common school. The court reasoned,

> The system must be uniform in that every child shall have the same advantages and be subject to the same discipline as every other child. .... To summarize, a common school, within the meaning of the Constitution, is one that is common to all children of proper age and capacity, free, and subject to, and under the control of the qualified voters of the school district. The complete control of the schools is the most important feature, for it carries with it the right of the voters, through their chosen agents to select qualified teachers, with power to discharge if they are incompetent.

Later cases have held that every child has the fundamental right to be provided with an amply funded education. Seattle School District v. State 90 Wn 2d 476, 585 P2d 71 (1978). It is not required, however, that the education offered be identical. Tunstall v. Bergeson 141 Wn 2d 201 5 P 3d 691 (2000). A general and uniform system has been defined as one in which a child has access to a certain minimum standardized education with enough uniformity which enables a student to transfer from one district to another without loss of credit. Fed. Way Sch. Dist. No. 210 v. State 167 Wn 2d 514, 219 P2d 941 (2009).

The most recent education case, McCleary v. State, 173 wn 2d 477, 299 P 3d 227 (2012) while it primarily dealt with school funding, also contains the principles that are relevant to this case namely, that the provision of education remains the paramount duty of the state, that the substantive content of the education is currently based on educational concepts, learning goals and the EALR's, and that the program of basic education is not etched in constitutional stone.

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The Court holds that the Bryan case is controlling. Under Bryan, the legislature cannot "by any designation or definition" establish a common school that does not meet the minimum constitutional criteria. Bryan has not been overruled. It has been cited in many of the more recent education cases. A charter school cannot be defined as a common school because it is not under the control of the voters of the school district. The statute places control under a private non-profit organization, a local charter board and/or the Charter Commission.

The legislature may provide for a minimally standardized education. The charter schools do not have to comply with requirements for discipline or the instructional components. Considering the requirements the charter schools must comply with, namely educational goals, student assessments, and EALR's, the court holds that the charter school act meets the definition of a general and uniform school system. The Plaintiffs' have not made a sufficient showing for facial invalidity on this ground.

WAS THERE AN UNLAWFUL DELEGATION OF THE LEGISLATURE'S DUTY?

Plaintiff also challenges the act as an unlawful delegation of the legislature's duty to define basic education. Plaintiffs' cite Seattle Sch. Dist. and McCleary for the proposition that it is the legislature's duty to define the components of a basic education. Plaintiffs argue that this paramount affirmative duty cannot be delegated to a private organization.

Plaintiffs further argue that if the Legislature may delegate, the act must provide standards and procedural safeguards. The state concurs in this analysis and argues that sufficient standards are set forth for a basic education. The state argues that the procedural safeguards are met in the statues provisions for a charter contract, a charter board, and a requirement of a petition by a majority of parents or teachers in support of the charter school for conversion, the

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option for enrollment in another school for those who don't wish to attend. There are standards and procedures for renewal and revocation of contracts for charter schools.

The Court has not found any authority for the proposition that the legislature may not delegate their paramount duty regarding education. There may be a higher burden when analyzing delegation of a paramount duty. That higher burden could be a requirement for stricter standards or a higher standard of proof. But examining the delegation under either of these burdens, there are sufficient standards and procedural safeguards provided in the act to survive a facial challenge. The statute sets out with particularity standards and a process to apply, to renew and to revoke a charter school, as well as the educational standards previously discussed.

DOES THE ACT REMOVE THE SUPERINTENDENT'S SUPERVISORY AUTHORITY?

The Plaintiffs' also challenge the act as a violation of Article III § 22,

> The superintendent of public instruction shall have supervision over all matters pertaining to public schools, and shall perform such specific duties as may be prescribed by law.

There is a dearth of authority interpreting this provision of our State Constitution, however, a few general principles can be applied. The legislature can prescribe the specific duties of the Superintendent but cannot make the Superintendent subordinate to another in matters of education. Supervision means generally the ability to oversee and direct.

