

WASHINGTON STATE

ESEA Flexibility Request

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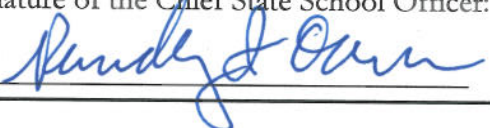
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7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	N/A
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: The Office of Superintendent of Public Instruction (OSPI)	Requester's Mailing Address: PO Box 47200 Olympia, WA 98504-7200
State Contact for the ESEA Flexibility Request Name: Bob Harmon Position and Office: Assistant Superintendent of Special Programs, Secondary Education, School Improvement, and Federal Accountability. Contact's Mailing Address: PO Box 47200 Olympia, WA 98504-7200 Telephone: (360) 725-6170 Fax: (360) 725-6227 Email address: bob.harmon@k12.wa.us	
Chief State School Officer (Printed Name): Randy I. Dorn	Telephone: (360) 725-6115
Signature of the Chief State School Officer: X 	Date: 02/15/2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Overview

OSPI frequently reaches out to our educators, including teachers, administrators, and their representatives, for input on critical policy issues. Gathering their perspectives and insights regarding this *ESEA Flexibility Request* was no exception. Strategies used to solicit educator feedback included formal and informal meetings with leadership from the Washington Education Association (WEA), emails/listserves, surveys and web postings; webinars; and presentations to stakeholder groups and committees. Highlights from the online survey follow.

OSPI leaders met with leadership from the Washington Education Association (WEA) on three occasions (November 30, 2011; December 1, 2011; and February 15, 2012) to discuss the merits and challenges of submitting the request. Additionally, OSPI conducted an online survey of all stakeholders, including teachers, administrators, and their representatives, to gather their input regarding the proposed approach to the three principles, advantages and disadvantages of the moving forward with the request, and their recommendation to Superintendent Dorn regarding submission (Yes/No) and why. Strong consensus (nearly 80% of educator respondents offering an opinion) indicated that Superintendent Dorn submit the request; most indicated flexibility in determining a state accountability system, funding, and in meeting the needs of individual students as their primary reasons for submitting the request.

The feedback from the meeting with WEA leadership, survey participants, and other strategies was important, since it helped to reinforce our initial thinking that this request would align with the perspectives of educators across the state. See “Summary of Survey Ratings and Comments for the *ESEA Flexibility Request*” below.

II. Use of Educator Feedback

Educator feedback helped us clarify sections of our proposal; for example the following changes to the draft reflect their input:

- Principle 1:
 - Emphasized the types of resources and regional assistance available to support professional development, technical assistance, and other services essential to effective implementation of the standards and assessments (Sections V, VI, VII, and VIII).
 - Reinforced the importance of “career-readiness” in “college- and career-readiness” (see Section X: College- and Career-Ready Building Blocks).
 - Highlighted the process used to determine strategies for meeting the needs of English language learners and students with disabilities (Sections III, IV, V, VI, and VIII).
- Principle 2:
 - Emphasized the need to determine how to most effectively incorporate both growth and performance for English language learners, students with disabilities, and other historically

- low-achieving subgroups as the state transitions to the new accountability system/index (Sections 2.A and 2.B).
- Also indicated the need to ensure the process to identify Reward Schools, Priority Schools, Focus Schools, and Emerging schools is transparent, so that schools and their districts are clear regarding their targets and will know what they need to do to become eligible for Reward and Recognition or what they need to do to exit Priority or Focus status.
 - Highlighted strategies essential for Priority Schools and Focus Schools to consider as they develop plans to meet the needs of their English language learners, students with disabilities, and other historically low-achieving subgroups (Section 2.D, 2.D, 2.F).
 - Principle 3: Highlighted the role of the task forces in determining the role of (a) student growth, (b) perception data, and (c) evaluator training and support in Section 3.A.

Additional evidence of consultation with teachers, administrators, and their representatives is found in the narratives for Principle 1 and Principle 3. The leadership structures developed to support statewide implementation of (a) the Common Core State Standards and (b) the Teacher and Principal Evaluation Project include educator/stakeholders from the school, district, regional, and state levels. As described in Principle 1, OSPI worked extensively with stakeholder groups to develop the state’s approach to implementing the Common Core State Standards (CCSS). This collaboration began in early 2009, during the process to determine if the state would adopt the CCSS. Following adoption of the CCSS in July 2011, stakeholder involvement and collaboration has continued, since the expertise and perspectives of teachers and administrators are critical to the State’s efforts to effectively and fully implement the CCSS by 2013–14. Similarly, as described in Principle 3, stakeholder input has been essential to creating and implementing the new system of teacher and principal evaluation.

The narratives for Principle 2.A and 2.B describe a process the State will use to develop a new accountability system and index. Together, the OSPI, the State Board of Education (SBE), and the Joint Select Committee on Educational Accountability will implement a collaborative process that engages educators and other stakeholders across the state. Similar to implementation of the CCSS and the new educator evaluation system, the input of our educators will be critical to ensure the voices and experiences of those working closest to our students, families, and communities are heard.

III. Outreach Strategies

OSPI has utilized four primary methods of outreach to gather input from diverse stakeholders to strengthen our request: email listserves; surveys and web postings; webinars; and presentations to stakeholder groups and committees. Details about each follow.

III.A. Email listserves:

LEA Notice Email Recipients

- School District Technology Coordinators and Title II, D Coordinators
- School District Business Managers
- School District Migrant and Bilingual Coordinators
- School District Title II, Part A Directors
- School District Equity and Civil Rights Coordinators
- School District Career and Technical Education Coordinators
- School District Title I Part A Directors
- School District Principals
- School District Superintendents
- School District Curriculum Directors

- School District Special Education Directors
- School District Tribal Coordinators and Program Staff
- School District Private School Administrators

III.B. Public Notice Email Recipients (in addition to posting on OSPI website)

- Association of Washington School Principals (AWSP)
- Washington State Board of Education (SBE)
- Washington Association of Career and Technical Education (WACTE)
- Washington Association of School Administrators (WASA)
- Washington Association of School Business Officials (WASBO)
- Washington Education Association (WEA)
- Washington Educational Research Association (WERA)
- Washington Association of Supervision and Curriculum Development (WASCD)
- Washington State School Directors Association (WSSDA)

III.C. Surveys and web postings

January 18, 2012: DRAFT application posted on OSPI website for LEA and public comment (<http://www.k12.wa.us/ESEA/PublicNotice.aspx>). This posting included a summary, a FAQs document, and a survey. A summary of the survey results is found at the end of the consultation section.

III.D. Webinars

January 26, 2012: Two webinars were conducted—one at midday and one in the evening—in order to maximize participation. The webinar provided an overview of the requirements and benefits of the ESEA Flexibility Request and described our state efforts in each of the four principles. The webinar was recorded and is posted (<http://www.k12.wa.us/ESEA/PublicNotice.aspx>).

III.E. Presentations to stakeholder groups and committees:

- October 10, 2011: OSPI Agency Directors Meeting
- December 2, 2011: House Education Committee
- December 7, 2011: Title I Committee of Practitioners
- December 8, 2011: Educational Service District (ESD 105) Superintendents' Meeting
- December 9, 2011: ESD 114 Superintendents' Meeting
- December 14, 2011: ESD 113 Superintendents' Meeting
- January 5, 2012: ESEA Waivers Stakeholders Group
- January 6, 2012: Tribal Leaders' Congress
- January 9, 2012: OSPI Cabinet Meeting
- January 11, 2012: State Board of Education (SBE)
- January 12, 2012: Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- January 13, 2012: Skagit County Superintendents
- January 18, 2012: DRAFT application posted on OSPI website for LEA and Public comment
- January 23, 2012: CCSSO Peer Review
- January 26, 2012: Washington State ESEA Flexibility Request Webinars
- February 3, 2012: Puget Sound ESD 121 Title I Directors
- February 9, 2012: Special Education Advisory Council (SEAC)
- February 10, 2012: Northeast ESD 101 Title I Directors
- February 13, 2012: The Affiliated Tribes of Northwest Indians (ATNI)
- February 16, 2012: OSPI/ESD 113 Title I, Part A/LAP Network Meeting

- February 23, 2012: State Board of Education (SBE)
- February 29, 2012: Title I Committee of Practitioners
- March 9, 2012: Bilingual Education Advisory Committee (BEAC)

IV. Summary of Survey Ratings and Comments for the *ESEA Flexibility Request*

The table below is based on 667 partially or fully completed responses to the *ESEA Flexibility Request Survey*. Please note the following:

- Since respondents were asked to check ALL of categories (e.g., Superintendent, Principal, and Parent) that applied, all averages include duplicated counts.
- The rating scale is as follows: 4 = Strongly Agree; 3 = Somewhat Agree; 2 = Somewhat Disagree; 1 = Strongly Disagree
- OSPI disaggregated response data based on type of respondent: LEA (e.g., superintendent/central office, principal, teacher, school board member) and Public (e.g., student, parent, community member).

Table 1: Results of ESEA Flexibility Request Survey Taken by a Total of 667 Respondents

	All Responses (Non-duplicated Responses)		LEA Responses (Includes Duplicated Responses)			
	Rating	# of Raters	Category	Rating	# of Raters/ Total #	Themes – ALL (Total = 32; # in parentheses indicates # expressing that comment)
Principle 1 Over all, do you agree or disagree with the draft proposal?	3.46	360	All	3.53	215/342	<ul style="list-style-type: none"> • Transition to College and Career Readiness (CCR) and Common Core State Standards (CCSS) aligns with our district direction (6) • Concern: Securing funding needed to transition to CCSS (6) • Clarification: CCR should emphasize Career-readiness (5) • Concern: Meeting needs of ELL and SWD as transition to CCSS (3) • Other: 13 comments
			Supt	3.67	27/34	
			Princ	3.6	36/71	
			Tchr	3.39	80/163	
Principle 2 Over all, do you agree or disagree with the draft proposal?	3.27	291	All	3.39	179/342	<ul style="list-style-type: none"> • Suggestions to modify Index (8) • Agree with Turnaround Principles (5) • Concern: How take outside-of-school factors into account? (2) • Concern: How best include ELLs in the calculations? (2) • Other: 12
			Supt	3.61	23/34	
			Princ	3.55	40/71	
			Tchr	3.2	61/163	

	All Responses (Non-duplicated Responses)		LEA Responses (Includes Duplicated Responses)			
Principle 3 Overall, do you agree or disagree with the draft proposal?	Rating	# of Raters	Category	Rating	# of Raters/ Total #	Themes – ALL (Total = 33; # in parentheses indicates # expressing that comment)
	3.54	287	All	3.57	174/342	<ul style="list-style-type: none"> • Move in right direction (9) • Concern: Metrics used (9) • Concern: Funding (2) • Concern: Teachers of ELLs and SWD (2) • Other: 11 comments
			Supt	3.74	23/34	
			Princ	3.65	43/71	
			Tchr	3.34	58/163	
Recommend Supt. Dorn submit ESEA request?	Yes	No	Category	Yes	No	Themes – ALL (Total = 163; # in parentheses indicates # expressing that comment)
	239 (77.9%)	68 (22%)	All	144 (80.1%)	34 (19.1%)	<ul style="list-style-type: none"> • Better than current system; current system ineffective (40) • Provides flexibility in Funding (40) • Right thing to do; accountability important (21) • Provides flexibility to meet individual student needs (14) • Provides flexibility to determine our own Accountability System (14) • Provides districts with flexibility and local control (13) • Wait for ESEA Reauthorization (4) • Other (17)
			Supt	16 (84.2%)	3 (15.8%)	
			Princ	36 (94.7%)	2 (5.3%)	
			Tchr	44 (62%)	27 (38%)	

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

I. Overview

Similar to reaching out to educators and their representatives, OSPI also frequently reaches out to our diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English language learners, business organizations, and Indian tribes. Gathering their perspectives and insights regarding this *ESEA Flexibility Request* was no exception.

Strategies used to solicit educator feedback included surveys and web postings; webinars; and presentations to stakeholder groups and committees. We collaborated with partner organizations to invite their members to participate in our statewide survey, reaching out to them through statewide advocacy groups for students with disabilities and English language learners, as well as the major state civil rights and community-based advocacy groups. The detailed responses and ongoing feedback informed our thinking throughout the development of our waiver proposal. Highlights from the online survey follow.

OSPI conducted an online survey of all stakeholders, including other diverse communities, to gather their input regarding the proposed approach to the three principles, advantages and disadvantages of the moving forward with the request, and their recommendation to Superintendent Dorn regarding submission (Yes/No) and why. Strong consensus (nearly 75% among those respondents offering an opinion) indicated that Superintendent Dorn should submit the request; most indicated flexibility in funding, in meeting the needs of individual students, and in local control, as well as holding districts/schools accountable, as their primary reasons for submitting the request. Their feedback was important helped clarify sections of our proposal. See “Summary of Survey Ratings and Comments for the *ESEA Flexibility Request*” below.

To reach them we collaborated with partner organizations to invite their members to participate in our statewide survey, resulting in the largest response we have ever received for a survey of this type. We made a special effort to provide diverse stakeholders with an opportunity to give feedback by reaching out to them via the largest statewide advocacy groups for students with disabilities and English language learners, as well as the major state civil rights and community-based advocacy groups. The detailed responses and ongoing feedback informed our thinking throughout the development of our waiver proposal.

II. Use of Stakeholder Feedback

Feedback from the diverse stakeholder groups across the state helped us clarify sections of our proposal; the following changes to the draft reflect their input:

- Principle 1:
 - Organized the section to increase the ability of the reader to track the various elements of the proposal.
 - Emphasized the types of resources and regional assistance available to support professional development, technical assistance, and other services essential to effective implementation of the standards and assessments (Sections V, VI, VII, and VIII).
 - Reinforced the importance of preparing all for post-secondary success, as well as “career-readiness” in “college- and career-readiness” (see Section X: College- and Career-Ready

Building Blocks).

- Principle 2:
 - Similar to Principle 1, organized the section to increase the ability of the reader to track the various elements of the proposal.
 - Emphasized need to determine metrics that are transparent, so that schools, their districts, and their stakeholders are clear regarding their targets and will know what they need to do to become eligible for Reward and Recognition or what they need to do to exit Priority or Focus status.
- Principle 3: Highlighted the process to determine metrics that will be used for accountability; also similar to Principle 1 and Principle 2, organized the section to increase readability of the various parts of the proposal.

Additional evidence of consultation with diverse stakeholders is found in the narratives for Principle 1 and Principle 3. The leadership structures developed to support statewide implementation of (a) the Common Core State Standards and (b) the Teacher and Principal Evaluation Project include educator/stakeholders from the school, district, regional, and state levels. As described in Principle 1, OSPI worked extensively with stakeholder groups to develop the state’s approach to implementing the Common Core State Standards (CCSS). This collaboration began in early 2009, during the process to determine if the state would adopt the CCSS. Following adoption of the CCSS in July 2011, stakeholder involvement and collaboration has continued, since the expertise and perspectives of teachers and administrators are critical to the State’s efforts to effectively and fully implement the CCSS by 2013–14. Similarly, as described in Principle 3, stakeholder input has been essential to creating and implementing the new system of teacher and principal evaluation.

The narratives for Principle 2.A and 2.B describe a process the State will use to develop a new accountability system and index. Together, the OSPI, the State Board of Education (SBE), and the Joint Select Committee on Educational Accountability will implement a collaborative process that engages educators and other stakeholders across the state. Similar to implementation of the CCSS and the new educator evaluation system, the input of the state’s diverse groups of stakeholders will be critical to ensure the voices and experiences of those working closest to our students, families, and communities are heard.

III. Outreach Strategies

OSPI has utilized the following methods of outreach to gather input from diverse stakeholders to strengthen our request: surveys and web postings; webinars; and presentations to stakeholder groups and committees. Details about each follow.

III.A. Public Notice Email Recipients (in addition to posting on OSPI website)

- All OSPI Staff
- Education Opportunity Gap Oversight Accountability Committee (EOGOAC)
- OSPI Media Contacts
- Special Education Advisory Council (SEAC)
- Bilingual Education Advisory Committee (BEAC)
- ESEA Flexibility Stakeholder Committee
- Title I, Part A/LAP Committee of Practitioners’
- Professional Educator Standards Board (PESB)
- Private Schools Advisory Council (PSAC)
- Private School Organization Personnel

- Private School Office Administrators
- Higher Education Coordinating Board (HECB)
- Washington State Education Coordinating Council (WSECC)
- League of Education Voters
- Partnership for Learning
- Washington State Parent Teacher Association (WSPTA)
- Public School Employees (PSE)
- General Tribal Public
- Higher Education Tribal Personnel
- Washington State Tribal School Staff
- Commission on African-American Affairs
- Commission on Hispanic-American Affairs
- Commission on Asian Pacific-American Affairs
- Commission on Asian Pacific-American Affairs
- Southwest Youth and Family Services
- Heritage University
- The Martinez Foundation
- Consultant, New Phase New Ways
- Highline Community College
- University of Washington
- Washington State Legislators
- Public School Employees of Washington
- Stand for Children (Stand.org)
- Washington Roundtable
- Washington STEM

III.B. Surveys and web postings

January 18, 2012: DRAFT application posted on OSPI website for LEA and public comment (<http://www.k12.wa.us/ESEA/PublicNotice.aspx>). This posting included a summary, a FAQs document, and a survey. A summary of the survey results is found at the end of the consultation section.

III.C. Webinars

January 26, 2012: Two webinars were conducted—one at midday and one in the evening—in order to maximize participation. The webinar provided an overview of the requirements and benefits of the ESEA Flexibility Request and described our state efforts in each of the four principles. The webinar was recorded and is posted (<http://www.k12.wa.us/ESEA/PublicNotice.aspx>).

III.D. Presentations to stakeholder groups and committees

- October 10, 2011: OSPI Agency Directors Meeting
- December 2, 2011: House Education Committee
- December 7, 2011: Title I Committee of Practitioners
- December 8, 2011: Educational Service District (ESD 105) Superintendents' Meeting
- December 9, 2011: ESD 114 Superintendents' Meeting
- December 14, 2011: ESD 113 Superintendents' Meeting
- January 5, 2012: ESEA Waivers Stakeholders Group
- January 6, 2012: Tribal Leaders' Congress
- January 9, 2012: OSPI Cabinet Meeting
- January 11, 2012: State Board of Education (SBE)

- January 12, 2012: Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- January 13, 2012: Skagit County Superintendents
- January 18, 2012: DRAFT application posted on OSPI website for LEA and Public comment
- January 23, 2012: CCSSO Peer Review
- January 26, 2012: Washington State ESEA Flexibility Request Webinars
- February 3, 2012: Puget Sound ESD 121 Title I Directors
- February 9, 2012: Special Education Advisory Council (SEAC)
- February 10, 2012: Northeast ESD 101 Title I Directors
- February 13, 2012: The Affiliated Tribes of Northwest Indians (ATNI)
- February 16, 2012: OSPI/ESD 113 Title I, Part A/LAP Network Meeting
- February 23, 2012: State Board of Education (SBE)
- February 29, 2012: Title I Committee of Practitioners
- March 9, 2012: Bilingual Education Advisory Committee (BEAC)

IV. Summary of Survey Ratings and Comments for the *ESEA Flexibility Request*

The table below is based on 667 partially or fully completed responses to the *ESEA Flexibility Request Survey*. Please note the following:

- Since respondents were asked to check ALL of categories (e.g., Superintendent, Principal, and Parent) that applied, all averages include duplicated counts.
- The rating scale is as follows: 4 = Strongly Agree; 3 = Somewhat Agree; 2 = Somewhat Disagree; 1 = Strongly Disagree
- OSPI disaggregated response data based on type of respondent: LEA (e.g., superintendent/central office, principal, teacher, school board member) and Public (e.g., student, parent, community member)

Table 2: Results of ESEA Flexibility Request Survey Taken by a Total of 667 Respondents

	All Responses (Non-duplicated Responses)			Public Responses (Includes Duplicated Responses)
Principle 1 Over all, do you agree or disagree with the draft proposal?	Category	Rating	# of Raters/ Total #	Themes – ALL (Total = 30; # in parentheses indicates # expressing that comment)
	All	3.35	145/327	<ul style="list-style-type: none"> • Clarification: CCR should emphasize Career-readiness (6) • We should ensure all are prepared for post-secondary success (4) • Concern: Securing funding needed to transition to CCSS (3) • Not clear about proposal (5) • Other: 12 comments
	Parents	3.29	103/240	
Principle 2 Over all, do you agree or disagree with the draft proposal?	Category	Rating	# of Raters/ Total #	Themes – ALL (Total = 21; # in parentheses indicates # expressing that comment)
	All	3.09	114/327	<ul style="list-style-type: none"> • Concern about metrics used to calculate index (5) • Challenging to balance accountability and support/interventions (2) • Not clear about proposal (6) • Other: 8 comments
	Parents	3.09	76/240	
Principle 3 Over all, do you agree or disagree with the draft proposal?	Category	Rating	# of Raters/ Total #	Themes – ALL (Total = 20; # in parentheses indicates # expressing that comment)
	All	3.48	113/327	<ul style="list-style-type: none"> • Concern: Metrics used (5) • Concern: Legislature needs to strengthen evaluation system (3) • Agree with proposal (3) • Agree: Teacher and Principal effectiveness are keys to student success (2) • Other: 8 comments
	Parent	3.45	78/240	
Recommend Supt. Dorn submit ESEA request?	Category	Yes	No	Themes – ALL (Total = 163; # in parentheses indicates # expressing that comment)
	All	95 (73.6%)	34 (26.4%)	<ul style="list-style-type: none"> • Provides flexibility in Funding (36) • Keep SES Option (21; 14 have the same language) • Right thing to do; accountability important (17) • Provides flexibility to meet individual student needs (6) • Provides districts with flexibility and local control (5) • Provides flexibility to determine our own Accountability System (4) • Concern: Holding SES accountable (3) • Other (29)
	Parent	67 (73.6%)	24 (26.4%)	

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

Overview of SEA’s Request for the ESEA Flexibility

Washington State’s commitment to graduate students prepared for the deeper learning required for post-secondary success serves as the driver for educational reform at the State, regional, and local levels. It also serves as the driver for the State’s comprehensive plan for implementing the principles embedded in this *ESEA Flexibility Request*. Anchoring this request—indeed, anchoring reform efforts across the state’s diverse districts and schools—is the commitment to ensure all of our graduates (a) have mastered rigorous content knowledge and the ability to apply that knowledge through high-order thinking skills, (b) communicate effectively, (c) work collaboratively, and (d) engage in life-long learning processes. Educators and other stakeholders across the state realize this vision of deeper learning for all of our students requires we think in new ways; act in new ways, by identifying strategies and creating new approaches to address the diverse learning needs of individual and groups of students; and use a continuous improvement cycle anchored in research and locally-developed data. Only then can we ensure our reform efforts transition to preparing our students with college- and career-readiness skills and knowledge.

The new targets (AMOs) for student learning described in this request reflect both (a) the State’s transition to Common Core State Standards and high-quality assessments and (b) our vision that all students, including English language learners, students with disabilities, and students from historically underserved subgroups, graduate prepared to engage in the deeper learning essential for post-secondary success. Dramatic reductions in proficiency gaps will require educators to build their individual and collective capacity for effectively implementing standards-based instruction differentiated based on the

needs of individual and groups of students. Innovation, effective use of research-supported practices, and a commitment to deeper learning on the part of these educators are the cornerstones of the continuous improvement process needed to ensure all of our students reach—indeed, exceed—these rigorous learning targets by 2017. The goal of these efforts is to strengthen and refine individual and systems capacity over time to advance and sustain the State’s college- and career-readiness agenda.

College- and Career-Readiness continues to be a standing priority for Washington State. The [Basic Education Act of 1993](#) (also known as HB 1209) set the stage for standards-based reform and the transition to the state’s college- and career-ready agenda. HB 1209 led to the development of the state’s Essential Academic Learning Requirements/learning goals. Revised in 2007 and 2009, these goals describe the skills and knowledge expected of all students across Washington State, including English language learners, students with disabilities, and students from historically underserved groups of students:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals articulate the core focus of standards-based education, provide the foundation for the development of the state’s academic learning standards and high-quality assessment system, describe college- and career-readiness skills and knowledge, and anchor the differentiated accountability and teacher and principal evaluation systems – each essential to ensure all of Washington’s graduates are prepared for post-secondary success.

The convergence of recent key legislation, including passage of a broad education reform bill ([E2SSB 6696](#)) in 2010, as well as OSPI and State Board of Education (SBE) actions, sets the stage for Washington State to fully and effectively implement a College- and Career-Readiness System for all students across the state. These actions also anchor this *ESEA Flexibility Request*:

- Superintendent of Public Instruction Dorn formally adopted the Common Core State Standards in 2011. **(Principle 1)**
- As a governing state in the Smarter Balanced Assessment Consortium, Washington is in the process of transitioning to high-quality standards. **(Principle 1)**
- Washington is participating in several consortia focused on aligning English language standards with CCSS. **(Principle 1)**
- E2SSB 6696 provides authority and specifies a process for OSPI and the SBE to implement an accountability system that recognizes successful schools and requires certain actions by school districts with persistently lowest-achieving schools, based on federal definitions. Requirements are designed to ensure the district provides the leadership, oversight, and support essential for dramatic improvements in its chronically low-achieving schools. **(Principle 2)**
- E2SSB 6696 requires development and implementation of new classroom teacher and principal four-level rating evaluation systems with specified minimum criteria. **(Principle 3)**
- In 2011, the SBE approved more rigorous graduation requirements in order to ensure that students are college- and career- ready. These requirements are more likely to (1) help students meet the state's intent ([RCW 28A.150.220](#)) that school districts provide instruction of sufficient

quantity and quality and give students the opportunity to complete graduation requirements intended to prepare them for post-secondary education, gainful employment, and citizenship; and (2) bring credit expectations of Washington students more in line with students in other states. **(Principle 1)**

The narratives that follow, as well as the attached documents, describe the strategies Washington State will use to pursue a College- and Career-Readiness Agenda, as well as to satisfy the Assurances required for its *ESEA Flexibility Request*.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

I. Overview

College- and Career-Readiness has long been a standing priority of Washington State. The [Basic Education Act of 1993](#) (also known as House Bill 1209 or HB 1209) set the stage for standards-based reform and the transition to the state’s college- and career-ready agenda. Since then, a variety of national, legislative, and OSPI initiatives and actions have furthered that agenda, so that Washington

State is now poised to fully and effectively implement college- and career-ready standards statewide in English language arts (ELA) and mathematics no later than the 2013–14 school year, with statewide assessment occurring in the 2014–15 year. As described below, OSPI—in consultation with diverse groups of stakeholders—developed a comprehensive plan to build statewide capacity for implementing the Common Core State Standards (CCSS). The plan focuses on preparing and supporting educators to deliver standards-based instruction, curriculum, and assessment so that all students, including English language learners, students with disabilities, and low-achieving students, gain access to and learn content aligned with the CCSS.

The overarching goal of the State’s plan for implementing the CCSS and high-quality assessments is to ensure all of Washington’s graduates (a) have mastered rigorous content knowledge and the ability to apply that knowledge through high-order thinking skills, (b) communicate effectively, (c) work collaboratively, and (d) engage in life-long learning processes. These goals align directly with Washington State’s Essential Academic Standards, as described below in Section II: History of Standards-Based Education in Washington State. The commitment to graduate students prepared for the deeper learning required for post-secondary success serves as the driver for educational reform at the state, regional, and local levels. It also serves as the driver for Washington State’s comprehensive plan for implementing Principles 1, 2, and 3 of this *ESEA Flexibility Request*.

The plan is anchored in research and experiences of practitioners across Washington and from other states currently implementing the CCSS. It is specifically designed to improve both instructional and leadership practices in the state’s schools and districts. In turn, this will lead to increased learning for all students—including historically underserved subgroups of students with specific attention toward the unique contexts of regions, districts, and schools in Washington State. The plan provides a roadmap for transitioning to and implementing the new standards. It explicitly focuses on building educator capacity to implement strong, initial instruction aligned with the CCSS for all students. The plan is also consistent with the Response to Intervention framework that Washington State and many of our districts use to frame our instructional support system; the framework enables educators to tailor instruction to the needs of individual and groups of students. Strategies explicitly address the need to provide training and ongoing support for Washington’s educators to support their students to master rigorous content knowledge and to apply that knowledge through high-order thinking skills.

A dynamic plan, OSPI leaders, the CCSS Steering Committee, and other CCSS leadership teams (see Figure 1.2) will continually monitor and adjust the plan to ensure specific strategic actions translate into improvements in teaching and learning, which in turn, will result in preparing all students with college- and career-readiness skills and knowledge. (See Section VI: Ensuring the Strategic Plan Remains Dynamic and Responsive to Stakeholder Needs.)

The sections listed below describe the state’s transition to the CCSS.

- II. History of Standards-Based Education in Washington State
- III. Transitioning to College- and Career-Ready Standards
- IV. CCSS Implementation Activities
- V. Building Educator Capacity
- VI. Ensuring the Strategic Plan Remains Dynamic and Responsive to Stakeholder Needs
- VII. High-Quality Instructional Materials
- VIII. Transitioning to High-Quality Assessment System Aligned with CCSS
- IX. Meaningful High School Diploma
- X. College- and Career-Ready Building Blocks
- XI. Student Support Systems-Dropout Prevention and Student Support System
- XII. Coordination across State Agencies

II. History of Standards-Based Education in Washington State

As indicated in the Overview, passage of HB 1209 laid the foundation for standards-based reform in Washington State and led to the development of the four State Learning Goals ([RCW 28A.150.210](#)) and related academic learning standards, or [Essential Academic Learning Requirements](#) (RCW 28A.655.070), for the subjects outlined in the goals. Revised in 2007 and 2010, these goals apply to all students across Washington State, including English language learners, students with disabilities, and historically underserved groups of students:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals (a) articulate the core focus of standards-based education in Washington State, (b) provide the foundation for the development of the state’s academic learning standards and high-quality assessment system, (c) describe college- and career-readiness skills and knowledge, and (d) anchor both the differentiated accountability and teacher and principal evaluation systems—all essential to ensure each Washington State graduate is prepared for postsecondary success.

The 2005 Washington State Legislature enacted [Senate Bill 5441](#), which created the [Washington Learns](#) Steering Committee and advisory committees in early learning, K-12, and higher education. To ensure a broad cross-section of ideas and expertise, Governor Chris Gregoire assembled a diverse group of business, community, education, and government leaders, including leaders representing the diversity of schools and districts from across the state, to create a roadmap for building a world-class education system that prepares all Washington students to succeed in today’s global economy. After more than a year of intensive study, the advisory committees and steering committee developed a final report with comprehensive, long-term recommendations for creating a world-class, learner-focused, seamless education system for Washington. The principles and strategies of Washington Learns are designed to transform the state’s entire education system. Their recommendations will fundamentally change educational expectations, delivery, and results. Goals include:

- Fully integrate our early learning, K-12, and postsecondary education systems so that the transition from one step to the next is seamless;
- Ensure all children thrive early in life and are prepared to enter school;
- Ensure all students master the skills they need to participate thoughtfully and productively in their work and their communities;
- Close the achievement gap that academically sidelines low-income and minority students; and
- Make higher education and workforce training opportunities relevant and affordable so our workforce can compete within a global economy.

In 2008, the State Board of Education (SBE) advanced the state’s commitment to a college- and career-readiness agenda when rewriting the purpose of the high school diploma: *“The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society’s needs, and reflects, at its core, the state’s basic education goals...”* The SBE’s definition of the purpose of the high school diploma

also serves as the state’s definition of college- and career-readiness. Moreover, it aligns with the U.S. Department of Education’s description of college- and career- readiness in its document, *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*: “Every student should graduate from high school ready for college and a career, regardless of their income, race, ethnic or language background, or disability status” (2010, p. 3).

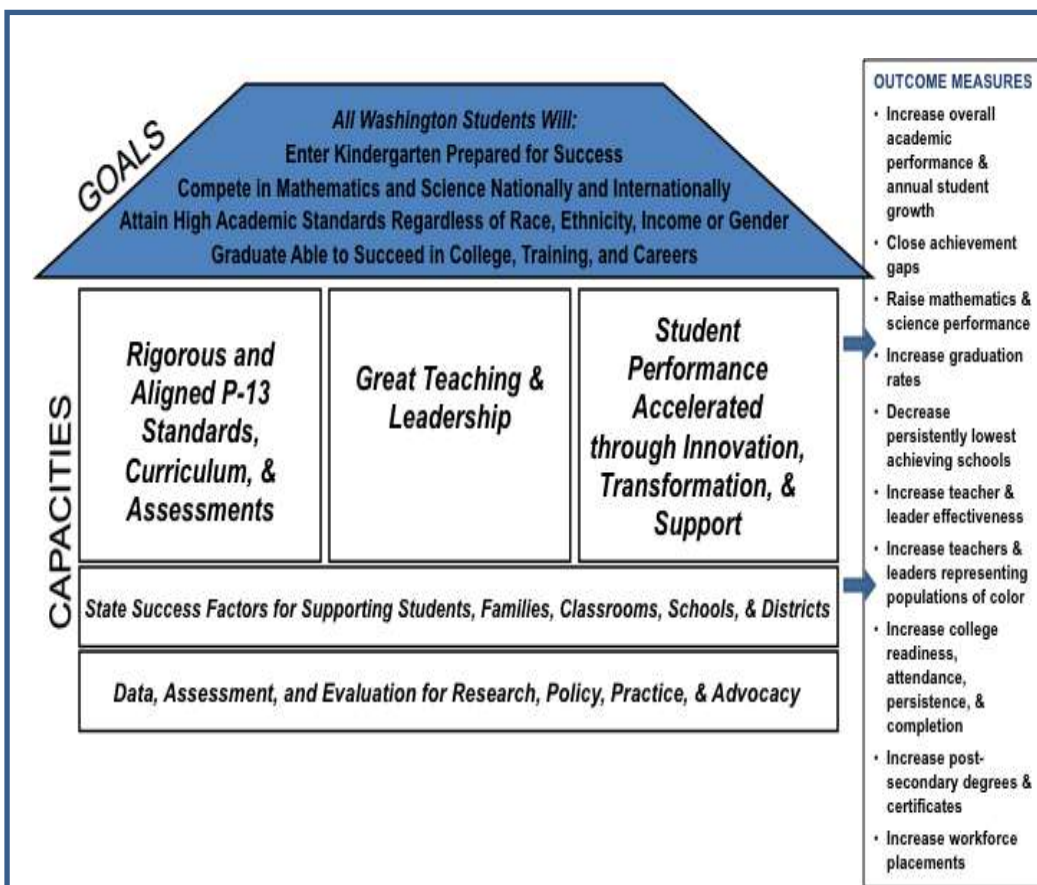
In addition, with the support of resources provided through its [Core to College Grant](#), OSPI has been working with postsecondary partners in two- and four-year institutions of higher education to establish agreements that enable students demonstrating proficiency on Washington’s high school assessments to enter credit-bearing courses in English language arts and mathematics at the college level without needing remediation. Agreements are targeted to begin in the 2014–15 school year. The agreements align with the vision of CCSS implementation: students who master the content within the CCSS in grades K-12 can enter credit-bearing courses should they choose to go to college.

In 2010, leaders from OSPI, State Board of Education, Professional Educator Standards Board, and all state educational associations built on education reform efforts over the past decade by committing to an ambitious, multi-year reform agenda. Formalized through [Washington’s Education Reform Plan Framework](#), the agenda is anchored in the four student achievement goals that align the work of Washington Learns and other state efforts around P–20 education: *All Washington Students will:*

- *Enter Kindergarten prepared for success;*
- *Compete in Mathematics and Science nationally and internationally;*
- *Attain high academic standards regardless of race, ethnicity or gender; and*
- *Graduate able to succeed in college, training, and careers.*

These four goals reflect the importance of (a) aligning statewide P–20 education practices and systems; (b) shifting from a compliance monitoring approach to a customized technical assistance, professional learning support, and accountability approach; (c) addressing ongoing student achievement gaps; (d) enhancing student and educator prowess in Science, Technology, Engineering, and Mathematics (STEM); and (e) preparing students for success in college and beyond. The conceptual framework below (Figure 1.1) depicts the interrelated goals, system, and educator capacities, and intended outcomes for this reform agenda.

Figure 1.1: Washington's Education Reform Plan Framework



In 2011, the SBE also approved more rigorous graduation requirements in order to ensure that students are college- and career- ready. These requirements are more likely to (a) help students meet the state's intent ([RCW 28A.150.220](#)) that school districts provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements intended to prepare them for postsecondary education, gainful employment, and citizenship; and (b) bring credit expectations of Washington students more in line with those for students in other states.

Finally, the convergence of the following key legislative and OSPI actions set the stage for Washington State to fully and effectively implement a College- and Career-Readiness System for all students across the state: (a) adoption of Common Core State Standards (CCSS); (b) transition to high-quality standards as a governing state in the Smarter Balanced Assessment Consortium; (c) participation in other consortia focused on aligning English Language standards with CCSS; (d) implementation of the Teacher and Principal Evaluation Project; (e) utilization of a differentiated accountability system to identify schools for recognition, support, and intervention; and (f) selection for a Race to the Top-Early Learning Challenge Grant.

III. Transitioning to College- and Career-Ready Standards

The formal adoption of the Common Core State Standards (CCSS) for English language arts and mathematics was timely for Washington for multiple reasons. First, a review and revision of existing reading and writing standards was scheduled for 2010. The state developed K-10 reading and writing standards in 2005; it was the state's intention to subsequently create standards for grades 11 and 12, as

well as a set of “college-readiness standards.” The priority given to college- and career-readiness throughout the K-12 spectrum in the CCSS English language arts standards allows for adoption of the CCSS to propel our state’s standards along a learning progression that will prepare students for success in their next steps beyond high school.

Second, the state’s mathematics standards were revised in 2008. This recent revision aligns closely with the CCSS, thereby easing transition to and implementation of the CCSS in the coming years. Additionally, adoption of the Common Core State Standards for mathematics allows for additional attention to be paid toward the learning progression that builds from grade to grade and prepares students for postsecondary success. Next, the adoption process provided an opportunity to secure an external review of Washington’s standards for clarity and rigor.

Finally, alignment of statewide efforts to implement the CCSS, high-quality assessments, the state’s differentiated accountability system, and the Teacher and Principal Effectiveness Project will provide the coherence necessary to improve teacher and leader practice and raise learning outcomes for all of Washington’s students, including students with disabilities, English language learners, and students from historically underserved subgroups.

The CCSS will be implemented statewide in 2013–14, and the standards will be assessed statewide in 2014–15. The following sections outline the state’s strategic plan for transitioning to college- and career- ready standards, from analysis of alignment with current standards and adoption through full statewide implementation.

III.A. Analyses of Common Core State Standards and Washington State Learning Standards

III.B. Adoption of Common Core State Standards (CCSS)

III.C. CCSS State Leadership and Implementation Structure: Engaging Stakeholders

III.D. Vision, Purpose, and Core Values Guiding Implementation

III.E. Special Populations

III.A. Analyses of Common Core State Standards and Washington State Learning Standards

As part of the CCSS pre-adoption process, OSPI facilitated two comparative analyses to evaluate the match between the Common Core State Standards and Washington’s learning standards. The first analysis, completed by Hanover Research, provided an external comparison of Washington standards to the Common Core State Standards. The second, conducted by Washington educators, compared the Common Core State Standards to Washington standards. In addition, the Thomas B. Fordham Institute conducted a national study to compare the CCSS with the learning standards in each state. Fordham used a set of criteria for each subject area to examine and evaluate the rigor and clarity of the Common Core State Standards and each state’s content standards in relation to the CCSS. Table 1.1 summarizes findings from the three comparative analyses.

Table 1.1: Summary of Findings from Analyses of CCSS and Washington Standards

Content Area	Summary of Findings from Analyses of CCSS and Washington Standards
Mathematics	<ul style="list-style-type: none"> ✓ The match between Washington’s math standards and the CCSS is very close: a commissioned review by Hanover Research found an 85% one-to-one match. ✓ A review facilitated by OSPI matched as many proposed standards as necessary to cover the Washington standards, and could align 95% of the standards to some extent. ✓ An analysis of rigor and clarity by the Thomas B. Fordham Institute awarded Washington standards an A and CCSS an A-. This comparison, according to Fordham, was deemed "too close to call."

<p>English Language Arts</p>	<ul style="list-style-type: none"> ✓ As might be expected from standards that were developed several years ago, the reading, writing, and communication standards align less well with CCSS: 85% overall in the Hanford study, and 70% overall in the OSPI review. ✓ The 70% overall relationship in the OSPI review breaks down to a correspondence of 72% in reading, 83% in writing, and 55% in communication. ✓ The Fordham Institute gave Washington’s standards a C grade, compared to a B+ for CCSS.
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These analyses will be used at all levels throughout the state to support districts as they transition from implementing the 2005 and 2008 standards to the new work of implementing the CCSS.

To assure alignment of the CCSS and standards for English Language Development, Washington is working with other states as part of a consortium led by Stanford University. The goal of the consortium is to create English Language Proficiency standards aligned with the CCSS; this work is expected to be completed in 2013.

III.B. Adoption of Common Core State Standards (CCSS)

In 2009, Washington State joined the Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop common, rigorous learning expectations. The state engaged in a lengthy review process involving stakeholders across the state, commissioned external reviews analyzing alignment of the CCSS with Washington’s standards, and conducted a bias and sensitivity review. Based on stakeholder input and review findings, Superintendent Randy Dorn formally adopted the Common Core State Standards for Washington State on July 20, 2011. The timeline for adoption follows.

- July 2010: The Washington State Legislature authorizes Superintendent Dorn to provisionally adopt the CCSS.
- January 2011: A [report to the legislature](#) includes a comparison between Washington’s learning standards and the Common Core State Standards (CCSS), a proposed timeline for implementation at the state and district levels, and a budget projecting related costs.
- June 2011: The [Bias and Sensitivity Implementation Recommendation Report](#) is published.
- July 20, 2011: Superintendent Dorn [formally adopts Common Core State Standards](#).

Washington’s adoption of the CCSS offers a unique opportunity for the state to move forward with statewide professional learning efforts focused on the CCSS and to collaborate with and learn from other states that have already begun implementing the standards. The state will utilize and build on implementation support materials developed by other states and national organizations for increasing educator knowledge of the standards. Regional Educational Service Districts (ESDs), statewide professional learning organizations, and the state’s largest districts began mobilizing district leaders and educators at the start of the 2011–12 school year. They will continue to transfer and align existing resources and structures, as well as engage educators and other stakeholders in deep and meaningful implementation of the CCSS over the next several years.

III.C. CCSS State Leadership and Implementation Structure: Engaging Stakeholders

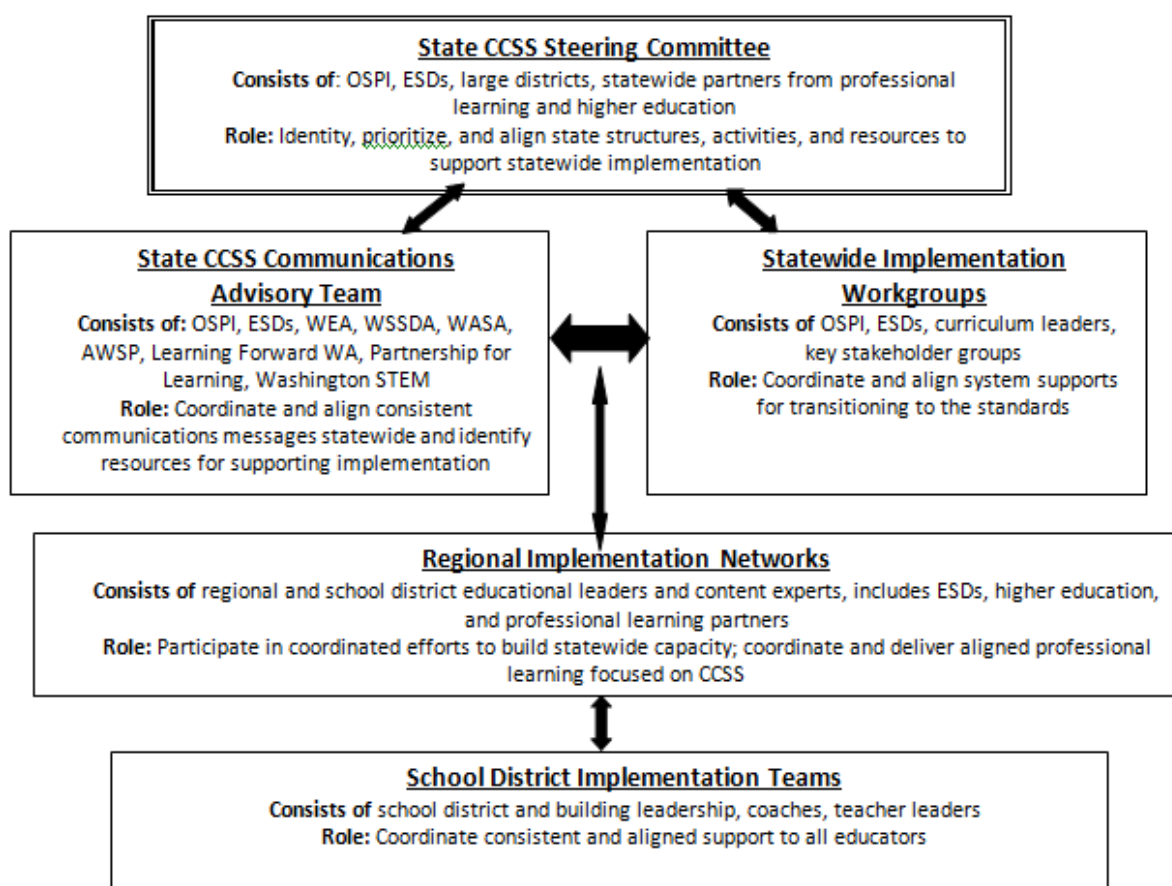
Today, more than ever, it is critical to create a system that is interconnected and aligned through activities, funding, and messages. Washington does not have a state-supported and funded system for professional learning (e.g., targeted funds provided to all districts to support professional development, statewide professional learning days). In light of this context, OSPI—in concert with stakeholder groups across the state—established an ambitious, yet realistic implementation structure that builds on the myriad of ways the state’s 295 school districts provide and approach professional learning for their

educators. It relies on the commitment of partners throughout the state, from communities to regional and state levels, to come together as the state transitions to the CCSS.

Strong implementation of the CCSS is also directly related to improving teacher practice, since evaluation criteria include a focus on content knowledge and instruction. Alignment of statewide efforts to support student and educator growth and development through (a) coordinated and integrated implementation of the CCSS and (b) the state’s Teacher and Principal Evaluation Project (TPEP) provides the coherence essential for the success of both. See Principle 3 for a complete description of Washington’s Teacher and Principal Evaluation Project.

The structure to implement the CCSS is nimble, responsive, and accessible to all key stakeholders. Figure 1.2 provides an overview of this structure.

Figure 1.2: CCSS State Leadership and Implementation Structure



As depicted in Figure 1.2, Washington intentionally engages the diverse population of educational stakeholders throughout the processes of exploring, adopting, and implementing the CCSS. The leadership structure is specifically designed to engage partners from school districts, higher education, regional Educational Service Districts (ESDs), and professional learning partners throughout implementation. Descriptions of key elements of this leadership structure follow.

State CCSS Steering Committee

This team is comprised of representatives from school districts, higher education, Educational Service Districts (ESDs), professional learning partners and stakeholders, and OSPI. The committee meets five to six times per year to provide advice and guidance to OSPI on key components of CCSS implementation, such as approaches to training, essential materials, timing, and important communications for districts. Additionally, as described in Section III.D. Vision, Purpose, and Core Values Guiding Implementation, this committee developed foundational elements critical to the successful transition to the Common Core State Standards in Washington.

State CCSS Communications Advisory Team

This team meets monthly. Members include Public Information Officers from OSPI, representatives from all statewide educator associations (e.g., superintendents, principals, teachers, school boards), and representatives of key private/non-profit partners (e.g., parents, business, Washington’s affiliate of Learning Forward). This group works together to ensure statewide consistency of messages about CCSS, as well as to provide advice to OSPI for addressing key concerns from the field. The group has and will continue to be instrumental in connecting CCSS implementation efforts with the work of the Washington State PTA through electronic and in-person supports. In 2010, OSPI and the state PTA collaborated on a series of information sessions for parents about the CCSS. We anticipate this close collaboration and support to continue throughout implementation.

In addition, the *State CCSS Communications Advisory Team* developed a CCSS Communications Plan that outlines critical communications activities and resources needed to support implementation through September 2012. The plan also identifies the timeline and those responsible to carry out specific activities. This plan will be reviewed at least quarterly by the CCSS Steering Committee and SEA leadership in light of current and emerging resources. The plan will be updated annually by the Advisory Team as the state moves through each implementation phase. The 2011–12 CCSS Communication Plan can be found in Attachment 4.4.

Statewide Implementation Workgroups

OSPI and regional partners convene a variety of *Statewide Implementation Workgroups* at the state and regional levels. For example, one workgroup engages representatives from (a) statewide content-based education associations (e.g., the state’s affiliate of the International Reading Association); (b) groups representing Washington’s tribes, parents, and communities of color; (c) private partners; and (d) higher education. OSPI is committed to convening these state level partners as a whole at least twice each year to engage them in collaborative discussion and gain their commitment to support transition to and implementation of the CCSS in a coordinated fashion. Other implementation workgroups include:

- OSPI Program Directors: OSPI federal and state program directors meet monthly to coordinate professional learning efforts to integrate CCSS content and to establish key messages for districts regarding coordination, use, and leveraging of fund sources to support implementation.
- CCSS After-School Network: The network includes representatives from the state’s 21st Century Learning Community program office and representatives from statewide partners (e.g., “SchoolsOut! Washington”). This group focuses on integrating professional learning of the CCSS into state-sponsored events and building plans to connect afterschool providers with professional learning opportunities at local and regional levels.
- OSPI and ESD content-specific workgroups: These workgroups collaboratively developed the content of the state’s three-year transition plans for English language arts (ELA) and mathematics. They also support district leadership teams to develop professional development materials for the different content areas. These groups meet at least monthly, around this work.

Regional Implementation Networks

Networks include regional and school district educational leaders and content experts. Representatives from ESDs, institutes of higher education, and professional learning partners also participate.

Workgroups focus on creating statewide capacity and coordinate and deliver professional learning to support educators to effectively transition to college- and career-ready standards.

- Superintendent and school district curriculum leader workgroups: Beginning spring 2012, representatives from the state’s largest school districts will convene to share plans for transitioning to the CCSS and discuss the role they can play to provide support beyond the boundaries of their districts.
- Regional Educational Service Districts (ESDs): Each region is committed to working with district instructional leaders to support effective transition to the CCSS. For example, ESDs with small school districts with limited capacity are working closely with leaders from these districts to establish transition plans that are mindful of their own local contexts.
- Higher Education workgroups: Representatives from higher education are currently in many regional collaboration networks and statewide professional learning associations. Additional workgroups will be developed to engage representatives from the state’s colleges of teacher education. Workgroups facilitated by the Professional Educator Standards Board will revise seven of the state’s pre-service endorsement competencies for alignment with the CCSS.

III.D. Vision, Purpose, and Core Values Guiding Implementation

The CCSS Steering Committee laid the foundation for effective implementation of the CCSS by articulating a shared vision, purpose, and core values.

Vision: Every student will have access to the CCSS standards through high quality instruction aligned with the standards each day; all teachers are prepared and receive the support they need to implement the standards in their classrooms each day.

Purpose: To develop a statewide system with aligned resources that supports all school districts in their preparation of educators and students to implement the CCSS.

Core Values: This vision can only occur through core values of *clarity, consistency, collaboration, coordination, and commitment* from classrooms, schools, and communities to the state level.

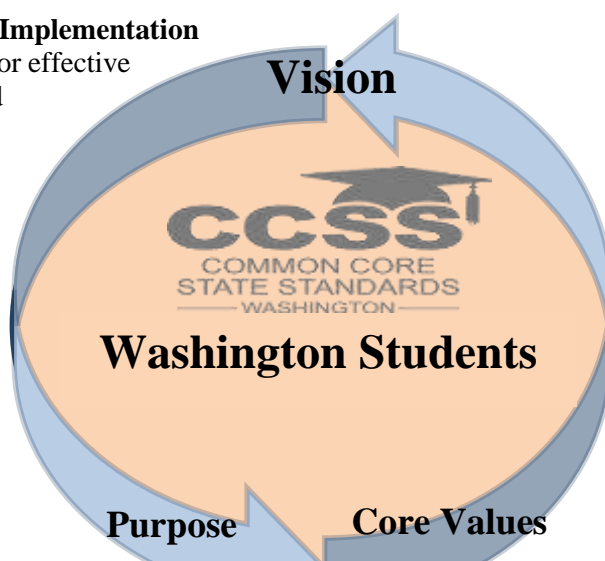


Figure 1.3: Framework for Implementing Common Core State Standards in Washington State

III.E. Special Populations

Full and effective implementation of the CCSS requires the following:

- All students, including those with disabilities, English language learners, those enduring challenging economic or social situations, and students from ethnic groups that have not experienced success in public schools, have access to high-quality instruction aligned with the standards every day;
- All educators have access to professional development, resources, and supports that focus on ensuring each student has access to the content of the standards; and
- Educators implement a framework consistent with the principles of Response to Intervention (RtI) that supports them to use (a) research based curriculum, (b) data to make instructional

decisions, (c) tiered instruction, and (d) appropriate progress measures. (*Note.* To support effective implementation of an RtI framework, OSPI is providing funds available from the federally funded State Performance Development Grant (SPDG) to each ESD to align program improvement and RtI efforts for schools in need of assistance that have a disproportional percentage of students eligible for special education and related services.)

Full and effective implementation requires an intentional focus on closing the educational opportunity (achievement) gap and reducing dropout rates, particularly with respect to English language learners, students with disabilities, and students from historically underserved populations. Elimination of these gaps is at the heart of the state’s school improvement agenda and processes. Students with disabilities (i.e., students eligible under the Individuals with Disabilities Education Act [IDEA] and students eligible for Section 504) and English language learners must be challenged to excel within the general curriculum and graduate prepared for success in their post-school lives, including college and/or careers. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to CCSS in mathematics and ELA for all students, including those with disabilities and English language learners. Effectively educating these students requires diagnosing each student’s progress in attaining high standards, adjusting instruction accordingly, and closely monitoring the student’s progress.

English Language Learners

Washington’s English Language Development (ELD) Standards were last revised in 2009 by a group of content experts. These standards were closely aligned to the state’s English language arts standards that preceded adoption of the CCSS. To re-align the ELD standards with the CCSS, Washington joined a state collaborative facilitated by the Council of the Chief State School Officers to develop common proficiency descriptors and ELD standards that states can choose to adopt in whole or in part. Washington State will use existing standards and proficiency descriptors to set the standard for 2012 on a new instrument, the Washington English Language Proficiency Assessment (WELPA), constructed around CTB/McGraw-Hill’s LAS Links.

As described in the CCSS Initiative document “[Application of Common Core State Standards for English Language Learners](#),” English Language Learners (ELLs) are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Therefore, these students must have access to educators and other resources that will enable them to reach the same rigorous standards in English language arts and mathematics as their peers. Hence, it is important that professional development at the state and local levels for school leaders and all content teachers includes strategies and resources for teaching challenging content when English language learners are not yet proficient in the language typically used for instruction. Specific areas of focus for this professional development for both English language arts and mathematics teachers who work with ELLs include:

- Preparing teachers at the school and district levels to support ELLs while utilizing many of the skills and strengths they bring to the classroom;
- Providing literacy-rich school environments where students are immersed in a variety of language experiences;
- Utilizing instruction that develops foundational skills in English and mathematics and enables ELLs to participate fully in grade-level coursework;
- Ensuring coursework prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Implementing strategies, classroom discourse, and interactions that are well-designed and enable ELLs to develop communicative strengths in language arts;

- Utilizing various strategies that provide ongoing assessment and feedback to guide learning;
- Assigning mathematical tasks at high-cognitive demand, so that students wrestle with important mathematics;
- Ensuring that students understand the text of word problems before they attempt to solve them;
- Focusing on “mathematical discourse” and “academic language” because these are important for ELLs; and
- Providing opportunities for students to participate in mathematical reasoning, not by learning just the vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments.

Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that (a) are language-rich, actively involving students in using language, (b) require that students understand spoken or written words and express that understanding orally and in writing, and (c) require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for situations and in mathematical practices that require output from students. Therefore, it is critical that professional development and other supports provided to educators at the state and local levels enable them to create the learning environment that will maximize their students’ opportunities to achieve to rigorous standards and to demonstrate that learning.

Washington State has a robust support system for migrant and bilingual students, many of whom have limited English proficiency. The state brings together its State Transitional Bilingual Instructional Program (STBIP) program funds and federal Title III program funds to provide a strong and supportive English language learner system for students, families, and educators across the state. As an example, during the 2009–10 school year, there were 1,035,804 students enrolled in Washington public schools. 84,000 of them, or 8.1 percent, were ELLs as measured by the Washington Language Proficiency Test. Demographers predict that within 15 years, up to 25 percent of students enrolled in elementary and secondary schools in the United States will have limited proficiency in English (Suarez-Orozco & Suarez-Orozco, 2003). These projections are seen in Washington, where an increasing number of school districts have growing ELL populations. Kent School District, for example, is home to the fourth largest industrial center in the United States and the fourth largest school district in the State, and there are over 120 languages spoken. Given the projected increases in ELL students in Washington State, the sense of urgency to effectively educate all students, including the high number of underachieving ELLs could not be greater.

In order to adequately support ELL students through STBIP guidelines, three different bilingual programs are generally implemented across the state. The state and school districts work with experts in each of the models to provide ongoing professional development for educators to implement them. The three models are dual language or two-way immersion; developmental or late-exit; and transitional or early-exit. Two **alternative** models that use only English as the language of instruction (i.e., sheltered instruction [content-based ESL] and newcomer programs) are also included in state guidelines as an option for districts. Descriptions of these five program models (three bilingual and two English-only) follow:

1. **Dual Language Programs** (Two-Way Immersion or Two-Way Bilingual Education) – Dual Language Programs (also known as two-way bilingual education and two-way immersion programs) provide integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement and first and second language proficiency. When implemented with fidelity, this model has proven most effective in narrowing the achievement gap and propelling learners beyond monolingual English-speaking students academically. Research in this model has found students averaging

in the 50-60th percentile by grade 11, often outperforming their monolingual peers (Collier & Thomas, 2004). In addition, students develop bi-literacy, an important asset when competing in our rapidly changing global society.

2. **Developmental Bilingual Education (Late-Exit)** – Developmental Bilingual Education (DBE) (also referred to as Late-Exit bilingual education) is an enrichment program that educates ELLs using both English and their first language for academic instruction normally for a period of four to six years (Ramirez, 1992). DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages. Well-designed and implemented DBE or Late-Exit programs have proven to nearly close the achievement gap and to promote bilingualism. Research in this model has found students averaging in the 45th percentile by grade 11 (Collier & Thomas, 2004).
3. **Transitional Bilingual Education (Early-Exit)** – Transitional Bilingual Education (TBE) (also known as Early-Exit bilingual education) is the most common form of bilingual education for ELLs in the United States (Ramirez, 1992). TBE provides academic instruction in the ELLs primary language as they learn English and then removes the primary language support. Early-Exit or TBE programs have been successful in narrowing the achievement gap during the period before students are exited from ELL services, yet students score in the 24th-32nd percentile by the 11th grade level. Students are often educated in this model for an average of two to three years, and most often do not develop academic bi-literacy (Collier & Thomas, 2004).
4. **Sheltered Instruction or Content-Based ESL** – Sheltered Instruction (SI) is an approach used widely for teaching language and content to ELLs, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g., mathematics, English language arts, science, etc.) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of ELLs, although it may be used in classes with both native English speakers and ELLs when necessitated by scheduling considerations or by small numbers of ELLs. When well implemented, students taught through this model for two to three years reach the 22nd percentile by the end of grade 11 and most often do not develop academic bi-literacy (Collier & Thomas, 2004).
5. **Newcomer Program** – The goals of newcomer programs are to (a) help students acquire beginning English language skills along with core academic skills and knowledge and (b) to acculturate them to the United States school system. Some programs have additional goals, such as developing students' primary language skills and preparing students for their new communities. After reaching some level of acclimation and English language proficiency, students typically transfer from newcomer programs into one of the other instructional programs listed above.

Two specific instructional and professional development models used most commonly across the state integrate with one or more of the above mentioned program models: Project GLAD (Guided Language Acquisition Design) and the Sheltered Instruction Observation Protocol (SIOP). Project GLAD is a model of professional development in the area of language acquisition and literacy with the goal of maintaining the commitment of all educators to high expectations and high standards for all students. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to state learning standards, the model trains teachers in an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students, while at the same time developing metacognitive use of high-level academic language and literacy. During project professional development, educators are provided with the instructional strategies, theory and research that support the model, and the curriculum model that brings these all together in the context of district and state frameworks and standards. The second part

of the professional development is a demonstration session in the classroom where the model is demonstrated with students.

The SIOP model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English language learners throughout the United States. It consists of eight interrelated components:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review/Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English language learners, as well as strategies that support high-quality instruction for all students.

Within all of these approaches for attending to the needs of English language learners as they transition into the K-12 system and begin accessing state learning standards, Washington has developed language development standards that serve as a foundation for assisting educators in their instruction of ELLs. The Washington State English Language Development (ELD) Standards are aligned with state academic learning standards and are designed to assist classroom teachers in assessing the progress of English language learners toward attaining full fluency in English. The standards set clear benchmarks that reflect students' English language proficiency at various grade levels. The goal is to ensure that limited English proficient (LEP) students develop English proficiency and meet the same academic content and academic achievement standards.

Using the ELD Standards to identify a student's proficiency level is the first step towards designing effective instruction to ensure that all ELLs can access content. Washington's current ELD Standards include four proficiency levels (beginning/advanced beginning, intermediate, advanced, transitional) in each of the four language domains (Listening, Speaking, Reading, and Writing). A fifth domain, Comprehension, is embedded within the domains of Listening and Reading and is part of the Washington Language Proficiency Test II (WLPT-II).

In the state's move toward stronger career- and college-ready standards for all students, Washington partnered with several other states in October 2011 as part of the State Collaborative for English Language Acquisition (SCELA). The primary charge of this group will be to develop ELD Standards based on the CCSS for English language arts and mathematics. The work of the SCELA will be based on research currently underway by two national Comprehensive Centers (Comprehensive Center for Assessment and Accountability and Comprehensive Center at George Washington University Center for Equity and Excellence in Education) to compare the ELD standards and Performance Level Descriptors (PLDs) from SCELA member states and to determine the correspondence in existing ELD standards with the CCSS for ELA and mathematics. The goal is to have this work completed, with new ELD Standards and associated PLDs completed for all member states, to begin utilizing in spring 2013.

In addition, in order to further support systemic professional development around key areas such as academic language and vocabulary for English language learners, the state will review and align the state's Title III professional development plan, as well as existing professional development modules

for explicit connection with key instructional shifts within the CCSS. The state will engage statewide providers that are proficient with GLAD and SIOP to help develop specific strategies for incorporating CCSS into their professional development.

In addition, the state provides an annual series of state-sponsored trainings that are held throughout the state. Critical to the success and alignment of these and other statewide professional development offerings designed to support educators in meeting the needs of ELLs are the state and regional experts, professional development providers within school districts, ESD Migrant Education Regional Offices, all of whom exist as part of the state's school improvement program. Current professional development offerings beyond support for implementation of SIOP and GLAD models include the following:

- Language Development Standards/Content and Language Objectives that Work (April, May 2012)
- Vocabulary Development and Instructional Strategies for English Language Learners (April, May 2012) - This full-day training is divided into two sections:
 - **Layers of Meaning, A Toolkit for Vocabulary Development:** This model (a) introduces research and classroom strategies for vocabulary development based on the work of Marzano, Beck, and Kinsella; and (b) develops this key area of literacy for all learners that is particularly critical for ELLs.
 - **Instructional Strategies for ELLs (Condensed with a focus on questioning)** This module complements the Marzano Research-Based Instructional Strategies (RBIS). Teachers learn how to teach (a) students to choose their own strategies based on the lesson content, and (b) add more visual, hands-on and interactive components to current strategies such as identifying similarities and differences, summarizing, questioning, and more.

Students with Disabilities

Washington has a firm belief that addressing the core content knowledge and skills for what all students should know and be able to do is fundamental throughout all professional development around state learning standards and assessments. Within that approach, the tenets of a Response to Intervention (RtI) system are critical for attending to students across the wide spectrum of learning needs and abilities. It is critical that all educators are fully proficient with the student expectations within the CCSS and are able to provide access to the content for all students by strategically differentiating instruction within classrooms. State-developed support is already strong in the area of supporting special education directors within LEAs and regions. The State Special Education office provides an annual support system that consists of regional meetings and professional development offerings for special education and general education teachers, as well as parents and families. (Additional laws, regulations, and support materials are available at <http://www.k12.wa.us/SpecialEd/present.aspx>).

As part of the state implementation structure and workgroups, OSPI will continue to engage state, regional, and local directors of special education to ensure implementation activities address this important area. Efforts will align with those advanced in the document “Application to Students with Disabilities” developed as part of the Common Core State Standards Initiative.

As described in the CCSS document referenced above, students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that adversely impacts educational performance and requires specially designed instruction (IDEA 34 CFR§300.8). Therefore, it is important that educators understand how these high standards are taught and assessed in order to (a) successfully reach this diverse group of students and (b) support them to meet high academic standards and fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts). Support will be provided to districts and schools for creating an integrated professional development plan consistent with the principles of

RtI that focuses on ensuring that all teachers are able to deliver challenging content to students with disabilities using instructional strategies that differentiate instruction according to student needs. The following guidance for developing the plan aligns with principles advanced in the CCSS Initiative and emphasizes ways educators can incorporate supports and accommodations.

- Design related services and supplementary aids and services to meet the unique needs of these students and to enable their access to the general education curriculum);
- Develop Individualized Education Programs (IEPs) that include annual goals aligned with and chosen to facilitate their attainment of appropriate grade-level academic standards;
- Ensure that teachers and specialized instructional support personnel are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services;
- Implement instructional supports for learning that are based on the principles of Universal Design for Learning (UDL) and foster student engagement by presenting information in multiple ways and allow for diverse avenues of action and expression;
- Integrate instructional accommodations (Thompson, Morse, Sharpe, & Hall, 2005), such as changes in materials or procedures, that do not change the standards, but allow students to learn within the framework of the Common Core; and
- Utilize assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with significant cognitive challenges will require substantial supports and accommodations to have meaningful access to both instruction and assessment, that are based on their unique communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations associated with the Common Core State Standards. Thus, professional development and other supports provided to educators at the state and local levels will build capacity for implementing a variety of strategies to ensure their students have access and opportunity both to learn to high expectations and to be able to demonstrate that learning.

With regard to the assessment system, as a member of the [Dynamic Learning Map \(DLM\)](#) consortium with 10 other states, Washington is poised to consider how the products developed can be used with educators in Washington. While much of the focus of the DLM work is on building the 1% assessment, there are several other major tasks that hold promise for supporting Washington educators in their work with students with disabilities. The Consortium plans to develop multiple tasks. Bolded tasks hold particular promise for work with this population):

- **Common Core Essential Elements and creating ALDs**
- Development and validation of learning maps
- **Creation of instructionally relevant item types***
- Technology development
- Item and assessment development
- Standard setting
- **Professional development**
- Instructional consequences
- **Family engagement and dissemination**

*In recent years, the increased use of computer-based test administration systems has led to a proliferation of innovative item types. Unfortunately, most of the innovations have little connection with students' daily instruction. In order to overcome the disconnect between the assessment and daily instruction, DLM task developers are working to create *instructionally relevant item types* that will be the kinds of activities that master teachers and related service providers use for instruction.

Instructionally relevant item types will be items and tasks that are intended to be embedded in day-to-

day instruction throughout the year to help map a student’s learning. Under this model, students may take up to 30 small assessments integrated into their regular instruction by the end of the year, rather than one single large assessment. An optional summative assessment will also be developed as a supplement to the instructionally embedded system.

Washington is also engaged with six other states in developing the assessment system and measures aligned with the CCSS that specifically target students with special needs. In addition, the work of the two national assessment consortia to determine and agree upon reasonable accommodations for students with special needs will be exceedingly helpful and will allow Washington educators to have a clearer picture of allowable accommodations, whether these students remain in our state or move outside of Washington’s borders.

Ethnic Communities

In 2007, the legislature charged each of the state’s five primary ethnic communities to develop its own research report on the state of public education for the students in its community. The five reports can be found at <http://www.k12.wa.us/AchievementGap/Studies.aspx>. The reports were presented to the Washington State Legislature in 2009; subsequently, the legislature created the Achievement Gap Oversight and Accountability Committee (AGOAC) to continue to address achievement gaps in Washington State.

The committee was charged by [Second Substitute Senate Bill 5973](#) to:

- Synthesize the findings and recommendations from the [five Achievement Gap Studies](#) into an implementation plan.
- Recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board, and the State Board of Education in the following areas:
 - Supporting and facilitating parent and community involvement and outreach;
 - Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction;
 - Expanding pathways and strategies to prepare and recruit diverse teachers and administrators;
 - Recommending current programs and resources that should be redirected to narrow the gap;
 - Identifying data elements and systems needed to monitor progress in closing the gap;
 - Making closing the achievement gap part of the school and school district improvement process; and
 - Exploring innovative school models that have shown success in closing the achievement gap.

The AGOAC, working with OSPI’s Student Achievement Division, serves as a primary internal and external catalyst to reduce achievement gaps in Washington. It supported the following actions:

- Partnering with external stakeholders, including educator associations, institutions of higher learning, legislative committees, unions of education employees, non-profit organizations and foundations, and racial and ethnic communities, to increase awareness of the issues as to why the achievement gaps persist.
- Identifying resources for reducing achievement gaps.
- Creating a statewide plan for reducing Washington’s achievement gaps.
- Aligning existing OSPI programs, resources, and leadership to reduce the achievement gaps.
- Monitoring and taking corrective actions to ensuring quality practices through proper enforcement of civil rights and non-discrimination policy and law. For example, the committee

was instrumental in the passage of House Bill 3026 (HB 3026) and provided input on the related [WAC 392-190](#) focused on equal educational opportunities.

During its 2011 session, the Washington State Legislature changed the name of the committee to the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) as a way to reflect asset-based thinking. The term “achievement gap” has now been replaced across the state by “educational opportunity gap,” shifting the focus to what CAN be done to change the experiences of students of color. This change in terminology has created many new opportunities for conversations between K-12 and early childhood, higher education, and community organizations.

IV. CCSS Implementation Activities

As described earlier, OSPI is collaborating with key state partners to establish and maintain a statewide infrastructure that will (a) support full implementation of the CCSS in 2013–14, and (b) align with the implementation of a new state assessment system in the 2014–15 school year and beyond. Table 1.2 provides an overview of key CCSS and high-quality assessment implementation activities from 2010–11 through 2014–15. This coordinated system provides multiple entry points for all school districts to have access to a variety of opportunities and resources to support strong transitions to the CCSS based on local capacities and contexts. Tables 1.3 and 1.4 provide the supporting detail for the overview by articulating key milestones and activities, detailed timeline, persons responsible, evidence, challenges, and mitigations.

As seen in Table 1.2, the implementation structure begins with building awareness and readiness to transition to the CCSS. Next, state, regional, and local partners create opportunities and structures that build capacity, resources, and support around the deeper content and shifts within the CCSS. This multi-layered structure provides districts with a variety of means for engagement and accessing state supports for implementation of the CCSS.

Statewide implementation began immediately following Superintendent Dorn’s formal adoption of the Common Core State Standards in July 2011. As depicted in Table 1.2, five phases are used to describe the implementation process: from exploration and adoption to aligning and connecting existing state, regional, and local professional learning with the content of the CCSS:

1. Explore adoption of CCSS (2010–11 school year); the process resulted in formal adoption of CCSS in July 2011.
2. Build awareness of CCSS and begin to build statewide capacity (summer 2011–ongoing)
3. Build statewide capacity and classroom transitions (spring/summer 2012–ongoing)
4. Statewide application and assessment of CCSS (pilot assessments in spring 2014 and implement statewide assessment in 2014–15).
5. Statewide coordination and collaboration to support implementation (summer 2011–ongoing)

Each of Washington’s 295 school districts is at a different place with regard to readiness to transition to the CCSS, in terms of both educator knowledge and skills and district-wide capacity to implement systems essential to effective implementation. Hence, each phase of the state’s implementation timeline and activities articulates the importance of building a strong foundation of resources, beginning with awareness, so that districts engage based on their own system readiness and capacity.

Table 1.2: Washington's CCSS Timeline and Activities

2010–11 School Year	2011–12 School Year	2012–13 School Year	2013–14 School Year	2014–15 School Year and beyond
<p>1) CCSS Exploration</p> <ul style="list-style-type: none"> Conduct standards comparisons Analyze costs/benefits of adoption Engage stakeholders & policy makers Conduct bias and sensitivity review Formal Adoption 7/20/11 	<p>2) Build Awareness of CCSS and Career & College Readiness Vision</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide initial CCSS overview presentations to OSPI and ESD staff Identify resources from national organizations and other states Establish CCSS Quarterly Webinar Series Convene school district leadership teams to learn about CCSS and build transition plans Develop, disseminate, maintain communication materials to support building awareness Connect districts with resource to align professional learning and materials to support implementation <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2012: MSP/HSPE/EOC based on state’s 2008 Math Standards and 2005 Reading and Writing Standards 	<p>3) Build Statewide Capacity and Classroom Transitions</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide supports around CCSS vision and awareness; include resources for special populations Convene school district leadership teams to learn about CCSS and build transition plans Establish CCSS specialist cadres of educators to build capacity within districts to implement the CCSS for all students Maintain existing core content support at regional levels (establish, where necessary) Align state CTE Course Frameworks with CCSS Develop and disseminate CCSS implementation toolkits for various audiences Conduct CCSS Quarterly Webinars <p><u>Assessment</u></p> <ul style="list-style-type: none"> Give priority to using current WA items most closely aligned to CCSS when developing state tests Work with legislature to determine impact of new assessment system on high school exit exams 2013: MSP/HSPE/EOC based on state’s 2008 Math Standards and 2005 Reading/Writing Standards 2014: Statewide pilot of new assessment items for Math and English Language Arts (ELA) 		<p>4) Statewide Application and Assessment of CCSS</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Continue to provide supports around CCSS vision and awareness and classroom transitions; include key messages and supports for special populations Convene school district leadership teams to share transitional activities and to collaborate around CCSS implementation Maintain CCSS educator cadre as a resource within and across districts; include support to utilize CCSS toolkits <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2015: Implement new assessments in Math, Reading, and Writing
<p>5) Statewide Coordination and Collaboration to Support Implementation</p> <ul style="list-style-type: none"> Establish and maintain engagement and coordination of State CCSS Steering Committee, State Communications Advisory Team, and ESD Network Convene state professional learning associations and stakeholders to align messages, coordinate efforts, and build statewide capacity Engage partners to align and leverage state/national initiatives and resources Work with key state partners on efforts to build capacity across systems for CCSS implementation (e.g., early learning, higher education) Integrate targeted CCSS content support throughout statewide professional learning opportunities 				

Table 1.3 describes the specific elements of the state’s high-quality plan that will be implemented to support the high-level activities and timelines related to each of the phases described in Table 1.2. The narrative begins with Phase 5, since it is the cornerstone of the effort to ensure full and effective statewide implementation of the Common Core State Standards across Washington State.

Phase 5 is the cornerstone of Washington’s successful implementation of the CCSS—without established structures and commitments from key stakeholders and partners from across the state, implementation will fail. As such, we have chosen to list the Milestones and Activities related to this Phase first because they are the pivot points by which all subsequent activities within Phases 1–4 will be actualized and resourced. Key to this phase is for OSPI and state partners to enhance and strengthen the state’s CCSS implementation infrastructure. This includes defining the essential components of a statewide professional learning system that supports strong implementation of state learning standards, with the CCSS as the impetus. Specific activities are described below. *Note.* Some *Key Milestones* have more than one component (e.g., “a” and “b”). The designation of “a” and “b” will be used for each element of that milestone to describe details. See *Phase 5 – Milestone 1* for an example. Additionally, sample *Evidence* is provided in Attachment 21. See Table 1.4 for a list of sample evidence for key milestones.

Table 1.3: High-Quality Plan to Implement Common Core State Standards in Washington State**Phase 5 - Milestone 1: Continue and sustain the following committees critical to successful statewide CCSS implementation**

Key Activities	<ul style="list-style-type: none"> a. CCSS State Steering Committee; and b. CCSS Communications Advisory Team - maintain membership from all statewide associations; broaden their engagement toward offering supports for their audiences around relevant shifts that teachers, students, parents, and communities will face with the CCSS.
Detailed Timeline	<p>Starting with 2011-12 year:</p> <ul style="list-style-type: none"> a. Steering Committee Meetings: Every 4-6 weeks; attend 3 times per year CCSSO CCSS state collaborative b. CCSS Communications Advisory Team Meetings every 5 weeks
Party or Parties Responsible	<p>OSPI is lead for both groups. Key Parties Responsible for Committing to Participation:</p> <ul style="list-style-type: none"> a. Steering Committee: Higher Education (Seattle Pacific University, Higher Education Coordinating Board), Large Capacity School District (Spokane Public Schools), Association of Educational Service Districts, Learning Forward Washington, Center for Strengthening the Teaching Profession b. Communications Advisory: Public Information Officers from State Educational Associations (AWSP, WASA, WEA, WSPTA, AESDs) and private partners (WA STEM; Partnership for Learning)
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • OSPI staff time • Commitment of time from Committee members; some commitment of resources depending on the work of the group • Currently funding needs are minimal, however if Smarter Balanced ceases financial support for teams to attend the CCSSO Collaborative, this will be a challenge to move steering committee work forward
Significant Obstacles	<ul style="list-style-type: none"> • Communication beyond these two groups about the work to a larger statewide audience • Time • Inclusion of key stakeholders beyond those represented on the committees

Phase 5 - Milestone 2: Create Targeted CCSS Coordination Networks with the goal of tapping into un-tapped resources and expertise to support broader statewide CCSS implementation

Key Activities	<p>a. CCSS Private Partner Network – identify areas of need within statewide implementation efforts (e.g., communication materials; funds for convening regional district implementation teams) and build strategies to address the needs of districts and schools to implement CCSS in the context of other statewide initiatives</p> <p>b. High-Capacity School District Network – convene curriculum leaders and assistant superintendents from the state’s largest school districts to discussion and develop a statewide action plan that supports CCSS implementation within their districts and that expands their role with statewide implementation beyond their district boundaries</p>
Detailed Timeline	<p>a. 2011–12 – quarterly meetings with individual private partners June 2012 – convene first CCSS Private Partner Network Meeting of multiple private organizations interested in learning more and partnering around CCSS implementation</p> <p>b. Invitations sent in May 2012; meetings anticipated to be held quarterly starting in late September for the 2012–13 year</p>
Party or Parties Responsible	<p>a. OSPI will be the lead convener</p> <p>b. OSPI in partnership with Spokane School District (member of CCSS Steering Committee)</p>
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time • Possible cost to convene district partners
Significant Obstacles	None. There is a high level of interest from both audiences for OSPI to convene these stakeholders to discuss broadening statewide connections and capacity.

Phase 5 – Milestone 3: Align state and federal programs around implementation of the CCSS and the new evaluation system through Statewide Implementation Workgroups

Key Activities	<p>a. OSPI Internal Program Director and Internal/External Initiative Coordination –</p> <ol style="list-style-type: none"> i. Work with state and/or federal programs key directors engaged with Teacher and Principal Evaluation Project, ELL, Special Education, Career and Technical Education, 21st Century Learning Communities/Washington After School Network, Title I and II Parts A and B, and others as necessary to explore/implement strategies for integrating efforts; ii. Revise the state’s Title IIA LEA application to align with these two state initiatives; and iii. Administer Math Science Partnership Grant Coordination – to develop professional development aligned with CCSS (high school mathematics); use combination OSPI Title IIB and Higher Education Coordinating Board Title IIA funds iv. Create action plan for providing access for all districts to MSP project professional development aligned with CCSS-M. <p>b. Develop a 10-year CTE Strategic Plan that links the vision for CTE programs with a strong statewide system for professional learning that builds on the vision of the CCSS.</p> <p>c. Review current certification programs for principals, CTE educators, and new teachers for opportunities to align and bolster their relevance and connection with new teacher and principal evaluation criteria, as well as with the high leverage instructional shifts required as part of the CCSS.</p>
Detailed Timeline	<ol style="list-style-type: none"> a. <ol style="list-style-type: none"> i. Meetings scheduled every 5-6 weeks starting in January 2012 ii. Spring 2012 – target for completion – May 15, 2012 iii. Joint MSP (OSPI and HECB) RFP issued 4/27/12; Grants to be awarded in June 2012 b. Strategic Plan Committee convened in summer 2011 and throughout 2011–12 year c. Develop plan in summer 2012 and begin work in 2012–13 year
Party or Parties Responsible	<ol style="list-style-type: none"> a. <ol style="list-style-type: none"> i. OSPI, Teaching and Learning (In 2012–13, we plan to have these meetings focus on cross-agency coordination among Title IIA, Teacher Principal Evaluation, and CCSS; therefore, they will be co-facilitated by the appropriate staff leads ii. OSPI, Title II A Director in partnership with CCSS and TPEP leads iii. OSPI, Higher Education Coordinating Board b. OSPI, Career and Technical Education in partnership with Teaching and Learning/CCSS and other external partners c. OSPI
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time for coordination • Engagement of internal and external partners • Time
Significant Obstacles	Time and commitment by internal and external stakeholders beyond plan development to follow through with statewide coordination and integration of shared efforts

Phase 5 – Milestone 4: Higher Education coordination and alignment to support statewide CCSS implementation, including alignment efforts between K-12 high school graduation requirements and college entry requirements

<p>Key Activities</p>	<ul style="list-style-type: none"> a. Develop a committee of IHE faculty/leadership (arts/sciences, teacher preparation, principal certification, etc.), Association of Washington School Principals, Washington Association of School Administrators, and OSPI to create an action plan for future action and opportunities to engage in coordinated efforts to support pre-service teachers and principals programs in aligning efforts with critical shifts within the CCSS (result of 4/20/11 CCSS Steering Committee at ICCS State Collaborative in Atlanta and 4/23/12 OSPI presentation to WACTE membership) b. Pre-service teacher preparation program coordination, including review of pre-service competencies and requirements <ul style="list-style-type: none"> i. Analyze and build a statewide strategy for addressing pre-service teacher field placements ii. Partner with WACTE Board to develop specific action steps necessary to authentically engage IHEs to partner with OSPI and school districts around building capacity to implement the CCSS, including regional collaborations and best practices between K-12 districts and pre-service programs iii. Revision of pre-service teacher endorsement competencies c. Pre-service principal certificate program coordination, including review of pre-service competencies and requirements <ul style="list-style-type: none"> i. Identify the top principal preparation programs and their faculty to convene a meeting to discuss opportunities for closer coordination d. Engage arts and science programs – around content and instructional shifts within CCSS; could include hosting state and/or regional Higher Education Symposia for K-12 content instructors, arts and sciences faculty, teacher prep programs, principal certificate/internship programs e. Policy Coordination related to alignment between K-12 exit and entrance into CC and/or 4-year institutions <ul style="list-style-type: none"> i. Core to College Grant to WA from Lumina, Gates, and Hewlett Foundations ii. College Board Affinity Network – support Spokane-area collaboration and consider opportunities to replicate iii. Road Map Project (Puget Sound) – work with leadership to align the work of the project with statewide CCSS, including providing support for 5/31/12 CCSS Symposium iv. Smarter Balanced Assessment Consortium Higher Education Collaboration f. Expand access to dual credit options for high school students – Tech Prep and Running Start <ul style="list-style-type: none"> i. Promote and incentivize student involvement in programs in which partnerships exist between K-12 and higher education that have resulted in articulated CCR plans
<p>Detailed Timeline</p>	<ul style="list-style-type: none"> a. Spring 2012 begin work with WACTE; WACTE member meeting 4/23/12; June 2012 WACTE Board Retreat to plan future efforts b/c. Start with 2012–13 school year <ul style="list-style-type: none"> a. Summer 2012 planning – begin state and/or regional series in 2012–13 year. b. Fall 2011 (Core to College proposal submitted and funding received) – ongoing project work with all projects mention through at least 2015 c. Explore options in this area starting in 2012–13

Party or Parties Responsible	<p>a–d. WACTE Board; OSPI; private teacher and principal preparation programs; AWSP; WASA; Professional Educator Standards Board</p> <p>e. Higher Education Coordinating Board; State Board for Community and Technical Colleges; College of Presidents; OSPI; Smarter Balanced Higher Education Lead</p> <p>f. OSPI; State Board of Community and Technical Colleges</p>
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time from all organizations – dedicated staff for project coordination • Commitment from all organizations to engage in the work • Secured funding from grantors, where necessary • Staffing and funding to support necessary adjustments to pre-service teacher requirements, including revision of endorsement competencies related to the CCSS
Significant Obstacles	<ul style="list-style-type: none"> • Limited funding to support dedicated staff time for coordination and integration of projects • Structural differences between K-12 and higher education institutions (2- and 4-year; public and private) – countless partners to engage • Consistent and timely communication throughout all partners

Phases 1 and 2: CCSS Exploration and Building Awareness of CCSS and Career & College Readiness Vision

We know that Exploration and Awareness are areas in which districts, communities, and state partners will need to continue to attend in order to permeate audiences statewide over the next several years. Therefore, it is important to continue to identify key levers that will create coherent conditions to support smooth transition to the CCSS, including making materials and resources available to support these essential first steps of CCSS implementation. Specific activities will include:

Phases 1 and 2 – Milestone 1: Continue to develop and improve on existing CCSS awareness resources with added connections with CCSS assessment system and teacher/principal evaluation initiatives, as well as specifics for implementing CCSS with special populations

Key Activities	<ol style="list-style-type: none"> Continue to offer OSPI quarterly webinar series for building administrators, mathematics, and English language arts Work with CCSS Communications Advisory Team to define specific awareness materials and activities needed to sustain statewide support across audiences Integrate CCSS into existing professional development conferences and plans developed and provided as part of state Title I, II, and III, IV, Career and Technical Education (Perkins), and 21st Century Learning Community programs, special education, and migrant/bilingual
Detailed Timeline	<ol style="list-style-type: none"> 2011/12 – ongoing (held quarterly in September; January; March; May) Starting in September 2011 – ongoing 2011/12 – state conferences – plan to continue this support Spring 2012 – work with Title II A to integrate into statewide plans 2012–13 - work with other programs when crafting professional development plans
Party or Parties Responsible	OSPI; CCSS Communications Advisory Team members
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> Staff time Technology knowledge, infrastructure, and access to build out online and electronic supports Knowledge of key timelines for professional development planning across state and federal programs and external partners
Significant Obstacles	<ul style="list-style-type: none"> Disparate and often overlapping timelines for developing and delivering statewide professional development

Phases 1 and 2 – Milestone 2: Review, update, and maintain CCSS Implementation supports and resources for educators (formal and informal), families, and communities, with added connections around working with diverse student populations, the CCSS assessment system and teacher/principal evaluation project

Key Activities	<ul style="list-style-type: none"> a. Standards Alignment and Comparisons, including grade-by-grade summaries for both ELA and Mathematics b. Implement annual CCSS OSPI quarterly webinar series c. Re-align all CTE course frameworks with the CCSS and 21st Century Skills; including development of supporting materials for CTE educator professional development focused on learning about and integrating the changes within their CTE programs d. Update existing state-developed instructional support resources and materials for alignment with CCSS and for explicit linkage with CCSS Bias and Sensitivity Committee Recommendations (June 2011) and the emerging CCSS assessment system <ul style="list-style-type: none"> o WIIN professional development modules o State-provided professional development for ELLs o Formative assessment and assessment literacy support materials o Tribal Sovereignty Curriculum, “Since Time Immemorial” e. Create CCSS web-based toolkits for various audiences <ul style="list-style-type: none"> o Work with key stakeholders to build ownership around these resources and to commit to their dissemination, maintenance, and implementation f. Review and align statewide Response to Intervention framework supports <ul style="list-style-type: none"> o Work with RtI statewide training cadre to identify linkages within the 3 RtI modules for building out connections with CCSS implementation g. Review and align statewide Data Coaching Initiative to incorporate key CCSS linkages, as well as to build coherence for schools participating in the 2011/12 pilot and those identified as Focus and Priority schools
Detailed Timeline	<ul style="list-style-type: none"> a. Summer 2010 – Fall 2011 b. Start with 2011–12 school year – ongoing c. Fall/winter 2012 d. Summer 2012 – ongoing e. Spring 2012 f. Summer 2012 (ongoing as additional modules are developed)
Party or Parties Responsible	OSPI (Teaching and Learning, Student and School Success, Career and Technical Education), Association of Educational Service Districts (Mathematics, Literacy, and Science Regional Coordinators; Data Coaches)
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time • Coordinated and continued funding for state standards implementation efforts <ul style="list-style-type: none"> • Alignment of funding streams to support coherent implementation of initiatives and revision of existing professional development materials and resources
Significant Obstacles	<ul style="list-style-type: none"> • Staff time and funding to undertake review and revision of existing resources (e.g., RtI modules; Student and School Success professional development modules)

Phase 3: Build Statewide Capacity and Classroom Transitions

This phase focuses on utilizing Washington’s 3-year Transition Plans for ELA and Mathematics to guide coordinated statewide efforts around CCSS implementation. The Transition Plans align closely with areas of alignment within the state testing map and around areas that may need more focus compared to Washington’s previous standards in reading, writing, and mathematics. Use of state vision for implementation of the CCSS and these Transition Plans as the core of all statewide support allows for coherence among state-provided capacity-building and professional development opportunities, as well as a point of entry for school districts as they build out their own, local transition plans.