The statute provides that charter schools are subject to the supervision of the Superintendent except as otherwise provided. The statute sets up an independent Commission which is responsible for the management, supervision and enforcement of the charter school contracts. The Commission is not supervised by the Superintendent. The Superintendent retains

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the duties and powers enumerated under RCW 28A.300.040, except possibly as to physical education requirements. The Superintendent retains the duties as to teacher certification, the school funding system and review of student assessments.

Plaintiffs' argue that without the power to correct or directly control the charter school the supervision provided is an empty promise, undermined by the independence of the Commission. The argument may have validity to the statute as applied but fails as a facial challenge.

ARE THERE CONSTITUTIONAL VIOLATIONS CONCERNING THE FUNDING PROVISIONS?

Plaintiffs' next challenge the act regarding funding issues. First as to state matching funds for construction, these funds are restricted to common schools. Given that the court has held that charter schools are not common schools, the court grants the motion on this ground.

Plaintiffs' argue that charter schools will impede the state's ability to satisfy it's duty to make ample provision for basic education. Plaintiffs' argue that the state has not adequately funded education and that charter schools will further shift needed funds from public schools. This argument is not one that can be considered as part of a facial challenge.

The final funding issue concerns the provisions regarding school levies. RCW 28A.710.220 provides that charter schools are eligible for local levy moneys that are approved by the voters before the school's start date and that school districts must allocate levy moneys to the school. Generally, a levy cannot be used for a purpose for which it was not approved. The statute says, however, that the schools are merely eligible. The court holds that Plaintiffs' claim under this section is not justiciable. The levy provision has not been implemented. There has been no actual injury.

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DOES THE ACT AMEND THE COLLECTIVE BARGAINING ACT?

The last issue raised is that the act concealed changes to the collective bargaining rights of teachers by providing that the bargaining units at charter schools are limited to employees working at those schools and must be separate from other bargaining units in school districts. While certainly a significant change to bargaining rights, the scope of the act is sufficiently complete that the rights can be determined without referring to any other statute. Nor have Plaintiffs' demonstrated that any other statute is rendered erroneous by the adoption of the Initiative.

Finally, the court finds that the provisions it has held unconstitutional, namely the common school designation and the common school funds are severable.

IT IS SO ORDERED this 12 day of Dec, 2013.

Honorable Jean A. Rietschel

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THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Teacher of the Year Luncheon**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The January teacher luncheon will honor the Washington State Teacher of the Year (Katie Brown).	

TEACHER OF THE YEAR AWARD LUNCHEON

Policy Consideration

None

Summary

Each January, the Board honors three award-winning teachers:

- Washington's Teacher of the Year.
- Two teacher recipients of the Presidential Award for Math and Science Teaching.

Teachers are invited to speak to the Board, followed by a shared luncheon on their behalf.

Washington's 2014 Teacher of the Year will be joining the Board for its January meeting. The federal government has not yet named the 2012 or 2013 winners of the Presidential Award for Math and Science Teaching. Once they are announced, they will also be invited to a board meeting.

Background

Washington's Teacher of the Year

- Recognizes as many as 10 regional finalists selected from the ESDs and tribal schools.
- The state review committee evaluates both written applications and interviews prior to selecting the winner.
- Washington's Teacher of the Year is selected in mid-September and is eligible for consideration for National Teacher of the Year.

This Year's Winner:

Educator:	Katie Brown
School:	Shuksan Middle School
District:	Bellingham School District
Quick Facts:	Katie has taught at Shuksan for the past 11 years. Two years ago she transitioned into her current role as the ELL Specialist. Katie has implemented a series of very successful ELL family nights where families once hidden in shadows can build community – even across many different languages. In two short years, she has built a program that is admired and respected across her district.

Action

None

2014 TEACHER OF THE YEAR RESOLUTION

In honor of Katie Brown, Washington's 2014 Teacher of the Year

WHEREAS, Katie Brown has been named Washington's 2014 Teacher of the Year and the ESD 189 Teacher of the Year; and

WHEREAS, Ms. Brown received her teaching certificate and bachelor's degree from Western Washington University and her Master of Education from Seattle Pacific University; and

WHEREAS, Ms. Brown has taught at Shuksan Middle School for the last 11 years, first as a social studies and language arts teacher and the last two years as an ELL specialist; and

WHEREAS, Ms. Brown has implemented a series of very successful ELL family nights where families once hidden in shadows can build community, ask questions about school curriculum and stay information about their child's education – even across many different languages; and

WHEREAS, Ms. Brown has devoted herself to helping her colleagues learn the practice of the Sheltered Instruction Observation Protocol and cheering them on daily; and

WHEREAS, under Ms. Brown's direction, the percent of ELL students passing the Reading MSP is up 20 points in just one year; and

WHEREAS, the Washington State Board of Education's 2013-2014 Strategic Plan goal 3.A.I calls for the discussion and analysis of promising practices relating to closing the achievement gap;

THEREFORE, BE IT RESOLVED that the Washington State Board of Education acknowledges the outstanding work of Ms. Brown and other exemplary educators who remain dedicated to our most important endeavor: the education of our children.

Dr. Kristina L. Mayer
Chair

Ben Rarick
Executive Director

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Teacher of the Year Luncheon**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The January teacher luncheon will honor the Washington State Teacher of the Year (Katie Brown).	

TEACHER OF THE YEAR AWARD LUNCHEON

Policy Consideration

None

Summary

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Dr. Kristina L. Mayer
Chair

Ben Rarick
Executive Director

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Public Hearing on Proposed WAC 180-17**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy	☐ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	What amendments, if any, do members wish to proposed rules to RCW 28A.657.110 concerning the accountability framework on the basis of testimony submitted in public hearing?	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other:	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ AAW Feedback Report and AAW California CORE PowerPoint ☐ PowerPoint	
Synopsis:	During the December 9, 2013 AAW meeting, AAW members discussed ELL issues, discipline data, and survey data in relation to accountability. Among the ELL issues that were discussed, AAW members offered feedback on an English language acquisition award. Mr. Ben Rarick's AAW presentation on the California CORE accountability system is included.	

Achievement & Accountability Workgroup (AAW) Feedback Report from the December 9, 2013, Meeting

Overview

During this AAW meeting, members discussed English Language Learner (ELL) topics in relation to accountability, discipline data in relation to accountability, and survey data in relation to accountability. AAW members listened to the following presenters:

- Mr. Ben Rarick, SBE Executive Director, on the California CORE accountability system
- Dr. Paul McCold, OSPI Data Analyst, on Former-ELL data analysis
- Dr. Andrew Parr, SBE Senior Policy Analyst, on Former-ELL data analysis
- Dr. Deb Came, OSPI Director of Student Information, on discipline data
- Ms. Amy Liu, LEV Policy Director, on discipline policy issues
- Mr. Jake Vela, LEV Policy Analyst, on discipline policy issues
- Dr. Pete Bylsma, Renton School District Director of Assessment and Student Information, on the use of the Educational Effectiveness Survey in the Renton School District

Each AAW member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

During group discussions, AAW members provided input on:

Discussion Topics on ELL in Relation to Accountability	Feedback
How can we use Former-ELL assessment data to measure the progress of ELL students/programs?	• Majority: Former-ELL data can be used to check if students are successful after exiting the ELL program and follow up on the long-term outcomes for ELL students • Concern that ELL and Former-ELL students face the greatest challenges in middle school • Concern that dropouts are not captured in Former-ELL • Two AAW members would like to see a Former-ELL versus Ever-ELL analysis with proficiency and growth, would also like to see ELL and Former-ELL disaggregated by elementary, middle, and high school
What factors should be considered for creating the criteria for the English language acquisition award?	• Majority: against only using language acquisition • Majority: supports the award if content acquisition is also included and growth should be used for that • Minority: long-term outcomes for students after they exit ELL should be used for the award (i.e. graduation, dropout rate

	after exit, etc.) • Minority: take percentage of ELL students in a school and the poverty level of a school into account
What would be the unintended consequences of an English language acquisition award?	• Concern that penalizing bilingual schools that teach both language and content acquisition if only language acquisition is used • Concern that the focus of a language acquisition award would be on exiting the students from ELL rather than teaching them the content they need to graduate
How best to avoid mixed signals where award recipients may have low Index ratings?	• Majority: use growth • One AAW member prefers an overall report on successful ELL students/programs rather than an award • One AAW member prefers that we don't give out awards