Phase 3 – Milestone 1: Build capacity among OSPI and regional ESD leadership, and mathematics, literacy, and science coordinators, co-develop and align statewide messages and professional development

Key Activities	<ul style="list-style-type: none"> a. Jointly hire a Network Coordinator who will be shared between OSPI and the ESDs and will be dedicated to supporting cross organizational work b. Co-development of 3-year Transition Plans for ELA and Mathematics c. Annually define and develop/identify professional learning materials and protocols to use with school districts based on 3-year Transition Plans: in conjunction with regional professional development plans and statewide efforts, including statewide professional development for schools and districts in improvement d. Identify key policy strategies to maintain and expand regional foundations for assuring equitable access to content expertise support for all districts across the state
Detailed Timeline	<ul style="list-style-type: none"> a. Position created January 2012; filled in March 2012 b. Fall/Winter 2011/12 c. Annually each spring d. Fall/Winter 2011/12 - ongoing
Parties Responsible	OSPI and Association of Educational Service Districts
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Ongoing staff time between OSPI and AESD teams • Committed funding to continue statewide content coordinator positions at regional levels (additional funding is needed for ELA positions)
Significant Obstacles	<ul style="list-style-type: none"> • Disparity in funding across the nine ESDs for ELA content capacity; funds are currently earmarked for full-time mathematics and science coordinators in each of the nine regions

Phase 3 – Milestone 2: Build capacity among statewide professional learning partners for coherence and connection of content and supports with the state’s CCSS Transition Plan and 3-year action plans for Mathematics and ELA and with other state CCSS-related consortia of which Washington is a participant

Key Activities	<ul style="list-style-type: none"> a. Continue to support Statewide Implementation Workgroups <ul style="list-style-type: none"> i. Work with content membership associations across the state to define roles and audiences related to CCSS implementation b. Continue to participate in and apply learnings from state participation in various national consortia and state collaboratives (Learning Forward’s Transforming Professional Learning through Implementation of the CCSS; CCSSO’s Implementing the Common Core Standards Consortia; and Smarter Balanced Workgroups) by integrating resources and structures into Washington’s overall CCSS implementation efforts
Detailed Timeline	<ul style="list-style-type: none"> a. Workgroup convenings are ongoing; CCSS Content Association Collaboration meetings will be held twice annually starting in 2011/12. First meeting was 8/9/11, second for the year was 3/23/12. <ul style="list-style-type: none"> i. Learning Forward Project: January 2011–June 2013 ii. ICCS State Collaborative: 3x/year state collaborative meetings; bi-monthly phone calls with ICCS coach for state-specific support
Party or Parties Responsible	<ul style="list-style-type: none"> • OSPI – CCSS Content Leads, OSPI internal directors initiative coordination • CCSS Steering Committee
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time, funding, and logistical support to convene 30+ content membership associations twice annually • Resources to support OSPI and Steering Committee travel to participate in national CCSS learning/implementation opportunities
Significant Obstacles	<ul style="list-style-type: none"> • Funding availability • OSPI internal staff capacity

Phase 3 – Milestone 3: Expand and scale school district infrastructure-building efforts; – seek additional funds to support an annual cycle of support in order to reach the majority of Washington educators

Key Activities	<ul style="list-style-type: none"> a. CCSS Statewide Symposia: Host annually for school district teams, to be hosted statewide and/or regionally b. Create and award CCSS School District Implementation Network Pilot Mini-Grants c. Content Facilitator Networks: With the ESD content coordinators at the core, these Networks will tap into existing teacher leader networks such as instructional coach and mentor networks and the state’s vibrant National Board Certified Teacher (NBCT) program d. Reach out to large school districts as partners with statewide CCSS implementation
Detailed Timeline	<ul style="list-style-type: none"> i. Two CCSS Statewide Symposia conducted in 2011/12 in partnership with Washington State ASCD and WA Learning Forward Affiliate; establish regionally based annual cycle in 2012–13 v. Funds secured from GEAR-UP! partners in January 2012; RFP announced in February; awards made to 50 districts in March 2012; additional funding needed to continue formal Network grants beyond August 2012 <ul style="list-style-type: none"> i. ESDs deliver content professional development in Spring/Summer 2012; ii. OSPI to work with AESD and Learning Forward partners to provide 2, two-day District Implementation Workshops for participating districts in May and August 2012 iii. Legislative request and requests under development to funders to provide ongoing support to 2011/12 grantees and additional school districts starting in 2012–13 v. Continue to build statewide capacity around CCSS content and educator support by forming a more formal network of Content Facilitators (2012–13 based on funding availability) that will partner closely with OSPI and AESD teams to deliver content professional development statewide i. August 2011: Invitation to Spokane Public Schools to participate as a member of the CCSS State Steering Committee; broader strategy under development (see Milestone 2b above)
Party or Parties Responsible	OSPI; AESD teams; state professional learning and program partners (e.g. HECB GEAR-UP! project; Washington State ASCD; WA Learning Forward Affiliate); large school districts (20,000+ students)
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time (OSPI, AESD content teams) • District CCSS Implementation Network grant funding • Additional resources needed to broaden statewide support around CCSS content and instructional shifts
Significant Obstacles	<ul style="list-style-type: none"> • Resources needed to broaden statewide support around CCSS content and instructional shifts

Phase 3 – Milestone 4: Develop a process and resources that support the review and analysis of existing, emerging, and materials under development for their quality and alignment with the CCSS

Key Activities	<ul style="list-style-type: none"> a. Work with Achieve and other states to develop a consistent rubric and process for vetting instructional resources (Educators Evaluating Quality Instructional Products [EQuIP] collaborative) b. Develop or identify other state or non-profit partners to develop a statewide clearinghouse for providing access to Open Educational Resources (OER) aligned with the CCSS (evidence: E2SHB 2337); this includes creating an OER External Advisory Board that consists of policy makers, experts in the OER world, and Washington practitioners to provide guidance and input as the work proceed.
Detailed Timeline	<ul style="list-style-type: none"> a. January 2011 – attend EQuIP meeting with Achieve; May 2012 – spring 2013 participate as part of a workgroup to develop tools for use in the review of current instructional tools and resources for quality and alignment with CCSS b. Funding provided for July 1, 2012 – June 30, 2013
Party or Parties Responsible	OSPI (Teaching and Learning; School Improvement); AESD content teams; other state partners, as identified
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> a. Staff time b. Travel/coordination resources c. Time for convening the necessary workgroups and advisory committees for carrying out these efforts
Significant Obstacles	Content expertise and capacity at the state and regional levels are strong limiting factors.

Phase 3 – Milestone 5: Align and expand programs that support career- and college readiness for all students

<p>Key Activities</p>	<ul style="list-style-type: none"> a. Identify programs in which there are specific content ties with the instructional shifts within and in which additional instructional supports are needed based on state priorities and the content shifts within the CCSS <ul style="list-style-type: none"> i. Implement recommendations from the state’s Financial Education Public-Private Partnership (FEPPP) (2011 FEPPP Legislative Report, p.12) to statewide implementation of the CCSS-M. This included convening a sub-committee focused on connecting FEPPP materials and resources for personal finance with the 3-year CCSS Mathematics Transition Plan ii. Conduct an internal review of other content-specific programs/initiatives that provide professional development and support their alignment with CCSS. b. Accelerated Learning Opportunities <ul style="list-style-type: none"> i. Continue explicit coordination of programs with CCR goals aligned with increasing educator capacity to deliver strong instruction to all students. This will include conducting a review of all such programs based on the work of the state’s GEAR-UP: CCSS partnership to identify areas in which state or grantee funds can be explicitly tied to implementation of statewide initiatives to support building student knowledge (CCSS) and educator effectiveness (TPEP). Other programs may include AVID, AP Grant Program, Project Lead the Way, and the Launch Year Act. c. Life Skills Planning <ul style="list-style-type: none"> i. Develop state guidelines for school counselors based on the American School Counselor Association National Standards for Students (ASCA) that connect with state learning standards and the CCSS around social emotional areas and student dispositions necessary for success with the CCSS and school/life overall ii. Expand and maintain the Navigation 101 Program; develop materials that strengthen and link the 5 program components with key components within the CCSS related to broad student dispositions and “habits of mind”
<p>Detailed Timeline</p>	<ul style="list-style-type: none"> a. <ul style="list-style-type: none"> i. Timelines determined as necessary; FEPPP sub-committee established in Spring 2011 with work to begin in June 2012 ii. Starting in 2012–13 year b. Ongoing c. <ul style="list-style-type: none"> i. Project timeline currently being established ii. Ongoing
<p>Party or Parties Responsible</p>	<p>OSPI program-specific leads; FEPPP Steering Committee; external program partners (such as GEAR-UP!, etc.)</p>
<p>Evidence</p>	<p>See Table 1.4</p>
<p>Resources</p>	<ul style="list-style-type: none"> • Staff time and expertise to facilitate and/or work with content-specific collaborations with programs • Funds to convene committees
<p>Significant Obstacles</p>	<p>Many programs mentioned above do not have dedicated staff for content-specific support; therefore OSPI and/or AESD content experts are tapped for this support. There are significant limitations in current staffing to support widening these supports beyond those already mentioned.</p>

Phase 3 – Milestone 6: Build on existing and/or develop additional targeted supports for educators working with special populations, including ELLs, and Students with Disabilities

Key Activities	<ul style="list-style-type: none"> a. Adopt revised English Language Development Standards that align with the CCSS and develop associated professional development supports; work with statewide experts for ELL instruction, as well as with statewide experts in the areas of ELA and Mathematics to build out professional development supports b. Conduct an internal audit of existing state-provided professional development (materials and events) to ensure explicit connections and alignment of materials with state CCSS Transition Plans and to make explicit linkages within the content to the key instructional shifts within the CCSS
Detailed Timeline	<ul style="list-style-type: none"> a. Washington to participate in State Collaborative for English Language Acquisition (SCELA) starting in 2011/12 year; standards to be developed and finalized in Spring 2013 b. Started in Spring 2012 with Student and School Success content-specific resources; broader review to begin in Summer/Fall 2012
Party or Parties Responsible	OSPI (in collaboration with other state/national partners)
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time • Funding to support necessary travel and committees
Significant Obstacles	None

Phase 4: Statewide Application and Assessment of CCSS

This phase brings together all of the content-specific implementation efforts mentioned in Phases 1-3 through implementation within and across the state’s assessment system. As stated earlier, the ELA and Mathematics 3-year Transition Plans were developed (a) based on the comparisons completed between Washington Standards and the CCSS for ELA and Mathematics when they were finalized and (b) where aligned content between the two sets of standards falls within the state’s current test maps.

Phase 4 – Milestone 1: Transition between current assessment system and CCSS assessments by the 2014–15 school year.

Key Activities	<ul style="list-style-type: none"> a. Develop 3-year Transition Plans for ELA and Mathematics that align with the current testing maps for reading, writing, and mathematics b. Participate in development workgroups as a governing state partner in the Smarter Balanced Assessment Consortium c. Integrate details about the transition from current state assessments to CCSS assessment system into all statewide initiative communications, especially those focused on CCSS and TPEP implementation and timelines d. Participate in field testing and limited pilot testing of new assessments aligned with the CCSS e. Review and adjust relevant legislation and state policies related to the statewide assessment system (e.g., graduation requirements, End-of-Course Exams)
Detailed Timeline	<ul style="list-style-type: none"> • 2011–12: Commit OSPI leadership as members of multiple Smarter Balanced workgroups (including Transition to the CCSS; Technology; Formative Assessment; and Performance Tasks); develop Transition Plans • 2012–13: Continue active participation in Smarter Balanced workgroups and complete deliverables related to assessment system development; integrate information about assessment system transitions into all statewide communications materials; allow educators access to resources developed as part of Smarter Balanced CCSS implementation efforts (e.g., Digital Library resources), as possible; participate in field test (Spring 2013) • 2012–13: Examine and adjust necessary statewide policy related to moving to the new assessment system for ELA and Math • 2013–14: Continue active participation in Smarter Balanced workgroups and complete deliverables related to assessment system development; integrate information about assessment system transitions into all statewide communications materials; allow educators access to resources developed as part of Smarter Balanced CCSS implementation efforts (e.g., Digital Library resources), as possible; participate in limited pilot testing (Spring 2014) • 2014–15: Administer full CCSS assessment system
Parties Responsible	<ul style="list-style-type: none"> • OSPI; CCSS Communications Advisory Team • Washington State Legislature • State Board of Education
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Communications support • Staff time and expertise • Funding necessary to support the transition • Technology infrastructure

Significant Obstacles	<ul style="list-style-type: none">• School district technology infrastructures may only be able to support two online assessment systems during field test and piloting years (2012–13 and 2013–14)• Complexity of state policies for graduation requirements and statewide assessments• Uncertainty around sustainability of key consortia activities and supports (e.g., digital library and formative/interim resources) beyond the sunset of current United State Department of Education (ED) funding (Fall 2014)
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Phase 4 – Milestone 2: Develop and implement assessment system for students with special needs, particularly students with disabilities and English language learners

Key Activities	<p>a. Students with Disabilities: Participate with other states in the Dynamic Learning Map (DLM) Consortium to develop assessment system that supports students with disabilities to meet CCSS expectations, includes statewide communication and awareness supports as well as professional development materials for educators</p> <p>b. English Language Learners: Participate with other states in the State Collaborative for English Language Acquisition (SCELA) in collaboration with the Regional Comprehensive Centers for Assessment and Accountability and for Equity and Excellence in Education to develop English Language Development (ELD) standards and Performance Level Descriptors (PLDs) that are consistent across states and aligned with the CCSS</p>
Detailed Timeline	<p>a. Students with Disabilities:</p> <ul style="list-style-type: none"> • July 2012 - Incorporate information about Dynamic Learning Maps Consortium into communications and awareness building for CCSS • February 2013 - Integrate essential elements from Dynamic Learning Maps work into CCSS associated professional development supports, so all teachers (general education and special education) can incorporate into formative assessments • July 2013 - Develop training plan for teachers of students with significant cognitive challenges and their administrators for DLM tools • August 2013-June 2014 – Participate in DLM pilot • August 2014-June 2015 – Implement DLM assessments <p>b. English Language Learners:</p> <ul style="list-style-type: none"> • October, 2011 – Join the State Collaborative for English Language Acquisition (SCELA) to develop ELD Standards and PLDs in common • June, 2012 - Research teams from the two comprehensive centers report on completed tasks. SCELA states develop plan for next steps: <ul style="list-style-type: none"> ○ Develop new ELD standards and PLDs ○ Determine funding, research affiliates and professional partners ○ Award contract to draft new ELD standards and PLDs • September 2012 - SCELA to seek funding opportunities to develop an English Language Proficiency Assessment (ELPA) • October 2012 - Office of Superintendent of Public Instruction (OSPI) to review draft ELD standards and PLDs • December 2012 – OSPI to complete review process for ELD standards and PLDs and propose revisions <ul style="list-style-type: none"> ○ SCELA to proceed with development of ELPA upon receipt of funding resources • February 2013 – OSPI to complete approval process for ELD standards and PLDs • Spring 2014 – Implement new assessments with ELLs
Party or Parties Responsible	OSPI and other state collaborating partners
Evidence	See Table 1.4

Resources	<ul style="list-style-type: none">• Staff time and expertise• State and federal assessment funds• Development support (meetings, facilitation) through state collaborations (CCSSO and others)
Significant Obstacles	<ul style="list-style-type: none">• Integrating language development strategies into academic focus of the CCSS• Securing funding for the collaborative effort

Phase 4 – Milestone 3: Develop professional development supports that assist districts and Kindergarten teachers to implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) process that includes explicit supports for teachers that make clear the connections among Teaching Strategies GOLD and the Kindergarten CCSS, as well as learning standards in other relevant subjects.

Key Milestone or Activity	<ul style="list-style-type: none"> a. Submit requests as part of Race to the Top Early Learning Challenge (RTT-ELC) and 2012 Legislative request to support expanding WaKIDS statewide b. Develop materials to support Kindergarten teachers and administrators to understand the alignment between the WaKIDS assessment component (Teaching Strategies GOLD) and the state’s academic learning standards in multiple subjects, especially with the newly adopted CCSS
Detailed Timeline	<ul style="list-style-type: none"> • Fall 2011: Requests for funding to support statewide WaKIDS expansion submitted • Spring 2012: <ul style="list-style-type: none"> ○ RTT-ELC funds and state funds received ○ Partnership with AESD Early Learning Coordinators to hire WaKIDS implementation specialists and a statewide Network lead to support consistent and aligned professional development across the state ○ Validate Teaching Strategies GOLD Washington alignments document and create communications materials to support coherent statewide professional development • Summer 2012 – ongoing: Build capacity in regional WaKIDS professional development providers around the WaKIDS process and state learning standards
Party or Parties Responsible	OSPI; State Early Learning Leadership Partners (Department of Early Learning, Thrive By Five Washington); AESD Early Learning teams
Evidence	See Table 1.4
Resources	<ul style="list-style-type: none"> • Staff time (OSPI and AESD) • Funding secured from multiple sources, with some additional support from the Bill and Melinda Gates Foundation)
Significant Obstacles	<ul style="list-style-type: none"> • Timeline is greatly accelerated based on the state’s successful RTT-ELC grant; therefore, pushing most aspects of this project is critical to building statewide capacity for delivering aligned and coherent professional development for implementing the WaKIDS process.

Table 1.4 provides a list of *Evidence* used to support *Key Milestones* described in Table 1.3. The evidence can be found in Attachments 4 and 21.

Table 1.4: List of Evidence for Key Milestones Described in Table 1.3

Phase	Milestone – Number and Descriptor	Description of Evidence	Attachment Number
5	1. Sustain CCSS State Steering Committee and CCSS Communications Advisory Team	a. CCSS Steering Committee Meeting Notes – Sample 2/28/12 (attached) b. i. CCSS Communications Advisory Team Meeting Notes – Sample 9/11; 11/11; 3/12 (attached)	21.14 21.15
5	2. Create Targeted CCSS Coordination Networks	Evidence not available. Invitations to be sent in May 2012.	
5	3. Align state and federal programs through Statewide Implementation Workgroups	a. CCSS across OSPI Internal Program/Initiative Meeting – Sample Agenda 3/22/12 (attached) iii. MSP RFP Announcement HECB-OSPI (attached) b. CTE Strategic Plan Final Draft Review Meeting scheduled 4/30/12: No evidence available c. Engrossed Senate Bill 1710 from 2011 Legislative Session: Creating a Strategic Plan for Career and Technical Education (see specifically Section 2, (3)(b)) (attached) d. Not available	21.16 21.17 21.18
5	4. Higher Education coordination, partnerships, and alignment of expectations	a. 4/23/12 WACTE Meeting Agenda (attached) b. i. Not available, work to begin in 2012–13 ii. Not available, work to begin in 2012–13 iii. Overview of Washington Endorsement Competency Revision Process (2012) (attachment) c. Not available, work to begin in 2012–13 d. Not available, work anticipated in summer 2012 e. i. Core to College Project Overview (attached) ii. College Board Affinity Network Press Release , 4/16/12 (attached) iii. Road Map Project – CCSS Symposium Agenda, 5/31/12 (attached) iv. Smarter Balanced Website only: http://www.smarterbalanced.org/higher-education/ f. Not available, work anticipated in 2012–13	21.19 21.20 21.21 21.22 21.23
1 & 2	1. Build on CCSS awareness resources (general)	a. CCSS Quarterly Webinar Series (Website only): http://k12.wa.us/CoreStandards/UpdatesEvents.aspx b. CCSS Final Communications Plan, Feb. 2012 (attached)	21.0

Phase	Milestone – Number and Descriptor	Description of Evidence	Attachment Number
1 & 2	2. Review, update, maintain CCSS content-specific implementation supports for all audiences	a. Washington ELA and Mathematics 3-year Transition Plans (attached) Website resources (no documents attached): <ul style="list-style-type: none"> ○ Washington Standards and CCSS alignment comparisons: http://k12.wa.us/CoreStandards/Transition.aspx ○ CCSS ELA Grade Level Summaries: http://k12.wa.us/CoreStandards/ELASTandards/default.aspx ○ CCSS Mathematics Grade Level Shifts: http://k12.wa.us/CoreStandards/Mathematics/default.aspx b. See Milestone 1-2.1.a Evidence c. Drafts under development at press d. CCSS Bias and Sensitivity Report, June 2011 (Website only): http://k12.wa.us/CoreStandards/pubdocs/ImplementationRecommendationReport.pdf <ul style="list-style-type: none"> ○ WIIN Professional Development (Website only): http://www.k12.wa.us/Improvement/WIIN/ProfDev.aspx ○ Migrant Bilingual Professional Development: http://k12.wa.us/MigrantBilingual/Training.aspx e. Not available f. Response to Intervention Professional Development Modules: http://www.k12.wa.us/RTI/TrainerBios.aspx#Screening g. Washington’s Data Coaching Initiative Overview (attached)	21.1
		21.2	
3	1. Build capacity among OSPI and ESD leadership	a. AESD Network Coordinator Job Posting, November 2011 (attached) b. Washington 3-year Transition Plans for ELA and Mathematics (See Phase 1-2.2.a attachment) c. Sample of April 26, 2012 professional development planning agenda – coordination of CCSS with OSPI (School Improvement, Teaching and Learning, Federal Programs), and AESD partners for the 2012–13 year (attached) d. December 2011 CCSS Legislative Report, CCSS Implementation Activities, Timelines, Costs, and Input on Enhancements (Web Site only): http://k12.wa.us/LegisGov/2012documents/CCSSReport2012.pdf	21.3 21.1 21.4

Phase	Milestone – Number and Descriptor	Description of Evidence	Attachment Number
3	2. Build capacity and alignment with CCSS transition plan among statewide professional learning membership associations	<ul style="list-style-type: none"> a. Agenda from August 2011 and March 2012 CCSS Content Association Collaboration meetings (attached) b. Not available, currently participating in these initiatives as a Critical Friend (Learning Forward) and ICCS participant 	21.5
3	3. Expand and scale school district capacity building efforts	<ul style="list-style-type: none"> a. CCSS Symposium Agenda from 11/1/11; event replicated in January 2012 (attached) b. CCSS School District Implementation Network Mini Grants: Memo and Summary, March 2012 (attached) c. CCSS Content Professional Development planned for Spring/Summer 2012 (attached) d. Not available, draft Legislative requests pending (spring 2012) 	21.6 21.7 21.8
3	4. Review existing, emerging, and under development instructional resources and materials for quality and alignment with CCSS	<ul style="list-style-type: none"> a. EQuIP invitation for May 2012 meeting (attached) b. Engrossed Second Substitute House Bill 2337 from 2012 Legislative Session (attached) 	21.9 21.10
3	5. Align and expand programs that support career and college readiness for all students	<ul style="list-style-type: none"> c. <ul style="list-style-type: none"> i. FEPPP 2011 Legislative Report (attached) ii. Not available, work to begin in 2012–13 d. Not available, work underway e. <ul style="list-style-type: none"> i. Middle School Guidance Support Initiative Report Draft Executive Summary, 4/27/12 (attached) ii. Not available, work underway 	21.11 21.12
3	6. Build on existing and/or develop additional instructional supports for educators working with special populations	<ul style="list-style-type: none"> a. Not available, work underway with state SECLA Collaborative b. See Phase 3 Evidence for 1.c (attached) 	21.4
4	1. Transition between current assessment system and CCSS assessment system	<ul style="list-style-type: none"> a. See Evidence for Phases 1 and 2, Milestone 3.a b. See Evidence for Smarter Balanced Workgroups that OSPI staff are participants in and/or co-leads of (attached) c. CCSS Adoption Press Release, OSPI, July 2011 (attached) d. Smarter Balanced Assessment System Development Timeline: http://www.smarterbalanced.org/timeline/ (Website only) 	21.24 4.0

Phase	Milestone – Number and Descriptor	Description of Evidence	Attachment Number
4	2. Develop and implement assessment system for students with special needs, particularly students with disabilities and English language learners	a. Smarter Balanced Assessment Consortia Weekly Update, Issue 62, Week Ending 4/27/12 (see last section re: Open Questions) (attached)	21.13
4	3. Develop professional development system that assists educators to implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) that aligns with Kindergarten CCSS expectations	<ul style="list-style-type: none"> • WaKIDS Web Site: http://www.k12.wa.us/WaKIDS/ • Alignment documents showing connection between Teaching Strategies GOLD and the CCSS for Kindergarten ELA and Mathematics (Web Sites only): • ELA: http://www.teachingstrategies.com/content/pageDocs/Common-Core-GOLD-Alignment-English-Language-Arts-Literacy-K-2011.pdf • Mathematics: http://www.teachingstrategies.com/content/pageDocs/Common-Core-GOLD-Alignment-Math-K-2011.pdf 	

All OSPI-developed implementation materials and supports will include protocols that push districts to develop implementation plans based on their own local context and that phase in the work based on their current professional learning systems and structures. One of the first products created by the State CCSS Steering Committee was a district implementation rubric that districts can use to assess their “system readiness” to begin transitioning to the CCSS (see Attachment 4.5 for February 2012 draft rubric). The rubric is grounded in the newly revised national Learning Forward Standards for Professional Learning (2011) and allows districts to analyze current structures and resources that can be of value as they transition to the CCSS. Additionally, specific supports are provided for the state’s 93 very small school districts with extremely limited capacity; these can be used hand-in-hand with the district’s professional learning partners, typically an ESD or external provider.

Successful implementation of the CCSS requires creating and delivering a statewide professional learning system that is mindful of the activities and knowledge necessary for all educators when implementing standards-based teaching and learning efforts. As such, it is important to understand the context and connection between the learning standards and professional learning in Washington State. The next section describes the plan for building capacity for educators to transition effectively to the new standards and to ensure that their efforts lead to their students achieving to college- and career-ready standards.

V. Building Educator Capacity

Since adoption of the CCSS, educators and educational partners across the state have begun to mobilize to support implementation of the CCSS. School district leaders within each of the nine Educational Service Districts (ESDs) began collaborating at the start of the 2011–12 school year to build their collective capacity for effective implementation of the standards. At least four regions are also building structures to support the state’s smallest school districts as they implement CCSS. Since 93 of the state’s 295 districts have less than 2,000 students and have very limited staffing and financial capacity, they rely on their local ESDs for a significant amount of professional learning support.

The implementation timeline and process for building educator capacity are described in Table 1.2 and Table 1.5. State-coordinated activities and support will be targeted at three primary audiences in each implementation phase:

- System leaders, including school district and building administrators
- Teacher leaders, including mentors, and instructional coaches either as generalists or as specialists in a specific content area
- Classroom educators, including teachers of students with disabilities, English language learners, and students from historically underserved subgroups

For example, in the Awareness Phase, professional development is focusing on support to school district and building leaders to (a) understand and actualize the vision of college- and career-readiness embodied within the CCSS, and (b) effectively implement the “big shifts” within the CCSS for both mathematics and English language arts. The national Learning Forward Standards for Professional Learning serves as a framework for building strong professional learning systems within school districts that will support successful implementation of the CCSS.

OSPI, in partnership with high-capacity school districts and regional partners, is initially coordinating opportunities in each region to convene and build capacity among district and building leaders around the CCSS. OSPI also plans to implement a robust and nimble set of resources (electronic and physical) that will support building leaders to know and understand how to support high-quality instruction aligned with the CCSS in all classrooms. Examples of supports include the following: (a) tools for analyzing the quality of instructional materials with respect to their alignment with the CCSS; (b) presentation materials

for a variety of audiences, from school boards and parents to grade level educators; (c) three-year Transition Plans that outline the foci of statewide content-specific implementation supports; and (d) “frequently asked questions” documents. In addition, Washington is one of seven states selected to participate in an initiative supported through Learning Forward: *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core*. As a grantee, OSPI and partners will establish statewide networks of leaders poised to support implementing the CCSS both in their own districts and in neighboring districts. This structure is similar to that established in other states, such as Kentucky, for supporting all districts to transition effectively to the CCSS.

V.A. Implementing a Statewide Professional Learning System Focused on the CCSS

Since 1993, Washington’s Essential Academic Learning Requirements (state learning standards) have guided what all students should know and be able to do throughout the course of their K-12 education. The high expectations for students, teachers, and for school districts represented in the CCSS serve as the foundation to guide state and local professional learning around each subject area. Similar to past standards adoptions and revisions, district and building administrators and classroom teachers will need the foundational pieces to support the transition to the CCSS. These are described in Table 1.5 below.

Table 1.5: Foundational Components for Implementing New Academic Standards

	Classroom Teachers Will Need...	District and Building Administrators, Coaches, and Teacher Leaders Will Need...
1) Awareness	<ol style="list-style-type: none"> 1) Understanding of the standards and the major shifts and differences between the old and new standards within their subject and grade levels. 2) Time and support within professional learning communities to plan and consider impact at the classroom level. 	<ol style="list-style-type: none"> 1) Understanding of the standards and the major shifts and differences between the old and new standards. 2) To conduct analyses of alignment and gaps within district/building instructional materials and district/building level assessments. 3) An implementation and communication plan for transitioning between old and new standards; plans integrate with existing district/building priorities, school improvement efforts, and educator evaluation processes.
2) Building Educator Capacity, and 3) Classroom Transitions	<ol style="list-style-type: none"> 1) Collaborative time to dig deeply into the standards document in order to understand key content and vertical articulation of concepts and skills. 2) Collaborative time to develop instructional skills to implement the standards. 3) Collaborative time to understand gaps in alignment between CCSS and classroom units and lessons. 4) Training to use tiered instructional frameworks (i.e., Response to Intervention framework) and accommodations for learning and assessments. 	<ol style="list-style-type: none"> 1) To identify teacher leaders to develop and lead district/building professional learning. 2) To provide professional learning time for all teachers, including teachers of English language learners, students with disabilities, and students from historically underserved populations, to implement the standards.

	5) Training for school leaders and all teachers includes strategies and resources for teaching challenging content to English language learners, students with disabilities, and students from historically underserved subgroups.	
4) Application and Assessment	1) Aligned materials and instructional supports, as well as classroom-based assessments. 2) Understanding of the gaps in their own knowledge and skills in order to inform professional learning needs. 3) Knowledge and ability to use data from the new assessment system to inform instructional decision-making at the school, classroom, and individual student levels.	1) Knowledge and ability to implement a new assessment system, including a thorough understanding of the system and resources/components available throughout the year. 2) Resources for teachers: materials, instructional supports, and aligned classroom-based assessments. 3) Understanding of gaps in teacher knowledge and skills to inform professional learning needs and design ongoing professional development and support.

Phase 2 and Phase 3 described in the timeline in Table 1.2 focus explicitly on building a support system that is coordinated, consistent, and accessible by districts. This system should support all districts to build the capacity of their educators to fully and effectively implement the CCSS. Additional specific, state-coordinated actions, timelines, and associated milestones include:

- **CCSS District Implementation Network Pilot Project Mini-Grants:** In spring 2012, three to five high poverty school districts of varying sizes and capacities will be selected in each ESD region to serve as “lighthouse” districts for system-level implementation efforts. In addition, these districts will pilot state-developed implementation resources and commit to build district capacity at system and content levels through regional training opportunities.

 - Timeline: Funding available February–August 2012 with activities extending beyond.
 - Resources: Support will come from funds received from the state’s Higher Education Coordinating Board’s GEAR-UP! program to move forward their statewide goal of building educator knowledge and capacity for implementing the CCSS. If this model proves effective, resources will be sought for scaling and sustaining this model.
 - Milestones:
 - ESDs/OSPI select 35-40 districts in spring 2012.
 - Resources are secured to continue to implement this structure statewide (spring 2012, ongoing).
- **CCSS Content Specialist Professional Learning Opportunities:** OSPI and the ESDs jointly developed deeper content training modules for both English language arts and mathematics that will be delivered in each of the nine regions to ELA and mathematics teacher leaders from school districts.

 - Timeline: Spring 2012 and beyond
 - Resources: These trainings are developed using existing state and regional resources and will be provided to school districts free of charge in every region.
 - Milestones: All nine ESDs provide a minimum of two mathematics and one ELA content specialist training beyond basic awareness (spring 2012).
- **CCSS Curriculum Leader Collaboratives:** Curriculum leaders within each of the nine regions

are establishing learning communities that allow for collaboration and sharing of resources/expertise in the transition to the CCSS. In addition, OSPI and ESD partners are committed to engaging collaboratives of the state’s smallest (lowest capacity) and largest (highest capacity) school districts

- Timeline: Regional meetings occur monthly. Timelines for convening small-district collaboratives vary depending on the region; large-district collaborative will be convened by OSPI at least quarterly starting in spring 2012.
- Milestones:
 - 100% of curriculum leaders in 100% of school districts have participated in CCSS awareness training—if not more trainings—by summer 2012.
 - Percentage of school districts with established local CCSS Transition Plans increases to 20% by September 2012, 75% by September 2013 and 100% by December 2013
 - At least 75% of high-capacity school districts commit to serve as a state and/or regional resource for CCSS professional learning for neighboring districts (fall 2012).
- **Professional Learning Association Collaborative:** In partnership with its [Learning Forward](#) affiliate, OSPI will continue to convene the state’s content leadership associations (e.g., Washington branch of the International Reading Association, Career and Technical Education Association). The collaborative also will include additional partners outside the areas of literacy and mathematics. The goal of this effort is to facilitate coordination among these groups so that the statewide professional development and conferences they develop and deliver align with the state’s CCSS transition plan.
 - Timeline: Collaborative meets semi-annually, beginning August 2011.
 - Milestones: All (100%) of professional learning organizations participate and commit to aligning their professional learning offerings with the state’s CCSS Transition Plans for ELA and mathematics.

Specific details for teacher and principal preparation and support follow.

V.B. Teacher Preparation: Preparing General Education Teachers to Support Students Receiving Special Services and English Language Learners

Prior to Washington’s decision to formally adopt the Common Core State Standards (CCSS), OSPI convened a committee of over 50 educators, curriculum leaders, and experts in the area of bias and sensitivity to provide recommendations for providing a strong foundation for all subsequent state-level activities that support bias-free and culturally sensitive transition to and implementation of the CCSS.

This process was conducted in June 2011 and consisted of two key components:

1. Discussion of current research and formulation of recommendations related to providing access to rigorous standards and opportunities for all students to learn; and
2. Review of the English/Language Arts (ELA) and Mathematics CCSS using key bias and sensitivity considerations (race/ethnicity/culture, sex and gender, religion, age group, disability and socioeconomic considerations), and making specific recommendations to support bias-free and culturally sensitive implementation.

The committee made general recommendations in its report, *Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics* (June 2011), for implementing the mathematics and ELA common core standards in a bias-free and culturally sensitive manner, and in many instances, provided detailed recommendations for specific groups of standards. In each case, the committee described the bias and sensitivity consideration from the report (*race/ethnicity/culture, sex and gender, religion, age group, disability, and socioeconomic considerations*) to which its recommendations align. According to the committee, successful implementation of the CCSS must include the intentional activities that support educators in multiple ways as indicated in the bulleted list below. Note that the

review areas of consideration(s) to which recommendations are aligned are listed in parentheses after each. Intentional activities should be designed to support educators to:

- Develop an awareness of and build upon the rich diversity of students’ cultural backgrounds, family structures, learning styles, language and communication skills and patterns, proficiency levels, and methods of expressing ideas and operation as they develop instructional approaches, interaction groupings, classroom libraries, and assessment strategies (*cultural/ethnic/racial, sex/gender, disability, socioeconomic, and general considerations*);
- Foster exposure to and interactions with multicultural images, role models, and content that can support understanding, valuing and developing the craft, perspectives, and points of view of authors, mathematicians, and other practitioners from different backgrounds and cultures (*cultural/ethnic/racial, sex/gender, disability, and socioeconomic considerations*);
- Balance providing access to diverse, culturally rich texts, multimedia sources and cultural models with scaffolding learning activities to ensure that students acquire the requisite comprehension skills, cultural knowledge, and vocabulary to develop the CCSS for ELA and mathematics (*cultural/ethnic/racial, disability, and socioeconomic considerations*);
- Initiate regular classroom dialogue and other class activities to help students recognize discuss, and address the emotional reactions students might have to bias in primary and secondary sources (*cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations*);
- Ensure access to technology and multimedia resources to provide culturally relevant and engaging materials while carefully selecting text, illustrations, and media to avoid biased or stereotypical representations (*cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations*).
- Give learners opportunities to develop and share their cultural heritage and personal stories and content knowledge and skills development in English and their home languages, and ensure equitable and adequate time to do so in response to their diverse needs and years of English language acquisition (*cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations*);
- Develop an understanding of the alignment of the CCSS throughout the Kindergarten through high school progression in order to ensure that all learners are supported throughout their academic careers; and
- Use culturally responsive literacy and knowledge-transfer strategies such as teacher modeling, discussion, charting, and graphic organizers to scaffold learning for students of differing abilities and to increase their stamina, knowledge, and skills development.

These recommendations align closely to the guidance offered by the CCSS Development Committee for application of the CCSS for English language learners and students with disabilities. However, they go much farther in offering implementation considerations for all special populations.

As outlined in our request, Washington’s overarching goal for statewide implementation of the CCSS is to build capacity throughout *all* levels of the system (state, regional, and local) and within *all* teachers (general education and non-general education) for delivering high-quality instruction to *all* students aligned with the CCSS every day. This entails a fundamental shift in how the state, regional partners (including state professional learning and content membership associations), local school districts, and individual schools think about (a) building capacity among content leaders and professional development providers and (b) ways that professional learning opportunities are provided and integrated throughout the school day, year, and through local, regional, and state professional learning offerings. Washington’s partnership with our state’s Learning Forward affiliate, and certainly our role as a Critical Friend State in the Learning Forward/CCSSO Transforming Professional Learning Systems project focused on implementing the CCSS, has helped us intentionally build a framework for how our state approaches building capacity and coordinating professional learning around the CCSS for all educators, not just

mathematics and literacy educators. By aligning and connecting statewide professional development among the myriad of entities providing it, all of our state's K12 educators will receive consistent, relevant, and connected access to learning in order to increase their proficiency with understanding and providing high-quality instruction for all students.

State Level: Washington has a formalized structure at the SEA level and in partnership with our state's Association of Educational Service Districts (comprised of all nine ESDs). Key leaders/program administrators (general education and non-general education) coordinate the content of state-developed CCSS implementation supports in order to build capacity and understanding within district and building curriculum leaders and other leaders responsible for aligning and providing professional development supports for educators throughout the K-12 system. Integration of the recommendations from the CCSS Bias and Sensitivity Committee will be essential in order to support special populations and non-general education students in meeting the state's college- and career-ready standards.

Regional and Local Levels: The state established a network of over 50 school districts participating in the CCSS District Implementation Network pilot project. The network will begin work this spring and broaden the scope for the 2012–13 school year. District teams will include six leaders from across their system (e.g., district and building administrators with resource leveraging authority, content-area teacher leaders). Teams are charged with building a core of leadership focused on CCSS implementation; their goal will be to support all educators in the system. Network workshops will engage teams in assessing their professional learning systems and identifying areas of strength and possible gaps in reaching all general education educators (including those with Career and Technical Education programs). In addition to this formal network, each region of the state engages its curriculum leaders to learn and work together around implementation of statewide teaching and learning initiatives, especially implementation of the CCSS, as connected with our state's new teacher and principal evaluation system. During the 2012–13 year, these curriculum leadership groups will be expanded to include district leaders focused on supporting special populations.

Finally, all Washington professional learning efforts are anchored in a Response to Intervention framework, with the crux of state work focusing on establishing a multi-tiered system that attends intentionally to a foundation of strong initial (or core) instruction in the subject areas for all students prior to identification for strategic or intensive intervention. Key to this effort is ensuring that general education teachers have (a) a firm grasp of the content and instructional shifts critical to implementing the CCSS, and (b) the capacity to effectively use a variety of assessments and instructional strategies in order to diagnose and address individual student needs.

V.C. Teacher Preparation: Implementation of Certification and Professional Practice Standards

Washington is examining current systems in order to make the necessary structural and policy changes to support implementation of CCSS and prepare educators for the new assessments that will measure student progress on the standards. Effective implementation of the CCSS, other equally rigorous state standards, and high-quality assessment requires that new/incoming teachers and principals are prepared to help all students meet college- and career-ready expectations. As described below, OSPI will continue to partner with institutions of higher education that graduate teacher and principal candidates.

The statewide continuum for professional growth begins with pre-service preparation and continues through the span of a teacher's career. For many years, Washington's preservice candidates have been held to a common set of standards that requires evidence of both teacher performance and student learning. These standards have been updated over time, most recently incorporating greater emphasis on cultural competency and English language acquisition.

In 2002, Washington moved to a performance-based system for endorsement preparation. Rather than requiring a particular set of courses or number of credits, the state instead identified specific competencies to be achieved by candidates.

In 2007, the endorsement competencies were reviewed and revised. Subsequently, the Professional Educator Standards Board (PESB) commissioned Pearson Testing to develop the Washington Educator Skills Test – Endorsement (WEST-E). Proficiency on the assessment is required of all pre-service candidates seeking an endorsement. The WEST-E focuses on content knowledge in each subject area, and the tests are fully aligned with the standards in effect in 2007. These same competencies and tests are currently in use.

Further revisions will ensure closer alignment with both Interstate New Teacher Assessment and Support Consortium (INTASC) standards and CCSS for students. For example, work is already underway to revise the state’s pre-service teacher endorsement competencies (spring 2012).

The WEST-E focuses on the content knowledge in each subject area. Because the competencies are designed to align with state P-12 learning goals, as well as with national standards from groups such as National Council of Teachers of Mathematics and National Council of Teachers of English, the recent adoption of the CCSS creates a need to again revisit the competencies in those endorsements related to the CCSS:

- K-8 Elementary
- Early Childhood Education
- Mathematics (grades 5-12)
- English Language Arts (grades 5-12)
- Middle Level Mathematics (grades 4-9)
- Middle Level Humanities (grades 4-9)
- Reading (P-12)

Once aligned with the state’s learning standards (CCSS), these content-specific competencies will inform the revision of the required Washington Educator Skills Test – Endorsement (WEST-E).

As indicated earlier, OSPI is a member of the CCSSO-sponsored Implementing Common Core State Standards Collaborative. OSPI looks to build coherence and strengthen the existing continuum of professional learning opportunities by connecting, engaging, and tapping into resources developed within Washington as well as by the other state members of the collaborative.

V.D. Principal Preparation

Washington sees the support and development of our state’s principals as a two-pronged process. First, it is important to build on, create, and sustain resources and structures that build capacity within the state’s in-service principals with a laser-like focus on the instructional shifts found within the CCSS. Existing opportunities for alignment include:

- The Washington State Leadership Academy (WSLA) is a partnership between the Washington Association of School Administrators and the Association of Washington School Principals that was created in 2007 by the Washington State Legislature, with continued support from the Bill and Melinda Gates Foundation, to develop and support school leaders to create educational systems where powerful instruction helps all students succeed. The WSLA provides network and intentionally structured professional development for school administrators; professional development focuses on improving achievement for every student by:
 - Engaging school and district administrators in transformative leadership practices;
 - Building and supporting strong, effective teams to solve complex issues related to teaching and learning;

- Heightening education leaders’ awareness and ability to self-assess the personal characteristics and practices that lead to high performing organizations; and
- Helping individuals and teams implement leader behaviors that will lead to more effective systems.
- As part of the state’s move to a new educator evaluation system (as described in detail in Principle 3 of this request), professional development is planned for all principals across the state starting in summer 2012 around the three instructional frameworks as crafted around the new evaluation criteria for both teachers and principals. In addition, ongoing professional learning opportunities are planned over the next three years that connect implementation of the new evaluation system with implementation of the CCSS.

In addition to the WSLA, the Association of Washington School Principals (AWSP) also provides an extensive suite of professional development offerings for principals and assistant principals. It will be important to work with AWSP to integrate the key shifts for instructional leaders within the CCSS into existing and planned professional development. This engagement and commitment from the AWSP to support their membership by linking them with awareness and learning opportunities that connect implementation of the new evaluation system with the content of the CCSS will be increasingly important in the coming years with the transitions necessary with both initiatives.

The second prong addresses the support and preparation of incoming principals. Key components of this include the following:

- Collaboration with the state’s principal certification programs through state Institutions of Higher Education (IHEs) to build content knowledge around the CCSS among faculty and candidates and to engage these programs in creating supports that can be replicated across programs in the state.
- Identification of best practices within past and current principal internship programs to pair principals with buildings that are moving rapidly toward (a) full implementation of the CCSS and (b) clear articulation of the instructional shifts for teachers and instructional leaders necessary to ensure student success with the standards.

In addition, OSPI and partner organizations will collaborate with principal training institutions on CCSS implementation. Importantly, three criteria in the state’s new legislation (ESSB 5895) for principal evaluation are directly linked to a principal’s knowledge, application, and ability to lead staff on a CCSS implementation plan. Institutions of higher education, through collaboratively designed CCSS implementation plans developed by leadership from IHEs (2- and 4-year programs, as well as principal certification programs) will be encouraged and given guidance on CCSS implementation strategies to integrate into principal training and development programs.

Given the accountabilities related to both principal and teacher evaluation that come into effect in the 2013–14 year, it is critical for both of these groups to thoroughly understand and integrate the new educator evaluation system that will rely heavily on demonstrating and gathering evidence related to teacher and leader effectiveness with a new system of academic learning standards that push for a transformation in teaching and leading, so that all students have the opportunity to also demonstrate their proficiency with the depth of the CCSS.

V.E. Connections with Institutes of Higher Education (IHEs)

The state is working with IHEs on several levels to facilitate alignment among systems:

- **Washington Association of Colleges of Teacher Education (WACTE):** IHE representatives on the State CCSS Steering Committee provide an important link to support integration and coordination with the state’s teacher preparation programs. The committee is also exploring ways to support institutions to integrate implementation of the CCSS with the implementation of the

new Teacher Performance Assessment (TPA) process. *Note.* Washington is a lead state in developing the TPA.

- **Common Core State Standards and Assessments:** Washington was one of ten states invited to apply for the K-12/Postsecondary Alignment Grant (called “Core to College”), offered through a partnership among the Lumina, Hewlett, and Gates Foundations. As a grantee, Washington State will receive \$600,000 over three years. This grant is focused on facilitating agreement among K-12 and higher education systems around college-entry requirements. It focuses on using students’ proficiency on high school assessments aligned with CCSS to establish college readiness; the goal is to allow more students to enter credit-bearing courses in their first year of college.
- **Partnerships with the Higher Education Coordinating (HEC) Board:** Keys to Washington’s CCSS transition plans are connecting and coordinating existing statewide initiatives and leveraging personnel and financial resources to support implementation. An example of this is our partnership with the HEC Board’s GEAR-UP program. In addition to providing targeted professional development to GEAR-UP grantees around the CCSS, the HEC Board is providing significant resources to the state to establish the pilot CCSS District Implementation Network in spring and summer 2012 as described above.

VI. Ensuring the Strategic Plan Remains Dynamic and Responsive to Stakeholder Needs

Washington’s plan for statewide implementation of the CCSS ensures a laser-like focus connecting state funding streams and initiatives and building educator capacity to (a) ensure all students have access to standards-based education, and (b) provide appropriate instruction and access to a challenging curriculum along with additional supports and attention where needed for all students, from ELLs and students with disabilities to Native American students, homeless students, migrant students, rural students, and neglected or delinquent students.

The CCSS timeline and activities described above are anchored in the experiences of (a) educators across Washington State during past standards transitions and (b) educators in other states currently implementing the CCSS.

To ensure the plan remains responsive to input from stakeholders, during spring and summer 2012, the State’s CCSS Steering Committee and Communications Advisory Team will establish targeted statewide CCSS implementation indicators (performance measures) that can be used to measure the state’s progress toward meeting some of the milestones described above. Their ultimate goal is to establish a system of CCSS-aligned resources that supports all districts in preparing their educators to implement the CCSS, so that their students demonstrate proficiency on these rigorous standards. These teams will articulate methods that will be used to monitor and support implementation efforts.

Additionally, a variety of strategies currently exist that will likely complement statewide information on CCSS implementation. These include:

- **Statewide surveys:** Multiple online and in-person survey methods are used to establish baseline information regarding CCSS implementation and identify where the transition to the CCSS falls within the priorities of school districts. CCSS leadership teams at the state, regional, and local levels will analyze data from the survey and other sources to determine next steps with implementation plans, content and frequency of professional development, and supports needed at all levels.
 - Frequency: Statewide surveys administered quarterly in conjunction with OSPI’s CCSS Webinar Series.
 - Leadership: OSPI and regional implementation partners; professional learning partners delivering CCSS content.

- **Regional School District Leadership Collaboration Networks:** At least quarterly, these existing regional collaboratives of school district curriculum leaders will continue to provide input as “CCSS focus groups” to inform emerging implementation supports. These groups will also be asked to provide advice and guidance on statewide implementation efforts to ensure their relevance for school districts with a wide variety of needs and capacities for implementation.
- **Existing systems and/or structures at district and building levels for professional learning and instructional supports:** Examples of these include current structures that facilitate shared educator professional learning and use of student data to inform classroom instruction (e.g., structured professional learning communities or PLCs), as well as a review of district- and building-level protocols that support individual teacher instructional practice (e.g., use of classroom walkthrough and observations protocols).
- **Access to and use of aligned CCSS assessment supports:** Data from state assessments aligned with CCSS will be examined each summer/fall at the state, regional, and local levels. Analysis of other data from assessments developed through the Smarter Balanced Assessment Consortium (starting in 2013–14), as well as locally developed assessments aligned with the CCSS, will also be analyzed to determine the effectiveness of implementation efforts.

Significant challenges that the various CCSS teams are addressing follow.

- **Preparing educators to meet the needs of diverse learners:** OSPI leaders, the State CCSS Steering Committee, and other CCSS committees will examine ways that implementation activities focus on continued support and stronger programs for all students, including diverse learners and historically underserved students, in order to ensure that schools and districts support these students to meet college- and career-ready standards. Particular attention will be paid to providing professional learning opportunities and on-site support for implementing research- and evidence-based practices effective in substantially raising learning outcomes for subgroups of students (e.g., English language learners, students with disabilities, low-income students). Data and input from local-level stakeholders and proficiency rates for subgroups of students will be utilized in adjusting the plan. For example, professional development and technical assistance should provide training for all staff to (a) use tiered instructional frameworks and accommodations for learning and assessments, and (b) deliver challenging content to students with disabilities, English language learners, and students from historically underserved subgroups. See Section III.E. Special Populations for additional areas that must be addressed in order to prepare educators to meet the needs of their diverse learners.
- **Examining district and school practices:** The plan will also support districts and schools to examine their policies and practices (e.g., educator assignment, moving toward comparability in resources between high- and low-poverty schools) to ensure principals and teachers have the resources to support student success and equity in access. For example, districts and schools implementing a multi-tiered instructional and intervention framework will need support for collaborative time to analyze student data and make adjustments to instruction and curriculum. Additionally, educators in a multi-tiered system will need access to core curriculum and supports essential to ensure all students achieve standards.
- **Fostering comparability and equity through differentiation of resources:** Our proposal requires districts with Non-SIG Priority Schools, Focus Schools, and/or Emerging Schools, to reserve up to 20% of their Title I, Part A funds to carry out such activities as (a) transitioning to and implementing the state’s rigorous standards and high-quality assessments and building capacity among educators in teaching to those standards; (b) effectively using data to identify local needs and improve student outcomes; (c) improving capacity at the state and district levels around effective use of technology to improve instruction; (d) coordinating with early learning programs to improve school readiness; and/or (e) carrying out effective family engagement strategies. Districts will be asked to measure and report on resource disparities and develop a plan

to tackle them. This is a relatively new practice for many of our districts. Hence, the state may need to provide technical assistance and coaching to support districts to use data anchored in the unique needs of each school and its students to differentiate resources.

- **Preparing families, students, and community stakeholders:** The CCSS Communications Plan provides strategies for outreach to these groups. However, it will take a widespread statewide effort with a diverse array of strategies to ensure saturation within communities across the state. It will be critical to provide clear, consistent, and accurate information, as well as accessible resources for families and communities about the CCSS, timelines, and associated assessment systems. OSPI will continue to access resources developed by national organizations, such as the National PTA and the CCSSO to address this challenge.
- **Evaluating progress:** A variety of strategies to evaluate progress are described above. CCSS leaders are committed to utilizing multiple strategies to evaluate progress. State leaders will need to work closely with district and school leaders to understand challenges in implementing the CCSS, so that strategies and approaches can be revised to meet the needs of educators working closest to our students.

VII. High-Quality Instructional Materials

Historically, Washington has not developed instructional materials for use by school districts. However, the state does provide a variety of resources that focus on specific components of the standards and support students to develop higher order skills through instruction and student-led work. Resources are designed to engage educators in learning deeply about quality instruction in a targeted area. Additionally, since 2003, our state has conducted alignment reviews of published instructional materials in reading and mathematics and published comprehensive reports to aid schools and districts in their decision-making processes around core and supplemental instructional materials selection.

Now, with the opportunity to collaborate on a national scale with other states developing instructional tools and resources and with publishing companies becoming more aligned with the CCSS, Washington is in a position to build on past practice and to evolve its process for supporting educators in this area. For example, it will be important to identify/create instructional support materials that help teachers address the academic language that English language learners need to access their content.

Washington's educational leaders are also with other states to develop shared review rubrics based on common definitions of alignment and quality through a partnership within the American Diploma Project and Achieve. In addition, there is considerable interest in our state and other states regarding the use of Open Educational Resources for K-12 classrooms. This is an emerging area, and Washington is working with a consortium of other states to develop common criteria for districts and others to use in analyzing the quality of these resources.

VIII. Transitioning to High-Quality Assessment System Aligned with CCSS

Washington is a governing state and serves as the fiscal agent for the Smarter Balanced Assessment Consortium (SBAC), one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the Common Core State Standards (CCSS). Washington serves on the executive committee, and OSPI assessment and teaching and learning staff are involved in SBAC workgroups developing the architecture, item banks, testing protocols, and test maps for SBAC exams in English/language arts and mathematics for use in 2014–15. One member from Washington State is the Co-Chair of the Performance Tasks work group, and four additional staff members serve on other work groups. See Attachment 4.3 for a description of the core components.

VIII.A Next-Generation Assessment System

The SBAC will develop and implement a “next-generation” assessment system for participating states; the system will be piloted in the 2013–14 school year and operational in the 2014–15 school year. As of June 29, 2011, 29 states were participating members of the consortium, committed to implement a system with these features:

- Common CCSS-based computer adaptive summative assessments that make use of technology-enhanced item types and teacher-developed and teachers scored performance events;
- Computer adaptive interim/benchmark assessments reflecting learning progressions or content clusters that provide more in-depth and/or mid-course information about what students know and can do in relation to the CCSS;
- Research-supported, instructionally sensitive tools, processes, and practices developed by state educators that can be used formatively at the classroom level to improve teaching and increase learning;
- Focused, ongoing support to teachers through professional development opportunities and exemplary instructional materials linked to the CCSS;
- Online reporting and tracking system that enables access to key types of information about student progress toward college- and career-readiness and about specific strengths and limitations in what students know and are able to do at each grade level; and
- Cross-state communications network to inform stakeholders about SBAC activities and ensure a common focus on the goal of college- and career-readiness for all students.

To achieve the goal that all students leave high school ready for college and careers, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. With strong support from member states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes.

The SBAC centerpiece will be **Summative Assessments** that include computer adaptive assessments and performance tasks. These will be administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and Mathematics. These tests provide valid, reliable, and fair measures of students’ progress toward and attainment of the knowledge and skills required to be college- and career-ready. The summative assessments will capitalize on the strengths of computer adaptive testing, that is, (a) efficient and precise measurement across the full range of achievement and (b) quick turnaround of results. Parents and teachers will be provided composite content-area scores, based on the computer-adaptive items and performance tasks.

In addition to the summative assessments described above, Washington is excited to be able to access SBAC’s **Interim Assessments**. These optional, comprehensive and content-cluster measures include computer adaptive assessments and performance tasks administered at locally determined intervals. The interim assessments will be designed as item sets that can provide actionable information about student progress; item sets are fully grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerges over time. These assessments will afford teachers and administrators the flexibility to:

- Select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
- Administer these assessments at strategic points in the instructional year;
- Use results to better understand students’ strengths and limitations in relation to the standards; and

- Support state-level accountability systems using end-of-course assessments.

SBAC is also developing **formative tools and processes**. These resources support teachers to collect and use information about student success in acquisition of the CCSS. These can be used by teachers and students to diagnose a student’s learning needs, check for misconceptions, and/or to provide evidence of progress toward learning goals.

Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student’s progress toward college- and career-readiness.

VIII.B. Preparing Educators to Use Multiple Forms of Assessment Data

The success of the state’s assessment system requires educators to have a functional knowledge of how to analyze and apply multiple forms of assessment data (e.g., summative, formative, interim). OSPI is in Year 3 of a K-12 longitudinal data system grant to build a system for (a) storing all teacher and student data and (b) providing information about students to teachers through a teacher portal. While we are not yet sure how Smarter Balanced data will be transferred back to states, we do intend to provide interim and summative data as they become available. OSPI is also participating in our state’s P–20 data system through the Education Research and Data System and intends to continue making data available publicly, to the extent possible. Finally, schools and districts across the state are implementing OSPI’s Mathematics and Reading Benchmark Assessments.

VIII.C. Transition from Current to the Next-Generation Assessment System

The timeline for transitioning from the current to the new assessment system was developed by the OSPI assessment development team, in consultation with other SBAC teams. OSPI’s team is identifying current test bank items that align to CCSS, and plans, to the extent possible, to insert those items into the 2012–13 and 2013–14 state assessments and end-of-course exams. This effort is based on a cross-walk of our current state standards with the CCSS. OSPI is committed to piloting the new assessments with other SBAC states in 2013–14 and implementing the new assessments statewide in 2014–15. OSPI’s assessment division is also devising plans with our testing contractors to conduct appropriate bridging studies of results from our current assessments to CCSS-aligned assessments.

VIII.D. Connections to Institutions of Higher Education

In addition to state agency efforts to link CCSS with the existing and planned state assessment system, connections have been made with higher education personnel to assure that postsecondary administrators and department leaders are aware of the development of assessments and curriculum materials around CCSS and their implications for post-secondary student placement.

Examples of collaborative efforts follow. First, the State Board for Community and Technical Colleges (SBCTC) recently received a \$700,000 grant from the Bill and Melinda Gates Foundation to support K-12 to community college transition improvements and efficiencies. Next, in addition to the partnership with the Higher Education Coordinating (HEC) Board’s GEAR-UP program for implementation of the CCSS, a member of the HEC Board management team has been appointed to an SBAC workgroup tasked with assuring that the SBAC exams at the 11th grade level accurately assess college- and career-ready skills. This individual was also added to the State CCSS Steering Committee to ensure alignment of both efforts.

VIII.E. Special Populations

One of Washington’s priorities continues to be the development and implementation of accommodations necessary to ensure that English language learners and students with disabilities have the opportunity to

fully participate in standards-based instruction as well as in assessment of the CCSS in English language arts and mathematics. Exploration of accommodations for special populations contributes to work within the Smarter Balanced Assessment Consortium that focuses specifically on accommodations for English language learners and students with disabilities. Additionally, Washington State is one of five states in a consortium with the National Center for Educational Outcomes. The project, *Improving the Validity of Assessment Results for English Language Learners with Disabilities* (IVARED), is expected to result in principles that guide the assessment of ELLs with disabilities.

The adoption of Common Core State Standards (CCSS) in relationship to special education really means *new academic learning standards* and not necessarily *a new process—at least as it relates to assessment*. While the new standards may be more rigorous, the process for assessing students for services will remain essentially the same. As stated above, the core of all of Washington’s efforts to build capacity within all educators to successfully implement the CCSS for English language arts and mathematics is to ensure educators have the tools, resources, and support from the state, regional, and district levels to provide access to the content of the CCSS through high quality instruction for *all* students.

Developmental Learning Maps Consortium

Washington’s work with the Developmental Learning Maps (DLM) Consortium will enhance the assessment efforts by identifying specific pre-requisite skills, accommodations and universal design protocols associated with a new set of state learning standards. Fifteen additional states are engaged in this project, so there will be multiple opportunities to learn from the experiences in other states that have also adopted the CCSS. Pre-requisite skills identified through the project will serve as the basis for incorporating definable skills into Individualized Education Programs (IEPs) for students eligible for special education services. While there is no specific curriculum for special education per se, there are appropriate entry points into the general education curriculum as represented by the learning maps through the DLM project and the subsequent state learning standards. The learning maps are aligned with the CCSS and will serve as references for IEP teams when selecting measurable annual goals in a variety of content areas.

In addition to incorporating definable skills into IEPs, the CCSS can also be used as reference points for the required evaluations/re-evaluations for students eligible for special education. This enables teachers to pinpoint a baseline for the provision of specially designed instruction.

In short, the adoption of CCSS, identification and verification of prerequisite skills through the DLM project, and incorporation of a progression of skill development into eligibility evaluations and IEPs represent a unified approach to successfully integrate and improve student outcomes for students with disabilities, including students with the most significant cognitive disabilities. Washington is currently working to catalog, categorize, establish criteria for, and vet all of its professional development efforts in special education.

IX. Meaningful High School Diploma

One of the primary goals of the State Board of Education (SBE) is to “improve student preparation for postsecondary education and the 21st century world of work and citizenship.” In pursuit of this goal, the SBE has taken a fresh look at the purpose of a diploma and the graduation requirements for which it has authority: minimum credit requirements, Culminating Project, and the High School and Beyond Plan.

In January 2008, the State Board of Education approved the following revised purpose of a high school diploma:

The purpose of the diploma is to declare that a student is ready for success in postsecondary

education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects, at its core, the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state, and whatever institution or employer the graduate moves on to a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable.

To further support achieving the vision of this high school diploma, the SBE formally adopted the Washington Career and College Ready Graduation Requirements in November 2010 and revised the associated Washington Administrative Codes in November 2011. The revised high school graduation requirements will provide students with a strong foundation of core knowledge and the opportunity to personalize their course choices to pursue their individual postsecondary and career goals. While all students entering high school will automatically enroll in a college- and career-ready pathway, each will have the option to pursue a more in-depth college or career emphasis, based on a clearly developed and articulated High School and Beyond Plan. The High School and Beyond Plan, subject-area requirements, and Culminating Project are separate but related parts; together, they comprise an integrated, goal-directed course of study providing sufficient breadth and depth for an education that emphasizes the college- and career-ready agenda.

X. College- and Career-Ready Building Blocks

X.A. Career and Technical Education

OSPI's division of Career and College Readiness (also known as the division of Career and Technical Education or CTE) works to promote the quality and rigor of Career and College Ready, Technical Education, and Secondary Education courses by (a) providing students with options that link middle school to high school and to postsecondary opportunities, (b) blending academic and technical studies, and (c) connecting students to their goals for the future. In 2011, the Washington State Legislature directed OSPI to lead a process for developing a 10-year statewide strategic plan for CTE. One of the key components of the plan is the intentional linkage with the state learning standards in all subjects, especially the CCSS. The committee leading this effort includes district practitioners engaged in and leading CCSS implementation and CTE integration efforts in their districts. In addition, OSPI's CCSS leadership and a member of the State CCSS Steering Committee are included on the Strategic Plan Development Team.

CTE programs in Washington State support and guide all students, including English language learners, student with disabilities, and low-income students, whether they enter the workforce following graduation, attend a two- or four-year college, or enroll in an apprenticeship program. Career and Technical Education programs assist all students to plan ahead for postsecondary education/training, industry certifications, or registered apprenticeship options. Washington State Career and Technical Education Standards integrate the Common Core State Standards to assist in building career- and college-readiness. The Washington CTE network is broad, with 233 school districts and 13 skill centers providing students opportunities for in-depth exploration and to learn skills in areas of interest for post-high school careers. With a strong connection to K-12 academic learning standards, CTE program standards are designed to empower students to live, learn, and work as productive citizens in a global society. All state CTE programs must meet standards established by OSPI, including the CCSS.

Every CTE class falls into one of 16 career clusters; each cluster represents a group of jobs and industries

that are related by skills or products. Within each cluster are pathways that correspond to a collection of courses and training opportunities that offer preparation for a given career. Washington continues to be at the forefront of the nation by offering a Career and Technical Education Science, Technology, Engineering, and Mathematics (STEM) career cluster. The cluster is organized into two career pathways: Engineering & Technology and Science & Mathematics. Students in STEM classes learn and practice skills designed to prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.

Legislation passed in 2009 (2SSB 5676) provides enhanced CTE funding to middle school programs that incorporate the state’s Science, Technology, Engineering, and Mathematics (STEM) standards. This incentive has dramatically increased the attention to STEM standards at the middle school level, resulting in the approval of many STEM-application courses throughout the state, including established models such as *Project Lead the Way* and *FIRST Robotics*. The number of middle school STEM programs has grown from 36 in 2009–10 to 226 in 2011–12. Additionally, the legislature has provided funding for grants to schools implementing programs in high-demand fields, such as, STEM since the 2009–10 school year.

Two additional initiatives have been implemented engaging business and industry partners in our work. The first, the Microsoft IT Academy, will be available to staff and students across the state by June 2012. The Academy provides training for every teacher and enables every student in the state to earn Microsoft certifications recognized around the globe. “Graduates” of the Academy are career ready and prepared to successfully enter businesses across the state. The second initiative focuses on aerospace and advanced manufacturing. Aerospace is a significant industry in Washington State, and CTE will provide a pipeline for students interested in entering that field. They will receive industry-validated certifications and be both employable and ready for the next educational step, thus making them both college- and college-ready.

Finally, Washington State has implemented Jobs for Washington’s Graduates (JWG), an affiliate of Jobs for America’s Graduates (JAG), to keep students in school and assist them to graduate ready to take the next step to becoming productive citizens. The national JAG affiliate has a 20-year history of graduating 90% of their participants. Washington State programs will meet the same high standards set forth by JAG.

X.B. Accelerated Learning Opportunities

Washington State continues to expand access to accelerated and applied coursework, including college-level courses and their prerequisites and career-ready programs for all students, including students with disabilities, English language learners, and students from historically underserved subgroups.

Descriptions of some of the significant programs and actions follow.

- Through a series of federal Advanced Placement Incentive Programs (APIP) grants, Washington has greatly increased the number of teachers trained to teach rigorous courses. According to the *2010 AP Report to the Nation* issued by the College Board, the number of AP exams taken in Washington State rose dramatically over the past 10 years. During this same time period, test scores also rose, making Washington one of the 10 states leading the nation in both course-taking and exam-taking rates. In 2011, 35,626 students took 60,287 AP exams, up 12.5% from the previous year.
- Through a combination of APIP grants, GEAR-UP! grants, and a grant of private funds from College Spark Washington, participation in the Advancement Via Individual Determination (AVID) program has greatly increased, both at the school level and individual student level. This pre-Advanced Placement rigorous curriculum prepares students to succeed in college-level courses. Over 10,000 students participated in AVID programs in the 2010–11 school year.
- Project Lead the Way (PLTW) is a national Engineering and Biomedical Sciences program that

has grown substantially over the past three years in Washington. PLTW provides middle schools students with technology skills and knowledge that prepare them for a rigorous sequence of engineering and biomedical sciences curricula at the high school level. Currently, 122 schools offer the program. The December 2011 Special Session of the Washington State Legislature passed two bills that provide fiscal support to the expansion of higher level PLTW courses in conjunction with Washington’s aerospace and biomedical industries; these are intended to prepare students for the next level of courses in higher education.

- In 2011, the Washington State Legislature passed E2SHB 1808, also known as the Launch Year Act. This law provides that, within existing resources, all public high schools in the state must work toward the goal of offering a sufficient number of high school courses to give students the opportunity to earn the equivalent of one year's worth of postsecondary credit toward a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree. All public high schools must inform students and their families about the opportunities these courses provide to earn postsecondary credit and get an advanced start on their career and postsecondary education by earning the qualifying score on the proficiency exam or demonstrating required competencies.

X.C. Dual Credit Options

Two major Career and Technical Education programs at the high school level provide access to dual credit classes: Tech Prep and Running Start. Washington State’s Tech Prep is a highly regarded and comprehensive program. All of the state’s 34 community and technical colleges partner with Tech Prep, and in 2007–08, 334 public high schools in 204 districts participated in this program. That same year, more than 24,000 high school students earned more than 148,160 community and technical college credits through Tech Prep. Because Tech Prep operates at no or minimal registration costs for participating students (dependent on local consortia), families in Washington saved nearly \$11.5 million in college tuition costs in 2007–08.

The Running Start program was initiated by the legislature. The program allows 11th and 12th grade students to take college courses at Washington’s 34 community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start students and their families do not pay tuition; however, they do pay college fees, buy their own books, and provide their own transportation. Students receive both high school and college credit for these classes, thus accelerating their progress through the education system.

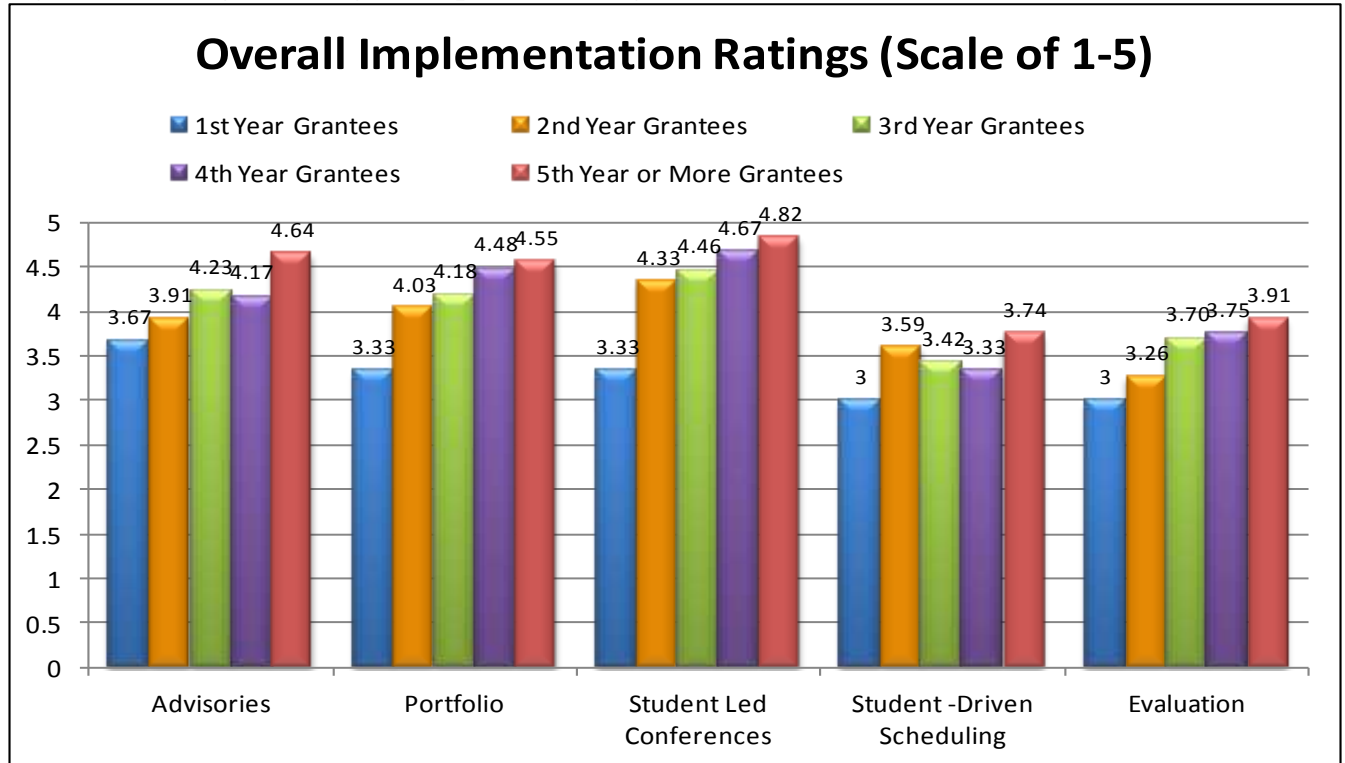
Participating colleges are reimbursed by the K–12 districts whose students participate in the program. All public high schools in Washington are eligible to participate in this program. During the 2010–11 school year 17,108 students participated. Their average load was 11.5 credits. Together, these students earned credit in a total of 73,296 courses.

X.D. Life Skills Planning–Navigation 101

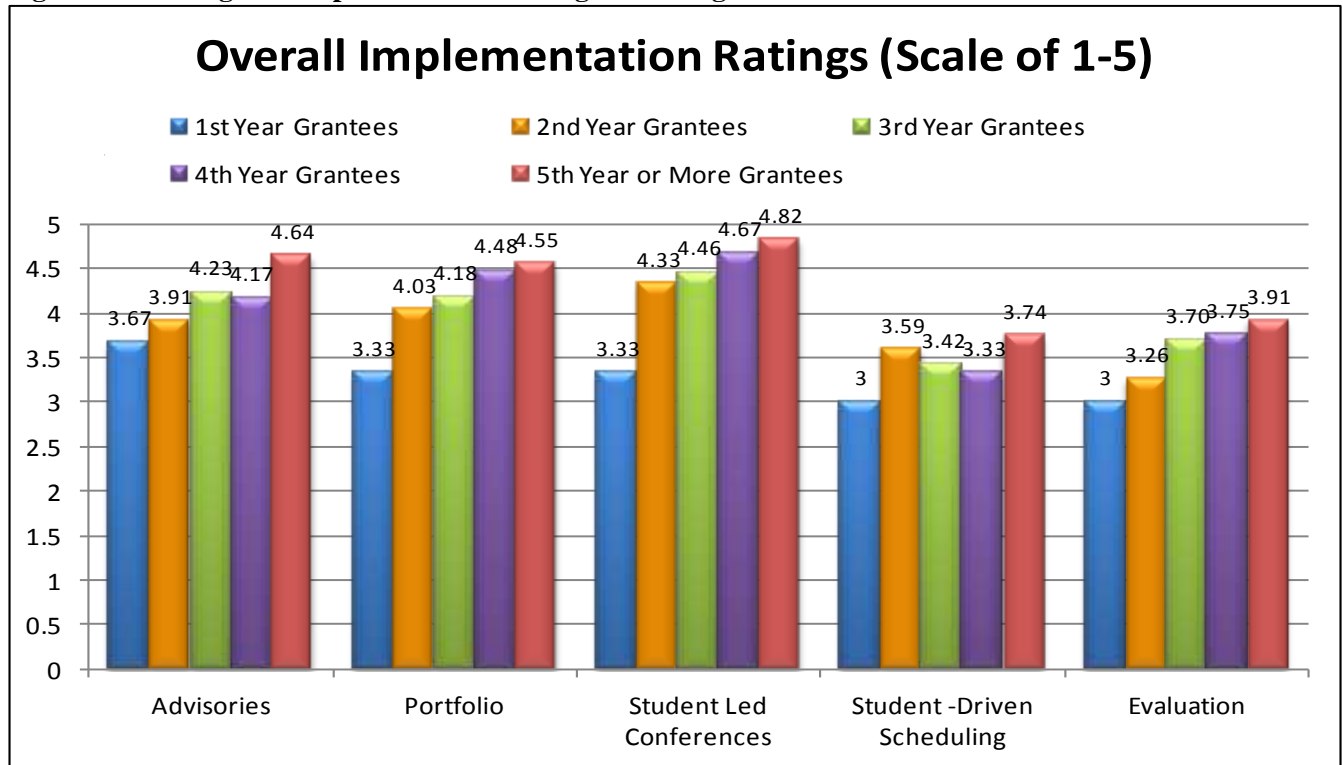
Navigation 101 (Nav 101) is a web-assisted life skills and planning program for all students in grades 6 through 12. Developed in Washington State, Nav 101 operates on the premise that all students need to develop specific knowledge and skills to optimize their education and career development. Over half of the middle and high schools in Washington voluntarily participate in Nav 101. Each student in a Nav 101 school is assigned an advisor who follows the student while the student is enrolled in that school. Each advisor serves as an advocate for no more than 25 students and meets with each student on a regular basis. Nav 101 schools provide tools and resources that help students with course planning, career exploration, and postsecondary plans. All materials align with Common Core State Standards, American School Counselor Association (ASCA) National Standards for Students, and Washington State’s Essential Academic Learning Requirements (EALRs). The curriculum also aligns with Washington’s High School & Beyond Plan graduation requirement. The program includes five major components: curriculum-delivered advisories, student planning portfolios, student-led conferences, student-centered scheduling,

and program evaluation. Nav101 has been designed and is largely implemented as part of a comprehensive guidance and counseling program. The percentage of college-direct students in the Navigation 101 schools and Washington State increased from 2004 to 2010 by 1.6 and 2.8 percentage points, respectively. An increase in college perceptions is shown below for Navigation 101 schools, which is a key indicator of program success.

Figure 1.4: Change in College Perceptions in Navigation 101 Schools



The trend remains: the number of years in Navigation 101 plays a role in implementation rates, with first year schools reporting the lowest implementation ratings across the elements, and schools having the program five or more years reporting the highest implementation ratings.

Figure 1.5: Changes in Implementation Ratings for Navigation 101 Schools**Promising practices identified:**

- Program has made an impact to create a college-going culture;
- Student awareness and expectations about college have increased; and
- Parent participation due to Student-led Conferences.

Best practices have been identified for each of the Navigation 101 program elements:

- Curriculum-delivered Advisories: Increase in alignment with other academic programs such as AVID, professional development opportunities, and increase in career and college conversations.
- Portfolios: Increase of e-portfolios and digital storytelling along with effortless connection to High School and Beyond Plan/Culminating Project.
- Student-led Conferences: Increased parent involvement and goals of 100 percent participation.
- Student-informed Scheduling: Increase in middle school algebra and increase in gateway class enrollment such as high school chemistry and physics.
- Evaluation: Positive school climate as a result of program and positive perception data from parents, students, and teachers about student-led conferences.
- Program Management: Increased support for school improvement efforts, distributive leadership, and strengthened community partnerships.
- Comprehensive Guidance and Counseling Program: Increased engagement with program correlated increase in college-direct rates and increased connection with career centers.

X.E. Skills Centers

Skills centers are an integral part of the K-12 system; each operates as an extension to the high schools within a local region. The primary purpose of Skills Centers is to give students industry-based academic and work skills to successfully enter the job market or advanced education and training. Skills centers

provide cost-effective, quality job training in areas that are too expensive to offer at every high school (e.g., Agriculture, Food, and Natural Resources; Government and Public Administration; Health Sciences; Hospitality and Tourism; and Transportation, Distribution, and Logistics). Instructors use competency-based, individualized instruction to help each student learn occupational, academic, and technical skills at a high level.

X.F. Connection with Early Learning

The transition from the first five years of life to the K-12 system is a major milestone each year for approximately 75,000 children in Washington. Ensuring that each child has access to high-quality early learning is a key component to success in Kindergarten and beyond. Since 2007, the state has taken numerous actions to improve early learning opportunities and the transition of children from early learning settings to our elementary schools, including:

- Establishing a cabinet-level Department of Early Learning (DEL), housed in the Governor’s office, to improve the access and quality of early learning opportunities in the state.
- Establishing the statewide Thrive by Five Washington (THRIVE) public/private partnership organization that focuses on early learning. It obtains contributions from Microsoft, Boeing, the Gates Foundation, other Washington companies, individuals, and foundations.
- Creating a formal partnership of the Office of Superintendent of Public Instruction, the Department of Early Learning, and Thrive by Five Washington to work collaboratively in improving the access and quality of early learning in our state.
- Initiating a program to provide full-day Kindergarten to all Kindergarten students in our public schools. In the first year of implementation, 10% of the state’s highest poverty schools were provided funding, and 21% of our highest poverty schools are currently funded. The target date to include all elementary schools is the 2017–18 school year. Participating schools are required by law to build connections and communicate with the early learning providers who served their children.
- Developing Early Learning and Development Benchmarks for birth through Kindergarten entry. Written in 2005, these are currently under revision and are scheduled to be finalized in spring 2012. During the revision process, benchmarks will be extended through Grade 3.
- Completing a Statewide Early Learning Plan (September 2010). The plan provides a roadmap to build an early learning system designed to ensure all children in our state have a solid foundation for success in school and in life. This plan was developed and approved by the OSPI/Department of Early Learning (DEL)/Thrive by Five Partnership and was prepared in collaboration with the Department of Health, the Department of Social and Health Services, school districts, and others. Each year, OSPI, DEL, and Thrive identify and commit to coordinated implementation of key priorities defined within the Plan. The partners meet monthly to coordinate efforts; they also issue quarterly progress reports to the public.
- Piloting and implementing a Kindergarten assessment (known as WaKIDS) that includes an observational assessment measuring the developmental level of children in multiple domains (e.g., social emotional, cognitive, physical). WaKIDS also requires that connections be established with early learning providers and that teachers meet with families to discuss the developmental status of their child. The development and implementation of the assessment is a collaborative process with OSPI, the Department of Early Learning, Thrive by Five Washington, the Gates Foundation, and the University of Washington. The assessment was administered to more than 14,000 students in the 2011–12 school year and is scheduled to be administered statewide in the 2014–15 school year.
- Obtaining funding from the Gates Foundation for OSPI, school districts, Educational Service Districts, and early learning providers to develop a Pre-K through Grade Three Action Plan that will identify additional steps that can be taken to build connections between early learning providers and elementary schools and to strengthen early learning programs in our public schools.

Key within this plan will be linking P-3 early learning efforts across the state with regional structures provided through the ESDs that will support statewide implementation of the CCSS. The plan will be completed in December 2012.

- Obtaining \$60 million from the federal Race to the Top - Early Learning Challenge grant to (a) improve our state's Quality Improvement Rating System for early learning providers, (b) administer the WaKIDS assessment statewide, and (c) take other actions to improve early learning opportunities and the transition of children from their early learning experiences into our schools.

XI. Student Support Systems - Dropout Prevention and Student Support System

Washington State graduation rates have been trending upward over the past 10 years, reaching 76.5 percent for on-time graduation and 82.6 percent for extended graduation for the 2009–10 graduating class. However, close examination of these rates surfaces disturbing statistics for the state's most vulnerable youth. Both the societal costs associated with high school dropout and the savings from preventing students from dropping out illustrate the clear need for a coordinated and targeted prevention, intervention, and reengagement system that keeps students engaged in school and on track to graduate from high school.

The Washington State Legislature enacted several policies related to dropout prevention, intervention, and reengagement over the past five years. Together, these policies have culminated in an articulated system of statewide efforts (e.g., Building Bridges) and local grants. In 2011, the legislature continued funding for the Building Bridges program and passed legislation directed at 16-21 year olds who have either dropped out or have little hope of graduation (ESSHB 1418 - Student Re Engagement). It also passed the Pay for Actual Student Success (also known as HB 1599 or the PASS Act); this act focuses on leveraging promising practices developed under previously funded efforts.

Additional efforts include: (a) developing regional district and school data teams; (b) creating a Data Toolkit containing protocols, templates, and informational resources; and (c) training and certifying regional data coaches. These efforts are essential to implementing our Dropout Early Warning Intervention System (DEWIS) to identify students at risk of dropping out and to provide them with appropriate interventions.

The Graduation: A Team Effort (GATE) initiative is a collaborative effort involving state, regional, and local entities. The initiative focuses on supporting each child through graduation by effectively using data, sound policy, partnerships, and best practice programming. The group provides oversight on direct service programming and recommends legislative policy actions; its work is anchored in the following key principles: use of quality school and community data to inform decision-making; integration with district and school-wide reforms (e.g., student support systems, district and school improvement planning); and integrated school, family, community, and agency partnerships.

XII. Coordination across State Agencies

In recognition that college- and career-readiness starts long before high school, the state created the Education Research & Data Center (ERDC) in the Office of Financial Management (OFM). In collaboration with statutory partner agencies, representing education and employment and the Legislative Evaluation and Accountability Program (LEAP) committee, ERDC analyzes early learning, K-12, and higher education programs and education issues across the P-20 system.

In order to facilitate these analyses, the ERDC has undertaken the following initiatives:

- Memorandum of Understanding (MOU) among data partners: MOUs memorialize the commitment to sharing data to the maximum extent allowed by law.
- Five exploratory studies using social service data: These studies are conducted in collaboration with Washington State’s Department of Social and Health Services; results will inform construction of the data warehouse.
- P-20 reports: Reports for high schools and districts are available online at <http://erdcdata.wa.gov>.
- Implementation study for data warehouse: These will include extensive “data cubes” and “data marts” to support outside researchers, on-going projects, and completion of data dashboards. Contract negotiations are underway with a potential warehouse builder. Related documents are available at <http://www.ercd.wa.gov/arraslds20009/>.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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N/A

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

I. Overview

This proposal seeks to build upon the existing state accountability system to (a) create a seamless methodology for recognition and accountability, and (b) establish a continuum of supports and services that effectively integrate state and federal resources based on a common framework. An updated system is essential to the state’s success in fully and effectively meeting its new achievement goal for the state and each district and school: cut proficiency gaps for the all students group and each subgroup in half by 2017.

Policies and programs established over the last three years by the Washington State Legislature, State Board of Education (SBE), and Office of Superintendent of Public Instruction (OSPI) set the stage for this effort. For example, 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 index and system by the 2013–14 school year. Additional legislation requires the SBE create and implement a new Washington Achievement Index to rate schools and recognize improving schools. Finally, OSPI’s division of School Improvement (SI) developed the *Washington Performance Management Framework* to identify schools for additional support and incentives and the *Washington Improvement and Implementation Network* to deliver research-based professional development to schools and districts based on the framework.

Together, these policies and practices lay the foundation for an effective system of differentiated recognition, accountability, and support: (a) required interventions in chronically low-performing schools/districts, and (b) systems to segment districts/schools based on performance and deliver supports.

However, the state has yet to develop a *single accountability system and set of metrics* that enable the state and districts to differentiate schools for recognition and accountability. Instead, Washington currently uses *three different methodologies* to identify schools for recognition and accountability:

1. The state’s current Accountability Workbook approved by the U.S. Department of Education (ED) is used to determine AYP and identify schools and districts for improvement;
2. The ED-approved methodology for awarding federal School Improvement Grants is used to identify the state’s persistently lowest achieving schools (PLAs); and
3. The Washington Achievement Index rates school performance and is used to identify schools for recognition.

While each calculation is anchored in state-assessment data, the methodologies are distinct. Moreover, a school identified as “persistently lowest achieving” using one set of calculations may also be labeled as “exemplary” using another set of calculations.

Washington is committed to using a collaborative and iterative process to (a) update its current accountability metrics to meet federal requirements and state legislative mandates and (b) create a rigorous, unified accountability system. The following sections are used to describe the state’s purpose in transitioning to a new accountability system, expected outcomes, and the process to do so. An explanation of the current system is also included.

- II. Challenges with the Current AYP System
- III. Key Legislation Impacting the State’s Accountability System
- IV. Transitioning to a New Accountability System
- V. Description of the Current Washington Achievement Index

The Joint Select Committee on Education Accountability was created in statute in E2SSB 6696, enacted by the Washington State Legislature in 2010. All of the committee members have not yet been named, and as indicated below, the committee cannot convene earlier than May 1, 2012. The following is taken from E2SSB 6696:

A joint select committee on education accountability is established beginning no earlier than May 1, 2012, with the following members:

- (i) The president of the senate shall appoint two members from each of the two largest caucuses of the senate.
- (ii) The speaker of the house of representatives shall appoint two members from each of the two largest caucuses of the house of representatives.

The committee shall: (a) identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district; (b) identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system; (c) examine models and experiences in other states; (d) identify the circumstances under which significant state action may be required; and (e) analyze the financial, legal, and practical considerations that would accompany significant state action.

The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.

The State Board of Education (SBE) and OSPI crafted a joint letter to reach out to the committee, offer support, and ask to partner with them to ensure our efforts at building an accountability system are aligned. See Attachment 22.

II. Challenges with the Current AYP System

Washington needs a stronger and integrated system to provide differentiated levels of support and accountability to schools and districts for multiple reasons:

- As mentioned above, Washington State currently utilizes three different systems to identify schools for recognition and accountability.
- As illustrated in Table 2.1 below, the rising achievement targets (Uniform Bars) have resulted in the identification of almost 2/3 of Washington’s schools as “failing” based on 2011 state

assessments. The number of schools described as “failing” is so great that little attention is paid to the school’s status at the local level, and the state is limited in its ability to provide meaningful, differentiated support to the 2/3 of its schools identified as “failing.”

- The identification process also fails to distinguish between generally high-performing schools that fail to make AYP in one cell and overall lower performing schools with significant achievement gaps. Yet, both are identified as “failing” in the current system. Moreover, while the former are in need of some improvement, the latter require significant change in order to substantially raise student achievement.

Table 2.1: Number and Percents of Washington State Schools Making/Not Making AYP, 2006-2011

Year	# Making AYP	# Not Making AYP	% Not Making AYP
2006	1735	338	16.3%
2007	1384	742	34.9%
2008	855	1268	59.7%
2009	894	1235	58%
2010	977	1147	54%
2011	763	1388	64.5%

Note: The significant jumps in the percent of schools not making Adequate Yearly Progress from 2006 to 2007 and from 2007 to 2008 correspond to changes in the State Uniform Bars for reading and for mathematics.

III. Key Legislation Impacting the State’s Accountability System

Recent assignments by the Washington State Legislature for the State Board of Education (SBE) and OSPI come with specific timelines that significantly impact the proposals and timelines described in this application. The legislature recently enacted two critical education reform bills ([House Bill 2261](#) in 2009 and [Engrossed Second Substitute Senate Bill 6696](#) [E2SSB 6696] in 2010) that establish a state accountability system. These legislative actions set the stage for Washington State’s *ESEA Flexibility Request*.

Enacted in 2009, House Bill 2261 directed the SBE to develop an accountability framework that “creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.” The SBE was directed to develop an achievement index (named the *Washington Achievement Index*) to identify schools and districts for recognition and for additional state support; identification is to be based on criteria that are fair, consistent, and transparent and that use multiple outcomes and indicators. Specifically, the Washington Achievement Index is to be easily understood by school staff, parents, and community members and used by schools and districts to self-assess their performance and identify both high-performing schools and schools that need assistance to improve performance.

E2SSB 6696, enacted in 2010, provided additional detail regarding development of the accountability framework, and assigned SBE responsibility and oversight for creating the framework. The legislation also assigned OSPI responsibility for developing and implementing accountability tools. E2SSB 6696 laid the groundwork for SBE and OSPI, in partnership, to identify and designate chronically low-performing schools and require them to implement one of four federal intervention models described in federal School Improvement Grant (SIG) guidance to improve their performance. These districts are designated as Required Action Districts. (Additional detail about Required Action Districts is included in Phase II below.) E2SSB 6696 established two phases of development to ensure the state implements a meaningful and credible accountability system:

- Phase I:
 - Recognize schools for exemplary achievement and closing achievement gaps using the Washington Achievement Index; and
 - Target the bottom 5% of persistently-lowest achieving schools as defined under federal School Improvement Grant (SIG) guidelines by providing federal funds and federal intervention models through a voluntary option in 2010, and for those who do not volunteer and have not improved student achievement, a required action process beginning in 2011. The work in Phase I has been accomplished and is discussed in Sections 2.C and 2.D below.
- Phase II:
 - Use the Washington Achievement Index to identify schools in need of improvement;
 - Develop state and local intervention models through a required action process in addition to the federal system; and
 - Seek federal approval for the Washington Achievement Index for this purpose (and if federal approval is not given, continue to use the federally approved calculation for persistently lowest achieving schools).

The legislation created a category of persistently lowest achieving schools in districts called Required Action Districts (RADs). These districts are jointly designated and approved by OSPI and SBE on an annual basis. Using the list of Persistently Lowest Achieving Schools identified in December 2010, OSPI identified schools that did not voluntarily apply for SIG the prior year. OSPI then determined which of these schools had a negative student achievement trend relative to the state trend. OSPI recommended these schools and their districts to SBE for designation as Required Action Districts. SBE then designated these schools/districts as RADs, triggering a series of required steps.

1. Required Action Districts must notify parents of students who attend the school that the school has been identified for required action.
2. OSPI contracts with an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school within the district to identify potential reasons for the low performance. Audits must be made available to the public, and must include, at a minimum, an analysis of the following:
 - a. Student demographics
 - b. Mobility patterns
 - c. School feeder patterns
 - d. Performance of subgroups on assessments
 - e. School leadership
 - f. Allocation of resources
 - g. Focus on student learning
 - h. Standards and expectations for all students
 - i. Collaboration and communication
 - j. Alignment of curriculum, instruction, and assessment to state standards
 - k. Frequency of monitoring of teaching and learning
 - l. Professional development
 - m. Learning environment
 - n. Family and community involvement
 - o. Unique circumstances or characteristics of the school
3. Required Action Districts must then collaborate with administrators, teachers, other staff, parents, students, and unions to write a required action plan. The plan must include:
 - a. An application for a SIG that includes a plan to implement of one of the four federal intervention models;
 - b. A budget that provides adequate resources to implement the plan;
 - c. A description of the changes in the district's and school's policies, structures, agreements,

- processes, and practices that are necessary to attain significant achievement gains for all students;
- d. A plan to adequately remedy all the findings in the academic performance audit; and
 - e. Identification of the measures the district will use to assess student achievement in at least reading and mathematics.
4. Required Action Districts must reopen collective bargaining agreements to make changes to the terms and conditions of employment necessary to implement the plan.

If a district does not receive SBE approval for a required action plan, SBE may direct OSPI to redirect that district's Title I funds based on the academic performance audit findings.

OSPI provides Required Action Districts with technical assistance and federal School Improvement Grants or other federal funds for school improvement, if available, to implement an approved plan. The RAD is required to report progress to OSPI; OSPI reports progress by RADs to SBE twice per year.

OSPI will recommend that SBE release the district from RAD status after it (a) has implemented the required action plan for three years, (b) has made progress in reading and mathematics over the past three years, and (c) no longer has a school identified as persistently lowest achieving. If SBE determines that the RAD has not met the requirements for release, the district remains in Required Action and must submit a new or revised required action plan.

E2SSB 6696 acknowledges that accountability for outcomes is shared among all levels of decision makers. Moreover, Required Action Districts may be extremely difficult to improve and may continue to demonstrate low performance. To address this concern, the legislation includes a provision to create the Joint Select Committee on Education Accountability, a committee comprised of legislators, to be convened in May 2012. This committee is charged with identifying and analyzing a complete system of education accountability, particularly in the case of persistent lack of improvement by a Required Action District. The committee will examine models and experiences in other states; identify the circumstances under which state action would be required; and analyze financial, legal, and practical considerations that would accompany such state action. The following timeline is legislatively mandated and outlines specific dates that impact our transition to a new accountability system:

- No earlier than May 1, 2012: Joint Select Committee on Educational Accountability convenes.
- September 1, 2012: Joint Select Committee on Educational Accountability issues Interim Report.
- In 2012–13, informed by the Joint Select Committee Interim Report, OSPI and SBE will finalize revisions to the Washington Achievement Index (see Table 2.2 and Table 2.3).
- September 2013: The Joint Select Committee on Educational Accountability issues Final Report.

IV. Transitioning to a New Accountability System

OSPI and the SBE, in conjunction with the Joint Select Committee on Education Accountability, will assume responsibility for planning and implementing the process that will be utilized to engage stakeholders in determining the new accountability system for Washington State. As indicated in the Overview, Washington is committed to use a collaborative and iterative process to (a) update its current accountability metrics to meet federal requirements and state legislative mandates and (b) create a rigorous, unified accountability system.

IV.A. Attributes of the New Accountability System

The new system will include an updated accountability index that is sufficiently robust to identify (a) high-progress and highest performing schools for reward and recognition, (b) chronically lowest performing schools for turnaround, (c) schools with greatest gaps in the performance of their subgroups

for intensive intervention, and (d) schools with consistent low performance in both their all students group and all subgroups that may be provided additional assistance.

At a minimum, the updated index will incorporate (a) performance on state assessments in reading, mathematics, science, and writing over a number of years; (b) graduation rates over a number of years for secondary schools that graduate students; and (c) student growth over a number of years on the state assessments in reading and mathematics. Further, results for (a) and (b) will be disaggregated by subgroup to ensure that the index measures and reflects achievement gaps.