Discussion Topics on Discipline Data in Relation to Accountability	Feedback
Is there a role for discipline data in accountability systems? If so, what is the role for it? At the state-level for ESSB 5491? At the school-level for the Achievement Index?	• Majority: strong concern about the exclusion of students who do not pose a safety risk • Majority: discipline data is useful in the local management of schools but not state-level accountability • Minority: discipline data should be used for state-level accountability • General agreement: concern over the disproportionality of disciplinary actions in the "other" category • One AAW member stated that discipline data at the district level would be formative and at the state level it would be summative
In an accountability system, how do you measure improvement or decline in the discipline indicators?	• Close the gaps, reduce disproportionality • Improvement/decline in discipline rates over time • One AAW member suggested the comparison of in-school to out-of-school suspensions
What are the unintended consequences of using discipline data in accountability systems?	• One AAW member was concerned about the use of too much data • Minority: an attempt to reduce discipline rates would result in a lack of disciplinary action in response to behavior
Other Feedback	• General agreement: behaviors that do not pose a safety risk should be dealt with using alternative responses rather than out-of-school/exclusionary suspensions/expulsions • Majority: this is new data and it should be studied

Discussion Topics on Survey Data in Relation to Accountability	Feedback
Is there a role for non-assessment data in accountability systems? If so, which non-assessment indicators and how would they be used?	• Majority: survey data are useful for internal district or school planning, but should not be used for external accountability • Minority: survey data should be used for accountability • General agreement: surveys are useful for collecting data on habits of the mind or twenty-first century skills that are useful for the workplace • General agreement: survey data allow for student voice
What are the limitations of using non-assessment data for accountability?	• One AAW member stated that survey data are only useful is there is a plan to use the survey data

In addition to the planned AAW discussions, five people made comments on special education issues. Their comments urged that stakeholders listen to the special education community and address the unique, usually complex, needs of special education students. They stressed the need for cultural competency when dealing with special education students. They stated that research shows that a large proportion of special education students can be expected to perform at a similar level as their All-Student peers. They stated that the level of performance of special education students varies based on the category of disability. However, they cautioned against setting different levels of expectations based on the category of disability. Throughout the comments, they offered their own experiences with the school system as parents and advocates of special education students.

AAW Feedback on ELL in Relation to Accountability

AAW members were in general agreement that a language acquisition award should not be based on only English language acquisition. There was strong concern that ELL students need to understand the content, not just the language. AAW members noted that schools with bilingual instruction are using a successful practice to teach both the academic content and the English language. Two AAW members felt that the language acquisition award would penalize schools that offered bilingual instruction. AAW members felt that the language acquisition award would send the wrong message by placing emphasis on exiting students from ELL programs rather than providing the support that ELL students need to understand content. AAW members suggested, and showed strong support for, the use of growth in addition to language acquisition for an ELL award. Three AAW members wanted the award to be based on the long-term outcomes of Former-ELL students (i.e. graduation rate after exiting ELL or dropout rate after exiting). Two AAW members requested that, in addition to recognition, the award be used to replicate the successful strategies in the award-winning school. Two AAW members wanted to know how much this achievement award would cost and indicated that the money may be better spent on other system improvements, including one suggestion to do a data-informed report on ELL students/programs.

After hearing that proficiency of Former-ELL students was, on average, higher than the All-Students group, two AAW members were concerned that the Former-ELL subgroup does not capture dropouts

and, therefore, may show unrealistically high proficiency. AAW members demonstrated strong concern that ELL and Former-ELL students face the greatest challenges in middle school. There was general agreement among AAW members that the long-term outcomes for ELL and Former-ELL students should be examined.

How can we use Former-ELL assessment data to measure the progress of ELL students/programs?

- "It demonstrates whether ELL students are successful after having received services."
- "Very carefully."
- "High schools will most likely have the largest numbers of former-ELLs – graduation rates of Former-ELLs, access to AP are important criteria."