The updated index will also use an “N” sufficiently small to discern gaps in proficiency among subgroups. OSPI has chosen to use a minimum N size of 20 for including subgroups in calculations, since the smaller N will enable the state, districts, and schools to discern proficiency gaps among very small subgroups. Washington State’s current ED-approved Accountability Workbook uses an N size of 30. The reduction from 30 to 20 for the minimum subgroup size would have led to the inclusion of an additional 29 schools in the state’s 2010–11 AYP calculations. Furthermore, an additional 101 schools would have been identified as in a step of improvement because they did not meet AYP in one or more cells.

Additionally, the index will reflect the state’s newly identified annual measurable objectives (AMOs) in order to ensure proficiency gaps for the all students group and all subgroups are reduced by half by 2017 (see Section 2.B below). The system will also describe ways that the state will differentiate rewards, supports, and interventions based on the updated index. Finally, the new accountability index will adhere to guiding principles described in Section IV.C.

Participation Rates

With respect to participation rates, Washington will continue maintain the 95% participation threshold as prescribed in current law. In the grade levels assessed, all students enrolled in Washington State are required to participate in the state assessment program and are included in the State accountability system. Consistent with the current ED-approved Accountability Workbook methodology, Limited English Proficient (LEP) students who first enrolled in a U.S. school where English is the primary language of instruction in the current school year will not be included in Annual Measurable Objective (AMO) determinations. Per federal regulations, students who miss the entire testing period due to a significant medical emergency are not required to be assessed and are not counted in participation rate calculations. Test booklets are required for all students enrolled on April 1 and students who arrive after that date through the testing period. The percentage of students considered proficient is based on all students who are required to take the assessment. Information on the test administration procedures and additional information on the assessment system is found at <http://www.k12.wa.us/assessment/TestAdministration/>. Washington State’s procedure for calculating the participation rate for each group and subgroup is as follows:

$$\frac{\text{Total assessed}}{\text{Total enrollment}}$$

Washington State public schools and LEAs are held accountable for reaching the 95% participation goal, as required in NCLB Section 1111(b)(2)(I)(ii). If the average participation rate is at least 95% over a 2-3 year period, the goal is considered to have been met. All rates will be rounded to the nearest whole number using normal rounding rules.

Note. OSPI applied the 95% participation rate threshold over three years (2009, 2010, and 2011) when identifying Cohort I of Reward, Priority, Focus, and Emerging Schools. Schools which did not meet or exceed the 95% participation rate did not make their annual targets, and therefore, did not make Adequate Yearly Progress (AYP). The 95% participation rate will also be incorporated into the new Accountability System that will be finalized by the Joint Select Committee on Educational Accountability (see E2SSB

6696). The new accountability system will be piloted in 2012–13 and fully implemented in 2013–14.

Graduation Rates

Washington State uses the approved definition for Adequate Yearly Progress for graduation rates from the state’s Accountability Workbook (August 2011): The percentage of students who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic content standards) in the standard number of years. The period of time required for students with disabilities to graduate is specified in each Individualized Education Program (IEP). Students with disabilities who earn a diploma by completing the requirements of an IEP in the required period of time have been counted as on-time graduates. The period of time required for Limited English Proficient (LEP) and migrant students to graduate has been determined on an individual basis when they enter the district and may be longer than the standard number of years. The period of time required to graduate for a migrant student who is not LEP and does not have an IEP can be one year beyond the standard number of years. LEP and migrant students who earn a diploma in the required period of time are counted as on-time graduates.

The graduation rate is calculated as follows:

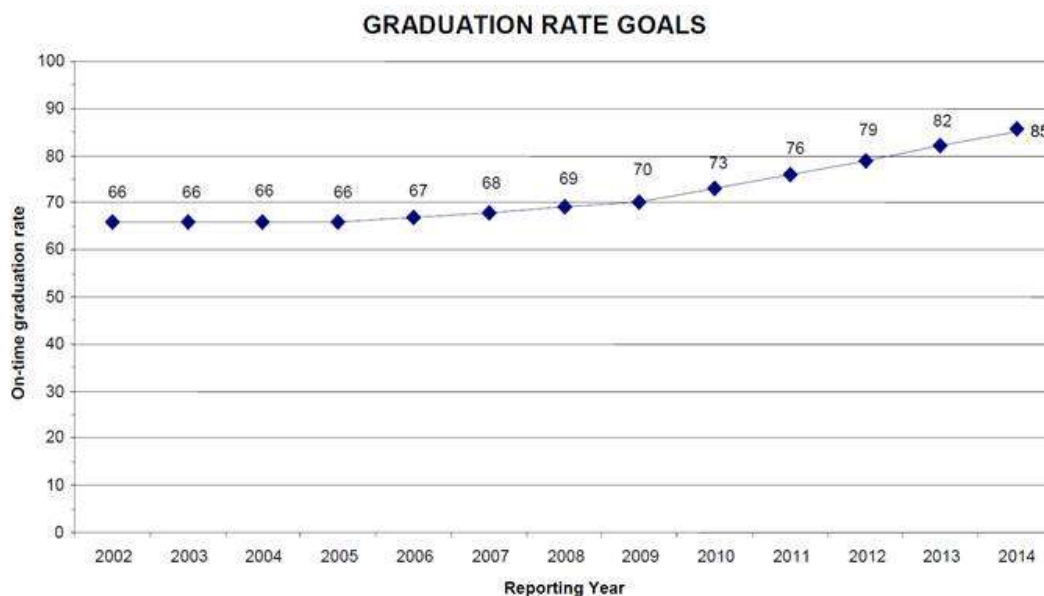
On-Time Graduation Rate = $100 * (1 - \text{grade 9 dropout rate}) * (1 - \text{grade 10 dropout rate}) * (1 - \text{grade 11 dropout rate}) * (1 - \text{grade 12 dropout rate} - \text{grade 12 continuing rate})$

Dropout Rate =
$$\frac{\text{number of students with a dropout, unknown, GED completer code}}{\text{total number of students served (less transfers out and juvenile detention)}}$$

(See <http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/03-04/Graduationanddropoutstatistics2003-04Final.pdf>, chapter 1, for information about adjustments made to the data prior to calculating the rates and the rationale for using these formulas.)

Beginning with calculations that will be completed in August 2012, Washington’s 4-year and 5-year graduation rates will be based on the federal adjusted cohort methodology. Both the on-time (4-year) and extended (5-year) graduation rates will be calculated and reported for all student subgroups. All rates will be rounded to the nearest whole number using normal rounding rules.

Washington will examine the 5-year graduation rates of the all students group and all subgroups in each Title I-funded and Title I-eligible secondary school that graduates students and will include them in the rank-ordered list for Priority, Focus, and/or Emerging Schools. All schools with subgroup graduation rates of <60% will be included. The Joint Select Committee on Educational Accountability will adhere to the U.S. Department of Education’s document, “Demonstrating that an SEA’s Lists of Reward, Priority, and Focus Schools Meet ESEA Flexibility Definitions,” when developing the state’s new Accountability System.

Figure 2.1. Graduation Rate Goals from Washington State Accountability Workbook*

***Note. Based on approval of Washington State’s ESEA Flexibility Request, new annual measurable goals will be established for 2012 and beyond.**

IV.B. Timeline and Methodology to Identify Reward, Priority, and Focus Schools

The State will identify Reward, Priority, and Focus Schools based on the methodology described in Table 2.2, Table 2.3, and Sections 2.D.i and 2.E.i. As described in Table 2.2, current metrics will only be used in spring/summer, 2012; the new accountability index will be used in subsequent years. Use of current metrics for this year only will give districts and their schools the opportunity to plan and set aside sufficient support to ensure their Priority and Focus Schools implement the interventions beginning with the 2012–13 school year. The timeline also enables OSPI, SBE, and the Joint Committee to collaborate with stakeholders to create the new accountability index that will be piloted in fall/winter 2012. Implementation of the proposed timeline will require flexibility on the part of the Joint Select Committee on Education Accountability regarding the timeline described in Section III: Key Legislation and determination of a final Washington Achievement Index by spring 2013, both critical to the State’s ability to meet *ESEA Flexibility Request* timelines.

The tables below (Table 2.2 and Table 2.3) describe the timeline for transitioning to a new differentiated recognition, accountability, and support system. Table 2.2 offers a brief overview of the timeline, and Table 2.3 provides supporting detail. See Sections 2.D and 2.E for complete explanations.

Table 2.2: Summary of Proposed Timeline to Transition from Current Accountability System to New Accountability System

	Cohort I – Identify Spring 2012	Cohort II – Identify Fall/Winter 2012	Cohort III – Identify Fall/Winter 2013
Reward Schools <i>See Section 2.C in ESEA Request</i>	<ul style="list-style-type: none"> Use three years of AYP determinations and improvement trends for Title I schools; this includes Washington State’s Title I Distinguished Schools and Academic Achievement Award Schools – each of which met AYP in Reading and Math for the all students group and/or all subgroups. 	<ul style="list-style-type: none"> Pilot “Draft Accountability Index” and use new AMOs to identify Cohort II of Reward Schools 	<ul style="list-style-type: none"> Use “Updated Accountability Index” and new AMOs to identify Cohort III of Reward Schools
Priority Schools <i>See Section 2.D in ESEA Request</i>	<ul style="list-style-type: none"> Use ED-approved calculation for PLAs; apply to All Students group Implement “turnaround principles” in 2012-13 N=46 or more lowest performing Title I-participating schools and Title I-eligible secondary schools that graduate students; includes 27 SIG schools and 19 newly identified schools 	<ul style="list-style-type: none"> Pilot “Draft Accountability Index” Use new AMOs and apply to All Students group Determine “Newly Identified Priority Schools” Implement “turnaround principles” in 2013-14 <p><i>Note: Total for Cohorts I & II is at least 46.</i></p>	<ul style="list-style-type: none"> Use “Updated Accountability Index” and AMOs; apply to All Students group Determine “Newly Identified Priority Schools” Implement “turnaround principles” in 2014-15 <p><i>Note: Total for Cohorts I, II, & III is at least 46.</i></p>
Focus Schools <i>See Section 2.E in ESEA Request</i>	<ul style="list-style-type: none"> Use ED-approved calculation for PLAs; apply to All Subgroups Implement interventions in 2012-13 N=92 Title I schools with lowest performing subgroups 	<ul style="list-style-type: none"> Pilot “Draft Accountability Index” Use new AMOs and apply to All Subgroups Determine “Newly Identified Focus Schools” Implement interventions in 2013-14 <p><i>Note: Total for Cohorts I & II is at least 92.</i></p>	<ul style="list-style-type: none"> Use “Updated Accountability Index” and AMOs; apply to All Subgroups Determine “Newly Identified Focus Schools” Implement interventions in 2014-15 <p><i>Note: Total for Cohorts I, II, & III is at least 92.</i></p>
Joint Select Committee on Educational Accountability, OSPI, SBE	<ul style="list-style-type: none"> May 2012: Joint Select Committee convenes May-Sept 2012: Joint Select Committee, OSPI, SBE engage stakeholders to 	<ul style="list-style-type: none"> Fall/winter 2012: Pilot “Draft Accountability Index” to determine Reward, Priority, and Focus Schools 	<ul style="list-style-type: none"> Sept 2013: Final Report due Fall/winter 2013: Use “Updated Accountability Index” to determine Reward, Priority, and

	develop “Draft Accountability Index” <ul style="list-style-type: none"> • Sept 2012: Interim Report due 	<ul style="list-style-type: none"> • Jan-Aug 2013: Monitor and adjust as needed to create “Updated Accountability Index” • Sept 2013: Final Report due 	Focus Schools <ul style="list-style-type: none"> • Jan 2014: Legislature approves Washington State Accountability Index and System
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*Schools exit Priority or Focus status when they meet specific criteria outlined in Section 2.D.v and 2.E.iv of Washington State’s *ESEA Flexibility Request*

Table 2.3: Proposed Timeline to Transition from Current Accountability System to New Accountability System

Year	Process for Identifying Cohorts of Reward, Priority, and Focus Schools	Process for Implementing New Differentiated Accountability System
<p>2011–12</p>	<p style="text-align: center;">Cohort I - Reward Schools</p> <p style="text-align: center;">Identify spring/summer 2012; use data from 2009 through 2011.</p> <ul style="list-style-type: none"> • Highest Performing: <ol style="list-style-type: none"> 1. Identify all Title I schools that met AYP in the all students group and all subgroups for 3 years. Add to this list all schools identified as Washington State’s Title I Distinguished Schools and Academic Achievement Award Schools – each of which met AYP in Reading and Mathematics for the all students group. Total number of schools for Cohort I is less than or equal to 5% of the State’s Title I schools. <p style="margin-left: 20px;"><i>Note.</i> AYP was calculated using a minimum N of 30 for subgroups, based on the ED-approved Accountability Workbook.</p> • High-Progress: Identify up to 92 Title I schools (10% of the State’s Title I schools in 2010–11) making the most progress in improving the performance of the all students group over three years with respect to (1) Reading and Mathematics achievement (combined) or (2) graduation rates for secondary schools that graduate students. For Reading and Mathematics achievement, the State will apply the ED-approved “PLA methodology” for federal SIGS to all Title I schools to determine the “achievement” component and the average in improvement trends over three years in Reading and Mathematics (combined) to determine the “improvement” component. For graduation rates, the State will apply the ED-approved “PLA methodology” to secondary schools that graduate students to determine the “achievement” component and the average in improvement trends over three years for graduation rates to determine the “improvement” components. A score using both the achievement and improvement components will be calculated for each school (See Section 2.C). A list ranking Title I schools based this calculation will be generated and the top schools identified. A school will not be classified as a high-progress school if it has significant achievement gaps across subgroups that are not closing, that is, the school cannot be on the lists of Priority Schools, Focus Schools, or Emerging Schools (Section 2.D, 2.E, 2.F). 	<ul style="list-style-type: none"> • Spring 2012: Initiate process to develop the new differentiated accountability system; the goal is to pilot the new system in fall 2012 in order to identify Cohort II of Reward, Priority, and Focus Schools, and other Emerging schools (see Section 2.F). • May 2012: SBE and OSPI collaborate with the Joint Select Committee on Education Accountability to ensure the work is aligned and to develop a process to establish differentiated accountability system. <i>Note.</i> Based on state legislation, the Committee cannot convene before May 1, 2012. • June – August 2012: OSPI and SBE, in collaboration with the Joint Committee, convene stakeholder workgroups to seek input on how to best update the Washington Achievement Index and move toward a differentiated accountability system. Workgroups will intentionally include stakeholders representing the diversity of perspectives across Washington State.
	<p style="text-align: center;">Cohort I – Priority and Focus Schools</p> <p style="text-align: center;">Identify spring/summer 2012; use state assessment data and graduation rates from 2009 through 2011; implement interventions in 2012–13.</p> <ul style="list-style-type: none"> • Priority Schools: The list will include the 27 schools receiving federal <i>School Improvement Grants</i> (SIGs); 17 are projected to receive SIG funding for 2010-13 and 10 are projected to receive SIG funding for 2011-14. To identify a total of at least 46 low-performing schools (5% of the State’s Title I schools), the State will apply the 	

	<p>USED-approved “PLA methodology” for federal SIGs to all Title I-participating schools and Title I-eligible secondary schools that graduate students. The State will create a list that rank orders the performance of the all students group for these schools. Beginning with the bottom of the list, the State will identify 19 or more of the lowest performing schools as “Non-SIG Priority Schools.” The total number of “SIG Priority Schools” and “Non-SIG Priority Schools” equals or is greater than 46. <i>Note.</i> The 27 SIG schools are designated as “SIG Priority Schools” and the remaining Priority Schools are designated as “Non-SIG Priority Schools.” This enables the State to clarify sources of funding districts are expected to use to support improvement efforts in their Priority Schools. <i>Note.</i> If two or more schools have the same ranking, the state will use the average annual improvement over three years to differentiate among these schools.</p> <ul style="list-style-type: none"> • Focus Schools: Identify at least 92 low-performing Title I schools (10% of the State’s Title I schools) using the State’s approved “PLA methodology” for federal <i>School Improvement Grants</i>. The methodology will be applied to all subgroups in Title I schools across the state. The State will create a list that rank orders the performance of all subgroups. Beginning with the bottom of the list, the State will identify 92 or more of the lowest performing schools based on subgroup performance as Focus Schools. <i>Note.</i> If two or more schools have the same ranking, the state will use the average annual improvement over three years to differentiate among these schools. <p><i>Note.</i> OSPI will also identify schools with low achievement in their all students group and subgroups for additional assistance. See Section 2.F.</p>	
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<p>2012–13</p>	<p style="text-align: center;">Cohort II – Reward Schools</p> <p style="text-align: center;">Identify fall/winter 2012–13; use data from 2010 through 2012.</p> <ul style="list-style-type: none"> • Highest Performing: Identify all Title I schools that met AYP in the all students group and all subgroups for 3 years. Add to this list all schools identified as Washington State’s Title I Distinguished Schools and Academic Achievement Award Schools – each of which met AYP in Reading and Mathematics for the all students group. Total number of schools for Cohort I is less than or equal to 5% of the State’s Title I schools. • High-Progress: Identify up to 10% of the State’s Title I schools making the most progress in improving the performance of the all students group using the new AMOs and proposed accountability index. At the high school level, identify Title I schools making the most progress in increasing graduation rates over three-year period. A school will not be classified as a high-progress school if it has significant achievement gaps across subgroups that are not closing, that is, the school cannot be on the lists of Focus Schools or Emerging Schools (Section 2.D, 2.E, 2.F). 	<ul style="list-style-type: none"> • August – September 2012: OSPI calculates AYP based on the new AMOs. (See Section 2.B) • September 2012: Joint Committee issues interim report regarding progress in developing differentiated accountability system. • September – November 2012: SBE and OSPI collaborate with the Joint Committee to develop the accountability system; the process continues to involve stakeholders representing the diversity of perspectives across the State. • Fall/winter 2012–13: OSPI and SBE pilot the proposed accountability system to identify Cohort II of Reward Schools, Priority Schools, Focus Schools, and other Emerging schools.
	<p style="text-align: center;">Cohort II – Newly-Identified Priority and Focus Schools</p> <p style="text-align: center;">Identify fall/winter 2012–13; use state assessment data and graduation rates from 2010 through 2012; implement interventions in 2013–14.</p> <ul style="list-style-type: none"> • Newly-Identified Priority Schools: The list of Priority Schools will include the 10 “SIG Priority Schools” projected to receive SIGs for 2013–14 and 19 “Non-SIG Priority Schools” in Cohort I. The State will use the new AMOs to identify at least 17 <i>additional</i> lowest performing Title I-participating schools and Title I-eligible secondary schools that graduate students. The methodology will be applied to the all students group in each of these schools. The State will create a list that rank orders the performance of these schools. Beginning with the bottom of the list, the State will identify at least 17 <i>additional</i> schools as “Newly-Identified Priority Schools.” The total number of Cohort I and Cohort II Priority Schools must equal or be greater than 46 (5% of the State’s Title I schools). <i>Note.</i> The 10 SIG schools will continue to be designated as “SIG Priority Schools” and the remaining Priority Schools will be designated as “Non-SIG Priority Schools.” This enables the State to clarify sources of funding districts will be expected to use to support improvement efforts in their Priority Schools. • Newly-Identified Focus Schools: Identify <i>additional</i> low-performing Title I schools using the new AMOs. The methodology will be applied to all subgroups in Title I schools across the State. The State will create a list that rank orders the performance of all subgroups. Beginning with the bottom of the list, the State will designate 	<ul style="list-style-type: none"> • January – June 2013: OSPI and SBE collaborate with the Joint Select Committee to determine changes to the proposed accountability system; the process continues to involve stakeholders representing the diversity of perspectives across the state. • May - July 2013: OSPI redesigns Washington Report Card to reflect the updated accountability index. • OSPI and SBE provide professional development to districts and schools regarding the new accountability system through webinars, conferences, and communication materials published on the website.

	<p>schools with subgroup performance <i>lower than the highest performing Cohort I Focus School</i> as a “Newly-Identified Focus School.” The total number of Cohort I and Cohort II Focus Schools must equal or be greater than 92 (10% of the State’s Title I schools).</p> <p><i>Note.</i> OSPI will also identify schools with low achievement in their all students group and subgroups for additional assistance (see Section 2.F). Identification and notification of Reward, Priority, and Focus Schools and other Emerging schools will occur on an annual basis.</p>	
<p>2013–14</p>	<p style="text-align: center;">Cohort III – Reward Schools</p> <p style="text-align: center;">Identify fall/winter 2013–14; use data from 2011 through 2013.</p> <ul style="list-style-type: none"> • Highest Performing: Identify all Title I schools that met AYP in the all students group and all subgroups for 3 years. Add to this list all schools identified as Washington State’s Title I Distinguished Schools and Academic Achievement Award Schools – each of which met AYP in Reading and Mathematics for the all students group. Total number of schools for Cohort I is less than or equal to 5% of the State’s Title I schools. • High-Progress: Identify up to 10% of the State’s Title I schools making the most progress in improving the performance of the all students group using the AMOs. At the high school level, identify Title I schools making the most progress in increasing graduation rates over three-year period. A school will not be classified as a high-progress school if it has significant achievement gaps across subgroups that are not closing, that is, the school cannot be on the lists of Priority Schools, Focus Schools, or Emerging Schools (Section 2.D, 2.E, 2.F). <hr/> <p style="text-align: center;">Cohort III – Newly-Identified Priority and Focus Schools</p> <p style="text-align: center;">Identify fall/winter 2013–14; use state assessment data and graduation rates from 2011 through 2013; implement interventions in 2014–15.</p> <ul style="list-style-type: none"> • Newly-Identified Priority Schools: Identify <i>additional</i> lowest performing Title I-participating schools and Title I-eligible secondary schools that graduate students using the AMOs. The methodology will be applied to the all students group in each of these schools. The State will create a list that rank orders the performance of these schools. Beginning with the bottom of the list, the State will designate schools as “Newly-Identified Priority Schools,” so that the total number of Cohort I, II, and III Priority Schools equals or is greater than 46 (5% of the State’s Title I schools). • Newly-Identified Focus Schools: Identify <i>additional</i> low-performing Title I schools using the AMOs. The methodology will be applied to all subgroups in Title I schools across the State. The State will create a list that rank orders the performance of all 	<ul style="list-style-type: none"> • August - September 201: OSPI calculates AYP based on the new AMOs and accountability index. • September 2013: Joint Committee issues final report regarding the differentiated accountability system. • September - October 2013: OSPI and SBE monitor implementation of accountability system and collaborate on adjustments as necessary. • Fall/winter 2013–14: Identify Reward Schools, Cohort III of Priority Schools, Focus Schools, and other Emerging schools using the accountability system. • January 2014: Washington State Legislature amends/approves the accountability system. • February – March 2014: OSPI and SBE notify districts of any changes to the accountability system.

	<p>subgroups. Beginning with the bottom of the list, the State will designate schools with subgroup performance <i>lower than the highest performing Cohort I or Cohort II Focus School</i> as a “Newly-Identified Focus School.” The total number of Cohort I, II, and III Focus Schools must equal or be greater than 92 (10% of the State’s Title I schools).</p> <p><i>Note.</i> OSPI will also identify schools with low achievement in their all students group and subgroups for additional assistance. See Section 2.F. Identification and notification of Reward, Priority, and Focus Schools and other Emerging schools will occur on an annual basis.</p>	
<p>2014–15</p>	<p style="text-align: center;">Cohort IV – Reward Schools</p> <p style="text-align: center;">Identify fall/winter 2014–15; use data from 2013 through 2014.</p> <ul style="list-style-type: none"> • Highest Performing: Identify all Title I schools that met AYP in the all students group and all subgroups for 3 years. Add to this list all schools identified as Washington State’s Title I Distinguished Schools and Academic Achievement Award Schools – each of which met AYP in Reading and Mathematics for the all students group. Total number of schools for Cohort I is less than or equal to 5% of the State’s Title I schools. • High-Progress: Identify up to 10% of the State’s Title I schools making the most progress in improving the performance of the all students group using the AMOs and accountability index. At the high school level, identify Title I schools making the most progress in increasing graduation rates over three-year period. A school will not be classified as a high-progress school if it has significant achievement gaps across subgroups that are not closing, that is, the school cannot be on the lists of Priority Schools, Focus Schools, or Emerging Schools (Section 2.D, 2.E, 2.F). 	<ul style="list-style-type: none"> • August - September 2014: OSPI calculates AYP based on the AMOs and accountability index. (See Section 2.B) • Fall/winter 2014–15: Identify Reward Schools, Cohort IV of Priority Schools, Focus Schools, and other Emerging schools using the accountability system.

	<p style="text-align: center;">Cohort IV – Newly-Identified Priority and Focus Schools</p> <p style="text-align: center;">Identify fall/winter 2014–15; use data from 2012 through 2014 state assessments; implement interventions in 2015–16.</p> <ul style="list-style-type: none"> • Newly-Identified Priority Schools: Identify <i>additional</i> lowest performing Title I-participating schools and Title I-eligible secondary schools that graduate students using the AMOs. The methodology will be applied to the all students group in each of these schools. The State will create a list that rank orders the performance of these schools. Beginning with the bottom of the list, the State will designate “Newly-Identified Priority Schools,” so that the total number of Cohort I-IV Priority Schools equals or is greater than 46 (5% of the State’s Title I schools). These “Newly Identified Priority Schools” will be designated as Cohort IV. <i>Note.</i> It is expected that a number of Cohort I schools will exit Priority status based on criteria described in Section 2.D.v. • Newly-Identified Focus Schools: Identify <i>additional</i> low-performing Title I schools using the AMOs. The methodology will be applied to all subgroups in Title I schools across the State. The State will create a list that rank orders the performance of all subgroups. Beginning with the bottom of the list, the State will designate schools with subgroup performance <i>lower than the highest performing Cohort II or III Focus School</i> as a “Newly-Identified Focus School.” The State will continue up the list until the total number of Focus Schools is equal or be greater than 92 (10% of the State’s Title I schools). The “Newly Identified Focus Schools” will be designated as Cohort IV. <i>Note.</i> It is expected that most, if not all, Cohort I and some Cohort II Focus Schools will exit Focus status based on criteria described in Section 2.E.iv. <p><i>Note.</i> OSPI will also identify schools with low achievement in their all students group and subgroups for additional assistance. See Section 2.F. Identification and notification of Reward, Priority, and Focus Schools and other Emerging schools will occur on an annual basis.</p>	
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IV.C. Guiding Principles for New Accountability System

The State’s new system for recognition, accountability, and support will be designed to improve student achievement and school performance, close achievement/opportunity gaps, and increase the quality of instruction for all students, including students with disabilities, English language learners, and students from historically underserved subgroups. The guiding principles described below will anchor development of the system. These principles also align with those advanced by the Chief Council of State School Officers in its “Roadmap for Next-Generation State Accountability Systems” (Working Draft, June 17, 2011). Both individually and collectively, these principles are integral to an effective accountability system.

- The accountability system should clearly articulate the State's expectations for school and district performance so that all stakeholders' actions and decisions are aligned and consistent towards ensuring all students are ready for college and careers.
- The accountability system should differentiate the performance of schools and districts in valid, reliable, and meaningful ways so that schools and districts in need of improvement receive appropriate support and interventions and build capacity to meet expectations, and top-performing/high-growth schools and districts can be recognized and shared as models of excellence.
- District commitment, leadership, and support are essential to sustain improvements in learning at the individual student, classroom, and school levels. Additionally, districts control the conditions for change, including distribution of resources (e.g., highly qualified teachers) that influence student achievement across their schools. Hence, the district, rather than the school, is the strategic point of entry for state-level supports, services, and intervention.
- Differentiated assistance and intervention at both the school and district levels are essential to sustain the process of continuous improvement and positive changes over time. Assistance (e.g., professional development and coaching) and incentives (e.g., rewards, increased monitoring) should be differentiated, research-based, and anchored in locally-developed data and needs assessments.
- The system must enable the state, districts, and schools to distinguish between higher performing schools with low-performing subgroups and schools with overall low performance. The system must also enable the leaders and stakeholders at all levels to surface and address low performance among subgroups with very small numbers.
- The system should empower and engage educators, policy/law makers, parents, and the public through regular communication and transparent, timely reporting of actionable data on performance and results, so they can take action appropriate to their roles.

Finally, the new system should foster a commitment to innovation and continuous improvement of the system so new models are used and evaluated to improve performance across the system, in order to increase achievement and efficiency.

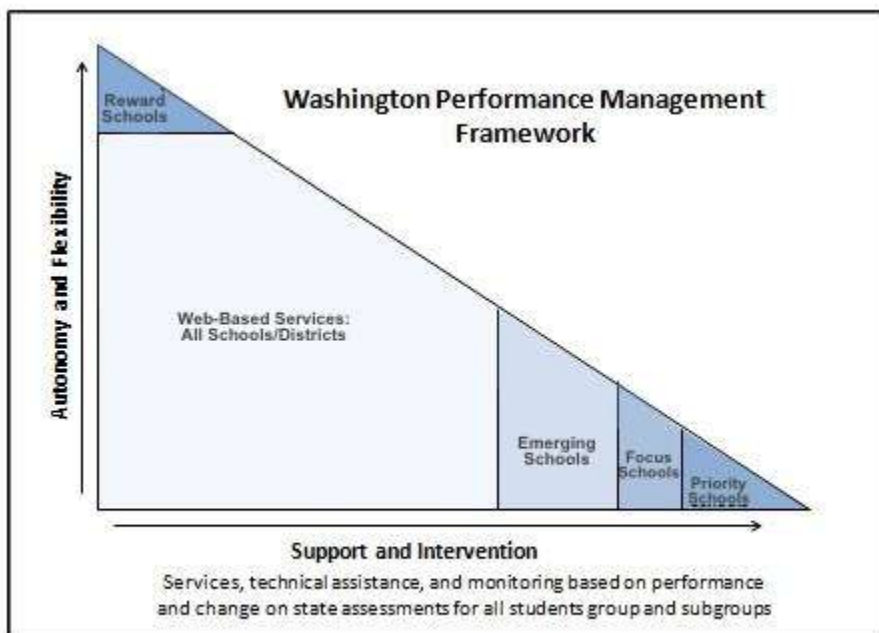
The new system will explicitly address challenges with the current system by differentiating rewards, accountability, and supports to (a) higher performing schools in the all students group and/or in each subgroup (see Section 2.C); (b) schools with low-performing subgroups (see Section 2.E); (c) chronically low-performing schools (see Section 2.D); and (d) schools with consistent low performance for the all student group and subgroups (see Section 2.F).

IV.D. Differentiated System

The range of differentiated supports and interventions will be implemented through OSPI’s division of School Improvement (SI). Differentiated support will be based on a school’s overall performance, performance of its subgroups, and change over a number of years in state-assessed content areas and, if applicable, graduation rates. Performance and change for both the all students group and all subgroups

will be based on the newly adopted AMOs and other measures. External needs assessments, along with current research and other locally-developed data, will be utilized to differentiate supports and interventions in Priority and Focus Schools. Schools not eligible for Title I will be able to access resources on OSPI’s website for conducting self-assessments, accessing current research, and engaging in a school-improvement process. Additionally, support will be offered to districts with Priority, Focus, and Emerging Title I schools to differentiate their resources (e.g., Title I, Part A funds, Title II, Part A funds, effective teachers and leaders) to support these schools to implement meaningful interventions aligned with the schools’ needs. The Washington Performance Management Framework depicted below illustrates the relationship of the levels of support and intervention and autonomy and flexibility for schools based on their performance. Sections 2.D, 2.E, and 2.F provide additional details regarding the proposed differentiated system.

Figure 2.2: Washington Performance Management Framework



Briefly, the differentiated system includes the following:

- **All Districts and Schools** in Washington State, including other Title I schools, can access OSPI’s online resources (Research & Studies, Improvement Processes & Tools and Needs Assessments & Diagnostic Tools) through the OSPI website. These resources support school and district improvement efforts. A sample of these resources follows.
 - Specific tools and resources to identify achievement gaps, increase culturally responsive instructional practice, identify strategies to eliminate gaps, and evaluate the effectiveness of action planning on achievement gaps.
 - Professional development modules in the areas of reading improvement, mathematics improvement, English language development, special education, research-based instructional strategies, turnaround leadership, district self-assessment and action planning, and school self-assessment and action planning;
 - Summative, growth, and trend data on state assessments for schools and districts on the [OSPI Report Card](#); users can easily track data and trends over time on state assessments, demographics and other pertinent data, and identify higher performing schools/districts with similar demographics;

- District and school self-assessment tools and rubrics;
- Dropout Early Warning Intervention System to identify secondary students in jeopardy of dropping out, not finishing school, and/or not graduating on time; and
- Information around aligning curriculum and assessments with Common Core State Standards and Washington State Standards in all other curricular areas.

Note. To notify districts and regional educational service districts (ESD) leaders about OSPI’s array of web-based supports, we will send updates via the OSPI-ESD Monthly Report, highlighting resources that support all schools and districts, including other Title I schools and especially those with low-achieving schools and low-achieving subgroups of students, in preparing all of their students with college- and career-ready skills and knowledge. Updates will provide links to research, newly developed professional development modules (e.g., Oral Language Development for Second Language Learning), and other resources that can support local level improvement/turnaround efforts. OSPI will also work with ESDs to ensure they reach out to districts with low-performing schools in their region and support them in accessing on-line and regional services.

- **Other Low-Performing Schools:** In addition to web-based resources, a sample of additional supports offered to schools with consistent low performance in their all students group and subgroups include:
 - Support to conduct a school level self-assessment based on state assessment data and the state’s newly adopted AMOs as well as other measures; assessment team will use OSPI’s online tool and rubric;
 - Access to professional development offered through the Washington Improvement and Intervention Network (WIIN) focused on the unique challenges of the school (e.g., low performance among subgroups); and
 - Access to “school mentors” (higher performing or high-progress schools with similar demographics).

Please see Section 2.F for additional information.

- **Intensive Assistance for Focus Schools:** In addition to access to web-based resources, a sample of additional supports provided to Focus Schools follows.
- External needs assessment that includes strengths, challenges, and recommendations;
- Support to create an action plan anchored in the needs assessment and locally-developed data, and to utilize an online tool to monitor progress toward identified goals;
- On-site implementation and accountability reviews focused on the lowest performing subgroups and progress toward identified targets; and
- Professional Development (PD) designed to meet the school’s unique needs: PD targets standards-based curriculum, research-based instruction, assessment/intervention systems, and classroom walk-through protocols, and is delivered through the Washington Improvement and Implementation Network (WIIN) and regionally through Educational Service Districts (ESDs). The professional development is designed to build capacity around what Elmore and others refer to as the “instructional core”—the essential interaction between teacher, student, and content that creates the basis of learning, since this is the first place that schools should look to improve student learning. Additionally, PD focuses on effective implementation of a Response to Intervention system: *Core Instruction for All Students, Differentiation, and Strategic and Intensive Instruction for Some Students.*

Please see Section 2.E for additional information.

- **Turnaround Assistance for Priority Schools:** A sample of resources follows.
- Intensive Assistance (described above) plus:
- Professional development and targeted assistance to implement turnaround principles;
- Targeted turnaround leadership training; and

- On-site implementation and accountability reviews focused on implementation of turnaround principles and progress toward identified goals. Please see Section 2.D for additional information.

Note: Washington will no longer mandate public school choice (PSC) or supplemental educational services (SES) currently required under NCLB. Instead of requiring districts to set aside Title I, Part A funds for PSC and/or SES, this request proposes mandating districts with Focus and Priority Schools to reserve up to 20% of their Title I, Part A funds to address identified needs and ensure the school receives resources and supports aligned with the its improvement plan. As indicated in Section 2.F, districts can receive guidance around differentiating their funds to support other Emerging schools to implement meaningful interventions. Districts will have the flexibility to develop these interventions and align their supports to the unique needs of their schools. OSPI’s approval process for improvement plans includes a review of district and other resources to ensure they are sufficient to support each district’s Priority and Focus School(s) to implement meaningful interventions. Additionally, OSPI will monitor the quality and effectiveness of district improvement efforts over time for each Priority and Focus School.

V. Description of the Current Washington Achievement Index

V.A. Washington Achievement Index

Published by the State Board of Education (SBE) since the 2008–09 school year, the Washington Achievement Index is increasingly utilized by districts and schools to assess their progress, differentiate support for their lower performing schools, and recognize schools for success and improvement. While federal requirements are limited to tracking and reporting data only from state assessments in reading and mathematics, Washington has long been committed to preparing students more broadly. The Washington Achievement Index was established to also include writing and science, emphasizing the need for our schools and districts to make science and writing a priority. The heightened focus on science reinforces the importance of graduating students with college- and career-ready skills and knowledge in STEM-related fields (Science, Technology, Engineering, and Mathematics), fields that are particularly important to the health of Washington State’s workforce and economy.

When enacting E2SSB 6696, the legislature intended the Washington Achievement Index to be used for accountability. However, it has not met all requirements of NCLB; hence, it has been used only for the purpose of recognizing schools for high achievement and for improvement. This waiver provides the opportunity to move forward with further development and full implementation of the Washington Achievement Index to fulfill the legislature’s intent in Phase II of developing the accountability system and to realize a fully integrated and differentiated recognition, accountability, and support system.

V.B. Guiding Principles:

The following guiding principles were identified by the SBE when creating the current Washington Achievement Index: demonstrates attributes of transparency; fairness; consistency; accessibility for teachers, districts, parents, and policy makers; uses existing data; 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 provides multiple ways to recognize success.

V.C. Calculating the Washington Achievement Index Using the Current Methodology

The Washington Achievement Index has been utilized at the school level for the past three years, with data calculated back to the 2007–08 school year. While the current Washington Achievement Index does not adequately disaggregate student subgroups, as described in Section IV.A. Attributes of the New Accountability System, immediate efforts to further disaggregate subgroup data will be made upon acceptance of the ESEA request.

The current Washington Achievement Index uses a matrix of *five outcomes* and *four indicators*. The *five outcomes* include: results of state assessments in four subjects (reading, writing, mathematics, and science), and extended graduation rate (for high schools). Significant weight is given to English/Language Arts and Mathematics, since 60% of the score is based on reading, writing, and mathematics. The inclusion of student performance in science emphasizes the state’s commitment to ensuring students graduate with college- and career-ready skills and knowledge in STEM-related fields (Science, Technology, Engineering, and Mathematics).

The five outcomes are measured using *four indicators*:

- Achievement of students who are not from low-income families.
- Achievement of students from low-income families.
- Achievement of all students when compared to “peers,” i.e., those with similar student characteristics (similar percentages of students who have a disability, are learning English, come from low-income families, are mobile, and/or are designated as gifted. The section *Achievement vs. Peers* below provides additional information.
- The improvement in the achievement of “all students” from the previous year.

The results of these 20 measures form the matrix shown in Table 2.4. The current overall Washington Achievement Index score is a simple average of these 20 measures. Each outcome and each indicator is posted for every school on an annual basis.

Table 2.4: Matrix Currently Used to Determine Overall Achievement Index

Example High School, School Year 2010-2011						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Mathematics	Science	Ext Grad Rate	
Achievement of non-low income students	5	4	4	1	1	3.00
Achievement of low-income students	6	6	3	1	2	3.60
Achievement vs. peers	3	3	5	4	1	3.20
Improvement from the previous year	7	2	7	6	7	5.80
Index Scores	5.25	3.75	4.75	3.00	2.75	3.90 Fair

Each cell of the matrix is rated on a 7-point scale (from 1 to 7), and each rating aligns with fixed benchmarks. The matrix is calculated annually for every school and is published on the SBE website. Table 2.4 illustrates how the ratings are determined. Achieving a high rating is a challenge, especially in content areas where performance has historically been low (e.g., mathematics and science).

This system is “compensatory” in nature, that is, having one low rating in a matrix does not automatically result in a school/district receiving a low overall rating. The Washington Achievement Index blends performance across multiple ratings, and low ratings are compensated by higher ratings. At the same time, areas of low performance are transparent and visible to the public.

The four indicators are described below. Indicators 1 and 2 use the same five outcomes, benchmarks and rating scales; similarly, Indicators 3 and 4 use the same learning index.

Indicator 1: Achievement of Non-Low Income Students

This indicator examines outcomes for students who are not identified as living in low-income families (i.e., not eligible for free or reduced-price meals). The five outcomes are the four subjects tested statewide (reading, writing, mathematics, science) and the extended graduation rate (see the explanation below on how this rate is calculated). Using results for non-low income students separate from those for low-income families eliminates duplicate counting of individual students and provides one way to evaluating academic achievement gaps in a school.

Indicator 2: Achievement of Low Income Students

This indicator focuses on the performance of low-income students, i.e., those who are eligible to receive a federally subsidized meal (free or reduced-price meals). This indicator uses the same five outcomes, benchmarks, and rating scales as for Indicator 1. The percentage of low-income students in high schools is often higher than what is reported, but this measure is still the best available proxy for socioeconomic status.

Calculating Indicator 1 and Indicator 2

The benchmarks and ratings for both Indicator 1 and Indicator 2 in the four assessed subjects and the extended graduation rate follow:

- Achievement on *assessments* is rated based on the following percentage of students meeting standard:
 - 90 - 100% 7
 - 80 - 89.9% 6
 - 70 - 79.9% 5
 - 60 - 69.9% 4
 - 50 - 59.9% 3
 - 40 - 49.0% 2
- Achievement on the extended graduation rate is rated on the extended graduation rate from the previous year:
 - > 95% 7
 - 90 - 95% 6
 - 85 - 89.9% 5
 - 80 - 84.9% 4
 - 75 - 79.9% 3
 - 70 - 74.9% 2
 - < 70% 1

Indicator 3: Achievement vs. Peers

This indicator uses the learning index (described in the subsection titled *Calculating the Learning Index*). This index controls for student characteristics beyond a school's control. The score is the difference between a school's adjusted level and the average (predicted) level among schools/districts with similar characteristics (i.e., "peers"). Specifically, the school/district score is the un-standardized residual generated by a multiple regression. Those with scores above 0 are performing better than those with similar student characteristics; those with scores below 0 are performing below those with similar student characteristics.

Separate analyses are run for the four different types of schools—elementary, middle, high, and comprehensive (e.g., K-12), because of the variables at each grade level. Non-regular schools (e.g., alternative schools, ELL centers, special education centers, private schools on contract, institutions) self-identify as non-regular schools in the OSPI database and are not included in the regressions. Excluding these schools provides a better predicted level for the remaining regular schools in the analysis and better

data to use when determining the cut scores for the various ratings. The learning index for non-regular schools is based on an average of their remaining ratings. Schools without a federal meal program are not included in the regressions, because there is no information about their percentage of low-income students.

Five independent variables are used in the multiple regression: the percentage of (a) low-income students (percent eligible for free or reduced-price lunch), (b) English language learners, (c) students with disabilities, (d) mobile students (not continuously enrolled), and (e) students designated as being gifted. The dependent variables are a school's learning index for each of the four assessments and the extended graduation rate. The regressions are weighted by the number of students assessed in the subject (and the number of students in grades 9-12 for the extended graduation rate) to prevent a small "outlier" school from distorting the regression (predicted) line. The regression uses a "stepwise" method with its five variables.

The benchmarks and ratings for this indicator follow.

- Achievement vs. Peers for the *reading, writing, science, and mathematics outcomes* is rated based on the difference between the actual and predicted learning index levels:
 - > .20 7
 - .151 to .20..... 6
 - .051 to .15 5
 - -.05 to .05 4
 - -.051 to -.15 3
 - -.151 to -.20..... 2
 - < -.20 1
- Achievement vs. Peers on the extended graduation rate outcome is rated based on the percentage point difference between the actual and predicted extended graduation rate:
 - > 6 7
 - 4.1 to 6 6
 - 2.1 to 4 5
 - -2 to 2 4
 - -2.1 to -4 3
 - -4.1 to -6 2
 - < -6 1

Indicator 4: Improvement

The Improvement indicator relies on changes from one year to the next in the learning index for the four assessed subjects and for the extended graduation rate. The benchmarks and ratings for this indicator follow.

- Improvement on *assessments* is rated on the annual change in the learning index:
 - > .15 7
 - .101 to .15..... 6
 - .051 to .10..... 5
 - -.05 to .05 4
 - -.051 to -.10 3
 - -.101 to -.15 2
 - < -.15 1
- Improvement on the *extended graduation rate* is rated on the percentage point change in the rate

from the previous year:

- > 6 7
- 4.1 to 6 6
- 2.1 to 4 5
- -2 to 2 4
- -2.1 to -4 3
- -4.1 to -6 2
- < -6 1

A one-year change is used rather than using averages of previous years or a change from a year further in the past because it (a) is the simplest calculation, (b) reflects the most recent set of results, and (c) does not distort the most recent results. Moreover, new schools only need two years of data to generate an improvement score. Since results are created each year, changes over time are seen when examining the results across multiple years.

Calculating the Learning Index

Both Indicators 3 and 4 rely on the changes in a school’s “learning index.” This index was developed by Washington’s earlier accountability policy/advisory groups (including the Commission on Student Learning and the A+ Commission). It takes into account the percentage of students performing at the five different performance levels on state assessments; these levels are based on their scale score:

- Level 0 – No score given
- Level 1 – Well below standard
- Level 2 – Partially meets standard
- Level 3 – Meets standard
- Level 4 – Exceeds standard

This index is calculated like a grade point average with 4.0 as the highest score; it reflects the level of student performance across the entire range of proficiency, not just those meeting standard. It gives greater weight to higher levels of proficiency and provides an incentive to support the learning of all students, including those well below standard (Level 1) and those that already meet the standard (Level 3), so they can move up to the next level.

The example shows how the learning index is calculated using the results from state assessments for spring 2011 for School A. Based on these calculations, the learning index for Sample School A for 2010–11 is 2.55.

Table 2.5: Calculating the Learning Index for Sample School A

Sample School A: 60% of Students Met Standards	Calculation	
Level 0: 5%	0 x .05	= 0
Level 1: 15%	1 x .15	= .15
Level 2: 20%	2 x .20	= .40
Level 3: 40%	3 x .40	= 1.20
Level 4: 20%	4 x .20	= .80
LEARNING INDEX	Sum for Levels 1 – 4	Sum = 2.55

As illustrated in Table 2.5, a separate learning index will be calculated for each school in each content area: reading, writing, mathematics, and science.

V.D. Washington Achievement Index Ratings

The table below summarizes the way that the ratings function for the *four indicators* and the *five outcomes*.

Table 2.6: Benchmarks and Ratings for Outcomes and Indicators

	READING	WRITING	MATHEMATICS	SCIENCE	EXT. GRAD. RATE
INDICATOR 1: ACHIEVEMENT OF NON-LOW INCOME STUDENTS	<u>% MET STANDARD</u>				<u>RATE</u>
	<u>RATING</u>				<u>RATING</u>
INDICATOR 2: ACHIEVEMENT OF LOW INCOME STUDENTS	90 - 100% 7				> 95%7
	80 - 89.9% 6				90 - 95%6
INDICATOR 3: ACHIEVEMENT VS. PEERS	70 - 79.9% 5				85 - 89.9%5
	60 - 69.9% 4				80 - 84.9%4
INDICATOR 4: IMPROVEMENT	50 - 59.9% 3				75 - 79.9%3
	40 - 49.0% 2				70 - 74.9%2
INDICATOR 4: IMPROVEMENT	< 40% 1				< 70%1
	<u>DIFFERENCE IN LEARNING INDEX</u>				<u>DIFFERENCE IN RATE</u>
INDICATOR 4: IMPROVEMENT	<u>RATING</u>				<u>RATING</u>
	> .20..... 7				> 127
INDICATOR 4: IMPROVEMENT	.151 to .20..... 6				6.1 to 12.....6
	.051 to .15 5				3.1 to 6.....5
INDICATOR 4: IMPROVEMENT	-.05 to .05..... 4				-3 to 34
	-.051 to -.15 3				-3.1 to -6.....3
INDICATOR 4: IMPROVEMENT	-.151 to -.20 2				-6.1 to -12.....2
	< -.20 1				< -121
INDICATOR 4: IMPROVEMENT	<u>CHANGE IN LEARNING INDEX</u>				<u>CHANGE IN RATE</u>
	<u>RATING</u>				<u>RATING</u>
INDICATOR 4: IMPROVEMENT	> .15..... 7				> 67
	.101 to .15..... 6				4.1 to 6.....6
INDICATOR 4: IMPROVEMENT	.051 to .10..... 5				2.1 to 4.....5
	-.05 to .05..... 4				-2 to 24
INDICATOR 4: IMPROVEMENT	-.051 to -.10 3				-2.1 to -4.....3
	-.101 to -.15 2				-4.1 to -6.....2
INDICATOR 4: IMPROVEMENT	< -.15 1				< -61

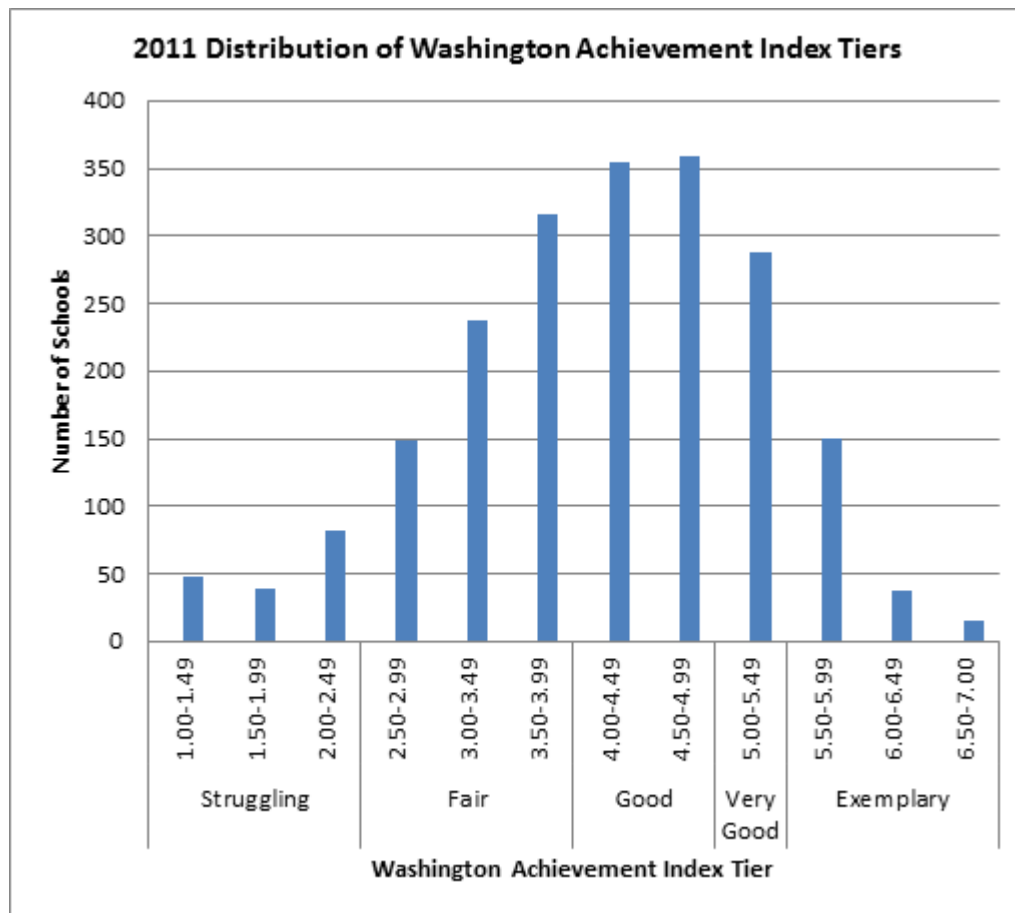
V.E. Tier Assignments

Schools and districts are assigned to one of five tiers based on their Washington Achievement Index score. The five-tier system provides sufficient differentiation among schools and districts to guide decisions about recognition and identifying those needing further support.

Table 2.7: Tier Ranges on the Washington Achievement Index

Tier	Range	Description	Number of Schools in 2011	Percent of Schools in 2011
Exemplary	5.50 – 7.00	On track for college- and career-readiness	203	9.8%
Very Good	5.00 – 5.49	On track for college- and career-readiness; in need of some assistance based on performance and/or progress	288	13.9%
Good	4.00 – 4.99	Nearly on track for college- and career-readiness; in need of assistance based on performance and/or progress	713	34.4%
Fair	2.50 – 3.99	Not on track for college- and career-readiness; in need of assistance	702	33.8%
Struggling	1.00 – 2.49	Not on track for college- and career-readiness; in greatest need of assistance	169	8.1%

Based on the Washington Achievement Index and state assessment data from 2011, over 40% of Washington’s schools are “not on track for college- and career-readiness” and are in need of assistance. One-third is “nearly on track,” and less than one-fourth is “on track.” Figure 2.3 illustrates this distribution across the five tiers.

Figure 2.3: Distribution of Tiers on the Washington Achievement Index, 2011**V.F. Special Cases**

The current Washington Accountability Index is flexible enough to accommodate two special situations: excluding some ELL results from the calculations and not counting Indicator 4 (improvement cells) for schools with high levels of achievement.

Counting Results for English Language Learners (ELLs)

All ELLs must take all required state assessments after their first year of enrollment. However, to improve the validity of the accountability system, the Washington Achievement Index excludes results for English language learners (ELLs) during their first *three* years in a U.S. public school for any test that requires reading and writing in only English.¹ The three-year period begins when the student first enrolls in a school where English is the primary language of instruction.²

¹The math and science tests were available in Spanish and Russian for the first time in 2009; however, responses must still be given in English. Data show that students with “advanced” level of English, but who are not yet proficient, do not know enough English to meet standard on the content assessments. The exclusion period will vary based on the incoming English ability of each English learner. The recommended exclusion period is 2 years for students with advanced English (Level 3), 3 years for students with intermediate English (Level 2), and 4 years for students with limited/beginning English (Level 1).

²The date of entry into a U.S. school is captured in the home language survey related to the ELL program. However, the survey does not include information regarding the length of time a student has been attending a U.S. public school. Some ELLs are highly mobile and do not attend school the entire year; however, for the sake of simplicity, the 3-year period includes time when students are not enrolled.

This methodology is used for several reasons. First, the decision to begin counting results for ELLs after three years of enrollment in a U.S. public school is based on research that shows it takes many years for ELLs to acquire “academic” proficiency in English³; since state assessments are given in English, students must be able to read and write English in order to understand and respond to test items. Next, although it may take longer than three years to acquire proficiency in English, this methodology was selected based on past analyses of ELLs passing the state assessments and stakeholder input.⁴ In 2010–11, the median number of years that ELLs received support in the Transitional Bilingual Program was 2.82 years⁵. Finally, SBE researchers conducted a sensitivity analysis using data from a large district with many ELLs and found that this policy created relatively few changes in the Washington Achievement Index.

The state takes specific steps to provide more accountability for helping English language learners:

- As noted above, all ELLs must take all required state assessments after their first year of enrollment. Detailed results are reported on the state Report Card, similar to other student groups.
- OSPI will begin reporting Washington English Language Proficiency Assessment (WELPA) results on the Report Card in a way that allows educators, parents, and other stakeholders to monitor the progress of ELLs in learning English. The results include the percentage of students at each WELPA level in each subject, data on the length of time ELLs have been enrolled in the program, and the Annual Measurable Achievement Objectives (AMAOs) required by the U.S. Education Department as part of Title III. Since districts are required to publish their AMAO results, OSPI has reduced reporting burden at the district level by reporting these data for them (Principle 4). Publicizing results increases transparency; moreover, simply making the results public often has a positive impact on student outcomes.

Improvement by High Performers

Schools and districts that perform at very high levels are not able to improve much from the previous year. Ratings for the improvement indicator will be excluded from the calculations for these schools and districts; this avoids “penalizing” high performers for a lack of improvement. Without this provision, schools and districts with nearly all of their students achieving Level 4 (exceeds standard) on the state tests and graduating nearly all their students would not be able to achieve a rating above 4 (little or no improvement).

³ Krashen, S.D., & Terrell, T.D. (1983). *The natural approach: Language acquisition in the classroom*. San Francisco, CA: Alemany Press as cited in *What Teachers Should Know About Instruction for English Language Learners: A Report to Washington State* (2008).

⁴ An analysis of ELL students found that more than half demonstrated proficiency on state assessments by the end of their third year in the program. In 2003, OSPI conducted a survey of stakeholders (e.g., principals, ELL staff, parents) to determine their views about the amount of time to delay counting test results. Most said three years was the right level of delay (some said more years, others said fewer years).

⁵ *OSPI Report to the Legislature: Education English Language Learners in Washington State 2010–11* (available at <http://www.k12.wa.us/LegisGov/Reports.aspx>)

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:

- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
- b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The table below includes the percentages of students in the all students group that performed at the proficient level on the State’s assessments in 2010–11.

Table 2.8: Percentages of Students in the All Students Group that Performed at the Proficient Level on the State’s Assessments in 2010–11

Grade Level	Reading	Math	Writing	Science
<u>3rd Grade</u>	73.1%	61.6%		
<u>4th Grade</u>	67.3%	59.3%	61.4%	
<u>5th Grade</u>	67.7%	61.3%		55.7%
<u>6th Grade</u>	70.6%	58.8%		
<u>7th Grade</u>	56.5%	57.0%	71.0%	
<u>8th Grade</u>	68.7%	50.4%		61.6%
<u>10th Grade</u>	82.6%	See EOC below	86.3%	49.9%
Grade Level *	EOC Math Year 1		EOC Math Year 2	

<u>High School</u>	64.3%	73.5%
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As described in Section 2.B, the State will develop and pilot a new accountability index and system in 2012–13. The new index will incorporate science, writing, and graduation rates as well as reading and mathematics in order to hold schools and districts accountable for ensuring all students achieve college- and career-ready standards.

The Washington Achievement Index will serve as the “backbone” for the new system and index. The current Washington Achievement Index weights each of the four content areas and graduation rates (if applicable) equally. While federal requirements are limited to tracking and reporting data only from state assessments in reading and mathematics, Washington has long been committed to preparing students more broadly. The Washington Achievement Index includes writing and science, emphasizing the need for our schools and districts to make science and writing a priority. The heightened focus on science reinforces the importance of graduating students with college- and career-ready skills and knowledge in STEM-related fields (Science, Technology, Engineering, and Mathematics), fields that are particularly important to the health of Washington State’s workforce and economy.

The WAAS-Portfolio is Washington’s alternate assessment. Though designed for a small percentage of the total school population for whom traditional assessments are not an appropriate measure of progress, it is still not appropriate for all students receiving special education services—even with accommodations. The WAAS-Portfolio allows teachers to assess state content standards in Reading, Mathematics, Science and Writing through tasks that are aligned pre-requisite academic skills, called “extensions.” 2011–12 Extensions are all posted by content area The following link provides additional specific information: <http://www.k12.wa.us/assessment/AlternativeAssessment/PortfolioExt.aspx>.

Washington will move to an alternate assessment of the Common Core State Standards in 2014–15. Washington is an active participant in the Dynamic Learning Maps assessment consortium and likely will utilize the DLM assessments for Mathematics and English Language Arts for implementation in 2014–15. As with the general assessment, the ELA consortia assessment will mean Washington will eliminate the Writing WAAS-Portfolio. Science will continue to be assessed through the WAAS-Portfolio until the Next Generation Science Standards are available and a new assessment is developed to assess those standards.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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I. Overview

Washington proposes setting new Annual Measurable Objectives (AMOs) to reduce proficiency gaps by half by 2017 for the all students group and each subgroup. The new targets (AMOs) for student learning reflect both (a) the State’s transition to Common Core State Standards and high-quality assessments and (b) our vision that each student, including English language learners, students with disabilities, and students from historically underserved subgroups, engages in rigorous content and graduates prepared to engage in the deeper learning essential for post-secondary success. Dramatic reductions in proficiency gaps will require educators to build their individual and collective capacity for effectively implementing standards-based instruction differentiated based on the needs of individual

and groups of students. Innovation, effective use of research-supported practices, and a commitment to deeper learning on the part of these educators are the cornerstones of the continuous improvement process that will be needed to ensure all of our students reach—indeed, exceed—these rigorous learning targets by 2017.

The following steps will be used to determine annual AMOs for the State and all districts and their schools in the all students group and each subgroup. Consistent with Washington State’s ED-approved accountability workbook, AMOs will be developed for grade bands (3-5, 6-8, and high school). While individual AMOs will also be published for each grade level/content area tested, only the grade band/content area tested will be used in determining school-level, district-level, and State-level AMOs. Figures 2.4, 2.5, and 2.6 illustrate State-level AMOs. Note that this methodology results in districts, schools, and subgroups that are further behind requiring greater amounts of annual progress in order to meet their targets for 2017.

- *Base year:* Use 2010–11 state assessment data as a base year.
- *2011–12 through 2016–17:*
 - *Calculate the Proficiency Gap:* For each identified group (“all students” and each subgroup) subtract the percent proficient for 2010–11 from 100%. This represents the Proficiency Gap to be reduced by half by fall, 2017.
 - *Determine Annual Increment:* Divide the Proficiency Gap by 6. The result represents the annual increment that will be used to determine the AMO for each year, from 2011–12 through 2016–17.
 - *Compute AMOs for 2011–12 through 2016–17 for all students group and each subgroup*
 - *2011–12:* Base year + Annual Increment
 - *2012–13:* 2012–13 AMO + Annual Increment
 - *2013–14:* 2013–14 AMO + Annual Increment
 - *2014–15:* 2014–15 AMO + Annual Increment
 - *2015–16:* 2015–16 AMO + Annual Increment
 - *2016–17:* 2016–17 AMO + Annual Increment

Washington proposes to set these targets for all districts, schools, and subgroups to close gaps in academic achievement by half by 2017. Targets will depend upon each group’s baseline in 2010–11. Every school and subgroup will be starting in a different place, and the groups that are farthest behind would have the most progress to make by 2017. *Note.* OSPI has chosen to use a minimum N size of 20 for including subgroups in calculations, since the smaller N will enable the state, districts, and schools to discern proficiency gaps among very small subgroups. Washington State’s current ED-approved Accountability Workbook uses an N size of 30. The reduction from 30 to 20 for the minimum subgroup size would have led to the inclusion of an additional 29 schools in the state’s 2010–11 AYP calculations. Furthermore, an additional 101 schools would have been identified as in a step of improvement because they did not meet AYP in one or more cells.

I.A. State-Level Annual Targets

The three figures below depict Washington State’s annual targets for the all students group and each subgroup in order to cut proficiency gaps at the State level in half by 2017 for the following grade bands 3-5, 6-8, and high school. The proficiency gap is the difference between the State-level rate of proficiency for the specific group of students on 2010–11 state assessments and every student across the State reaching proficiency (i.e., 100%).

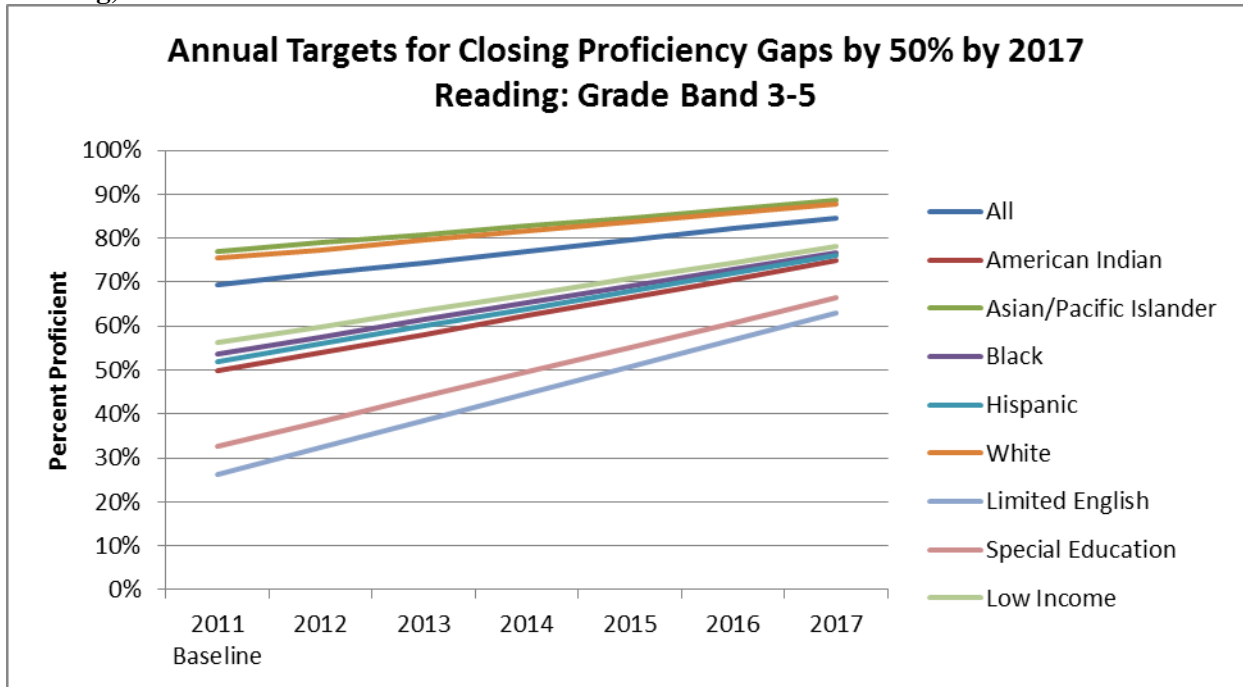
The tables in Attachment 16 depict baseline data that will be used at each grade level and state-assessed subject for the all students group and each subgroup. Metrics similar to those used to develop Figures 2.4, 2.5, and 2.6 will be calculated for the all students group and each subgroup in each school and district to determine their annual increments and targets.

Only reading and mathematics proficiency rates on the 2010–11 state assessment will be used to determine the baseline, proficiency gap, annual increments, and annual targets for 2012. Both the SBE and OSPI believe it is important to include all four content areas in the calculation of annual targets, annual increments, and the overall target for 2017. However, districts and schools across the State are most familiar with using the proficiency rates of only reading and mathematics, since we use that calculation to determine the list of persistently lowest achieving schools and to determine AYP. Hence, that same type of calculation will be used for 2012 only. Both the SBE and OSPI understand the importance of gaining stakeholder input on how the updated achievement index will be determined and how each subject will be weighted. Collaboration with the field and transparency in determining how schools will be identified for reward, support, and intervention are essential as we move forward with our new accountability index and system.

The new accountability index that will be piloted in 2012–13 will incorporate science, writing, and extended graduation rates as well as reading and mathematics. A new set of baseline data, proficiency gaps, annual increments, annual targets, and overall targets for 2017 will be calculated at the State, district, and school levels.

The figures below illustrate the annual targets for Washington State for three areas: Reading – Grade Band 3-5; Reading – Grade Band 6-8, and Mathematics – High School. Attachment 16 includes the worksheet OSPI will use to calculate annual targets for each grade level/content area tested and each grade band/content area tested.

**Figure 2.4: Annual Targets for Washington State for Closing Proficiency Gaps by 50% by 2017
Reading, Grade Band 3-5**



**Figure 2.5: Annual Targets for Washington State for Closing Proficiency Gaps by 50% by 2017
Reading, Grade Band 6-8**

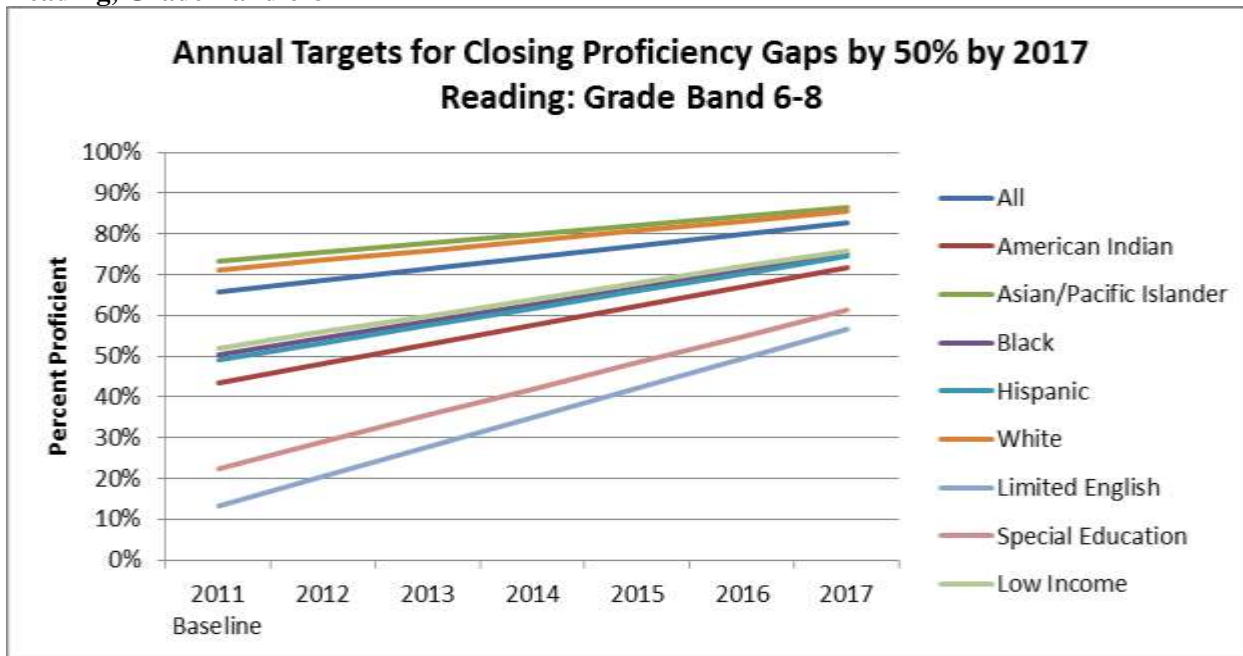
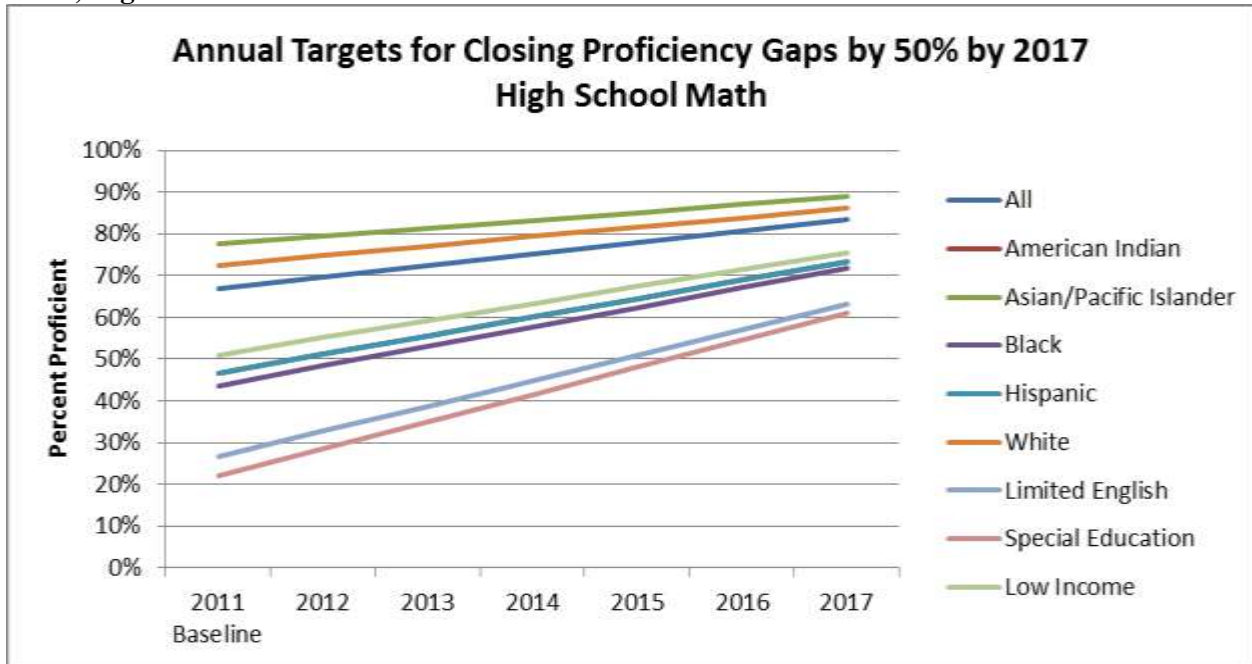


Figure 2.6: Annual Targets for Washington State for Closing Proficiency Gaps by 50% by 2017 Math, High School



I.B. Grade Levels/Subjects Assessed at State Level in Washington State

The table below indicates the subjects assessed at the state level at each grade.

Table 2.9: Matrix Depicting Grade Levels/Subjects Assessed at State Level in Washington State

Grade	Reading	Writing	Mathematics	Science
3	X		X	
4	X	X	X	
5	X		X	X
6	X		X	
7	X	X	X	
8	X		X	X
High School	X	X	X	X

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

I. Overview

Based on federal guidance for the *ESEA Flexibility Request*, OSPI will identify two sets of schools as Reward Schools: Highest Performing Schools and High-Progress Schools. We propose using the methodology described below to identify Cohort I Reward Schools (Highest Performing and High-Progress Schools) in spring 2012. As depicted in Table 2.2 and Table 2.3, the state will pilot/implement the new accountability index in 2012–13 and beyond and will use the new index to identify subsequent cohorts of Reward Schools. The methodologies for identifying subsequent cohorts will be consistent with guidance provided by the U.S. Department of Education in the document titled, “DEMONSTRATING THAT AN SEA’S LISTS OF REWARD, PRIORITY, AND FOCUS SCHOOLS MEET ESEA FLEXIBILITY DEFINITIONS.”

II. Methodology for Identifying Schools for Recognition

II.A. Highest Performing Schools

The state will generate a list of Title I schools that have the highest absolute performance over three years (2009 through 2011) for the “all students” group and for their subgroups on statewide assessments in Reading and Mathematics (combined), and, at the high school level, Title I schools that have the highest graduation rates. The total number of schools for Highest Performance will be less than or equal to 5% of State’s Title I schools.

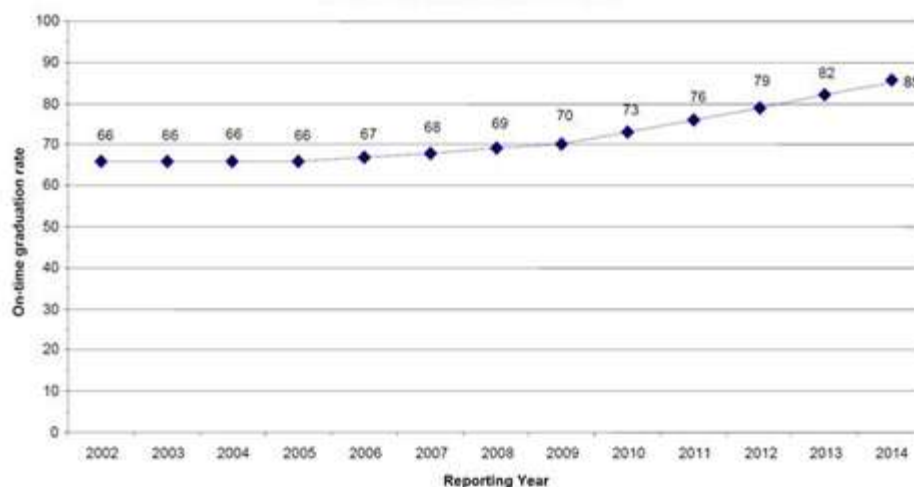
Schools identified as highest performing include the following:

- a. All Title I schools that met AYP in the all students group and all subgroups for 3 years
 - (i) in both Reading and Mathematics (elementary, middle, and high school levels) or
 - (ii) for graduation rates (high schools). Washington State’s Title I Distinguished Schools and Academic Achievement Award Figure 2.7 depicts statewide goals for on-time graduation rates for Washington State (2002-2014)

Note: AYP was calculated using a minimum N of 30 for subgroups, based on the ED-approved Accountability Workbook.

The state set these criteria for schools that will be recognized as Highest Performing for multiple reasons:

- Schools that meet the criteria described below are demonstrating excellence in performance in their all students group and subgroups.
- Schools that meet these criteria have no significant achievement gaps across schools that aren’t closing.
- Schools should have several exemplars at each level (elementary, middle/junior, and high school) from whom they can learn. All schools need to have a sense what highest performing schools looks like for their grade bands—i.e., a goal that is both ambitious and achievable.

Figure 2.7: Statewide Goals for On-Time Graduation Rates for Washington State (2002–2014)

Note: AYP was calculated using a minimum N of 30 for subgroups, based on the ED-approved Accountability Workbook.

II.B. High-Progress Schools

The state will identify up to 92 Title I schools (10% of the State’s Title I schools in 2010–11) making the most progress in improving the performance of the all students group over three years with respect to (1) Reading and Mathematics achievement (combined) or (2) graduation rates for Title I secondary schools that graduate students. A school will not be classified as a High-Progress School if it has significant achievement gaps across subgroups that are not closing, as determined by its position on the rank-ordered list developed to identify Focus Schools (see Section 2.E). As described in the methodology below, both *achievement* and *improvement* over three years will be used to identify High-Progress Schools.

- **Generate Consideration Pool for High-Progress Schools Based on Achievement on State Assessments in Reading and Mathematics**
 - ✓ *Achievement:* Apply the initial steps of the ED-approved “PLA methodology” for computing Reading/Mathematics over 3 years for federal SIGS to all Title I schools to determine the “achievement” component.
 - Schools must have tested students in both reading and mathematics for each year.
 - Weighting is equal between reading and mathematics.
 - Use 2008–09 through 2010–11 data on state assessments in the all students group to generate the average achievement across three years.
 - This average is referred to as “A” for *Achievement* in the formula below.
 - ✓ *Improvement:* Determine the average in improvement trends over three years in Reading and Mathematics (combined) to determine the “improvement” component.
 - Schools must have tested students in both reading and mathematics for each year.
 - Weighting is equal between reading and mathematics.
 - Use 2007–08 through 2010–11 data on state assessments in the all students group to generate the average in improvement trends from year to year (2008 to 2009; 2009 to 2010; and 2010 to 2011).
 - This average is referred to as “I” for *Improvement* in the formula below.
 - ✓ Compute the *Progress Score* (PS): $PS = (A + I)$. This formula assigns equal parts to achievement and improvement when calculating the Progress Score. This ratio enables

the state to identify schools with both significant improvements in reading and mathematics and strong performance among their peers.

- **Generate Consideration Pool for High-Progress Schools Based on Graduation Rates**
 - ✓ *Achievement*: Apply the initial steps of the ED-approved “PLA methodology” for federal SIGS to all Title I schools that graduate students to determine the “achievement” component.
 - Use 2008–09 through 2010–11 data in the all students group to generate the average graduation rate across three years.
 - Weighted-average graduation rate is based on the number of students for each year.
 - Graduation rate is calculated as required in Guidance on School Improvement Grants, January 21, 2010, consistent with C.F.R. § 200.19(b).
 - This average is referred to as “A” for *Achievement* in the formula below.
 - ✓ *Improvement*: Determine the average in improvement trends over three years in graduation rates to determine the “improvement” component.
 - Weighted-average graduation rate is based on the number of students for each year.
 - Graduation rate is calculated as required in Guidance on School Improvement Grants, January 21, 2010, consistent with C.F.R. § 200.19(b).
 - Use 2007–08 through 2010–11 graduation rates data in the all students group to generate the average in improvement trends from year to year (2008 to 2009; 2009 to 2010; and 2010 to 2011).
 - This average is referred to as “I” for *Improvement* in the formula below.
 - ✓ Compute the *Progress Score* (PS): $PS = (A + I)$. This formula assigns equal parts to achievement and improvement when calculating the Progress Score. This ratio enables the state to identify schools with both significant improvements in graduation rates and strong performance among their peers.
- **Select High-Progress Schools**
 - ✓ Combine the two consideration pools of schools based on the methodology above, ranking them from highest to lowest based on their Progress Score.
 - ✓ Eliminate any schools with significant achievement gaps among subgroups that are not closing, that is, the school cannot be on the lists of Priority Schools, Focus Schools, or Emerging Schools (Section 2.D, 2.E, 2.F). The resulting list of schools will be designated as “High-Progress Schools.”

Note: AYP was calculated for the transition year using a minimum N of 30 for subgroups, based on the ED-approved Accountability Workbook.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The strategies listed below will be used to recognize and, based on available resources, reward Washington’s Highest Performing and High-Progress Schools. Many of the strategies are based on the state’s “Washington Achievement Awards” program that is currently used by OSPI and the State Board of Education (SBE) to recognize schools for performance and improvement. Strategies also evolved from Washington’s “Schools of Distinction” program. OSPI will revise its current reward system to include the following.

Principals of Reward Schools and their superintendents will receive a letter from the Washington State Superintendent of Public Instruction acknowledging the school as a Highest Performing School or a High-Progress School and describing the criteria for which the school was selected for recognition. To promote the success of these schools and encourage media coverage, OSPI and SBE will also issue press releases and publish the list of Reward Schools on its website. Educational Service Districts will receive a list of the Reward Schools in their region and will be encouraged to recognize these schools and hold regional celebrations.

Additional strategies to be implemented state-wide or regionally for recognition follow. As indicated above, these have been developed as a result of district input on the state's Washington Achievement Awards and Schools of Distinction recognition program.

- Schools winning multiple awards over several years will be identified for their accomplishments. Local education leaders wanted acknowledgement of long-standing successful trends, so the communications materials will include references to those past accomplishments.
- Each Reward School and its district will receive a communications packet developed by OSPI and SBE for local use. Since school and district leaders do not necessarily have the resources to communicate their achievements, state-level communications officials created a packet that would help local leaders to more effectively acknowledge the accomplishment of their schools. The communications packet includes a sample press release, parent letter, flyer, and social media messages.
- Based on available resources, OSPI and SBE will formally present Reward Schools with a 3' x 6' banner. The presentation of a banner to each award winner stems directly from feedback from the field. Local schools are proud of their accomplishment and the banner provides a way to publicly share that accomplishment with the school's students, staff, and parents, as well as with visitors to the school.
- Based on available resources, OSPI and SBE will co-sponsor an annual recognition ceremony for Reward Schools. OSPI will also provide pictures of the awards ceremony to recipients. Award-winning schools have an opportunity to have their photos taken with the Washington State Superintendent of Public Instruction and a member of the State Board of Education.
- During the Transition year, and based on available funding, Reward Schools will serve as mentors to lower performing schools and will be funded by the state and/or the private sector in order to provide monetary incentives to teachers and administrators.
- OSPI will engage the private sector in recognizing/rewarding these schools.

Washington State's recognition programs have been successful in large part due to our commitment to creating a program that suits the needs of our schools and districts. Ongoing communications between OSPI, SBE, and the districts ensure that the state's recognition programs evolve as necessary to meet the needs of our schools. The state is committed to continue to consult with districts and schools in order to develop additional meaningful ways to recognize and reward schools. OSPI and SBE will facilitate the decision-making process and involve stakeholders in determining ways to expand the recognition program.

Additional areas for consideration for future recognition follow.

- Create documents or CDs that capture "snapshots" of research-based practices from identified schools; link the practice to specific characteristics in OSPI's *Nine Characteristics of High-Performing Schools* (Shannon & Bylsma, 2007) and/or *Characteristics of Improved Districts* (Shannon & Bylsma, 2004).

Provide recipients with opportunities to engage in professional development (PD) aligned with their improvement plan; PD will be delivered through the Washington Improvement and Implementation Network. The district is only responsible for providing release time to school teams; OSPI will provide the venue, materials, and presenters.

Additionally, OSPI's Title I Office is working on a web-based project that is presently focused on the Title I Distinguished Schools and Title I Academic Achievement Schools. The intent of this project is to provide information on the practices used by highly successful schools. Reward schools will be included in this project so that their successes will be available across the state.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Based on federal guidance for the *ESEA Flexibility Request*, OSPI will identify two sets of schools as Priority Schools: SIG-Priority Schools and Non-SIG Priority Schools. SIG Priority Schools include the 27 schools currently receiving federal School Improvement Grants to implement one of four turnaround models. We propose using the following methodology to identify Non-SIG Priority Schools in spring 2012; districts will set aside up to 20% of their Title I, Part A funds to implement turnaround principles in these schools beginning in 2012–13.

- *Generate the Consideration Pool for Non-SIG Priority Schools:* Use the methodology approved by U.S. Department of Education for identifying the state’s persistently lowest-achieving schools (PLAs) for federal School Improvement Grants. The approved methodology follows:
 - *Consideration Pool for Persistently Lowest Achieving Title I Schools:* Title I schools with three consecutive years of data in both reading and mathematics.
 - ✓ Use 2008–09 through 2010–11 data on state assessments in the all students group to generate the averages; schools must have test students in both reading and mathematics for each year.
 - ✓ Weighting is equal between reading and mathematics.
 - ✓ Weighting is equal between elementary and secondary schools.
 - *Consideration Pool for Persistently Lowest Achieving Title I-Participating and Title I-Eligible Secondary Schools:* Title I-eligible secondary schools with a weighted-average graduation rate less than 60% over a three-year period.
 - ✓ Use 2008–09 through 2010–11 data in the all students group to generate the averages.
 - ✓ Weighted-average graduation rate is based on the number of students for each year.
 - ✓ Graduation rate is calculated as required in Guidance on School Improvement Grants, January 21, 2010, consistent with C.F.R. § 200.19(b)
- *Select Priority Schools:* In 2010–11, the state had a total of 913 Title I-participating schools. Based on this total, the state will identify at least 46 Priority Schools (at least 5% of 913) as follows:
 - SIG Priority Schools: Include the 27 schools currently served with federal School Improvement Grants (SIGs). This includes the four schools from the bottom 5% of the 2010–11 list of persistently lowest achieving schools that were improving at a rate less than state trends and had not applied for SIGs in 2009-2010; the districts with these schools were designated by SBE for required action and are referred to as Required Action Districts. (See section titled *Required Action Districts* below.)
 - Non-SIG Priority Schools: Identify at least 19 additional schools from the two consideration pools described above, balancing the number of elementary, middle/junior, and high schools. *Note.* If two or more schools have the same ranking, the state will use the average annual improvement over three years to differentiate among these schools.

As depicted in Table 2.10 below, the state will pilot/implement the new accountability index in 2012–13 and beyond. Washington intends to build a seamless statewide accountability system. Hence, beginning in 2012–13, the list of Priority Schools will include the lowest performing 5% of Title I

schools and may also include some non-Title I schools with similarly low performance.

Table 2.10: Proposed Process and Timeline for Identifying Cohorts of Priority Schools

Year	Process for Identifying Cohorts of Priority Schools
2011–12	<p>Cohort I – Priority Schools</p> <p>Identify spring/summer 2012; use state assessment data and graduation rates from 2009 through 2011; implement interventions in 2012–13.</p> <p>Priority Schools: The list will include the 27 schools receiving federal <i>School Improvement Grants</i> (SIGs); 17 are projected to receive SIG funding for 2010-13 and 10 are projected to receive SIG funding for 2011-14. To identify a total of at least 46 low-performing schools (5% of the State’s Title I schools), the State will apply the USED-approved “PLA methodology” for federal SIGs to all Title I-participating schools and Title I-eligible secondary schools that graduate students. The State will create a list that rank orders the performance of the all students group for these schools. Beginning with the bottom of the list, the State will identify 19 or more of the lowest performing schools as “Non-SIG Priority Schools.” The total number of “SIG Priority Schools” and “Non-SIG Priority Schools” equals or is greater than 46. <i>Note.</i> The 27 SIG schools are designated as “SIG Priority Schools” and the remaining Priority Schools as “Non-SIG Priority Schools.” This enables the State to clarify sources of funding districts are expected to use to support turnaround efforts in their Priority Schools. Additionally, if two or more schools have the same ranking, the state will use the average annual improvement over three years to differentiate among these schools.</p>
2012–13	<p>Cohort II – Newly-Identified Priority Schools</p> <p>Identify fall/winter 2012–13; use state assessment data and graduation rates from 2010 through 2012; implement interventions in 2013–14.</p> <p>Newly-Identified Priority Schools: The list of Priority schools will include the 10 “SIG Priority Schools” projected to receive SIGs for 2013–14 and 19 “Non-SIG Priority Schools” in Cohort I. The State will use the new AMOs to identify at least 17 <i>additional</i> lowest performing Title I-participating schools and Title I-eligible secondary schools that graduate students. The methodology will be applied to the all students group in each of these schools. The State will create a list that rank orders the performance of these schools. Beginning with the bottom of the list, the State will designate at least 17 <i>additional</i> schools as “Newly-Identified Priority Schools.” The total number of Cohort I and Cohort II Priority Schools must equal or be greater than 46 (5% of the State’s Title I schools). <i>Note.</i> The 10 SIG schools will continue to be designated as “SIG Priority Schools” and the remaining Priority Schools will be designated as “Non-SIG Priority Schools.” This enables the State to clarify sources of funding districts will be expected to use to support turnaround efforts in their Priority Schools.</p>
2013–14	<p>Cohort III – Newly-Identified Priority Schools</p> <p>Identify fall/winter 2013–14; use state assessment data and graduation rates from 2011 through 2013; implement interventions in 2014–15.</p> <p>Newly-Identified Priority Schools: Identify <i>additional</i> lowest performing Title I-participating schools and Title I-eligible secondary schools that graduate students using the AMOs. The methodology will be applied to the all students group in each of these schools. The State will create a list that rank orders the performance of these schools. Beginning with the bottom of the</p>

	list, the State will designate schools as “Newly-Identified Priority Schools,” so that the total number of Cohort I, II, and III Priority Schools equals or is greater than 46 (5% of the State’s Title I schools).
2014–15	<p>Cohort IV – Newly-Identified Priority Schools Identify fall/winter 2014–15; use state assessment data and graduation rates from 2012 through 2014; implement interventions in 2015–16. Newly-Identified Priority Schools: Identify <i>additional</i> lowest performing Title I-participating schools and Title I-eligible secondary schools that graduate students using the AMOs. The methodology will be applied to the all students group in each of these schools. The State will create a list that rank orders the performance of these schools. Beginning with the bottom of the list, the State will designate “Newly-Identified Priority Schools,” so that the total number of Cohort I-IV Priority Schools equals or is greater than 46 (5% of the State’s Title I schools). These “Newly Identified Priority Schools” will be designated as Cohort IV. <i>Note.</i> It is expected that a number of Cohort I schools will exit Priority status based on criteria described in Section 2.D.v.</p>

Note. Identification and notification will occur on an annual basis. Criteria for schools to exit Priority status are outlined in Section 2.D.v.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

I. SIG Priority Schools

Figure 2.8 illustrates the theory of change that underpins the state’s approach to implementing School Improvement Grants in its persistently lowest achieving schools. Each school receiving a federal School Improvement Grant will be identified as a Priority School. Based on federal guidelines, each is required to implement one of four federal turnaround models (i.e., Transformation, Turnaround, Restart, or Closure). Hence, each is implementing meaningful interventions consistent with turnaround principles. Supports and interventions are described in Table 2.11. SIG funds are provided to ensure districts implement the required elements of the selected federal intervention model in their SIG schools for at least three years.