What factors should be considered for creating the criteria for the English language acquisition award?

- "Both language acquisition and academic growth."
- "Should be both English and academic content and measure growth in both places."
- "Congratulations, tell story of exemplary program."
- "Do we have enough data to also measure growth?"
- "Differentiate the percentage of ELLs in a school. Poverty Level of school. Success of Former-ELLs in academic tests."
- "Should find a way to honor schools that provide bilingual instruction and allow students to develop and administer their 1st language. For example, include in the measure points for students who acquire HS credit in a world language in middle or High School."

What would be the unintended consequences of an English language acquisition award?

- "What is the message in rewarding language acquisition in the absence of that translating into academic performance (growth)?"
- "Take into account system resources."
- "Letting people believe that it serves the needs of the students for entry into the real work / the issue of real access."
- "English only, schools with larger percentage of ELLs may be penalized. Dual language schools may feel penalized."
- "Through coursework or competency assessment."

How best to avoid mixed signals where award recipients may have low Index ratings?

- "This is a tough one; but it seems like schools who are making substantial growth in any subgroup should be recognized."
- "Use growth data."
- "Don't do awards."
- "We would be better served by having a more overall report on what test data indicates rather than a mere award vs. punishment system. Better example: where are we doing well vs. where can we do better – not just percentages."
- "Schools with high percentage of ELLs and poverty will most likely not receive awards if this is an issue."
- "Include growth in the measure."

AAW Feedback on Discipline Data in Relation to Accountability

AAW members expressed interest in the correlations between disciplinary action and life outcomes and the disproportionality of discretionary suspensions/expulsions among subgroups. However, AAW members had mixed responses on whether or not discipline data should be included in an accountability system. Some AAW members felt strongly that discipline data should be used for state-level accountability. Other AAW members felt that summative state-level discipline data would be useful for raising awareness of disproportionality, but that it should not be used for state-level accountability. Some AAW members questioned the quality of the data and believed that it should be studied further before being considered for use in accountability. The majority of AAW members felt that the discipline data was important for local management of schools.

There was strong concern among AAW members about the exclusion of students from school for behavior that did not result in a safety risk. Several AAW members noted that the loss of instructional time due to exclusionary disciplinary action results in a loss of learning and negatively effects life outcomes. There was agreement that kids who are unsafe – threatening lives and safety – should be excluded. For behaviors that were not a safety risk, there was general agreement among AAW members that alternative responses (disciplinary options or resources) that involve in-school disciplinary action should be made available to teachers. One AAW member suggested a comparison of in-school suspensions to out-of-school suspensions. Three AAW members felt that it is important for teachers to be able to use disciplinary action to control the behavior of students in their classrooms. There was general agreement that professional development is needed for instructors so that they were appropriately applying disciplinary action. In particular, there was general agreement that cultural competency training is important to reducing disproportionality of disciplinary actions.

AAW members noted that many disciplinary actions are often taken by particular teachers or administrators or schools. When rolling the disciplinary actions up into a summative indicator, one could lose the message that a few teachers or administrators are taking many disciplinary actions while others seldom take disciplinary action.

Is there a role for discipline data in accountability systems? If so, what is the role for? At the state-level for ESSB 5491? At the school-level for the Achievement Index?

- "I think it should be studied further for its correlative value."
- "Not part of Achievement Index, should only be used by districts to help direct work."
- "State-level, strikes me that local data are formative, state data are summative."
- "Not sure how I feel about this. I think it would be great to know what districts are doing to provide services to students who have been expelled – what is intake (re-entry to school) process – how can a student be guided not to re-offend? What are the success rates of programs or interventions?"
- "Yes, I think the role for discipline data is at the state and district level, but used for accountability primarily at the district level. Its use at the state level is for trends and awareness (perhaps in the accountability dashboards)."
- "Proportionality and common sense need to be considered. Feels like this is critical indicator for management at school and district level that could help understand differences in discipline levels, but I can't see how this gets included in accountability system."

In an accountability system, how do you measure improvement or decline in the discipline indicators?

- "Close the gaps"
- "By having clear, broken-out indicators. The clear indicators will allow you to see trends over years in terms of improvements/decline in rates."
- "Compare schools to themselves – look at improvement over time."

What are the unintended consequences of using discipline data in accountability systems?

- "Can alter the focus of what needs to be attended to – so managing too much data"
- "1. A focus on "soft skills" more than academic skills. 2. Lack of disciplining by schools. 3. A rise in cultural insensitivity – due to peanut butter spread of discipline responses"

AAW Feedback on Survey Data in Relation to Accountability

AAW members felt strongly that habits of the mind and twenty-first century skills are very important for students to be prepared for the workplace. AAW members were interested in the student voice that is heard through motivation, engagement, and culture and climate surveys. There was general agreement that survey data were useful and worthwhile at the district level. However, there was only minority support for using survey data in accountability. The majority of AAW members felt that internal use of surveys in schools or districts was preferable to external use of surveys for accountability. One AAW member suggested that the surveys be required for Focus Schools. One AAW member stated that the surveys will only be useful if there is a plan for how to use the results.

Is there a role for non-assessment data in accountability systems? If so, which non-assessment indicators and how would they be used?

- "Not in accountability Index, but only for districts to use for internal improvement"
- "Absolutely – stuff like habits of mind are an expectation of students that people are expecting"
- "Without having an idea of what this might be or look like, I don't feel like I have an opinion on this topic. Students need "soft" skills. How to measure, not sure."
- "Yes, development of 21st century skills is essential to student success in further education or career. I would prefer to see if an "off the shelf" assessment for this exists. However, the assessment shown today would be easy to add to existing assessment system (like SBAC) because it is very short."

What are the limitations of using non-assessment data for accountability?

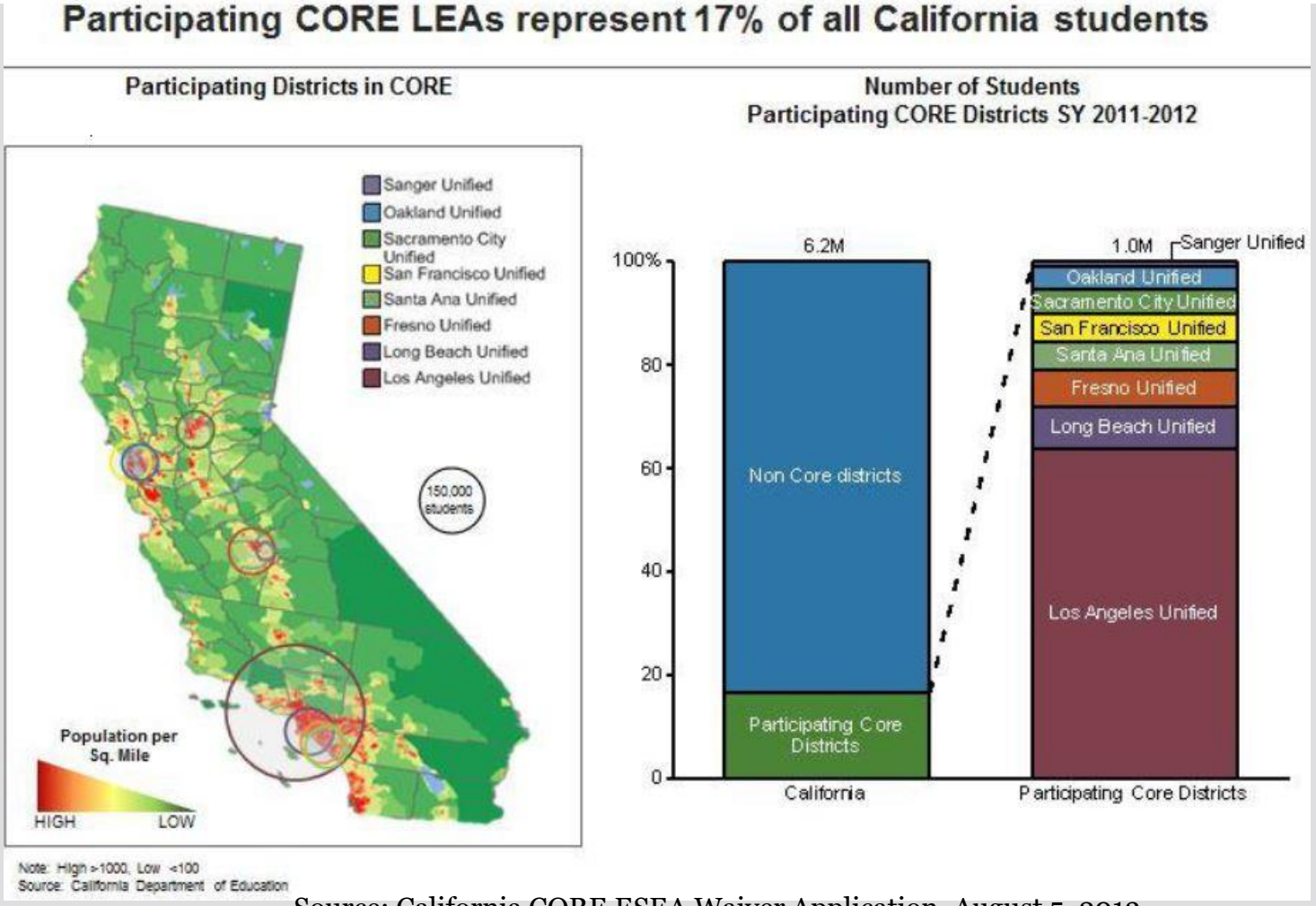
- "Interpreters/analysts need to share lenses – and authentic voices that can shape real opportunities for engagement/learning."
- "Fits in for overall improvement plan but may or may not fit as an accountability metric."