Figure 2.8: Theory of Change for Implementing Federal School Improvement Grants in Washington State

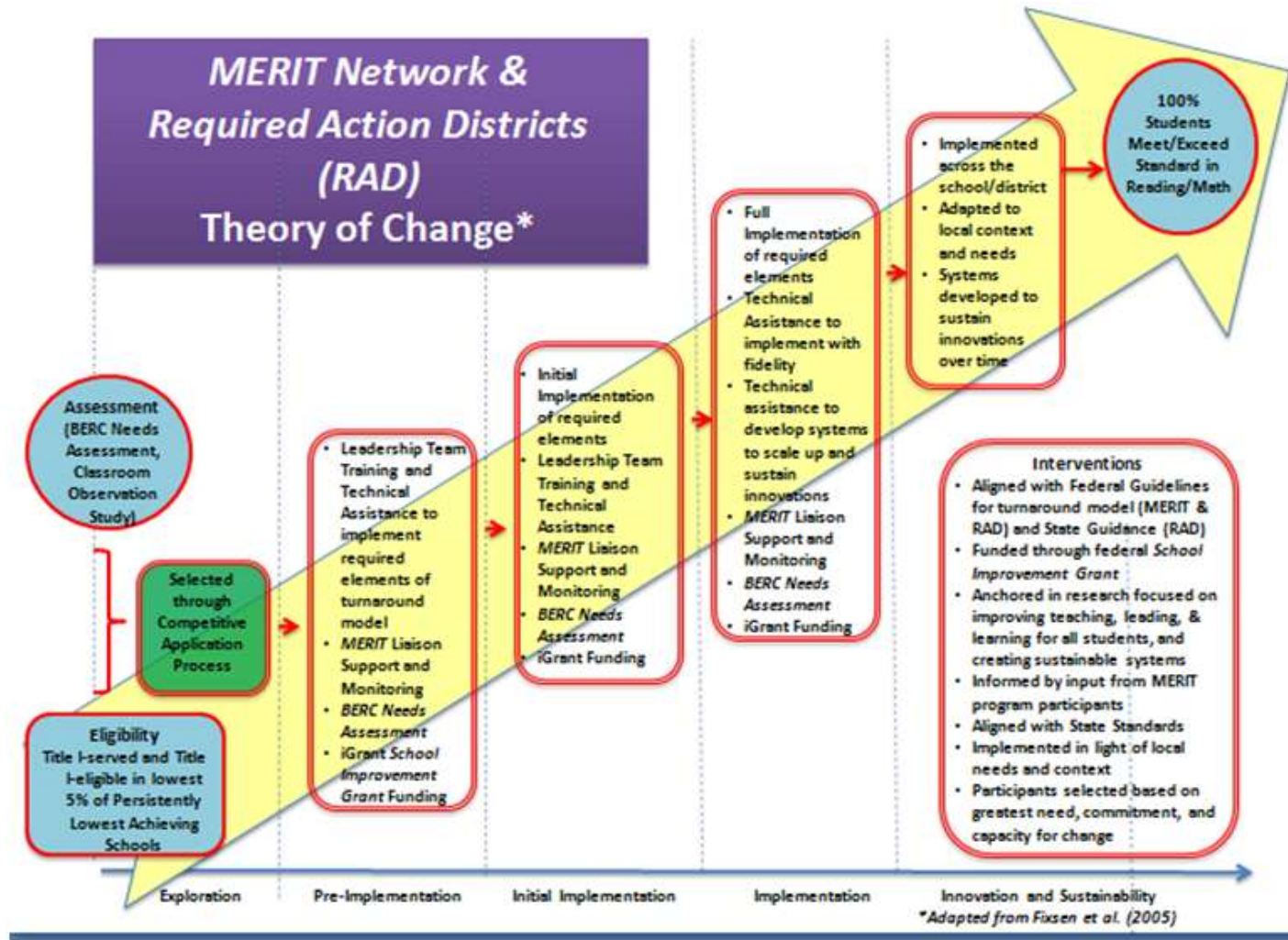


Table 2.11: Logic Model for Implementing Federal School Improvement Grants in SIG Schools
 Adapted from Kellogg Foundation & Bridgespan Group, Inc.

Inputs/Resources (Based on Target Area of Mathematics and/or Reading)	Activities (Based on Target Area of Mathematics and/or Reading)	Outputs (Based on Target Area of Mathematics and/or Reading)	Outcomes/Impact (Based on Target Area of Mathematics and/or Reading)
<ul style="list-style-type: none"> • Educators: Technical Assistance Contractors with Specialized Expertise (TACSEs) • Educators: OSPI and ESD staff with expertise in English Language Development, Mathematics, Reading, and Special Education • Educators: Teachers and leaders in participating schools/districts • Funding: Federal 1003a and 1003g funds • Standards and Assessments: State Standards (Reading and Mathematics); Mathematics Benchmark Assessments; Reading Benchmark Assessments • Research and evidence-based practices in multiple areas: Instruction, implementation research, Response to Intervention Framework, <i>Nine Characteristics of High-Performing Schools</i>, <i>Characteristics of Improved Districts</i>; <i>District Self-Assessment Handbook</i>, <i>Mathematics Improvement Framework</i>, <i>Reading Improvement Framework</i> • Series of Professional Development Modules: English Language Development, Mathematics, Reading, Research-Based Instructional Strategies, Special Education, and Turnaround Leadership • Technical Assistance in Use of OSPI Processes and Tools: District Self-Assessment and Action Planning; District Gap Analysis in Mathematics and/or Reading; Mathematics Benchmark Assessments; Reading Benchmark Assessments; <i>WIINStar</i> Planning Tool 	<p>TACSEs and OSPI/ESD experts deliver series of Professional Development Modules and on-site support to school/district leadership teams to build skills and knowledge in the following areas:</p> <ul style="list-style-type: none"> • English Language Development • Mathematics • Reading • Research-Based Instructional Strategies • Special Education • Turnaround Leadership <p>TACSEs and OSPI/ESD experts provide Technical Assistance and on-site support to school/district leadership teams to build skills and knowledge in the following areas:</p> <ul style="list-style-type: none"> • District Self-Assessment and Action Planning • District Gap Analysis in Mathematics and/or Reading • Mathematics Benchmark Assessment Process • Reading Benchmark Assessment Process • Use of <i>WIINStar Tool</i> 	<p>Within one year of the training, 100% of participating districts/schools report (via district/school leaders):</p> <p>Standards and Curriculum</p> <ul style="list-style-type: none"> • Adoption of standards-aligned curriculum guides/pacing guides and materials • Development of student learning plans (i.e., IEPs, 504 plans, ELL plans) aligned with state standards <p>Assessment</p> <ul style="list-style-type: none"> • Adoption of standards-aligned assessments. • Development of Blueprint for Testing • Assignment of team to implement benchmark assessment protocols/process <p>Instruction and Interventions</p> <ul style="list-style-type: none"> • Development of shared vision of effective instruction. • Multi-tiered instructional system (e.g., RTI) • Development of classroom walkthrough protocol • Engagement in classroom walkthrough process at least twice each month <p>On-site Support</p> <ul style="list-style-type: none"> • Dedicated collaboration time for teachers to analyze student assessments and work (at least twice per month) <p>Systems</p> <ul style="list-style-type: none"> • System in place to sustain benchmark assessment protocols • System in place to support extended learning for adults (e.g., peer mentoring/coaching at least twice per month) and for students (e.g., double dose in reading or mathematics) • System in place to deliver similarly-focused training to the local school/district staff 	<p>Interim/Short Term (1 yr) - Leaders report 100% of participants:</p> <ul style="list-style-type: none"> • Use standards-based curriculum guides/materials in M and/or R with all students. • Deliver evidence-based instruction, assessments, and interventions aligned with state standards in M and/or R to all of their students. • Implement Benchmark Assessment Protocols. • Engage in classroom walkthrough process @ least 2 times/month. • Engage in collaborative teams around student work and instruction @ least 2 times/month. • Participate in delivering similarly focused PD to their peers. • Receive on-site support to implement evidence-based practices. <p>Short Term (2-3 yrs): Leaders report:</p> <ul style="list-style-type: none"> • 100% of all teachers implement evidence-based instruction, assessments, and interventions aligned with state standards in mathematics and/or reading. <p>Short Term (3 yrs): Leaders from all participating districts report:</p> <ul style="list-style-type: none"> • Implementation of policies and procedures: <ul style="list-style-type: none"> ○ Extended learning time for teacher teams (e.g., regularly scheduled collaborative time @ least 2 times/month). ○ Classroom walkthrough process (@ least 2 times/month). ○ Standards-aligned curriculum materials in Mathematics and/or Reading ○ Benchmark Assessment Protocols/Process. ○ Implementation of multi-tiered instructional model in mathematics and/or reading. <p>Students – Impact (3-5 yrs): State Assessments indicate:</p> <ul style="list-style-type: none"> • 100% of students in participating schools/districts meet or exceed standard

As described in Table 2.11, all SIG schools receive support from their district and OSPI in the form of intensive professional development and technical assistance. Each school is extending learning time, implementing new curriculum, installing new principal leaders, and implementing new teacher evaluation systems. The 90-day benchmark plans are designed to produce rapid change and benefit from regular monitoring by OSPI. Additional interventions and supports are described below; each is essential to ensuring full and effective implementation of the multiple elements of the selected federal intervention model.

- Required participation in an external Needs Assessment/Academic Performance Audit anchored in research (e.g., *Nine Characteristics of High-Performing Schools*) and based on the selected federal intervention model.
- Required use of findings from the Needs Assessment/Academic Performance Audit, research, and locally-developed data to develop improvement plan; the plan must be submitted and approved annually by OSPI. The rubric developed to assess/approve improvement plans for SIG schools will be utilized for improvement plans for Non-SIG Priority Schools. See Attachment 17.
- Required use of OSPI's 8-step improvement process and online action planning tool; the online tool was developed in collaboration with the [Center on Innovation and Improvement](#).
- Required to submit 90-day benchmark plans.
- Required to regularly confer with the state-appointed liaison. Liaisons provide technical assistance. They also monitor progress around implementation of turnaround interventions and their impact on student achievement, thus holding the districts accountable for substantial improvements in their participating SIG schools.
- Required engagement in professional development/training aligned with the transformation and turnaround models (e.g., Turnaround Leadership, Strategic Management of Human Resources, training from statewide professional educator associations [Association of Washington School Principals, Washington Association of School Administrators, and Washington State School Directors Association]).
- Other optional trainings offered through OSPI, regional service providers (Educational Service Districts), and statewide professional educator associations.

I.A. Additional Requirements for Required Action Districts or RADs (4 of the SIG Priority Schools)

Overview of RADs

Required Action Districts or RADs were jointly designated and approved by OSPI and SBE on an annual basis. The following is taken from E2SSB 6696, enacted by the Washington State Legislature in 2010:

Beginning in January 2011, the superintendent of public instruction shall annually recommend to the state board of education school districts for designation as required action districts. A district with at least one school identified as a persistently lowest-achieving school shall be designated as a required action district if it meets the criteria developed by the superintendent of public instruction....The state board of education shall annually designate those districts recommended by the superintendent as required action districts.

The first cohort of RADs was identified in the 2010–11 school year. Using the list of Persistently Lowest Achieving Schools identified in December 2010, OSPI identified schools that did not voluntarily apply for SIG the prior year. OSPI then determined which of these schools had a negative student achievement trend relative to the state trend. OSPI recommended these schools and their districts to the State Board of Education (SBE) for designation as RADs. SBE then designated these schools/districts as RADs, triggering a series of required steps.

RAD Requirements Outlined in Statute (E2SSB 6696)

RADs must implement one of the four federal turnaround models in their identified lowest performing schools. These schools are served through Washington State’s federal School Improvement Grants (SIGs) and are following requirements as described in federal SIG guidance. In addition, state legislation (E2SSB 6696) prescribes a number of requirements these districts must follow; the requirements are designed to ensure the district provides the leadership, oversight, and support essential for dramatic improvements in these chronically low-achieving schools. These additional requirements include the following:

- The district must notify parents of students attending the school that their school was designated and what they must do to improve the school in accordance with state law.
- RADs are required to undergo extensive Academic Performance Audits to include the following elements: student demographics; mobility patterns; assessment performance of student subgroups; effective school leadership; clear and shared focus on student learning; high standards and expectations for all students; high level of collaboration and communication; aligned curriculum, instruction, and assessments; focused professional development; supportive learning environments; high levels of family and community involvement; and unique circumstances or characteristics of the school or district.
- RADs must make the Academic Performance Audit publicly available. They must then write a required action plan based on one of the four federal intervention models. RADs must collaborate with administrators, teachers, other staff, parents, students, and unions to write this plan. The plan must include:
 - An application for a SIG that includes a plan to implement of one of the four federal intervention models;
 - A budget that provides adequate resources to implement the plan;
 - A description of the changes in the district’s and school’s policies, structures, agreements, processes, and practices that are necessary to attain significant achievement gains for all students;
 - A plan to adequately remedy all the findings in the academic performance audit; and
 - Identification of the measures the district will use to assess student achievement in at least reading and mathematics.
- If necessary, collective bargaining agreements must be reopened to implement the required action plan. Potential re-opening of collective bargaining agreements may impact Required Action Districts. E2SSB 6696 outlines a specific process to re-open collective bargaining agreements. This provision in the statute was implemented when RADs were required to look at their teacher evaluation systems. If this were a barrier, SBE/OSPI would mandate they reopen their agreements.
- SBE will approve a plan only if it provides sufficient remedies to address the findings in the audit to improve student achievement. If the district does not submit a plan or submits a plan that is not approved, then the SBE may direct OSPI to redirect the district's Title I funds based on the audit findings.
- OSPI must provide RADs with technical assistance and federal School Improvement Grants or other federal funds for school improvement, if available, to implement an approved plan. The RAD is required to report progress to OSPI; OSPI reports progress by RADs to SBE twice per year.
- OSPI must recommend to the SBE that a school district be released from the RAD designation after the district implements the required action plan for three years, has made progress (as defined by OSPI) in reading and mathematics over the past three years, no longer has a school within the district identified as Persistently-Lowest Achieving.
- The SBE shall release a district from RAD status upon confirmation that the district has met

the requirements outlined above. However, if the SBE determines that the RAD has not met the requirements for release, the district remains in required action and must submit a new or revised required action plan which must undergo the same approval process described above.

Additionally, E2SSB 6696 directs the SBE and OSPI to develop “Phase II” of the state accountability system, to include implementation of the state board of education's accountability index for identification of schools in need of improvement, including those that are not Title I schools, and the use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program. The SBE and OSPI are currently working on Phase II, partly by applying for this federal ESEA flexibility and also by examining options for state and local intervention models and a required action process to include non-Title I schools. Phase II would likely require legislation.

E2SSB 6696 acknowledges that accountability for outcomes is shared among all levels of decision makers, including the Office of Superintendent of Public Instruction and the State Board of Education. Moreover, Required Action Districts, those districts that OSPI and SBE require to implement federal intervention models, may be extremely difficult to improve and may continue to demonstrate low performance.

However, the State has no authority to take over districts. As described above, E2SSB 6696 lays out a specific process for identifying districts for required action. To address this concern, the legislation includes a provision to create the Joint Select Committee on Education Accountability, a committee comprised of legislators, to be convened in May 2012. This committee is charged with identifying and analyzing a complete system of education accountability, particularly in the case of persistent lack of improvement by a Required Action District. While current state law does not provide a mechanism for specific intervention beyond Required Action District status, the issue of next steps in the case of a school not improving will be taken up by this committee. The committee will examine models and experiences in other states; identify the circumstances under which state action would be required; and analyze financial, legal, and practical considerations that would accompany such state action. The following timeline is legislatively mandated and outlines specific dates that impact our transition to a new accountability system:

- No earlier than May 1, 2012: Joint Select Committee on Educational Accountability convenes.
- September 1, 2012: Joint Select Committee on Educational Accountability issues Interim Report.
- In 2012–13, informed by the Joint Select Committee Interim Report, OSPI and SBE will finalize revisions to the Washington Achievement Index (see Table 2.2 and Table 2.3).
- September 2013: The Joint Select Committee on Educational Accountability issues Final Report.

Therefore, until the SBE and OSPI develop Phase II of the accountability system, the Joint Select Committee on Educational Accountability makes a final report, and the Legislature acts upon those recommendations, there will be no state level authority for closure, state takeover, or other similar consequences for a school failing to significantly improve. That will only happen with new legislation.

II. Non-SIG Priority Schools

Overview

Districts with Priority Schools not receiving federal SIGs will be required to engage in an external Needs Assessment and submit a three-year improvement/turnaround plan to OSPI for approval by the State Superintendent, similar to the required action process described above. These plans must identify

specific areas of need from the external assessment as well as research- or evidence-based interventions aligned with turnaround principles to address the specific areas of need. These plans will explicitly focus on (a) providing effective leadership, (b) ensuring teachers are effective and able to improve instruction, (c) strengthening the school’s instructional program, and (d) using data to inform instruction and for continuous improvement. The plan is intended to result in dramatic increases in student performance, so that all students, including English language learners, students receiving special education services, and low income students, meet/exceed rigorous standards and are prepared with college- and career-ready skills and knowledge to transition successfully to post-secondary opportunities. Plans must be developed with input from parents, community members, teachers, teachers’ union, the district governing board, and other staff. Finally, districts with Non-SIG Priority Schools will be required to set-aside up to 20% of their Title I, Part A funds to support implementation of the school’s improvement/turnaround plan.

Alignment with Turnaround Principles and Characteristics of High-Performing Schools

Improvement/turnaround plans will provide a blueprint for implementing interventions aligned with turnaround principles listed below.

- A data-based review of the effectiveness of the current principal and a commitment to replacing the principal if necessary;
- Providing additional operating flexibility to the principal in the areas of scheduling, staffing, curriculum, and budget;
- A commitment to retain only teachers who have the skills and ability to assist in the intervention effort, as well as a commitment to providing job-embedded professional development to support teachers;
- Providing additional time for instruction and teacher collaboration;
- Conducting a full review of the school’s instructional program and ensuring that the program is rigorous, aligns with standards, and provides additional support to students who need it;
- Using data to inform instruction and adjust as necessary to ensure that all students are successful;
- Creating a safe, inclusive school environment that meets students’ social, emotional, and health needs;
- Building robust family and community engagement; and
- Identifying specific strategies to ensure that English language learners, students with disabilities, and the lowest achieving students have the academic support needed to succeed.

Over the three-year period, the plan must address the following:

- Building district-level capacity to support identified Priority Schools.
- Implementing school-wide interventions at each identified school; interventions must incorporate recommendations from the Needs Assessment and the turnaround principles.
- Setting sufficiently rigorous annual targets that enable the school to meet the Priority exit criteria after three years (see Section 2.D.v).

Ensuring Schools Implement Turnaround Principles

Priority Schools must submit their improvement/turnaround plan to OSPI for review; the plan must clearly indicate how the school will implement all of the turnaround principles. The State will provide schools with a rubric indicating specific strategies to be considered for each principle. Each school improvement plan (SIP) will be reviewed based on the rubric, and OSPI will provide guidance to ensure the SIP aligns with all of the principles. Additionally, in order to receive funding, districts with Priority Schools will be required to sign assurances that they will implement the SIP as designed. While the state does not have authority to enforce implementation of the improvement/turnaround plan

in a Priority School/district, it does have authority to reallocate federal Title I funding to align with the specific needs of the Priority School and to monitor use of those funds through the Comprehensive Program Review process. Additionally, based on this ESEA Flexibility Request, the state may continue to identify the school as a Priority School and notify the school community of that designation. Finally, if a Priority School does not make progress after 3 years, the district could be designated as a Required Action District (RAD). Funding for RAD is tied to federal School Improvement Grants (SIGs), so availability of SIG funding will impact designation of RADs over time.

Examples of Meaningful Interventions

In addition to identifying systems, processes, and issues at the district level, the plans must also describe how the school will implement interventions aligned to the turnaround principles and *Nine Characteristics of High Performing Schools*. A description of each characteristic and examples of meaningful interventions aligned with the turnaround principles that districts with Priority schools could implement is below. The intended outcome for these interventions is to substantially raise student achievement/graduation rates for all students.

Table 2.12: Examples of Meaningful Interventions Aligned with Each Characteristic and Turnaround Principle

Characteristic of High-Performing Schools	Examples of Interventions	Turnaround Principles Addressed
Clear and Shared Focus	The districts/school implements a collaborative process involving teachers, administrators, parents, community, and other stakeholders in defining the school's mission, belief statements, goals, and turnaround plan aligned with dramatically improving student achievement. The process results in identification of a three-year, research-based turnaround plan. The plan focuses on (a) providing effective leadership, (b) ensuring teachers are effective and able to improve instruction, (c) strengthening the school's instructional program, and (d) using data to inform instruction and for continuous improvement. District/school policies, practices, and procedures align with the plan (e.g., providing the principal with flexibility and autonomy in selection and assignment of staff, allocation of resources, and scheduling; ensuring highly effective teachers are assigned to the lowest performing groups of students).	<ul style="list-style-type: none"> • Providing strong leadership • Strengthening instructional program • Providing ongoing mechanisms for family and community engagement • Using data to inform instruction and for continuous improvement.
Effective Leadership	The district has a process for identifying, recruiting, selecting, and supporting high-quality leaders successful in accelerating student achievement and turning around low performance. The district uses tools aligned with competencies for turnaround leaders and the state's leadership framework (see Principle 3) to assess performance of current leaders and build individual learning plans that match support to individual needs.	Providing strong leadership
High Standards	The school's schedule ensures all students are provided	• Providing strong

<p>and Expectations</p>	<p>access and opportunity to engage in rigorous curriculum aligned to college- and career-readiness standards. To support all students in meeting these standards, the district/school assigns the most highly effective teachers and leaders to the lowest performing subgroups of students. The district/school also implements a multi-tiered system of instruction and support (Response to Intervention framework) to support all students to meet or exceed these standards.</p> <p>In alignment with the shared focus of turning around persistent low performance, the school/district assesses the opportunities for extending learning time for students and staff and redesigns the school schedule to maximize learning time for students based on an analysis of data related to their specific needs.</p>	<p>leadership</p> <ul style="list-style-type: none"> • Strengthening instructional program • Using data to inform instruction and for continuous improvement.
<p>Supportive Learning Environment</p>	<p>The school implements a tiered system of support (e.g., Positive Behavioral Intervention System) to meet the non-academic needs of all students.</p>	<p>Establishing a school environment that improves school’s safety and discipline and addressing other non-academic factors that impact student achievement</p>
<p>High Levels of Collaboration and Communication</p>	<p>The school’s schedule is redesigned to provide extended learning time for professional learning communities (PLCs) of staff to regularly engage in collaborative teams to analyze student data and make instructional and program improvements.</p> <p>Schools/districts implementing OSPI’s Mathematics Benchmark Assessments and/or Reading Benchmark Assessments will use their PLC/collaborative time to analyze student data on the assessments and determine next steps for curriculum and instruction to ensure students are meeting college- and career-ready standards.</p>	<ul style="list-style-type: none"> • Providing strong leadership • Strengthening instructional program • Using data to inform instruction and for continuous improvement • Redesigning the school day, week, or year to provide extended time for teacher collaboration
<p>High Level of Family and Community Engagement</p>	<p>At the elementary level, the school coordinates with early education providers serving families with children likely to enroll in the school. Support is designed to ensure these children are provided early learning experiences they will need to succeed in school.</p>	<ul style="list-style-type: none"> • Establishing a school environment that addresses other factors that impact student achievement • Providing ongoing mechanisms for family and community engagement
<p>Curriculum, Instruction, and</p>	<p>The district/school engages in professional development focused on: aligning curriculum with</p>	<ul style="list-style-type: none"> • Ensuring teacher effectiveness

Assessment Aligned with State Standards; Focused Professional Development	CCSS and other state standards; implementing research-based instructional strategies; developing and implementing a variety of assessments to inform instruction.	<ul style="list-style-type: none"> • Strengthening instructional program
Curriculum, Instruction, and Assessment Aligned with State Standards	The district/school implements a tiered system of instruction and support (Response to Intervention framework) to meet the academic needs of all students. The system focuses first on full implementation of core instruction, including differentiated instruction, to all students, including English language learners, students with disabilities, and academically advanced students. A comprehensive assessment system is implemented to determine which students will need additional intervention/instruction beyond core instruction and the effectiveness of strategic and intensive interventions (see below).	<ul style="list-style-type: none"> • Ensuring teacher effectiveness • Strengthening instructional program • Using data to inform instruction and for continuous improvement.
Curriculum, Instruction, and Assessment Aligned with State Standards	The district/school implements an assessment system essential for effective implementation of a tiered system of instruction and support. System includes formative, benchmark, and summative assessments, and time for teams to collaborate (see above).	<ul style="list-style-type: none"> • Ensuring teacher effectiveness • Strengthening instructional program • Using data to inform instruction and for continuous improvement
Focused Professional Development; Frequent Monitoring of Teaching and Learning	<p>The school’s schedule is redesigned to facilitate individual teachers and teams of teachers to engage in differentiated plans for growth and improvement based on multiple factors, such as the stage in their career, performance and ratings on teacher evaluation systems that incorporate multiple measures of performance. This may also include instructional coaches who work with teachers to strengthen their skills in areas such as lesson planning, student data analysis, and instruction. A process for regularly engaging in classroom walkthroughs is implemented. This encourages collaborative conversations among teachers and leaders about the nature of teaching and learning and helps determine next steps for professional development.</p> <p>Schools/districts engage in professional development, technical assistance, and coaching provided through OSPI and regional ESDs. Primary areas of focus include: (a) providing effective leadership, (b) ensuring teachers are effective and able to improve instruction, (c) strengthening the school’s instructional program,</p>	<ul style="list-style-type: none"> • Ensuring that teachers are effective and able to improve instruction • Redesign the school day, week, or year • Strengthen the school’s instructional program • Use data to inform instruction and for continuous improvement

	<p>and (d) using data to inform instruction and for continuous improvement. (See OSPI and Regional Services and Differentiated System of Support below.)</p> <p>Schools/districts implementing OSPI’s Mathematics Benchmark Assessments and/or Reading Benchmark Assessments engage in professional development and receive technical assistance to analyze student data on the assessments and determine next steps for curriculum and instruction to ensure students are meeting college- and career-ready standards.</p>	
Frequent Monitoring of Teaching and Learning	<p>The district/school identifies the instructional and leadership frameworks that will be used for teacher and principal evaluation. (See Principle 3 for additional information.) The district/school implements a comprehensive assessments system that regularly provides a variety of data to inform instructional and leadership decisions at the building, classroom, and individual student levels.</p>	<p>Providing strong leadership; Ensuring that teachers are effective and able to improve instruction; Strengthen the school’s instructional program; Use data to inform instruction and for continuous improvement</p>

District Capacity

OSPI’s *Characteristics of Improved Districts: Themes from Research* (Shannon & Bylsma, 2004) identifies the attributes of districts effective in implementing and sustaining systems essential for school improvement and turnaround. In its plan, the district must examine alignment with these characteristics and demonstrate that it has the internal capacity to implement and monitor school-level intervention efforts.

Within the improvement/turnaround plan, districts are required to identify any district-level issues that will be addressed. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level turnaround efforts, including the effective allocation of resources (people, time, materials, and fiscal, including all ESEA funds). In addition, the district must:

- Clearly describe what their approach will be to result in rapid, systemic change in its Priority Schools within three years. This must include a theory of action guiding their strategies and school-level interventions;
- Provide a description of the district’s planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process, especially the process used by district- and school-level teams to identify the interventions selected for the Priority School;
- Describe how the district will recruit, screen, and select any external providers to provide the expertise, support, and assistance to the district or to schools;
- Describe the district’s systems and processes for ongoing planning, supporting, and monitoring the implementation of planned efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school-level efforts;
- Describe current district policies and practices that may either promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to

modify policies and practices to enable schools to implement the interventions fully and effectively;

- Describe how the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the state, district or designated external partner organizations;
- Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working.

OSPI Planning Template and Review Process

OSPI will provide Priority Schools and their districts with a planning template and accompanying rubric that meet the statutory requirements for a Required Action District under state law, and that also serve as the foundation for any district application for federal School Improvement grant (Section 1003(g)) funding. These documents ensure plans include interventions aligned with the turnaround principles and are consistent with each of the *Nine Characteristics of High-Performing Schools* (Shannon & Bylsma, 2007). These conditions identify research-based characteristics that all schools, especially those that are most struggling, need to implement to effectively meet the learning needs of every student and every student subgroup.

As indicated above, improvement/turnaround plans will be reviewed by OSPI to ensure they align fully with these characteristics and turnaround principles, especially in the areas of providing effective leadership, ensuring teachers are effective and able to improve instruction, strengthening the school's instructional program, and using data to inform instruction and for continuous improvement. Note. The process for approval by OSPI is referred to as “Getting to yes,” because the intent is that OSPI leaders work with school and district teams to revise plans to ensure they reflect findings from the external needs assessment and include meaningful interventions aligned with the turnaround principles.

OSPI, Regional Service Delivery, and Differentiated System of Support

Similar to SIG schools, the state and regional education service districts (ESDs) will continue to provide differentiated guidance, support, and monitoring through the following actions:

- OSPI: Assigning an external liaison to provide technical assistance and support and to regularly monitor progress toward identified benchmarks in the 90-day plans and annual goals. The liaison will work directly with district and school leaders, so that the district provides the leadership, oversight, and support to ensure the Priority School implements the selected interventions for at least three years.
- OSPI and ESDs: Delivering comprehensive data packages that include demographic data, disaggregated data around student achievement on state assessments, data related to perceptions and beliefs around the *Nine Characteristics*, and data around classroom practices.
- OSPI and ESDs: Delivering research-based series of professional development modules, technical assistance, and coaching aligned with improvement/turnaround plan. Modules were developed in concert with experts from multiple divisions across OSPI, regional educational service districts, and local school districts. Each has been vetted, piloted, and reviewed to ensure it is consistent with current research. Examples of professional development modules aligned to specific turnaround principles follow.
 - Providing strong leadership: *Turnaround Leadership*
 - Ensuring teachers are effective and able to improve instruction: *Getting More from Core Instruction (K-5, 6-12), Differentiated Instruction, Literacy in the Content Areas, Implementing Research-Based Instructional Strategies*.
 - Strengthening the school's instructional program: *Gap Analysis (Reading and Mathematics), Developing Standards-Aligned Curriculum and Pacing Guides*

(Reading and Mathematics).

- Using data to inform instruction and for continuous improvement: *Mathematics Benchmark Assessments, Reading Benchmark Assessments, Using a Classroom Walkthrough Process and Tool to Improve Instruction.*
- Building district capacity: *District Self-Assessment and Action Planning, Strategic Management of Human Resources*
- OSPI and ESDs: Collaborating to ensure seamless delivery of services described in Principle 1 for implementing College- and Career-Ready Standards and in Principle 3 for implementing the state’s Teacher and Principal Evaluation Project/System.
- OSPI and ESDs: Regularly convening school/district leaders from Priority Schools to create networking opportunities, share effective practices, and collaborate to address common challenges; both statewide/regional conferences and K-20 webinars will be used to facilitate these network collaborative meetings. Based on identified needs, experts from various areas (e.g., utilizing multiple resources to support the district’s plan, turnaround leadership practices) will participate. Additionally, leaders from Reward Schools may also be invited to share their experiences and expertise in creating and sustaining high performance and/or rapid improvement.
- OSPI: Providing feedback through formative, summative, and benchmark assessments and evaluations.
- OSPI and ESDs: Offering districts access to “data coaches,” “resource coaches,” and “capacity-building coaches” to build systems essential for implementing the interventions and sustaining changes and improvements over time.
- OSPI: Providing funding (minimal) to support turnaround efforts, with additional funding to support rural and small districts to expand their capacity for improvement.
- OSPI and ESDs: Matching Priority Schools to Mentor Schools with similar demographics (e.g., Reward Schools, SIG schools effective in turning around school performance).
- OSPI: Providing an annual Assessment of Progress that examines changes in instructional practice, perceptions and beliefs, and student performance on state assessments.

Note. Districts are required to set aside up to 20% of their Title I, Part A funds to support identified Priority Schools in implementing meaningful improvements and interventions based on identified needs of the schools and their students. Funds may also be used to support the district in building system-wide capacity for significantly improving learning and teaching. Beginning in 2012 for the 2012–13 school year, Title I, Part A grant applications (via OSPI’s iGrants system) will require districts (with Priority, Focus, or Emerging Schools) to describe how they will provide meaningful, effective support to identified schools using the set aside of up to 20% of their Title I, Part A funds.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

The state will use the following timeline to ensure that districts with Priority Schools implement meaningful interventions aligned with the turnaround principles in all of their Priority Schools no later than the 2014–15 school year. Research and experience in school turnaround and school improvement suggest that a statewide accountability system that includes increased scrutiny and differentiated interventions and support at both the district and school levels will (a) lead to significant change in chronically low-performing schools and (b) build district capacity to effectively implement policies and practices essential to sustaining positive growth and change over time.

Table 2.13: Timeline to Ensure Districts Implement Meaningful Interventions in All Priority Schools by 2014–15

School Year	Strategy
2011–12	<ul style="list-style-type: none"> • <i>SIG Priority Schools (27 schools):</i> These schools/districts are already implementing one of four federal intervention models; state-appointed liaisons will continue to provide technical assistance and monitor progress to ensure the interventions are implemented effectively. Seventeen schools are projected to receive funds for three years: 2010–11, 2011–12, and 2012–13, and 10 schools are projected to receive funds for three years: 2011–12, 2012–13, and 2013–14. • <i>Additional Priority Schools (at least 19):</i> Non-SIG Priority Schools will be identified through the methodology described in Section 2.D.i. These schools and their districts will be required to engage in an external Performance Review/Academic Performance Audit similar to those conducted in SIG schools. The district will be required to develop and implement a plan consistent with the findings in the review/audit, and the plan will be monitored regularly by state-appointed liaisons. The review/audit will also provide findings and recommendations for the district to build capacity essential for effective implementation of the interventions and sustaining improvements over time. The plan will be evaluated based on the rubric used for SIG schools; this rubric specifically addresses district-level capacity. <p><i>Note.</i> This process will parallel that utilized in SIG Priority Schools. The review/audit, planning, and monitoring processes will apply to each Priority School.</p>
2012–13	<ul style="list-style-type: none"> • <i>SIG Priority Schools:</i> These 27 schools/districts will continue to implement one of four federal intervention models; state-appointed liaisons will continue to provide technical assistance and monitor progress to ensure the interventions are implemented effectively. <i>Note.</i> This is the final year of the three-year School Improvement Grant for the 17 schools identified in 2009–10 and the second year for the 10 schools, including RAD schools, identified in 2010–11. • <i>Non-SIG Priority Schools (at least 19):</i> Districts with Non-SIG Priority Schools will continue to receive guidance, support, and monitoring to ensure the district implements meaningful interventions aligned with turnaround principles in their Priority Schools. Schools/districts will continue to receive technical assistance and professional development, focusing particularly on data around implementation and impact of the selected turnaround interventions. • <i>Districts with more than one Priority School:</i> Districts will be required to develop and implement a process and timeline that ensures they build capacity to implement meaningful implementations in each of their Priority Schools no later than the 2014–15 year. Guidance will be provided by state-appointed liaisons.

	<ul style="list-style-type: none"> • <i>Newly Identified Priority Schools (Cohort II):</i> OSPI will use the new accountability system to identify additional Non-SIG Priority Schools based on state assessment data and graduation rates from 2009–10 through 2010–12, so they begin implementing interventions aligned with turnaround principles in 2013–14. OSPI will notify districts and provide guidance to begin implementing interventions aligned with turnaround principles in 2013–14. The total number of identified schools will be at least 46 (based on the total number of Title I schools in 2010–11). These schools and their districts will be required to engage in an external Performance Review/Academic Performance Audit similar to those conducted in SIG schools. The district will be required to develop and implement a plan consistent with the findings in the review/audit, and the plan will be monitored regularly by state-appointed liaisons. The review/audit will also provide findings and recommendations for the district to build capacity essential for effective implementation of the interventions and sustaining improvements over time. The plan will be evaluated based on the rubric used for SIG schools; this rubric specifically addresses district-level capacity.
2013–14	<ul style="list-style-type: none"> • <i>SIG Priority Schools (10 schools):</i> The schools/districts will continue to implement one of four federal intervention models; state-appointed liaisons will provide technical assistance and monitor progress to ensure the interventions are implemented effectively. • <i>Non-SIG Priority Schools (at least 36):</i> Districts with Non-SIG Priority Schools will receive guidance, support, and monitoring to ensure the district implements meaningful interventions aligned with turnaround principles in their Priority Schools. Schools/districts will continue to receive technical assistance and professional development, focusing particularly on data around implementation and impact of the selected turnaround interventions. • <i>Districts with more than one Priority School:</i> Districts will be required to develop and implement a process that ensures they build capacity to implement meaningful implementations in each of their Priority Schools no later than the 2014–15 year. Guidance will be provided by state-appointed liaisons. • <i>Newly Identified Priority Schools (Cohort III):</i> OSPI will use the new accountability system to identify additional Non-SIG Priority Schools based on state assessment data and graduation rates from 2010–11 through 2012–13 so they begin implementing interventions aligned with turnaround principles in 2014–15. OSPI will notify districts and provide guidance to begin implementing interventions aligned with turnaround principles in 2014–15. The total number of identified schools will be at least 46 (based on the total number of Title I schools in 2010–11). These schools and their districts will be required to engage in an external Performance Review/Academic Performance Audit similar to those conducted in SIG schools. The district will be required to develop and implement a plan consistent with the findings in the review/audit, and the plan will be monitored regularly by state-appointed liaisons. The review/audit will also provide findings and recommendations for the district to build capacity essential for effective implementation of the interventions and sustaining improvements over time. The plan will be evaluated based on the rubric used for SIG schools; this rubric specifically addresses district-level capacity.

<p>2014–15:</p>	<ul style="list-style-type: none"> • Districts implement interventions aligned with turnaround principles in each Priority School. • Districts continue to implement their process to build capacity to implement meaningful interventions in their schools and to sustain change and growth over time. • OSPI provides support, guidance, and monitoring to ensure districts implement interventions aligned with turnaround principles in each Priority School. <p><i>Note.</i> Federal guidelines for SIG funds for 2014–15 have not been provided, so it not clear if an additional cohort of SIG schools will be identified.</p>
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2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

We propose that criteria similar to that used for Required Action Districts (as described in E2SSB 6696) should also apply to Priority Schools. The exit criteria require schools to demonstrate substantial progress for the all students group and for all subgroups, including low income, special education, and English language learner students. Schools will be eligible to exit Priority status after three years as a SIG school or Non-SIG Priority School if they meet the criteria identified below. Our experience indicates districts and schools satisfying all of these criteria will have effectively implemented systems, policies, and practices critical to sustaining both positive change and the continuous improvement process over time. *Note.* Exit criteria align with the persistent low performance (i.e., reading/mathematics OR graduation rates) for which the school was initially identified.

- Schools identified for SIG or Priority School status based on their mathematics and reading (combined) performance must meet all three of the following criteria:
 - 1) Increase performance in reading and mathematics in the all students groups and for all subgroups, including low income, special education, and English language learner students, so that for three consecutive years, the school (a) meets or exceeds its AMOs, (b) has at least a 95% participation rate for each group, and (c) is no longer in the bottom 5% of the state’s Priority list; and
 - 2) Decrease the percentage of students, including low income, special education, and English language learner students, scoring at Level 1 or Level 2 on state assessments in reading and mathematics over a three-year period. The percentage shall be comparable to the improvement that the top 30% of Title I schools make statewide for the same three-year period; and
 - 3) The school is determined by the Superintendent of Public Instruction to have made sufficient progress on the new accountability system.
- Secondary schools that graduate students and are identified for SIG or Priority School status based on their graduation rates must meet all three of the following criteria:
 - 1) Increase graduation rates in the all students groups and for all subgroups, including low income, special education, and English language learner students, so that for three consecutive years, the school (a) meets or exceeds its AMOs and (b) is no longer in the bottom 5% of the state’s Priority list; and
 - 2) Decrease the percentage of students, including low income, special education, and English language learner students, who drop out of school over a three-year period. The percentage shall be comparable to the improvement that the top 30% of secondary schools that graduate students make statewide for the same three-year period; and
 - 3) The school is determined by the Superintendent of Public Instruction to have made sufficient

progress on the new accountability system.

In addition, prior to removing any school from Priority status, OSPI will review evidence submitted by the district around the goals on its redesign plan to ensure the district has the capacity and that conditions are in place at both the district and school levels to sustain that improvement.

A district may submit an appeal to the Superintendent of Public Instruction requesting approval for the school to exit Priority status. Approval will be based on additional evidence provided by the district regarding special circumstances or relevant information indicating why the school has made sufficient progress, given its special circumstances or in light of the additional data. It is expected that the appeal process would be requested only under extraordinary circumstances and would be rarely used. The evidence must demonstrate the following:

- 1) The district and school have made sufficient progress on the redesign plan; AND
- 2) The school has
 - a. Increased performance in reading and mathematics in the all students group, so that for three consecutive years, the school meets or exceeds its AMOs in the all students group and has at least a 95% participation rate; OR
 - b. For secondary schools that graduate students, the school has increased graduation rates in the all students group, so that for three consecutive years the school meets or exceeds its AMOs for the all students group.

Note. Required Action Districts (RADs) will be held to the criteria listed above. However, E2SSB 6696 includes one additional criterion (i.e., the district no longer has a school within the district identified as persistently lowest achieving) that must be met to exit RAD status and places responsibility for determining if the school has made sufficient progress with the State Board of Education (SBE). The SBE may release the district from RAD status or, if the district has not met these conditions, the SBE can determine that the district must submit a new or revised required action plan to be implemented until the SBE releases the district from RAD status.

Justification

Research and experience in school turnaround suggest that schools/districts satisfying these criteria will have built the capacity and systems essential to sustain changes and improvements over time. These include, but are not limited to: strong leadership at the school and district levels; policies and practices supporting strategic management of human resources (e.g., recruiting, selecting, retaining, and providing ongoing professional development to highly effective staff); maximizing, and if needed, extending learning time for students and the educators who work with them; effective instructional and leadership practice; continuous improvement process anchored in a variety of formative and summative data; safe and supportive learning environments responsive to the diversity of the student population; and effective collaboration and communication with parents and community, including those representing the different subgroups of students.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The state will use the following methodology to identify at least 92 low-performing schools as Focus Schools (10% of the Title I schools in 2010–11). The process will compare the performance of all subgroups against their AMOs/annual targets in reading, writing, science, mathematics, and graduation rates. Schools with the lowest performing subgroups will be identified as Focus Schools. *Note.* We propose disaggregating and reporting Pacific Islanders and “More than one race” students as two additional subgroups beyond the level of detail required by current federal reporting requirements. *Note.* As mentioned earlier, OSPI has chosen to use a minimum N size of 20 for including subgroups in calculations, since the smaller N will enable the state, districts, and schools to discern proficiency gaps among very small subgroups. Washington State’s current ED-approved Accountability Workbook uses an N size of 30. The reduction from 30 to 20 for the minimum subgroup size would have led to the inclusion of an additional 29 schools in the state’s 2010–11 AYP calculations. Furthermore, an additional 101 schools would have been identified as in a step of improvement because they did not meet AYP in one or more cells.

Table 2.14: Proposed Process and Timeline for Identifying Cohorts of Focus Schools

Year	Process for Identifying Cohorts of Focus Schools
2011–12	<p style="text-align: center;">Cohort I – Focus Schools</p> <p>Identify spring/summer 2012; use state assessment data and graduation rates from 2009 through 2011 state assessments; implement interventions in 2012–13.</p> <p>Focus Schools: Identify at least 92 low-performing Title I schools (10% of the State’s Title I schools) using the State’s approved “PLA methodology” for federal <i>School Improvement Grants</i>. The methodology will be applied to all subgroups (with N equal to or greater than 20) in Title I schools across the state. The State will create a list that rank orders the performance of these subgroups. Beginning with the bottom of the list, the State will identify 92 or more of the lowest performing schools based on subgroup performance as Focus Schools. <i>Note.</i> If two or more schools have the same ranking, the state will use the average annual improvement over three years to differentiate among these schools.</p>
2012–13	<p style="text-align: center;">Cohort II – Newly-Identified Focus Schools</p> <p>Identify fall/winter 2012–13; use state assessment data and graduation rates from 2010 through 2012; implement interventions in 2013–14.</p> <ul style="list-style-type: none"> Newly-Identified Focus Schools: Identify <i>additional</i> low-performing Title I schools using the new AMOs. The methodology will be applied to all subgroups with N equal to or greater than 20) in Title I schools across the State. The State will create a list that rank orders the performance of these subgroups. Beginning with the bottom of the list, the State will identify schools with subgroup performance <i>lower than the highest performing Cohort I Focus School</i> as a “Newly-Identified Focus School.” The total number of Cohort I and Cohort II Focus Schools must equal or be greater than 92 (10% of the State’s Title I schools).

2013–14	<p style="text-align: center;">Cohort III – Newly-Identified Focus Schools Identify fall/winter 2013–14; use state assessment data and graduation rates from 2011 through 2013; implement interventions in 2014–15.</p> <ul style="list-style-type: none"> • Newly-Identified Focus Schools: Identify <i>additional</i> low-performing Title I schools using the AMOs. The methodology will be applied to all subgroups with N equal to or greater than 20) in Title I schools across the State. The State will create a list that rank orders the performance of these subgroups. Beginning with the bottom of the list, the State will identify schools with subgroup performance <i>lower than the highest performing Cohort I or Cohort II Focus School</i> as a “Newly-Identified Focus School.” The total number of Cohort I, II, and III Focus Schools must equal or be greater than 92 (10% of the State’s Title I schools).
2014–15	<p style="text-align: center;">Cohort IV – Newly-Identified Focus Schools Identify fall/winter 2014–15; use state assessment data and graduation rates from 2012 through 2014; implement interventions in 2015–16.</p> <ul style="list-style-type: none"> • Newly-Identified Focus Schools: Identify <i>additional</i> low-performing Title I schools using the AMOs. The methodology will be applied to all subgroups with N equal to or greater than 20) in Title I schools across the State. The State will create a list that rank orders the performance of these subgroups. Beginning with the bottom of the list, the State will identify schools with subgroup performance <i>lower than the highest performing Cohort II or III Focus School</i> as a “Newly-Identified Focus School.” The State will continue up the list until the total number of Focus Schools is equal or be greater than 92 (10% of the State’s Title I schools). The “Newly Identified Focus Schools” will be designated as Cohort IV. <i>Note.</i> It is expected that most, if not all, Cohort I and some Cohort II Focus Schools will exit Focus status based on criteria described in Section 2.E.iv.

Note. Identification and notification will occur on an annual basis. Criteria for schools to exit Focus status are described in Section 2.E.iv.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Overview

Elimination of the opportunity (achievement) gaps is at the heart of the state’s school improvement agenda and processes. Students with disabilities (i.e., students eligible under the Individuals with Disabilities Education Act [IDEA], and students eligible for Section 504) and English language learners must be provided opportunities to excel and graduate prepared for success in their post-school lives, including college and/or careers. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve outcomes for all students and close gaps. This commitment to eliminate opportunity/achievement gaps is reflected in

OSPI's process for ensuring that districts with one or more focus schools identify the specific needs of Focus Schools and their students and implement meaningful interventions designed to improve the performance of students who are furthest behind. Essential elements of that process are described in the sections below.

The state will use the following process to ensure districts with one or more Focus Schools identify the specific needs of their Focus Schools and their students. Research examining schools effective in closing significant achievement gaps suggests that a statewide accountability system that includes increased scrutiny and differentiated interventions and support at both the district and school levels will (a) lead to significant change in schools with low-performing subgroups and (b) build district capacity to effectively policies and practices essential to sustaining positive growth and change over time.

Requirements for Focus Schools and Their Districts

Descriptions of the requirements for Focus Schools and their districts include the following:

- **Engage in an external Needs Assessment:** On-site Needs Assessments/Performance Audits (Audits) will be conducted at Focus Schools to assess the potential reasons for the school's persistent low performance and lack of progress for the identified subgroups (e.g., English language learners, students with disabilities, and students from low-income families). The Audit Team will target its analysis to ensure the Summary Report provides actionable data focused on the needs of the identified low-performing subgroup(s) and ways to more effectively address the needs of students in these subgroups. The team will gather and examine a variety of data, including disaggregated student achievement data, demographic data, perceptual data, and contextual data. Perceptual data will gathered using OSPI's *School Performance Rubric – External Review* and process or a similar tool and process to gather perceptual data around OSPI's *Nine Characteristics of High-Performing Schools* (Shannon & Bylsma, 2007). Schools will use the Needs Assessment to analyze root causes for achievement gaps and to develop improvement plans to identify and implement evidence-based strategies to close achievement gaps.
- **Use an OSPI planning template and rubric:** OSPI will provide Focus Schools and their districts with a planning template and accompanying rubric to ensure plans include interventions are (a) aligned with the recommendations of the Needs Assessment, (b) designed to improve the performance of students who are furthest behind, and (c) consistent with the *Nine Characteristics of High-Performing Schools* (Shannon & Bylsma, 2007) and other research around schools effective in closing persistent achievement gaps. The rubric will address effective strategies and practices to close achievement gaps (e.g., multi-tiered instructional system such as Response to Intervention, continuous improvement processes anchored in research and locally-developed data, professional learning communities or other forms of collaboration around student data).
- **Submit the improvement plan to OSPI/regional ESD for approval:** This process is similar to the process described above for Priority Schools. Plans must identify specific areas of need from the external assessment as well as research- or evidence-based interventions aligned with the unique needs of the school and students identified through the Needs Assessment. These plans will explicitly focus on (a) providing effective leadership; (b) ensuring teachers are effective and able to improve instruction for all students, including the subgroup(s) for which the school was identified for Focus status; (c) strengthening the school's instructional program to ensure all students, including English language learners and students receiving special education services, receive effective, differentiated core instruction; and (d) using data as part of a multi-tiered instructional framework to inform instructional decision-making at the individual student and classroom levels and for continuous improvement; and (e) ensuring all students, including English language learners, students with disabilities, and low-income

students, have access to rigorous curriculum and support in meeting college- and career-ready standards. The plan is intended to result in dramatic increases in student performance, so that all students, including English language learners, students receiving special education services, and low income students, meet/exceed rigorous standards and are prepared with college- and career- ready skills and knowledge to transition successfully to post-secondary opportunities. Plans must be developed with input from parents, community members, teachers, teachers’ union, the district governing board, and other staff.

- **Dedicate Resources to support the improvement plan:** Districts with Non-SIG Priority Schools will be required to set-aside up to 20% of their Title I, Part A funds to support implementation of the school’s improvement/turnaround plan. Additionally, OSPI will provide funding (minimal) to support turnaround efforts, with additional funding to support rural and small districts.
- **Develop and implement 90-day plans and engage with external liaisons:** State and/or regional liaisons will provide guidance and support for school teams and the district to develop, implement, and monitor 90-day action plans aligned with their overall improvement plan. Liaisons will also monitor the plans to ensure identified interventions result in improved learning for all students, including those students who are furthest behind.

Table 2.15 describes the annual process OSPI will use to ensure districts implement meaningful interventions in their Focus Schools.

Table 2.15: Annual Process to Ensure Districts Implement Meaningful Interventions in Focus Schools (beginning with Cohort II and continuing forward)

Timeline	Action
Late fall/early spring of each year	<ul style="list-style-type: none"> • <i>Selection:</i> Each year, the state will identify Focus Schools, using the state’s Accountability System/Index; methodology will align with guidance from the U.S. Department of Education in its document titled, “Demonstrating that an SEA’s Lists of Reward, Priority, and Focus Schools Meet ESEA Flexibility Definitions.” • <i>Identification of specific needs:</i> The state will provide guidance and support for districts to conduct external needs assessment aligned with <i>Nine Characteristics of High-Performing Schools</i>, other research, and locally-developed data, paying particular attention to a variety of data disaggregated for each subgroup. The assessments will be similar to those conducted in SIG schools. <p><i>Note.</i> This process will parallel that utilized in Priority Schools. The review/audit, planning, and monitoring processes will apply to each Focus School.</p>
Spring-summer	<ul style="list-style-type: none"> • <i>Support for developing improvement plans:</i> The state will provide guidance and support for districts to develop school improvement plans anchored in research and the needs assessment. Additional support will be provided for use of OSPI’s online tool for improvement planning, identification of research-based interventions and justifications for these interventions, and use of OSPI’s 8-stage improvement process. • <i>Approval of improvement plans:</i> The state/regional ESDs will analyze (a) the improvement plans for their alignment with specific needs of the school and its students identified in the needs assessment and (b) the justification for selected interventions. OSPI will develop a rubric similar to that used for Priority Schools to assess/approve improvement plans for Focus Schools. Specific attention will be paid to interventions and improvements targeting low-performing subgroups.

	<ul style="list-style-type: none"> • <i>Building district capacity:</i> The state/regional ESDs will provide guidance and support for the district to analyze its policies and practices to determine the level of leadership and support the district can provide to support its school to effectively implement improvement strategies. Findings and recommendations from the needs assessment regarding district-level practices will be used in developing improvement plans.
Summer through next school year	<ul style="list-style-type: none"> • <i>Development of 90-day action plans:</i> State and/or regional liaisons will provide guidance and support for school teams and the district to develop, implement, and monitor 90-day action plans aligned with their overall improvement plan. • <i>Support for improvement process:</i> The state and/or regional ESDs will provide supports and guidance at the school level (e.g., professional development in the areas of cultural competence, English language development, meeting the needs of students with disabilities, incorporating state standards into Individualized Education Programs) and district level (e.g., implementation of a multi-tiered instruction and intervention system, differentiating resources based on unique school needs) based on the external needs assessment and improvement plan. • <i>Monitoring:</i> State and/or regional liaisons will monitor school/district 90-day action plans and provide guidance as needed. • <i>On-site Coaching:</i> Coaches with expertise in identified areas (e.g., English language development, effective practices for students with disabilities) may be assigned to schools based on the needs identified in the needs assessment.

District use of Title I Funds to Support Capacity Building

As outlined in Washington’s flexibility request, districts with identified Priority, Focus, and Emerging Schools will be required to use up to 20% of their Title I allocation to assist these schools in implementing turn-around activities. In the state’s Title I application, all districts with these schools will be required to define how these funds will be used to support these schools and how the district will evaluate the effectiveness of the use of these funds on student academic achievements. The state will also review the implementation and outcomes of the improvement activities that the district has identified for each identified focus school, through the state’s Consolidated Program Reviews. This review process not only involves Title I, but all other Elementary and Secondary Education Act Title Programs.

Note. Districts with one or more Priority, Focus, and/or Emerging Schools will be required to set-aside up to 20% of Title I, Part A funds to serve all of these schools. They will NOT be required to set-aside up to 20% for each Priority, Focus, and Emerging School. However, OSPI will review the school improvement plan for each Priority and Focus School to ensure the district has set aside adequate funds to support implementation of the plan. Beginning in 2012 for the 2012–13 school year, Title I, Part A grant applications (via OSPI’s iGrants system) will require districts (with Priority, Focus, or Emerging Schools) to describe how they will provide meaningful, effective support to identified schools using the set aside of up to 20% of their Title I, Part A funds.

OSPI and Regional Services and Differentiated System of Support in Focus Schools

Similar to Priority schools, the state and regional education service districts (ESDs) will continue to provide differentiated guidance, support, and monitoring through the following actions:

- OSPI: Assigning an external liaison to provide technical assistance and support and to regularly monitor progress toward identified benchmarks in the 90-day plans and annual goals. The liaison will work directly with district and school leaders, so that the district provides the leadership, oversight, and support to ensure the Focus School implements the selected interventions as described in its improvement plan.

- OSPI and ESDs: Delivering research-based series of professional development modules, technical assistance, and coaching aligned with the specific interventions in the improvement plan. Modules were developed in concert with experts from multiple divisions across OSPI, regional educational service districts, and local school districts. Each has been vetted, piloted, and reviewed to ensure it is consistent with current research. Examples of professional development modules are described below. Because it is critical that both general education teachers and teachers of students with disabilities or English language learners engage in professional development together, the targeted audiences for each include, at a minimum, the following: school and district leaders, general education teachers, and special education educators and/or English language learner educators. To build capacity across the school and district for educating all students to high standards, modules are typically co-facilitated by experts in content (literacy, mathematics) and in meeting the needs of special populations (English language learners, students with disabilities).
 - Ensuring teachers are effective and able to improve instruction for all students, including English language learners, students with disabilities, and low-income students: *Language Acquisition and English Language Development Standards, Classroom Strategies for ELLs, Selecting and Implementing Evidence-Based Practices and Programs (Special Education), Getting More from Core Instruction (K-5, 6-12), Differentiated Instruction, Literacy in the Content Areas, Implementing Research-Based Instructional Strategies*
 - Strengthening the school’s instructional program: *Gap Analysis (Reading and Mathematics), Developing Standards-Aligned Curriculum and Pacing Guides (Reading and Mathematics), Incorporating State Standards into Individualized Education Programs*
 - Using data to inform instruction and for continuous improvement: *Mathematics Benchmark Assessments, Reading Benchmark Assessments, Using a Classroom Walkthrough Process and Tool to Improve Instruction,*
- OSPI and ESDs: Collaborating to ensure seamless delivery of services described in Principle 1 for implementing College- and Career-Ready Standards and in Principle 3 for implementing the state’s Teacher and Principal Evaluation Project/System.
- ESDs: Regularly convening school/district leaders from Focus Schools to create regional networking opportunities, share effective practices, and collaborate to address common challenges; both regional conferences and K-20 webinars will be used to facilitate these network collaborative meetings. Based on identified needs, experts from various areas (e.g., incorporating English language development standards into IEPs, maximizing federal funding sources) will participate. Additionally, leaders from Reward Schools may also be invited to share their experiences and expertise in creating and sustaining high performance and/or rapid improvement.
- OSPI and ESDs: Offering districts access to “data coaches,” “resource coaches,” and “capacity-building coaches” to build systems essential for implementing the interventions and sustaining changes and improvements over time.
- OSPI: Providing funding (minimal) to support improvement efforts, with additional funding to support rural and small districts.
- OSPI and ESDs: Matching Focus Schools to Mentor Schools with similar demographics (e.g., Reward Schools, SIG schools effective in turning around school performance of low-performing subgroups of students).

Note. Districts are required to set aside up to 20% of their Title I, Part A funds to support identified Focus Schools in implementing meaningful improvements and interventions based on identified needs of the schools and their students. Funds may also be used to support the district in building system-

wide capacity for significantly improving learning and teaching. Beginning in 2012 for the 2012–13 school year, Title I, Part A grant applications (via OSPI’s iGrants system) will require districts (with Priority, Focus, or Emerging Schools) to describe how they will provide meaningful, effective support to identified schools using the set aside of up to 20% of their Title I, Part A funds.

Research-Based Interventions

As indicated above, externally facilitated Needs Assessments will be conducted each Focus School; these are designed to provide an in-depth assessment of current practice, identify areas of strength, and make recommendations regarding areas requiring intervention. District and school leaders, representatives from regional education service districts and OSPI, staff responsible for day-to-day instruction, and other key stakeholders will work together to use the self-assessment and other sources of information to prioritize recommendations requiring the most urgent attention and identify appropriate interventions.

Interventions may be scaled based on need and availability of funds. Districts with Focus Schools will be required to set aside up to 20% of their Title I, Part A funds to support effective implementation of the selected interventions. Additionally, minimal funding will be provided through OSPI for professional development, technical assistance and coaching. For example, a district may redesign the school day to provide academic tutoring for a small focus population, or it may engage in a more comprehensive effort to provide a broad array of academic and/or enrichment opportunities for the entire school population.

Below are several examples that illustrate interventions that districts may select to address the needs of students in their Focus Schools. In each example, the intervention is preceded by the finding from the Needs Assessment that the school/district prioritized as the most urgent in improving learning outcomes for the students who are furthest behind.

Example #1

- *Finding from Needs Assessment:* The school uses a pull-out system for most students identified for special education services and/or English language learners.
- *Intervention:* The district/schools implements a *tiered system of instruction* focused on system-level change in classrooms across the school to meet the instructional needs of all students, including students with disabilities, English language learners, and academically advanced students. The district may also implement the tiered system of support across a network of Title I schools. The flexible tiers provide a continuum of instruction and interventions. Movement between tiers and the level of intervention (strategic, intensive) are based on data from multiple sources of data (e.g., screening, diagnostic, progress monitoring). Teachers (general education, special education, and English language development) examine the data collaboratively and use the data for making instructional decisions at the student, classroom, and school levels. The tiered system of instruction also includes a framework for addressing the core components of English language acquisition, incorporating academic language across content areas into instructional practice, and supporting students to build mastery essential for college and careers. Similarly, for students with disabilities, the system ensures relevant information from Individualized Education Program (IEP) is incorporated as instruction and assessments are designed and implemented. This enables these students to have full access to the system of tiered instruction and supports.

The district/school also ensures teachers and leaders receive professional development, technical assistance, and coaching to support effective implementation of the multi-tiered

system. See OSPI and Regional Services and Differentiated System of Support above for specific examples of professional development and technical assistance that can be accessed at the state and regional levels. Because it is critical that both general education teachers and teachers of students with disabilities or English language learners engage in professional development together, the targeted audiences for each include, at a minimum, the following: school and district leaders, general education teachers, and special education educators and/or English language learner educators.

Example #2

- *Finding from Needs Assessment:* The school does not have a system of services to address the social, emotional, and health needs of its students.

Intervention: Additionally, school teams comprised of school counselors, nurse, teachers, and administrators meet on a regular basis to discuss strategies to address the challenges and needs of individual students.

The district provides *school-based services* to address the social, emotional, and health needs of the students. At the elementary level, the school reaches out to pre-school and other early learning providers to support a seamless transition to the K-12 school system. Systems to support outreach at subsequent transition points (elementary to middle school and middle to high school) are also implemented. At the elementary level, the school and its parents jointly address the developmental needs of students early in their education. As students progress through the K-12 system, school teams composed of school nurses, counselors and teachers meet on a regular basis to discuss and address the challenges of individual students. Students with acute health problems receive services in a timely manner; their health is monitored in a systematic way as they progress through school, and problems are addressed early that might otherwise impede their learning. The goals of this systemic approach that begins before students enter the K-12 system are to (a) reduce the proportion of students at risk of academic failure due to social, emotional, and/or health needs, and (b) increase student performance by addressing non-academic issues that may adversely impact their academic success.

The district/schools may also implement a *tiered system of support*, such as Positive Behavioral Interventions and Supports, focused on system-level change in classrooms and across the school to meet the social, emotional, and health needs of all students, including students with disabilities, English language learners, and academically advanced students. The district may also implement the tiered system of support across a network of Title I schools. Similar to Example #1 above, flexible tiers provide a continuum of supports and interventions. Movement between tiers and the level of intervention (strategic, intensive) are based on data from multiple sources of data (e.g., screening, diagnostic, progress monitoring). Teachers (general education, special education, and English language development) examine the data collaboratively and use the data for making instructional decisions at the student, classroom, and school levels.

The district/school also ensures teachers and leaders receive professional development, technical assistance, and coaching to support effective implementation of the multi-tiered system. Because it is critical that both general education teachers and teachers of students with disabilities or English language learners engage in professional development together, the targeted audiences for each include, at a minimum, the following: school and district leaders, general education teachers, and special education educators and/or English language learner educators.

Example #3

- *Finding from Needs Assessment:* The daily/weekly schedule does not have dedicated time for teachers to collaboratively analyze disaggregated data to identify interventions for their English Language Learners (or for their students with disabilities).
- *Intervention:* The district/school redesigns the school day to provide teachers with peer collaboration time. This enables teacher teams of general education teachers, English language development teachers and teachers of students with disabilities to collaboratively analyze student data to determine the appropriate levels of differentiated core instruction and interventions essential, as well as how that instruction/intervention will be delivered. Extended time is also provided to support general education teachers who teach English language learners and/or students with disabilities to engage in job-embedded professional development on research-based practices in meeting the academic needs of these students. This professional development is most effective when teachers with expertise in the area of English language development and/or meeting the needs of students with disabilities also participate. This intervention is appropriate for all grade levels: elementary, middle, and high school.

Example #4

- *Finding from Needs Assessment:* The school implements a traditional 6-period day schedule, with little flexibility or choice for students, particularly for those students who are not engaged in school and/or are members of historically underserved subgroups of students
- *Intervention:* The district/school examines the use of time within the school day and year to ensure the most effective use of time for an array of academic and/or enrichment opportunities for students. These opportunities should deeply engage students and focus on a set of specific goals for student learning and minimize learning loss over school breaks. Opportunities may include tutoring and other academic supports, as well as engagement in areas including the arts, foreign languages, hands-on science, business, community service learning, and leadership. Intended outcomes include building trusting relationships among students and with adults in the school and engaging students in activities that reinforce their learning and the types of behaviors (e.g., teamwork, perseverance) that will serve them well in their K-12 school experience, as well as outside of school and as they transition to post-secondary opportunities. This intervention is appropriate for elementary, middle, or high schools, and may be implemented with a targeted subset of students within the school.

Evidence of Success in Similar Schools

The interventions described above are purposefully aligned to research from the Center on Innovation and Improvement, National Clearinghouse for English Language Acquisition, IDEA Partnership, National Center on Response to Intervention, multiple research documents and studies from OSPI (e.g., *Nine Characteristics of High-Performing Schools*, *Promising Practices and Programs for Dropout Prevention*, *Response to Intervention for Washington’s Students*, *Helping Students Finish School: Why Students Drop Out and How to Help Them Graduate*, *Teaching Math in Washington’s High Schools: Insights from a Survey of Teachers in High Performing or Improving Schools*), and other research.

District-level interventions align with those found in OSPI’s *Characteristics of Improved Districts: Themes from Research* (Shannon & Bylsma, 2004) and OSPI’s *District Self-Assessment Handbook – Performance Review Rubric*. Together, these articulate district-level systems and practices necessary to provide and/or support the implementation of meaningful interventions in schools. They also support

school and district leaders to make sound decisions as they select, monitor, evaluate, and resource the interventions that will have the greatest impact on turning around persistent low performance of subgroups of students.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

We propose to use the following criteria to determine when a school is making significant progress in improving student achievement and narrowing achievement gaps to exit Focus status. The exit criteria require schools to demonstrate substantial progress for the subgroup(s) for which they were identified. Schools will be eligible to exit Focus status after three years. Our experience indicates districts and schools satisfying all of these criteria will have effectively implemented systems, policies, and practices critical to sustaining both positive change and the continuous improvement process over time. *Note.* Exit criteria align with the persistent low performance (i.e., reading/mathematics OR graduation rates) for which the school was initially identified. These criteria are described below.

- Schools identified for Focus status based on their mathematics and reading (combined) performance in one or more subgroups must meet all three of the following criteria:
 - 1) Increase performance in reading and mathematics in the subgroup(s) for which the school was identified, so that for three consecutive years, the school (a) meets or exceeds its AMOs, (b) has at least a 95% participation rate for each identified subgroup, and (c) is no longer in the bottom 10% of the state’s Focus list due to low performance of any subgroup; and
 - 2) Decrease the percentage of students in the identified subgroup(s) scoring at Level 1 or Level 2 on state assessments in reading and mathematics over a three-year period. The percentage shall be comparable to the improvement that the top 30% of Title I schools make statewide for the same subgroup(s) over the same three-year period; and
 - 3) The school is determined by the Superintendent of Public Instruction to have made sufficient progress on the new accountability system.
- Secondary schools that graduate students and are identified for Focus status based on their graduation rates must meet all three of the following criteria:
 - 1) Increase graduation rates in the subgroup(s) for which the school was identified, so that for three consecutive years, the school (a) meets or exceeds its AMOs for the identified subgroup(s) and (b) is no longer in the bottom 10% of the state’s Focus list due to low performance of any subgroup; and
 - 2) Decrease the percentage of students in the identified subgroup(s) who drop out of school over a three-year period. The percentage shall be comparable to the improvement that the top 30% of Title I schools make statewide for the same subgroup(s) for the same three-year period; and
 - 3) The school is determined by the Superintendent of Public Instruction to have made sufficient progress on the new accountability system.

In addition, prior to removing any school from Focus status, OSPI will review evidence submitted by the district around the goals on its improvement plan to ensure the district has the capacity and that conditions are in place at both the district and school levels to sustain that improvement.

A district may submit an appeal to the Superintendent of Public Instruction requesting approval for the school to exit Focus status. Approval will be based on additional evidence provided by the district regarding special circumstances or relevant information indicating why the school has made sufficient progress, given its special circumstances or in light of the additional data. It is expected that the appeal process would be requested only under extraordinary circumstances and would be rarely used. The evidence must demonstrate the following:

- 1) The district and school have made sufficient progress on the improvement plan; AND
- 2) The school has increased performance in identified subgroup(s), so that
 - a. For two of the last three years the school meets or exceeds its AMOs for identified subgroup(s) OR
 - b. The school is no longer in the bottom quartile of the Focus Schools list.

Justification

Research and experience in school improvement suggest that schools/districts satisfying these criteria will have built the capacity and systems essential to sustain changes and improvements over time. These include, but are not limited to: strong leadership at the school and district levels; policies and practices supporting strategic management of human resources (e.g., recruiting, selecting, retaining, and providing ongoing professional development to highly effective staff); maximizing, and if needed, extending learning time for students and the educators who work with them; effective instructional and leadership practice; continuous improvement process anchored in a variety of formative and summative data; safe and supportive learning environments responsive to the diversity of the student population; and effective collaboration and communication with parents and community, including those representing the different subgroups of students.

Note. As described in Section 2.D there is no current authority for state-mandated closure, takeover, or other such strong consequences for schools that do not make progress. However, OSPI and SBE are directed in recent legislation (E2SSB 6696) to develop “Phase II” of the state accountability system, to include implementation of the state board of education’s accountability index for identification of schools in need of improvement, including those that are not Title I schools, and the use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program. While the opportunity for an ESEA flexibility waiver was not an option to be considered during the construction of E2SSB 6696, the new category of Focus schools will be identified by the new Index and consequences for failure to improve will be explored by SBE and OSPI as well as the Joint Select Committee on Education Accountability. Focus schools will be included in Phase II of the accountability system. OSPI and SBE will encourage the Joint Select Committee on Education Accountability to address next steps for Focus schools that fail to improve.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

	LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
1	Burlington-Edison	West View Elementary	530078000159		E	
2	Grandview	Grandview Middle	530315000498		E	
3	Highline	Cascade Middle	530354000522		E	
4	Highline	Chinook Middle	530354000524		E	
5	Longview	Monticello Middle	530447000705		E	
6	Marysville	Totem Middle	530486000736		E	
7	Marysville	Tulalip Elementary	530486000741		E	
8	Marysville	Quil Ceda Elementary	530486002591		E	
9	Morton	Morton Junior-Senior High School	530519000784		E	
10	Oakville	Oakville High School	530600000909		E	
11	Onalaska	Onalaska Middle School	530624003062		E	
12	Renton	Lakeridge Elementary	530723001076		E	
13	Seattle	Cleveland High School	530771001150		E	
14	Seattle	Hawthorne Elementary	530771002269		E	
15	Seattle	West Seattle Elementary	530771001182		E	
16	Soap Lake	Soap Lake Middle & High	530807001335		E	
17	Spokane	John R. Rogers High School	530825001386		E	
18	Sunnyside	Sunnyside High	530867001449		E	
19	Tacoma	Angelo Giaudrone Middle	530870003155		E	
20	Tacoma	Jason Lee Middle	530870001473		E	
21	Tacoma	Stewart Middle	530870001504		E	
22	Toppenish	Valley View Elementary	530897003027		E	
23	Wapato	Wapato Middle School	530948001615		E	
24	Wellpinit	Wellpinit Elementary	530963003146		E	

25	Yakima	Adams Elementary	531011001685		E	
26	Yakima	Stanton Academy	531011001713		E	
27	Yakima	Washington Middle	531011001708		E	
28					C	
29					C	
30					C	
31					C	
32					C	
33					C	
34					C	
35					C	
36					C	
37					C	
38					C	
39					C	
40					D1	
41					D1	
42					D2	
43					D2	
44					D2	
45					D2	
46					D2	
47						G
48						G
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139				A		
140				A		
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146				A		
147				B		
148				B		
149				B		
150				B		
151				B		
152				B		

153				B		
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183				B		
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185				B		
186				B		
187				B		
188				B		
189				B		
190				B		
191				B		
192				B		
193				B		
194				B		
195				B		
196				B		
TOTAL # of Schools: 196						

Total # of Title I schools in the State: 913

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 8

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

I. Overview

As described in Section II: School Improvement Assistance in Washington State, which is implemented by OSPI’s Division of School Improvement (SI), has a long history of providing a differentiated system of supports focused on continuous improvement in Title I schools and districts. The system has evolved over time. Based on findings and recommendations from external evaluations of SI initiatives, input from practitioners and participants, and emerging research in district and school improvement. SI now offers increasingly intensive levels of technical assistance, resources, and monitoring to schools and their districts based upon performance and growth data on state assessments and graduation rates in their all students group and in their subgroups. Performance and change for both the all students group and all subgroups on state assessments for spring 2012 and beyond will be analyzed based on the newly adopted AMOs and other measures.

As indicated in the narrative below, OSPI has developed multiple series of professional development and technical assistance focused on English Language Development, Special Education, and delivering core/differentiated instruction to all students that have been accessed by schools identified as the state’s persistently lowest performing schools. These offerings will be expanded with the assistance of the ESDs. Additionally, OSPI and ESD leaders and staff with expertise in the areas of English Language Development and Special Education are collaborating to determine how to most effectively deliver a state-wide system of supports to schools across the state. This collaboration focuses specifically on instructional practices determined by research to have the greatest impact on improving student achievement (e.g., implementation of a multi-tiered instructional framework or Response to Intervention system, revising the school schedule to ensure teachers [general education, special education, and English language development] have opportunity to analyze student data and collaboratively determine appropriate instruction/interventions based on that data, delivering professional development to both general education teachers and teachers of special populations, so that both are prepared to provide the instruction/interventions essential to students developing college- and career-ready skills).

As indicated in Section 2.E, OSPI is developing a template and rubric to support districts/schools that will specifically focus on meeting the academic needs of their low-achieving subgroups (e.g., English language learners, students with disabilities, low-income students); the analysis will be based on state assessments/Annual Measurable Objectives and other measures. The plans will be reviewed to ensure that professional development activities are available that address best practices in meeting the academic needs of the identified subgroups (e.g., ELLs). OSPI, in collaboration with regional education service districts (ESDs) will continue to build the professional development opportunities that specifically address the needs of these subgroups.

Additionally, Title I schools must set-aside up to 20% of their Title I allocation to support schools that are Priority, Focus, or Emerging Schools. Districts will receive close scrutiny in their use of these funds. District/school leaders from schools with ELL students will be asked how the district has addressed the academic needs of these students utilizing the set-aside funds. Not only will districts be required to

respond to how the 20% is used to support ELL, the district will also be required to address the use of Title I funds to support ELL students in their annual application. OSPI's Title I and Title III will work together to ensure that appropriate instructional practices are implemented by districts through review of applications from both sections and through the state's Consolidated Program Reviews. More emphasis will be put on district's providing data that demonstrate the instructional practices they have implemented has made a significant impact on the academic outcomes of ELLs through the end-of-year reports required by districts for both Title I and Title III. Beginning in 2012 for the 2012–13 school year, Title I, Part A grant applications (via OSPI's iGrants system) will require districts (with Priority, Focus, or Emerging Schools) to describe how they will provide meaningful, effective support to identified schools using the set aside of up to 20% of their Title I, Part A funds.

II. School Improvement Assistance in Washington State

Since its inception in 2001, School Improvement (SI) has implemented multiple initiatives in Title I schools and districts identified for improvement based on NCLB guidelines and recent guidance for federal School Improvement Grants. Initiatives include: *School Improvement Assistance (2001-2009)*; *District Improvement Assistance (2004-2009)*; *High School Improvement Initiative (2005-2008)*; *Summit District Improvement Initiative (2008-present)*; and *MERIT Initiative/federal School Improvement Grants (2009-present)*. The primary areas of focus for both school and district improvement assistance initiatives included:

- Closing achievement gaps, increasing graduation rates, and decreasing dropout rates;
- Building leadership capacity at the school and district levels;
- Conducting and using findings from school audits/reviews and district needs assessments;
- Implementing research-based improvement processes;
- Delivering research-based teacher and leader professional development;
- Increasing parent and community involvement;
- Aligning curriculum and assessments to state standards;
- Implementing evidence-based instructional practices;
- Gathering and using data in decision making; and
- Improving early intervention and special education services.

Supports and services have evolved over time, based on (a) emerging research in district and school improvement, (b) findings and recommendations from external evaluations of SI initiatives and input from practitioners and participants, and (c) changing expectations and requirements at the federal and state levels. Examples of each follow.

- **Research:** OSPI's *Nine Characteristics of High-Performing Schools*; *Characteristics from Improving Districts: Themes from Research*; *Closing Opportunity Gaps in Washington's Public Education System*; and *Helping Students Finish School: Why Students Drop Out and How to Help Them Graduate - Updated May 2006*
- **Program Evaluations:** *District Improvement Initiative Plus (2005-2008)*; *High School Improvement Initiative (2005-2008)*; and *School Improvement Assistance Program (2001-2004, 2002-2005, 2003-2006)*.
- **Changing Expectations and Requirements:** Federal requirements for *School Improvement Grants (2009)*; state legislation (E2SSB 6696) enacted in 2010 requiring intervention in districts with persistently lowest achieving schools. *Note.* E2SSB 6696 was the first legislation *requiring* action and accountability for improvement for low-performing schools/districts in Washington State (see Section 2.D.iii).

Key themes emerging from research, participant experiences, and program evaluations include (a) differentiated assistance and intervention at *both* the school level *and* district level are essential to sustain

the process of continuous improvement and positive changes over time; (b) resources should be differentiated based on an analysis of growth and absolute performance of all students group and subgroups and strongest commitment and willingness to engage in substantive change at both the school and district levels; (c) limited resources should target the lowest achieving schools and their districts; and (d) both assistance (e.g., professional development, coaching) and incentives (e.g., recognition, autonomy and freedom from state intervention) should be differentiated, research-based, and anchored in locally-developed data and needs assessments.

Additionally, the role of the district emerges as central in research, input provided by practitioners, and program evaluations. While programs initially focused on schools as the primary unit of change, recent programs focused on the district as the unit change and emphasized the importance of building system-wide capacity for reform. This transition reflected research highlighting the district's unique and distinctive leadership role in school improvement efforts, the experiences of participants, and the dramatic increase in the numbers of districts and schools not meeting NCLB requirements. Absent strong collaboration, guidance, and support from central office leadership, reforms introduced in schools participating in School Improvement Assistance were difficult to sustain. Moreover, district commitment, leadership, and support are essential to sustain improvements in learning at the individual student, classroom, and school levels. Finally, districts control the conditions for change, including distribution of resources (e.g., highly effective teachers and leaders) that influence student achievement across their schools. Hence, the district, rather than the school, continues to serve as a strategic entry point for state-level supports, services, and intervention.

III. System of Differentiated Supports

Findings and recommendations from external evaluations of SI initiatives, input from practitioners and participants, emerging research in district and school improvement, and federal and state requirements informed the development of the SI's differentiated system of support. Differentiation is based on the Washington Performance Management Framework, which is used to segment schools and districts for services and supports. Services are offered through the [Washington Improvement and Implementation Network](#) (WIIN) to schools and districts identified for support through the Framework. Together, the Framework and WIIN support SI to provide increasingly intensive levels of technical assistance, resources, and monitoring to schools and their districts based on individual needs and performance. Through this multi-tiered framework of support, SI is uniquely positioned to support capacity-building in *all schools and districts* across our state to ensure *each student* in *each classroom* achieves to high levels. Additionally,

III.A. Washington Performance Management Framework

School Improvement will use the Washington Performance Management Framework to identify the range of services and supports to which district/school teams may gain access. The system enables SI to analyze both performance and growth data to assign districts and schools to segments. These segments (a) align with guidance in this *ESEA Flexibility Request* and guidelines for federal School Improvement Grants, and (b) are based on greatest need, strongest commitment, and willingness to engage in substantive change.

Placement under the Framework

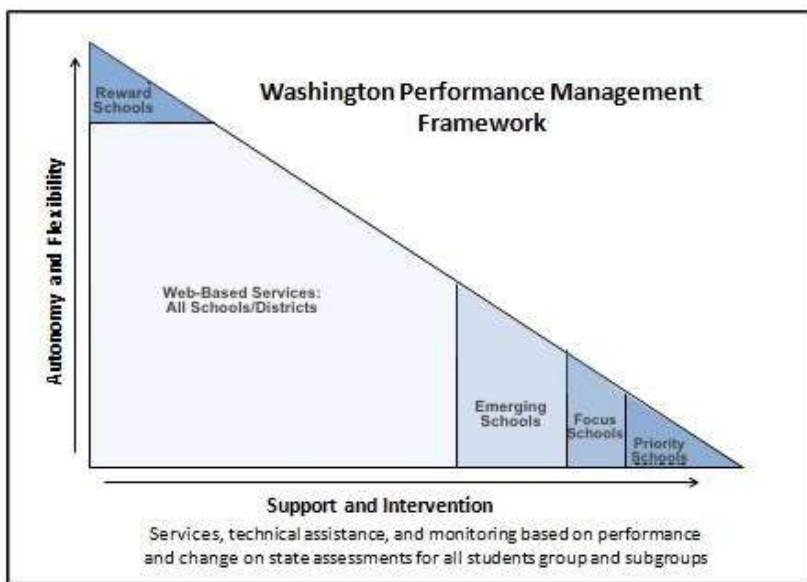
Placement under the Framework (see Figure 2.9) is based on data around performance and change on state assessments and newly adopted Annual Measurable Objectives in Reading, Mathematics, Science, and Writing for all students group and all subgroups. As illustrated in Figure 2.9 below, schools with persistent lowest performance in the all students group (Priority Schools) and schools with significant achievement gaps in performance among subgroups (Focus Schools) receive increasingly high levels of technical assistance, monitoring, and intervention, while higher performing schools and Reward Schools

are granted increasing levels of autonomy and flexibility.

Services and supports are then differentiated based on this placement:

- Web-based services and supports: Available to all districts and schools
- Reward Schools: Recognition provided to highest-performing schools and high-progress schools (Section 2.C)
- Emerging Schools (those with consistent low performance on state assessments and in graduation rates for the all students group and subgroups): Web-based resources and access to WIIN-Based Services and Assistance
- Focus Schools: Intensive Assistance
- Priority Schools, including schools receiving federal School Improvement Grants: Turnaround Assistance

Figure 2.9: Washington Performance Management Framework



Recognition for Other Title I Schools

Until the new accountability system and index are developed, the State will continue to use the Washington Achievement Index to identify and commend all schools across the state, including Title I schools, for high performance, high progress, and success in closing achievement/opportunity gaps (see Sections 2.C). The State sees value in extending this recognition beyond the 5% of schools currently identified, particularly for schools showing evidence of closing achievement gaps among their persistently low-achieving subgroups of students. Not only will recognition provide encouragement for the educators in these schools to continue the challenging journey of continuous improvement, it will also enable OSPI and SBE to identify a pool of schools implementing practices having a dramatic impact on student learning. Sharing the experiences of educators and interventions implemented in these schools can inform the work of other schools with similar demographics, yet lower performance.

Incentives and Supports for Emerging Title I Schools

Washington State will identify Emerging Title I schools, based on the rankings used to determine Priority Schools and Focus Schools. Districts with Emerging schools will be offered a variety of services. Supports and interventions are anchored in research indicating the practice is likely to improve students' achievement, close gaps, and increase the quality of instruction provided to all students, including English

language learners and students with disabilities.

- Web-based resources: (Research & Studies, Improvement Processes & Tools and Needs Assessments & Diagnostic Tools) through the OSPI website.
- Professional development modules in the areas of reading improvement, mathematics improvement, English language development, special education, research-based instructional strategies, turnaround leadership, district self-assessment and action planning, and school self-assessment and action planning;
- Summative, growth, and trend data on state assessments for individual students and for schools and districts on the [OSPI Report Card](#); users can easily track data and trends over time on state assessments, demographics and other pertinent data, and identify higher performing schools/districts with similar demographics;
- District and school self-assessment tools and rubrics;
- Dropout Early Warning Intervention System to identify secondary students in jeopardy of dropping out, not finishing school, and/or not graduating on time; and
- Information around aligning curriculum and assessments with Common Core State Standards and Washington State Standards in all other curricular areas.
- Support to conduct a self-assessment of the school using OSPI’s online tool and rubric;
- Access to WIIN-based professional development (see Section III.B below) focused on the unique challenges of the school (e.g., low performance among subgroups);
- Access to “resource coaches” to support districts to differentiate their resources, including Title I, Part A funds, to support schools to develop and implement improvement plans based on needs identified in the self-assessment; and
- Access to “school mentors” (higher performing or high-progress schools with similar demographics).

OSPI also provides targeted grants, based on federal and state funding, to enhance regional and district capacity to plan, implement, and sustain improvements and practices found to increase student’s achieving to high standards. SI works across the agency and with regional/local providers to guide participants to think more strategically about how to maximize and leverage their various resources (e.g., personnel, funding).

III.B. Washington Improvement and Implementation Network (WIIN)

The WIIN is a research-based system of professional development and technical assistance; services support school/district teams to build leadership, instructional, and systems capacity to implement evidence-based practices essential to ensuring all of their students, including English language learners, students with disabilities, and students from historically low-achieving subgroups, have access and support to achieve to high standards.

The WIIN specializes in technical assistance which builds on research around [implementation science](#), OSPI’s [Characteristics of Improved Districts: Themes from Research, and research-supported leadership and instructional practices](#).

Professional development is explicitly designed to build capacity around what [Richard Elmore](#) and others refer to as the “instructional core”—the essential interaction between teacher, student, and content that creates the basis of learning. Elmore and colleagues emphasize this is the first place that schools should look to improve student learning. Moreover, educators cannot focus on just one element of the core; rather, all elements must be addressed. That is, professional development must simultaneously support teachers to improve (a) their skills and knowledge, (b) the level of engagement and participation of their students in learning, and (c) the rigor of the content being taught. Additionally, the effectiveness of these interactions requires educators to find ways to maximize the current learning time available for their students and to extend learning time for both students and educators.

Additional objectives for school/district leadership teams engaging in WIIN-based professional development and technical assistance follow.

- Implement curriculum and assessment systems aligned with Common Core State Standards and other equally rigorous state standards in other content areas;
- Implement a multi-tiered instructional framework (i.e., Response to Intervention Framework) to support all students master the rigorous content knowledge and ability to apply
- Accelerate and substantially improve the academic achievement of ALL students;
- Close opportunity and achievement gaps;
- Use Needs Assessments and Improvement Processes to prioritize needs and invest limited resources in several targeted goals;
- Build effective systems to serve ALL students and sustain changes over time;
- Satisfy requirements for districts and schools in the No Child Left Behind Act (NCLB) of 2001 and federal School Improvement Grant (SIG) guidelines; and
- Create conditions to scale-up innovations and sustain improvements over time.

WIIN services are anchored in the belief that, ultimately, school and district staffs must build their local capacity to lead, implement, and sustain an improvement agenda—only then can they sustain changes over time and substantially raise learning outcomes for all students.

Series of Professional Development Modules

OSPI, in collaboration with educators across the state, provides a series of professional development modules improving instructional and leadership practices. These modules were developed and field tested with Washington educators. Each instructional module contains:

- ***Facilitator’s Guide***
- ***PowerPoint Presentation***
- ***Participant’s Packet*** (handouts, additional information, and resources)

Table 2.16: WIIN Series of Professional Development Modules

Research-Based Instructional Strategies	<ul style="list-style-type: none"> ✓ Cues, Questions, and Advance Organizers ✓ Generating and Testing Hypotheses ✓ Identifying Similarities and Differences ✓ Reinforcing Effort and Providing Recognition
Leadership Team Module	<ul style="list-style-type: none"> ✓ Turnaround Leadership ✓ District Self Assessment and Action Planning
Mathematics Improvement	<ul style="list-style-type: none"> ✓ Gap Analysis ✓ Current Research in Mathematics Education ✓ Standards-Based Instruction: Local Accountability ✓ Curriculum Guide Development
Reading Improvement	<ul style="list-style-type: none"> ✓ Gap Analysis ✓ Current Research: K-5 More from the Core ✓ Current Research: K-12 Reading Model ✓ Reading/Writing Connection ✓ Rethinking Content Area Literacy ✓ Standards-Based Instruction: Local Accountability
Special Education	<ul style="list-style-type: none"> ✓ Incorporating Academic Learning Standards into IEPs ✓ Selecting and Implementing Evidence-Based Practices and Programs

Participants

Originally, participants included teams from districts/schools in improvement based on Adequate Yearly Progress (AYP) as required by the No Child Left Behind Act of 2001 and schools/districts identified as Tier I, Tier II, and Tier III based on federal School Improvement Grant (SIG) requirements for persistently low-achieving schools. As the State transitions to the new differentiated accountability system (see Section 2.A and 2.B), all Priority Schools, Focus Schools, and their districts will have access to these series of professional development. Additionally, opportunities to engage in these series will also be extended to the next tier of schools—those with consistent low performance and in jeopardy of identification as Priority or Focus Schools. All schools/districts can access the materials for these professional development modules on the OSPI website. However, these low-achieving schools will be offered the opportunity for facilitation by one of School Improvement’s Technical Assistance Contractors with Specialized Expertise in Reading, Mathematics, Research-Based Instructional Strategies, English Language Development, Special Education, Turnaround Leadership.

Resources to Support Low-Achieving Schools

Districts receiving Title I funds will be offered “resource coaching” by OSPI to support their leaders to differentiate and repurpose existing funds, including their Title I, Part A and Title II, Part A funds, in order to provide their neediest schools with resources essential to (a) completing a self-assessment process anchored in research around schools effective in substantially raising student outcomes for all students, as well as their subgroups, and locally-developed data; (b) develop, implement, and monitor a school improvement plan that includes meaningful interventions reflecting needs that surfaced during the self-assessment; and (c) access professional development, technical assistance, and external facilitation to build instructional and leadership capacity. Attention will also be paid to other resources (e.g., highly effective teachers and leaders) that can be leveraged to support schools in addressing the unique needs of their students. Coaching and support around differentiation of resources (e.g., personnel, funds) will be particularly significant for districts with multiple Priority, Focus, and/or Emerging schools.

Encouraging Innovation

Washington State promotes innovation focused on ensuring students achieve to higher standards in several ways. First, OSPI’s school improvement initiatives embed processes promoting innovation and using action research to implement new approaches for improving student learning. Special emphasis is placed on the work of Fixsen and colleagues around [implementation science](#) as innovations found to be successful with individual and groups of students move from *Exploration and Adoption, Program Installation, Initial Implementation, and Full Operation to Innovation and Sustainability*.

Additionally, to recognize and promote innovation in more formal way, the 2011 legislature passed two bills creating “[innovation zones](#)” in Washington State. The first directed OSPI to *identify existing* innovative schools, and the second directed OSPI to establish an application process to *encourage new* innovative schools and groups of schools implementing innovative models focused on the arts, science, technology, engineering, and mathematics. These schools/groups of schools are referred to as Innovative Schools/Zones. The legislature directed OSPI and SBE to grant waivers of relevant state law or rule to these Innovative Schools/Zones in order to maximize local operational flexibility for their innovative programs.

The following criteria are among those used to identify *existing innovative schools*:

- Implementing “bold, creative, and innovative educational ideas”
- Holding both students and educators to high expectations
- Providing students with a diverse array of educational options
- Engaging meaningful parent and community involvement
- Serving as a laboratory for experimentation and innovation

- Demonstrating that students have succeeded in meeting expectations

A panel of reviewers examined 42 applications, and on November 18, 2011, OSPI announced that 22 schools were selected for this honor. OSPI created a logo and a website to highlight and promote the innovative practices and programs that were identified:

<http://www.k12.wa.us/InnovativeSchools/DesignatedSchools.aspx>.

The legislature created the Innovation Schools/Zones program to encourage the creation of new Innovative Schools or Zones focusing on [A-STEM](#) (*Arts, Science, Technology, Engineering, and Mathematics*) in partnership with business, industry, and higher education. The intent was to increase the number of A-STEM programs with a focus on project-based learning, particularly in schools and communities that struggle to increase academic achievement and close opportunity gaps. The bill outlined an intent to create “a framework for change” to include leveraging community assets; improving staff capacity and effectiveness; developing partnerships with families, business, and higher education to lead to industry certification or dual high school and college credit; implementing evidence-based practices to close gaps; and restructuring school operations to develop model A-STEM programs to improve student performance and close gaps. A group of schools may be designated as a zone if they share a geographical location or sequentially serve students through progressive grades. While no additional state funds are available to support these projects, partnerships with outside funders were encouraged. The applications included plans that:

- Defined the scope of the school or zone and described why designation would enhance student achievement and close gaps using community partnerships and project-based learning
- Provided specific research-based activities and innovations
- Justified each request for a waiver of state law or rule
- Identified expected improvements in student achievement and closing of gaps that will be accomplished through the innovation
- Described a budget and anticipated sources of funding including private grants, if any
- Listed technical resources needed and the ESD’s, businesses, industries, consultants, or institutions of higher education that will provide the resources.
- Identified multiple measures for evaluating student achievement improvement, closures of gaps, and overall school performance.
- Provided written commitment that school directors and administrators will exempt the school from local rules as needed.
- Provided written commitment from school directors and local bargaining units that they will modify local agreements as needed.
- Provided written statements of support from the school directors, superintendent, principal, and staff of the schools, each local employee association, the local parent organization, and statements of support from parents, businesses, institutions of higher education, and community-based organizations.
- Secured approval of the plan by a majority of staff assigned to the school.

Twelve schools/zones applied for this designation. OSPI will select and notify schools by March 1, 2012.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

i. Timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority and Focus Schools;

Overview

The framework described in Section 2.F provides a coherent system for linking accountability and assistance to schools and districts based on their absolute performance and growth over time for their all students group and each subgroup of students. As indicated in parts 2.D and 2.E, state-level liaisons will be assigned to each Priority and Focus School. Their responsibilities include (a) supporting the school/district to engage in the external Needs Assessment and develop the improvement/turnaround plan aligned with OSPI’s planning template and rubric, (b) providing guidance and technical assistance aligned with the school’s improvement/turnaround plan, and (c) using 90-day action plans and onsite visits to regularly monitor progress on action plans and progress toward meeting identified goals. Liaisons engage with school and district leaders, ensuring common understanding around expectations, progress, and next steps for intervention and support at the school, district, and state levels.

The state has also developed several rubrics to guide Priority Schools and Focus Schools as they develop and implement plans to substantially raise student achievement. Rubrics for Priority Schools and their districts are anchored in the required elements of federal intervention models and research around improving districts and high-performing schools. Rubrics for Focus Schools and their districts are anchored in research focused on closing persistent proficiency gaps among subgroups. Both sets of rubrics provide support as leaders at the local and state levels determine next steps in the improvement process and monitor progress and change over time.