California CORE

BEN RARICK,
EXECUTIVE DIRECTOR

DECEMBER 9, 2013

California Office to Reform Education (CORE) LEAs



Source: California CORE ESEA Waiver Application, August 5, 2013

California Core ESEA Flexibility Request

- Eight districts in California that are participating in the California Office to Reform Education (CORE) submitted a joint request for flexibility with respect to certain requirements under the Elementary and Secondary Education Act.

- Although the CORE districts applied jointly, the waivers are granted to each individual district.

- The CORE School Quality Improvement Index includes non-academic social-emotional and culture and climate indicators.

Guiding Principles of the California CORE Flexibility Request

As CORE began to frame the plan that ultimately will become an alternative accountability model, several CORE superintendents spent time studying Dr. Michael Fullan's whole system approach to reform. Fullan contrasts current leading drivers to those which have been proven in international studies to result in better outcomes:

> *The right drivers—capacity building, group work, instruction, and systemic solutions—are effective because they work directly on* **changing the culture** *of school systems (values, norms, skills, practices, relationships); by contrast the wrong drivers [accountability, individual leadership quality, technology, and fragmented strategies] alter structure, procedures and other formal attributes of the system without reaching the internal substance of reform—and that is why they fail.*

Struck by the drivers that led to a changed culture and positive and lasting improvements in Ontario, Canada, they came to believe the same approach will work in California.