OSPI with ESD staff will convene a team to review school improvement plans to ensure that they meet all required components of a school improvement plan and that they demonstrate rigor and relevancy. This team will consist of staff from OSPI’s Division of School improvement, Title I, Title II, Title III, and Special Education, as well as ESD curriculum and administrative experts. The system will build upon OSPI Title I office’s current system for reviewing school improvement plans, which is based upon districts addressing the required school improvement plan (SIP).

As detailed in section 2 F, Title I schools must set-aside up to 20% of their Title I allocation to support schools that are Priority, Focus, or Emerging Schools. Districts will receive close scrutiny in their use of these funds. They will provide OSPI detailed information on how the funds will be used to support turn around principles and will be required to report on how these funds assisted in improving student achievement. Beginning in 2012 for the 2012–13 school year, Title I, Part A grant applications (via OSPI’s iGrants system) will require districts (with Priority, Focus, or Emerging Schools) to describe how they will provide meaningful, effective support to identified schools using the set aside of up to 20% of their Title I, Part A funds.

Because of the pivotal role the district plays in leading, facilitating, supporting, and monitoring changes at the school level, OSPI targets specific support for building district-level capacity. Examples of support include:

- Data coaching (e.g., around state assessment data, Washington’s Dropout Early Warning Intervention System [DEWIS]);
- Strategic planning for implementing Common Core State Standards and high-quality assessments systems; and
- Strategies for repurposing resources (fiscal, human, technology, facilities); building community partnerships and partnerships with social service agencies and other providers; and leveraging a variety of data sources to support improvement efforts (e.g., Healthy Youth Survey).

State and Regional Partnership

OSPI and regional education service district (ESD) leaders are developing a statewide framework of services that can be accessed by all schools/districts, including Priority, Focus, and Emerging Schools. The goal is to ensure educators across the state have access to high-quality professional development and technical assistance to meet the unique needs of their schools and students. An immediate goal of this partnership is to create a coherent system of supports and services for Priority, Focus, and Emerging Schools, whether supporting them as they (a) transition to high-quality standards (CCSS) and assessments (SBAC) described in Principle 1; (b) implement the recently adopted instructional and leadership frameworks and evaluation systems described in Principle 2; (c) design and implement turnaround plans to substantially raise the achievement of all students; or (d) incorporate meaningful interventions to address the learning needs of the students who are furthest behind. The series of professional development and technical assistance described throughout this request provide an example of the content and delivery strategies that will be employed statewide and regionally.

External Providers

OSPI’s division of School Improvement annually recruits, screens, and identifies external providers with whom districts can contract to provide technical assistance and/or improvement services. OSPI’s rigorous screening process ensures all districts/schools have access to high-qualified external providers with successful experience in (a) turning around low-performing schools; (b) implementing interventions designed to dramatically improve student achievement; and (c) addressing the needs of English language learners, students with disabilities, and students in historically under-achieving subgroups. At the conclusion of this rigorous review process, OSPI lists the approved external providers on its website.

OSPI uses this same process to identify Technical Assistance Contractors with Specialized Expertise (TACSEs) in English Language Development, Mathematics, Reading, Research-based Instructional Strategies, Special Education, and Turnaround Leadership. TACSEs deliver the series of professional development offered through the Washington Improvement and Implementation Network (WIIN)

described in Section 2.F.

OSPI evaluation teams selected to review applications and identify external providers include a broad representation of stakeholders such as OSPI federal program administrators and parents, school board members, and other community members from the Community of Practitioners; as well as representatives from OSPI Divisions of Teaching and Learning, Migrant and Bilingual, Special Education, and Learning and Teaching Support; regional education services districts (ESDs); and the Northwest Regional Comprehensive Center.

Proposals will be evaluated strictly in accordance with the requirements stated in the original request and any addenda issued. The evaluation of proposals shall be accomplished by an evaluation team (see above) who will determine the ranking of the proposals.

The evaluation process is outlined in three (3) phases below:

PHASE I – Written Evaluation

- OSPI’s Contracts Coordinator will review proposals using a Checklist for Responsiveness to verify whether or not they adhere to the minimum qualifications.
- Responsive proposals will be forwarded to a review team.
- Review team will conduct written evaluations of responsive proposals.

PHASE II – Oral Interview

- Consultants whose written evaluation meets the pre-established cut score will be contacted for an Oral Interview.

PHASE III – Reference Checks

- References will be contacted for Consultant whose oral interview meets the pre-established cut score.
- Pending outcome of reference check, Consultant will be notified.

Districts are expected to engage in similar process to recruit, screen, and select external providers, if applicable, to ensure their quality. Improvement plans that identify external providers will be expected to also include the following:

- a. An explanation of how the district determined that engagement of external partners is expected to result in substantial raises in student achievement. Explanation may address the following: description of types of data and research used to make the decision to engage external partners (e.g., the *School-level Needs Assessment*, district-level capacity); expectations for external partners with respect to required, and if applicable, permissible actions for intervention(s) and improvement activities; and specific qualifications (e.g., demonstrated success in turning around schools) which will be used to recruit, screen, and select external partners (see (c) below for additional criteria).
- b. A description of the selection process. Evidence includes: description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and the criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school level, and needs.
- c. A description of the evaluation process that will be used to monitor supports and services provided by external lead partner. Description may include: steps and timeline for implementing the evaluation process, data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of

intervention(s) and/or improvement activities, process for determining additional metrics which will be used in the evaluation process (if any), and opportunities for stakeholder involvement in the process.

ii. Holding LEAs accountable for improving school and student performance

Based on federal requirements, both the state and districts with Priority Schools receiving SIGs must hold the school accountable to meet high standards and make significant progress to substantially raise student outcomes. Required Action Districts receiving SIG funds are also accountable to the State Board of Education for making progress on their approved action plan. The high level of scrutiny, required interventions, and monitoring based on federal SIG Guidance and state legislation provide the backbone for the state’s ability to hold districts accountable for improving school and student performance.

Note. Districts with Priority and/or Focus Schools will submit an action plan to OSPI for approval. The plan will describe the district/school plan to improve student achievement, using the required Needs Assessment/Academic Performance Audit and current research to anchor the plan. The state will use the rubric developed for SIG school improvement plans to evaluate all Priority School improvement plans and will create a similar rubric to evaluate all Focus School improvement plans. Required Action Districts must also have their required action plan approved by the State Board of Education.

iii. Ensuring sufficient support for implementation of interventions in Priority Schools, Focus Schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Priority Schools Receiving Federal SIG Funds

These schools and their districts receive substantial funding (from \$50,000 to \$2,000,000) annually for each of three years of participation in the SIG program. Existing 1003(g) funds, including the 2009–10 ARRA and 1003(g) regular as well as the annual allotments of 1003(g) regular funds through 2013–14, are aligned with and will support the two existing SIG Cohorts through their three years of SIG implementation. These funds provide a level of state administrative support that will be stable through 2013–14 if the funding level remains the same throughout this timeframe. Additional resources are described above.

Priority Schools that Do Not Receive Federal SIG Funds and Focus Schools

A significant driver for the request for waiver is the potential impact on existing Title I resources at the local level. Currently, districts with schools in a step of improvement must hold back 20% of their district Title I allocation for public school choice (transportation) and supplemental educational services (tutoring) for students. Additionally, schools in corrective action or restructuring steps (steps 3, 4 or 5) must use 10% of their Title I allocation for targeted professional development based on teacher need. Rolled up at the state level, approximately \$40 million of Title I funding is currently subject to these hold-back provisions in NCLB. The waiver would eliminate these hold-back “restrictions” and allow for re-purposing of these funds at the district and school level.

We propose requiring districts with Non-SIG Priority Schools and/or Focus Schools to set aside up to 20% of their Title I, Part A funds to implement turnaround principles in their Priority Schools and meaningful interventions and improvements based on needs identified for Focus School and its students. Additional resources are described below.

Additional Resources

An additional federal funding source (Title I, 4% School Improvement Set-aside, 1003[a]) currently supports School Improvement technical assistance and contracted services, as well as education partner support through regional Education Service Districts, for schools identified in the bottom quintile of the current list of persistently lowest-achieving schools (PLAs). These funds provide a level of state administrative support that will be stable through 2013–14 if the funding level remains the same throughout this timeframe. The current/projected administrative funding (5% of the total funds available from both sources) will be reduced by 50% beginning July 1 of the 2014–15 program year. Because of this, program capacity will be reduced by the same amount, resulting in a potential redesign of the state level service delivery model currently delivered through the Washington Improvement and Implementation Network described above.

Yet to be considered is the potential combination of other non-supplemental resources at the federal, state and local levels to help sustain current work, as well as new initiatives that arise as other priorities/needs are identified. Included in this consideration set may be the Title II (teacher training/highly qualified) and Title III (bilingual) funds and how these resources may more intentionally support collaborative improvement efforts in these areas. In addition, existing state funding streams need to be examined to identify impact and ways that these funds may more directly support improvement efforts (e.g., Learning Assistance Program funds) and lend support to the sustainability of these efforts in Priority, Focus, and Emerging schools. Districts will be provided guidance to examine current use and differentiation of resources based on unique school and student needs.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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I. Overview

Washington’s education stakeholders (e.g., Office of Superintendent of Public Instruction, Washington Education Association, Association of Washington School Principals, Washington Association of School Administrators, Washington State School Directors Association, Washington State PTA, local districts and their schools) recognize that implementation of an effective teacher and principal evaluation system is essential to ensure all students, including English learners, students with disabilities, and historically underserved subgroups of students, have access to college- and career-ready standards, high-quality assessments, effective instruction, and strong school-based leadership. The evaluation system must be cohesive and link *student standards* to *teacher and principal standards* (*Washington State Teacher and Principal Criteria*) that are focused on teaching and leading. While the foundation of this system is well-defined standards, the most critical element is ensuring full and effective implementation by teachers, principals, and administrators—so all students reap the benefit.

The development of Washington’s Teacher and Principal Evaluation System is anchored in two laws recently passed by the Washington State Legislature:

- Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696) was enacted in the 2010 legislative

session and created the Teacher and Principal Evaluation Project (TPEP). TPEP provided OSPI, in collaboration with stakeholders, the opportunity to identify the measures of effective teaching and leading that will be used to evaluate teachers and principals.

- Complimentary legislation, Engrossed Senate Substitute Bill 5895 (ESSB 5895), was signed into law in spring 2012. This newer legislation adds specificity to the statutes put forth in E2SSB 6696.

The new system represents a significant change in Washington’s evaluation process. While educators across the state have received annual evaluations for more than 30 years, these have been completed at the discretion of each district, with evaluation systems developed and bargained locally. This has resulted in a process that varies widely across the state with respect to rigor, procedures, and consistency.

Washington’s new system offers a more coherent, equitable, and useful evaluation system by ensuring we (a) regularly evaluate all educators, including our most experienced and effective teachers and principals; (b) recognize and build upon strengths of our educators; (c) identify areas for growth and supports essential to future success; (d) use impact on student achievement as a valid and important way to measure educator effectiveness; (e) use student achievement impact data in conjunction with other sources of evidence (e.g., classroom observations) to fully inform performance; and (f) train evaluators and mentors to implement the system and tools effectively.

As described in the narrative below, implementation of the new system will require significant capacity at the state level. We believe Washington State’s experiences and successes in substantially increasing the number of National Board Certified Teachers (NBCTs) over the last 10 years speaks to our capacity to implement systems that engage and support educators to achieve to nationally recognized standards in their profession. Since 2000, Washington has grown the number of NBCTs to over 6,000. One in every four NBCTs in Washington now teaches in a challenging school, and the support of the program is shared by the Governor, the Washington State Legislature, OSPI, and the Washington Education Association. Washington State’s new evaluation system intentionally mirrors the rigorous National Board Certification process in several ways, such as the use of multiple measures – including student growth – to demonstrate educator effectiveness in meeting the needs of all students.

I.A. Highlights of Washington’s New Teacher and Principal Evaluation System

Primary features of both recent legislation and strategies implemented over the last several years to implement this legislation follow. Washington’s unique combination of (a) statutory requirements; (b) collaborative process to develop, pilot, assess, modify, and implement the evaluation system; and (c) ongoing evaluation of its impact on student learning will ultimately result in a sustainable and comprehensive evaluation system that ensures all students experience high-quality, standards-based instructional and leadership practices.

The descriptors below provide highlights of the State’s system and, as appropriate, reference specific sections in the narrative that provide additional information.

- **Two-Tiered Licensure System:** Washington is a lead state in the Teacher Performance Assessment Consortia (TPAC) and has a standards-related second tier license for teachers and principals called Professional Certification for over seven years. Note that Washington State has intentionally paired the new evaluation system to complement the current rigorous two-tiered licensure system for both teachers and principals. Additionally, Washington’s Professional Educator Standards Board (PESB) joined a national consortium of 20 states to develop a pre-service assessment for national use. The assessment will have shared core content plus some state-specific elements [RCW 28A.410.270(2)(b).] All PESB-approved teacher preparation programs piloted this assessment during the 2011–12 school year. PESB will adopt rules that establish a date during the 2012–13 school year after which candidates completing teacher

preparation programs must successfully pass this assessment.

- **Standards-Based System:** The new Washington State Teacher and Principal Evaluation System is standards-based and built around six fundamental or core principles (i.e., critical importance of teacher and leadership quality impacting ALL students; professional nature of teaching and leading; complex relationship between the system for teacher and principal evaluation and district systems and negotiations; belief in professional learning as an underpinning of the system; understanding that the career continuum must be addressed; and complexities of balancing “inputs/acts” and “outputs/results.” (See Section 3.A.II)
 - **Timeline:** (See Section 3.A.III)
 - 2013–14: All Washington State school districts must transition to the new evaluation system.
 - 2015–16: All districts must fully transition include all classroom teachers and principals to the new evaluation system by end of the school year.
 - **Evaluation Criteria:** The evaluation system foundation is the eight teacher and eight principal evaluation criteria outlined in statute. (See Section 3.A.III)
 - **Required Frameworks and Rubrics:** (See Section 3.A.III)
 - Washington State must adopt up to three research-based instructional frameworks and up to three research-based leadership frameworks; frameworks must align with the teacher and principal evaluation criteria outlined in statute.
 - Each framework has rubrics that define the levels of performance along a four-level rating system.
 - Districts must anchor teacher and principal evaluation systems in one of the state-adopted instructional frameworks and one of the state-adopted leadership frameworks, respectively.
 - **Four-Level Rating System:** Teachers and principals will be evaluated using a four-level rating system. The four levels are: Unsatisfactory, Basic, Proficient, and Distinguished. (See Section 3.A.IV)
 - **Required Teacher and Principal Annual Evaluation Cycle:** (See Section 3.A.IV)
 - **Comprehensive (Summative) Evaluation:** Must include all eight criteria in the overall summative rating; must complete at least once every four years.
 - **Focused (Formative) Evaluation:** Must include one of the eight teaching criteria; OSPI will create rules for the focused summative methodology that include the use of student growth rubrics as a measure.
- Principal Evaluation Note:* Principals are encouraged, per ESSB 5895, to have a comprehensive evaluation every year.
- Teacher Evaluation Note:* At the discretion of the principal, a teacher may be moved from a Focused Evaluation to a Comprehensive Evaluation.
- **Multiple Measures:** These include classroom-based, school-based, district-based, and state-based tools. (See Section 3.A.IV)
 - **Student Growth:** Student growth must be used as substantial factor in evaluating summative performance of certificated teachers and principals in at least three of the evaluation criteria; OSPI will provide specific guidance by September 2012 around the use of student growth as a substantial factor.
 - **Summative Methodology:**
 - **Comprehensive (Summative) Evaluation:** An Overall Criterion Score (based on the eight criteria) and Overall Student Growth Criterion Score (based on the three criteria that use student growth as a substantial factor) will be calculated and used to determine the final Summative Rating of Unsatisfactory, Basic, Proficient, or Distinguished. (See Section 3.A.I.C)
 - **Focused (Formative) Evaluation:** An Overall Criterion Score (based on one of the eight

criteria) and Overall Student Growth Criterion Score (based on Criterion 6 Student Growth rubrics) will be calculated and used to determine the final Summative Rating of Unsatisfactory, Basic, Proficient, or Distinguished. (See Section 3.A.I.C)

- **Follow-up and Consequences:** After the comprehensive summative scoring process, the principal's and teacher's evaluators will engage in a review process for all proficient and distinguished ratings to determine if follow-up is required related to student growth. Additionally, based on state law (ESSB 5895), experienced educators (i.e., educators with at least five years of experience) who receive a Summative Rating of Basic for two consecutive years, or for two out of three years, will be dismissed. (See Section 3.A.I.C)
- **Development of the Evaluation System:** State funding is provided for the areas described below. (See Section 3.A.IV)
 - Development and implementation of the TPEP pilot in 8 districts/1 consortium accomplished in 2010–11)
 - Scaling of project to 65 additional districts through Regional Implementation Grants (RIGs) in 2011–12
 - Training on the instructional and leadership frameworks statewide
 - Development of a data management tool (eVAL Management Tool)
 - Ongoing evaluation of the development and implementation of the pilot and RIGs by American Institutes of Research (AIR) to determine its efficacy and inform next steps.
- **Evaluator Training:** Evaluators must be trained in the frameworks; training will support the learning of the new evaluation system to maximize rater agreement. (See Section 3.A.IV)
- **Evaluation Tool:** Washington is developing the eVAL Management Tool to support the new system. (See Section 3.A.IV, 3.B)
- **Transition to New System:** OSPI will provide the following information/timelines to guide districts as they plan for the transition to the new evaluation system. (See Section 3.A.IV; Section 3.B)
 - Beginning in 2013–14, all districts must evaluate all of their classroom teachers and principals using the new state criteria and evaluation systems (i.e., Comprehensive and Focused Evaluations).
 - Additionally, beginning in 2013–14, the following groups must be evaluated using the Comprehensive Evaluation:
 - Provisional Status Classroom Teachers;
 - Probationary Status Classroom Teachers;
 - Principals in their first three years of employment; and
 - Principals in their first year in a new district.
 - All classroom teachers and principals must have been evaluated using the Comprehensive Evaluation at least once by 2015–16.

Note. Districts have three years to fully transition to the new system. OSPI will recommend that districts evaluate approximately one-third of their teachers and principals using the Comprehensive Evaluation each year. The structured phase-in will enable evaluators to effectively implement the new system and ensure all teachers and principals are evaluated using the Comprehensive Evaluation as required in statute.

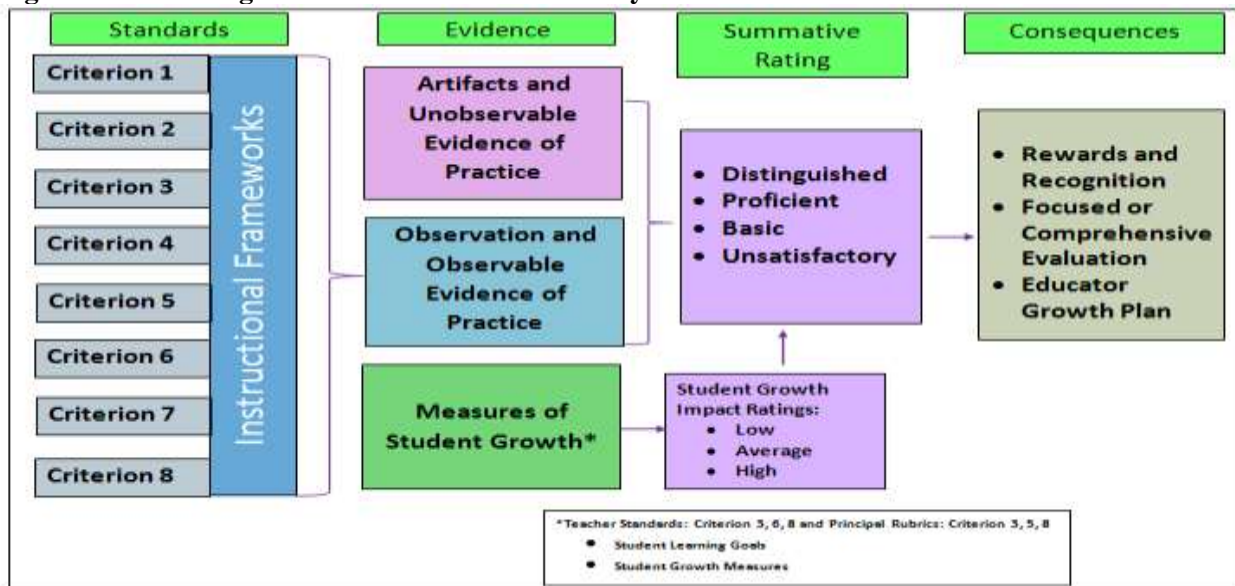
- **Accountability:** OSPI will monitor all districts to ensure they (a) transition all classroom teachers and principals by the end of the 2015–16 school year; (b) use the four-level rating system to evaluate teachers and principals; and (c) publicly report overall teacher and principal ratings (i.e., district-level summary) and results on student assessments to stakeholders. This reporting is required by RCW 28A.150.230 and will be available to stakeholders on our agency website and easily accessible. To increase transparency in reporting these data, each district will also be encouraged to post similar information on its website. (See Section 3.A.V, 3.B)

- **Evaluation of Impact on Student Growth:** American Institutes of Research (AIR) will continue to evaluate the new system to determine its impact on student growth; AIR will report findings to the state. (See Section 3.A.IV)
- **Stakeholder Involvement:** Stakeholders at the state, regional, and local levels collaborate to develop, pilot, assess, modify, and implement evaluation system statewide. Collaboration includes multiple partnerships (e.g., Office of Superintendent of Public Instruction, Washington Education Association, Association of Washington School Principals, Washington Association of School Administrators, Washington State School Directors Association, Washington State PTA, local districts and their schools). (See Section 3.A.IV, 3.B)

I.B Standards Based System

As illustrated in the figure below, the new Washington State Teacher and Principal Evaluation System is anchored in eight criteria defined in statute and the instructional (or leadership) frameworks adopted by the state. Multiple sources of evidence are used to assess each criterion. Note that student growth must be used as a substantial factor in assessing Criterion 3, 6, and 8 for teachers and Criterion 3, 5, and 8 for principals. Based on the assessments of the eight criteria, a final Summative Rating of Distinguished, Proficient, Basic or Unsatisfactory is assigned to the educator. Consequences are then determined based on the final Summative Rating. Section I.C below describes how the Summative Rating is determined.

Figure 3.1: Washington State’s Standards-Based System



I.C Summative Rating

The Raw Score Model described below has been vetted by both the TPEP pilot districts and the TPEP Steering Committee. Although it reflects the summative methodology using the teacher evaluation criteria, it is intended to be used in both the teacher and principal evaluation systems. The following steps will be used to determine the Overall Criterion Score and the Overall Student Growth Criterion Score.

Step I: Determine Overall Criterion Score

- **Teachers and principals will engage in a rigorous self-assessment and goal-setting process that will include goal-setting on educator practice and student growth.**
- Evaluators issue eight criterion-level ratings that include student growth measures embedded within criteria 3, 6, and 8 (asterisked below).

- Evaluators determine the Overall Criterion Score by totaling the eight criterion-level scores. The sample below illustrates how an Overall Criterion Score will be calculated.

Table 3.1: Determining Overall Criterion Score

Teaching Criteria	Overall Criterion Score
Criterion 1: Centering instruction on high expectations for student achievement	3
Criterion 2: Demonstrating effective teaching practices	4
*Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs	3
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	2
Criterion 5: Fostering and managing a safe, positive learning environment	3
*Criterion 6: Using multiple student data elements to modify instruction and improve student learning	2
Criterion 7: Communicating and collaborating with parents and school community	3
*Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	2
Total Summative Score	22

- Evaluators place teachers into *preliminary* summative rating categories based on score bands. **As illustrated below, this teacher would receive a *preliminary* overall summative rating of Proficient.**

8-14	15-21	22-28	29-32
1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished

Step II: Determine Overall Student Growth Criterion Score

OSPI will provide student growth rubrics for each of the three criterion (teachers #3, #6, and #8) and (principals #3, #5, and #8) for evaluation required by ESSB 5895, in order to ensure consistency in implementation of the evaluation system across Washington State. The rubrics for student growth describe both goal-setting and outputs of student learning. *Note.* Washington is adopting the Colorado Growth Model, and data around student growth will be available beginning in September 2012.

As illustrated below, these criteria can be disaggregated and compared within Washington’s eVAL Management System (see “Evaluation Tool” above). A low student growth score will result in further analysis by the evaluator and teacher. State assessment data (Measures of Student Progress and High School Proficiency Exams, End-of-Course Exams) in tested grades and subjects will be used when available. Growth data on state assessments will be available September 2012. Different paths and plans for growth and improvement will then be determined based on educator career stage and performance as determined by an overall rating of practice and educator impact on student learning based on multiple measures.

- Evaluators issue 5 criterion-level ratings (2 for Criterion #3, 2 for Criterion #6, and 1 for Criterion #8). Each rating is based on a rubric focused on student growth within the individual criterion.
- Each goal setting rubric and student growth rubric is scored from 1 to 4.
- **All districts implementing new systems in the 2012–13 school year will be required to use Option “A” below.**
- **Option “B” will be studied in a minimum of 15 school districts in the 2012–13 school year.**

- The table below illustrates how an Overall Student Growth Criterion Score will be calculated.

Table 3.2 Determining Overall Student Growth Criterion Score

OSPI will conduct an analysis in 2012–13 regarding the use of the student growth scores and the impact on the state’s overall evaluation system. OSPI will look at student growth in districts piloting in the 2012–13 in two ways (A and B below) to determine which of the systems will produce:

- The most authentic analysis and rigorous use of student growth
- The greatest impact on the statewide evaluation system
- The greatest connection between the principal and teacher evaluation systems

A.

Student Growth	Goal-Setting Score Based on Rubric	Student Growth* Score Based on Rubric	Overall Student Growth Criterion Score
Criterion 3	3	2**	5
Criterion 6	2	2**	4
Criterion 8	N/A	2**	2
Student Growth Score	5	6	11

*Must include a minimum of two student growth measures (i.e., state-, district-, school-, and classroom-based measures).

** A student growth score of “1” in any of the student growth rubrics will result in a Low growth rating.

Evaluators place teachers into summative rating categories based on score bands. **As illustrated below, this teacher would receive a low student growth rating**

5-12	13-17	18-20
Low	Average	High

B.

Student Growth	Student Growth* Score Based on Rubric	Overall Student Growth Criterion Score
Criterion 3	2	2
Criterion 6	2	2
Criterion 8	2	2
Student Growth Score	6	6

*Must include a minimum of two student growth measures (i.e., state-, district-, school-, and classroom-based measures).

- Evaluators place teachers into summative rating categories based on score bands. **As illustrated below, this teacher would receive a Low student growth rating.**

3-6	7-9	10-12
Low	Average	High

Step III: Determine the Final Overall Summative Rating

The illustration below describes the intersection between the final Overall Summative Rating and the Impact on Student Learning and the consequences resulting from that analysis.

Table 3.3. Washington State’s Summative Rating Matrix for Classroom Teachers and Principals

Summative Rating	Distinguished	Proficient Rating 1 Year Growth Plan	Distinguished Rating 3-year Focused Evaluation using Student Growth Rubrics		
	Proficient	Proficient Rating 1 Year Growth Plan	Proficient Rating 3-year Focused Evaluation using Student Growth Rubrics		
	Basic	Basic Rating Comprehensive Evaluation for Years 1-4			
		Basic Rating Comprehensive Evaluation for Improvement Years 5+; 2 <i>Basic Ratings</i> in 2 consecutive years or in 2 of 3 years results in dismissal			
Unsatisfactory	Unsatisfactory Rating Plan of Improvement				
		Low	Average	High	
Impact on Student Learning (Extracted Rubrics from Criterion 3, 6, & 8; Multiple Measures including Classroom, School, District and State-Based Tools)					

Strong Overall Criterion Score (i.e., Proficient or Distinguished) and at least average impacts on student achievement is the expectation (see dark green highlighted area of table). A strong Overall Criterion

Score coupled with low impact on student achievement results in (a) a one year plan that focuses on the discrepancy between the two scores and requires the intervention of the evaluator’s supervisor and (b) a maximum Summative Rating of Proficient (see light green area of table). Continued low impact on student achievement can lead to a rating of Basic and/or Unsatisfactory. The plan focuses on goals for both student learning and educator practice. Failure to improve substantially can lead to a rating of Unsatisfactory and/or dismissal.

Additional highlights of the rating process include:

- A. **Educators with preliminary rating of Distinguished with Low Student Growth Rating:**
Though their point totals are in the “Distinguished Educator” range, they will receive an overall

Proficient Rating. *Note.* New educators are all on a one-year Developing Educator Plan, regardless of their overall and student growth ratings. Additionally, the supervisors of evaluators rating an educator a with Low student growth as Distinguished on the preliminary rating will review the evaluation. The supervisor will take these discrepancies into account in the evaluator’s evaluation.

- B. **Educators with preliminary rating of Proficient with Low Student Growth Rating:** These educators will receive an overall Proficient Rating and will be placed on a one-year growth plan focusing on the specific areas of weak student impact. *Note.* New educators rated Proficient or Distinguished are all on a one-year Developing Educator Plan, regardless of student growth rating.
- C. **Educators with preliminary rating of Distinguished with Average or High Student Growth Rating:** These educators will receive an overall Distinguished Rating and will be formally recognized and/or rewarded (per regulations).
- D. **Educators with preliminary rating of Unsatisfactory and High Student Growth Rating:** These evaluations will be reviewed by the evaluator’s supervisor when an educator is rated **Unsatisfactory** and receives a **High** student growth rating. The supervisor will take these discrepancies into account in the evaluator’s evaluation.

Growth Plan Consequences: Within two months of receiving the low student growth score or at the beginning of the following school year, whichever is later, one or more of the following must be completed by the evaluator:

- Conduct two thirty-minute observations;
- Schedule monthly conferences with the teacher to discuss/revise goals, progress toward meeting goals, and best practices;
- Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment; and/or
- Create and implement a professional development plan to address student growth areas.

I.D. State Guidance for Implementation at Local Level

OSPI will provide **guidance** to districts regarding implementation of the new evaluation system, including use of student growth as described below.

- **Evaluations and Student Growth Rubrics:** OSPI is required to write rules guiding the comprehensive and focused evaluation summative methodology. OSPI intends to write rules that include student growth rubrics for both a comprehensive and focused evaluation summative methodology. Teachers and principals will be evaluated every year using the student growth measures.

II. Core Principles and Key Components

The new Washington State Teacher and Principal Evaluation System is built around six fundamental or core principles:

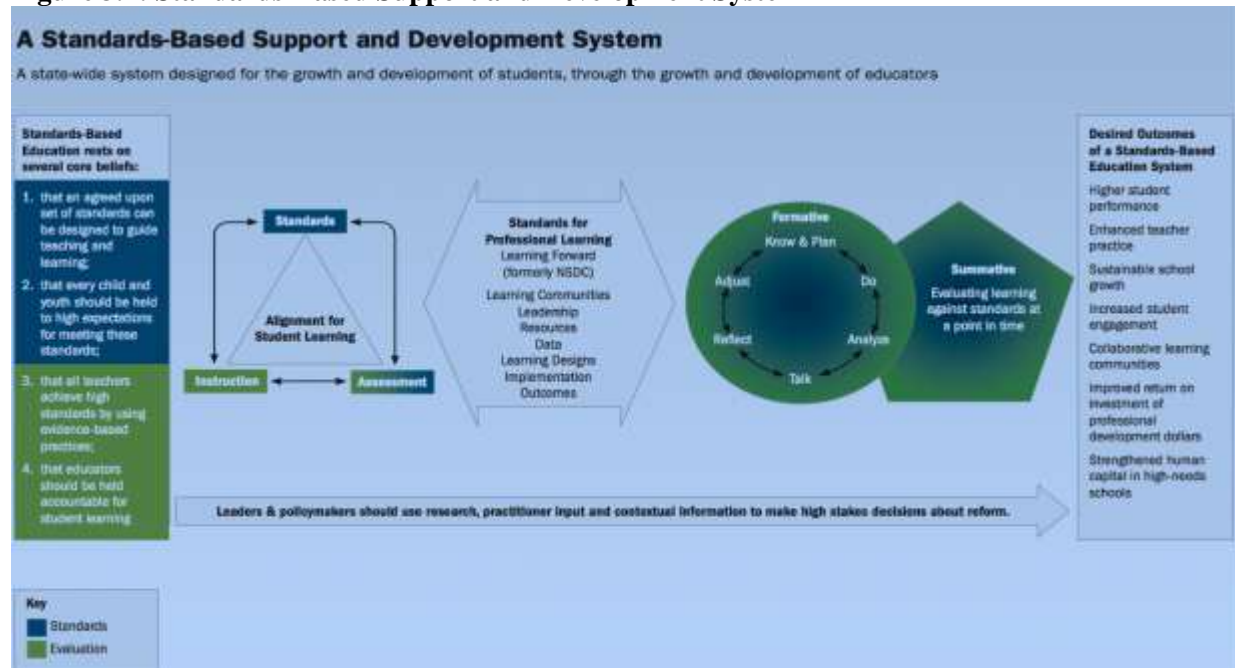
1. The critical importance of teacher and leadership quality impacting ALL students.
2. The professional nature of teaching and leading in a school.
3. The complex relationship between the system for teacher and principal evaluation and district systems and negotiations.
4. The belief in professional learning as an underpinning of the new evaluation system.
5. The understanding that the career continuum must be addressed in the new evaluation system.

6. The complexities of balancing “inputs/acts” and “outputs/results.”

Research demonstrates that feedback for *both* educators and students is one of the most impactful strategies for improving student achievement (Hattie, 2010). This feedback is at the heart of our new evaluation system; when intentionally implemented, the system will produce positive results for both students and educators.

Figure 3.2 shows the key components of a system which links high-quality student standards with a solid, research-based teacher and principal evaluation system. These components include: identification of core beliefs and desired outcomes that provide the foundation for the standards-based education system; articulated and aligned standards, instruction, and assessments for student learning; and standards for professional learning, including multiple formative and summative assessments. Embedded within this system are the strategies and frameworks (e.g., Response to Intervention, English language development training and support, differentiated instruction) that lead to more accomplished teaching and leading. These strategies must be embedded in the formative cycle of the “architecture of accomplished teaching and leading,” a process developed by the National Board for Professional Teaching Standards. It is important to ensure *all measures used in a district’s evaluation and support systems are valid, meaningful measures that are clearly related to increasing student academic achievement and school performance; moreover, they must be implemented in a consistent and high-quality manner across schools within each district.*

Figure 3.2: Standards-Based Support and Development System



III. Key State Legislation

The Teacher and Principal Evaluation Project (TPEP), which was created in Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696) in the 2010 Legislative Session, offers Washington State the opportunity to identify the measures of effective teaching and leading. Complimentary legislation, Engrossed Senate Substitute Bill (ESSB) 5895, was signed into law by the governor in spring 2012; this newer legislation adds specificity to the statutes put forth in E2SSB 6696. The new evaluation system must hold educators accountable and serve to leverage authentic professional growth. This emerging system was built on the

foundation of the new teacher and principal evaluation criteria and developed by Washington State educators. It provides a direction that will empower teachers, principals, and district leaders to meet the needs of ALL students in Washington State. The new evaluation system sets high expectations for what teachers and principals should know and be able to do, values diversity, and fosters a high commitment to teaching and leading as professional practice. For many districts, this will mean a renewed focus on practices and support that will help lead to increased learning for their English language learners (ELLs), students with disabilities, and students from historically underserved subgroups.

III.A. Regulatory or Other Authority to Use Student Growth as a Substantial Factor

The new state law, ESSB 5895, goes into effect June 2012 and puts into place statutory regulation for OSPI to identify up to three instructional frameworks and up to three leadership frameworks to be used in the teacher and principal evaluation systems by each of Washington State’s 295 school districts. These frameworks must be implemented beginning in 2013–14 and must be tied to the eight principal and teacher criteria delineated in **RCW 28A.405.100**. Because each framework must tie back to the state-level criteria, this system creates one state model with specific and consistent choices for districts to consider as they construct their teacher and principal evaluation systems. Because district systems will be aligned to state-approved instructional and leadership frameworks, the state is confident that the systems are all in alignment with the teacher and principal criteria in RCW 28A.405.100. See Attachment 12.5: RCW 28A.405.100—Minimum criteria for the evaluation of certificated employees, including administrators – procedure – scope – models – penalty.

ESSB 5895 requires student growth to be a “substantial factor” in a minimum of three of the eight teacher and principal criteria. The statute also requires the use of multiple measures of student growth, when available and appropriate; these include state-based data from state assessments for tested grades and subjects, as well as district-, school-, and classroom-based measures. While student growth must be used as a “substantial factor,” the legislature did not require that a specific percentage be attributed to student growth. However, the state will provide guidance around the use of student growth as a substantial factor. Decisions regarding student growth will be determined over the next six months, and details will be described in a report required through ESSB 5895 that is due December 8, 2012. The Washington State Task Force on Student Growth, Perception Data and Evaluator Training and Support has been approved to move forward and will form recommendations to be considered by the Teacher and Principal Evaluation Project (TPEP) Steering Committee and Superintendent Dorn as the state determines how to use multiple measures of student growth in teacher and principal evaluations. See Attachment 12.6: ESSB 5895.

Note. The timelines for this ESEA Flexibility Request do not align with the timeline for the final recommendations to be made to the Washington State Legislature regarding the final evaluations models (June 2012) and student growth (December 2012). However, the state can provide an overview of the draft recommendations that will be made prior to their submission to the legislature.

III.B. Required Frameworks

ESSB 5895 requires the identification of up to three instructional frameworks and up to three leadership frameworks. The three instructional frameworks are those authored by Robert Marzano, the University of Washington (Five Dimensions), and Charlotte Danielson. OSPI is working with these authors to ensure their frameworks link directly and explicitly to the eight evaluation criteria for teachers. The leadership framework authored by the Association of Washington School Principals (AWSP) has been selected for the principal evaluation system; a Request for Qualifications process has been initiated to identify/adopt up to two additional leadership frameworks.

III.C. Summary of E2SSB 6696 and ESSB 5895

These new laws requires OSPI to work in collaboration with organizations representing teachers,

principals, district administrators, parents, and school directors to develop new evaluation models for both classroom teachers and principals. Specifically, Section 202 of E2SSB 6696 mandates statewide implementation in all districts by 2013–14 and requires every board of directors to “establish evaluation criteria and a four-level rating system” (p. 17-18) for both certificated teachers and principals: “A new certificated classroom teacher evaluation system...and a new principal evaluation system...shall be phased-in beginning with the 2010–11 school year by [pilot] districts and implemented in all school districts beginning with the 2013–14 school year. (p. 21)

ESSB 5895 clarified the transition by explaining:

Each school district board of directors shall adopt a schedule for implementation of the revised evaluation systems that transitions a portion of classroom teachers and principals in the district to the revised evaluation systems each year beginning no later than the 2013–14 school year, until all classroom teachers and principals are being evaluated under the revised evaluation systems no later than the 2015–16 school year. A school district is not precluded from completing the transition of all classroom teachers and principals to the revised evaluation systems before the 2015–16 school year. The schedule adopted under this subsection (7)(c) must provide that the following employees are transitioned to the revised evaluation systems beginning in the 2013–14 school year:

- (i) Classroom teachers who are provisional employees under RCW [28A.405.220](#);
- (ii) Classroom teachers who are on probation under subsection (4) of this section;
- (iii) Principals in the first three consecutive school years of employment as a principal;
- (iv) Principals whose work is not judged satisfactory in their most recent evaluation; and
- (v) Principals previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and in the first full year as a principal in the school district.

As described below, E2SSB 6696 and recently ESSB 5895 revised the evaluation criteria for both classroom teachers and principals, created a four-level rating system, and identified use of student growth:

Teachers:

The minimum criteria shall include: (i) Centering instruction on high expectations for student achievement; (ii) demonstrating effective teaching practices; (iii) recognizing individual student learning needs and developing strategies to address those needs; (iv) providing clear and intentional focus on subject matter content and curriculum; (v) fostering and managing a safe, positive learning environment; (vi) using multiple student data elements to modify instruction and improve student learning; (vii) communicating and collaborating with parents and the school community; and (viii) exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria listed in this subsection. (c) The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. Student growth data, that are relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth data elements may include the teacher’s performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate. Student growth data elements may also include the teacher’s performance as a member of

the overall instructional team of a school when use of this data is relevant and appropriate. As used in this subsection, “student growth” means the change in student achievement between two points in time. Student input may also be included in the evaluation process. (p. 18)

Principals:

The minimum criteria shall include: (i) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; (ii) demonstrating commitment to closing the achievement gap; (iii) providing for school safety; (iv) leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; (v) assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; (vi) monitoring, assisting, and evaluating effective instruction and assessment practices; (vii) managing both staff and fiscal resources to support student achievement and legal responsibilities; and (viii) partnering with the school community to promote student learning. (c) The four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. Student growth data that is relevant to the principal must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, “student growth” means the change in student achievement between two points in time. Input from building staff may also be included in the evaluation process. (p. 20-21)

OSPI will provide both guidelines and adopt rules per ESSB 5895 statutory language. OSPI developed and is executing the plan for training principals and district administrator aligned with ESSB 5895. The plan is “designed to implement the revised systems and maximize rater agreement.” The training will begin June 2012 and continue through August 2013 to ensure all evaluators of teachers and principals receive training.

Three specific guidelines will impact the overall decision of the new evaluations system:

1. By September 1, 2012 OSPI is required to “identify up to three instructional and leadership frameworks that support the revised evaluation systems.”
2. By December 1, 2012 OSPI is to adopt rules that “prescribe a common method for calculating the comprehensive summative evaluation rating.”
3. OSPI, in collaboration with the TPEP Steering Committee, will provide guidance on the use of student growth as a “substantial factor in three of the evaluation criteria for teachers and principals.”

Time is always a significant obstacle for planning and implementing a statewide policy. The momentum and collective agreement around the need for a new principal and teacher evaluation system will provide a much needed boost to the project.

Legislation also:

- Increased the length of the provisional status for new teachers; and
- Requires school districts to send OSPI information on the current evaluation system for all employee groups beginning with the 2010–11 school year.

Representatives of the following organizations serve on the TPEP Steering Committee:

- Office of Superintendent of Public Instruction

- Washington Education Association
- Association of Washington School Principals
- Washington Association of School Administrators
- Washington State Parent-Teacher Association
- Washington State School Directors' Association (May 2011)

See Section IV.A. TPEP Steering Committee for additional information.

III.D. From a Compliance-Based System to a System Focused on Improvement and Growth

Educators in Washington State overwhelmingly agree that the current evaluation system requires a much needed overhaul. During the 2010–11 school year, OSPI conducted a state-wide electronic survey and 10 face-to-face forums with nearly 7,000 educators, parents, and school board members outside of our TPEP sites and found that 80 percent indicated the primary purpose of the current evaluation system was compliance. Practitioners in and out of the TPEP sites “want tools for improvement and growth.” (Fetters, J. & Behrstock-Sherratt, E., 2011). All indications are that Washington State took the right step to enact E2SSB 6696 and to anchor the new system in the strong belief that the evaluation changes will produce positive results for our students.

IV. Transitioning to New Teacher and Principal Evaluation Systems

Over the last 18 months, Washington State has taken groundbreaking steps to change the culture, purpose, and impact of teacher and principal evaluations through the leadership of the TPEP Steering Committee and the deep, profound, and sometimes risky innovations in our 15 teacher and principal evaluation pilot districts.

IV.A. TPEP Steering Committee and Final Legislative Reports

The legislation requires OSPI, in collaboration with state associations representing teachers, principals, administrators, and parents, to create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. OSPI created the TPEP Steering Committee to oversee and monitor the policy direction and decisions of the TPEP Pilot.

One of the key elements of the success of the TPEP work thus far has been the intentional collaboration among the stakeholders outlined in the legislation. The collaboration at the state level modeled the expectation that pilot districts work as a team to ensure stakeholder involvement. It is important that teachers and principals have input and are engaged in meaningful way in the pilot of the system; further, it has been important to include teachers of students with disabilities, English language learners, and students from historically underserved groups in the process.

The TPEP Steering Committee met 15 times during the 2010–11 year and have/plan to meet 19 times in 2011–12 to make joint policy decisions about the direction of the project. The TPEP Steering Committee continues to work together and keep the focus on the ultimate goal of creating an evaluation system that provides a model for teachers and principals across the country. We intend to work together throughout the next six months to:

- Develop a common sense, but rigorous transition plan for all districts in Washington State;
- Complete the final evaluation model recommendations; present them to Superintendent Dorn for his approval and include in subsequent legislative report; and
- Institute a state, regional, and district-wide professional learning plan that will support all learners in the new evaluation system

E2SSB 6696 (2010) and ESSB 5895 (2012) require OSPI to submit two legislative report regarding the

Teacher and Principal Evaluation Project:

1. July 2011: OSPI shall report evaluation system implementation status, evaluation data and recommendations to appropriate committees of the legislature.
http://tpep.files.wordpress.com/2011/07/tpep_leg_report-july_2011_full.pdf
2. July 2012: OSPI shall report at the conclusion of the development phase.

IV.B. TPEP Implementation and Professional Learning Committee

The TPEP Implementation and Professional Learning Committee will be formed in spring 2012 to oversee the planning and professional development for the new evaluation system. This committee will include representatives from partner organizations involved in the TPEP Steering Committee and from other state-wide partners that will help carry out the work of TPEP.

The goals of the committee include:

- Bring lead partners in TPEP together to ensure effective and consistent delivery of knowledge and skill building around the new Washington State evaluation system;
- Gather input in order to ensure effective professional learning around the TPEP work;
- Ensure state resources are used effectively and will garner the biggest impact on the state system; and
- Ensure clear and ongoing communication among key stakeholders.

Beyond rules and regulations, Washington State will have to move early and often to ensure effective implementation; strategies and approaches are designed to promote buy-in, gather feedback, educate and prepare the field, and ensure impact. Key elements include:

- Determine and strengthen state-wide level delivery systems to support quality and consistent implementation and to build district, region and state capacity;
- Develop tools, trainings, and technical assistance to guide statewide action; and
- Establish systems to promote clear, ongoing communications and stakeholder engagement.

No one organization in the system can manage and execute all of the necessary professional learning that must take place over the next three years to ensure effective implementation of TPEP. This must be a shared responsibility among those entities committed to the core beliefs of the project. Table 3.4 provides a description of current and future work in implementing the project.

Table 3.4: Description of Current and Future Work Required for Effective Implementation of the Teacher and Principal Evaluation System**Key Milestone 1: District-level focus on TPEP planning and system changes required for effective implementation**

Key Activities	<ul style="list-style-type: none"> • Full and Condensed Regional Implementation Grant (RIG) available for up to 150 more districts. • Additional 200 districts select instructional/leadership framework and implement.
Detailed Timeline	<ul style="list-style-type: none"> • 2012–13: RIG implemented in up to 150 more districts • 2012–13 and 2013–14: Remaining districts adopt framework and begin implementation

Party or Parties Responsible	<ul style="list-style-type: none"> • RIGs: Managed by ESDs, OSPI, and 65 districts currently receiving RIGs; includes components for study for district decision-making for both teacher and principal evaluation systems. • All Districts: Responsible for the planning and implementation of their own district evaluation systems beginning in 2013–14.
Evidence	<ul style="list-style-type: none"> • RIG information and calendaring available at http://tpep-wa.org/rig/
Resources	<ul style="list-style-type: none"> • OSPI: Staff time and expertise • ESD Network: Staff time and expertise • TPEP Steering Committee: Commitment of time from members; commitment of resources depending on the work of the group • Legislative Appropriation • Gates Foundation Grant
Significant Obstacles	<ul style="list-style-type: none"> • Funding: The SEA realizes the critical need to train all teachers, principals and district administrators in “the what” and “the how” of the new evaluation systems. In its 2012 session, the legislature only appropriated enough funds to train all principals. The learning from our pilot districts demonstrated the critical need to have teachers understand and operationalize the new frameworks and expectations of the new evaluation system. • Time: The learning progression for the new evaluation systems will take time to understand and operationalize. These learnings are far more complex than our current evaluation system that rests in a primarily compliance-based system.

Key Milestone 2: Training on the Instructional Framework, through RIGs and Statewide

Key Activities	<ul style="list-style-type: none"> • RIG Districts select their Instructional Framework. • Train Criteria and Framework Feedback Specialists (ICFFS). • Train principals from the 200 remaining districts on one of the three instructional frameworks and on rater agreement.
Detailed Timeline	<ul style="list-style-type: none"> • 2012–13: Regional training on instructional frameworks • Summer 2013: Rater agreement training • Winter 2013: Online modules available for administrators and teachers
Party or Parties Responsible	<ul style="list-style-type: none"> • RIGs: Managed by ESDs, OSPI, and RIGs (up to 150 Districts); includes components for study for district decision-making • Other Districts: Some districts will set up evaluation systems without state support, but with the guidance of the TPEP website and resources.
Evidence	<ul style="list-style-type: none"> • RIG Instructional Framework Crosswalk with Districts (Attachment 12.2) • RIG Focus – Summer Flow Chart (Attachment 12.3) • CFFS Summer Professional Development Learning Goals (Attachment 12.4) • Links to instructional framework overview page: http://tpep-wa.org/resources/instructional-frameworks/. Each author provides a 45-60 minute video overview of their framework. • Key ICFFS dates: http://tpep-wa.org/resources/instructional-frameworks/cffs/dates/ • ICFFS overview and description page: http://tpep-wa.org/resources/instructional-frameworks/cffs/icffs/
Resources	<ul style="list-style-type: none"> • OSPI staff time • ESSB 5895 and the \$5.7M allotted for on-site and on-line professional development.
Significant Obstacles	<ul style="list-style-type: none"> • Time for training for teachers and administrators

	<ul style="list-style-type: none"> Realistic and intentional expectations of “rater agreement” training: Pilot districts indicated that the learning progression for principals requires time and practice in order to gain confidence and skills for rater agreement. Every principal will have a different starting point and just like teachers, some will need more intensive support and professional learning.
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Key Milestone 3: Training on the Leadership Framework, through RIGs and Statewide

Key Activities	<ul style="list-style-type: none"> RIG Districts use AWSP document for their Leadership Framework. Train Criteria and Framework Feedback Specialists (LCCFS). Initiate RFQQ for applications for leadership frameworks (other than the adopted AWSP leadership framework), and select up to two additional leadership frameworks. Train leaders in framework and rater agreement.
Detailed Timeline	<ul style="list-style-type: none"> 2012–13: Regional training on leadership frameworks Summer 2013: Rater agreement training Winter 2013: Online modules available for administrators and teachers
Party or Parties Responsible	<ul style="list-style-type: none"> TPEP Steering Committee OSPI Association of Washington School Principals (ASWP) Washington Leadership Academy
Evidence	<ul style="list-style-type: none"> AWSP Leadership Framework: http://tpep.files.wordpress.com/2012/03/awsp_leadership_framework_print.pdf LCFFS overview, application, and training dates: http://tpep-wa.org/resources/instructional-frameworks/cffs/lcfs/ and http://tpep-wa.org/resources/instructional-frameworks/cffs/dates/ Issued RFQQ No. 2012-09 to select up to two additional leadership frameworks: http://www.k12.wa.us/RFP/default.aspx RIG Focus – Summer Flow Chart (Attachment 12.3) CFFS Summer Professional Development Learning Goals (Attachment 12.4)
Resources	<ul style="list-style-type: none"> OSPI staff time ESSB 5895 and \$5.7M allotted for on-site and on-line professional development
Significant Obstacles	Training has never been required in statute for principal evaluation.

Key Milestone 4: Training and support: data management and eVAL Management Tool

Key Activities	<ul style="list-style-type: none"> eVAL tool developed Communication and training on the eVAL Management Tool Training on the eVAL tool in the instructional framework workshops and included in the rater agreement training.
Detailed Timeline	<ul style="list-style-type: none"> 2012–13 and summer 2013: Training on eVAL tool and rater agreement training
Party or Parties Responsible	<ul style="list-style-type: none"> OSPI and ESDs All Participating Districts
Evidence	<ul style="list-style-type: none"> http://tpep-wa.org/eval/ - Discusses the eVAL tool, communicates changes and progress, and may house training videos and materials once developed http://tpep-wa.org/eval/sandbox/ provides a place for districts to preview and practice the eVAL system

Resources	<ul style="list-style-type: none"> • OSPI staff time • \$1.4 million Gates Foundation Grant to support effective implementation of the eVAL Management Tool
Significant Obstacles	<ul style="list-style-type: none"> • Time for training for teachers and administrators

Key Milestone 5: Communication of overview of evaluation system for all Stakeholders

Key Activities	<ul style="list-style-type: none"> • Organizations present overviews upon request • Stakeholders (State, Regional, and Local) understand key elements of new teacher and principal evaluation system • WEA, WASA, AWSP, WSSDA, WSPTA and the Employee Relations and Negotiations Network (ERRN) will provide 2012–13 plus summer workshops designed to inform audiences of the details of 6696 and 5895 which will include bargaining ramifications, framework descriptions, training requirements and external communications strategies.
Detailed Timeline	<ul style="list-style-type: none"> • Spring 2012: ESDs provide a minimum of seven evaluation overview sessions, six for practitioner audiences and one for parent, community, and school directors • Summer 2012 and 2012–13: WEA, WASA, AWSP, WSSDA, WSPTA and the Employee Relations and Negotiations Network (ERRN) provide summer workshops designed to inform audiences of the details of E2SSB and 6696 and ESSB 5895 which will include bargaining ramifications, framework descriptions, training requirements and external communications strategies. • 2012–13 and 2013–14: Organizations present overviews upon request
Party or Parties Responsible	<ul style="list-style-type: none"> • TPEP Steering Committee • Center for Strengthening the Teaching Profession • ESDs • WEA, WASA, AWSP, WSSDA, WSPTA and the Employee Relations and Negotiations Network (ERRN)
Evidence	<ul style="list-style-type: none"> • Overview of TPEP: http://tpep.files.wordpress.com/2012/05/tpep-update-3-29-12.pdf (later communication) • Overview of TPEP: http://tpep-wa.org/2011/04/27/esd-113-educator-evaluation-video/ (earlier communication) • TPEP Website: http://tpep-wa.org
Resources	<ul style="list-style-type: none"> • OSPI staff time • Funding through the Allen Foundation Grant
Significant Obstacles	Time for districts to learn and apply new law when competing with end of the year activities and testing.

IV.C. TPEP Pilot Districts

The pilot consists of eight districts and one consortium of smaller districts. Pilot sites work with the TPEP Steering Committee organizations to develop new and innovative teacher and principal evaluation systems that comply with the legislation and lead to a cycle of continuous improvement for both teachers and principals. In addition to the input and leadership of the TPEP districts, OSPI led several forums and symposia that included the input from a large group of stakeholders.

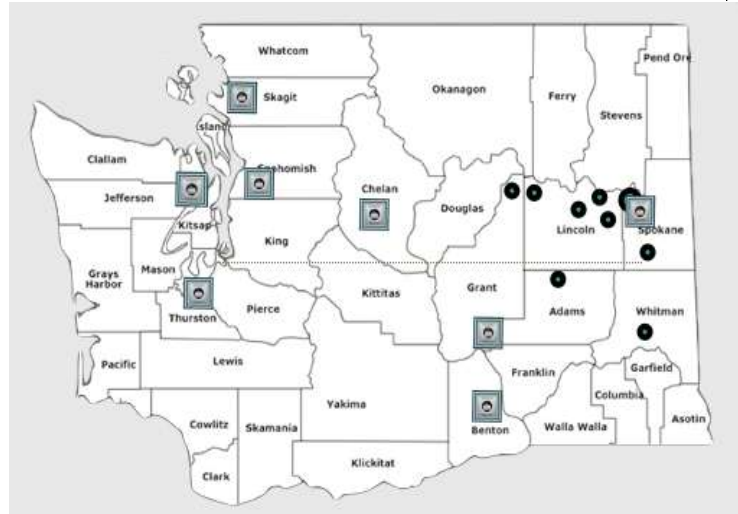
In May 2011, after 10 regional forums, OSPI brought together groups representing data, finance, ELL, special education, human resources, and professional development to review the draft evaluation models and provide feedback to each of the nine TPEP sites. The teachers and principals invited to attend these input gathering and feedback sessions represented the wide range of teaching and leadership assignments,

including English language learners, special education students, and high needs schools. This process of casting a wide net of input about our new system has been a consistent part of our development and one that will continue into implementation and delivery of our new system.

School districts participating in the pilot are listed in Table 3.5.

Table 3.5: TPEP Pilot Participants

8 Districts	1 Consortium
Anacortes	Almira
Central Valley	Davenport
Kennewick	Liberty
North Mason	Medical Lake
North Thurston	Pullman
Othello	Reardan-Edwall
Snohomish	Wellpinit
Wenatchee	Wilbur



IV.D. Development of Evaluation Models

During the 2010–11 school year, the pilot districts and consortium learned about and developed new evaluation models to be used for both teachers and principals during the 2011–12 school year. Through a series of face-to-face and online learning, the pilots developed their own models using consistent components. State legislation (E2SSB 6696) outlines seven specific responsibilities of the pilot districts:

- Develop rubrics for evaluation criteria and ratings;
- Develop appropriate evaluation system forms;
- Identify, or develop, appropriate multiple measures of student growth;
- Submit data used in evaluations and all district-collected student achievement, aptitude, and growth data (regardless of whether they are used in evaluations);
- Participate in professional development for principals and classroom teachers regarding the content of the new evaluation system
- Participate in evaluator training; and
- Participate in activities to evaluate the effectiveness of the new system and support programs.

The figures on the next two pages illustrate the key elements of the evaluation system for teachers (Figure 3.3) and principals (Figure 3.4).

Figure 3.3: Teacher Evaluation Criteria

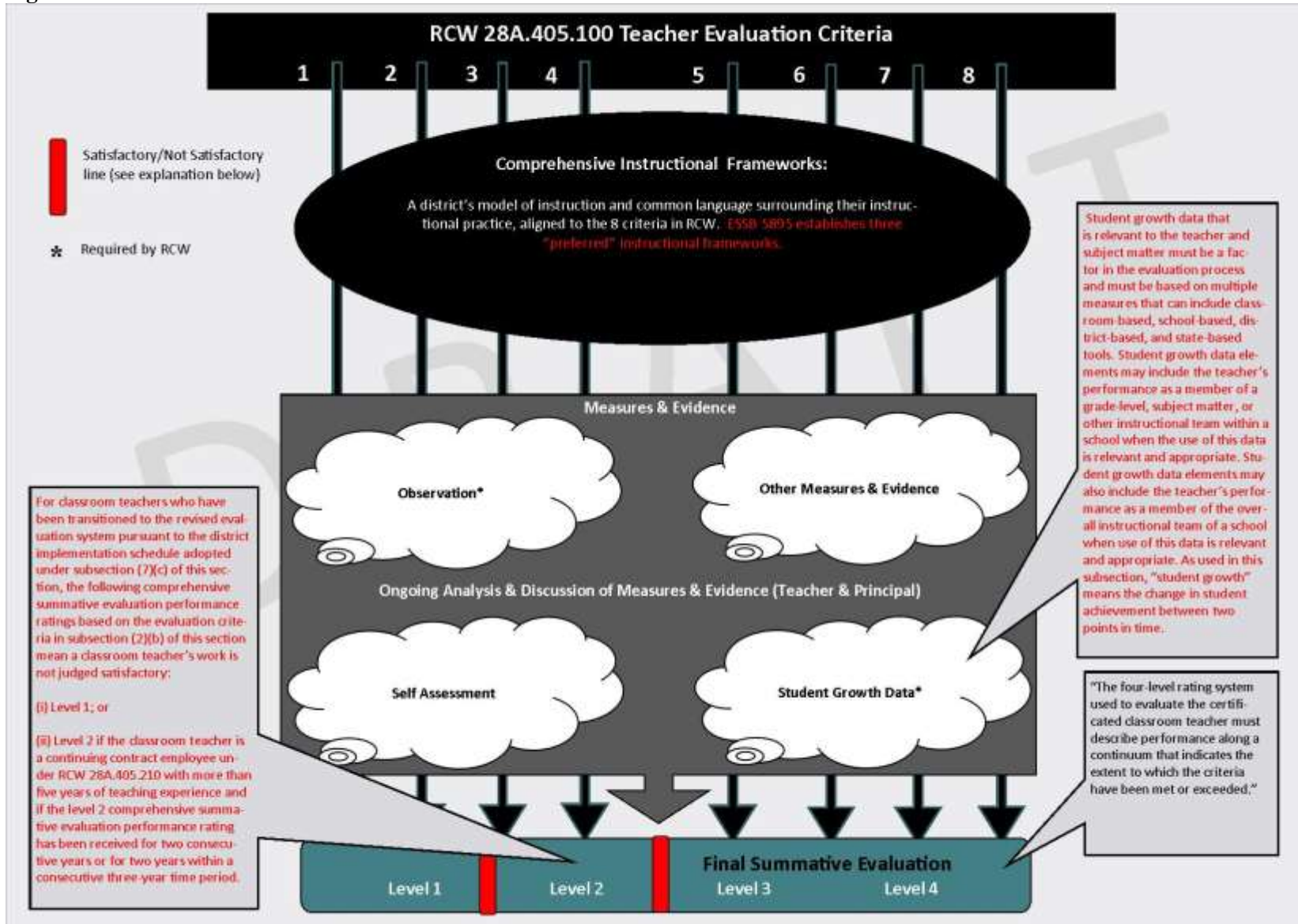
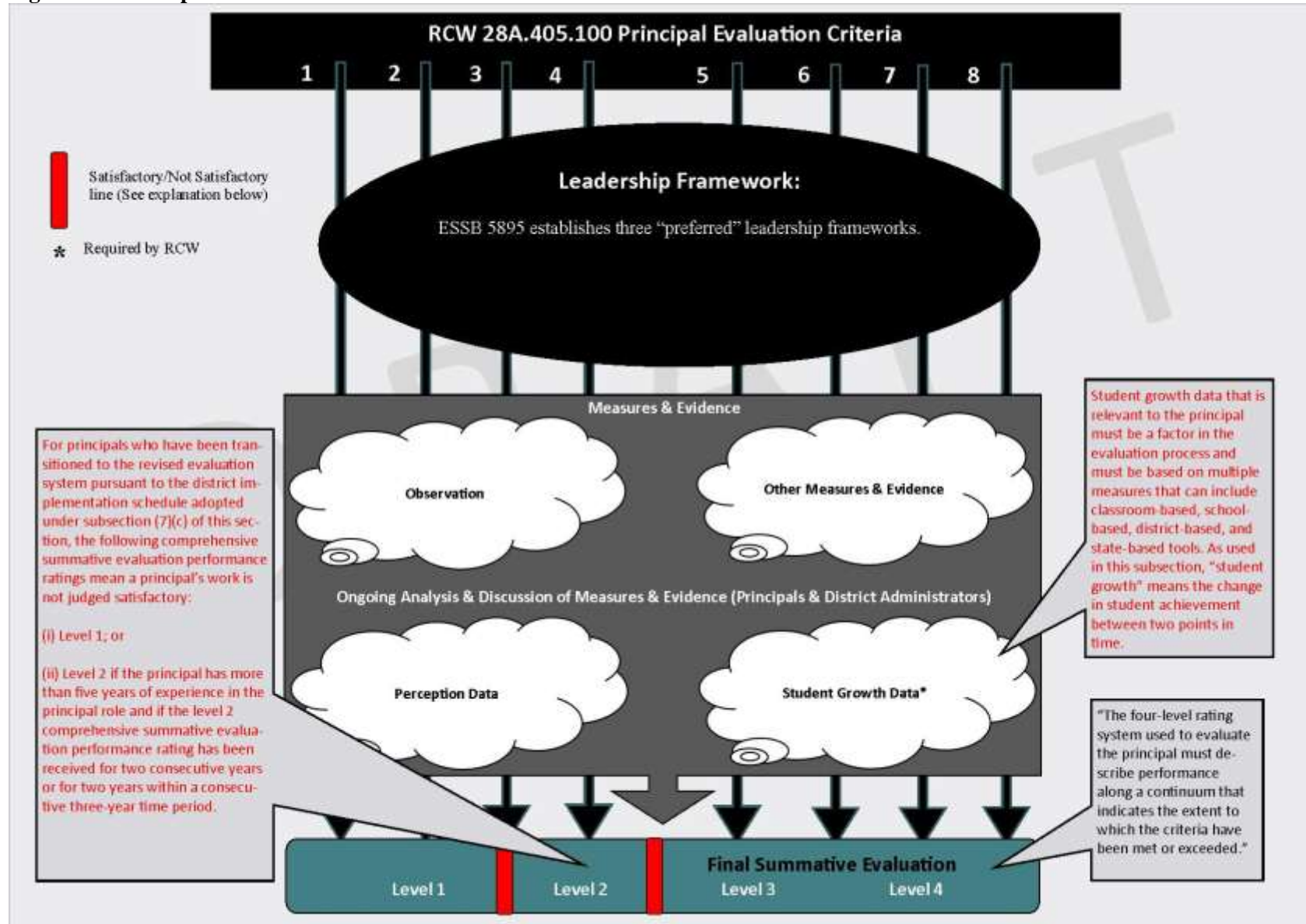


Figure 3.4: Principal Evaluation Criteria



IV.E. Feedback on Teacher and Principal Evaluation Project

OSPI contracted with the American Institute for Research (AIR) at the onset of the TPEP project to gather feedback from both pilot districts and non-pilot districts. The focus of the research was around five constructs: (1) Culture; (2) Instructional and Leadership Frameworks; (3) Measures and Evidence; (4) Time and Resources; and (5) Communication.

Each year, AIR conducted electronic surveys and face-to-face interviews in pilot districts. Researchers used information gathered through these strategies to create individual case studies and a cross-case analysis for the project. AIR also conducted 10 statewide face-to-face forums to gather statewide input; these forums were held in different regions around the state and were open to teachers, principals, district administrators, parents, and school board members. In addition, the SEA sent an electronic survey to all educators in the Washington State. Over 6,000 teachers, principals, and district administrators responded to the survey.

For example, in June 2011, at the conclusion of the first year of development, the TPEP participants were interviewed; participants cited four goals for their teacher and principal evaluation system:

- Use evaluations to inform professional development;
- Ensure that evaluations produce credible and trustworthy results;
- Create an overall framework to guide the evaluation process; and
- Maintain a focus on teaching and learning.

When asked about the strengths and concerns for implementation the TPEP pilot sites shared the following strengths and concerns:

- Strengths
 - Professional growth
 - Clarity of language and expectations
 - Focus on multiple measures
 - Model development
- Concerns
 - External mandates
 - Stakeholder buy-in
 - Scope of implementation
 - Availability of resources
 - System design and rater agreement

All of this feedback provided the TPEP Steering Committee and Superintendent Dorn with information to make informed policy decision.

IV.F. TPEP Recommendations

Based on the work of the pilots, the TPEP Steering Committee made the following recommendations regarding common statewide evaluation components in its July 2011 legislative report:

- Revised Evaluation Criteria (RCW 28A.105.400)
- Four-Level Rating System (RCW 28A.105.400)
- Criteria Definitions
- Comprehensive Research-based Instructional and Leadership Framework with rubrics that describe performance along a continuum
- Measures and Evidence (including observation, goal setting and reflection, impact on student learning, artifacts and professional contribution)
- Final Summative Evaluation

Table 3.6 illustrates elements of the evaluation system that have been formally adopted by the TPEP Steering Committee. Adoption was essential in order for our second tier of pilots to move forward. Key components include:

- Focus clearly on continual improvement of instruction and providing clarity around support that will lead to improved instruction for all students;
- Meaningfully differentiate performance on four performance levels;
- Use multiple valid measures in determining performance level;
- Evaluate principals and teachers on a regular basis; and

Provide useful and timely feedback around progress and needs, and use that feedback to guide professional development.

Table 3.6: Proposed Evaluation System: Criteria, Ratings, and Measures and Evidence

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED	Measures and Evidence <ul style="list-style-type: none"> • Observation (required) • Student Learning (required) • Teacher/Principal Self-Assessment/Reflective Practice (used by all TPEP sites)
Criterion 1	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Distinguishable and Scored</div>	<div style="border: 2px solid red; padding: 5px; display: inline-block; color: red;">Cut score that promotes growth and prevents stagnation</div>	<div style="border: 2px solid black; padding: 5px; display: inline-block; transform: rotate(-15deg);">Solid/Research-based Instructional Framework</div>		
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					
Criterion 6					
Criterion 7					
Criterion 8					
Final Summative Evaluation	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED	Other measures under consideration: <ul style="list-style-type: none"> • Artifacts of Teaching/Leading • Evidence of Professional Practice • Perception Data
Final Summative Descriptors	Professional practice at Level 1 does not show evidence of understanding or demonstration of the concepts underlying individual components of the criteria. This level of practice is ineffective and may represent practice that does not contribute to student learning, professional learning environment, or effective teaching practice. This level requires immediate intervention and specific district support. Failure to show adequate growth is grounds for dismissal/nonrenewal.	Professional practice at Level 2 shows a developing understanding and demonstration of the concepts underlying individual components of the criteria but performance is inconsistent. This level may be considered minimally competent for teachers early in their careers or experienced teachers in a new assignment, but insufficient for more experienced teachers. This level requires specific and relevant support.	Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teachers at this level thoroughly know academic content, curriculum design/development, their students, and a wide range of professional resources. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.	Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is student directed, where students assume responsibility for their learning by making substantial, developmentally appropriate contributions throughout the instructional process. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment related to all students' learning, challenging professional growth, and collaborative leadership.	

The table below illustrates the types of teacher evidence/artifacts and student evidence that has been identified by “Sample District” to evaluate its teachers on a four-level rating scale: Unsatisfactory, Basic, Proficient, and Distinguished.

Table 3.7: “Sample District” Rubric for Assessing Criterion #1

Component 1.1 Providing Clear Learning Goals and Scales (Rubrics)			
Possible Teacher Evidence/Artifacts		Possible Student Evidence	
<ul style="list-style-type: none"> • Has a learning target/goal posted so that all students can see it • Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment • Makes reference to the learning target/goal throughout the lesson • Has a scale or rubric that relates to the learning goal (standard) posted so that all students can see it • Makes reference to the rubric throughout the lessons 		<ul style="list-style-type: none"> • Can explain the learning target for that day’s lesson • Can explain the relationship of the daily target to the long term learning goal (standard) • Can explain how their current activities relate to the learning target/goal • Can explain the meaning of the levels of performance articulated in the rubric • Can explain how they will achieve the learning target/goal 	
Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for, the teacher does not use it; or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term), but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students’ understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

IV.G. Inclusion of teachers of Special Populations

ESSB 5895 addresses evaluations systems for classroom teachers and principals who support academically-focused instruction. Therefore, all teachers, including teachers of students with disabilities and English language learners, will be involved in the evaluation system. New criteria operationalized through the instructional and leadership frameworks include meeting needs of all students and differentiating instruction to meet needs of individual students. The language is consistent across all the frameworks adopted by the state. We have not determined how state-based growth tools will be attributed to teachers of students with disabilities or English language learners, since no work on teacher attribution has been completed for any teacher groups, including general education, special education, and English language development.

IV.H. Task Force on Student Growth, Perception Data, and Evaluator Training and Support

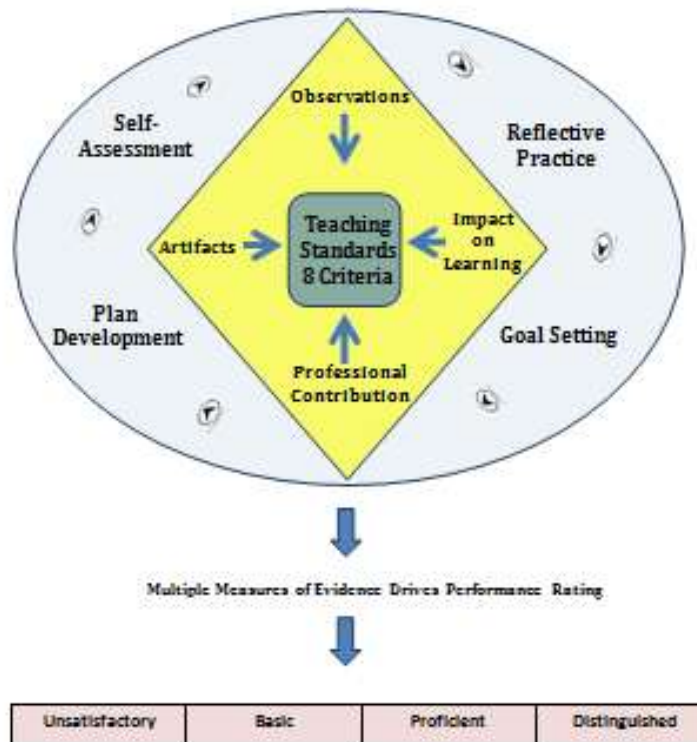
It became clear through the work of the pilots and the national interest in teacher and principal evaluation

that more study was needed around three critical components in our new Washington State evaluation system.

- Student Growth
- Perception Data
- Evaluator Training and Support

The task force was formed in August/September 2011 and runs through February 2012. It will be comprised of TPEP practitioners (2/3 of the task force) and other experts from the field (1/3 of the task force). Other experts include researchers, representatives from higher education and practitioners outside of the TPEP pilots. The task force will meet to discuss all three topics throughout fall/winter 2012. The task force will present research-based best practices and guidance around the three areas outlined above to Superintendent Dorn, the TPEP Steering Committee, and the TPEP sites. Videos of all meetings and accompanying resources provided to the committee are available at: <http://tpep-wa.org/>.

Figure 3.5: Multiple Measures of Evidence – A System of Evaluation



ESSB 5895 places the work around the teacher and principal evaluation systems on a “course correction.” Based on the new legislation, task forces must review and extend their recommendations submitted to the State Legislature by July 2012. Task forces are addressing how to incorporate student learning as a component of the new evaluation system, focusing specifically on how to implement the system based on criteria defined in statute.

Student Growth

ESSB 5895 ensures in statute that student growth, in addition to observation, will be a substantial factor in teacher and principal evaluations. “Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers/principals for at least three of the eight evaluation criteria.” This includes the use of multiple measures, that is, “classroom based, school based,

district based and state based tools.” OSPI is directed to create rules around the summative rating and will therefore include language pertaining to this section of the new law. Washington State has a contract with the Center for Assessment for the development of the Colorado Growth Model and data that are “relevant to the teacher and subject matter must be a factor in the evaluation process.” Calculations will be available in fall 2012 to schools and districts.

Implications for student growth in the new teacher and principal evaluation systems have yet to be determined. ESSB 5895 requires multiple measures; state-level tools will include student growth as one of the measures districts will use. While we do not have a specific percentage that will be attributed to student growth, ESSB 5895 requires the use of student growth data when those data are “substantial, relevant, and appropriate.” The TPEP Steering Committee is looking at state-based tools to support districts in implementing their teacher and principal evaluation systems. Our evidence and measures are inclusive of multiple measures by law, so all measures, including observation and other artifacts, will be included in the evaluation process.

Perceptual Data

The new legislation does indicate that the new evaluation systems for both teachers and principals “may include” perception data from students (teacher evaluation) and building staff (principal evaluation). Ramifications of this inclusion will be studied by our TPEP Task Force. See Attachment 12.7 Teacher/Principal Evaluation Pilot—Taskforce Recommendations: Student Growth.

Annual Evaluations

A yearly evaluation has been a requirement in Washington State for classroom teachers for over 30 years. This has not changed with the adoption of the new evaluation system. The new evaluations are much more meaningful and impactful on student learning, and, as such, do require more time. The two evaluations in the new Washington State system will be “comprehensive” and “focused” evaluations. The *Comprehensive Evaluation* must include all eight criteria, and therefore, will include student growth as “substantial” factor. A *Focused Evaluation* will be used in any year in which the *Comprehensive Evaluation* is not used. A minimum of one of the eight criteria and professional development linked to that criterion will be used in the *Focused Evaluation*. All Level 1, Level 2, and provisional teachers and principals will be evaluated using the *Comprehensive Evaluation*. Thus, every teacher in Washington State will continue to be evaluated every year.

Provisional or probationary teachers are evaluated on the comprehensive evaluation every year. The experience in the pilot districts demonstrated the need for principals to work more intensively with specific teachers (e.g., early career, probationary) on all aspects of teaching practice, while proven, accomplished educators must develop and demonstrate growth regarding specific focused areas. This provides the principals time to dive deeply into professional practice through a thorough analysis of evidence. In order to make a meaningful and robust evaluation system work, the time and resources must be reasonable.

The *Focused Evaluation* requires principals to conduct a minimum of two 30-minute observations each year. The law also requires the teacher to develop an improvement plan based on one of the eight criteria. Although ESSB 5895 neither (a) mandates an annual *Comprehensive Evaluation* nor (b) requires the use of student growth as a significant factor in the *Focused Evaluation*, it does provide the following:

- Allows mid-year movement from a *Focused Evaluation* to a *Comprehensive Evaluation* at the discretion of the principal; and
- If student performance data that the principal has at his or her discretion show a lack of academic achievement in the teacher's classroom, he or she can move the teacher to a comprehensive format mid-year.

In addition, a continuing contract teacher who receives a "2" or less on a *Focused Evaluation* is subject to

non-renewal if he or she receives another "2" in each of the next two school years.

Finally, OSPI is directed to continually monitor the progress of the new evaluation system through a series of reports due over the next four years. This reflective practice mirrors with the intentional process our pilots have engaged in over the past two years and will be a useful tool to refine our system and take an even more laser-like focus on the impact on student learning resulting from the new evaluation systems for teachers and principals.

V. Expansion and Support for Effective Statewide Implementation

As indicated above, Section 202 of E2SSB 6696 mandates statewide implementation in all districts by 2013–14 and requires every board of directors to “establish evaluation criteria and a four-level rating system” for both certificated teachers and principals:

A new certificated classroom teacher evaluation system...and a new principal evaluation system...shall be phased-in beginning with the 2010–11 school year by [pilot] districts and implemented in all school districts beginning with the 2013–14 school year.

Operationalizing the new evaluation system for teachers and principals is the paramount responsibility of both the state level organizations on the State TPEP Steering Committee TPEP districts. Making the system work for our struggling students, including English language learners and students with disabilities, has been at the forefront of the work in our pilot districts. Each school district has chosen an instructional framework to align its new evaluation system. These frameworks offer rubrics that describe performance along a continuum, thus providing an articulated vision of the standards for accomplished teaching. Along with the rubrics, each instructional framework author has provided examples (e.g., indicators, look-fors, artifacts etc.).

For example, one district has identified the specific examples of practice that would be evident in the classrooms across that district. In this case, the district has a high ELL population and invested heavily in the GLAD training for its teachers. As a principal, looking for an indicator that the teacher has applied what they have learned in the GLAD training to help support the learning of all of their students should be a piece of evidence the principal would look for in evaluating their teachers.

While not all districts will have the same student population or meet the needs of students using the same strategies, it is critical that each identifies and looks for evidence that supports the learning of all of its students. Individualizing the frameworks to meet the needs of students is a critical element in the successful implementation of the new evaluation system in Washington State.

Table 3.8 describes the timeline for implementing the pilot in multiple districts throughout the state and scaling the evaluation system to ensure full and effective implementation in all districts—as defined in state statute—by the 2013–14 school year. Stakeholder engagement and communication, as well as clearly articulated teacher and principal evaluation systems and tools, are essential to satisfying this legislative mandate, including its guidelines and timelines. *Note.* The timeline for this ESEA Request does not align with the timeline for the final recommendations to be made to the Washington State Legislature regarding the final evaluations models. However, the state can provide an overview of the draft recommendations that will be made prior to their submission to the legislature.

Table 3.8: TPEP Pilot District and Statewide Implementation Timeline

Pilot Districts	
2010–11	<ul style="list-style-type: none"> Develop Models/Tools/Rubrics (OSPI Report submitted July 1, 2011)
2011–12	<ul style="list-style-type: none"> Implement Pilot Models/Tools/Rubrics (OSPI Report due July 1, 2012) Pilot Districts engage in professional development, including inter-rater reliability training; instructional framework training for teachers/principals; and leadership training for teacher leaders, principals, and district administration
2012–13	<ul style="list-style-type: none"> Refine models, participate in evaluation professional development and evaluator training
All Districts	
2010–11	<ul style="list-style-type: none"> Observe development of Pilot <i>Resource: TPEP website: http://tpep-wa.org/</i> Engage and communicate with stakeholders Participate in Regional Educator Evaluation Forums (2010 -11)
2011–12	<ul style="list-style-type: none"> Observe development of Pilot <i>Resource: TPEP website: http://tpep-wa.org/</i> Engage and communicate with stakeholders Participate in Regional Educator Evaluation Forums (2011–12) Utilize TPEP Implementation Consortium Grants (<i>Information provided July 2011</i>)
2012–13	<ul style="list-style-type: none"> Identify Evaluation Models (<i>following TPEP pilot recommendations in June 2012</i>) Participate in Evaluation Professional Development and Evaluator Training
2013–14	<ul style="list-style-type: none"> Full state-wide implementation of new teacher and principal evaluation systems Participate in Evaluation Professional Development and Evaluator Training

V.A. Regional Implementation Grants (RIGS)

The project expanded in August of 2011 to include another 65 districts using the regionally based Educational Service Districts (ESDs). These 65 districts ARE NOT replicating the work of the pilots; rather they are using the learning from the first year and, through a *common curriculum* are forming the foundation of a comprehensive evaluation system for both teachers and principals. These 65 districts have committed to piloting their models in the 2012–13 school year—a full year ahead of the full statewide implementation of 2013–14.

V.B. Common Curriculum

The TPEP pilot districts have worked over the past year to develop a solid basis of curriculum from which each district outside of the pilots will benefit. In addition to the “components” of the new evaluation systems, the common curriculum also includes the following critical areas:

- Stakeholder Engagement
- Communication
- Professional Learning
- Data
- Forms and Tools

In order to ensure effective statewide consistency, regional Educational Service Districts (ESDs) are working closely with OSPI in both the development and implementation of the common curriculum. This common set of learning about the new evaluation system will be available online to districts across our state by May 2012.

V.C. eVAL Management Tool

The management of the new evaluation system will take considerable time and expertise. In an effort to support all of the state’s educators in implementing and managing the new evaluation system, OSPI, the Washington Education Association (WEA), and local ESDs have supported the development of the eVAL management tool. eVAL Washington is an online, web-based management tool that supports principals, teachers, and district administrators in effectively evaluating staff and increases the ability of the evaluator to score in a consistent manner. This will require evaluators to receive training in instructional practices effective in meeting the needs of all students, including English language learners, students with disabilities, and students from historically underserved subgroups. This product is uniquely designed for Washington State educators by Washington State educators, and will allow opportunities for the following:

- Evaluation goal setting
- Conferencing
- Observations
- Self-assessment
- Threaded discussions about performance
- Artifact gathering
- Analysis of impact on student learning
- Rubric scoring
- Formative and summative reporting at the teacher, building, district, and state levels

A prototype of the eVAL Washington is being used in all 15 of the pilot sites, and OSPI is currently seeking funding from the Gates Foundation to refine and expand the capability of the tool.

VI. Mechanism to Review and Revise the Teacher and Principal Evaluation System

A requirement to reflect and learn from the successes and challenges of the system development and implementation is built into state legislation. This process is one that should be the foundation of any new initiative. We expect accomplished teachers and principals to (a) set goals for student learning, (b) teach toward those goals, and (c) subsequently gather data, reflect on those goals, and make adjustments as needed. This process, known as the “architecture of accomplished teaching and leading” by the National Board for Professional Teaching Standards, is the model for state and district systems to follow as well. The project was approached in this intentional way from the start and, with the leadership of the TPEP Steering Committee organizations, will continue to imbed that recursive process into this significant education reform initiative.

Determining how to measure reliability and validity of the new evaluation systems is an ongoing question in Washington State, as well as in other states. OSPI will develop a plan to study the reliability and validity of the new systems; the plan will be based on input from the TPEP Steering Committee

organizations and practitioners and current research in this area. According to Grover J. Whitehurst, a senior fellow at the Brookings Institution, “There’s a lot we don’t know about how to evaluate teachers reliably and how to use that information to improve instruction and learning.” The connection to improved teaching and leading is a key to our new evaluation system in Washington State. Thoughtful and intentional study of our system is embedded in our state’s legislation and will be taken seriously by the state’s education leadership.

For the first time in over 30 years, OSPI is directed to create rules regarding teacher or principal evaluations. These rules and the statute will have far-reaching implications to ensuring the compliance with the new state guidelines. In addition, Washington State has created an on-line management tool that will both support the new evaluation system requirements and help districts submit the evaluation data required by state law.

VII. Next Steps

To equip educators with skills and knowledge to support their students to achieve the new annual measurable objectives (AMOs), districts will have to focus their teaching and learning goals squarely on the shoulders of accomplished teachers and principals. It is critical that all teachers and leaders receive support for professional development and evaluation through a system anchored in research. Michael Fullan notes that a critical issue for our schools is “not resistance to innovation, but the fragmentation, overload, and incoherence resulting from the uncritical and uncoordinated acceptance of too many innovations” (cited in *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement* by John Hattie, 2009).

The work of TPEP in Washington State has the capacity to reduce the fragmentation into a system based on one set of consistent teacher and principal evaluation criteria, implemented with fidelity, and supported by the commitment from state policymakers to sustain this critical focus on our most important resource—our students. The following sections address several of the next steps as the state moves forward with the implementing the teacher and principal evaluation system statewide by 2013–14. This work complements the timeline and activities described in Table 3.5.

The collaborative process of engaging all stakeholders has been a foundational underpinning of our new system, and input from the field indicates this has been critical in moving the TPEP forward. At the state level, working with colleagues from the Washington Education Association (WEA), Association of Washington State Principals (AWSP), Washington Association of School Administrators (WASA), Washington State PTA, and Washington State School Directors Association (WSSDA) has shown districts that this work must be undertaken through a collaborative relationship. All of the training has required a district team made up of all of the stakeholder groups. This emphasis will continue as we begin the implementation phase of the project.

VII.A. TPEP Task Force Recommendations

The TPEP Task Force presented the following draft recommendations regarding student growth to the Washington State Legislature during the session:

For both teachers and principals, the evaluation legislation passed in 2010 was landmark. The bill outlined, for the first time, the key underpinnings of new teacher and principal evaluation systems, *including the use of student growth*. In anticipation of the July 2012 OSPI recommendations to the legislature, this TPEP Task Force was created. The committee discussed not IF student growth should be used in educator evaluations, but rather HOW it should be used responsibly, with integrity, in the legislation passed by the legislature and signed by Governor Gregoire in 2010.

1. *“If available and relevant to the teacher and subject matter”*
“When available, student growth data”

The task force recommends that teachers be evaluated *for whom* and *for what* they are teaching. The student growth measures must be attributable to the teacher responsible for that particular group of students. Any growth measure used to evaluate a classroom teacher must be aligned with the curriculum and learning goals that a specific teacher is expected to teach.

2. *“is referenced in the evaluation process”*

The task force recommends that the use of student growth measures in a teacher’s evaluation must be aligned to the evaluation criteria. The new evaluation criteria passed in 2010 outlines the core expectations of what teachers and principals should know and be able to do to improve student learning. Of the teacher criteria, there are at least 3 that are more authentically linked with student growth.

3. *“multiple measures that can include classroom-based, school-based, district-based, and state-based tools”*

The task force recommends that the multiple measures outlined in current statute are deeply explored and analyzed for use in the 2013–14 school year by Washington State districts adopting the new evaluation system. The current law does not restrict the use of student growth measures, but rather leaves it open to multiple measures (See Appendix B). The task force expressed challenges to connecting student learning to individual teachers, including, but not limited to the following variables:

- students who begin significantly behind grade level expectations
- students who transfer during the school year
- students who are ready for greater challenges
- students who speak limited English
- students who have disabilities or language-acquisition needs

While the task force expressed these concerns, the overriding belief that ALL students can learn is paramount. Therefore, student growth that is used to measure teacher effectiveness must be made at multiple points in time to track improvement or lack of improvement.

The TPEP Steering Committee has authorized the continuation of the TPEP Taskforce: Student Growth, Perception Data and Evaluator Training and Support. OSPI will plan a 3-month process for developing statewide rubrics and metrics to meet the new statutes requirements.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Overview

The state intends that the new accountability system will reach all levels of our K-12 system and ensure that we are responsive to the needs of educators to support ALL students. The assurance of supporting the learning of all students, including English language learners, students with disabilities, and low-income students, rests in a foundational understanding in the new teacher and principal evaluation systems that each district in Washington State is required by law to implement: Teachers know their students, how they learn, and what they need next. Whether that is supporting an English language learner in Wenatchee or a student with a disability in Wellpinit, our pilot districts have shown that this new system shines a spotlight on the need to attend to ALL of our students. This is not something new to the work of our K-12 system in Washington State. However, it now has the potential to link a meaningful analysis of district, state, and federal level supports to the needs of our students through a new accountability system for teachers and principals.

Statutory Requirements

Both E2SSB 6696 and ESSB 5895 describe statutory requirements districts must enforce with respect to their teacher and principal evaluations systems, including but not limited to (a) the substantial use of student performance data in teacher evaluations and (b) adhering to mandatory reporting requirements prescribed in these laws—including an annual listing of teachers and principals and their ratings (i.e., unsatisfactory, basic, proficient, or exemplary). Failure to follow the law by (a) not including student performance data in the evaluation or (b) not reporting evaluation results to OSPI will constitute a violation of professional practices that, if proven, would result in sanctions imposed on the superintendent of the district. The Office of Professional Practices at OSPI is charged with investigation alleged violations of professional practice and in assigning appropriate remedies, up to and including loss of certification.

Timelines

All districts must ensure that principal training on the new evaluation system occurs prior to 2013–14. The professional development plan that OSPI, in conjunction with TPEP Steering Committee partners Washington Education Association (WEA), Washington Association of School Administrators (WASA), Association of Washington School Principals (AWSP), Washington State School Directors Association (WSSDA), Washington State PTA and the governor’s office, will meet that deadline. Approximately one in three districts will pilot or phase-in the new evaluation system in 2012–13; all districts will phase-in the new systems in the 2013–14 school year. These timelines reflect a clear understanding of learnings from the pilots and a logical sequence of the learning progression for all involved in developing the new systems.

Table 3.1 describes specific milestones, key activities, critical timelines, persons responsible, evidence, resources, and significant obstacles that must be addressed if we are to ensure districts build capacity to phase-in the new teacher and principal evaluation system by 2013–14, in preparation for full and effective implementation in 2014–15. Training supported by the \$5.7M budget allotment from the 2012 legislature provides the funding to support a series of on-site and online professional development

opportunities. These will ensure administrators and selected teachers in each of Washington’s 295 districts engage in appropriate training in time for implementation in 2013–14. The three part regional implementation schedule (17 pilot districts followed by 80 RIG districts, followed by 200 remaining districts) is laid out in a way that will provide mandatory training by the summer of 2014 for all principals and administrators who evaluate principals.

Web-Based Management System

Washington State is currently engaged in developing and piloting the eVAL Management System that will be free to all school districts in Washington State. This web-based tool will support the state in ensuring that districts are building valid and reliable systems of evaluation and support. Recently enacted legislation (ESSB 5895) requires the system to “maximize rater agreement among the instructional and leadership frameworks.” This system has yet to be finalized; however, the work of the pilots over the past 18 months will help guide the work of the state. The new eVAL Management system is to be completed by December 2012 and used by districts beginning in 2013–14. The process to develop rater agreement will parallel the work of the student growth task force over the next six months. The training and support will be multi-faceted and will include face-to-face training; training and support will also be embedded in the eVAL Management Tool.

Approval Process

Washington State is developing a mechanism for approving and supporting teacher and principal evaluation systems in districts. There are three specific accountability measures identified in ESSB 5895 for the new principal and teacher evaluation systems. First, districts must choose from one of the three preferred instructional and leadership frameworks prior to implementation of their new systems. According to the statute, districts must “post the selection on the district’s website.” In addition, OSPI must establish a process “for approving minor modifications or adaptations to a preferred instructional framework that may be proposed by a school district.” In addition, the eVAL management system will provide a tool for districts to submit their required summative data for both teachers and principals. All districts are required to annually report summative evaluation data related to the new laws and regulations for all employee groups. Finally, OSPI will design professional learning for teachers, principals, and district administrators related to the new evaluation systems. According to ESSB 5895 all evaluators must receive training prior to evaluating teachers or principals to “implement the revised systems and maximize rater agreement.”

Involvement of Teachers and Administrators

Both E2SSB 6696 and ESSB 5895 require changes in collective bargaining agreements for the significant number of districts that previously had agreements that precluded the use of any student performance data in teacher evaluations. In addition, because of changes in teacher evaluation included in both laws, every district in the state has (or will) engage in bargaining with their teachers union representatives regarding the new evaluation system.

This session, the Washington State Legislature acted on specific areas of the new evaluation system, prior to the conclusion of the pilots in June 2012. While the direction of the TPEP pilots already complies with many areas of the new law, the state is adjusting its current work to align with new provisions. The TPEP Steering Committee will continue to involve practitioners in all aspects of developing, piloting, and implementing strategies and approaches, whether in making revisions required by recent legislation or in determining the most effective strategies to scale the evaluation system statewide. This commitment reflects a principle guiding this effort since its inception in May 2010: Washington State will seek assistance from those that know best how to implement these new systems, that is, teachers, principals, and central office administrators from districts across the state.

Systematic Professional Growth System

Successful implementation requires more than just paperwork or documentation of action plans districts intend to implement. The success of the new evaluation systems will also rely on the ability of the state, regions, and local districts to make this a meaningful and systematic professional growth system. This process will take time, resources, and most importantly, buy-in from all stakeholders that the new evaluation systems are critical to both student growth and their own professional growth.

ATTACHMENT 1

Notice to LEAs

LEA Notice**January 18, 2012****LEA Notice that the Office of Superintendent of Public Instruction (OSPI) is investigating its options about whether to submit an *Elementary and Secondary Education Act (ESEA) Flexibility Request*.**

Washington State, through OSPI, is investigating its options about whether to submit an *Elementary and Secondary Education Act (ESEA) Flexibility Request*. The next due date to submit the request is February 21, 2012.

As a final decision has not yet been made whether to submit an *ESEA Flexibility Request*, OSPI is posting, through this LEA notice, the first DRAFT of the *Washington State ESEA Flexibility Request*. Superintendent Dorn will make the final decision regarding submission of the request.

Please submit feedback and comments regarding the first DRAFT of the *Washington State's ESEA Flexibility Request*, by Friday, February 3, 2012, by completing the survey at: <http://ospi.4a0926c8407f.sgizmo.com/s3/>.

OVERVIEW OF ESEA FLEXIBILITY

The ESEA Flexibility is designed to offer flexibility with respect to specific ESEA requirements so that states and school districts can better focus on improving student learning and increasing the quality of instruction. It provides educators and state and local leaders with flexibility in exchange for rigorous state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

To apply for this new ESEA flexibility, states must address all four major areas regarding college- and career-ready reforms established in the U.S. Department of Education's (USED) waiver package. The state education agency (SEA) must describe how it will fully implement each of the following consistent with several core principles:

1. College- and career-ready standards and aligned assessments (Common Core/assessment consortia or standards and assessments aligned with state institutions of higher education).
2. A rigorous state accountability system (based largely on principles articulated by the Council of Chief State Schools Officers [CCSSO]).
3. A commitment to design, pilot, and implement a system of teacher and leader evaluation based significantly on student growth measures.
4. A commitment to evaluate and adjust state-level administrative and reporting requirements to reduce burden on districts and schools.

States must meet each of the above requirements in order to receive flexibility—they are not able to request a limited waiver based on meeting parts of these requirements. In exchange, states are able to receive flexibility through waivers of ten provisions of NCLB:

1. 2014 timeline for achieving 100 percent proficiency (section 111(b)(2)(E)).
2. Federal school improvement and accountability requirements (section 1116(b)).
3. Federal district improvement and accountability requirements (section 1116(c)).
4. Rural school districts (LEA) fund restrictions (section 6213(b) and 6224(e)).
5. Federal Title I schoolwide program restrictions (section 1114(a)(1)).
6. School improvement fund restrictions (section 1003(a)).
7. School support and recognition fund restrictions (section 1117(c)(2)(A)).

8. Improvement plan requirements and federal Title I and Title II fund restrictions for districts that miss Highly Qualified Teacher (HQT) requirements (section 1111(b)(8)(C)).
9. Restrictions on transfer of funds to Title I, Part A (section 6123).
10. Federal School Improvement Grant (SIG) fund restrictions (section 1003(g)).
11. Additionally, states have the option to request flexibility to expand learning time in the use of funding for 21st Century Community Learning Centers. This optional additional waiver allows states to use funds allocated to this program to support expanded learning time during the school day or year. NCLB section 9401 would allow states to include requests for flexibility in other areas of the law, and states could seek to link federal funding flexibility.

We anticipate the flexibility to begin as early as school year 2012–13 and continue until the reauthorization of ESEA.

EXECUTIVE SUMMARY

On September 23, 2011, United States Secretary of Education Arne Duncan announced guidelines for State Educational Agencies (SEAs) that were interested in seeking a waiver (i.e., “flexibility request”) from the rules for achieving Adequate Yearly Progress (AYP) under the provisions of the No Child Left Behind (NCLB) Act of 2002. NCLB is commonly referenced by its original name, the Elementary and Secondary Education Act or ESEA. Waivers were intended, in part, to compensate for the inability of Congress to reauthorize ESEA, an act that expired in 2007 but remains in force pending reauthorization. Also, the waiver process was designed to allow states an opportunity to develop their own accountability systems that would replace NCLB.

After studying the waiver guidelines, Superintendent of Public Instruction Randy Dorn authorized staff members to join with the State Board of Education (SBE) to develop a draft plan for his consideration. Part of the process for making a decision on submitting a flexibility request, and in accepting the required waiver guidelines, is to seek stakeholder input about the proposal. In addition to meetings, webinars, and small group conversations, the Office of Superintendent of Public Instruction (OSPI) is posting this draft waiver proposal and providing opportunities for educators, policy makers, and citizens to comment on its merits. Furthermore, the agency is sponsoring two special *ESEA Flexibility Request* webinars on January 26, 2012 (12 p.m. and 6 p.m.). If you would like to participate in one of the webinars, please register by accessing the following links:

[Thu, Jan 26, 2012 12:00 PM - 2:00 PM PST](#)

[Thu, Jan 26, 2012 6:00 PM - 8:00 PM PST](#)

A recording will be made and accessible on the OSPI website.

Once the comment period ends on February 3, 2012, Superintendent Dorn will consider the comments provided, along with prior feedback that he has received, in his deliberations. A final decision on a waiver submission will be made before the U.S. Department of Education’s submission deadline on February 21, 2012.

The following is a summary of the most relevant differences between our current system and the one that is presented in the accompanying draft application. You are encouraged to read the summary and the full application, paying particular attention to the details of the sections that are highlighted in the summary. Also, please consider both positive and negative impacts when reacting to the proposal. Finally, please complete the survey and offer comments in the places indicated.

Flexibility That Comes with the Granting of a Waiver

States approved for an *ESEA Flexibility Request* will achieve flexibility in the following areas:

1. 2013–2014 Timeline for Adequate Yearly Progress (AYP)
 - a. Flexibility to develop new ambitious but achievable Annual Measurable Objectives (AMOs) in reading/language arts and mathematics
 - b. Eliminates AYP
2. Implementation of School Improvement Requirements
 - a. Flexibility from requirement for school districts to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring
 - b. Eliminates Public School Choice (PSC) as a mandate
 - c. Eliminates Supplemental Educational Services (SES) as a mandate
 - d. Eliminates the 20 percent district Title I set aside to fund PSC and SES
 - e. Eliminates the 10 percent set aside for professional development for schools
3. Implementation of District Improvement Requirements
 - a. Flexibility from requirement for states to identify or take improvement action for districts identified for improvement or corrective action
 - b. Eliminates the 10 percent set aside for professional development for districts
4. Seven other areas of flexibility are referenced earlier in the Overview.

Requirements Associated With the Granting of a Waiver

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

Implement the Common Core State Standards (CCSS) with particular emphasis on:

- Providing professional development for teachers to teach to the standards, use instructional materials aligned with the standards, and use data from multiple measures of student achievement, including summative, benchmark and formative assessments.
- Providing professional development and supports for principals and teachers to assist in implementing CCSS.
- Assure that standards and assessments for English language learners (ELLs) are aligned with the CCSS.
- Analyze the learning and accommodations factors necessary to ensure that students with disabilities will be supported in efforts to reach the standards included in the CCSS.
- Expand college level courses and their prerequisites, dual enrollment courses, or accelerated learning activities (e.g., Advanced Placement [AP], International Baccalaureate [IB], College in High School, Running Start).
- Work with Institutes of Higher Learning and other teacher prep programs to better prepare new teachers and principals in CCSS for teaching and in the support of teaching.

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

Use the existing State Board of Education (SBE) accountability/recognition system as the backbone for establishing a Washington accountability system that will include the following elements:

- Using 2010–11 as a baseline, set annual targets for individual schools to reduce proficiency gaps for students of color, low income students, English language learners, and student with disabilities by 50 percent by 2017.
- Reward schools for high achievement and high graduation rates using a modified version of the existing SBE recognition system.
- Reward high progress schools for improving the performance of the “all students” category in achievement, or graduation rates, or reductions in educational opportunity gaps—all through the use of a modified version of the existing SBE recognition system.
- Identify “priority” schools (lowest 5 percent of Title I and Title I-eligible secondary schools with less than a 60 percent graduation rate) using the calculations currently used to determine the State’s persistently lowest achieving schools (PLAs). Schools currently served with School

Improvement Grants will qualify as priority schools. Additional schools will be identified using the PLA calculations; their districts would earmark up to 20 percent of district's Title I, Part A funds to support the priority school to implement meaningful interventions aligned with USED-published turnaround principles.

Turnaround principles include the following:

- Review the performance of the current principal and replace if necessary.
 - Provide the principal with operational flexibility.
 - Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
 - Prevent ineffective teachers from transferring to these schools.
 - Provide job-embedded, ongoing professional development.
 - Redesign the day or school year to provide additional time for student learning and teacher collaboration.
 - Ensure instructional program is research-based, rigorous, and aligned with standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Improve school safety and discipline and other non-academic factors, such as students' social, emotional, and health needs.
 - Provide ongoing mechanisms for family and community engagement.
- Identify at least 10 percent of Title I schools with the lowest subgroup achievement and biggest gaps among subgroups as “focus” schools. This also includes Title I high schools with graduation rates less than 60 percent over a number of years that are not identified as a priority school. Districts with focus schools would earmark 20 percent of district's Title I, Part A funds to support the implementation of focus school improvement plans to address the identified achievement gaps, low subgroup performance, etc.

To identify focus schools, the State will annually update the Washington Accountability Index to include each subgroup separately. A subgroup with so few students that data would have to be hidden to comply with privacy laws will be included with the next smallest subgroup. Subgroups will be combined to ensure a size of at least 30 students.

Principle 3: Supporting Effective Instruction and Leadership—

Use the provisions of E2SSB 6696 to implement statewide a teacher and principal evaluation system that provides the following:

- The evaluation system will be used for continual improvement of instruction.
- It will differentiate performance into four overall ratings.
- It will use multiple valid and appropriate measures (e.g., observations, portfolios, surveys, and classroom, school, district and state assessments) in determining performance levels, including as a significant factor data on student growth for all students.
- It assures the evaluation of teachers and principals on a regular basis.
- It provides clear, timely and useful feedback that identifies needs and guides professional development.
- It is used to inform personnel decisions.

To read the complete first DRAFT of the *Washington State ESEA Flexibility Request*, please go the following website: www.k12.wa.us/esea/PublicNotice.aspx.

Please submit feedback and comments regarding the first DRAFT of the *Washington State's ESEA Flexibility Request*, by Friday, February 3, 2012, by completing the survey at:
<http://ospi.4a0926c8407f.sgizmo.com/s3/>.

Questions pertaining to this LEA notice should be directed to Bob Harmon, Assistant Superintendent, Special Programs, Secondary Education, School Improvement, and Federal Accountability, at (360) 725-6170 or email bob.harmon@k12.wa.us.

ATTACHMENT 2

Comments on request received from LEAs

- Attachment 2.0: LEA Comments
- Attachment 2.1: OSPI's ESEA Flexibility Request Survey
- Attachment 2.2: LEA Comments from Survey

LEA Comments

1. I did have two questions:
1) on page 18 there is a second reference to the state's four goals but they are numbered 5,6,7 and 8. I think maybe the formatting carried the bullets down...and 2) on page 51 there is a discussion concerning ELL assessment. The test referred to is the WLPT - we've gone through that one, the WLPT-II and now are on the WELPA - which is referred to elsewhere in the doc. Just wondering if that should be the assessment reference here. Like I said, nice work. I'm glad I didn't have to create the whole document.

2. Thanks for the continued updates on the Elementary and Secondary Education Act (ESEA) Flexibility Request. My understanding is that if the State does go ahead and submit the application for Waivers, this would be submitted before February 21st. Does the department of Education have a time line for reviewing and approving requests for waivers. We have heard that the submissions for Waivers completed in November were due to be released in mid February and wondered if this second round of applications would be on a similar time line?

3. **Concerns:**
pg 60 This would require several hundred resource coaches/capacity building coaches. We have 1400 elementary schools in the state to reach out and impact the needed schools would require an organized team of support personnel. pg 78 I don't like the wording "potential combination of non-supplemental resources" we need an additional funding source. Went through the waiver document again.... I guess I have resigned myself to accepting this as the best way to go. It concerns me that charter schools have the ability to waive rules....why can't we? If we could utilize Title 1 and LAP funds to meet the students in our district without the constraints of the federal and state guidelines (rank order, limited use of funds) we could get the job done.

The Office of Superintendent of Public Instruction survey to collect LEA comments and feedback on the Washington State DRAFT ESEA Flexibility Request

ESEA Flexibility Waiver Survey Introduction

The Office of Superintendent of Public Instruction is investigating its option about whether to apply for the Elementary and Secondary Act (ESEA) Flexibility Waiver.

To inform our decision, OSPI is asking for public comment on the DRAFT Washington State ESEA Flexibility Waiver Request (PDF).

We appreciate your feedback.

To get started, please identify your role. (Check all that apply)

School Principal	District Migrant/Bilingual Director
Teacher	District Special Education Director
Teacher Representative	District Superintendent
Parent	Educational Advocacy Organization
Student	Educational Service District Staff
Civil Rights Organizations	Organization Representing English Learners
Community-based Organizations	Native American Tribal Members or Representative
District Assessment/Curriculum Director	Organization Representing Students with Disabilities
District Business Director	Other
District Federal Programs Director	

Principle 1

Overall, do you agree or disagree with the draft proposal to meet the requirements of Principle 1?

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

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Comments about Principle 1?

Principle 2

Overall, do you agree or disagree with the draft proposal to meet the requirements of Principle 2?

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

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Comments about Principle 2?

Principle 3

Overall, do you agree or disagree with the draft proposal to meet the requirements of Principle 3?

Principle 3: Supporting Effective Instruction and Leadership

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Comments about Principle 3?

Final feedback

In your view, what are the advantages of ESEA Flexibility?

In your view, what are the disadvantages of ESEA Flexibility?

Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?

- Yes
- No

Please explain why or why not.

Thank You!

We've received your response. Thank you!

LEA Comments received from the survey on the Washington State DRAFT ESEA Flexibility Request

Representing	Comments about Principle 1
District Assessment/Curriculum Director	We have done many of these things in our district. We would need state financial support with the professional development.
District Assessment/Curriculum Director	We have officially adopted and are implementing the Common Core State Standards and assessing them in the 2014-2015 school year. The alignment to Common Core will not be difficult because we are within 75-80 percent aligned with our current state standards in math, reading, and writing.
District Assessment/Curriculum Director and District Migrant/Bilingual Director	I agree with the concept of moving towards common core, but have significant doubt the state will be able to transition smoothly in the timeline this waiver calls out. Due to ongoing budget issues, I believe the state will not have the fiscal resource to provide appropriate professional development and resources to support this transition to implement by 2013-2014. I believe the training and materials will ultimately become the responsibility of individual districts and those districts who are more affluent will perform better and be better prepared than those whose socio-economic status prohibits large scale on-going professional development. The concept of establishing and maintaining CCSS "specialist" cadres at each of the ESDs will not be sufficient to prepare local districts to transition to CCSS.
District Assessment/Curriculum Director, District Federal Programs Director, District Migrant/Bilingual Director, and District Special Education Director	There is concern about where the funding will come from.
District Assessment/Curriculum Director, District Federal Programs Director, and District Migrant/Bilingual Director	Washington State is preparing itself already to move to the Common Core so implementation should not be an issue.
District Federal Programs Director	College is not an appropriate option for all students. Vocational training is much more appropriate for some students. Many careers require vocational training.
District Federal Programs Director	IB and AP often create inequities in our schools.

District Federal Programs Director	Please make sure there is ample P.D. funding to educate all stakeholders about the CCSS and how they apply to diverse student populations.
District Special Education Director	I do not want the ""career-ready"" components to be over-shadowed by the ""college-ready""
District Superintendent	Our District offers College in the HS, Eng. 101, 102, Math 12, History 137, and will add advanced calculus next year. We also offer HS college-preparatory courses in AVID. Some opportunities for cross crediting through career and technical education are available to our students.
District Superintendent	We have to prepare students on all spectrums. There are students that will have trouble getting ""College Ready."" We have to prepare students properly that will have a difficult time achieving college ready courses.
District Superintendent	While I agree this has been a priority for the state in statute, I am not sure it is fully in practice throughout the state. Continuing to pass legislation without fully funding the recommendations is frustrating at the local level.
Other: Assistant Superintendent	How will the assurance for our ELL and Special Education students be developed and implemented. Will this be done at the state or local level and what will the technical assistance for this look like?
Other: District Administrator	""career ready expectations"" is nebulous. I would suggest ""post secondary education"" to cover college and career readiness
Other: District Assistant Superintendent	Implementation of the CCSS will align our learning and assessment and provide a focus for professional development. Continuing to expand rigorous courses and supporting all students to attain mastery will ensure higher levels of student achievement.
Other: Paraprofessional	Districts should be required to have a comprehensive program in this area, with a qualified Career & College Specialist, job shadows, internships and exploration opportunities, serious exploration into student interests and skills (such as Dependable Strengths). I would prefer above all that all middle and high schools have advisories to handle this along with a Career & College Specialist to bring in experts and mentors.
Other: School Psychologist	As long as ""college"" ready is broadly defined as ready to attend a traditional college or attend a post-high school vocational training program, I agree.
Principal	This is what we have been working towards in our school district already
School Principal	Currently the state board of education is pushing for all students to meet 4 year college entrance requirements. This is not reasonable: 1. There aren't enough seats for all these students. 2. The cost is prohibitive and college students are running up debt they can't service once they enter the workforce. 3. There are many students that would be much happier as technical workers and we need to meet their needs through strong CTE programs.
School Principal	I believe many of the components within this principle are already being implemented and currently align with districts and goals.

School Principal	I disagree with the bullet on students with disabilities - it is unrealistic. It should be that students are supported in reaching their IEP goals. That is why they are in Special Ed - because they are not able to reach standard. If they could, even with accommodations, they wouldn't be in Sped.
School Principal	Like Common Core that will guide this with funding for PD for staff.
School Principal	We must find a way to educate our children without being punished for not meeting impossible goals.
School Principal/District Assessment/Curriculum Director/District Migrant/Bilingual Director	OSPI is doing a lot to support transition to CCSS but we do not have a clear way to support our challenged learners. Our ELLs, students with disabilities and at-risk learners are being left behind by the expansion of college level courses, higher graduation requirements and the focus on Higher Education as the only acceptable target for student learning.
Superintendent	These standards are in the Common Core Standards as well as the Career & Technical Education frameworks re-approved periodically. This supports all subjects that provide opportunities for students to learn and gain interests to pursue in life.
Teacher	all students should have an opportunity to find their place in the community through specialized job training programs or college prep courses
Teacher	Hard to argue that our overarching, state/system-wide goal should be preparing all students for college and career (I'd prefer we focus on college readiness so as to not even consider school-to-work programs as viable high school options).
Teacher	I believe everyone should have the option to go on to a four year education, but I don't believe everyone needs to, or wants to. Having ""career-ready"" expectations as well as ""college-ready"" ones is an important reality check.
Teacher	I think it is important to focus on career ready, rather than college ready. The cost of college is increasingly out of reach for low and middle income families.
Teacher	The primary responsibility of the state is to provide quality education for our children.
Teacher	The state is not adequately funding education right now. How are you going to pay for the professional development costs associated with implementing principle 1?

Teacher	The state's waiver application is centered around the adoption of the Common Core State Standards and our role in the SMARTER Balanced Assessment Consortium. We applaud the state for this action and believe that highlighting this work is critical to meeting a component of Principal 1. However, we raise concerns that the waiver application over-assertion that many programs or policies are presented in a manner that presumes they are fully funded and available for all districts that seek them “ specifically, the State Board of Education’s Career and College-Ready Graduation Requirements, Navigation 1010, Building Bridges and Focused Assistance. As you are aware, these latter programs and policies are not scaled statewide in our state and have not been fully funded. Teachers United recommends that the application be modified in a manner that reflects the current state of these programs and indicate that, if approved for a waiver, the state commits to fully funding and implementing them statewide.
Teacher	What is it?

Representing	Comments about Principle 2
District Assessment/Curriculum Director	The SBE accountability matrix is very confusing. It also double-counts various subgroups. We need to return to a very simple model. I would suggest that state use the model used by the Center for Educational Effectiveness.
District Assessment/Curriculum Director	We are a MERIT district and have received the School Improvement Grant by utilizing the turnaround principal model. Utilizing a growth model to measure growth in special population and overall is critical for district and school improvement.
District Assessment/Curriculum Director and District Migrant Bilingual Director	My greatest concern is the Index measure and the modifications to the Index you propose. The current system is already convoluted and not at all transparent. Indicator 3 and 4 for the Matrix of Accountability Measures are the most problematic. It is not currently possible to easily verify the accuracy of the state's findings. There isn't sufficient time to allow districts to reconcile results and see who the "peer groups" are, nor have a way to verify the accuracy of other district's Improvement. Additionally, I do not see any language about how the adjustment in calculation to graduation rates will be accounted for- many districts saw a decrease in their graduation rates as a result in the new calculations- this needs to be addressed. I also strongly disagree with the collapsing of cells with small N size- On page 64 of the waiver proposal, you suggest using a discrepancy model that I believe to be problematic. Schools with the greatest difference between the highest and lowest subgroup may still be outperforming other schools (i.e. a school who has 99% of ALL students meeting standard, but only 74% of ELL students meeting standard who have a difference of 25%, but a school that has 75% of ALL students meeting standard and 52% of ELL students would have a difference of 23%- would that be focusing on the right school?)

District Assessment/Curriculum Director, District Federal Programs Director, and District Migrant/Bilingual Director	Washington's Accountability Index is a better indicator of school achievement and closing the achievement gap than the current system. Incorporating writing and science into the mix is also a better indicator of overall academic achievement.
District Federal Programs Director	Annual targets to reduce proficiency gaps of eligible ELLs doesn't make sense. This group of students is redefined annually as students who are not yet proficient in English. Giving them an assessment in English is neither reflective of their skills, nor their growth.
District Federal Programs Director	I agree with most of the turnaround principles. I think it is imperative that school leaders have operational flexibility and the ability to review staff and retain only those who are 100 % committed and skilled to affect school-wide improvement.
District Federal Programs Director	I think we need to consider 200+ student days.
District Migrant/Bilingual Director	How was the 50% reduction in the proficiency gap decided? How are graduation rates decided?
District Special Education Director	We are always concerned about the additional work that will be imposed while we have less resources
District Superintendent	How do you factor in districts that are in low-income areas? In targeting the bottom 5%, how can continued support for research based implementation strategies be supported.
Other: Assistant Superintendent	My concern is for our alternative high school which often takes the drop outs from our traditional high school and that they will continue to be penalized under this new system as in the NCLB system for their low performance and graduation rates.
Other: District Assistant Superintendent	The existing SBE accountability/recognition system makes much more sense than AYP. Suggested modifications will only strengthen it.
Other: Paraprofessional	I don't think this is a clear statement. I've gone to your website to pull of this gargantuan pdf from the Federal government - what a nightmare. This state has to pay one or more people just to read all of this and answer it! (Download has taken over 15 minutes) How do you oversee any consistencies with so many school districts and economic levels?
School Principal	I agree with the flexibility for schools who may be identified as needing additional support, but that doesn't necessarily automatically remove staff, including principal, teachers, etc.
School Principal	I well planned and supported procedure for teachers selected for retention to get retrained before release is needed.

School Principal	Individualizing the improvement goals by schools makes more sense than having one goal for all schools. We have been hearing about rewards for over 10 years for high achievement. it would be nice to actually see rewards for success.
School Principal	Just setting targets without strategies and support for specific student subgroups is not the answer. We award schools that serve high-performing learners and punish schools that serve at-risk learners without clear guidance or support for what needs to be done to create effective schools that serve all learners.
School Principal	This is the same problem we have now, we set goals based on the kids we had last year - not based on the kids we are going to have next year. For example, if I have 75% of my 6th grade class pass the Reading MSP but my incoming class (current 5th graders) only passed with a 50% score, then my goal should reflect this new class, not the class that just left. This is the problem with NCLB and AYP.
School Principal	with the caveat that it includes growth and improvement; provides for subgroup and ELL analysis
School Principal and District Migrant/Bilingual Director	While this is a very good plan, it is a complete change in thinking and needs to be marketed and understood.
School Principal, District Assessment/Curriculum Director, District Federal Programs Director, District Migrant/Bilingual Director, and District Special Education Director	Need a growth model + OSPI supports to Focus schools
Superintendent	The Achievement Index developed through the State Board of Education is easy to explain to people. It provides information at the school-level where all must collaborate to provide the best opportunities to learn.
Teacher	Evaluations components based on test scores need to account for factors beyond the teacher's control such as attendance and documented behavior problems.
Teacher	I don't feel the state has to develop these. Many districts and schools are doing an outstanding job finding ways to support all learners and keeping data to demonstrate their progress.

Teacher	I have not met a long time classroom teacher who believes that merit pay is equitable. Teachers' experiences of success vary greatly year to year, or school to school. There are so many more variables to success than just the teacher. Differentiated recognition, accountability and support would address this issue. One standard set by some one on the other side of the country cannot address the wide variety of teaching and learning experiences our public education system encompasses.
Teacher	I love the section that states: ""Redesign the day or school year to provide additional time for student learning and teacher collaboration."" A 200+ day school year is needed in the future. Again, where is the money coming from?
Teacher	The application indicates that the current State Board of Education (SBE) accountability/recognition system will be used as the backbone for establishing a Washington accountability system. Teachers United has concerns with using this system to determine and set achievement and reduction of opportunity gap targets for schools and districts because this system has once been rejected by the Federal government for reporting use and it also does not include student growth measures. Teachers United believes that the state should commit to developing a student growth model and incorporate this data into the index as part of its waiver application.
Teacher	The state has as its primary responsibility the education of our children.
Teacher	Who makes up the CCSO? How is membership determined? What processes do/will they follow when collecting information, data, feedback & making decisions?

Representing	Comments about Principle 3
District Assessment/Curriculum Director	Our district has adopted the new principal/teacher evaluation at our MERIT high school that meets all of the requirements of 6696. This could be adopted district-wide with training and professional development for principals and teachers.
District Assessment/Curriculum Director	This seems fairly flexible, while meeting the standard. We do need adequate state funding to support professional development in this area. With all of the cuts, we cannot afford this within current resources.
District Assessment/Curriculum Director and District Migrant/Bilingual Director	My concern with Principle 3 is the use of the evaluation system to inform personnel decisions. How will teachers of special needs students and ELL students be impacted by this? Until there is a clear understanding of what tool OSPI will use and how it will be used, I am unable to agree with this principle.
District Assessment/Curriculum Director, District Federal Programs Director, and District Migrant/Bilingual Director	The new teacher and principal evaluation system that we are beginning to pilot in our district through the State is a move in the right direction. It is focused more on student achievement and effective instruction and leadership.

District Federal Programs Director	I think student data and building data should reflect a 3 to 5 year trend vs. 1 year's data.
District Federal Programs Director	This could be burdensome. The evaluation system must be meaningful and manageable.
District Federal Programs Director	This will have a very positive impact on education over the next 10years.
District Superintendent	Goals and related accountability must incremental and realistic and take in account for ELL and special education.
District Superintendent	Growth measures for evaluation? This state has no true student growth measure that would provide consistent data from year to year and district to district. Will the state pay for one-such as MAP? Every teacher and every grade level would need an assessment. Who would get the credit or the criticism for progress or lack of? The intervention specialist? The teacher? The Title I person? The Walk to Read person? All of the above? We all believe effective instruction is the most important element for improving academic success of all students, but not all classes, districts and kids are made the same in any given year.
District Superintendent	I agree we need a new assessment system and hope as a state, we can move forward in a more uniform fashion than we have in the past.
District Superintendent	The Teacher/Principal Evaluation Project needs to develop naturally in its own time, so this will help get us there.
Other: Assistant Superintendent	We definitely need an overhaul of our evaluation system and need some flexibility to ensure that we are able to promote have our best teachers and principals working with students!
Other: District Assistant Superintendent	Using multiple factors for continual improvement and feedback will increase performance.
Other: Paraprofessional	Yes, and I believe that students should have a say in their education and what is effective. Students teach me as much as I teach students. It is THEIR world - they will be the ones to make change and improve their communities BUT they need our support and mentorship to believe in them and serve as guides (wisdom, experience, insight). We've seen our educational system turn out very selfish people. We need to embrace our young people as true members of the community.
Other: School Counselor	This needs to be done fairly and needs to be put together by people who really know/understand what a teacher and ""leaders"" do in the school system.
Other: School Counselor	Would student growth be ascertained by multiple measures? If so, then I would agree. If not... schools with high % of IEP's students who take the same test as their peers & high poverty schools remain disadvantaged.
School Principal	I think the eval system really does need overhaul, not sure of the details tied to student achievement. If it is based on the MSP alone, that would not be necessarily solely a measure for evals.

School Principal	It is important that adequate funding be allocated for this. To put the new eval system into effect without ADEQUATE funding for training and time to implement would actually support school failure - another unfunded mandate. As a school principal I welcome the new system, but to do it right will require more time with each teacher.
School Principal	Student growth must be tracked over time, not the snapshots we are currently trying to use to determine growth. Each student should be given goals annually for growth to compare against their previous levels.
School Principal	This is what good principals are already trying to do to improve instruction. Having a common evaluation system state wide would help principals and teachers be consistent regarding what good instruction should look like.
School Principal	This would be more effective utilizing pre and post testing, such as MAP (Measure of Academic Progress). MAP can be utilized easily with instant feedback. We should move from MSP to MAP.
School Principal	We are a Pilot TPEP district - please do not sabotage our process by adding additional requirements and/or conditions. Let us continue our work then we can evaluate the final product once we have used it, tested it, and verified that it does what we want it to do, improve student learning and teacher practice.
School Principal	We need to develop a career ladder and incentives for teachers to perform well. Right now a mediocre teacher is paid the same as a high performing teacher. There is no incentive to be great.
School Principal and District Migrant/Bilingual Director	About time we are on the hook for outcomes.
School Principal and Teacher	Evaluation of teachers and administrators is a matter for the states and we should not abdicate our leadership role. We do evaluate and we do produce some the highest quality students in the nation. We don't need the Federal Government telling our state how to educate anyone. Take a look at the top SAT score states in the last 20 years... But then you already know that!
School Principal, District Assessment/Curriculum Director, and District Migrant/Bilingual Director	We are on the road for this Principle but there are still a lot of unanswered questions in this area.
School Principal/Teacher	the quality of instruction is the single most important school related factor determining student success...and principal leadership a must-have for school level improvement and district accountability
Teacher	It's a bit vague.
Teacher	Students and their tax paying families deserve accountability.

Teacher	Teachers need to be supported by the government, the school administration and the public in general.
Teacher	The application states that Washington meets several key elements of Principal 3 through the provisions of E2SSB 6696. However, this is a falsification of information E2SSB 6696 does not mandate that a statewide teacher and principal evaluation system be used to inform personnel decisions nor include as a significant factor data on student growth for all students. Furthermore, the law also does not require the evaluation system provide clear, timely and useful feedback that identifies needs and guides professional development. Reviewers of Washington’s application will quickly come to the conclusion that the legislation referenced as evidence of Washington meeting these goals does not, in fact, do this. Teachers United strongly encourages OSPI to encourage the legislature to support legislation that would require the evaluation system be used to differentiate performance, provide targeted-aligned feedback, require a measure of student growth, and be a factor in determining personnel decisions.
Teacher/District Migrant/Bilingual Director	We have an adequate eval system in place for teachers. If administrators & principals would do their job and get rid of dead wood staff (which they CAN do within union), the current system would work.

ATTACHMENT 3

**Notice and information provided to the public
regarding the request**

- Attachment 3.0: Public Notice
- Attachment 3.1: Public Comments
- Attachment 3.2: OSPI's ESEA Flexibility Request Survey
- Attachment 3.3: Public Comments from Survey
- Attachment 3.4: Public Editorials/News Articles

Public Notice**January 18, 2012****Public Notice that the Office of Superintendent of Public Instruction (OSPI) is investigating its options about whether to submit an *Elementary and Secondary Education Act (ESEA) Flexibility Request*.**

Washington State, through OSPI, is investigating its options about whether to submit an *Elementary and Secondary Education Act (ESEA) Flexibility Request*. The next due date to submit the request is February 21, 2012.

As a final decision has not yet been made whether to submit an *ESEA Flexibility Request*, OSPI is posting, through this public notice, the first DRAFT of the *Washington State ESEA Flexibility Request*. Superintendent Dorn will make the final decision regarding submission of the request.

Please submit feedback and comments regarding the first DRAFT of the *Washington State's ESEA Flexibility Request*, by Friday, February 3, 2012, by completing the survey at: <http://ospi.4a0926c8407f.sgizmo.com/s3/>.

OVERVIEW OF ESEA FLEXIBILITY

The ESEA Flexibility is designed to offer flexibility with respect to specific ESEA requirements so that states and school districts can better focus on improving student learning and increasing the quality of instruction. It provides educators and state and local leaders with flexibility in exchange for rigorous state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

To apply for this new ESEA flexibility, states must address all four major areas regarding college- and career-ready reforms established in the U.S. Department of Education's (USED) waiver package. The state education agency (SEA) must describe how it will fully implement each of the following consistent with several core principles:

5. College- and career-ready standards and aligned assessments (Common Core/assessment consortia or standards and assessments aligned with state institutions of higher education).
6. A rigorous state accountability system (based largely on principles articulated by the Council of Chief State Schools Officers [CCSSO]).
7. A commitment to design, pilot, and implement a system of teacher and leader evaluation based significantly on student growth measures.
8. A commitment to evaluate and adjust state-level administrative and reporting requirements to reduce burden on districts and schools.

States must meet each of the above requirements in order to receive flexibility—they are not able to request a limited waiver based on meeting parts of these requirements. In exchange, states are able to receive flexibility through waivers of ten provisions of NCLB:

12. 2014 timeline for achieving 100 percent proficiency (section 111(b)(2)(E)).
13. Federal school improvement and accountability requirements (section 1116(b)).
14. Federal district improvement and accountability requirements (section 1116(c)).
15. Rural school districts (LEA) fund restrictions (section 6213(b) and 6224(e)).
16. Federal Title I schoolwide program restrictions (section 1114(a)(1)).
17. School improvement fund restrictions (section 1003(a)).
18. School support and recognition fund restrictions (section 1117(c)(2)(A)).

19. Improvement plan requirements and federal Title I and Title II fund restrictions for districts that miss Highly Qualified Teacher (HQT) requirements (section 1111(b)(8)(C)).
20. Restrictions on transfer of funds to Title I, Part A (section 6123).
21. Federal School Improvement Grant (SIG) fund restrictions (section 1003(g)).
22. Additionally, states have the option to request flexibility to expand learning time in the use of funding for 21st Century Community Learning Centers. This optional additional waiver allows states to use funds allocated to this program to support expanded learning time during the school day or year. NCLB section 9401 would allow states to include requests for flexibility in other areas of the law, and states could seek to link federal funding flexibility.

We anticipate the flexibility to begin as early as school year 2012–13 and continue until the reauthorization of ESEA.

EXECUTIVE SUMMARY

On September 23, 2011, United States Secretary of Education Arne Duncan announced guidelines for State Educational Agencies (SEAs) that were interested in seeking a waiver (i.e., “flexibility request”) from the rules for achieving Adequate Yearly Progress (AYP) under the provisions of the No Child Left Behind (NCLB) Act of 2002. NCLB is commonly referenced by its original name, the Elementary and Secondary Education Act or ESEA. Waivers were intended, in part, to compensate for the inability of Congress to reauthorize ESEA, an act that expired in 2007 but remains in force pending reauthorization. Also, the waiver process was designed to allow states an opportunity to develop their own accountability systems that would replace NCLB.

After studying the waiver guidelines, Superintendent of Public Instruction Randy Dorn authorized staff members to join with the State Board of Education (SBE) to develop a draft plan for his consideration. Part of the process for making a decision on submitting a flexibility request, and in accepting the required waiver guidelines, is to seek stakeholder input about the proposal. In addition to meetings, webinars, and small group conversations, the Office of Superintendent of Public Instruction (OSPI) is posting this draft waiver proposal and providing opportunities for educators, policy makers, and citizens to comment on its merits. Furthermore, the agency is sponsoring two special *ESEA Flexibility Request* webinars on January 26, 2012 (12 p.m. and 6 p.m.). If you would like to participate in one of the webinars, please register by accessing the following links:

[Thu, Jan 26, 2012 12:00 PM - 2:00 PM PST](#)

[Thu, Jan 26, 2012 6:00 PM - 8:00 PM PST](#)

A recording will be made and accessible on the OSPI website.

Once the comment period ends on February 3, 2012, Superintendent Dorn will consider the comments provided, along with prior feedback that he has received, in his deliberations. A final decision on a waiver submission will be made before the U.S. Department of Education’s submission deadline on February 21, 2012.

The following is a summary of the most relevant differences between our current system and the one that is presented in the accompanying draft application. You are encouraged to read the summary and the full application, paying particular attention to the details of the sections that are highlighted in the summary. Also, please consider both positive and negative impacts when reacting to the proposal. Finally, please complete the survey and offer comments in the places indicated.

Flexibility That Comes with the Granting of a Waiver

States approved for an *ESEA Flexibility Request* will achieve flexibility in the following areas:

5. 2013–2014 Timeline for Adequate Yearly Progress (AYP)
 - a. Flexibility to develop new ambitious but achievable Annual Measurable Objectives (AMOs) in reading/language arts and mathematics
 - b. Eliminates AYP
6. Implementation of School Improvement Requirements
 - a. Flexibility from requirement for school districts to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring
 - b. Eliminates Public School Choice (PSC) as a mandate
 - c. Eliminates Supplemental Educational Services (SES) as a mandate
 - d. Eliminates the 20 percent district Title I set aside to fund PSC and SES
 - e. Eliminates the 10 percent set aside for professional development for schools
7. Implementation of District Improvement Requirements
 - a. Flexibility from requirement for states to identify or take improvement action for districts identified for improvement or corrective action
 - b. Eliminates the 10 percent set aside for professional development for districts
8. Seven other areas of flexibility are referenced earlier in the Overview.

Requirements Associated With the Granting of a Waiver

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

Implement the Common Core State Standards (CCSS) with particular emphasis on:

- Providing professional development for teachers to teach to the standards, use instructional materials aligned with the standards, and use data from multiple measures of student achievement, including summative, benchmark and formative assessments.
- Providing professional development and supports for principals and teachers to assist in implementing CCSS.
- Assure that standards and assessments for English language learners (ELLs) are aligned with the CCSS.
- Analyze the learning and accommodations factors necessary to ensure that students with disabilities will be supported in efforts to reach the standards included in the CCSS.
- Expand college level courses and their prerequisites, dual enrollment courses, or accelerated learning activities (e.g., Advanced Placement [AP], International Baccalaureate [IB], College in High School, Running Start).
- Work with Institutes of Higher Learning and other teacher prep programs to better prepare new teachers and principals in CCSS for teaching and in the support of teaching.

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

Use the existing State Board of Education (SBE) accountability/recognition system as the backbone for establishing a Washington accountability system that will include the following elements:

- Using 2010–11 as a baseline, set annual targets for individual schools to reduce proficiency gaps for students of color, low income students, English language learners, and student with disabilities by 50 percent by 2017.
- Reward schools for high achievement and high graduation rates using a modified version of the existing SBE recognition system.
- Reward high progress schools for improving the performance of the “all students” category in achievement, or graduation rates, or reductions in educational opportunity gaps—all through the use of a modified version of the existing SBE recognition system.
- Identify “priority” schools (lowest 5 percent of Title I and Title I-eligible secondary schools with less than a 60 percent graduation rate) using the calculations currently used to determine the State’s persistently lowest achieving schools (PLAs). Schools currently served with School

Improvement Grants will qualify as priority schools. Additional schools will be identified using the PLA calculations; their districts would earmark up to 20 percent of district's Title I, Part A funds to support the priority school to implement meaningful interventions aligned with USED-published turnaround principles.

Turnaround principles include the following:

- Review the performance of the current principal and replace if necessary.
 - Provide the principal with operational flexibility.
 - Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
 - Prevent ineffective teachers from transferring to these schools.
 - Provide job-embedded, ongoing professional development.
 - Redesign the day or school year to provide additional time for student learning and teacher collaboration.
 - Ensure instructional program is research-based, rigorous, and aligned with standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Improve school safety and discipline and other non-academic factors, such as students' social, emotional, and health needs.
 - Provide ongoing mechanisms for family and community engagement.
- Identify at least 10 percent of Title I schools with the lowest subgroup achievement and biggest gaps among subgroups as “focus” schools. This also includes Title I high schools with graduation rates less than 60 percent over a number of years that are not identified as a priority school. Districts with focus schools would earmark 20 percent of district's Title I, Part A funds to support the implementation of focus school improvement plans to address the identified achievement gaps, low subgroup performance, etc.

To identify focus schools, the State will annually update the Washington Accountability Index to include each subgroup separately. A subgroup with so few students that data would have to be hidden to comply with privacy laws will be included with the next smallest subgroup. Subgroups will be combined to ensure a size of at least 30 students.

Principle 3: Supporting Effective Instruction and Leadership—

Use the provisions of E2SSB 6696 to implement statewide a teacher and principal evaluation system that provides the following:

- The evaluation system will be used for continual improvement of instruction.
- It will differentiate performance into four overall ratings.
- It will use multiple valid and appropriate measures (e.g., observations, portfolios, surveys, and classroom, school, district and state assessments) in determining performance levels, including as a significant factor data on student growth for all students.
- It assures the evaluation of teachers and principals on a regular basis.
- It provides clear, timely and useful feedback that identifies needs and guides professional development.
- It is used to inform personnel decisions.

To read the complete first DRAFT of the *Washington State ESEA Flexibility Request*, please go the following website: www.k12.wa.us/esea/PublicNotice.aspx.

Please submit feedback and comments regarding the first DRAFT of the *Washington State's ESEA Flexibility Request*, by Friday, February 3, 2012, by completing the survey at:
<http://ospi.4a0926c8407f.sgizmo.com/s3/>.

Questions pertaining to this public notice should be directed to Bob Harmon, Assistant Superintendent, Special Programs, Secondary Education, School Improvement, and Federal Accountability, at (360) 725-6170 or email bob.harmon@k12.wa.us.

Public Comments

1. I think schools should not be required to hire tutors from a specific program. The school I am aware of raises the money to pay tutors about \$11 an hour -- a much better deal than \$60 per hour.
2. I am writing to voice my support of requesting a waiver for the requirement that 15% of Title I Funds must be used to hire tutors from private organizations. I think schools should have flexibility to use the Funds as they deem appropriate for their student body. Some schools may need to provide lots of tutoring and hire from private organizations. Some schools may get volunteers to provide tutoring and could thus use the Funds to fulfill other educational needs. This flexibility should be allowed and encouraged by providing the Funds with no strings attached. Therefore, I support requesting a waiver for this Title I Fund requirement.
3. I wanted to take this opportunity to express my disappointment with the private tutoring requirement section of No Child Left Behind. NCLB has so many problems, but this is one of the more ridiculous requirements. Schools should be free to hire any tutor who has qualifications and achieves results. Requiring schools to use incredibly expensive private firms doesn't benefit our kids or our community and it's a huge waste of taxpayer money. Please share our wish for reasonable & effective tutoring with those who are charged with this decision.
4. I am a parent of a child in Seattle Schools; I would welcome this opportunity to tell you that I am NOT in support of the requirement which states that we must set aside 15% of our Title One funds to be able to hire "private" tutors who may not be qualified, nor be required to show any proof of academic outcomes of the students who need academic support. Thank you for allowing my voice to be heard.
5. Three of the Rep Council groups wrote thoughts in response to your phone discussion of the WA ESEA Waivers application Sunday afternoon. Regrettably, I do not have their names, just pieces of paper left with Linda as they exited. So here goes:
 - a. Group 1: Our group voted cautiously for the waiver. We think the timeline problematic for an application that needs a new state accountability system included. The Current AYP is punitive, but we are not sure the waiver will provide anything but brief relief.
 - b. Group 2: We believe that OSPI should pursue the waiver process. Our question is what happens to those schools who are currently involved in the SIG process. The funding of these schools continues to enable improvement currently underway.
 - c. Group 3: Why shouldn't we apply for the ESEA waiver? We have a strong desire to get out from under AYP. However, unintended consequences makes one careful in what is requested. The new assessment system could wreak havoc with student achievement. What is best for student learning achievement? The best alternative might be changing reauthorization. WE ARE ON THE FENCE!!

Again, thanks for breaking away to share your wisdom with the Rep Council Sunday.
6. Thank you for this opportunity to comment on the draft proposal. Our main concern is the ongoing commitment to equitable participation for students in nonpublic schools. One addition that would provide greater clarity can be inserted at the bottom of page 10 at the end of the section entitled, "Overview of SEA's Request for ESEA Flexibility." Continued provision of equitable services for eligible Title I students attending nonpublic schools is an important consideration in the implementation of this plan. As a result, we are directing each local educational agency with Title I eligible children attending nonpublic schools to expend an equitable share of any funds the agency designates for priority and focus schools, in addition to the funds already designated for equitable services. Another consideration might be transferability of funds. A district could request Title IIA funds to be transferred to Title I where it could just be used for their priority or focus schools, which could mean there is no equitable participation. A

statement that would address that could be added. If the LEA decides to transfer Title IIA funds, private school students will still benefit from at least the percentage of allocated Title IIA funds that was received under equitable participation in 2011-12. We greatly value our working partnership with OSPI and districts across the state in providing services to assist all the students to be successful.

7. I am writing to you regarding the state's application to the U.S. Department of Education for waivers of provisions of the Elementary and Secondary Education Act (ESEA). I appreciate the request for comment and would like to share my thoughts concerning the implications of waivers on the equitable participation of private school students. As you are aware, ESEA does not permit the equitable participation of private school students to be waived. However, other actions could affect private school students' participation in Title IA programs. I am concerned that the use of waivers carries a huge potential to confuse the equitable access provisions for students and teachers in private schools. It could create enormous headaches for LEA's working with individual programs for schools. Prior to the allocation of any freed up funds, the district has the obligation to consult with private school officials and consider the needs of private school students regarding expenditure of these funds. These topics should be added to the agenda of ongoing consultation or a special consultation meeting should be scheduled. I would suggest working with the PSAC and WFIS to iron out any difficulties before implementation. Please let me know how I can help. Thank you for your consideration.



THE TULALIP TRIBES

Board of Directors:

Mel Sheldon, Chairman
Glen Gobln , Vice-Chairman
Chuck James, Treasurer
Marie Zackuse, Secretary
Don Hatch, Board Member
Marlin Fryberg, Jr - Board Member
Mark Hatch, Board Member

6406 MARINE DRIVE
TULALIP, WA 98271-9694
(360) 716-4000
(360) 716-0608 FAX

The Tulalip Tribes are the successors in interest to the Snohomish, Snoqualmie, and Skykomiah tribes and other tribes and band signatory to the Treaty of Point Elliott

February 2, 2012

Office of Superintendent of Public Instruction
C/o Bob Harmon, Asst. Superintendent, Special Programs
P.O. Box 47200
Olympia, WA. 98504

RE: Elementary and Secondary Education Act (ESEA) Flexibility Request for comments

The proposal is built on four guiding principles for improving student achievement and increasing the quality of instruction. Principle #2 is of most concern to the tribes. That principle focuses on the state's development of differentiated recognition, accountability, and support systems.

It is unclear to us how the proposed elimination of AYP calculations, the elimination of the public school choice option, (PSE) , and the elimination of the right of parents to request supplemental educational services, (SES) will help to both identify those students whom the system is failing and provide options for parents and students to seek better educational opportunities .

We appreciate the state developing and using an achievement index as a measure of accountability for student performance. The need to update the index to include subgroups is also admirable. The 2008 report, From Where the Sun Rises, pointed out very strongly that data did not then, nor currently does exist to adequately track school achievement of Native American Youth. If the proposals articulated in the waiver result in better data, the tribes would be supportive of the OSPI request. However, questions remain that are unaddressed in the proposal. Currently, the only achievement data that the State collects is based on measuring the academic performance of student sub groups that are of a certain size. If a school's population of Indian youth fall below that number, data is not collected, so no information on their performance is given. The state needs to accelerate efforts to correct this by assigning students a universal identifier which would then allow collection of data on student performance on all students and student sub groups. The OSPI waiver request is mute on this need.

We are in support of identifying 'priority schools', and 'focus schools'. Identifying and implementing interventions in schools with the largest achievement gaps or lowest graduation rates among subgroups is critical to tribes. The achievement and dropout data that does exist shows the failure of the present education system to build success with Indian youth. However, our concerns about the lack of real-time data in line with the 2008 report remain. Indian youth continue to get lost in the system.

Commitment to turn around principles which are research based and data driven are strengths of the proposal. We are in support of those.

There is much more depth to the state's proposed application that raises questions, concerns and yet, may have merit, but the quick turnaround from release of the proposal and request for comments does not allow for more discussion and clarification. We want our Native American youth to be successful in schools that respect their culture and contribute to their success. We are not sure that the proposed flexibility waiver will achieve that end. It is important to let you know of the concerns we have at this point. For further discussions, please contact Deborah Parker, Legislative Policy Analyst at deborahparker@tulaliptribes-nsn.gov or Sheryl Fryberg, Executive Director, Human Resources at sfryberg@tulaliptribes-nsn.gov.

Sincerely,

THE TULALIP TRIBES

The Office of Superintendent of Public Instruction survey to collect public comments and feedback on the Washington State DRAFT ESEA Flexibility Request

ESEA Flexibility Waiver Survey

Introduction

The Office of Superintendent of Public Instruction is investigating its option about whether to apply for the Elementary and Secondary Act (ESEA) Flexibility Waiver.

To inform our decision, OSPI is asking for public comment on the DRAFT Washington State ESEA Flexibility Waiver Request (PDF).

We appreciate your feedback.

To get started, please identify your role. (Check all that apply)

School Principal	District Migrant/Bilingual Director
Teacher	District Special Education Director
Teacher Representative	District Superintendent
Parent	Educational Advocacy Organization
Student	Educational Service District Staff
Civil Rights Organizations	Organization Representing English Learners
Community-based Organizations	Native American Tribal Members or Representative
District Assessment/Curriculum Director	Organization Representing Students with Disabilities
District Business Director	Other
District Federal Programs Director	

Principle 1

Overall, do you agree or disagree with the draft proposal to meet the requirements of Principle 1?

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

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Comments about Principle 1?

Principle 2

Overall, do you agree or disagree with the draft proposal to meet the requirements of Principle 2?

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

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Comments about Principle 2?

Principle 3

Overall, do you agree or disagree with the draft proposal to meet the requirements of Principle 3?

Principle 3: Supporting Effective Instruction and Leadership

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Comments about Principle 3?

Final feedback

In your view, what are the advantages of ESEA Flexibility?

In your view, what are the disadvantages of ESEA Flexibility?

Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?

- Yes
- No

Please explain why or why not.

Thank You!

We've received your response. Thank you!

Public Comments received from the survey on the Washington State DRAFT ESEA Flexibility Request

Representing	Comments Regarding Principle 1
Parent	Agree that all kids should have access to services that meet their needs. Not clear enough that this is the ticket.
Parent	All students should be fully prepared to meet all aspects of College Readiness.
Educational Advocacy Organization	All students, regardless of economic background, have the right to achieve the highest educational opportunity possible!
Parent	As long as the focus isn't completely narrow on 4 year college prep. This is very important, but there are many careers available to those with associates or trade qualifications.
Parent and Community-based Organization	Career options seem to be lost in all this
Other: Substitute/Retired Teacher	Career-Ready does not mean that this occurs by 12th grade. Post-secondary education must be included in the preparation to become ""career ready.""
Parent	different students need different programs to reach goal
Other: Paraprofessional	Districts should be required to have a comprehensive program in this area, with a qualified Career & College Specialist, job shadows, internships and exploration opportunities, serious exploration into student interests and skills (such as Dependable Strengths). I would prefer above all that all middle and high schools have advisories to handle this along with a Career & College Specialist to bring in experts and mentors.
Parent	Everyone should want their children to be prepared for their future.
Parent	Good goal but we are trying to cram everyone into a specific mold. There are too many differences in abilities and interests to force this.
Parent	I am not familiar with this draft proposal so cannot comment on it.
Parent	I do not have the wording of Principle 1 in front of me; you need to include the major impact in your statement if you expect an answer.
Community-based Organization	I think early intervention is critical. I also believe that the definition of ""college-ready"" and ""career ready"" is yet to be defined. The lack of clarity will weaken the proposal.
Parent	I'm strongly opposed to requiring that so much money be paid to tutors. The rate at which they are being paid is much higher than that for teachers. And it is entirely ignoring the positive benefit that non-paid tutors can have.
Parent	In spirit, I agree but I am not close enough to the approach to track, measure, and take action against this principle to evaluate whether it will achieve stated outcomes

Representing	Comments Regarding Principle 1
Parent	More detailed information needed on how the differentiated interventions and supports will address low achievement and graduation rates for any/all subgroups. Provide a phase out plan for the alternative assessments.
Other: Educational Consultant	Needs strengthening in area for ELLs and special education students and teachers with non-ccss subjects
Parent	no
Community-based Organization	Over all the points are clear
Other: Education Activist	Provide schools that are engaging, challenging, inspiring, and motivating and most of our worries about college and career will melt away. Hands on opportunities for the kids who learn best that way (most) would be great.
Parent	Strongly support expanding AP and IB offerings, weakly support the rest, concerned that CCSS might limit alternative programs and flexibility to use alternative curriculum (e.g. parents and schools wanting to use Singapore Math instead of Discovery Math).
Educational Advocacy Organization	The state's waiver application is centered around the adoption of the Common Core State Standards and our role in the SMARTER Balanced Assessment Consortium. We applaud the state for this action and believe that highlighting this work is critical to meeting a component of Principal 1. However, we raise concerns that the waiver application over-assertion that many programs or policies are presented in a manner that presumes they are fully funded and available for all districts that seek them – specifically, the State Board of Education’s Career and College-Ready Graduation Requirements, Navigation 1010, Building Bridges and Focused Assistance. As you are aware, these latter programs and policies are not scaled statewide in our state and have not been fully funded. Partnership for Learning recommends that the application be modified in a manner that reflects the current state of these programs and indicate that, if approved for a waiver, the state commits to fully funding and implementing them statewide.
Educational Advocacy Organization	The state's waiver application is centered around the adoption of the Common Core State Standards and our role in the SMARTER Balanced Assessment Consortium. We applaud the state for this action and believe that highlighting this work is critical to meeting a component of Principal 1. However, we raise concerns that the waiver application over-asserts many programs or policies are presented in a manner that presumes they are fully implemented, funded and/or available for all districts that seek them – specifically, the State Board of Education’s Career- and College-Ready Graduation Requirements, Navigation 101, Building Bridges and Focused Assistance. As OSPI is aware, these programs and policies are not scaled statewide in our state and have not been fully funded. We recommend that the application be modified in a manner that reflects the current state of these programs and indicate that, if approved for a waiver, the state commits to fully funding and implementing them statewide.

Representing	Comments Regarding Principle 1
Educational Advocacy Organization	The state's waiver application is centered around the adoption of the Common Core State Standards and our role in the SMARTER Balanced Assessment Consortium. We applaud the state for this action and believe that highlighting this work is critical to meeting a component of Principal 1. However, we believe the waiver application over asserts the status of many programs or policies. They are presented in a manner that presumes they are fully funded and available for all districts that seek them. In specific, the state has not made a commitment to the new the State Board of Education's Career and College-Ready Graduation Requirements or funded them. Navigation 1010, Building Bridges and Focused Assistance are also underfunded and underutilized. As you are aware, these latter programs and policies are not scaled statewide in our state and have not been fully funded. Stand for Children recommends that the application be modified in a manner that reflects the current state of these programs and indicate that, if approved for a waiver, the state commits to fully funding and implementing them statewide.
Other: Citizen	What happens if students are not ready by graduation? Do you withhold their diplomas? Making them even less able to get jobs---including flipping hamburger jobs? Doesn't take much career training for that...
Other: Community Activist	Vocational education MUST be placed back in schools or partnerships with community colleges strengthened so students wanting to take that path can spend time acquiring those skills.
Parent	The wording is confusing-- Please note that I agree with the Flexibility Waiver. The private tutoring requirement is not acceptable as it now stands.
Parent	Unable to download -- don't know Principle 1
Parent	We alternative paths for student success.
Parent	What exactly is principle 1? Not every student will go to college. This is not a clear question. How do I know what principle 1 is?
Parent and Other: Clerical Sub	Undecided/do not know what Principle 1 is.

Representing	Comments Regarding Principle 2
Community-based Organization	Yes, there are points that need to be more pronounced
Educational Advocacy Organization	It should not be all state-developed, rather be a partnership between state and input from the office of the state superintendent representing the different districts
Educational Advocacy Organization	The application indicates that the current State Board of Education (SBE) accountability/recognition system will be used as the backbone for establishing a Washington accountability system. Partnership for Learning has concerns with using this system to determine and set achievement and reduction of opportunity gap targets for schools and districts because this system has once been rejected by the Federal government for reporting use and it also does not include student growth measures. Further, PFL believes that the state should commit to developing a student growth model and incorporate this data into the index as part of its waiver application.
Educational	The application indicates that the current State Board of Education (SBE)

Advocacy Organization	accountability/recognition system will be used as the backbone for establishing a Washington accountability system. Stand for Children has concerns with using this system to determine and set achievement and reduction of opportunity gap targets for schools and districts because this system has once been rejected by the Federal government for reporting use and it also does not include student growth measures. Stand for Children believes that the state should commit to developing a student growth model and incorporate this data into the index as part of its waiver application.
Educational Advocacy Organization	The application indicates that the current State Board of Education accountability/recognition system will be used as the backbone for establishing a Washington accountability system. There are concerns with using this system to determine and set achievement and reduction of opportunity gap targets for schools and districts because this system has once been rejected by the federal government for reporting use and it also does not include student growth measures.
Other: Citizen	My experience has been that our state has no ability to develop needed accountability and support.
Other: Community Activist	I may be naive, but, I thought we were to have equal education throughout the school district, but alas, I was wrong. The racial profiling that goes on in Seattle Public Schools is a disgrace and I feel that the whole administrative part should be cleaned out and start with a clean slate, so that we can truly educate our kids- regardless of race, or socioeconomic status!
Other: Education Activist	I don't know what this means.
Other: Educational Consultant	Index calculations are too complex - need to be
Other: Para-professional	I don't think this is a clear statement. I've gone to your website to pull of this gargantuan pdf from the Federal government - what a nightmare. This state has to pay one or more people just to read all of this and answer it! (Download has taken over 15 minutes) How do you oversee any consistencies with so many school districts and economic levels?
Other: SES Provider	This is yet to be explained. What is the state planning? Please clarify and define. What is rigorous state accountability?
Parent	As in the private sector, it is critical to differentiate rewards and hold people accountable to results, but implementation is not always straight-forward.
Parent	Concerned that metrics may allow schools to reduce achievement gap by reducing scores of top performing students (by offering fewer honors or AP classes or by actively discouraging high scoring students from attending the schools).
Parent	I have no idea exactly what this means...
Parent	Merit pay has proven an ineffective way to close the achievement gap. I recommend increasing teacher salaries...teachers need support to be successful...I'm not seeing it. We also need to consider influence of poverty regarding high mobility...teachers can not be responsible for circumstances out of their control
Parent	Need a unified system that looks at aspects of achievement within a district.
Parent	Opt. C is best Reduce the # number of "N", instead of combining them. General Ed teachers accountable for students with disabilities. Instructional material for students with disabilities Include Universally Designed Instruction (UDI)

Parent	The focus school is an interesting idea. It shares some features with the target system in Atlanta Georgia, which produced some cheating- of course it also had some positive effects but a system like that requires extensive testing apparatus which Washington State does not have and I do not know if the smarter balance assessments will be sufficient to support this sort of gap closing.
Parent	What does this mean? Do i think the state should support, i.e. pay for differentiated learning based on poverty or non-poverty students? This is not a clear question as in # 1, the language is far too technical and I do not know what exactly you are asking.
Parent	What I do not agree with is that our school should devote 15% of funds to hiring private tutors which is not well managed. We should apply for a waiver from this requirement.
Unidentified	How was the 50% reduction in the proficiency gap decided? How are graduation rates decided?

Representing	Comments Regarding Principle 3
Community-based Organization	We need more connection between the title 1 schools and the communities
Community-based Organization/Other: SES Provider	Evaluation based on student growth doesn't take into account or hold families responsible for student learning. Student learning is a partnership between school and community. This needs to be framed differently. For example, student growth should be dependent on student attendance and take into a schools' culture. Is the school supportive of its teachers? Are there school-wide initiatives such as positive behavior support or peer tutoring and other proven strategies for improving learning? How are leaders being evaluated? I cannot agree with this given the vague and unspecific language.
Educational Advocacy Organization	the quality of instruction is the single most important school related factor determining student success...and principal leadership a must-have for school level improvement and district accountability
Educational Advocacy Organization	The application states that Washington meets several key elements of Principal 3 through the provisions of E2SSB 6696. However, this is misleading â€“E2SSB 6696 does not mandate that a statewide teacher and principal evaluation system be used to inform personnel decisions nor include as a significant factor data on student growth for all students. Furthermore, the law also does not require the evaluation system provide clear, timely and useful feedback that identifies needs and guides professional development. Reviewers of Washington's application will quickly come to the conclusion that the legislation referenced as evidence of Washington meeting these goals does not, in fact, do this. Stand for Children strongly encourages OSPI to encourage the legislature to support legislation that would require the evaluation system be used to differentiate performance, provide targeted-aligned feedback, require a measure of student growth, and be a factor in determining personnel decisions.
Educational Advocacy Organization	The application states that Washington meets several key elements of Principal 3 through the provisions of E2SSB 6696. However, this is a falsification of information â€“E2SSB 6696 does not mandate that a statewide teacher and principal evaluation system be used to inform personnel decisions nor include as a significant factor data on student growth for all students. Furthermore, the law also does not require the evaluation system provide clear, timely and useful

	<p>feedback that identifies needs and guides professional development. Reviewers of Washington’s application will quickly come to the conclusion that the legislation referenced as evidence of Washington meeting these goals does not, in fact, do this. Teachers United strongly encourages OSPI to encourage the legislature to support legislation that would require the evaluation system be used to differentiate performance, provide targeted-aligned feedback, require a measure of student growth, and be a factor in determining personnel decisions.</p>
Educational Advocacy Organization	<p>The application states that Washington meets several key elements of Principal 3 through the provisions of E2SSB 6696. However, this is a falsification of information “E2SSB 6696 does not mandate that a statewide teacher and principal evaluation system be used to inform personnel decisions nor include as a significant factor data on student growth for all students. Furthermore, the law also does not require the evaluation system provide clear, timely and useful feedback that identifies needs and guides professional development. Reviewers of Washington’s application will quickly come to the conclusion that the legislation referenced as evidence of Washington meeting these goals does not, in fact, do this. Partnership for Learning strongly recommends that OSPI encourages the legislature to support legislation that would require the evaluation system be used to differentiate performance, provide targeted-aligned feedback, require a measure of student growth, and be a factor in determining personnel decisions.</p>
Educational Advocacy Organization	<p>The application states that Washington meets several key elements of Principal 3 through the provisions of E2SSB 6696. However, this is a falsification of information E2SSB 6696 does not mandate that a statewide teacher and principal evaluation system be used to inform personnel decisions nor include as a significant factor data on student growth for all students. Furthermore, the law also does not require the evaluation system provide clear, timely and useful feedback that identifies needs for and guides professional development. Reviewers of Washington’s application will quickly come to the conclusion that the legislation referenced as evidence of Washington meeting these goals does not, in fact, do this. We strongly encourage OSPI to encourage the Legislature to support legislation that would require the evaluation system be used to differentiate performance, provide targeted-aligned feedback, require a measure of student growth, and be a factor in determining personnel decisions.</p>
Educational Advocacy Organization	<p>Highly effective teachers and strong leadership are the keys to the success of all students.</p>
Other: Citizen	<p>This is an interesting concept. Why isn't it happening now? Why call it a principal? It should be an expectation without being specifically spelled out. If it is not, we are truly ineffective as educators.</p>
Other: Counselor	<p>This needs to be done fairly and needs to be put together by people who really know/understand what a teacher and "leaders" do in the school system.</p>
Other: Dean of Students	<p>Student growth must be tracked over time, not the snapshots we are currently trying to use to determine growth. Each student should be given goals annually for growth to compare against their previous levels.</p>
Other: Education Activist	<p>Teachers should not be judged on bubble test score bumping, but by their ability to engage, challenge, inspire and motivate the students. Real learning and the kind that's a mile wide and an inch deep and which narrows curricula to the point where the kids are bored out of their minds and the teachers are not free to teach.</p>

Other: Nurse	While I believe teachers and principals need to be evaluated I do not think that the evaluations should be such that they are limiting teachers to teach toward standardized testing. With so much focus on testing I do not believe that our students are receiving the full benefit of their potential. And, some kids just do not test well.
Other: Paraprofessional	Yes, and I believe that students should have a say in their education and what is effective. Students teach me as much as I teach students. It is THEIR world - they will be the ones to make change and improve their communities BUT they need our support and mentorship to believe in them and serve as guides (wisdom, experience, insight). We've seen our educational system turn out very selfish people. We need to embrace our young people as true members of the community.
Other: School Counselor	Would student growth be ascertained by multiple measures? If so, then I would agree. If not... schools with high % of IEP's students who take the same test as their peers & high poverty schools remain disadvantaged.
Other: Teacher Higher Education Faculty	I am concerned that teacher evaluation needs to be aligned with the certification requirements for teachers, using similar standards and procedures.
Parent	What I do not agree with is that our school should devote 15% of funds to hiring private tutors which is not well managed. We should apply for a waiver from this requirement.
Parent	This only matters if the principals are empowered to remove unsuccessful teachers. The union contracts need to be renegotiated to make it easier to fire teachers (offering, for example, no tenure and reduced job security in exchange for higher pay and benefits).
Parent	This is what good principals are already trying to do to improve instruction. Having a common evaluation system state wide would help principals and teachers be consistent regarding what good instruction should look like.
Parent	The strongest component to student achievement is a strong teacher in the classroom and the support the instructional leader in that building can give to the teacher.
Parent	The proposal is a definite improvement over the current strategy.
Parent	Teachers need to be supported by the government, the school administration and the public in general.
Parent	Students and their tax paying families deserve accountability.
Parent	Of course there needs to be effective instruction and leadership. I do not believe MAP tests should be used to determine whether or not an Instructor is effective.
Parent	It is essential for teacher input to be valued and respected...we're not seeing it. We have civic elite telling our teachers what to do.
Parent	Evaluation of teachers and administrators is a matter for the states and we should not abdicate our leadership role. We do evaluate and we do produce some the highest quality students in the nation. We don't need the Federal Government telling our state how to educate anyone. Take a look at the top SAT score states in the last 20 years... But then you already know that!
Parent	Do not do Common Core Standards. Instead, push for a better math curriculum. Not Everyday or Discovery math.
Parent	Schools should be allowed to hired whoever they choose as tutors
Parent/Community-based Organization	It's a bit vague.

Parent/Educational Service District Staff	I am actively involved with this policy implementation which seems to be well designed. If there continues to be RIG funds for ESDs to support implementation I think with could be an improvement.
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THE SPOKESMAN-REVIEW

February 21, 2012

Editorial: No Child Left Behind waiver best path for now

The Spokesman-Review

Last week, the state of Washington decided to seek a waiver from the expectation of perfection in the No Child Left Behind Act. The federal law flunks on many fronts, but its failure is particularly epic when it comes to the deceptively benign-sounding metric called Adequate Yearly Progress.

NCLB was adopted in 2001. It called for perfection by 2014. AYP is the measurement the feds use to determine whether schools are making progress toward what can only be called the impossible dream for most of them. Not only must all students post passing scores in math and reading, but all subsets of students broken out into myriad categories, such as race, must show progress toward that goal for schools to avoid being labeled “failing.” Under the current law, AYP will become moot in two years, because all schools are mandated to be “perfect” by then, or else face counterproductive sanctions.

This is absurd, and even advocates of NCLB figured it would be rewritten by now. It was set to be reauthorized in 2007, but Congress has dawdled.

So, the Obama administration started advertising waivers to the law that retained the principles of accountability and reform while dumping the unrealistic goals. Eleven states were recently granted waivers. Other states waited to see what that process would be like. Last week, state schools chief Randy Dorn said Washington would be taking the plunge.

So does this mean the state has waved the white flag on accountability? Hardly. The lengthy and detailed draft proposal at the Office of Superintendent of Public Instruction website shows that states must adopt many changes before the U.S. Department of Education will grant a waiver.

To ensure states aren't backsliding on education reform, they must demonstrate a commitment to four areas: college- and career-ready expectations for all students, support for effective teaching and leadership, systems for rewarding or remediating educators, and the elimination of duplicate services.

The state has already taken significant strides toward reform, but its waiver application would be strengthened if the state Legislature were to pass a current bill that offers a meaningful way to evaluate teachers and principals.

The punishment meted out by No Child Left Behind would have the opposite effect of the law's intent: to help those students who need it most. That's because the law calls for diverting 20 percent of Title I money, which goes to the most impoverished schools, to address the “inadequate” progress in meeting an unrealistic goal. This would occur even if the schools showed remarkable improvement.

Dorn notes that if the punishment were waived, the state would still focus its attention on those needy students in an attempt to close the achievement gap.

Make no mistake; the U.S. Department of Education is encouraging end runs around NCLB. If that bothers you, then Congress is the culprit for failing to make adequate yearly progress on a revision.

We can't blame the state for wanting to take a more realistic path.

WASHINGTON STATE NEEDS FLEXIBILITY OF NO CHILD LEFT BEHIND WAIVERS

Washington needs the flexibility that will come with seeking waivers from the federal No Child Left Behind (NCLB) law. Congress has failed to modify the law.

Seattle Times Editorial

WASHINGTON state public schools deserve freedom from some requirements of No Child Left Behind federal education law as long as flexibility doesn't turn into complacency about needed education reforms.

State Superintendent of Public Instruction Randy Dorn is leading this state's push for waivers from parts of the education law. Dorn is right to do this. Congress has failed to make key adjustments to the law.

Washington students are making progress toward the federal law's goal of every child reading at grade level by 2014. Results are less heartening in math, but punitive federal rules hurt, not help.

Roughly one of three Washington schools failed in 2011 to meet the federal requirement for "adequate yearly progress." Schools failing to meet the requirement two or more years in a row are forced into a narrowly scripted turnaround plan. Dorn is asking for leeway so schools can create their own plans.

Waivers ought not lessen Washington's need to align educational efforts with the federal law's emphasis on better academic gains and eliminating disparities among minority and low-income students. Dorn has said he plans to halve the gaps in academic achievement by 2017, setting the right tone but plans with demonstrable results are key.

It is worth reminding critics of the federal education law that flexibility has always been meted out in exchange for classroom improvements. States that have raised student achievement and narrowed the achievement gap can modify parts of the law to meet their needs.

The pool of students with learning disabilities who are allowed to be assessed separately was broadened to address concerns that more students need flexibility in standardized testing.

President Obama so far has granted waivers to 10 of 11 states that applied. Washington's reform efforts haven't been the strongest — nor the weakest. But this state, with new legislation, is poised to meet a key request of the Obama administration to strengthen the teacher-evaluation system in public schools. We've earned a dose of flexibility.

The Washington State Board of Education

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

State Board of Education Spotlight

Volume XV
February 2012

At the time of this writing, we have crossed the halfway point of the 2012 Legislative Session and are now at the cutoff for bills to move from one legislative chamber to the next. A select number of education bills have survived thus far, which is quite a difference from the legislative activity a few weeks prior, when we were tracking nearly 70 education bills.

Underlying the wave of this year's proposed legislation run two strong currents: the Washington State Supreme Court McCleary ruling and the realities of a daunting budget deficit.

The McCleary ruling: The State Supreme Court's majority decision confirmed what many of us have long known - that Washington State has not been meeting its duty in amply funding basic education. Our often overcrowded classrooms, worn textbooks, largely unfunded all-day kindergarten, and underfunded pupil transportation programs provide evidence of this. The Supreme Court's decision spotlights an existing remedy, urging the Legislature to fully fund basic education by 2018 and to move ahead with the program commitments outlined in House Bills 2261 and 2776. The following passage from the McCleary decision makes it clear the legislature must make reasonable progress towards the goals it set for itself, and the Supreme Court will remain active in its monitoring of the situation.

"... timely implementation remains uncertain. For instance, SHB 2776 called for continued phasing-in of all-day kindergarten, with statewide implementation to be achieved by 2018. The operating budget provided some funding for the all-day kindergarten program, but it expanded the program to only 21 percent of school districts in 2011-12 and to only 22 percent of school districts in 2012-13. Needless to say, a one-percent per year increase does not put the State on the path to statewide implementation of all-day kindergarten by the 2017-18 school year (... at the current pace, the State would not fund all-day kindergarten for all eligible students until the 2090-91

Stay in the Know!

This e-newsletter is just one of the many ways to make sure you have the latest education news.

Our [website](#) is updated daily, and we also make good use of [Facebook](#), [Twitter](#), [RSS feeds](#), and our [YouTube channel](#) to ensure you stay abreast of the latest news in P-12 education.

Get connected and stay in the know!

school year)...

This court cannot idly stand by as the legislature makes unfulfilled promises for reform. We therefore reject as a viable remedy the State's invitation for the court simply to defer to the legislature's implementation of ESHB 2261. At the same time, we recognize that Plaintiffs' proposal to set an absolute deadline for compliance in the next year is unrealistic. The changes that have taken place during the pendency of this case illustrate that any firm deadline will, of necessity, be moved."

The budget deficit: Legislators came into this session aware of the necessity of cuts, reforms, and/or additional revenue. The supplemental budget, passed in December 2011, provided a starting point, but the brunt of the work is ahead of us. We have a long way to go before reaching a final budget this late spring.

So what effect will the McCleary ruling and the budget have on education?

The reality of the dire budget may result in education funding reductions in the final budget. Then again, the McCleary ruling could result in an education budget that reflects the Legislature's intent to work towards meeting the full-funding basic education commitments in HB 2261 and HB 2776. The [House Budget is now available](#), with the Senate Budget to be released soon.

We will continue to monitor the 2012 Legislative Session closely. We will also continue to advocate for policies that support our vision for Washington's public schools - a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

On behalf of the Washington State Board of Education,

Ben Rarick
Executive Director

No Child Left Behind (NCLB) Waiver Update - by Kris Mayer, Ph.D. (SBE Member)

The U.S. Department of Education recently announced the approval of eleven states for a waiver from the Elementary and

Secondary Education Act requirements. Other states will be submitting their applications in the coming weeks.

The State Board of Education (SBE) is collaborating with the Office of Superintendent of Public Instruction (OSPI) to draft Washington's waiver application to the Department of Education.

The waivers are granted in exchange for a series of state reforms similar to the expectations within Race to the Top and the Obama administration's Blueprint for Reform, its 2010 policy recommendations for reauthorization.

The waiver offers relief from Adequate Yearly Progress (AYP) rules, including consequences for Title I schools and districts who fail to make AYP in math and reading. With a waiver, for example, Title 1 schools and districts may no longer be required to send school choice letters nor set aside 20 percent of Title I funds for tutoring and other supplemental education options provided by outside vendors.

We are supportive of the waiver application, as it is a natural extension of SBE's legislative mandate to create the framework for a state accountability system.

We intend to stay focused on a college and career ready framework for accountability that includes high standards, clear measures and goals for student achievement, increased graduation rates, and diminishing achievement gaps.

The Washington Achievement Index (see our article on the Index below) is the backbone of the proposed statewide accountability system. The waiver proposal includes a timeline to update the Index to include disaggregated subgroup data and student growth.

*Full newsletter available at: <http://myemail.constantcontact.com/Washington-State-Board-of-Education---February-2012-Newsletter.html?soid=1102091613928&aid=OZPIPPN33Zk>

ATTACHMENT 4

**Evidence that the State has formally adopted college-
and career-ready content standards consistent with
the State's standards adoption process**

- Attachment 4.0: Superintendent Dorn Formally Adopts Common Core Standards for Washington
- Attachment 4.1: SMARTER Balanced Assessment Consortium MOU
- Attachment 4.2: Report to the Legislature—Common Core State Standards: Implementation Activities, Timelines, Costs, and Input on Enhancements, December 2011
- Attachment 4.3: SMARTER Balanced Assessment Consortium—A Summary of Core Components
- Attachment 4.4: CCSS Communication Plan
- Attachment 4.5: CCSS District Implementation Rubric
- Attachment 4.6: The Washington State Early Learning Partnership Join Resolution

Superintendent Dorn Formally Adopts Common Core Standards for Washington

The new standards will be implemented in state classrooms in the 2013-14 school year

OLYMPIA — July 20, 2011 — State Superintendent Randy Dorn announced today that he is formally adopting the [Common Core State Standards](#) for English language arts and mathematics.

Washington became the 44th state, in addition to one territory and the District of Columbia, to adopt the common core standards. Washington will officially begin the process to introduce the standards into state classrooms by the 2013-14 school year. The goal of the standards is to provide a clear and consistent framework to prepare students for college and the workforce.

“I believe the common core standards are the first step in helping our nation move forward with true education reform,” Dorn said. “The standards are clear and will benefit our students. They’ll be better prepared for post-high school, no matter the path they choose.

“In addition, having similar learning standards throughout most states will certainly help students who move to Washington. We live in a mobile society, and with our state’s large number of military families, the transition to a new state and new school will be made a little easier as they’ll be able to essentially pick up where they left off in their previous home.”

Dorn, as directed by Section 601 of the [Engrossed Second Substitute Senate Bill 6696](#), provisionally adopted the common core standards in July 2010. The formal adoption and implementation of the new standards could not occur until after the 2011 state Legislature had an opportunity to review a report by the Office of Superintendent of Public Instruction, and take action if necessary.

In June, OSPI convened a bias and sensitivity committee to review the standards and provide implementation recommendations around instruction and instructional supports to ensure the success of traditionally underserved groups in our state. The committee supported formal adoption of the common core standards.

Washington is also the lead fiscal state for the 29-state [SMARTER Balanced Assessment Consortium](#), one of two multi-state consortia’s developing assessments based on the common core standards. Those new exams will first assess the common core standards in the 2014-15 school year.

In a time of continued cuts to the state education budget, Dorn said the common core standards, along with the SMARTER Balanced assessments, will have a positive financial benefit as states will be able to pool their resources for textbooks and assessments.

“The availability of aligned textbooks and other instructional materials will be significantly increased,” he said. “And, testing costs will be reduced because we’ll have common assessments – not 50 different states designing and administering 50 different tests.”

The common core standards were developed by the National Governors Association and the Council of Chief State School Officers in collaboration with teachers, school administrators and education experts.

The common core standards will be rolled out to state teachers beginning in the 2012-13 school year. During the 2011-12 school year, OSPI and statewide educational partners, including the nine Educational Service Districts, will begin key transitional activities that will include forming advisory groups and developing regional support structures and materials.

Students will continue to be tested on Washington's 2005 reading and writing standards, and on the 2008 mathematics standards through the 2013-14 school year. Testing on Washington's common core state standards for English language arts and math will occur in the 2014-15. Washington's learning standards in other subject areas remain intact and can be located at http://k12.wa.us/CurriculumInstruct/EALR_GLE.aspx.

Visit OSPI's common core standards Website (www.k12.wa.us/corestandards) for timelines and resource materials and continue to visit that site for updates.

About OSPI

The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 education in Washington state. Led by State School Superintendent Randy Dorn, OSPI works with the state's 295 school districts and nine Educational Service Districts to administer basic education programs and implement education reform on behalf of more than one million public school students.

OSPI does not discriminate and provides equal access to its programs and services for all persons without regard to race, color, gender, religion, creed, marital status, national origin, sexual preference/orientation, age, veteran's status or the presence of any physical, sensory or mental disability.

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SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of June 9, 2010, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Washington**, which has elected to participate in the Consortium as (check one)

An **Advisory State** (description in section e),

OR

A **Governing State** (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

May 14, 2010

WA - 1

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and-career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

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9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

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- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

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be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

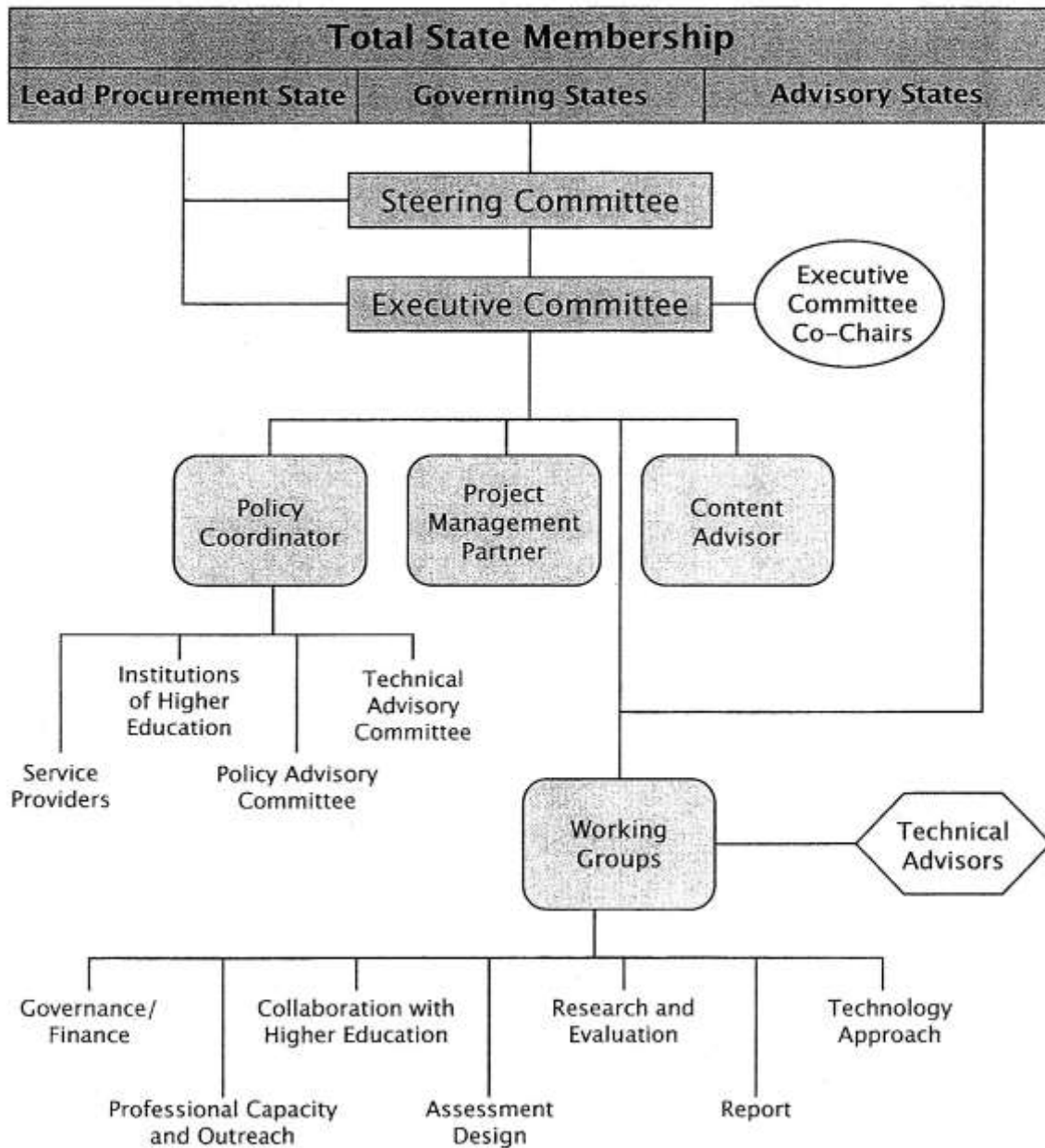
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

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Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers


Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
Number of HS testing opportunities established in WA law	SBAC may conflict w state law	RCW Chapter 28A.655	Legislature	As SBAC policy is set	No later than 2014 Leg. Session	
Approval of new HS exams to meet current Reading, Writing, Math exams required for graduation	SBAC may conflict w state law	RCW Chapter 28A.655	Legislature	As SBAC policy is set	No later than 2014 Leg. Session	


[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

<p>(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from all "Advisory States" in the Consortium.)</i></p> <p>As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.</p>	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

<p>(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances</p> <p><i>(Required from all "Governing States" in the Consortium.)</i></p> <p>As a <u>Governing State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.</p> <p>I further certify that as a Governing State I am fully committed to the application and will support its implementation.</p>	
<p>State Name: WASHINGTON</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): Christine O. Gregoire</p>	<p>Telephone: (360) 902-4123</p>
<p>Signature of Governor or Authorized Representative of the Governor: <i>Christine Gregoire</i></p>	<p>Date: 6/9/10</p>
<p>Chief State School Officer (Printed Name): Randy I. Dorn</p>	<p>Telephone: (360) 725-6004</p>
<p>Signature of the Chief State School Officer: <i>Randy I. Dorn</i></p>	<p>Date: May 21, 2010</p>
<p>President of the State Board of Education, if applicable (Printed Name): Jeff Vincent, Chair</p>	<p>Telephone: (360) 725-6025</p>
<p>Signature of the President of the State Board of Education, if applicable: </p>	<p>Date: May 26, 2010</p>

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(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.	
<i>(Required from all States in the Consortium.)</i>	
I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: WASHINGTON	
State's chief procurement official (or designee), (Printed Name): Marty Brown	Telephone: (360) 902-0530
Signature of State's chief procurement official (or designee),: 	Date: 5/28/10

REPORT TO THE LEGISLATURE

Common Core State
Standards:
Implementation
Activities, Timelines,
Costs, and Input on
Enhancements

December 2011



Randy I. Dorn
State Superintendent
of Public Instruction

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Instruction

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Superintendent,
Teaching and
Learning

Report to the Legislature

Common Core State Standards: Implementation Activities, Timelines, Costs,
and Input on Enhancements

Prepared by:

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Teaching and Learning

Office of Superintendent of Public Instruction

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

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Executive Summary

This report responds to Second Engrossed Substitute House Bill (2ESHB) 1087, Section 501 (1)(ii) for the Office of Superintendent of Public Instruction (OSPI) to provide a report on implementation of the Common Core State Standards (CCSS) by January 1, 2012. This report must include the following:

- A timeline and estimate of costs for implementation of the CCSS; and
- Feedback from an open public forum for recommendations to enhance the standards, particularly in math.

Background

During the 2010 Legislative Session, the Superintendent of Public Instruction was given the authority through Engrossed Second Substitute Senate Bill (E2SSB) 6696, Section 601 (RCW 28A.655.071) to adopt the CCSS on a provisional basis by August 2, 2010. Superintendent Randy Dorn provisionally adopted the standards on July 19, 2010, and following the 2011 Legislative Session, he formally adopted the K–12 CCSS for mathematics and English language arts as Washington’s academic learning standards in those subjects on July 20, 2011. The CCSS will replace Washington’s 2008 mathematics standards and its 2005 reading and writing standards. The new standards will be measured through the state’s assessment system fully in the 2014–15 school year. Superintendent Dorn’s decision to formally adopt the CCSS as Washington’s learning standards in mathematics and English language arts was made following more than a year of extensive review and analysis, as well as educator and public stakeholder input regarding implementation considerations from the time the standards were finalized (June 2009) through the completion of a bias and sensitivity review process led by OSPI in June 2011. The January 2011 OSPI [“Common Core State Standards for English Language Arts and Mathematics: Analysis and Recommendations Report to the Legislature”](#) (per RCW 28A.655.071) and OSPI’s [“Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics: Implementation Recommendations Report”](#) compiled much of this input and were key to informing the final decision to adopt the standards. During the 2011 Legislative Session, OSPI worked closely with the House and Senate Education Committees and their staff to understand the alignment of Washington standards with the CCSS, and the costs (actual and opportunity) related to adoption and implementation of the standards.

Timeline and Costs

Statewide implementation of the CCSS began following adoption in July 2011. Activities will be coordinated in a “phase-in” approach over the next several school years with full implementation coinciding with the implementation of a new state assessment system in the 2014–15 school year. Implementation activities are outlined in the report in the following five “phases” and will focus on aligning and connecting existing state, regional, and local professional learning with the content of the CCSS:

1. CCSS Exploration (2010–11 school year)
2. Build Awareness of CCSS and Career- and College-Readiness Vision (Summer 2011–ongoing)
3. Build Statewide Capacity and Classroom Transitions (Spring/Summer 2012–ongoing)
4. Statewide Application and Assessment of CCSS (Spring 2014 with CCSS pilot assessments; statewide assessment in 2014–15)
5. Statewide Coordination and Collaboration to Support Implementation (Summer 2011–ongoing)

This report also provides an estimate of the incremental and unique costs related to implementation of the CCSS at the state (OSPI), regional (Educational Service District (ESD)), and local school district levels. The underlying assumption here is that the state and local districts continually work to tie instructional

practices and curriculum to standards. This work is ongoing and is part of the core work of the state and school districts alike. Critical to statewide implementation will be to:

- Maintain existing funding at the state, regional, and local levels that currently supports core activities to support standards development and implementation.
- Maintain existing mathematics support at the regional ESD level and increase support in English language arts.
- Build regionally-based cadres of CCSS specialists committed to building deep knowledge of the CCSS and to provide support within their local and neighboring districts for implementation.
- Coordinate regional educator training opportunities focused specifically on the CCSS.

The cost estimates included assume that the state, regional ESDs, and local school districts will shift existing resources from current standards implementation support and alignment activities to those focused on CCSS implementation. The only component in which existing resources do not exist is at the regional ESD level for English language arts (ELA) support at the same level in which the regional mathematics coordinators in each ESD are currently funded.

Estimated costs for implementation of the CCSS (includes existing and needed ESD funding)

Costs (2010–11 school year)	Estimated Costs (2011–13 Biennium)	Estimated Costs (2013–15 Biennium)
State: \$75,000	State: \$313,000 Regional: \$1.6M (\$1.3M for full-time ELA support) District: \$6.5M	State: \$442,000 Regional: \$3M (\$2.6M for full-time ELA support) District: \$11.4M

While costs identified in this report at the local level are relatively small, OSPI recognizes that local staff resources will be used during the transition to the new standards. The cost estimates in this report do not include the existing costs of teachers, administrators or other local school district staff utilizing their time for alignment, as it is assumed that these staff persons are currently aligning their instructional activities to existing standards, or are otherwise involved in the process of aligning curriculum and instruction resources and supports with high-quality teaching and learning. The cost estimates also do not include possible local costs related to purchasing new or updating current instructional materials to ensure alignment with the standards. When considering instructional materials costs, the precise amount required by local districts cannot be determined given the great variance among districts regarding their purchasing and adoption cycles of instructional materials. The costs for districts to purchase aligned instructional materials will depend on the extent in which existing instructional materials are aligned with the new standards, thus dictating whether new instructional materials need to be purchased or if existing materials can be supplemented, and the extent to which supplementary materials will be available online at low or minimal costs.

At all levels, activities related to implementing new standards will need to take place in the coming years to varying degrees, with or without new funding. Existing and emerging fund sources and structures to support this work include:

- Current core funding at the state, regional, and local levels (e.g., Basic Education Act funding to all districts to support “materials, supplies, and operating costs”).
- Current professional learning time, structures, and activities at the state, regional, and local levels (e.g., professional learning communities, early release days, and continuing education requirements).
- In-kind support and resources from educational partners.
- Integration with current statewide initiatives, where appropriate. Primarily this includes state funding to support teacher and principal evaluation efforts, and federal funding for Title II

Part A (Teacher and Principal Quality), Title II Part B (Mathematics and Science Partnerships), and Title I School Improvement Grant funds.

- Coordination with other state agencies, organizations, and initiatives to fund and facilitate CCSS implementation activities.

Public Input on Implementation of and Enhancements to the CCSS

OSPI sought input regarding implementation of the CCSS from educators and the public during summer and fall 2011 through a variety of in-person and web-based methods, including webinars, presentations, and targeted outreach efforts. The primary purposes for gathering input beyond that which was collected in 2010, prior to the state's adoption of the standards, were to gather:

- Information on the resources, supports, and structures needed by educators for implementation of the standards at the state, regional, and local levels, in conjunction with other key state initiatives; and
- Recommendations from the public for making enhancements to the CCSS.