Weighting for Index Ratings in California Core School Quality Improvement Index

Academic

- 60%

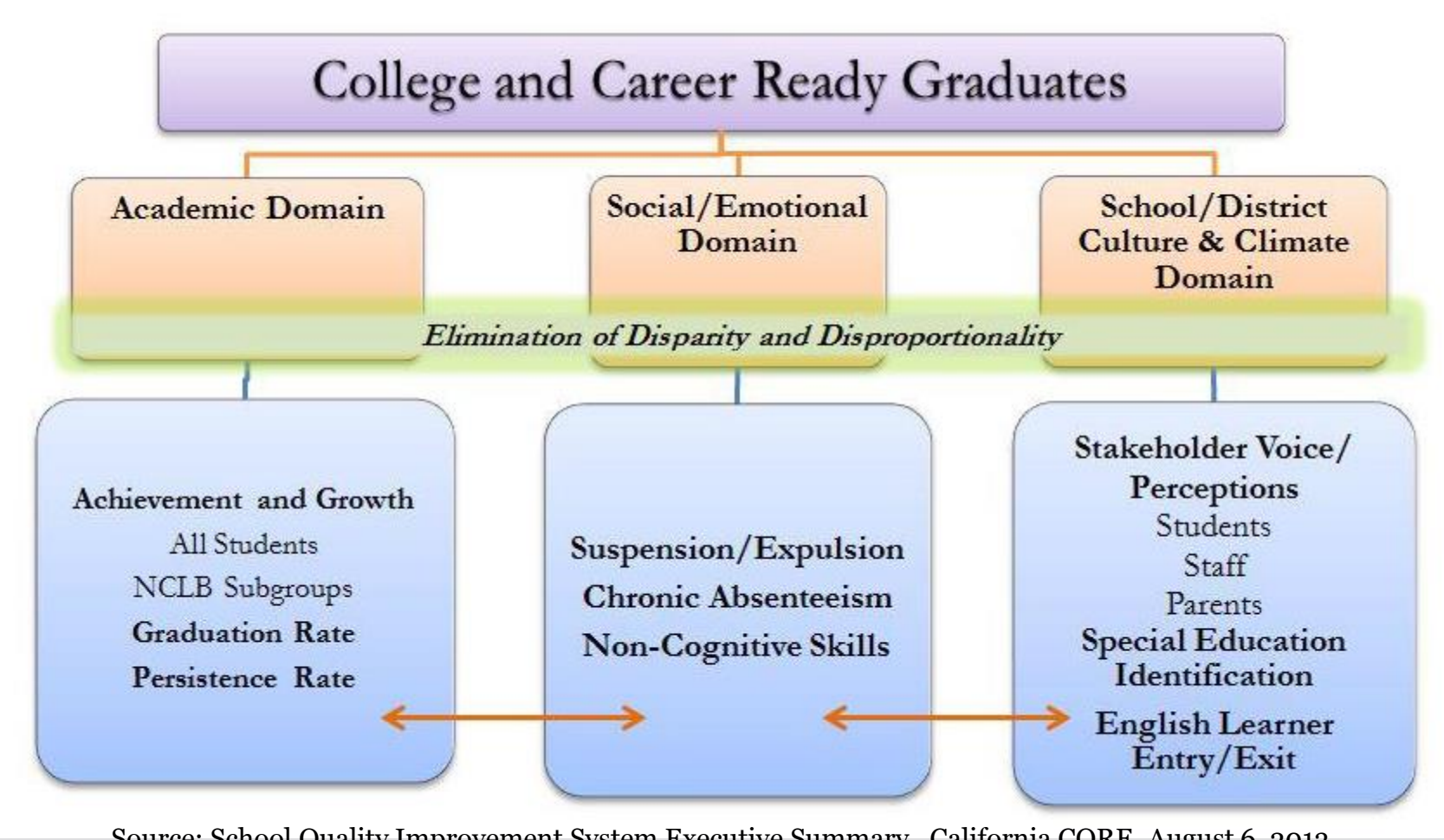
Social-emotional

- 20%

Culture and Climate

- 20%

Structure of the California Core School Quality Improvement Index



Source: School Quality Improvement System Executive Summary, California CORE, August 6, 2013

Performance Indicators in the California Core School Quality Improvement Index

Academic	Social-Emotional	Culture and Climate
• Math proficiency; • English Language Arts proficiency; • Science, history and writing at certain grade levels; • Student growth; • High school graduation rate, with points awarded for both the federally-defined 4-year cohort graduation rate, and 5- and 6-year rates; • Middle school persistence rates defined as the percentage of graduated 8th graders that go on to enroll in 10th grade.	• Chronic absentee rate; • Suspension/expulsion rate for the purposes of reducing disproportionality; • Non-cognitive factors (such as grit or resilience) for the "all students" group and all subgroups; • Indicators will be determined and piloted during the 2013-14 school year.	• School performance on student/staff/parent surveys; • English Language Learner re-designation; • Special Education identification for the purposes of reducing disproportionality; • Indicators will be determined and piloted during the 2013-14 school year.

Resources

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