Input was gathered through four methods:

1. OSPI Bias and Sensitivity Review of the CCSS (June 2011)
2. Educator Policy Forums on Teacher and Principal Evaluation and the CCSS (October 2011)
3. CCSS Public Survey (Fall 2011)
4. CCSS Public Forums (November 2011)

Significant input was gathered that will inform current and future statewide support for implementation. With regard to whether or not the CCSS should be enhanced, input was gathered through the public survey and the two open public forums. The combined input from both sources suggested that the majority of respondents felt that the state should take time to fully implement the CCSS before making the decision as to whether or not to enhance the standards. Some respondents thought that enhancements such as adding examples and other supportive components as part of CCSS implementation would be useful for parents and educators. Respondents that felt the standards should not be enhanced believed that undertaking another process to review the CCSS would distract the state from implementing the standards successfully. Overall, the comments and suggestions gathered in 2011 were consistent with the feedback gathered in fall 2010 on the same subject. The majority of 2011 respondents advocated for focusing attention on building a strong support system for implementation of the CCSS prior to making decisions about enhancing the standards. While some respondents provided comments about specific content that should be added, there was not consensus among respondents about what should be added.

Implementation

In order to effectively implement the CCSS, it is critical to connect and interweave the many state and federal education reform initiatives into one agenda focused on preparing students for careers and college. OSPI is taking this approach with many state initiatives, especially focusing on the key connections within implementation of the CCSS and the state's Teacher and Principal Evaluation Project (TPEP). OSPI has engaged educators and stakeholders throughout the state to inform the vision, design, and implementation of both initiatives.

Washington's adoption of the CCSS offers a unique opportunity for Washington to move statewide professional learning efforts forward focused on the CCSS and to collaborate with and learn from other states that began their implementation efforts over one year ago. The state will also be able to utilize and build on implementation support materials that have been developed by other states and national organizations for building educator knowledge of the standards. Districts throughout the state are seeking assurance that the CCSS will remain Washington's state learning standards for mathematics and English language arts in order to allow for deep and meaningful implementation to occur over several years. Regional ESDs, statewide professional learning organizations, and our state's largest districts began

mobilizing district leaders and educators at the start of the 2011–12 school year to facilitate collaborations around transition and to the CCSS are continuing to transfer and align existing resources and structures to support implementation. Successful implementation of the CCSS will require continued intentionality to align and leverage statewide initiatives to best support the state’s educators. The implementation activities and costs delineated in this report hinge upon this intentional alignment and the ability of leaders at all levels to transition existing activities and resources from current standard implementation support and alignment activities to those focused on CCSS implementation.

While financial resources are waning at all levels, there are savings to be found in the economies of scale already underway throughout the nation with the 43 other states also implementing the CCSS. With Washington’s elimination of state-supported professional learning days in 2009, and with the potential of statewide reduction in the number of school days per year, it is also important for policy makers to be mindful of current and emerging state and federal educational accountability requirements in light of this context. Additionally, as new resources and opportunities emerge at national, state, and local levels, it will continue to be important to target these resources toward ongoing learning improvement that is focused and targeted to support educators’ implementation of state learning standards. Through continued engagement and collaboration with other states undertaking similar education reform agendas, Washington is well positioned to access the diversity of aligned resources already being developed to implement the CCSS.

I. Introduction

Under current state law (RCW 28A.655.070), the Office of Superintendent of Public Instruction (OSPI) has the responsibility to develop and maintain Washington’s academic learning standards consistent with the goals outlined in the Basic Education Act, RCW 28A.150.210. This includes periodic review and possible revision of the standards. On July 20, 2011, the Superintendent of Public Instruction formally adopted the “K–12 Common Core State Standards (CCSS) for Mathematics and English Language Arts” as Washington’s academic learning standards in those subjects. The CCSS will replace Washington’s 2008 mathematics standards and its 2005 reading and writing standards. The new standards will be measured through the state’s assessment system fully in the 2014–15 school year. Superintendent Randy Dorn’s decision to formally adopt the CCSS as Washington’s learning standards in mathematics and English language arts was made following more than a year of extensive review and analysis, public and educator input regarding implementation considerations from the time the standards were finalized (June 2009) through the completion of a bias and sensitivity review process led by OSPI in June 2011.

During the 2010 Legislative Session, the Superintendent of Public Instruction was given the authority through Engrossed Second Substitute Senate Bill (E2SSB) 6696, Section 601 (RCW 28A.655.071) to adopt the CCSS on a provisional basis by August 2, 2010. Superintendent Dorn did so on July 19, 2010. According to E2SSB 6696 (RCW 28A.655.071), implementation of the standards could not occur until after the education committees of the House of Representatives and the Senate had an opportunity to review the standards during the 2011 Legislative Session. The 2010 legislation required OSPI to submit a report to the Legislature by January 2011 that included: (a) a comparison of the new standards and the current standards, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and (b) an estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards (including providing the necessary professional development, adjusting state assessments, and aligning curriculum). This report was completed in January 2011 and is located on the OSPI CCSS Web site at <http://www.k12.wa.us/CoreStandards/Background.aspx>.

In order for final adoption to occur and for implementation to begin, it was not necessary for the Legislature to take action during the 2011 Legislative Session. During the 2011 Legislative Session, OSPI worked closely with the House and Senate education committees and their staff to understand the alignment of Washington standards with the CCSS, and the costs (actual and opportunity) related to adoption and implementation of the standards. While the Legislature did not take action related to the state’s adoption of the standards, it did require OSPI to complete a second report as outlined in Second Engrossed Substitute House Bill (2ESHB) 1087, Section 501 (1)(ii). This report must include the following:

- A timeline and estimate of costs for implementation of the CCSS; and
- Feedback from an open public forum for recommendations to enhance the standards, particularly in math.

The full text of the 2010 and 2011 legislative directives related to the CCSS is located in Appendix A. This report fulfills the requirement outlined in 2ESHB 1087, Section 501 (1)(ii).

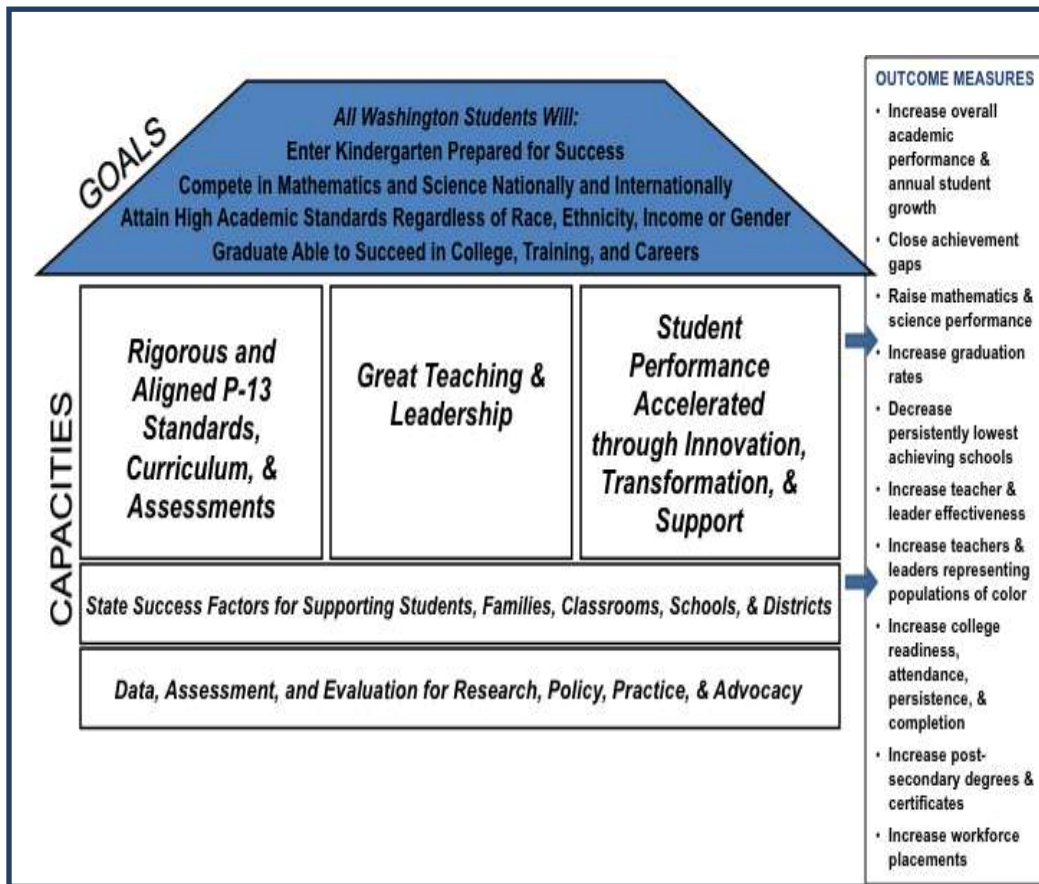
II. Implementation Vision, Activities, Timeline, and Costs

Implementation Vision

In 2010, the state’s education leaders (including OSPI, State Board of Education, Professional Educator Standards Board, and all state educational associations) built on education reform efforts over the past

decade by committing to an ambitious, multi-year reform agenda— formalized through an Education Reform Plan Framework—and four student-achievement goals that align the state’s P–20 work on education. The four goals reflect the importance of aligning statewide P–20 education practices and systems: shifting from a compliance monitoring approach to a customized technical assistance and professional learning support approach; addressing ongoing student achievement gaps; enhancing student and educator prowess in Science, Technology, Engineering and Mathematics (STEM); and preparing students for success in college and beyond. Five essential capacities characterize what school, district, regional, state, agency, board and commission staff need to excel at. Furthermore, the capacities highlight strategies for enabling, or implementing, comprehensive and deep education reform. Figure 1 illustrates Washington’s overall Education Reform Plan Framework.

Figure 1: Washington's Education Reform Plan Framework



In order to effectively implement this framework, it is critical for the state to authentically connect and interweave the many state and federal education reform initiatives into one agenda focused on preparing students for careers and college. OSPI is taking this approach with many state initiatives, especially focusing on the key connections within implementation of the CCSS and the state’s Teacher and Principal Evaluation Project (TPEP). OSPI has engaged educators and stakeholders throughout the state to inform the vision, design, and implementation of both initiatives. Regarding CCSS implementation, the CCSS Steering Committee (comprised of representatives from school districts, higher education, Educational Service Districts (ESDs), professional learning stakeholders, and OSPI) developed a vision for implementation of the CCSS that is grounded in a clear purpose and core values.

Vision: Every student will have access to the CCSS standards through high quality instruction aligned with the standards every day; and that all English language arts and mathematics teachers are prepared and receive the support they need to implement the standards in their classrooms every day.

Purpose: To develop a statewide system with aligned resources that supports all school districts in their preparation of educators and students to implement the CCSS.

Core Values: This vision can only occur through core values of clarity, consistency, collaboration, coordination, and commitment from classrooms, schools, and communities to the state level.

Today, more than ever, it is critical to create a system that is interconnected and aligned through activities, funding, and messages. Strong implementation by educators of the CCSS is directly related to improving teacher practice. As the new educator evaluation system moves toward the inclusion of Professional Growth Plans, implementation of the CCSS will need to be embedded given the close connections to criteria focusing on content knowledge and instruction. Alignment of these statewide efforts to support student and educator growth and development through implementation of the CCSS and TPEP will provide the coherence necessary for the success of both.

Following a model similar to that established by TPEP, OSPI's CCSS implementation structure is nimble, responsive, and accessible to all key stakeholders. Figure 2 provides an overview of this structure. The state CCSS Steering Committee, combined with the state CCSS Communications Advisory Team, includes statewide professional learning organizations, associations, and private partners with the ability to mobilize and leverage significant resources in support of statewide implementation.

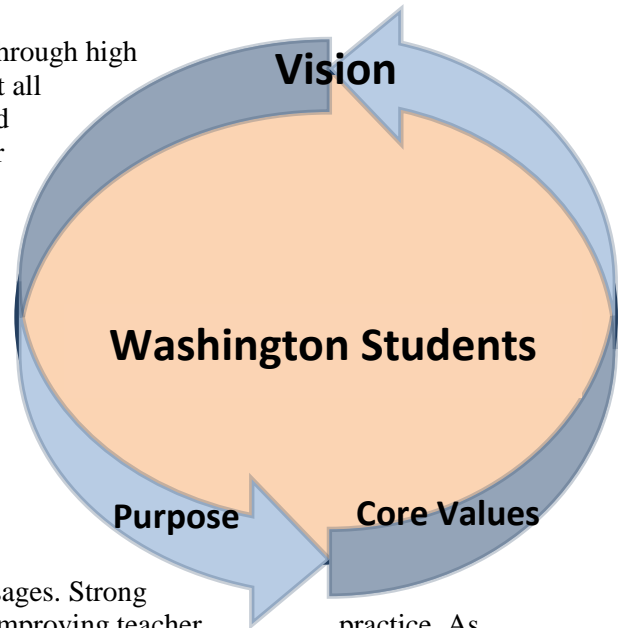
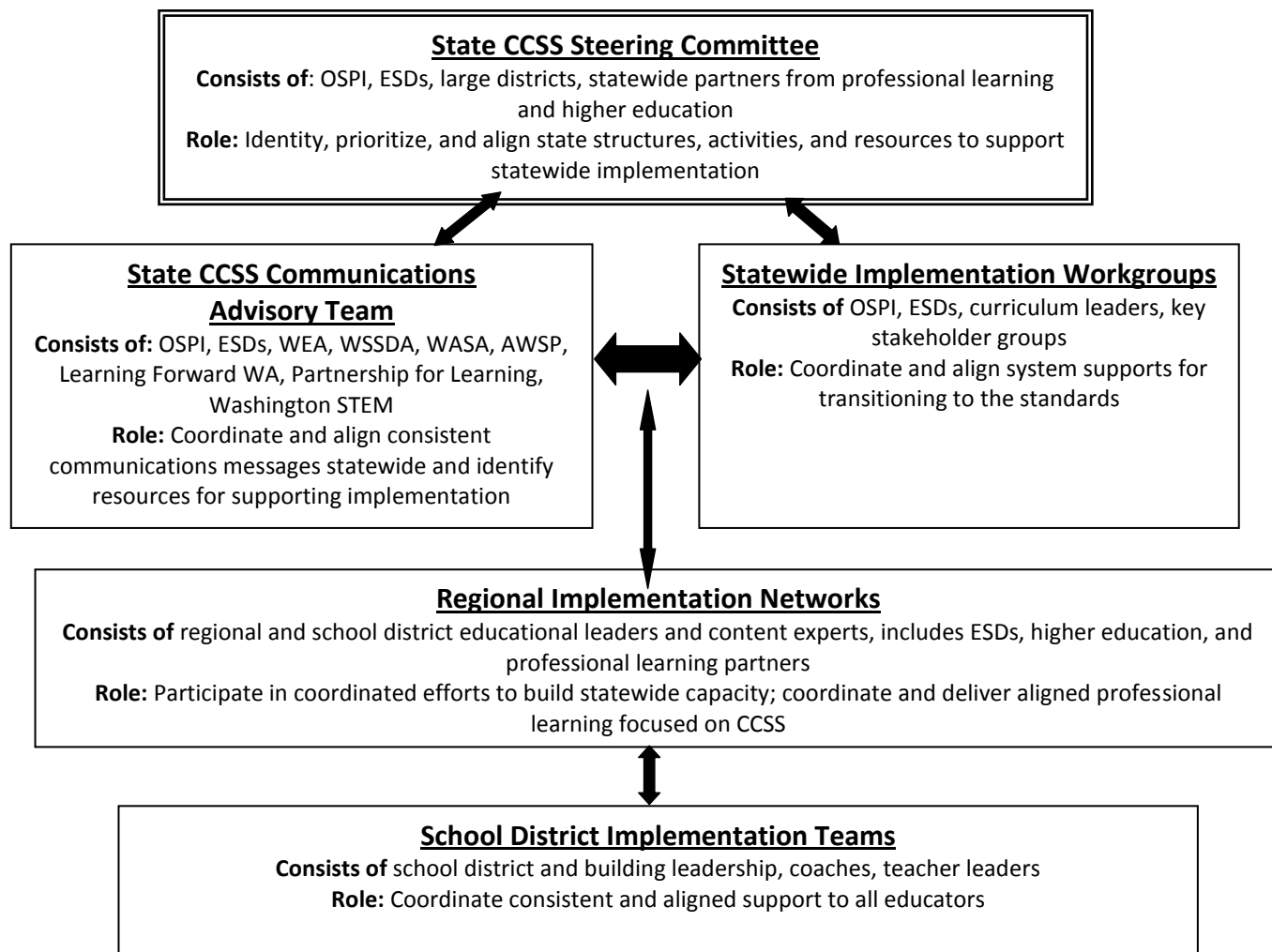


Figure 2: CCSS State Leadership and Implementation Structure



Implementation Activities since Adoption

Educators and statewide educational partners are mobilizing across the state to support implementation of the CCSS. It should be noted that while the following summary is focused on OSPI-led activities, school district leaders began collaborating at the start of the 2011–12 school year within each of the nine ESD regions to build their collective capacity for implementation of the standards. At least four regions—ESD 189 (northwestern), ESD 112 (southwestern), ESD 105 (Yakima Valley region), and ESD 101 (Spokane and vicinity)—are also working on implementation support structures for the state’s smallest school districts. Following is a summary of key OSPI activities since June 2011.

Summer 2011:

- Conducted bias and sensitivity review of CCSS.
- Announced adoption (July 20, 2011) and began key initial state transition activities including:
 - Established and convened CCSS Steering Committee, CCSS Communications Advisory Team, and OSPI/ESD content workgroups.
 - Launched OSPI CCSS Web site with state-specific resources to support CCSS transition and links to other state and national resources.

- Convened statewide content association leaders to engage in statewide implementation efforts.
- Engaged Career and Technical Education (CTE) leaders around how CTE programs can support implementation of CCSS.

Fall 2011:

- Delivered initial CCSS awareness training to all OSPI staff and staff from all nine ESDs.
- Provided CCSS workshops at all statewide educator association conferences and the State Board of Education’s November 2011 meeting.
- Launched CCSS Quarterly Webinar Series for 2011–12 school year.
- Worked with ESD leadership to establish consistency in convening school district curriculum leaders to focus on CCSS transitions.
- Established key ongoing partnerships with the groups and organizations below to align implementation efforts and connect statewide initiatives:
 - State TPEP partners
 - Higher Education Coordinating Board projects (including Title II, Part A professional learning activities, and state GEAR-UP grants) and collaboration with the Washington Association for Colleges of Teacher Education
 - Professional Educator Standards Board revision of the pre-service teacher endorsement competencies to align with CCSS
 - Next Generation Science Standards (review and consideration of drafts in light of current state standards and transition to CCSS in mathematics and English language arts)
 - Statewide Strategic Planning for Career and Technical Education (as per Senate House Bill 1710 from the 2011 Session)
 - Washington’s Financial Education Public Private Partnership (FEPPP) implementation efforts, including participation in the FEPPP Ad Hoc CCSS/Financial Education Committee to align and integrate future financial literacy professional learning resources and supports with the CCSS
 - Washington STEM grants to school districts
- Applied for and was awarded participation in two CCSS implementation support initiatives:
 - Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core Initiative (led by Learning Forward in partnership with the Council of Chief State School Officers and the Sandler Foundation). Washington was selected to be one of six states participating in the project through June 2013.
 - Common Core State Standards and Assessments: K–12/Postsecondary Alignment Grant (partnership among the Lumina, Hewlett, and Gates Foundations). Washington was one of ten states invited to apply for this three-year grant, worth \$600,000 over three years.

Activities will continue as described in more detail in Table 3 to support statewide application and assessment starting with the 2014–15 school year.

Also critical to successful implementation of the CCSS is to establish a statewide professional learning system that is mindful of the activities and knowledge necessary for all educators when implementing standards-based teaching and learning efforts. As such, it is important to understand the context and connection between state learning standards and professional learning in Washington State.

State Standards and Professional Learning in Washington

Since 1993, Washington has had defined state academic learning standards, or Essential Academic Learning Requirements, that guide what all students should know and be able to do throughout the course of their K–12 education. OSPI and state partners, such as the ESDs have provided opportunities for educators to learn about the state standards through a variety of methods over the years ranging from

large scale state conferences to monthly webinars and electronic educator collaboration websites. However, it has always been the responsibility of each school district to ensure their educators receive the professional development and support necessary for educators to deliver instruction aligned with state standards.

The high level expectations for students, teachers, and for school districts in the transition to the CCSS is similar to 1993 when our state adopted common academic standards for the first time and when Washington revised its mathematics and science standards in 2008 and 2009. The state’s learning standards should serve as the foundation to guide state and local professional learning around each subject area. Similar to past standards adoptions and revisions, district and building administrators and classroom teachers will need the foundational pieces to support the transition to the CCSS described below in Table 1.

Table 1: Foundational Components for Implementing New Academic Standards

	Classroom Teachers will Need...	District and Building Administrators, Coaches, and Teacher Leaders will Need...
1) Awareness	<ol style="list-style-type: none"> 1) Understanding of the standards, the major shifts and differences between the old and new standards within their subject and grade levels 2) Time and support within professional learning communities to plan and consider impact at the classroom level 	<ol style="list-style-type: none"> 1) Understanding of the standards, the major shifts and differences between the old and new standards 2) To conduct analyses of alignment and gaps within district/building instructional materials and district/building level assessments 3) An implementation and communication plan for transitioning between old and new standards that integrates with existing district/building priorities, school improvement efforts and educator evaluation processes
2) Build Educator Capacity, and 3) Classroom Transitions	<ol style="list-style-type: none"> 1) Collaborative time to dig into the standards document more deeply in order to understand key content and vertical articulation of ideas 2) Collaborative time in order to develop instructional skills to implement the standards 3) Collaborative time to understand alignment gap of the CCSS within classroom units and lessons 	<ol style="list-style-type: none"> 1) To identify teacher leaders to develop and lead district/building professional learning 2) Provide professional learning time for all teachers to implement the standards
4) Application and Assessment	<ol style="list-style-type: none"> 1) Aligned materials and instructional supports, as well as classroom-based assessments 2) Understanding of the gaps in their own knowledge and skills to further inform professional learning needs 3) Knowledge and ability to use data from the new assessment system 	<ol style="list-style-type: none"> 1) Knowledge and ability to implement a new assessment system, including a thorough understanding of the system and its resources/components available throughout the year 2) Resources to provide to teachers materials, instructional supports and aligned classroom-based assessments 4) Understanding of the gaps in knowledge and skills of teachers to further inform professional learning needs

Across the state, districts have varied capacities and disparate approaches to supporting their educators to implement the state learning standards. In the past, districts had the financial capacity to provide professional development over multiple days, either after the school day or during the summer. Districts vary widely in how professional learning is funded, delivered, and supported at the local level. Some

districts have a tightly-focused, systemic approach to professional learning, while others leave these decisions up to individual building leaders. Many of these decisions hinge closely upon the negotiated teacher contracts for the use of professional learning time during the school year.

With fewer resources currently available, many districts offer no formal professional learning. Creative districts rely on scheduling solutions such as professional learning communities and one-on-one instructional support for educators that occur during contracted days. Other examples of how districts are providing professional learning opportunities for their educators include:

- Paid days during the summer, prior to the start of the school year.
- A limited number of release days per year (either as early release days or full days through the course of the year).
- Hiring dedicated district-level instructional coaches to work with educators during the year.
- Identifying and assigning designated teacher leaders to work with educators during the year at the building level.

One of the assumptions that was made in the January 2011 OSPI “[Common Core State Standards for English Language Arts and Mathematics: Analysis and Recommendations Report to the Legislature](#)” was that on average, each of Washington’s 295 school districts had at least 1.0 Full-Time Equivalent (FTE) staff at the district office level with the responsibility to coordinate curriculum, instruction, and assessment activities and who was therefore tasked with the responsibility to oversee the district’s implementation of new academic standards and implementation of associated assessments. While this may have been a valid assumption in previous years, data from the 2010–11 school year suggests a different picture of overall district support capacity. Table 2 represents the total number of staff allocated in positions at the district level that provide management functions, program support and direction, and overall coordination of district-wide activities (not including school district superintendents). A portion of this change in staffing is certainly related to changes in fiscal resources since 2008.

While it is not practical to compare the data from year to year due to funding and accounting changes, anecdotally from school district input, and based on current national, state, and local education funding trends, it is clear that school districts are having to make difficult decisions with waning resources related to their ability to support teaching and learning. Through outreach to districts during 2011, we learned that regardless of size, districts are refocusing and reprioritizing minimal resources around core instructional activities (students). Districts are also making new efforts to collaborate and share expertise with neighboring districts around implementation of the CCSS. Larger school districts with more district office and content expertise capacity are more willing to work with the state to make the materials they develop available to other school districts with more limited capacity.

Table 2: School District Staffing Capacities to Support Curriculum, Instruction, and Assessment Activities

Statewide Landscape 2010–11 School Year			District Curriculum, Instruction, and Assessment Staff	
School District Size Based on Student FTE Count	# of Districts	% of State Student Population	Total FTE	Average FTE per District
Up to 1,999	186	10%	64	.35*
2,000 to 4,999	52	17%	146	2.8
5,000 to 9,999	27	19%	158	5.8
10,000 to 19,000	21	30%	290	13.8

20,000 +	9	24%	209	23
Statewide Totals	295	100%	867	2.93

Source: School District Personnel Summary Reports, 2010–11 (School District Form S-275)

*Note: 93 of these districts (50%) report no district staff at this level.

School District Capacity Summary:

- Washington’s smallest districts have a small number of personnel (less than .5 FTE) at the district and building levels filling multiple leadership, administrative, and instructional roles. Ninety-three of the 186 districts report having no district administrative staffing to support this work other than possibly the superintendent. As a result, it is likely that a majority of these districts rely heavily on their regional ESD or other state-level partners to support professional learning activities and building the capacity of their educators.
- School districts with greater capacity at the district levels are able to provide a stronger infrastructure that support professional learning for teachers throughout the school year.
- Since implementation of the state’s learning standards are at the core of teaching and learning activities that occur at the district and building levels, districts will need to have systems and support structures in place to support their educators to implement the standards regardless of their fiscal capacities.
- Implementation of the CCSS is just one of the large system change efforts districts are confronting. Educator evaluation systems will also demand significant time and attention from these district leaders. Because these efforts are both concurrently implemented and necessarily connected, it will be critical for OSPI and state partners to provide linkages among both efforts to support implementation of them as a package to support educators’ ongoing growth and development and at the same time creating conditions for a consistent and uniform system of public education across the state of Washington.

Implementation Timeline and Costs

As described earlier, OSPI is working in collaboration with key state partners to establish and maintain a statewide infrastructure that will support full implementation coinciding with the implementation of a new state assessment system in the 2014–15 school year and beyond. Table 3 provides an overview of key CCSS implementation activities that will occur over the next three years. This coordinated system will provide multiple entry points for all school districts to have access to a variety of opportunities and resources to support strong transitions to the CCSS based on local capacities and contexts. Additionally, the table provides an overview of the estimated costs associated with implementation for the 2011–13 and 2013–15 biennia. Following the table is an explanation of the assumptions used to derive the cost estimates for this report.

Table 3: Washington's CCSS Timeline, Activities, and Costs

2010–11 School Year	2011–12 School Year	2012–13 School Year	2013–14 School Year	2014–15 School Year and beyond
<p>1) CCSS Exploration</p> <ul style="list-style-type: none"> Conduct standards comparisons Analyze costs/benefits of adoption Engage stakeholders & policy makers Conduct bias and sensitivity review Formal Adoption 7/20/11 	<p>2) Build Awareness of CCSS and Career & College Readiness Vision</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide initial CCSS overview presentations to OSPI and ESD staff Identify resources from national organizations, and other states Establish CCSS Quarterly Webinar Series Convene school district leadership teams to learn about CCSS and build transition plans Develop, disseminate, maintain communication materials to support building awareness Connect districts with resource to align professional learning and materials to support implementation <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2012: MSP/HSPE/EOC based on 2008 WA Math Standards and 2005 Reading and Writing Standards 	<p>3) Build Statewide Capacity and Classroom Transitions</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide supports around CCSS vision and awareness; including resource for special populations Convene school district leadership teams to learn about CCSS and build transition plans Establish CCSS specialist cadres of educators to build capacity within districts to implement the CCSS Maintain existing core content support at regional levels (establish, where necessary) Align state CTE Course Frameworks with CCSS Develop and disseminate CCSS implementation toolkits for various audiences CCSS Quarterly Webinars <p><u>Assessment</u></p> <ul style="list-style-type: none"> Give priority to using current WA items most closely aligned to CCSS when developing state tests Work with Legislature to determine impact of new assessment system on high school exit exams 2013: MSP/HSPE/EOC based on 2008 WA Math Standards and 2005 Reading/Writing Standards 2014: Statewide pilot of new assessment items for Math and ELA 	<p>4) Statewide Application and Assessment of CCSS</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Continue to provide supports around CCSS vision and awareness and classroom transitions; including key messages and supports for special populations Convene school district leadership teams to share transitional activities and to collaborate around CCSS implementation Maintain CCSS educator cadre as a resource within and across districts; including as support to utilize CCSS toolkits <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2015: New assessments in Math, Reading, and Writing 	
<p>5) Statewide Coordination and Collaboration to Support Implementation</p> <ul style="list-style-type: none"> Establish and maintain engagement and coordination of state CCSS Steering Committee, state Communications Advisory, and ESD Network Convene state professional learning associations and stakeholders to align messages, coordinate efforts, and build statewide capacity Engage partners to align and leverage state/national initiatives and resources Work with key state partners on efforts to build capacity across systems for CCSS implementation (e.g., early learning, higher education) Integrate targeted CCSS content support throughout statewide professional learning opportunities 				
<p><u>Costs (2010–11 school year)</u></p> <p>State: \$75,000</p>	<p><u>Estimated Costs (2011–13 Biennium)</u></p> <p>State: \$313,000 Regional: \$1.6M (\$1.3 for ESD ELA support) District: \$6.5M</p>		<p><u>Estimated Costs (2013–15 Biennium)</u></p> <p>State: \$442,000 Regional: \$3M (\$2.6 for ESD ELA support) District: \$11.4M</p>	

Assumptions: Estimated Costs to Implement the CCSS

Table 3 provides a summary of the estimated incremental costs and the unique costs related to statewide implementation of the CCSS. It should be noted that the January 2011 *OSPI Common Core State Standards Analysis and Recommendations* report's analysis of implementation costs provided an estimate of all activities at the state, regional, and local levels related to implementation, including the costs of existing staff time at the state (OSPI) and school district office levels. In contrast, this report does not include costs related to staffing at the state (OSPI) and local school district levels as these costs are assumed to continue as currently funded—without regard to funding source.

The cost estimates in this report assume that the state (OSPI), regional ESDs, and local school districts will shift existing resources from current standards implementation support and alignment activities to those focused on CCSS implementation. The only component in which existing resources do not exist is at the regional ESD level for English language arts support at the same level in which the regional mathematics coordinators in each ESD are currently funded (see 3b below).

Following is a summary of the key implementation activities that were included in the cost estimates for the current and upcoming biennia:

1. CCSS Exploration

- a. **State (OSPI) Costs:** The costs incurred during the 2010–11 year were to support meetings of educators to conduct comparisons and crosswalk documents bridging the 2008 Washington mathematics standards and the 2005 reading and writing standards with the CCSS. In addition, prior to adoption, OSPI convened a bias and sensitivity committee to review the standards and provide recommendations on ways to implement them to allow access for all students to their content.

2. Build Awareness of CCSS and Career and College Readiness Vision

- a. **Estimated State (OSPI) Costs:** Most of the state activities related to building awareness are assumed within the costs of core activities for supporting transitions to new standards. In the 2011–12 school year, OSPI partnered with Washington State Association for Supervision and Curriculum Development and Learning Forward Washington to host two CCSS symposia for school district leadership teams to provide initial awareness and orientation to the standards. This model is likely to be replicated throughout the state by ESDs and other professional learning partners as an effective way to build initial understanding around the standards and their vision for career and college readiness.
- b. **Estimated Regional (ESD) and Local School District Costs:** Most of the regional and local activities related to building awareness are assumed within the costs of core activities for supporting transitions to new standards.

3. Build Statewide Capacity and Classroom Transitions

- a. **Estimated State (OSPI) Costs:** OSPI will work in partnership with the nine regional ESDs to bring together teams to coordinate trainings to build regionally-based cadres of CCSS specialists. Each year two meetings of the cadres are planned in each region. These individuals might be

curriculum and/or teacher-leaders from ESDs and school districts committed to building deep knowledge around the CCSS and to providing support within their local and neighboring districts for implementation efforts.

- b. **Estimated Regional (ESD) Costs:** This report assumes that support will continue for the regional ESD mathematics coordinator positions in each of the nine ESDs. In the area of English language arts, however there is disparate staffing for English language arts across the regions. OSPI provides minimal funding through Title II, Part A to each ESD to support a portion of a position for statewide literacy efforts. This report factors in the need to establish full-time English language arts coordinators in each region similar to the model currently supported for mathematics and science. Given the interdisciplinary nature of the CCSS for English language arts, these positions are critical.

In addition, regional training opportunities for educators will be hosted in each of the nine regional ESDs that focus specifically on mathematics and English language arts (four trainings per year per subject (eight total) estimated in each region) annually. The content of all trainings will be developed jointly between OSPI and the ESD mathematics and literacy coordinators in order to ensure consistency of content and alignment of statewide support for transitioning to the new standards.

- c. **Estimated Local School District Costs:** This report assumes that the costs at the district levels are primarily opportunity costs. Districts have always provided a range of support to educators so they have the knowledge and skills necessary to teach the state learning standards and effectively use related instructional materials. With the transition to the CCSS, districts will shift focus and align educator learning to the new content. The primary “new” work will be the work of aligning existing district level professional learning systems, instructional materials and resources, and grading systems. This report assumes that meetings will occur in every school district to undertake this work at varying levels. In addition, educators from all districts will be invited to participate in the state and regional professional learning opportunities focused on implementing the CCSS. Small districts often place the responsibility for new professional learning on individual teachers. Others contract with their ESD or join with other districts to create regional collaboratives to provide professional development. Larger districts use in-house expertise. Access, quality, focus, and depth of learning all vary widely. OSPI and the ESDs will work together to assure all educators have access to the skills and knowledge they need to implement the CCSS.

While costs identified in this report at the local level are relatively small, OSPI recognizes that local staff resources will be used during the transition to the new standards. The cost estimates in this report do not include the cost of existing teachers, administrators or other local school district staff utilizing their time for alignment, as it is assumed that these staff persons are currently aligning their instructional activities to existing standards, or are otherwise involved in the process of aligning curriculum and instructional resources and supports with high quality teaching and learning.

Finally, the cost estimates also do not include possible local costs related to purchasing new or updating current instructional materials to ensure alignment with the standards. When considering instructional materials costs, the precise amount required by local districts cannot be determined given the great variance among districts regarding their purchasing and adoption cycles of instructional materials. The costs for districts to purchase aligned instructional materials will depend on the extent in which existing instructional materials are aligned with the new standards, thus dictating whether new instructional materials need to be purchased or if existing materials can be supplemented, and the extent to which supplementary materials will be available online at low or minimal costs.

4. Statewide Application and Assessment of CCSS

- a. **Estimated State (OSPI) and Regional (ESD) Costs:** The activities and assumptions described above are assumed to continue through statewide application and assessment of the standards. At the state level, OSPI will work to align current assessment system resources with the CCSS and with the new assessments that will be implemented in the 2014–15 school year.
- b. **Estimated Local School District Costs:** The activities and assumptions described above are also assumed to continue throughout application and assessment. As part of initial alignment activities, districts will have included analysis of their district and classroom assessments for their alignment with the CCSS. During that work, and by accessing resources made available by the state, they will make necessary adjustments to locally-developed assessments.

5. Statewide Coordination and Collaboration to Support Implementation

- a. **Estimated State (OSPI) Costs:** Critical to successful implementation is the continued coordination among state education partners, associations, and stakeholders. As the state education agency, OSPI will take the lead to convene and facilitate coordination and sharing among groups that historically do not work together. Three to four meetings are planned annually to bring state partners and stakeholders together around the activities described in Table 3. These may include convening stakeholders to consider tools to support reviewing instructional materials and resources for their alignment with the standards.

At all levels, the activities described above will need to take place in the coming years to varying degrees, with or without new funding. Existing and emerging fund sources and structures to support this work include:

- Current core funding at the state, regional, and local levels (e.g., Basic Education Act funding to all districts to support “materials, supplies, and operating costs”).
- Current professional learning time, structures, and activities at the state, regional, and local levels (e.g., professional learning communities, early release days, and continuing education requirements).
- In-kind support and resources from educational partners to support state and regional professional learning opportunities and to support building infrastructure support for implementation such as communications and website development resources.
- Integration with current statewide initiatives, where appropriate. Primarily this includes state funding to support teacher and principal evaluation efforts, and federal funding for Title II Part A (Teacher and Principal Quality), Title II Part B (Mathematics and Science Partnerships), and Title I School Improvement Grant funds.

- Coordination with other state agencies, organizations, and initiatives to fund and facilitate CCSS implementation activities. One example of this is OSPI’s collaboration with the Higher Education Coordinating Board to integrate CCSS implementation support into professional development for GEAR-UP grant recipients, and to provide financial support for the awareness and capacity building activities mentioned above.

III. Public Input on Implementation and Enhancements to the Common Core State Standards

OSPI sought input regarding implementation of the CCSS from educators and the public during summer and fall 2011 through a variety of in-person and web-based methods, including webinars, presentations, and targeted outreach efforts, as a component of outreach during the transition to the CCSS, and as directed by the Legislature in Second Engrossed Substitute House Bill 1087, Section 501 (1) (ii). The primary purposes for gathering input beyond that which was collected in 2010 prior to the state’s adoption of the standards were to gather:

- Information on the resources, supports, and structures needed by educators for implementation of the standards at the state, regional, and local levels, in conjunction with other key state initiatives; and
- Recommendations from the public for making enhancements to the CCSS.

The four primary outreach efforts were:

1. **OSPI Bias and Sensitivity Review of the CCSS (June 6 and 7, 2011):** This process was completed in June 2011, prior to the state’s adoption of the CCSS in July. OSPI recruited a committee of 50 educators from across the state to review the standards and provide recommendations to support bias-free and culturally-sensitive implementation of the standards. OSPI hired an external consultant team to provide support to develop the review process and instruments and to facilitate the process.
2. **Educator Policy Forums—Teacher and Principal Evaluation and CCSS (October 1 and 23, 2011):** OSPI, in partnership with the Washington Education Association, Association of Washington School Principals, and Center for Strengthening the Teaching Profession facilitated two educator policy forums with over 150 practicing principals and teachers. The purpose of the forums was to amplify the accomplished educator voices in determining the design and implementation plan for the new teacher and principal evaluation system and CCSS. Specifically, participants were asked to address how the state, regions, and districts can best support teachers and principals in the areas of evaluation and implementation of the CCSS in the coming years.
3. **CCSS Public Survey (Open Online September 20–November 23, 2011):** This online survey was made available at the start of the 2011–12 school year in conjunction with the first series of OSPI CCSS webinars in September. The focus of the survey was to garner input from educators and interested members of the public about priorities around the CCSS implementation and whether or not the standards should be enhanced. If participants believed the standards should be enhanced, they were asked to respond as to how. OSPI disseminated the survey on the OSPI Web site, verbally in presentations throughout the state, and through an official OSPI memorandum.

4. **CCSS Public Forum (November 3 and 15, 2011):** The state Legislature required OSPI to host “an open public forum” to seek recommendations to enhance the standards. In order to allow sufficient access to individuals wishing to provide input in person, OSPI hosted two public forums, one in eastern Washington (Spokane) and one in western (SeaTac). The public forums were designed as an opportunity for participants to:
 - Learn more about the standards and their implications for career and college readiness;
 - Provide input regarding implementation of the standards; and
 - Make recommendations about whether the standards should be enhanced, and under what process and timeline.

As with the public survey, OSPI disseminated information about the public forums on the OSPI Web site, through OSPI social media venues (i.e., Facebook and Twitter), through public notice in online and print newspapers, verbally in presentations throughout the state, and through an official OSPI memorandum.

It should be noted that input on whether or not enhancements should be made to the CCSS was gathered specifically through the public survey and public forums only.

Results:

1. **OSPI Bias and Sensitivity Review of the CCSS:** The review process was conducted using a rubric focused on key bias and sensitivity considerations (race/ethnicity/culture, sex and gender, religion, age group, disability, and socioeconomic considerations). The committee made general recommendations for implementing the mathematics and English language arts CCSS in a bias-free and culturally-sensitive manner, and in many instances, provided detailed recommendations for specific groups of standards. While the final bias and sensitivity review report provides a summary of all recommendations garnered from the committee¹, many, more global recommendations were articulated consistently by the committee throughout the review and can be applied to most or all of the CCSS for English language arts and mathematics. According to the committee, successful implementation of the CCSS must include intentional activities that support educators to:
 - Develop an understanding of the alignment of the CCSS throughout the kindergarten through high school progression in order to ensure that all learners are supported throughout their academic careers.
 - Develop an awareness of and build upon the rich diversity of students’ cultural backgrounds, family structures, learning styles, language and communication skills and patterns, proficiency levels, and methods of expressing ideas and operations as they develop instructional approaches, interaction groupings, classroom libraries, and assessment strategies.
 - Foster exposure to and interactions with multicultural images, role models and content which can support understanding, valuing and developing the craft, perspectives, and points of view of authors, mathematicians, and other practitioners from different backgrounds and cultures (cultural/ethnic/racial, sex and gender, disability, and socioeconomic considerations).
 - Balance providing access to diverse, culturally rich texts, multimedia sources and cultural models with scaffolding learning activities to ensure that students acquire the requisite comprehension skills, cultural knowledge, and vocabulary to develop the CCSS for English

¹ OSPI Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics: Implementation Recommendations Report, Section 3
(<http://www.k12.wa.us/CoreStandards/pubdocs/ImplementationRecommendationReport.pdf>)

language arts and mathematics (cultural/ethnic/racial, disability, and socioeconomic considerations).

- Initiate regular classroom dialogue and other class activities to help students recognize, discuss, and address the emotional reactions students might have to bias in primary and secondary sources (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).
- Ensure access to technology and multimedia resources to provide culturally relevant and engaging materials while carefully selecting text, illustrations, and media to avoid biased or stereotypical representations (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).
- Give learners opportunities to develop and share their cultural heritage and personal stories and content knowledge and skills development in English and their home languages, and ensure equitable and adequate time to do so in response to their diverse needs and years of English language acquisition (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).
- Use culturally responsive literacy and knowledge, transfer strategies such as teacher modeling, discussion, charting, and graphic organizers to scaffold learning for students of differing abilities and to increase their stamina, knowledge and skills development.

2. Educator Policy Forums—Teacher and Principal Evaluation and CCSS: Two Educator Policy Forums were facilitated around several key questions related to both initiatives in October 2011. Most of the 150 participants agreed in the critical nature of making explicit linkages between implementation of the CCSS with the new educator evaluation criteria related to expectations, instruction, and content knowledge. Several key themes emerged and are summarized below regarding implementation of the CCSS:

- Educator voice is essential for successful implementation of both teacher and principal evaluation and CCSS implementation.
- Clear and consistent communication must be delivered to all stakeholders during the transition to CCSS.
- Resources to support implementation need to be available. OSPI could act as a clearinghouse of supporting instructional resources and professional development materials.
- Opportunities for professional learning should be equitably available for all stakeholders, and differentiated for various audiences.

3. CCSS Public Survey: A total of 626 individuals responded to the public survey focused on the CCSS during the nine weeks it was available online for response. The full public survey and compilation of responses to questions 5 and 6 of the survey can be found in Appendix B.

Overall, the majority of the respondents classified themselves as “educators or instructional coaches” (52 percent); 29 percent identified themselves as “district or school administrators”; 10 percent were “parents or community members”; and 9 percent fell into an “other” category. In terms of general knowledge about the CCSS, most of the respondents were “familiar, but not well-versed” with the standards (39 percent), with 31 percent having a “good understanding” of the standards. Seven percent rated themselves as “highly knowledgeable” about the standards. The remaining respondents knew nothing or very little about the standards. Forty-six percent of the respondents ranked communication about and implementation of the standards at the top of their priority list. Educators, parents, and community members were strongest to indicate

communication about and implementation of the CCSS as one of their highest priorities (52 percent and 49 percent respectively). Tables 4 and 5 provide a summary of respondent’s opinions on making enhancements to the CCSS for Mathematics and English language arts.

Table 3: Survey Responses for Enhancement of the CCSS in Mathematics

Do you believe the CCSS in Mathematics should be implemented without change, or enhanced? (Survey Question 5)				
Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	6%	28%	48%	18%
Parent or community member (N=63)	29%	8%	49%	14%
Educator or instructional coach (N=324)	10%	18%	48%	24%
Other (N=55)	9%	18%	40%	33%
Total Percent of Respondents (N=626)	11%	20%	48%	21%

Table 4: Survey Responses for Enhancement of the CCSS in English Language Arts

Do you believe the CCSS in English Language Arts should be implemented without change, or enhanced? (Survey Question 6)				
Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	4%	27%	47%	22%
Parent or Community member (N=63)	16%	13%	43%	28%
Educator or Instructional Coach (N=324)	6%	9%	33%	52%
Other (N=55)	13%	9%	33%	45%
Total Percent of Respondents (N=626)	7%	15%	38%	40%

All respondents had the opportunity to provide comment regarding enhancements, whether they felt enhancements should be made or not. Comments were primarily provided by individuals that indicated that yes, the standards should be enhanced, or that they should “possibly” be enhanced in the future. Regarding mathematics specifically, 112 individuals included comments to the question, “If you believe the CCSS in Mathematics should be enhanced, how so?” From the 11 percent of respondents that indicated the mathematics standards should be enhanced, there was no general agreement on how the standards should be enhanced. Some respondents felt it would be important to provide examples to give clarity to the standards, while others felt it was important to ensure that the rigor is the same or higher than the 2008 “Washington State K-12 Mathematics Learning Standards”. Regarding English language arts, specifically, 61 individuals included comments to the same question for that subject. There was also no agreement as to how the English language arts standards should be enhanced from the seven percent of respondents that believe the English language arts standards should be enhanced. Some felt it was important to increase the rigor, while others were concerned about the implication that the standards represent one bar for all kids.

- 4. CCSS Public Forum:** A total of 28 individuals attended one of the two public forums held in November. Participants ranged from interested parents and community members to classroom educators, school district administrators, and one legislative staffer. A full compilation of the agenda, OSPI Memorandum, and compiled responses gathered during the public forums can be found in Appendix C.

Overall, four themes were identified from more than 180 specific comments provided by participants at the public forums.

- A. Outcomes for Students and Teachers:** Over 50 of the comments addressed outcomes for students. The topics that were mentioned most often included thoughts about:

- That students will benefit from consistent expectations.
- There is a focus on career- and college readiness preparation within the CCSS
- The CCSS lays a strong foundation for students.
- The CCSS will hold students to high expectations and provide clear learning targets for all students.
- The CCSS will make positive changes in content.
- The “habits of mind” described in the standards cross-cut to other content areas.

Regarding outcomes for teachers, comments addressed:

- Shared responsibility for teaching the CCSS.
- Collaboration among colleagues will be necessary with the CCSS.

- B. Implementation of the CCSS:** Another third of the comments addressed implementation of the standards. The most frequent comments included thoughts on:

- Whether or not educators are prepared to teach the standards (e.g., will districts and the state offer opportunities to receive quality professional development?).
- The time needed to support full implementation.
- Access to implementation support by small and rural school districts.

Other implementation topics mentioned more than once included:

- Content-specific comments about the English language arts standards (including, questions about the balance of informational and narrative text, inclusion of literature, and how “fluency” is defined within the standards).
- Implications for changes in instruction, especially with students with special needs and/or challenges.
- The need to link implementation of the CCSS with other state initiatives, especially with teacher and principal evaluation efforts across the state.

- C. Resources Needed for Successful Implementation:** Participants made more than 40 comments about the resources needed for successful implementation. Many comments addressed the important role of the state in identifying, developing, and/or making available resources to educators that no longer have time to develop or find resources on their own. The resources that were mentioned most often included:

- Curriculum materials alignment (with possible need to update and/or replace).
- The use of technology to support implementation and the implications using more technology might have on traditional instructional delivery methods.

-
- Communication with parents is critical, especially parents of ELL students.
- Mechanisms to share good ideas and build capacity across districts.
- Transitional documents and examples.
- Continued maintenance of the OSPI CCSS Web site.
- Funding specifically to support the professional learning necessary to support implementation of the standards.

D. Professional Learning to Support Implementation: More than 20 participants mentioned the professional learning that would be needed to support educators with implementation of the standards and the challenges presented in implementation of new standards. The most frequent comments shared addressed the following critical components of professional learning to support implementation of the CCSS:

- The need for professional learning to build on what teachers already know.
- The importance of providing time for collaborative learning at local levels.
- Having focused and explicit goals for the content and outcomes of professional learning (e.g., content needs to address instructional and assessment alignment issues at the district and building levels).
- The need to provide multiple methods for educators to access professional learning resources (e.g., providing learning opportunities via the Internet).
- Finding ways to build and maintain educator engagement despite waning motivation and initiative fatigue.

Public forum participants were also given time to discuss whether enhancements should be made to the standards. Participant comments about the topic of enhancing the standards fell into the following areas:

- **Process for Considering Enhancements:** Several comments advocated for focusing support on learning the standards and then consider whether something is missing in the future. Participants felt that if, after allowing time for full implementation to occur throughout the state, it is determined that enhancements need to be made to the content of the standards, OSPI should engage educators, students, parents, and communities at all levels to consider possible needs and to look at what other states have done to enhance the standards.
- **Timeline for Considering Enhancements:** The majority of participants were pragmatic in their perspective regarding timing for making enhancements. The majority agreed that the state should wait until following full statewide implementation to make enhancements to the standards. Participants were concerned about how enhancements might require changes to state and local assessment systems. In addition, participants referenced the staff development time needed to implement the standards as-is, and that additional time would be needed for enhancements.
- **Specific Enhancement Suggestions:** Several participants made specific suggestions about topics that they thought should be added, or drawn out within the standards. Suggestions ranged from adding emphasis and content around environmental and sustainability Education topics to adding Washington-specific connections within the standards.
- **No Reason to Add Enhancements:** In general, participants making these comments felt that making enhancements would add complexity to an already complex process and that the process would distract implementing the standards successfully.
- **Other Considerations:** Participants provided comment and/or questions on a variety of other topics related to implementation and/or making enhancements to the standards. These included suggestions of adding targeted supports (e.g., definitions and examples) to the standards and developing processes to engage families and communities throughout the state.

Overall, the comments and suggestions related to making additions to and/or enhancing the standards that were gathered in 2011 through the public survey and two public forums were consistent with the feedback gathered in fall 2010 on the same subject. The majority of 2011 respondents advocated for focusing attention on building a strong support system for implementing the CCSS prior to making decisions about making enhancements to the standards. While respondents provided some specific comments about content that should be added to the standards, there was no consensus among respondents about that topic. In order to support focused implementation in the years leading up to assessment of the CCSS, OSPI does not intend to make enhancements to the content of the CCSS, as per the majority of public input received in 2010 and 2011.

IV. Conclusion

In closing, Washington's adoption of the CCSS offers a unique opportunity for Washington to move forward statewide professional learning efforts to focus on the CCSS and to collaborate with and learn from other states that began their implementation efforts over one year ago. The state will also be able to utilize and build on implementation support materials that have been developed by other states and national organizations for building educator knowledge of the standards. Districts throughout the state are seeking assurance that the CCSS will remain Washington's state learning standards for mathematics and English language arts in order to allow for deep and meaningful implementation to occur over several years. Regional ESDs, statewide professional learning organizations, and our state's largest districts began mobilizing district leaders and educators at the start of the 2011–12 school year to facilitate collaborations around transition to the CCSS and are continuing to transfer and align existing resources and structures to support implementation. Successful implementation of the CCSS will require continued intentionality to align and leverage statewide initiatives to best support the state's educators. The implementation activities and costs delineated in this report hinge upon this intentional alignment and the ability of leaders at all levels to transition existing activities and resources from current standard implementation support and alignment activities to those focused on CCSS implementation.

While financial resources are waning at all levels, there are savings to be found in the economies of scale already underway throughout the nation with the 43 other states also implementing the CCSS. With Washington's elimination of state-supported professional learning days in 2009, and with the potential of statewide reduction in the number of school days per year, it is important for policy makers to be mindful of current and emerging state and federal educational accountability requirements in light of this context. As additional resources and opportunities emerge at national, state, and local levels, it will continue to be important to target these resources toward ongoing learning improvement that is focused and targeted to support educators' implementation of state learning standards. Through continued engagement and collaboration with other states undertaking similar education reform agendas, Washington is well poised in accessing the diversity of aligned resources already being developed to implement the CCSS.

V. Appendices

Appendix A: Common Core Legislative Language, 2010 and 2011

2011 Session Law (Signed by Governor 6/15/11)

Second Engrossed Substitute House Bill 1087 (2ESHB 1087, Section 501, (1)(ii))

(ii) By January 1, 2012, the office of the superintendent of public instruction shall issue a report to the legislature with a timeline and an estimate of costs for implementation of the common core standards. The report must incorporate feedback from an open public forum for recommendations to enhance the standards, particularly in math.

2010 Session Law (Signed by Governor 3/29/10)—RCW 28A.655.071

1) By August 2, 2010, the superintendent of public instruction may revise the state essential academic learning requirements authorized under RCW 28A.655.070 for mathematics, reading, writing, and communication by provisionally adopting a common set of standards for students in grades kindergarten through twelve. The revised state essential academic learning requirements may be substantially identical with the standards developed by a multistate consortium in which Washington participated, must be consistent with the requirements of RCW 28A.655.070, and may include additional standards if the additional standards do not exceed fifteen percent of the standards for each content area. However, the superintendent of public instruction shall not take steps to implement the provisionally adopted standards until the education committees of the House of Representatives and the Senate have an opportunity to review the standards.

(2) By January 1, 2011, the superintendent of public instruction shall submit to the education committees of the house of representatives and the senate:

(a) A detailed comparison of the provisionally adopted standards and the state essential academic learning requirements as of the effective date of this section, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and

(b) An estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards, including providing necessary training, realignment of curriculum, adjustment of state assessments, and other actions.

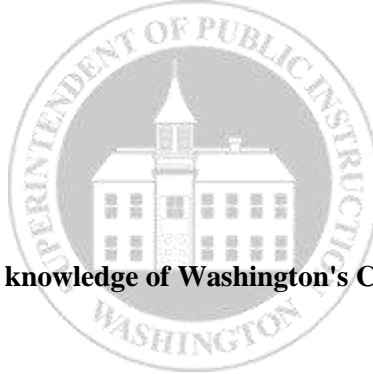
(3) The superintendent may implement the revisions to the essential academic learning requirements under this section after the 2011 Legislative Session unless otherwise directed by the legislature.

APPENDIX B: COMMON CORE STATE STANDARDS PUBLIC SURVEY AND RESPONSES

Public Survey Questions (Open for completion September 20–November 23, 2011)

1) What is your primary role in the implementation of the Common Core State Standards?

- District Administrator
- School Administrator
- Parent
- Educator
- Community Member
- Instructional Coach
- Other (please specify)



2) How would you describe your knowledge of Washington's Common Core State Standards in Mathematics?*

- 5: Highly knowledgeable
- 4: Good understanding
- 3: Familiar but not well versed
- 2: Scratching the surface
- 1: What standards?

3) How would you describe your knowledge of Washington's Common Core State Standards in English Language Arts?*

- 5: Highly knowledgeable
- 4: Good understanding
- 3: Familiar but not well versed
- 2: Scratching the surface
- 1: What standards?

4) Where does communication about Common Core State Standards and implementation of the standards fit in your current list of priorities for the 2011–12 school year?*

- 5: Top of the list
- 4: High on the list
- 3: Middle of the pack
- 2: Low on the list
- 1: Not on the list

OSPI is required to provide the State Legislature a report by January 1, 2012 with a timeline and an estimate of costs for implementation of the Common Core State Standards. The report must incorporate public feedback on recommendations to enhance the standards.

5) Do you believe the CCSS in Mathematics should be implemented without change, or enhanced?*

- They should be enhanced.
- They should be implemented without change.
- Possibly at a future date they should be considered for enhancement, after educators have had time to work with the standards.

No Opinion

If you believe the CCSS Math standards should be enhanced, how so?

6) Do you believe the CCSS in English Language Arts should be implemented without change, or enhanced?*

They should be enhanced.

They should be implemented without change.

Possibly at a future date they should be considered for enhancement, after educators have had time to work with the standards.

No Opinion

If you believe the CCSS in English Language Arts should be enhanced, how so?

7) Have you accessed OSPI's Common Core State Standards' website for information?

Yes

No

8) If you answered yes, how could the Web site better support your transition to the Common Core?

9) As you reflect on our state's transition to the Common Core, what questions do you have?

Public Survey Responses and Comments:

1) What is your primary role in the implementation of the Common Core State Standards?		
Respondent Role	Number of Respondents (N=626)	Percent of Total Respondents
District or School Administrator	184	52%
Parent or Community Member	63	10%
Educator or Instructional Coach	324	29%
Other	55	9%

3) How would you describe your knowledge of Washington's Common Core State Standards in English Language Arts?						
Respondent Role	1: What standards ?	2: Scratching the surface	3: Familiar but not well versed	4: Good understanding	5: Highly knowledgeable	
District or School Administrator(N=184)	1% 2%	21% 22%	40% 41%	33% 31%	7%	4%
Parent or Community Member (N=63)	3%	29%	44%	19%	5%	
Educator or Instructional Coach (N=324)	3% 19%	24% 33%	35% 30%	25% 15%	13% 4%	
Other (N=55)	2% 9%	21% 20%	38% 47%	33% 13%	11% 6%	
Total Percent of Respondents (N=626)	11%	28%	36%	20%	5%	
(N=55)	4%	22%	44%	25%	5%	
Total Percent of Respondents (N=626)	2%	21%	39%	31%	7%	

4) Where does communication about Common Core State Standards and implementation of the standards fit in your current list of priorities for the 2011–12 school year?					
Respondent Role	1: Not on the list	2: Low on the list	3: Middle of the pack	4: High on the list	5: Top of the list
District or School Administrator (N=184)	5%	21%	35%	34%	6%
Parent or Community member (N=63)	10%	6%	32%	44%	8%
Educator or Instructional Coach (N=324)	1%	18%	32%	40%	9%
Other (N=49)	9%	5%	33%	42%	0%
Total Percent of Respondents (N=620)	4%	17%	33%	39%	7%

5) Do you believe the CCSS in Mathematics should be implemented without change, or enhanced?				
Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	6%	28%	48%	18%
Parent or community member (N=63)	29%	8%	49%	14%
Educator or instructional coach (N=324)	10%	18%	48%	23%
Other (N=55)	9%	18%	40%	33%
Total Percent of Respondents (N=626)	11%	20%	48%	21%

If you believe the CCSS in Mathematics should be enhanced, how so?

The following comments were taken directly from the survey as provided by respondents:

- I haven't studied them in enough detail to have an opinion.
- Ensure that common strategies are listed in each grade level and that span of mastery is provided.
- I believe staffs are going to need the clarifications that were provided in the 2008 Math PEs.
- When the state gets out of financial problems.
- By enhanced, I mean narrowed and reduced. It is essential that we minimize the negative effects of these changes. There are tremendous curriculum and professional development costs associated with these changes at a time when the state is reducing school resources. As much as possible we need to do only the minimum required with adopting these standards. At the same time, anything that is not in the standards, but is in our current standards must be abandoned in order to keep them as streamlined as possible.
- They should be enhanced by reducing them to the bare minimum and the state should adopt open-source texts to support the standards so there is no additional cost to the districts. With all of the cuts district cannot afford the materials or training needed to implement the new standards.
- They should not be implemented.
- Eventually to reflect the General Math Placement Test (MPT-G) so students may be placed in the correct math program at the college or university level...bring back the Washington State College Placement Test as the HSPE.
- What about ELL and SpEd--Ignored as usual. Only half of students will attend college... where are the life skills?!
- Please, implement something and then quit changing them. Our teachers are stressed with the continual changes. I believe we can hit the target, if only the target will stop moving!
- Get it done and over with...We need to get our curriculum aligned and get moving. Lots of frustration with the constantly moving target and the mile-wide, inch deep current standards. But when we do this, we need to have funding to do it right...Funding for new curriculums and for adequate professional development.
- I've consistently heard concerns from math teachers who have reviewed the standards. They are very concerned and have not voiced a positive opinion. I would think more time is needed to review and give instructors more voice in the process so the measure is more valid.
- I am not sure what you mean by enhanced, but I think the language is more technical than teacher friendly and that it will take some professional development with teachers to help them understand concepts and skills with clarity.
- I would need to know more before I could give you a great answer. People throughout the state are still working on the last standards adopted. Last yrs MSP was the first year to assess kids on them. Students, families and staff are just frustrated as we keep adopting new standards, always changing the assessment, how each item will be weighted, etc., etc., etc.
- I am not well-versed enough on the Common Core to have an opinion.
- Changes motivated from management issues uncovered from implementation or related to student performance data clarity.
- Include explanatory comments and examples. This was very helpful to teachers when added to our current state standards.
- No
- I think we need teachers to see and work with them, and then make suggestions.
- No
- I would like to see more examples for better understanding of teachers of the meaning of the standard. It concerns me we have a solid group of PE's now and teachers are beginning to fully understand them and now we have a new set with changes at grade levels up or down and there has not been much work to help teachers understand those changes or how it will affect them. The documents that do the side by side are good but we as building administrators have to get that word out and it is difficult when there are so many things on our plates. I believe in the CCSS but I worry we just keep implementing new things and keep changing the targets at different grade levels and now we are producing kids with gaps. How do we fill the gaps? Sorry I will get off my soap box.
- Provide more examples like our current state standards.
- They should be brought up to the rigor of our current GLE's
- Yes, they should be more in line with National Math Standards. The design of curriculum should be driven by educators and education researchers, not companies hoping to make profit.

- Given time there is always room for improvement in any educational area.
- They should be more in line with the standards the state devised a few years ago.
- We need to enable kids at different levels to work on separate materials from a younger age. Right now, the standards in our district are the same for all students in that grade - this means that some students repeat the same material for several years starting with Kindergarten and 1st grade. If a 1st grader has already mastered simple addition, then they should be given the opportunity to work on advanced skills, and the schools we've attended have not been able or willing to accommodate this unless the student qualifies for Highly Capable or is willing to work on supplemental materials on their own time. This approach may be more successful for increasing basic math literacy for MSP testing, but it does not promote the excitement and joy of learning and exploring a subject that leads to a child taking advanced classes and AP tests in High School. College preparation should be in our minds from the time that a child enters early education, otherwise some students may always be playing catch-up while others are passively prevented from advancing to their full potential. It is not enough to pass the MSP - we want to prepare all of our students who are capable for advanced, college level, math preparation. If we do this, we will exceed the goals of the MSP and better prepare our children for a technical certification or advanced degree. Students who are struggling to learn basic numbers and math should receive additional intensive assistance as early as the difficulty is identified. The student who is struggling academically needs IEP type of team support whether or not there is a "diagnosed" issue - the evidence of need is their performance. A team approach will work better for this student and enable the teacher to spend a more balanced amount of time with each student.
- More rigorous - I don't feel that our standards are high enough. Having said that, I am not specifically versed in all the standards, I just feel that we need to raise standards based on the global competition that our kids face.
- More challenging work should be made available.
- We need to make the whole thing more challenging...the curriculum moves too slowly from grades 2–5. They cover in 4 yrs what they should cover in three...so much of it is repeated year to year, it is incredibly un-ambitious.
- So WA state's standards are up to standards with the rest of the US
- I think they should be abandoned. A document like this has no credibility. The introduction and overview are so full of nonsensical goblydook that the whole document should be discarded.
- The document stresses vague, inappropriate, and un-teachable concepts. Nevertheless many of the objective standards are fine. There is almost no empiric evidence behind waffle like "using appropriate tools strategically, attending to precision, make use of structure, express regularity in repeated reasoning." etc. This is pseudoscience, something that I would not tolerate in my field as a professor at UW. The focus for elementary mathematics should be narrower, teaching kids how to add, multiply, subtract and divide. There should be more rote learning of basic facts (e.g times tables, addition) with drills until the knowledge is reflexive. Developing mathematical literacy in this way will help later on. Forget about wasting time on basic geometry, working with money, length, etc. These will come naturally later. My kid (in AP) is doing fine, yet it still seems we parents have to do most of the education ourselves. I pity the children who come from underprivileged backgrounds or who have of less motivated parents. Moreover, the advanced mathematical curriculum for high school seems basic compared to what I was taught when I was a high school pupil overseas. How will Washington State students compete globally?
- I do not believe they should be implemented at all. We have good new standards adopted recently. The costs for school districts to implement new standards yet again are redundant. Our state standards are far better than CCSS.
- You have not given me the option I would choose. The CCSS should be repealed, statewide. They are expensive, untested, unproved, unfunded, and - in math - lesser than what we have in Washington State.
- The teaching methods need to be enhanced; then any standard will be easy to meet.
- Do not change the current standards. They are good. Implement the 15% option to use the current standards. Keep with the testing we are just starting.
- Standards should specify that those students meeting standard early have an acceleration option - not be held to the pace of the majority. Without this provision, highly capable learners are held back and penalized.
- My concern is primarily from the highly capable perspective. I know that these standards are intended to be a floor, and not a ceiling, for achievement. For highly capable learners, strict attention to grade level standards can actually reduce, and not enhance, achievement. Appropriate, out of grade level evaluations, must be addressed.
- Should move up one grade level in difficulty. Too low level as is. When you hold your expectations high, you will get higher results. Hold your expectations low, and you get low results.
- Make the core standards simpler to understand for parents and students, and align them closer to the National Core Standards.

- Number sense with basic frame work of instructional essential learning to scope and sequence of learning, building connections.
- The language is fine for mathematicians, but NOT for non-math people. I don't see the elementary teachers being able to use these! Having examples next to the standards like our Washington standards would be so helpful!
- They need to be extremely specific, linked to standard course (e.g. Algebra 1, Geometry, Algebra 2) and we should see a complete practice test document at least two years before the CCSS Math test is piloted.
- I believe that the standards should meet the expectations for incoming freshmen at our state colleges and universities and should meet requirements for our major growth businesses in the state.
- CCSS need to be implemented through a curriculum that specifically addresses a sequence and continuum of lessons K–12 that is written for teachers. Teachers do not have time to hunt and peck through a variety of sources and computer programs to see that every individual student has their individual learning gaps addressed and then brought up to a specific standard.
- I think we should look at other alternatives besides state testing. Where is the money coming from? What now will we be required to do if we choose a waiver on the No Child Left Behind Laws? Too much change to our curriculum... always a moving target . . .
- Give it a year or two of implementation, then comes back and re-visit.
- CCSS Math standards should be more detailed. Feels like we are going backwards is how specific they are, like the standards were two sets ago.
- Made more clear and specific. Broken down into grades after 8th grade as well. Or we could use the standards we have that already do that.
- You can't shift gears without allowing time for the change to take place. Its like an engine if you go from 1st to 4th without going through the other gears you will not get the results you were looking for.
- Bring them up to our state standards
- Addition of examples to standards
- It would be nice if they were enhanced the way the WA ones for math were done recently by the MLA. this makes for a much more useful document.
- Our current standards are finally making sense to educators, students, and parents. Legislators...you are so out of the loop and do not understand what is going on in education. Leave what we have. Common Core takes us BACKWARDS to where we were 4 years ago. Dazed, confused, unsuccessful. Enhance them. Make the match what we have for Alg 1, Geom, Alg 2. We finally got it RIGHT. Stop trying to change the wheel. Its round and it rolls. Stop trying to reinvent math standards. We have them, they are effective, and we are helping our students meet those standards. For my entire 13 year career, we have been without consistency and realistic goals. We have them NOW. Common Core will not help; it will confuse the issue. You've spent SO much money on all of this. Stop spending more to make the "wheel more round".
- I feel that the CCSS math standards should only be enhanced if the enhancements mirror the same in other states. We don't want our standards to be "uncommon" for that will defeat the point of adopting them.
- we need to try them out and see how they are working - how the students are adapting the knowledge
- I don't even know what you mean by "enhanced".
- As students, society and technology change so shall the curriculum. Please set a target and keep it for at least five years...too much energy is spent spinning wheels and recycling last year's papers.
- I believe after time with implementation they should be looked at to ensure effectiveness.
- Educators need something with a timeline. Something like these standards are valid and will not change for "x" number of years. They need to know the target is not moving and the system is stable.
- They should be tested in classrooms and then we should have another look.
- More online practice tests for MSP
- The common core standards in math need to be narrowed down as were the science standards. Depth of subject matter versus breadth is much more reasonable.
- We need time to look at the CCSS. The PE's that we use now are good; I really don't understand why we are changing AGAIN. Further, we keep changing, how we will EVER get honest test data.
- I need time to thoroughly study the CCSS Math standards before I will know how they should be enhanced.
- The geometry standards would mean a total re-haul of all geometry curricula, as they focus on transformational geometry.

- By enhanced I really mean CHANGED. Analytical Geometry should be introduced before axiomatic (read Euclidean) Geometry. Analytical Geometry allows students to understand algebraic principles on a deeper level because they can see them.
- The current state standards are fine. The CCSS are a step back. Do not implement them, just to get federal money (RTTT). They will hurt the math education of the children.
- If our current standards are higher than the ccss, then the ccss should be enhanced to match which wouldn't take too long.
-
- Removal of criteria that hamstrings teachers' ability to make professional decisions about curriculum and instruction. For example, mandating the use of the standard algorithm can inhibit a teacher's desire to explore other approaches, particularly those that generate from students' ideas and classroom conversations. I have already heard numerous comments by teachers that "I'd like to have students share their ideas, but that's not what is going to be on the test." This is the perception, and perception is reality. (As an aside, calling an algorithm "traditional" is insulting to any child whose parents' taught them another method, or who developed one on their own). The 8 teaching habits are quite good, and focused on students. In my view they could easily be collapsed into 3 or 4 main ideas.
- It is always important to evaluate and reevaluate what is age appropriate and what is not.
- Much more specific specifically when referring to standards like 2nd grades computation standard. This does not specifically state what the subtraction standard is and what facts will be covered. If it is within 20, does that mean 9+9 as the highest because it is single digit? This should be clearly stated.
- To include language of other core subjects such a history and science.
- The math standards get changed every year.
- The enhancements should be based on what educators who have had time to work with the CCSS have developed or described as necessary additions.
- I have trouble answering this question because I do not know what you mean by "enhanced". I you mean adding even more to teach then NO I do not think they should be enhanced. If you mean, should they be clarified and better written, then yes, by all means enhance them.
- We may need to align them with State Graduation requirements. Where each standard will fall in regards to traditional and integrated courses.
- We need to teach them first before enhancing to see how rigorous they are and reachable.
- Actually, the list of things you've already added is overwhelming! I believe they should be REDUCED, instead of enhanced.
- Our current standards have been well discussed, developed, and are fine.
- One area of enhancement should be explaining the clear expectations of the standard through examples and training. More changes need to be limited to honing in on what we are doing otherwise we spend too much time on change and less time on instruction.
- I teach fourth grade. The primary focus of instruction is fractions and multiplication. The problem stems from the fact that mastery of multiplication. Fact is not expected until fourth grade, which is too late for our curriculum.
- I would like to see samples provided for grades K–2. It is easier to explain to new teachers when you have samples to use to explain what you mean. I think that we just need to do it. It is easier to move toward something when you see it right in front of you.
- As written, the math standards are written for mathematicians. Most teachers, especially in the elementary grades, won't be able to understand them. Resources must be made available to help them interpret their meaning, with detailed examples well beyond those included in the standards themselves.
- Be adaptable for kids working above grade level to prepare for algebra and geometry -- I have kids taking the MSP and the Algebra or Geometry exams...way too much to prepare for. If taking an algebra or geometry EOC they should be exempt from the MSP.
- Enhanced? How about thrown out!!! These new standards are hurting the majority of our kids because they are not ready for them! (However, they do make the text book publishers very happy because they can make more money.) Why didn't you talk to the "average" classroom teacher before you decided to adopt these? I'm sure you will have no problem blaming us when they don't work. (And you wonder why so many teachers quit.) I feel really sorry for our kids.

- Some topics determined as core are difficult to rationalize when a student will ever use such mathematics or why ALL students need to have particular topics. Especially, when some topics are focused on the development future mathematical understanding which ALL students don't need.
- The closer to a national standard the better. This could mean that the math standards could mirror the NCTM.
- Getting started with the standards and, more importantly, getting students up to standard is a sufficiently daunting task at the moment.
- Too many students that are capable give up being a math student at a very young age. We must stop blaming parents for not having them ready because that doesn't matter, we'll still have those students. Elementary teachers need to assist young students to have a strong foundation that shows common sense in an approach and a logical answer as their final answer. Students should spend more time explaining why they are doing the process in that manner; not just recite steps like first I, then I, finally I. Teachers need processes to teach an understanding of what's happening in the math situation and help students explain logically why the process is done that way. Problem is teachers did not learn that way and many elementary teachers were not great math students themselves and end up teaching the way they learned (memorized the steps), Professional development must be done by very knowledgeable mentors and teachers need to go back and learn the way it should be taught. This will take time (years) and should start with the early grades.
- They should align with all states. As long as we are aligned, no modifications need to be made.
- I'm not sure what you mean by "enhanced"? Who would be enhancing them and in what ways? What implications would this have for teachers now or in the future?
- I would like to see narratives of what the content and assessment pieces may/may not look like
- In this transition, it is important to not forget about the current PE's that students are being held accountable.
- As originally envisioned, the common core would allow Washington State to carry forward standards which may be reflected in most recent standards (upon which the EOCs are based) that are not reflected in the common core and/or standards which reflect the need for our students to be rich in technology, math & science to support many of the employers throughout the Pacific Northwest. I think Washington State should adopt additional standards focused on preparing our students to be employable by these employers.
- Some of the standards could be clearer. A document such as the item specs (for MSP) would be beneficial.
- More examples, similar to what our own standards provide
- I like the "explanatory comments and examples" on our WA State Standards and felt this was a missing component to the CCSS. Now I realize that states like Arizona are supplying us with this as a supplemental document, so that should work fine.
- Please do not enhance them. It will be better to cover them as is rather than add more
- Add examples for each standard in order to maintain consistency with instruction and assessment. Delineate between alg 1 and alg 2. Or explain why algebra is spread out among several standards.
- They should be made clearer, simpler, and with examples
- My choice is NOT above. I believe our state standards are better than the national standards. I'd hate to see us compromise our EOC work and high level standards to just use the Common Core ones. We should use our state ones and "enhance" it with the national standards. Reverse from choice #1.
- No.
- Align with course work and apprenticeship programs offered through career and technical education. Many students will show they understand concepts within the context of application.
- If we add to the Common Core Mathematics Standards, we will be re-creating the "mile wide - inch deep" mathematics curriculum that our country is so often criticized for. Give students time to study mathematics deeply as intended in the Mathematical Practices and authentically model real world applications so they see the connection between mathematics and life.
- I would like to leave the opportunity open for enhancement after teachers have had a chance to use them through at least one testing period.
- Should not be enhanced question #5 is confusing with how this follow-up is stated.
- More rigor and advanced classes requirements. Also pragmatic knowledge and skill
- Only through use will the "hits and misses" in the standards become obvious at the instructional level. That's the time to revise the standards.
- Based on historical analytical data maybe should consider current existing math standards that are not part of CCSS as part of future enhancement.

6) Do you believe the CCSS in English Language Arts should be implemented without change, or enhanced?

Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	4%	27%	47%	21%
Parent or Community member (N=63)	16%	13%	43%	29%
Educator or Instructional Coach (N=324)	6%	9%	33%	52%
Other (N=55)	13%	9%	33%	45%
Total Percent of Respondents (N=626)	7%	15%	38%	40%

If you believe the CCSS in English Language Arts should be enhanced, how so?

The following comments were taken directly from the survey as provided by respondents:

- Not enough background information to have an opinion
- This question is slightly unclear. I believe the CCSS should be implemented without change. The GLEs that are missing either fall under a larger CCSS, will still be taught to get students to the CCSS.
- Again, I believe staffs are going to need some specificity or clarification otherwise each person will interpret differently. The GLEs helped add that level of specificity.
- again when the state is out of financial problems
- By enhanced, I mean narrowed and reduced. It is essential that we minimize the negative effects of these changes. There are tremendous curriculum and professional development costs associated with these changes at a time when the state is reducing school resources. As much as possible we need to do only the minimum required with adopting these standards. At the
- Same time, anything that is not in the standards, but is in our current standards must be abandoned in order to keep them as streamlined as possible.
- They should be enhanced by reducing them to the bare minimum and the state should adopt open-source texts to support the standards so there is no additional cost to the districts. With all of the cuts district cannot afford the materials or training needed to implement the new standards.
- Should not be implemented.
- Again the HSPE should reflect what the College and University Placement Test is testing.
- More appropriate for SpEd and ELL students
- I believe they should be implemented without change. That's why I answered yes.
- Same as above.
- Same as above
- No
- No
- Providing examples is important for teacher understanding
- We have standards in place already that are rigorous and well thought out.
- The design of curriculum should be driven by educators and education researchers, not companies hoping to make profit.

- We need to enable kids at different levels to work on separate materials from a younger age. Right now, the standards in our district are the same for all students in that grade - this means that some students repeat the same material for several years starting with Kindergarten and 1st grade. If a 1st grader has already mastered simple phonics and reading, then they should be given the opportunity to work on advanced skills, and the schools we've attended have not been able or willing to accommodate this unless the student qualifies for Highly Capable or is willing to work on supplemental materials on their own time. This approach may be more successful for increasing basic literacy for MSP testing, but it does not promote the excitement and joy of learning and exploring a subject that leads to a child taking advanced classes and AP tests in High School. College preparation should be in our minds from the time that a child enters early education, otherwise some students may always be playing catch-up while others are passively prevented from advancing to their full potential. It is not enough to pass the MSP - we want to prepare all of our students who are capable for advanced, college level, math preparation. If we do this, we will exceed the goals of the MSP and better prepare our children for a technical certification or advanced degree. Students who are struggling to learn basic letters or writing should receive additional intensive assistance as early as the difficulty is identified. The student who is struggling academically needs IEP type of team support whether or not there is a "diagnosed" issue - the evidence of need is their performance. A team approach will work better for this student and enable the teacher to spend a more balanced amount of time with each student.
- Again, more challenging work should be made available and the children who learn at a faster pace be challenged accordingly.
- So WA state's standards are up to date with the rest of the US
- I believe they are an improvement to what we have now. My children were never taught grammar or writing conventions. At least there is some thought to these in the CCSS.
- An option for acceleration must be offered for those students who meet standards early
- My concern is primarily from the highly capable perspective. I know that these standards are intended to be a floor, and not a ceiling, for achievement. For highly capable learners, strict attention to grade level standards can actually reduce, and not enhance, achievement. Appropriate, out of grade level evaluations, must be addressed.
- Each grade should have a standard reading list with books suitable for that grade. Make it high level, for e.g. Roahl Dahl in 2nd grade, Mark Twain in 3rd grade, Dickens in 4th grade etc...No more picture books once in First Grade. We must start holding our expectations high if we want schools and children to deliver higher standards.
- Teachers need to have the freedom to develop and use their own books and curriculum that fits the needs of their students.
- Specific training. An explanation of exactly what each standard is describing. Samples of quality lessons. Samples of quality student work.
- Action research!!!
- I would like to know more about the assessment of the CCSS in English LA, and at this time there is little information about the direction of assessment. I know it is being worked on and look forward to seeing what is decided. I am also glad that Nikki Elliot-Schuman is on the performance team.
- See comments for Mathematics.
- Same as math One national curriculum needs to be written and the teachers should be able to follow that curriculum. No one person can hunt for a sequence of lessons to bring every individual in the USA up to the same exact place.
- WE have TPEP coming our way.....only so much time in the day.....HELP!
- Making sure that they are specific with the skills and strands like the GLE/EALRS and strands are now...not general like Whole Language
- "Student language" copies should be provided state wide. So all teachers have the same vocabulary when teaching
- Rework the grammar/language section. There is NO scientific grammar research that spells out a sequence of grammar rules to be taught at each grade level -- it is arbitrary, specious, and arrogant to make such a list and then indicate there is research. Let teachers in the field, along with grammarians from the collegiate

level, work on this -- probably reduce it all to grammar in context of students' writing!

- 1) The CCSS booklet/online version needs samples of reading/writing test questions and writing prompts.
- 2) Writing assessment should not only include written pieces that are linked to something students have read or studied, so that we can truly measure how well a student can make their ideas clear in writing. If all assessed written pieces are around a piece of reading or something studied, the end product is more of a measurement of how well students understood that specific concept or story, not how well they are able to make themselves understood.
- For one, this is a very poorly written question. You can't put an "or" in a yes or no question. The timeline appears to already be established so I don't think we have a choice but to move forward without enhancements. Once again, there is a rush to implement, like our current teacher evaluations, without adequate training or thought to outcome. I don't have a problem with the Common Core Standards. The rush to test them in two-three years is a problem.
- To reflect our current reading and writing standards that are not address... so we can have one document that addresses everything.
- Same as above. Focus on 1 standard a year allowing the teachers and students to get used to meeting new standards.
- I don't even know what you mean by "enhanced."
- I believe after time with implementation they should be looked at to ensure effectiveness.
- They should be tested in classrooms and then we should have another look.
- Without change.
- I am not sure how GLE's will interface or not with the CCSS and what it will do for my soon to be teachers and where I need to go with this information. So that they have an understanding of old and new system. Would really like to get the time line nailed down.
- Actually, the list of things you've already added is overwhelming! I believe they should be REDUCED, instead of enhanced.
- Our current standards have been well discussed, developed, and are fine.
- I would like to see samples provided for grades K–2. It is easier to explain to new teachers when you have samples to use to explain what you mean. I think that we just need to do it. It is easier to move toward something when you see it right in front of you.
- Writing and reading should be taught together. Children should start early, be read to by teachers (introduced to great authors). Writing and reading should be open to student choice. Allow students to read and write what they want to know, do know and enjoy learning about. They must see that they are becoming knowledgeable and eventually gain confidence in those areas they enjoy as topics. Editing and spelling should be handled differently with the access to computers since they help with spelling, grammar, punctuation plus internet resources to help students with searching for "how, why and what".
- They should align with all states. As long as we are aligned, no modifications need to be made.
- Immediate need for clear assessed targets AND related question stems/templates.
- see above questions
- I think identifying similarities and differences to our current standards
- More specifics with extensions for Special Education students
- Again, my opinion doesn't fit in a box. The national CCSS in L.A. downplay all the research which evidences the importance of having grammar embedded in writing process. The national CCSS focus too much on grammar and usage as an isolated skill. I believe some of the skills are NOT developmentally in the correct place in the scope and sequence of the National CC standards.
- How come there's no "NO. DON'T ADOPT THEM AT ALL!"?
- No

- I am concerned about the assumption that other content areas will actually take an active role in teaching students to read and understand non-fiction materials. Also, I am happy to see the inclusion of communication and research standards, but I am concerned about how these will be addressed. It is particularly troublesome to think that more and more is being demanded of the Language Arts course / teacher with no additional time allowed -- or without fewer students in the classroom.
- Consider pathways approach to formatively assess student growth/capacity. Consider application of language arts competencies beyond generic test-taking.
- Perhaps point out what teachers should do for students who have already learned the Common Core for that year.
- See #5
- They are very low for kindergarten - almost silly and don't reference all we know from research - a giant step back to whole language
- Only through use will the "hits and misses" in the standards become obvious at the instructional level. That's the time to revise the standards.

Note: The responses from questions seven and eight were reviewed to inform the OSPI Common Core State Standards website, however their results were not synthesized for this report.

7) Have you accessed OSPI's Common Core State Standards' website for information?

8) If you answered yes, how could the website better support your transition to the Common Core?

9) As you reflect on our state's transition to the Common Core, what questions do you have?

Analysis of Themes from Respondents

Respondent Role	Training / Professional Development	Implementation Timelines	Funding	Testing	Comparison with WA Standards / Differences	Transition
District or School Administrator (N=42)	21%	19%	21%	14%	8%	17%
Parent or Community member(N=4)	25%	0	50%	25%	0	0
Educator or Instructional Coach (N=59)	24%	12%	10%	17%	27%	10%
Other (N=21)	24%	24%	13%	10%	10%	19%
Total Percent of Respondents (N = 126)	23%	16%	16%	15%	17%	13%

**APPENDIX C: COMMON CORE STATE STANDARDS PUBLIC FORUMS—
AGENDA, MEMORANDUM, PARTICIPANT COMMENTS**

**Washington Common Core State Standards Public Forum
Agenda**

November 3 & 15, 2011
5:00–8:00 p.m.

Northeast Educational Service District 101 / Tyee High School, Highline School District
Spokane, WA / SeaTac, WA

- Welcome and Introductions
- Top of Mind
- Overview of Common Core State Standards
- Discussion around Common Core State Standards—English Language Arts
- Discussion around Common Core State Standards—Mathematics
- Discussion around Enhancements to the Common Core State Standards
- Closing



Facilitator Agenda

Agenda Items, Time, Processing Questions for Facilitators	
5:00pm	10 minutes (Relevant Strategies, Porsche) Welcome, introductions (OSPI, facilitator team), purpose Review of meeting rules, process, protocols, Entry Poll of knowledge about CCSS
5:10pm	3 minutes – Porsche Entry Poll: <i>Show of hands. Scale 1–5 (1 is no prior knowledge; 5 is well versed)</i> <ol style="list-style-type: none"> 1. How much do you know about the CCSS initiative overall? 2. How much do you know about the CCSS ELA standards? 3. How much do you know about the CCSS Math standards? 4. How many of you participated in one of the 3 OSPI webinars on the CCSS this past August/September or other learning
5:13pm	20 minutes – Porsche Top of Mind protocol
5:33pm	25 min CCSS Overview – OSPI staff
5:58pm	English Language Arts 20 minutes Overview and Context – OSPI Staff 20 minutes Discussion Questions – small groups facilitated by external facilitators <ol style="list-style-type: none"> 1. What questions do you have? 2. How will students, families, and/or schools benefit from the ELA standards? 3. What might be challenging with the ELA standards or their implementation? For students? Families? Schools? 4. What ideas do you have that would ensure successful implementation of the standards with all students?
6:38	MATH 20 minutes Overview and Context – OSPI staff 20 minutes Discussion Questions – small groups facilitated by external facilitators <ol style="list-style-type: none"> 1. What questions do you have? 2. How will students benefit from the Math standards? 3. What might be challenging with the Math standards or their implementation? 4. IF TIME: What ideas do you have that would ensure successful implementation of the standards with all students?
7:18pm	Enhancements to the Standards 20 minutes Overview/Context - OSPI staff <ul style="list-style-type: none"> - How other states have considered making additions 17 minutes Discussion Questions – small groups facilitated by external facilitators <ol style="list-style-type: none"> 1. We’ve looked at some ways that states have approached making enhancements to the standards. What are your suggestions about how Washington might approach making “enhancements”? 2. What things do you feel should be included and/or considered when determining enhancements – overall? For ELA? For Math? 3. What role should the state have in supporting and/or enhancing the standards, versus local school districts or individual teachers? 4. How should we include families and communities in the process of determining if and how to enhance the standards?
7:55pm	5 min - Closing <ul style="list-style-type: none"> - OSPI next steps, Please do the survey

MEMORANDUM NO. 064-11M TEACHING & LEARNING
(Issued October 21, 2011)



SUPERINTENDENT OF PUBLIC INSTRUCTION

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

RE: Common Core State Standards Public Forums, November 3 & 15, 2011

Following the 2011 Legislative Session, the Common Core State Standards (CCSS) in mathematics and English language arts were formally adopted as Washington's revised K–12 learning standards in those subjects. Washington's transition to the CCSS will occur over the next three years with full assessment of the standards taking place in the 2014–15 school year. As a component of outreach during this time of transition to the CCSS, and as directed by the Legislature in Second Engrossed Substitute House Bill 1087, Section 501, (1) (ii), the Office of Superintendent of Public Instruction (OSPI) would like to invite you and your colleagues to participate in two opportunities to gather input:

1. **In-person Public Forums:** The public forums are designed as an opportunity to:
 - Learn more about the standards and their implications for career and college readiness; and
 - Make recommendations about whether they should be enhanced, under what process and timeline.

Eastside

Educational Service District 101
4202 S. Regal Street
Spokane, 99223-7764
November 3, 2011
5:00 P.M.–8:00 P.M.

Westside

Tyee Educational Complex
Highline Public Schools
4424 S. 188th Street
Seatac, WA 98188
November 15, 2011
5:00 P.M.–8:00 P.M.

Information about these events will also be shared via statewide media advisory at least one week prior to the public forums. There are no fees associated with these forums and they are open to the public.

2. **Online Survey:** If you are unable to attend one of the public forums, an online survey is also available as an opportunity for providing input. We ask that you take the time to fill out this short survey, which will provide valuable information to inform statewide implementation efforts. The survey became available following the OSPI CCSS webinar series on September 20th and will remain open and available for input through November 23, 2011. The survey can be accessed at:
<http://www.surveygizmo.com/s3/635638/Washington-Common-Core-State-Standards>.

More information about the newly adopted Common Core State Standards can be found at the following Web site: <http://www.k12.wa.us/Corestandards/default.aspx>.

The Office of Superintendent of Public Instruction is committed to student success and your input is critical in this transition. All input gathered throughout this process will be carefully considered and submitted as part of OSPI's report to the Legislature in January 2012.

If you have any questions regarding this memorandum, please contact Greta Bornemann at (360) 725-6352, greta.bornemann@k12.wa.us or Jessica Vavrus at (360) 725-6417, jessica.vavrus@k12.wa.us. The agency TTY number is (360) 664-3631.

PUBLIC FORUM THEMES AND COMMENTS FROM PARTICIPANTS

Overall, four themes were identified from more than 180 specific comments provided by participants at the public forums.

- A. Outcomes for Students and Teachers:** Over 50 (over one third) of the comments addressed outcomes for students. The themes that were mentioned most often included thoughts about:
- Students will benefit from consistent expectations
 - There is a focus on Career and College readiness preparation within the CCSS
 - The CCSS lays a strong foundation for students
 - The CCSS will hold students to high expectations and provide clear learning targets for all students
 - The CCSS will make positive changes in content
 - The “habits of mind” described in the standards cross cut to other content areas

Regarding outcomes for teachers, comments addressed:

- Shared responsibility for teaching the CCSS
- Collaboration among colleagues will be necessary with the CCSS

Specific comments regarding Outcomes:

These comments were taken down to the best of the scribe’s ability.

- Curriculum: every curriculum serves specific standards. Is it introduction, mastery, etc. Once it is dropped then the kids won’t master it.
- The WA state standards are higher than the Core.
- It sounds like in certain parts of the country—academic rigor might be a challenge for teachers and students. The lexile range seems to be raised. All students are required to be at that level.
- Just the fact that you have consistent measure across 4 states...fair game for all students. Identify what is effective and share with the rest of the nation. Will make a huge difference.
- Breadth and depth of knowledge will allow students greater opportunities for jobs
- This is good literacy instruction, not just fluency, but accuracy
- Impressed with the level of the work—how deeply they have looked at it, especially the changes that will be seen in K. Her district has a program for K readiness, and she’s seeing a real difference in what the K kids are accomplishing as a result of more academic focus.
- Appreciates the shift to viewing all content areas as places to marry literacy learning with the subject-area learning. This builds on what was good about the EALRS. This dual focus allows you to take the time to teach science, for example, while you are still strengthening the ELA skills.
- This builds a stronger foundation from K on—academic vocabulary, and so on.
- O standard applies to whole class...early from week one. Will have a fair evaluation to the end...comprehensive assessment from state.
- This requires teachers to change their style of teaching, not just hand out High achieving countries accept a large failure rate but the U.S. does not. The bottom tier often gets dropped in other high-achieving countries. We don’t accept that here in this country. Other countries accept a high drop-out rate or pay for remediation that is costly. Parents foot the bill. Or other countries have different tracks in math. Is that what we are thinking? Can we have high-achieving scores like these countries? There are students I could push harder, but a quarter students cannot do the work. How do we keep the rest in school because we don’t want them to drop out?
- I don’t think the current standards are challenging enough for college

- similar to the ELA benefits, the layered approach, getting to the root and explaining multiple ways
- This is a return to the research that has been behind behind success in other parts of the world .
- High expectations and a belief in students, and they will rise to the top.
- Foundation and progression and how concepts build from one level to another
- Conceptual understanding - need to make sense of the procedures rather than just memorize
- Practices will prepare students to be mathematical thinkers
- Habits of Mind (perseverance) cut across content areas and encourage opportunities for cross-curricular applications
- Will get kids ready for college -- no more wondering whether a good HS grade will lead to success in college
- Significant depth - fewer concepts should assure more time to explore and learn deeply
- Expectation of computation / memorization (multiplication tables)
- Prepped for wide variety of jobs that require mathematical thinking
- Prepped for a happy and satisfying life
- Public confidence in schools
- Spiraling curriculum morphs to less -- each grade level now "owns" specific content
- Close to existing Math Performance Expectations, so not such a big change as ELA
- When standards are clear, it's easy to screen for kids with deficits and get them the attention they need
- From K perspective, this builds the foundation they need.
- Will help the students be more focused on the standards.
- The standards movement is making teachers a lot more collaborative, which is also beneficial to students. Greater reliance on team teaching benefits students whose teachers have some weak areas and can be strengthened by working with colleagues. That's especially of value for elementary school math.
- These kids live in the United States of America, so they should be able to travel across state lines with a certain level of knowledge and skill.
- Just adopting the same standards for all 44 states...it is great for the students if they move from one state to another Their transcript will be accepted everywhere and they will be put in the right place. Makes it easier for families.
- Just the system identifies students who are ready for challenges... raise the expectations and identify those with new challenges.
- Want verification: the first part of what we were hearing was about career and college ready; problems with remediation in college: Wasn't that always our goal? To me that's always been the goal? How is this different? My thinking is the connection: that K-12 is talking with higher ed. That's what I'm thinking is the difference?
- Part of an answer: business community: people are coming in to the business community not prepared. Our goal has always been to be prepared. That is the same but we just weren't achieving that goal? That's the change
- Students required to read from different sources and write to them. New courses will be benefiting from each other; writing to sources is what they are expected to do. That will be good. Idea that both literature and technical text; both information from written and oral prompts they support each other.
- A lot of benefits, we used to think in terms in reading about 20% informational text. Now think that is not enough. Publishers will put more in, having this spelled out is a benefit because we are trying to prepare them for college and career.
- A little scary to lose great literature.
- Is a benefit to the student as an employee, having the skills to do things.

- Have the percentages broken out would be a minimum requirement
- Consistency between buildings, states
- Potential for more collaboration. Ideally, there will be more common collaboration across departments
- Excited about defined percentage of info vs. literary
- Evens field for all students—guaranteed curriculum
- Shared responsibility for teaching a variety of genres
- Expose students to informational and to literature in a balance since everyone is teaching informational
- Vertical consistency
- Digital media: capable of communicating, but unable to do so politely, that will close doors to them
- Young students with difficulty decoding text: challenge that these students have access to this type of text; need access even if they are struggling with process still need other opportunities
- Maintaining consistency between buildings, schools, districts
- Great what OSPI mentioned about students having to persevere and stay with a problem and continue; rather than take 30 seconds; US 25th in the world in math and why is that? These standards should improve things and will be a benefit to them to learn and be better at Math.
- Pathway A/ Pathway B: are both pathways universal among all the states that have adopted the common core or are that regional? It has been very emotional in Spokane and just about everywhere; previous job going through a lot of adoptions and so I'm curious about that.
- Wait and see; like the problem solving ideas; those are good ideas to be addressed; more of the method of how you would look at any topic. Perseverance is important; math is easier than science, take something and solve it in math; know it is not just what the calculator says
- Do we currently compete globally with number fluency and modeling?
- Quality over quantity
- Mastery focus
- Expectation for students to think/apply besides computation and “right answers”
- when parents say here's a test you must pass to graduate; EVERYONE must pass -- you hear no, not my kid. As soon as you say everyone must; important to convince people it is a good thing
- Focused.
- Deeper levels of learning that will benefit all students.
- That they will think critically.
- Nationwide, as students transition, when people move, they will be in the same basic areas.
- Refreshing to hear teaching Math & Science; kids need math to solve science. Benefit to the integration; kids will be more excited about math; get excited about a project and/or a problem to solve. Kids don't see application, new system application focus on that
- This is a return to the research that has been behind success in other parts of the world
- Will get kids ready for college -- no more wondering whether a good HS grade will lead to success in college
- Significant depth - fewer concepts should assure more time to explore and learn deeply
- Expectation of computation / memorization (multiplication tables)
- Prepped for wide variety of jobs that require mathematical thinking
- Prepped for a happy and satisfying life
- Public confidence in schools

B. Implementation of the Common Core State Standards: Another third of the comments addressed implementation of the standards. The most frequent themes included thoughts on:

- Whether or not educators are prepared to teach the standards (e.g., will districts and the state offer quality professional development?);
- The time needed to support full implementation; and
- Access to implementation support by small and rural school districts.

Other implementation topics mentioned more than once included:

- Content-specific comments about the English language arts standards (including, questions about the balance of informational and narrative text; inclusion of literature; and how “fluency” is defined within the standards);
- Implications for changes in instruction, especially with students with special needs and/or challenges; and
- The need to link implementation of the Common Core State Standards with other state initiatives, especially with teacher and principal evaluation efforts across the state.

Specific comments regarding Implementation:

- Several districts applied common core to their district vision. Wondering how that works.
- Shifts—in ELA—from a district level, not much different from the CCSS and what is currently in WA ST (processes more than content is different)
- How will this work in districts of all sizes and for all teachers?
- How does the common curriculum become supported by common assessment and common teaching practices?
- IT will take a lot to get all students to these levels.
- Focused. Deeper levels of learning that will benefit all students. That they will think critically. Nationwide, as students transition, when people move, they will be in the same basic areas.
- Parents might be concerned with the percentage of informational text from literature.
- Content areas will share the literacy burden.
- Parents may not understand
- What gets tested gets taught—assessment –we don’t know what it looks like, we have to guess on what the tests will be
- Fluency, clarify what it is in the CCSS, a battle for years
- We are in need of involving so many stakeholders, it is an awesome challenge, how it is going to happen is daunting
- Each grade level now "owns" specific content -- implementation will be a challenge. What about reteaching? Changes the way we think about instruction.
- Rural districts- How do we ensure awareness and a smooth transition while dealing with “this too shall pass” mentality?
- Focus is on regular communication to technical reading and writing and sounds like we’re throwing literature away. Where is the discussion of world ideas? English teachers would be really worried about what they have to lose with 70% technical. In the world the US takes pride in their preparation of thoughts.
- Concur: where does studying the great works? From social studies focus: I’m not prepared to teach reading comprehension. I don’t know how to teach.
- Teacher practice does not currently lend itself to teaching the how of learning vocabulary
- What plans are in place for ensuring teachers will have professional development needed?
- Rural schools—where will money come from for resources and PD?
- Even downloading and copying costs prevent some districts from making full use of resources
- How do you sift through the standards? Time is an issue for teachers.
- Implementation is dependent on teacher buy-in
- How do we manage to implement with students that are English Language Learners

- Challenge for students not being held accountable for writing conventions; basic skills: capitalization, punctuation; use of texting; e-mail from student wanting to come and observe this class poorly written; need to hold all students accountable for writing conventions
- Secondary teachers not trained as teachers of reading, social studies, etc.
- Stream kids as ability? Have whole range of students reading at a variety of levels, how you deal with that. Look at ability grouping to help students gain access. Comparison to math where they are grouped as they are ready.
- Aligned with teaching practices? With teacher ed training?
- What about value of literature for literature's sake? Appreciation of arts? Some teachers and parents will want to hold on to paradigms. (But does having reading/writing standards infused across all curriculum areas actually free up English teachers to specialize in literary works?)
- Concerned about teacher buy-in to "protect" curriculum at various grade levels
- Phasing in; managing and dealing with so many different types of standards
- Must be very intentional
- Should be part of new teacher and principal evaluation system
- Must be consistent from district to district regardless of size
- Do superintendents have knowledge and expertise to guide the change, especially in smaller districts?
- Assessment will drive implementation, perhaps as wake-up call
- Assessment cannot be a mystery
- Concept of domains rather than strands; ability to manage that especially as an elementary teacher with so many content areas
- What about those 8th graders not exposed to algebra?
- What about losing the studies that have been traditionally "math"?
- Is math the study of patterns or the study of modeling? Can it be both, and should it be more in-depth?
- Ability for smaller districts to collaborate with larger districts since there is more commonality now, piggyback
- Slow down instruction for understanding while still challenging students
- With math: 2 pathways; everyone has to have different experiences, it looks like they're letting both coexist. That will always be a discussion. I would rather focus on content that focus on math ideas that have been applied for 2000 year and we don't have to rediscover it
- What about holdout teachers who don't "join the club"?
- To secure successful implementation: we need pre service training programs to get this.
- If you want to get everyone through no matter what the system is, think about the kids that are not there every day. Need more support for the lowest kids, can't come into class with missing several days in a row and no adult support and more support outside of class to make the building get the kids through. If we're going to get 100% we need to get the kids there every day.
- Use technology more to share school to school
- Kids taken out of elective and worked with help on their other classes, rather than struggling with all 6 classes. Have someone with a case load of
- can't throw integrated out the window
- Arrows of implementation: last year and this is the awareness and we're 1/3 of the way this year and we have practitioners not aware Extend that arrow and allow another year giving us more time; combination with new principal and teacher evaluation. Are we asking too much of our school personnel?
- Legislature needs to know that we are teaching children every day and trying to learn and focus on this in our "off" time

- Results will translate into the analytic data on the standards. Is the teacher going to have tools to measure their effectiveness, or do they have to wait until the end that comes from the district or state agency? Will there be tools to help them know how they are doing?
- we have teachers who are not aware of CCSS, how do we bring up awareness and importance of this direction
- How will teachers keep pace with annual changes in assessment, lack of material support, and lack of professional development support for teachers along with the increased accountability and expectations? (district and state levels of support)
- – parents will want to know the whys and content shifts.
- How will the state make supports for teachers during the transitions?
- How will teachers be able to find the time to teach to all of the standards, and what will the levels of support be?
- What does the nature of the online testing mean for students, teachers, districts, as well as the possibility of digital delivery?
- Option of pull-out students for elementary math specialist. More like high school with different teachers. Who will facilitate moving of young students? Teachers could share specialties.
- We need more rigorous math teacher education programs.

C. Resources Needed for Successful Implementation: Participants made more than 40 comments about the resources needed for successful implementation. The themes mentioned most about resources included:

- Curriculum materials alignment (with possible need to update and/or replace);
- The use of technology to support implementation and the implications using more technology might have on traditional instructional delivery methods;
- Communication with parents is critical, especially ELL students' parents;
- Mechanisms to share good ideas and build capacity across districts;
- Transition documents and examples;
- Continued maintenance of the OSPI Common Core State Standards Web site; and
- Funding specifically to support the professional learning necessary to support implementation of the standards.

Specific comments regarding Resources:

- Is there a specific map that shows like 6, L-1 maps to...a direct correlation. What matches to what and what's the sequencing?
- More information on how OSPI will support school districts in this fast timeline implementation.
- High school standards: Will teachers have access through OSPI to out of state resources with language arts or content area literacy content?
- How will the state make supports for teachers during the transitions?
- To what extent will the state support new curriculum materials?
- Change of informational text levels...this is a huge shift. The books get bigger.
- Consistency and capacity to share. Will be able to identify what works and then share.
- Depends on the system available to the educators...systems offers good resources, assessments handouts lesson plans...without that in place it will be a big mess! The presenter mentioned that there will be a system to offer resources. Without them? Needs to be common...be the same shared success...if they cannot deliver that, it will be difficult for educators to find on their own.
- Teachers don't have time to figure out on their own.
- Parents will have a resource to go to on the OSPI website. But how accessible will it be to the average family?

- Now parents opt out of certain books—can parents opt out of state books if that happens?
- We also need plans for remediation when students do not get it—what are they?
- More parent education—what the standards are, what they mean, what is expected of their students, and how they can help students. Parents should attend a mandatory seminar and sign a contract before students can be enrolled.
- OSPI has a beautiful website but are parents accessing it?
- How do we reach out to ELL parents? Communication must be accessible to parents? Smart phones. Websites should be mobile phone accessible.
- Focus on families with language needs
- How do these align with the traditional approach in mathematics and the more integrated pathways?
- Parents may wonder how this will look in practice for example—where does teaching time happen in the curriculum?—parents will want to know the whys and content shifts.
- The transition between the current and new standards. And actually, I saw a document that was clear about how the math standards are mapped....more clear for math than ELA.
- Districts who are using texts in common really need to work together so districts don't have to reinvent the pacing and alignment.
- How will the state support the transition to the CCSS? Some states have complete pacing guides in place... can we use the resources available to make this transition?
- Assessment in online environments give some districts pause. Will there be supports in place?
- Parents need games, other ways to reinforce skills at home -- need ways to learn
- Title 1 and LAP funds have supported classroom teachers to host Federal Way parent education nights, Seattle Parent symposia with interpreters, but now Title and LAP can't fund as many of those activities as in the past
- Coaches and intervention specialist positions are disappearing, but kids need their time and expertise
- Parents of 4th graders have had difficulty with the most recent approaches to math. The sooner we can bring parents along with understanding the process, the better.
- Getting family support—how do we bring the parents along so they can reasonably help their children at home with math? Maybe they can get the answer but can they do the steps/the process the students are expected to show? There's no textbook for kids to take home and parents to look at—so much is on handouts, a blizzard of paper.
- Use community resources (Boeing, Weyerhaeuser) to help teachers learn how to teach the standards deeply and enrich the learning.
- At the elementary level, there have been so many changes. That's where schools will need to reach out to parents.
- We'll soon be using tablets that go home with kids in lieu of textbooks, with unlimited open source materials (\$9.95/month internet access for families with free/reduced lunch).
- Yeah, probably sharing with Texas and California....so CA has adopted the program so they probably can share their results and what works for them with WA and help avoid the problems they ran into during the transition. Learn from their mistakes. If they are willing to share.
- OSPI website that provides all the common core standards and also has a transition document that provides a recommendation to districts as to how to implement it within a school; ie 1st and 2nd implement these parts now.
- Will we have more resources to help teachers prepare for the assessments?
- How will the transition documents help students who are currently eighth graders be prepared by the time they are juniors? How will the first group(s) be successful?
- Funding; support all types teachers: keep adding hoops for beginning teachers and have to go through before they can be teachers; cut pay and up the requirements: how are we going to get quality teachers when they are demeaned by cutting their salary over and over; there is not the

respect and compensation as in other fields: who are we going to get? (discussion of new requirements)

- Is the glossary sufficient, or do we need to add to it?
- Students from families challenged by language needs, etc., find it harder to get support with their learning.
- Transition documents will help math teachers be more intentional for teaching standards at each grade level
- Need academic coaches for the students; need for lower kids that aren't getting the support at home; amounts to a study skills class.
- Need to pay attention and have resources to meet social emotional needs of kids; difficulty in meeting standards,
- Teachers not trained as social workers; as budgets get cut we lose counselors, family liaisons, social emotional is where we need support.
- If we can keep coaches in our building, it will be great!
- We need a melding of state standards to common core, highlighting what is different and the same. We need this document to be easily readable. Not a 20 page book.

D. Professional Learning to Support Implementation: More than 20 participants mentioned the professional learning that would be needed to support educators with implementation of the standards and the challenges presented in implementation of new standards. The most frequent themes addressed the following critical components of professional learning to support implementation of the Common Core State Standards:

- The need for professional learning to build on what teachers already know;
- The importance of providing time for collaborative learning at local levels;
- Having focused and explicit goals for the content and outcomes of professional learning (e.g., content needs to address instructional and assessment alignment issues at the district and building levels)
- The need to provide multiple methods for educators to access professional learning resources (e.g., providing learning opportunities via the Web); and
- Finding ways to build and maintain educator engagement despite waning motivation and initiative fatigue.

Specific comments regarding Professional Learning:

- Teachers doing professional development with common core math standards have higher level skills—how to implement with the existing knowledge they have.
- How do we get administrators support and get time for teachers to come together for professional development? How are we going to do in the classroom to ensure mastery. We need collaboration support.
- Transition time for learning and teaching to standards is a challenge. My building ranges in knowledge of standards that we have right now—from being very familiar with standards to knowing nothing.
- People need to talk, share ideas and strategies, problem-solve together.
- How will teachers learn ELA and math standards in both subject areas? Common core in math has a more conceptual basis that many teachers have difficulty knowing now. How do we train about the concepts of math? Teachers must have the habits of mind too. Elementary teachers may have superficial training.
- How will teachers be supported in this change? Every year there is something new, and how will they get training... or will they keep cycling in and out of the profession.
- Each teacher must be aware of what came before and what's coming next --- the vertical alignment of the curricular design

- If mastery is not met, concepts are not revisited the following year unless the teacher makes it happen.
- Conceptual knowledge of elementary teachers is weak. Most of them are afraid of math. We need to provide the training.
- What are the plans for remediation if skills are not met? What training is the district or OSPI going to provide?
- I'm a fan of webinars. Webinars 2.0.
- Provide teachers time. They must get paid. We are asking teachers to grow and put in time without compensation as they cut our budget. Are they going mandate additional training? Teachers can opt out of training because of summers is non-contracted time. Training during confines of school day takes away from students.
- How do we lift the existing teachers to a new level?
- Professional development. Inside the grade level, across levels. Learn the standards and learn the content at the same time (especially in math)
- Professional development takes a lot of time: 2014 is not too far away and these are major shifts. Pretty dramatic in ELA we're working with educational leaders to understand, very complex.
- Huge need for professional learning re: teaching vocabulary effectively for all content areas
- What teachers need to know is not clearly defined
- Teacher practice does not currently lend itself to teaching the how of learning vocabulary
- Do teachers have the desire to do something different—again—when we've had so many changes already?
- Professional development; have hope for the young mind coming out of training, want this to be in the college right now.
- Needs to have time and staff development time for perusing the information of the common core; Time to begin to learn; Needs to be marketed; needs to give many reminders so districts can send teams.
- Make a big Skype (K-20) webinar

INPUT ON ENHANCEMENTS TO THE STANDARDS

Overall participant comments about the topic of enhancing the standards fell into five main categories (E1–E4 below):

E1. Process for Considering Enhancements: These comments were made regarding a process for considering enhancements:

- It should be within OSPI... split 50:50 between educators and state/district representatives....not industry. Industry will push with what works with their products.
- Ask the states that are further ahead in implementation what they are learning.
- How are we comparing to other countries? Look at it and ask what else we can do.
- Ask students who are now in college. What would you tell us to improve?
- Collect longitudinal data from students, parents, business.
- Classroom teachers across all levels need to look at enhancements if a committee is needed.
- Families and communities should be invited -- and given a lunch or compensated. Local principal could select parents. Demographically-representative parents that represent school should be invited.
- Focus on learning what is given and use it before we try to add. Then consider whether there is something missing

E2. Timeline for Considering Enhancements: Participants made these comments regarding a timeline for considering enhancements:

- I would like a period of time to do what is in the document for 5 years before adding anything
- Look at a process wait 5 years, then look at districts that are doing well and make adjustments
- With the additions, it would probably change the meaning of the evaluation...now you are adding new context that will lower or make standards more complicated when compared to other states.
- Leave enhancements for down the road. Let's accomplish the basics, first.
- The state might need to be cautions about getting to enhancements until full and supported implementation is in place.
- Need to have staff development time for perusing the common core; Time to begin to learn

E3. Specific Enhancement Suggestions: Participants made these comments regarding Specific content additions to the standards:

- State-specific content could be used to support the ELA standards and math. It would be relevant learning.
- Add SAT content?
- Add Sustainability (green/environmental) emphasis in math or language arts.
- Add emphasis on airplanes (aeronautics).
- Increase focus on the “small research” writing aspects (e.g., synthesizing and evaluation) for all students.
- Make linkages to Washington-specific topics such as state history, indigenous tribal peoples, history, geology, exploration, logging, coastal elements, trade, our global neighbors, military, etc.
- Add more business-specific topics related to STEM (Science Technology Engineering and Mathematics) careers.

E4. No Reason to Add Enhancements: Others thought there was no reason to add to the standards:

- Why add more when less is more? Leave it where it is at the state level.

- Don't put in enhancements, what we need to do is enough; trying to add enhancements adds debate. With our timelines it is difficult to implement; with so much required: DON'T PUT ANYTHING ELSE!
- Too much information and opinions from many people that don't have the buy in to discuss the needs of all students rather than their personal opinion.

E5. Other Considerations: Participants provided comment/questions on a variety of other topics related to implementation and/or making enhancements to the standards:

- Maybe we don't want to add to standards, but add supports to the standards (definitions, examples, etc.)
- If you add standards, you should add assessment
- What about families and communities? What can we provide for those who are adamantly against the CCSS?
- We have a strong sense of local control in WA. How do CCSS fit into a local set of standards? Enhancements need to fit the local community.

For more information about the contents
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Please refer to the document number below for quicker service:
11-0048



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SMARTER

Balanced Assessment Consortium

A Summary of Core Components

The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an **assessment system based on the new Common Core State Standards (CCSS)**. To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do.

With strong support from participating states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness.

The core components of SBAC are:

Summative assessments:

- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics;
- Designed to provide valid, reliable, and fair measures of students' progress toward and attainment of the knowledge and skills required to be college and career ready;
- Capitalize on the strengths of computer adaptive testing, i.e., efficient and precise measurement across the full range of achievement and quick turnaround of results;
- Produce composite content area scores, based on the computer-adaptive items and performance tasks.

Interim assessments:

- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals;
- Designed as item sets that can provide actionable information about student progress;
- Serve as the source for interpretive guides that use publicly released items and tasks;
- Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- Afford teachers and administrators the flexibility to:
 - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
 - administer these assessments at strategic points in the instructional year;
 - use results to better understand students' strengths and limitations in relation to the standards;
 - support state-level accountability systems using end-of-course assessments.

System Features

- Ensures coverage of the full range of ELA and mathematics standards and breadth of achievement levels by combining a variety of item types (i.e., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills.
- Provides comprehensive, research-based support, technical assistance, and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards.
- Provides online, tailored reports that link to instructional and professional development resources.

Formative tools and processes:

- Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- Will be used by teachers and students to diagnose a student's learning needs, check for misconceptions, and/or to provide evidence of progress toward learning goals.

CCSS Communication Plan



CCSS Communication Plan January-September 2012

1.20.12

Washington has adopted Common Core State Standards for English Language Arts and Mathematics that describe the knowledge and skills students need when they graduate, whatever their choice of college or career.

The Office of Superintendent of Public Instruction (OSPI), school districts, educational service districts, partner organizations, and associations are responsible for implementation of the standards.

This communication plan was developed to create awareness of the standards, how they will benefit students, and expectations for implementation by a Communications Advisory Committee that includes representatives from:

- Association of Washington School Principals
- Center on Strengthening the Teaching Profession
- Educational Service Districts Network
- OSPI
- Washington Association of School Administrators
- Washington Education Association
- Washington Partnership for Learning
- Washington State Parent Teachers Association
- Washington State School Directors Association
- Washington STEM Center

The short timeframe for the plan is intentional and is based on the requirement to be flexible and responsive to new developments and feedback from the education community.

Goals by Audience

All audiences (Educators, associations, parents, high school students, community leaders, policymakers): Build awareness of adoption of Common Core State Standards and timelines for implementation; how standards differ from existing standards

Educators: Promote understanding of CCSS: What the standards are, how they differ from existing standards, expectations for implementation

Educator Associations: Collaborate in providing opportunities for educators to develop and execute implementation plans

Parents: Build awareness of how new standards will benefit their children, and what the expectations are for implementation in classrooms

State policymakers: Build awareness of Washington’s efforts to implement CCSS, how budget allocation is being used effectively, and rationale for budget requests in future

Local school boards: Build understanding of how new standards will benefit students, and understanding of local policy and budget implications of adoption of CCSS

Implementation of Plan: Key Players

Key players responsible for implementing elements of this plan are:

- JV: Jessica Vavrus, Assistant Superintendent for Teaching and Learning
- GB: Greta Bornemann, Mathematics Director, Teaching and Learning; Coordinator, CCSS
- NK: Niquette Kelcher, OSPI web content
- NO: Nathan Olson, OSPI Communications Manager
- DS: Dennis Small, OSPI
- LMP: Liisa Moilanen Potts, OSPI
- JH: Jeanne Harmon, Executive Director, Center on Strengthening the Teaching Profession (CSTP)
- KT: Katie Taylor, Associate Director, Center on Strengthening the Teaching Profession (CSTP)
- SS: Sylvia Soholt, Contractor to CSTP

Strategies for Mixed Audiences

Research

Stakeholders	Description	Timeline	Responsibility
All	Identify level of awareness with short survey at presentations, webinars, online	January: Aggregate results from 2011	GB
All	Gather updates from communication advisory committee	Quarterly	Communication Team
Associations	Revise and expand list of association partners Survey content associations to determine current awareness, information needs, and best date for convening in March	February	GB GB, JH, SS
Districts	Short interviews with a sample of districts to learn what’s working, what’s not with OSPI communication	March, after analysis of data from aggregation of survey results	GB: Interviews with symposium participants JV: Conversations with Curriculum Alignment Review Committee

Districts	Pose questions from survey of content association (above) to participants in webinar	March	GB, SS

One-way Tools

<i>Stakeholders</i>	<i>Description</i>	<i>Timeline</i>	<i>Responsibility</i>
All	Website review and updates	Monthly: changes by last day of month	GB, NK, OSPI Teaching and Learning staff
All	Label complexity of content in presentations and webinars according to the phases of the implementation plan so that audience/participants can determine best fit of information	February	GN, NK, OSPI Teaching and Learning staff
All	Organize presentations and webinars on website based on level, e.g., advanced	February	JV, GB, NK, SS
All	Convene Teaching and Learning staff for decisions on standards cross-references Website: Cross-reference pages for CCSS and Reading, Writing, Math Standards under Teaching and Learning	February	JV, GB, Teaching and Learning staff NK, KT, SS
All	Evaluate option for private portal where content groups, ESDs can post materials If green light, set up portal	May	GB, DS NK
All	E-mail blast OSPI: Update/new	Monthly beginning January	Rotation of Communications

	resources, pd opportunities		Office, Advisory Team members
All	Messages, FAQ: Review, update as needed	Monthly, beginning January	JV, GB
Educators	Messaging: Next Generation Science	March	JV, GB, JH, Science Coordinator, STEM, PFL
All	Powerpoint Review, update as needed	Monthly, beginning January	JV, GB
Educators	Identify resources to support creation of short video of students and parents describing benefits of CCSS	February-March	JV, GB, AWSP, STEM, PFL
All	Select videos and materials from website to highlight, promote for district use	April	GB, NK
All	News releases/op ed CCSS: What's happening in Washington	March after end of legislative session Reprint in e-mail blast for April	GB, NO

Strategies for Educators

One-way Tools

Stakeholders	Description	Timeline	Responsibility
Educators	Populate toolkit for ESD staff that can be used by districts	Spring	OSPI, ESD 101,105, 189 and leader districts
Educators	Direction to districts: Two-three possible paths to follow for implementation	Development: Mid-January Distribution: February	JV, GB, Teaching and Learning staff

Two-way Tools

Stakeholders	Description	Timeline	Responsibility
ESDs	Each member of OSPI cabinet communicates with ESD liaison	Monthly	OSPI cabinet, ESD liaisons
Educators	Presentations, webinars	Jan 10, 12, 17, 19 March (TBD)	JV, GB, Language Arts Coordinator

Educators	Communications Advisory Committee: update, communication opportunities	January, March, May	JV, GB, JH, SS
ESDs	OSPI cabinet-ESD liaison conversation on district paths to follow	February	OSPI cabinet, ESD liaisons
District leaders	ESD superintendent meetings: Presentation on paths to implementation	March	Logistics: ESDs Content: OSPI, CSTP
Associations	Bi-annual meeting of content associations to further understanding, foster alignment with state plan, and support collaboration among associations.	Spring, Fall 2012	OSPI, content associations

Strategies for Parents

One-way Tools

<i>Stakeholders</i>	<i>Description</i>	<i>Timeline</i>	<i>Responsibility</i>
Parents	Handout schools can print and distribute for parents at high-profile events. Content covered by handout includes benefit of the standards to students; implications for teachers; when changes will be evidenced; budgetary implications for school and district	April	CSTP, OSPI, Communications Advisory Reviewed by subset of PTA

Strategies for state and local policymakers

One-way Tools

<i>Stakeholders</i>	<i>Description</i>	<i>Timeline</i>	<i>Responsibility</i>
School boards	E-mail newsletter targeted to school boards that includes information on	April	OSPI, CSTP, WSSDA

	benefits to students, policy and budget implications		
Legislators and staff	One-page electronic briefing on CCSS: Value of adoption, value to students and schools, budget allocations and implications	After legislative session	OSPI, CSTP

Two-way Tools

Stakeholders	Description	Timeline	Responsibility
District leaders	Webinar for school board members and superintendents: Importance of being proactive on CCSS; what’s happening in other districts; budget implications	Early May	OSPI, WSSDA
Legislators and staff	Legislative breakfast for Senate and House Education Committees, east and west: updates on CCSS, implementation, budget implications; sponsored jointly by OSPI and Smarter Balance	September	OSPI, PFL, PTA

Strategy Implementation: Month-to-Month

January

Description	Responsibility
Aggregate results from “level of awareness” surveys in 2011	GB
Communication Advisory Team meeting	JV, GB, JH, SS
Gather updates from Communications Advisory Team	Communication Team
Website review and update	GB, NK, OSPI Teaching and Learning staff

E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB
Development of direction to districts on paths to follow for implementation	JV, GB, Teaching and Learning staff
OSPI/ESD liaison communication	OSPI cabinet, ESD liaisons
Webinars	Jan 10, 12, 17, 19

February

<i>Description</i>	<i>Responsibility</i>
Revise and expand list of association partners	GB
Survey content associations to determine current awareness, information needs, and best date for convening in March	GB, JH, SS
Label complexity of content in presentations and webinars according to the phases of the implementation plan	GB, NK, OSPI Teaching and Learning staff
Organize presentations and webinars on website based on level, e.g., advanced	JV, GB, NK, SS
Convene Teaching and Learning staff for decisions on standards cross-references	JV, GB, Teaching and Learning staff
Cross-reference web pages for CCSS and Reading, Writing, Math standards under Teaching and Learning	NK, KT, SS
Distribute “paths to follow for implementation” to districts	JV, GB, Teaching and Learning staff
Identify resources to support creation of short video	JV, GB, AWSP, STEM, PFT
OSPI cabinet, ESD liaison conversations on district paths to follow for implementation	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

March

Short interviews with a sample of districts to learn what’s working	GB: Interviews with symposium participants JV: Conversations with Curriculum Alignment and Review Committee
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Identify resources to support creation of short video (continued if necessary)	JV, GB, AWSP, STEM, PFT
Pose questions from survey of content associations to participants in March webinar	GB, SS
Webinars (Date to be determined)	JV, GB, Language Arts Coordinator
Communications Advisory Committee meeting	JV, GB, JH, SS
Messaging: Next Generation Science	JV, GB, JH, Science Coordinator, STEM, PFL
News releases/op ed on CCSS: What's happening in Washington (After legislative session)	GB, NO
ESD superintendent meetings: Presentation on paths to implementation	Logistics: ESDs Content: OSPI, CSTP
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

April

Select videos and materials from website to highlight, promote for district use	GB, NK
Bi-annual meeting of content associations (Spring)	OSPI, content associations
Populate toolkit for ESD staff that can be used by districts (Spring)	OSPI, ESD 101, 105, 189 and leader districts
One-page electronic briefing on CCSS for legislators and staff (after session)	OSPI, CSTP
News releases/op ed on CCSS: What's happening in Washington (after legislative session)	GB, NO
Develop handout schools can print and distribute for parents	CSTP, OSPI, Communications Advisory Committee
E-mail newsletter targeted to school boards	OSPI, CSTP, WSSDA
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

May

Communications Advisory Committee meeting	JV, GB, JH, SS
Evaluate option for private portal where content groups, ESDs can post materials	GB, DS
If green light for portal, set up site	NK
Webinar for school board members and superintendents: importance of being proactive on CCSS	OSPI, WSSDA
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

June

OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

July

OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

August

Plan legislative breakfast for Senate and House Ed Committees	OSPI, PFL, PTA
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

September

Host legislative breakfast for Senate and House Ed Committees	OSPI, PFL, PTA
Bi-annual meeting of content associations (Fall)	OSPI, content associations
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

CCSS District Implementation Rubric



Every Washington public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.

Outcomes of system-wide implementation of the CCSS:

Washington will build system-wide capacity for sustained professional learning that can support CCSS implementation now and be applied to other initiatives in the future. Washington will learn along with other states and benefit from national implementation tools and processes.

With state learning standards as our focus, effective professional learning deepens educator content knowledge, pedagogical content knowledge, and understanding of how students learn the CCSS. With the new assessment system, educators will have new formative tools to inform instruction.

	High Implementation of CCSS	Where is my district? How does my district move to “High Implementation?”	No Implementation of CCSS
Learning Communities - Build collegial and collaborative relationship among educators to enhance student learning	Educators’ practice encourages collective responsibility for all students meeting CCSS Educators are given distributed, scheduled and frequent meeting time to continuously improve their own understanding of the		Educators' practice is individual and isolated Educators have little or no opportunity to develop understanding of the content and processes reflected in the

	High Implementation of CCSS	Where is my district? How does my district move to “High Implementation?”	No Implementation of CCSS
	<p>CCSS</p> <p>Educators know, articulate and use learning progressions that assist students in reaching academic goals</p> <p>Learning community uses data to for continuous improvement about their own learning</p>		<p>CCSS; or have not taken advantage of opportunities to learn</p> <p>Educators do not know or use the learning progressions to assist students in reaching academic goals</p> <p>Educators do not have data, and/or do not use available data for continuous improvement about their own learning</p>
<p>Leadership</p> <ul style="list-style-type: none"> - Capacity for learning and leading - Advocate for professional learning - Create supports and structures 	<p>Leaders develop a network of district and school instructional leaders with CCSS expertise</p> <p>Leaders focus on the CCSS as a high priority for students, staff, and themselves.</p> <p>Leaders identify existing initiatives to suspend or amend in order to create capacity.</p> <p>Leaders understand and connect initiatives focused on student learning and initiatives</p>		<p>Leaders do not recognize or develop internal instructional expertise</p> <p>Leaders do not prioritize CCSS as a focus in their district</p> <p>Leaders maintain existing district initiatives without consideration for capacity to support implementation.</p> <p>Leaders treat CCSS as an add-</p>

	High Implementation of CCSS	Where is my district? How does my district move to “High Implementation?”	No Implementation of CCSS
	focused on educator effectiveness.		on; no connection to other initiatives
Resources <ul style="list-style-type: none"> - Prioritize human, fiscal, material, technology, and time resources - Monitor resources - Coordinate resources 	<p>Districts identify gaps in human, fiscal, material, technology, and time resources to achieve the CCSS.</p> <p>Districts prioritize and coordinate resources (both internal and external) towards addressing gaps</p>		<p>Districts continue to use resources without regard to CCSS implementation needs</p> <p>Districts only focus on one or two resources (i.e., materials) with little attention paid to coordinating or prioritizing CCSS implementation.</p>
Data <ul style="list-style-type: none"> - Analyze student, educator, system data - Assess progress - Evaluate professional learning 	<p>Districts use data about students, educators, and systems to define individual, team, school, and system goals for professional learning to support the CCSS.</p> <p>Key attributes and formative components of the new assessment system are understood and used to inform instruction.</p> <p>Districts use educator effectiveness data to inform professional development</p>		<p>Data about student learning does not inform professional practice or focus goals for professional learning communities.</p> <p>Educators are not aware of, or do not use formative components of assessment to inform instruction.</p> <p>Districts do not use data about educator knowledge and skills</p>

	High Implementation of CCSS	Where is my district? How does my district move to “High Implementation?”	No Implementation of CCSS
	planning		to plan professional learning.
<p>Learning Designs</p> <ul style="list-style-type: none"> - Apply learning theories, research, and models - Select learning designs - Promote active engagement 	<p>Districts use the research about impactful professional learning to design learning opportunities focused on the CCSS.</p> <p>District professional learning attends to the vertical alignment and learning progressions within the CCSS.</p> <p>Districts build a deep, focused, and coherent understanding of the CCSS.</p>		<p>Professional development is not focused, applicable or sustained.</p> <p>Professional learning is disjointed, isolated and does not attend to vertical alignment.</p> <p>Districts provide little or no opportunity for educators to develop deep, focused and coherent understanding of CCSS across the grades.</p>
<p>Communication</p> <ul style="list-style-type: none"> - <i>Build common focus and collaboration with all stakeholders including families and communities to enhance student learning</i> 	<p>Communicates the intent and implications of standards to build awareness of the value of CCSS</p> <p>Communicates the level of expectations of the CCSS</p> <p>Communicates how the CCSS fits with ongoing district and school improvement efforts</p>		<p>Little or no intentional communication plan regarding CCSS implementation</p> <p>No explicit communication regarding career and college-ready expectations</p> <p>District and school improvement efforts are not connected to CCSS communications</p>

	High Implementation of CCSS	Where is my district? How does my district move to “High Implementation?”	No Implementation of CCSS
<p>Alignment of Policies and Practices</p> <ul style="list-style-type: none"> - aligned system focused on learning - internal and external alignment 	<p>Clear internal vision to which all policies, structures and practices are aligned</p> <p>Leaders align district initiatives to build capacity for implementation of CCSS.</p>		<p>Policies and practices are implemented with little attention to impact on student learning</p> <p>Building internal capacity for CCSS implementation is not a priority</p>

The Washington State Early Learning Partnership Joint Resolution



**The Washington State Early Learning Partnership Joint Resolution
Between
The Washington State Department of Early Learning
And
The Washington State Office of Superintendent of Public Instruction
And
Thrive By Five Washington, the Early Learning Fund**

Whereas, The Washington State Department of Early Learning, the Washington State Office of Superintendent of Public Instruction, and Thrive by Five Washington (the Early Learning Fund) are committed to collaborate on behalf of all young children and families in Washington State in developing a strong, comprehensive early learning system for all children birth to age eight; and

Whereas, we believe that this will only be achieved through a commitment to share responsibility and accountability towards this vision; and

Whereas, we commit to jointly support the development of a high-quality, aligned early learning system that respects and reflects the rich diversity of children and families throughout our state; and

Whereas, at the heart of our shared efforts is our understanding that "school readiness" encompasses four concepts:

**Ready Children + Ready Schools + Ready Parents and Families
+ Ready Communities**

Ready children are healthy and socially, emotionally, and cognitively prepared for success in school and life;

Ready schools are prepared to meet the individual needs of the diverse children who enter kindergarten;

Ready parents and families have the information and resources needed to be their children's first and most important teachers; and

Ready early learning professionals and communities have the information and resources needed to support parents, children and schools; and

Whereas, The Department of Early Learning, the Office of Superintendent of Public Instruction, and Thrive by Five Washington are committed to working together to create an environment of cooperation and an early learning system in Washington State that is capable of supporting readiness of children and schools and of engaging parents and families, and communities; and

Whereas, we agree that by working collaboratively and in partnership, all children in Washington may reach their full potential and will have the best opportunity to succeed in school and life;

Now, Therefore, **Be It Resolved**, that the leaders of the Washington State Early Learning Partnership acknowledge and honor the prior work and involvement of families and children, local community groups, organizations, schools, and individuals throughout the state that have passionately and diligently moved early learning programs forward; and


Be It Further Resolved, that development of an aligned statewide early learning system requires us to continue to engage stakeholders and leaders to work together toward a common vision; and

Be It Further Resolved, that in order to assure accountability and better communicate a common vision, the leaders of the Washington State Early Learning Partnership will develop an accountability framework identifying the organizational lead for each priority area and key actions of partners, and furthermore the Partnership leaders agree to meet quarterly to assess the progress in each of the priority areas; and

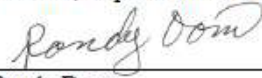
Be It Further Resolved, that the Washington State Early Learning Partnership defines "lead responsibility" to mean convening interested parties, including but not limited to parents, early learning and K-12 professionals, and the primary responsibility for document production; and

Be It Finally Resolved, that key roles of partners will include participation of staff from each agency to support development and assure alignment of each priority area with programs and resources to ensure the advancement of a seamless, learner-focused, world-class early learning system in Washington State.


Signed now this day, August 11, 2009



Dr. Bette Hyde
Director, Department of Early Learning



Randy Dorn
State Superintendent of Public Instruction



Nina Auerbach
President and CEO, Thrive by Five Washington

ATTACHMENT 5

N/A

ATTACHMENT 6

State's Race to the Top Assessment Memorandum of Understanding (MOU)

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of June 9, 2010, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Washington**, which has elected to participate in the Consortium as (check one)

An **Advisory State** (description in section e),

OR

A **Governing State** (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

May 14, 2010

WA - 1

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and-career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

SMARTER Balanced Assessment Consortium MOU

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

SMARTER Balanced Assessment Consortium MOU

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

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- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

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be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

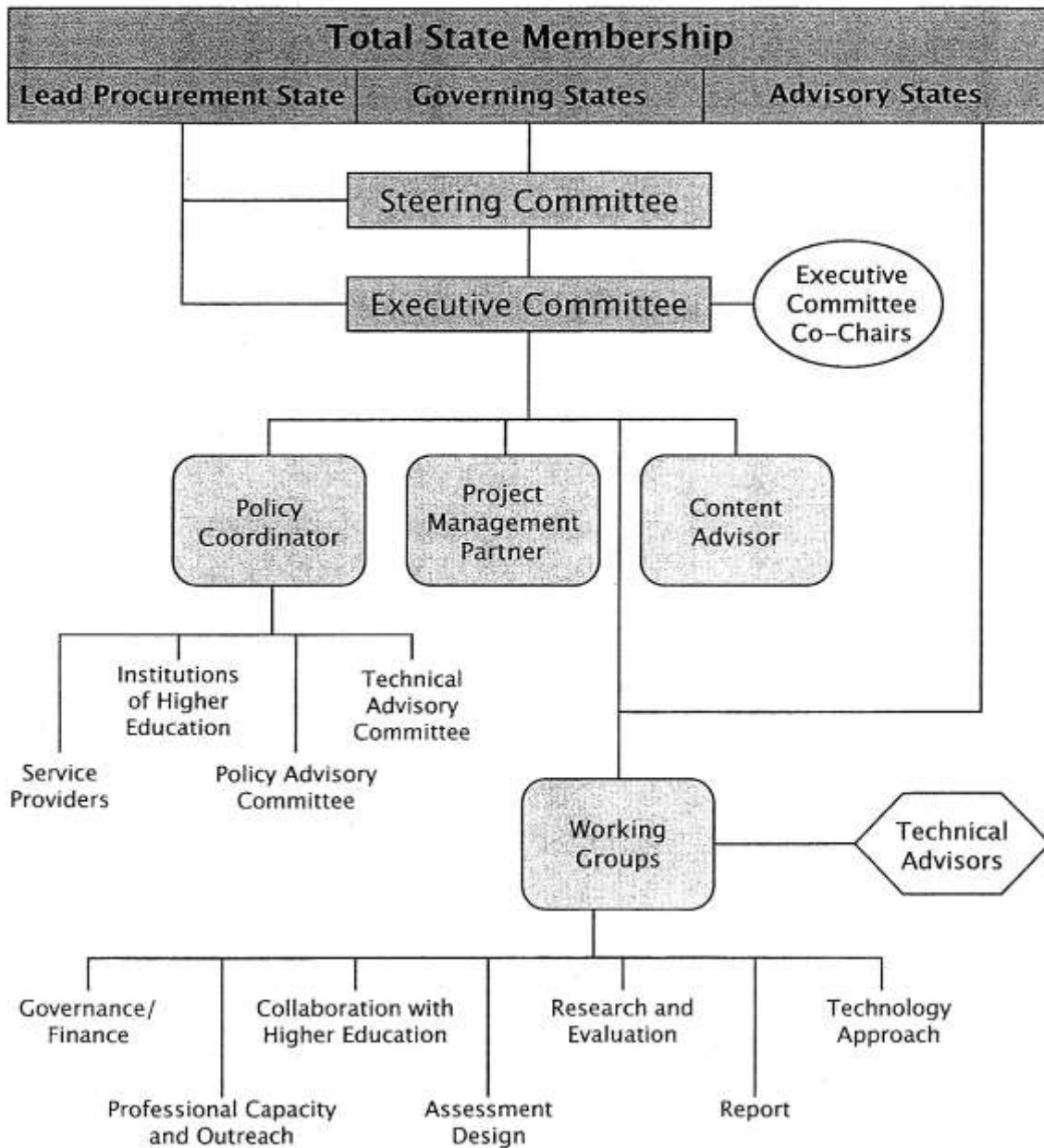
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

SMARTER Balanced Assessment Consortium MOU

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers


Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
Number of HS testing opportunities established in WA law	SBAC may conflict w state law	RCW Chapter 28A.655	Legislature	As SBAC policy is set	No later than 2014 Leg. Session	
Approval of new HS exams to meet current Reading, Writing, Math exams required for graduation	SBAC may conflict w state law	RCW Chapter 28A.655	Legislature	As SBAC policy is set	No later than 2014 Leg. Session	


[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

<p>(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from all "Advisory States" in the Consortium.)</i></p> <p>As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.</p>	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

<p>(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances</p> <p><i>(Required from all "Governing States" in the Consortium.)</i></p> <p>As a <u>Governing State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.</p> <p>I further certify that as a Governing State I am fully committed to the application and will support its implementation.</p>	
<p>State Name: WASHINGTON</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): Christine O. Gregoire</p>	<p>Telephone: (360) 902-4123</p>
<p>Signature of Governor or Authorized Representative of the Governor: <i>Christine Gregoire</i></p>	<p>Date: <i>6/9/10</i></p>
<p>Chief State School Officer (Printed Name): Randy I. Dorn</p>	<p>Telephone: (360) 725-6004</p>
<p>Signature of the Chief State School Officer: <i>Randy I. Dorn</i></p>	<p>Date: <i>May 21, 2010</i></p>
<p>President of the State Board of Education, if applicable (Printed Name): Jeff Vincent, Chair</p>	<p>Telephone: (360) 725-6025</p>
<p>Signature of the President of the State Board of Education, if applicable: </p>	<p>Date: <i>May 26, 2010</i></p>

SMARTER Balanced Assessment Consortium MOU

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.	
<i>(Required from all States in the Consortium.)</i>	
I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: WASHINGTON	
State's chief procurement official (or designee), (Printed Name): Marty Brown	Telephone: (360) 902-0530
Signature of State's chief procurement official (or designee),: 	Date: 5/28/10

ATTACHMENT 7

N/A

ATTACHMENT 8

N/A

ATTACHMENT 9

Table 2: Reward, Priority, and Focus Schools

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

	LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
1	Burlington-Edison	West View Elementary	530078000159		E	
2	Grandview	Grandview Middle	530315000498		E	
3	Highline	Cascade Middle	530354000522		E	
4	Highline	Chinook Middle	530354000524		E	
5	Longview	Monticello Middle	530447000705		E	
6	Marysville	Totem Middle	530486000736		E	
7	Marysville	Tulalip Elementary	530486000741		E	
8	Marysville	Quil Ceda Elementary	530486002591		E	
9	Morton	Morton Junior-Senior High School	530519000784		E	
10	Oakville	Oakville High School	530600000909		E	
11	Onalaska	Onalaska Middle School	530624003062		E	
12	Renton	Lakeridge Elementary	530723001076		E	
13	Seattle	Cleveland High School	530771001150		E	
14	Seattle	Hawthorne Elementary	530771002269		E	
15	Seattle	West Seattle Elementary	530771001182		E	
16	Soap Lake	Soap Lake Middle & High	530807001335		E	
17	Spokane	John R. Rogers High School	530825001386		E	
18	Sunnyside	Sunnyside High	530867001449		E	
19	Tacoma	Angelo Giaudrone Middle	530870003155		E	
20	Tacoma	Jason Lee Middle	530870001473		E	
21	Tacoma	Stewart Middle	530870001504		E	
22	Toppenish	Valley View Elementary	530897003027		E	
23	Wapato	Wapato Middle School	530948001615		E	
24	Wellpinit	Wellpinit Elementary	530963003146		E	
25	Yakima	Adams Elementary	531011001685		E	
26	Yakima	Stanton Academy	531011001713		E	

27	Yakima	Washington Middle	531011001708		E	
28					C	
29					C	
30					C	
31					C	
32					C	
33					C	
34					C	
35					C	
36					C	
37					C	
38					C	
39					C	
40					D1	
41					D1	
42					D2	
43					D2	
44					D2	
45					D2	
46					D2	
47						G
48						G
49						G
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135						<i>G</i>
136						<i>G</i>
137						<i>G</i>
138						<i>G</i>
139				<i>A</i>		
140				<i>A</i>		
141				<i>A</i>		
142				<i>A</i>		
143				<i>A</i>		
144				<i>A</i>		
145				<i>A</i>		
146				<i>A</i>		
147				<i>B</i>		
148				<i>B</i>		
149				<i>B</i>		
150				<i>B</i>		
151				<i>B</i>		
152				<i>B</i>		
153				<i>B</i>		
154				<i>B</i>		
155				<i>B</i>		
156				<i>B</i>		
157				<i>B</i>		
158				<i>B</i>		
159				<i>B</i>		
160				<i>B</i>		
161				<i>B</i>		
162				<i>B</i>		
163				<i>B</i>		
164				<i>B</i>		
165				<i>B</i>		
166				<i>B</i>		
167				<i>B</i>		
168				<i>B</i>		
169				<i>B</i>		
170				<i>B</i>		

171				B		
172				B		
173				B		
174				B		
175				B		
176				B		
177				B		
178				B		
179				B		
180				B		
181				B		
182				B		
183				B		
184				B		
185				B		
186				B		
187				B		
188				B		
189				B		
190				B		
191				B		
192				B		
193				B		
194				B		
195				B		
196				B		
TOTAL # of Schools: 196						

Total # of Title I schools in the State: 913

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 8

Key	
<p>Reward School Criteria:</p> <p>A. Highest-performing school</p> <p>B. High-progress school</p> <p>Priority School Criteria:</p>	<p>Focus School Criteria:</p> <p>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</p> <p>G. Has a subgroup or subgroups with low achievement or, at the high</p>

- C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group
- D-1.** Title I-participating high school with graduation rate less than 60% over a number of years
- D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years
- E.** Tier I or Tier II SIG school implementing a school intervention model

- school level, a low graduation rate
- H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

ATTACHMENT 10

N/A

ATTACHMENT 11

N/A

ATTACHMENT 12

Principle 3 Supporting Documents

- Attachment 12.0: Teacher and Principal Evaluation Pilot: Report to the Legislature, July 2011 Executive Summary
- Attachment 12.1: RCW 28A.405.100
- Attachment 12.2: RIG Instructional Framework Crosswalk with Districts
- Attachment 12.3: RIG Focus – Summer Flow Chart
- Attachment 12.4: CFFS Summer Professional Development Learning Goals
- Attachment 12.5: RCW 28A.405.100: Minimum criteria for the evaluation of certificated employees, including administrators – procedure – scope – models – penalty
- Attachment 12.6: Engrossed Substitute Senate Bill (ESSB) 5895
- Attachment 12.7: Teacher/Principal Evaluation Pilot—Taskforce Recommendations: Student Growth

Teacher and Principal Evaluation Pilot

Report to the Legislature



Randy I. Dorn
State Superintendent of
Public Instruction

July 2011

Executive Summary

Background

The Teacher & Principal Evaluation Project (TPEP), which was created in Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696) in the 2010 Legislative Session, offers Washington State the opportunity to identify the measures of effective teaching and leading. The new Washington State evaluation system must both hold educators accountable and be leverage for authentic professional growth. This emerging system, built on the foundation of the new teacher and principal criteria and developed by Washington State educators, provides a direction that will empower teachers, principals and district leaders to meet the needs of students in Washington State. The new evaluation system sets high expectations for what teachers and principals should know and be able to do, values diversity, and fosters a high commitment to teaching and leading as professional practice.

Setting the Context

According to the Joyce Foundation, by the end of 2010 twelve states had passed new state teacher/principal evaluation laws. Washington State is included in this bold group of states that embarked on a journey of creating a new system for measuring teacher and leadership performance. The research over the past 10 years establishing the critical importance of quality teachers and leaders (Barber & Mourshed, 2007; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Rivkin, Hanushek, & Kane, 2005; Rockoff, 2004) prompted policymakers to look to evaluation as a lynchpin to education reform. It is important to note that the other areas impacting teacher and leadership quality should not be overlooked and are inextricably linked to evaluation. "Such areas include these components of the educator career continuum: traditional certification, alternative certification, mentoring and induction, professional development, evaluation, compensation, equitable distribution, and tenure." (Behrstock, Meyer, Wraight, & Bhatt, 2009).

Educators in Washington State overwhelmingly agree, the current evaluation system requires a much needed overhaul. During the 2010-11 school year, OSPI conducted a survey and ten forums with nearly 7,000 educators outside of the TPEP pilot sites and found that 80 percent indicated the primary purpose of the current evaluation system was compliance. Practitioners in and out of the TPEP pilot sites "want tools for improvement and growth." (Fetters, J., & Behrstock-Sherratt, E., 2011). All indications are that Washington State took the right step to enact E2SSB 6696 and the strong belief that the evaluation changes will produce positive results for our students.

To view the full report, please go to: <http://tpep-wa.org/july-2011-leg-report/>

Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.405.100>

RCW 28A.405.100

Minimum criteria for the evaluation of certificated employees, including administrators — Procedure — Scope — Models — Penalty.

(1)(a) Except as provided in subsection (2) of this section, the superintendent of public instruction shall establish and may amend from time to time minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel. For classroom teachers the criteria shall be developed in the following categories: Instructional skill; classroom management, professional preparation and scholarship; effort toward improvement when needed; the handling of student discipline and attendant problems; and interest in teaching pupils and knowledge of subject matter.

(b) Every board of directors shall, in accordance with procedure provided in RCW [41.59.010](#) through [41.59.170](#), [41.59.910](#) and [41.59.920](#), establish evaluative criteria and procedures for all certificated classroom teachers and certificated support personnel. The evaluative criteria must contain as a minimum the criteria established by the superintendent of public instruction pursuant to this section and must be prepared within six months following adoption of the superintendent of public instruction's minimum criteria. The district must certify to the superintendent of public instruction that evaluative criteria have been so prepared by the district.

(2)(a) Pursuant to the implementation schedule established in subsection (7)(b) of this section, every board of directors shall, in accordance with procedures provided in RCW [41.59.010](#) through [41.59.170](#), [41.59.910](#), and [41.59.920](#), establish revised evaluative criteria and a four-level rating system for all certificated classroom teachers.

(b) The minimum criteria shall include: (i) Centering instruction on high expectations for student achievement; (ii) demonstrating effective teaching practices; (iii) recognizing individual student learning needs and developing strategies to address those needs; (iv) providing clear and intentional focus on subject matter content and curriculum; (v) fostering and managing a safe, positive learning environment; (vi) using multiple student data elements to modify instruction and improve student learning; (vii) communicating and collaborating with parents and [the] school community; and (viii) exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

(c) The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(3)(a) Except as provided in subsection (10) of this section, it shall be the responsibility of a principal or his or her designee to evaluate all certificated personnel in his or her school. During each school year all classroom teachers and certificated support personnel shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall be not less than sixty minutes. An employee in the third year of provisional status as defined in RCW [28A.405.220](#) shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety minutes. Following each

observation, or series of observations, the principal or other evaluator shall promptly document the results of the observation in writing, and shall provide the employee with a copy thereof within three days after such report is prepared. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of their employment period.

(b) As used in this subsection and subsection (4) of this section, "employees" means classroom teachers and certificated support personnel.

(4)(a) At any time after October 15th, an employee whose work is not judged satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement. During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district. A probationary period of sixty school days shall be established. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW [28A.405.300](#). The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency; such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation. The probationer may be removed from probation if he or she has demonstrated improvement to the satisfaction of the principal in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her improvement program. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer and shall constitute grounds for a finding of probable cause under RCW [28A.405.300](#) or [28A.405.210](#).

(b) Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and improvement program, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

(5) Every board of directors shall establish evaluative criteria and procedures for all superintendents, principals, and other administrators. It shall be the responsibility of the district superintendent or his or her designee to evaluate all administrators. Except as provided in subsection (6) of this section, such evaluation shall be based on the administrative position job description. Such criteria, when applicable, shall include at least the following categories: Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; school administration and management; school finance; professional preparation and scholarship; effort toward improvement when needed; interest in pupils, employees, patrons and subjects taught in school; leadership; and ability and performance of evaluation of school personnel.

(6)(a) Pursuant to the implementation schedule established by subsection (7)(b) of this section, every board of directors shall establish revised evaluative criteria and a four-level rating system for principals.

(b) The minimum criteria shall include: (i) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; (ii) demonstrating commitment to closing the achievement gap; (iii) providing for school safety; (iv) leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; (v) assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; (vi) monitoring, assisting, and evaluating effective instruction and assessment practices; (vii) managing both staff and fiscal resources to support student achievement and legal responsibilities; and (viii) partnering with the school community to promote student learning.

(c) The four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When available, student growth data that is referenced in the evaluation process must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(7)(a) The superintendent of public instruction, in collaboration with state associations representing teachers, principals, administrators, and parents, shall create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. Human resources specialists, professional development experts, and assessment experts must also be consulted. Due to the diversity of teaching assignments and the many developmental levels of students, classroom teachers and principals must be prominently represented in this work. The models must be available for use in the 2011-12 school year.

(b) A new certificated classroom teacher evaluation system that implements the provisions of subsection (2) of this section and a new principal evaluation system that implements the provisions of subsection (6) of this section shall be phased-in beginning with the 2010-11 school year by districts identified in (c) of this subsection and implemented in all school districts beginning with the 2013-14 school year.

(c) A set of school districts shall be selected by the superintendent of public instruction to participate in a collaborative process resulting in the development and piloting of new certificated classroom teacher and principal evaluation systems during the 2010-11 and 2011-12 school years. These school districts must be selected based on: (i) The agreement of the local associations representing classroom teachers and principals to collaborate with the district in this developmental work and (ii) the agreement to participate in the full range of development and implementation activities, including: Development of rubrics for the evaluation criteria and ratings in subsections (2) and (6) of this section; identification of or development of appropriate multiple measures of student growth in subsections (2) and (6) of this section; development of appropriate evaluation system forms; participation in professional development for principals and classroom teachers regarding the content of the new evaluation system; participation in evaluator training; and participation in activities to evaluate the effectiveness of the new systems and support programs. The school districts must submit to the office of the superintendent of public instruction data that is used in evaluations and all district-collected student achievement, aptitude, and growth data regardless of whether the data is used in evaluations. If the data is not available electronically, the district may submit it in nonelectronic form. The superintendent of public instruction must analyze the districts' use of student data in evaluations, including examining the extent that student data is not used or is underutilized. The superintendent of public instruction must also consult with participating districts and stakeholders, recommend appropriate changes, and address statewide implementation issues. The superintendent of public instruction shall report evaluation system implementation status, evaluation data, and recommendations to appropriate committees of the legislature and governor by July 1, 2011, and at the conclusion of the development phase by July 1, 2012. In the July

1, 2011 report, the superintendent shall include recommendations for whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model. The report shall also identify challenges posed by requiring a state approval process.

(8) Each certificated classroom teacher and certificated support personnel shall have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

(9) The failure of any evaluator to evaluate or supervise or cause the evaluation or supervision of certificated classroom teachers and certificated support personnel or administrators in accordance with this section, as now or hereafter amended, when it is his or her specific assigned or delegated responsibility to do so, shall be sufficient cause for the nonrenewal of any such evaluator's contract under RCW [28A.405.210](#), or the discharge of such evaluator under RCW [28A.405.300](#).

(10) After a certificated classroom teacher or certificated support personnel has four years of satisfactory evaluations under subsection (1) of this section or has received one of the two top ratings for four years under subsection (2) of this section, a school district may use a short form of evaluation, a locally bargained evaluation emphasizing professional growth, an evaluation under subsection (1) or (2) of this section, or any combination thereof. The short form of evaluation shall include either a thirty minute observation during the school year with a written summary or a final annual written evaluation based on the criteria in subsection (1) or (2) of this section and based on at least two observation periods during the school year totaling at least sixty minutes without a written summary of such observations being prepared. A locally bargained short-form evaluation emphasizing professional growth must provide that the professional growth activity conducted by the certificated classroom teacher be specifically linked to one or more of the certificated classroom teacher evaluation criteria. However, the evaluation process set forth in subsection (1) or (2) of this section shall be followed at least once every three years unless this time is extended by a local school district under the bargaining process set forth in chapter [41.59](#) RCW. The employee or evaluator may require that the evaluation process set forth in subsection (1) or (2) of this section be conducted in any given school year. No evaluation other than the evaluation authorized under subsection (1) or (2) of this section may be used as a basis for determining that an employee's work is not satisfactory under subsection (1) or (2) of this section or as probable cause for the nonrenewal of an employee's contract under RCW [28A.405.210](#) unless an evaluation process developed under chapter [41.59](#) RCW determines otherwise.

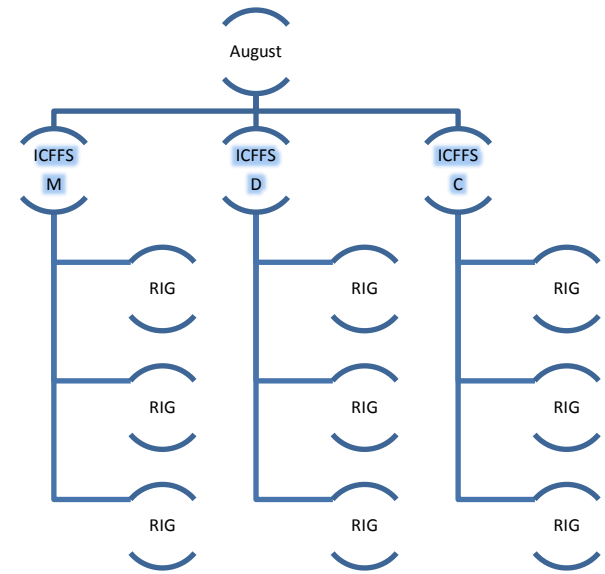
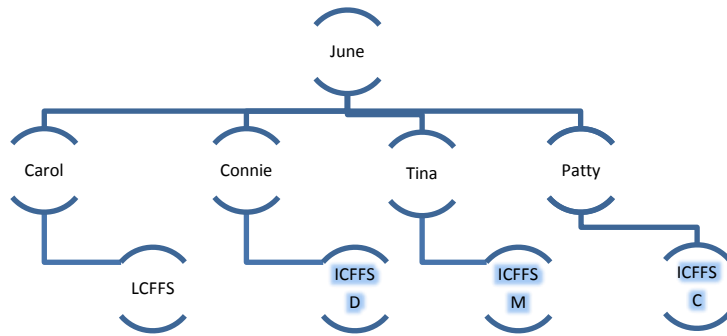
[2010 c 235 § 202; 1997 c 278 § 1; 1994 c 115 § 1; 1990 c 33 § 386; 1985 c 420 § 6; 1975-'76 2nd ex.s. c 114 § 3; 1975 1st ex.s. c 288 § 22; 1969 ex.s. c 34 § 22. Formerly RCW [28A.67.065](#).]

Below is a list of current RIG districts implementing new teacher evaluation frameworks in the Fall of 2012. They are listed by Instructional Framework and ESD. Districts with an * denote an 'unofficial' RIG district.

Framework	ESD	RIG District	Total # to be trained	Total # of trainers
CEL	105	Royal	5	1
	112	Castle Rock	4	2
		Kelso	16	
		Stevenson-Carson	5	
		White Salmon	4	
	113	Adna	2	4
		Chehalis	8	
		Elma	5	
		Onalaska	2	
		Pe Ell*	3	
		Rainier	3	
		Tenino	5	
		Yelm*	13	
	114	Cape Flattery	3	3
		Chimacum	3	
	121	Eatonville	7	2
		White River*	10	
	123	Asotin	2	1
		Pomeroy	2	
	171	Cashmere	6	2
		Lake Chelan	3	
		Orondo	1	
		Waterville	5	

Framework	ESD	RIG District	Total # to be trained	Total # of trainers
Danielson	101	Odessa	1	1 – with ESD 123
	105	Cle-Elum	4	2
		Easton	1	
		Selah	11	
		Toppenish	9	
	112	Evergreen	61	6
		Hockinson	5	
		Ridgefield	6	
	113	Aberdeen*	11	4
		Griffin	2	
		Hoquiam*	6	
		McCleary	1	
		Mossyrock	3	
		Tumwater	16	
		Winlock*	4	
	121	Bainbridge Island	10	14
		Bellevue	42	
		Highline	50	
		Issaquah	36	
		Renton*	29	
		Shoreline	19	
	123	Finley	4	1 - with ESD 101
		Waitsburg	2	
Walla Walla		17		
189	Everett	42	4	
	South Whidbey	4		

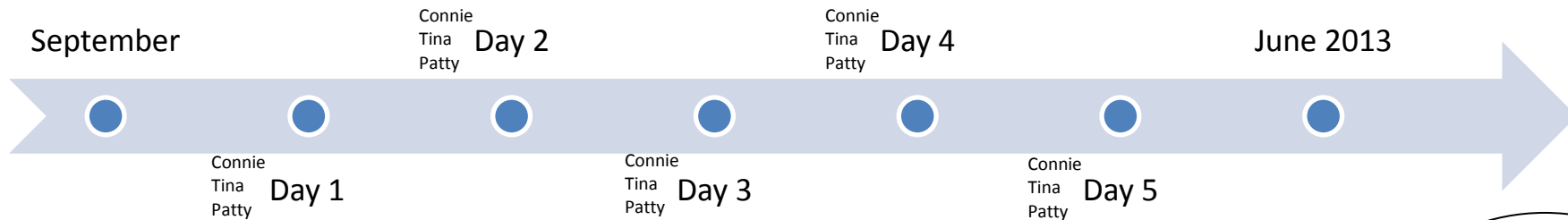
Framework	ESD	RIG District	Total # to be trained	Total # of trainers
Marzano	101	Cheney	12	10
		Chewelah	4	
		Lind	1	
		Nine Mile Falls	5	
		Ritzville	1	
		Spokane	71	
		West Valley	12	
	112	Camas	15	2
	113	Lake Quinault	2	13 – with ESD 121
		Napavine*	2	
		Oakville	5	
		Ocosta	2	
		Raymond	2	
		Rochester*	7	
		South Bend	2	
		Toledo	3	
	Willapa Valley*	1		
	114	North Kitsap	18	4
		South Kitsap	24	
	121	Carbonado	1	1 – with ESD 113
	171	Brewster	2	2
		Cascade	4	
		Entiat	1	
Ephrata		7		
Quincy		7		
189	Conway	1	2	
	Coupeville	4		
	Mt. Vernon	15		



What do you expect CFFS to know & be able to do by June 2013?

2012 - 2013

ESD - running this



What does the state want to learn?

What would you expect the principals to know and be able to do by June?

TPEP SUMMER PROFESSIONAL DEVELOPMENT
LEARNING GOALS

AUGUST 13-16	JUNE 26-29	APRIL 25-26
Participants will:	CFFSs will:	Planning Team will:
Understand state context, expectations, implementation timeline	Teach state context, expectations, implementation timeline, provide "state" answers to FAQs	Build collective understanding of state context, expectations, implementation timeline, Generate questions for the FAQ; answers developed by Steering Committee
Understand connections between T criteria and P criteria	Build and reinforce connections between T criteria and P criteria	Develop common themes connecting T evaluation and P evaluation
Understand the WA criteria in the context of the WA context - structure, vocabulary, etc	Teach the WA criteria and link framework structure, vocab, etc to the WA context	Develop common language across frameworks as set in the WA context and linked to the WA criteria
Recognize and set aside bias, opinion	Teach the differences between bias, opinion and strategies for recognizing and reducing influence in evaluation	Share strategies for reducing the influence of bias, opinion
Understand the role of interpretation in evaluation	Teach the role of interpretation in evaluation	Clarify the role of interpretation in evaluation
Build understanding of multiple sources of evidence in the context of the chosen framework rubrics	Practice using the chosen framework rubrics to gather evidence of T performance on the 8 criteria	Share strategies for gathering evidence from multiple sources
Build understanding of effective feedback that supports reflection and goalsetting	Practice using chosen framework rubrics and evidence to provide feedback that promotes T reflection and goal setting	Share strategies for promoting effective feedback, reflection and goal setting

RCW 28A.405.100

Minimum criteria for the evaluation of certificated employees, including administrators — Procedure — Scope — Models — Penalty.

*** CHANGE IN 2012 *** (SEE [5895-S.SL](#)) ***

(1)(a) Except as provided in subsection (2) of this section, the superintendent of public instruction shall establish and may amend from time to time minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel. For classroom teachers the criteria shall be developed in the following categories: Instructional skill; classroom management, professional preparation and scholarship; effort toward improvement when needed; the handling of student discipline and attendant problems; and interest in teaching pupils and knowledge of subject matter.

(b) Every board of directors shall, in accordance with procedure provided in RCW [41.59.010](#) through [41.59.170](#), [41.59.910](#) and [41.59.920](#), establish evaluative criteria and procedures for all certificated classroom teachers and certificated support personnel. The evaluative criteria must contain as a minimum the criteria established by the superintendent of public instruction pursuant to this section and must be prepared within six months following adoption of the superintendent of public instruction's minimum criteria. The district must certify to the superintendent of public instruction that evaluative criteria have been so prepared by the district.

(2)(a) Pursuant to the implementation schedule established in subsection (7)(b) of this section, every board of directors shall, in accordance with procedures provided in RCW [41.59.010](#) through [41.59.170](#), [41.59.910](#), and [41.59.920](#), establish revised evaluative criteria and a four-level rating system for all certificated classroom teachers.

(b) The minimum criteria shall include: (i) Centering instruction on high expectations for student achievement; (ii) demonstrating effective teaching practices; (iii) recognizing individual student learning needs and developing strategies to address those needs; (iv) providing clear and intentional focus on subject matter content and curriculum; (v) fostering and managing a safe, positive learning environment; (vi) using multiple student data elements to modify instruction and improve student learning; (vii) communicating and collaborating with parents and [the] school community; and (viii) exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

(c) The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(3)(a) Except as provided in subsection (10) of this section, it shall be the responsibility of a principal or his or her designee to evaluate all certificated personnel in his or her school. During each school year all classroom teachers and certificated support personnel shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall be not less than sixty minutes. An employee in the third year of provisional status as defined in RCW [28A.405.220](#) shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety minutes. Following each observation, or series of observations, the principal or other evaluator shall promptly document the results of the observation in writing, and shall provide the employee with a copy thereof within three days after such report is prepared. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of their employment period.

(b) As used in this subsection and subsection (4) of this section, "employees" means classroom teachers and certificated support personnel.

(4)(a) At any time after October 15th, an employee whose work is not judged satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement. During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district. A probationary period of sixty school days shall be established. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW [28A.405.300](#). The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency; such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation. The probationer may be removed from probation if he or she has demonstrated improvement to the satisfaction of the principal in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her improvement program. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer and shall constitute grounds for a finding of probable cause under RCW [28A.405.300](#) or [28A.405.210](#).

(b) Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and improvement program, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

(5) Every board of directors shall establish evaluative criteria and procedures for all superintendents, principals, and other administrators. It shall be the responsibility of the district superintendent or his or her designee to evaluate all administrators. Except as provided in subsection (6) of this section, such evaluation shall be based on the administrative position job description. Such criteria, when applicable, shall include at least the following categories: Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; school administration and management; school finance; professional preparation and scholarship; effort toward improvement when needed; interest in pupils, employees, patrons and subjects taught in school; leadership; and ability and performance of evaluation of school personnel.

(6)(a) Pursuant to the implementation schedule established by subsection (7)(b) of this section, every board of directors shall establish revised evaluative criteria and a four-level rating system for principals.

(b) The minimum criteria shall include: (i) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; (ii) demonstrating commitment to closing the achievement gap; (iii) providing for school safety; (iv) leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; (v) assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; (vi) monitoring, assisting, and evaluating effective instruction and assessment practices; (vii) managing both staff and fiscal resources to support student achievement and legal responsibilities; and (viii) partnering with the school community to promote student learning.

(c) The four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When available, student growth data that is referenced in the evaluation process must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.

(7)(a) The superintendent of public instruction, in collaboration with state associations representing teachers, principals, administrators, and parents, shall create models for implementing the evaluation system criteria, student

growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. Human resources specialists, professional development experts, and assessment experts must also be consulted. Due to the diversity of teaching assignments and the many developmental levels of students, classroom teachers and principals must be prominently represented in this work. The models must be available for use in the 2011-12 school year.

(b) A new certificated classroom teacher evaluation system that implements the provisions of subsection (2) of this section and a new principal evaluation system that implements the provisions of subsection (6) of this section shall be phased-in beginning with the 2010-11 school year by districts identified in (c) of this subsection and implemented in all school districts beginning with the 2013-14 school year.

(c) A set of school districts shall be selected by the superintendent of public instruction to participate in a collaborative process resulting in the development and piloting of new certificated classroom teacher and principal evaluation systems during the 2010-11 and 2011-12 school years. These school districts must be selected based on: (i) The agreement of the local associations representing classroom teachers and principals to collaborate with the district in this developmental work and (ii) the agreement to participate in the full range of development and implementation activities, including: Development of rubrics for the evaluation criteria and ratings in subsections (2) and (6) of this section; identification of or development of appropriate multiple measures of student growth in subsections (2) and (6) of this section; development of appropriate evaluation system forms; participation in professional development for principals and classroom teachers regarding the content of the new evaluation system; participation in evaluator training; and participation in activities to evaluate the effectiveness of the new systems and support programs. The school districts must submit to the office of the superintendent of public instruction data that is used in evaluations and all district-collected student achievement, aptitude, and growth data regardless of whether the data is used in evaluations. If the data is not available electronically, the district may submit it in nonelectronic form. The superintendent of public instruction must analyze the districts' use of student data in evaluations, including examining the extent that student data is not used or is underutilized. The superintendent of public instruction must also consult with participating districts and stakeholders, recommend appropriate changes, and address statewide implementation issues. The superintendent of public instruction shall report evaluation system implementation status, evaluation data, and recommendations to appropriate committees of the legislature and governor by July 1, 2011, and at the conclusion of the development phase by July 1, 2012. In the July 1, 2011 report, the superintendent shall include recommendations for whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model. The report shall also identify challenges posed by requiring a state approval process.

(8) Each certificated classroom teacher and certificated support personnel shall have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

(9) The failure of any evaluator to evaluate or supervise or cause the evaluation or supervision of certificated classroom teachers and certificated support personnel or administrators in accordance with this section, as now or hereafter amended, when it is his or her specific assigned or delegated responsibility to do so, shall be sufficient cause for the nonrenewal of any such evaluator's contract under RCW [28A.405.210](#), or the discharge of such evaluator under RCW [28A.405.300](#).

(10) After a certificated classroom teacher or certificated support personnel has four years of satisfactory evaluations under subsection (1) of this section or has received one of the two top ratings for four years under subsection (2) of this section, a school district may use a short form of evaluation, a locally bargained evaluation emphasizing professional growth, an evaluation under subsection (1) or (2) of this section, or any combination thereof. The short form of evaluation shall include either a thirty minute observation during the school year with a written summary or a final annual written evaluation based on the criteria in subsection (1) or (2) of this section and based on at least two observation periods during the school year totaling at least sixty minutes without a written summary of such observations being prepared. A locally bargained short-form evaluation emphasizing professional growth must provide that the professional growth activity conducted by the certificated classroom teacher be specifically linked to one or more of the certificated classroom teacher evaluation criteria. However, the evaluation process set forth in subsection (1) or (2) of this section shall be followed at least once every three years unless this time is extended by a local school district under the bargaining process set forth in chapter [41.59](#) RCW. The employee or evaluator may require that the evaluation process set forth in subsection (1) or (2) of this section be conducted in any given school year. No evaluation other than the evaluation authorized under subsection (1) or (2) of this section may be used as a basis for determining that an employee's work is not satisfactory under subsection (1)

or (2) of this section or as probable cause for the nonrenewal of an employee's contract under RCW [28A.405.210](#) unless an evaluation process developed under chapter [41.59](#) RCW determines otherwise.

[2010 c 235 § 202; 1997 c 278 § 1; 1994 c 115 § 1; 1990 c 33 § 386; 1985 c 420 § 6; 1975-'76 2nd ex.s. c 114 § 3; 1975 1st ex.s. c 288 § 22; 1969 ex.s. c 34 § 22. Formerly RCW [28A.67.065](#).]

Notes:

Finding -- 2010 c 235: See note following RCW [28A.405.245](#).

Effective date -- 1994 c 115: "This act shall take effect September 1, 1994." [1994 c 115 § 2.]

Severability -- 1985 c 420: See note following RCW [28A.405.110](#).

Savings -- Severability -- 1975-'76 2nd ex.s. c 114: See notes following RCW [28A.400.010](#).

Effective date -- 1975 1st ex.s. c 288: See RCW [41.59.940](#).

Severability -- 1975 1st ex.s. c 288: See RCW [41.59.950](#).

Construction of chapter -- Employee's rights preserved: See RCW [41.59.920](#).

Construction of chapter -- Employer's responsibilities and rights preserved: See RCW [41.59.930](#).

Criteria used for evaluation of staff members to be included in guide: RCW [28A.150.230](#).

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE SENATE BILL 5895

Chapter 35, Laws of 2012

62nd Legislature
2012 Regular Session

CERTIFICATED EDUCATION EMPLOYEES--EVALUATION

EFFECTIVE DATE: 06/07/12

Passed by the Senate February 14, 2012
YEAS 46 NAYS 3

BRAD OWEN

President of the Senate

Passed by the House February 29, 2012
YEAS 82 NAYS 16

FRANK CHOPP

Speaker of the House of Representatives

Approved March 8, 2012, 12:14 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 5895** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

FILED

March 8, 2012

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE SENATE BILL 5895

Passed Legislature - 2012 Regular Session

State of Washington 62nd Legislature 2012 Regular Session

By Senate Ways & Means (originally sponsored by Senator Murray)

READ FIRST TIME 02/07/12.

1 AN ACT Relating to evaluating certificated employees; amending RCW
2 28A.405.100, 28A.405.120, 28A.405.130, 28A.415.023, and 28A.405.220;
3 adding a new section to chapter 28A.410 RCW; and adding a new section
4 to chapter 28A.405 RCW.

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

6 **Sec. 1.** RCW 28A.405.100 and 2010 c 235 s 202 are each amended to
7 read as follows:

8 (1)(a) Except as provided in subsection (2) of this section, the
9 superintendent of public instruction shall establish and may amend from
10 time to time minimum criteria for the evaluation of the professional
11 performance capabilities and development of certificated classroom
12 teachers and certificated support personnel. For classroom teachers
13 the criteria shall be developed in the following categories:
14 Instructional skill; classroom management, professional preparation and
15 scholarship; effort toward improvement when needed; the handling of
16 student discipline and attendant problems; and interest in teaching
17 pupils and knowledge of subject matter.

18 (b) Every board of directors shall, in accordance with procedure
19 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and 41.59.920,

1 establish evaluative criteria and procedures for all certificated
2 classroom teachers and certificated support personnel. The evaluative
3 criteria must contain as a minimum the criteria established by the
4 superintendent of public instruction pursuant to this section and must
5 be prepared within six months following adoption of the superintendent
6 of public instruction's minimum criteria. The district must certify to
7 the superintendent of public instruction that evaluative criteria have
8 been so prepared by the district.

9 (2)(a) Pursuant to the implementation schedule established in
10 subsection (7)(~~(b)~~) (c) of this section, every board of directors
11 shall, in accordance with procedures provided in RCW 41.59.010 through
12 41.59.170, 41.59.910, and 41.59.920, establish revised evaluative
13 criteria and a four-level rating system for all certificated classroom
14 teachers.

15 (b) The minimum criteria shall include: (i) Centering instruction
16 on high expectations for student achievement; (ii) demonstrating
17 effective teaching practices; (iii) recognizing individual student
18 learning needs and developing strategies to address those needs; (iv)
19 providing clear and intentional focus on subject matter content and
20 curriculum; (v) fostering and managing a safe, positive learning
21 environment; (vi) using multiple student data elements to modify
22 instruction and improve student learning; (vii) communicating and
23 collaborating with parents and (~~(+the+)~~) the school community; and
24 (viii) exhibiting collaborative and collegial practices focused on
25 improving instructional practice and student learning. Student growth
26 data must be a substantial factor in evaluating the summative
27 performance of certificated classroom teachers for at least three of
28 the evaluation criteria listed in this subsection.

29 (c) The four-level rating system used to evaluate the certificated
30 classroom teacher must describe performance along a continuum that
31 indicates the extent to which the criteria have been met or exceeded.
32 (~~When~~) The summative performance ratings shall be as follows: Level
33 1 - unsatisfactory; level 2 - basic; level 3 - proficient; and level 4
34 - distinguished. A classroom teacher shall receive one of the four
35 summative performance ratings for each of the minimum criteria in (b)
36 of this subsection and one of the four summative performance ratings
37 for the evaluation as a whole, which shall be the comprehensive
38 summative evaluation performance rating. By December 1, 2012, the

1 superintendent of public instruction must adopt rules prescribing a
2 common method for calculating the comprehensive summative evaluation
3 performance rating for each of the preferred instructional frameworks,
4 including for a focused evaluation under subsection (12) of this
5 section, giving appropriate weight to the indicators evaluated under
6 each criteria and maximizing rater agreement among the frameworks.

7 (d) By December 1, 2012, the superintendent of public instruction
8 shall adopt rules that provide descriptors for each of the summative
9 performance ratings, based on the development work of pilot school
10 districts under subsection (7) of this section. Any subsequent changes
11 to the descriptors by the superintendent may only be made following
12 consultation with a group broadly reflective of the parties represented
13 in subsection (7)(a) of this section.

14 (e) By September 1, 2012, the superintendent of public instruction
15 shall identify up to three preferred instructional frameworks that
16 support the revised evaluation system. The instructional frameworks
17 shall be research-based and establish definitions or rubrics for each
18 of the four summative performance ratings for each evaluation criteria.
19 Each school district must adopt one of the preferred instructional
20 frameworks and post the selection on the district's web site. The
21 superintendent of public instruction shall establish a process for
22 approving minor modifications or adaptations to a preferred
23 instructional framework that may be proposed by a school district.

24 (f) Student growth data(~~(, if available and)~~) that is relevant to
25 the teacher and subject matter(~~(, is referenced)~~) must be a factor in
26 the evaluation process (~~(it)~~) and must be based on multiple measures
27 that can include classroom-based, school-based, district-based, and
28 state-based tools. Student growth data elements may include the
29 teacher's performance as a member of a grade-level, subject matter, or
30 other instructional team within a school when the use of this data is
31 relevant and appropriate. Student growth data elements may also
32 include the teacher's performance as a member of the overall
33 instructional team of a school when use of this data is relevant and
34 appropriate. As used in this subsection, "student growth" means the
35 change in student achievement between two points in time.

36 (g) Student input may also be included in the evaluation process.

37 (3)(a) Except as provided in subsection (~~(+10)~~) (11) of this
38 section, it shall be the responsibility of a principal or his or her

1 designee to evaluate all certificated personnel in his or her school.
2 During each school year all classroom teachers and certificated support
3 personnel shall be observed for the purposes of evaluation at least
4 twice in the performance of their assigned duties. Total observation
5 time for each employee for each school year shall be not less than
6 sixty minutes. An employee in the third year of provisional status as
7 defined in RCW 28A.405.220 shall be observed at least three times in
8 the performance of his or her duties and the total observation time for
9 the school year shall not be less than ninety minutes. Following each
10 observation, or series of observations, the principal or other
11 evaluator shall promptly document the results of the observation in
12 writing, and shall provide the employee with a copy thereof within
13 three days after such report is prepared. New employees shall be
14 observed at least once for a total observation time of thirty minutes
15 during the first ninety calendar days of their employment period.

16 (b) As used in this subsection and subsection (4) of this section,
17 "employees" means classroom teachers and certificated support personnel
18 except where otherwise specified.

19 (4)(a) At any time after October 15th, an employee whose work is
20 not judged satisfactory based on district evaluation criteria shall be
21 notified in writing of the specific areas of deficiencies along with a
22 reasonable program for improvement. For classroom teachers who have
23 been transitioned to the revised evaluation system pursuant to the
24 district implementation schedule adopted under subsection (7)(c) of
25 this section, the following comprehensive summative evaluation
26 performance ratings based on the evaluation criteria in subsection
27 (2)(b) of this section mean a classroom teacher's work is not judged
28 satisfactory:

29 (i) Level 1; or

30 (ii) Level 2 if the classroom teacher is a continuing contract
31 employee under RCW 28A.405.210 with more than five years of teaching
32 experience and if the level 2 comprehensive summative evaluation
33 performance rating has been received for two consecutive years or for
34 two years within a consecutive three-year time period.

35 (b) During the period of probation, the employee may not be
36 transferred from the supervision of the original evaluator.
37 Improvement of performance or probable cause for nonrenewal must occur
38 and be documented by the original evaluator before any consideration of

1 a request for transfer or reassignment as contemplated by either the
2 individual or the school district. A probationary period of sixty
3 school days shall be established. Days may be added if deemed
4 necessary to complete a program for improvement and evaluate the
5 probationer's performance, as long as the probationary period is
6 concluded before May 15th of the same school year. The probationary
7 period may be extended into the following school year if the
8 probationer has five or more years of teaching experience and has a
9 comprehensive summative evaluation performance rating as of May 15th of
10 less than level 2. The establishment of a probationary period does not
11 adversely affect the contract status of an employee within the meaning
12 of RCW 28A.405.300. The purpose of the probationary period is to give
13 the employee opportunity to demonstrate improvements in his or her
14 areas of deficiency. The establishment of the probationary period and
15 the giving of the notice to the employee of deficiency shall be by the
16 school district superintendent and need not be submitted to the board
17 of directors for approval. During the probationary period the
18 evaluator shall meet with the employee at least twice monthly to
19 supervise and make a written evaluation of the progress, if any, made
20 by the employee. The evaluator may authorize one additional
21 certificated employee to evaluate the probationer and to aid the
22 employee in improving his or her areas of deficiency((+)). Should the
23 evaluator not authorize such additional evaluator, the probationer may
24 request that an additional certificated employee evaluator become part
25 of the probationary process and this request must be implemented by
26 including an additional experienced evaluator assigned by the
27 educational service district in which the school district is located
28 and selected from a list of evaluation specialists compiled by the
29 educational service district. Such additional certificated employee
30 shall be immune from any civil liability that might otherwise be
31 incurred or imposed with regard to the good faith performance of such
32 evaluation. If a procedural error occurs in the implementation of a
33 program for improvement, the error does not invalidate the
34 probationer's plan for improvement or evaluation activities unless the
35 error materially affects the effectiveness of the plan or the ability
36 to evaluate the probationer's performance. The probationer ((may))
37 must be removed from probation if he or she has demonstrated
38 improvement to the satisfaction of the ((principal)) evaluator in those

1 areas specifically detailed in his or her initial notice of deficiency
2 and subsequently detailed in his or her (~~improvement~~) program for
3 improvement. A classroom teacher who has been transitioned to the
4 revised evaluation system pursuant to the district implementation
5 schedule adopted under subsection (7)(c) of this section must be
6 removed from probation if he or she has demonstrated improvement that
7 results in a new comprehensive summative evaluation performance rating
8 of level 2 or above for a provisional employee or a continuing contract
9 employee with five or fewer years of experience, or of level 3 or above
10 for a continuing contract employee with more than five years of
11 experience. Lack of necessary improvement during the established
12 probationary period, as specifically documented in writing with
13 notification to the probationer (~~and shall~~) constitutes grounds for
14 a finding of probable cause under RCW 28A.405.300 or 28A.405.210.

15 (~~(b)~~) (c) When a continuing contract employee with five or more
16 years of experience receives a comprehensive summative evaluation
17 performance rating below level 2 for two consecutive years, the school
18 district shall, within ten days of the completion of the second
19 summative comprehensive evaluation or May 15th, whichever occurs first,
20 implement the employee notification of discharge as provided in RCW
21 28A.405.300.

22 (d) Immediately following the completion of a probationary period
23 that does not produce performance changes detailed in the initial
24 notice of deficiencies and (~~improvement~~) program for improvement, the
25 employee may be removed from his or her assignment and placed into an
26 alternative assignment for the remainder of the school year. In the
27 case of a classroom teacher who has been transitioned to the revised
28 evaluation system pursuant to the district implementation schedule
29 adopted under subsection (7)(c) of this section, the teacher may be
30 removed from his or her assignment and placed into an alternative
31 assignment for the remainder of the school year immediately following
32 the completion of a probationary period that does not result in the
33 required comprehensive summative evaluation performance ratings
34 specified in (b) of this subsection. This reassignment may not
35 displace another employee nor may it adversely affect the probationary
36 employee's compensation or benefits for the remainder of the employee's
37 contract year. If such reassignment is not possible, the district may,

1 at its option, place the employee on paid leave for the balance of the
2 contract term.

3 (5) Every board of directors shall establish evaluative criteria
4 and procedures for all superintendents, principals, and other
5 administrators. It shall be the responsibility of the district
6 superintendent or his or her designee to evaluate all administrators.
7 Except as provided in subsection (6) of this section, such evaluation
8 shall be based on the administrative position job description. Such
9 criteria, when applicable, shall include at least the following
10 categories: Knowledge of, experience in, and training in recognizing
11 good professional performance, capabilities and development; school
12 administration and management; school finance; professional preparation
13 and scholarship; effort toward improvement when needed; interest in
14 pupils, employees, patrons and subjects taught in school; leadership;
15 and ability and performance of evaluation of school personnel.

16 (6)(a) Pursuant to the implementation schedule established by
17 subsection (7)(b) of this section, every board of directors shall
18 establish revised evaluative criteria and a four-level rating system
19 for principals.

20 (b) The minimum criteria shall include: (i) Creating a school
21 culture that promotes the ongoing improvement of learning and teaching
22 for students and staff; (ii) demonstrating commitment to closing the
23 achievement gap; (iii) providing for school safety; (iv) leading the
24 development, implementation, and evaluation of a data-driven plan for
25 increasing student achievement, including the use of multiple student
26 data elements; (v) assisting instructional staff with alignment of
27 curriculum, instruction, and assessment with state and local district
28 learning goals; (vi) monitoring, assisting, and evaluating effective
29 instruction and assessment practices; (vii) managing both staff and
30 fiscal resources to support student achievement and legal
31 responsibilities; and (viii) partnering with the school community to
32 promote student learning. Student growth data must be a substantial
33 factor in evaluating the summative performance of the principal for at
34 least three of the evaluation criteria listed in this subsection.

35 (c) The four-level rating system used to evaluate the principal
36 must describe performance along a continuum that indicates the extent
37 to which the criteria have been met or exceeded. (~~When available,~~)
38 The summative performance ratings shall be as follows: Level 1 -

1 unsatisfactory; level 2 - basic; level 3 - proficient; and level 4 -
2 distinguished. A principal shall receive one of the four summative
3 performance ratings for each of the minimum criteria in (b) of this
4 subsection and one of the four summative performance ratings for the
5 evaluation as a whole, which shall be the comprehensive summative
6 evaluation performance rating.

7 (d) By December 1, 2012, the superintendent of public instruction
8 shall adopt rules that provide descriptors for each of the summative
9 performance ratings, based on the development work of pilot school
10 districts under subsection (7) of this section. Any subsequent changes
11 to the descriptors by the superintendent may only be made following
12 consultation with a group broadly reflective of the parties represented
13 in subsection (7)(a) of this section.

14 (e) By September 1, 2012, the superintendent of public instruction
15 shall identify up to three preferred leadership frameworks that support
16 the revised evaluation system. The leadership frameworks shall be
17 research-based and establish definitions or rubrics for each of the
18 four performance ratings for each evaluation criteria. Each school
19 district shall adopt one of the preferred leadership frameworks and
20 post the selection on the district's web site. The superintendent of
21 public instruction shall establish a process for approving minor
22 modifications or adaptations to a preferred leadership framework that
23 may be proposed by a school district.

24 (f) Student growth data that is ((referenced)) relevant to the
25 principal must be a factor in the evaluation process and must be based
26 on multiple measures that can include classroom-based, school-based,
27 district-based, and state-based tools. As used in this subsection,
28 "student growth" means the change in student achievement between two
29 points in time.

30 (g) Input from building staff may also be included in the
31 evaluation process.

32 (h) For principals who have been transitioned to the revised
33 evaluation system pursuant to the district implementation schedule
34 adopted under subsection (7)(c) of this section, the following
35 comprehensive summative evaluation performance ratings mean a
36 principal's work is not judged satisfactory:

37 (i) Level 1; or

1 (ii) Level 2 if the principal has more than five years of
2 experience in the principal role and if the level 2 comprehensive
3 summative evaluation performance rating has been received for two
4 consecutive years or for two years within a consecutive three-year time
5 period.

6 (7)(a) The superintendent of public instruction, in collaboration
7 with state associations representing teachers, principals,
8 administrators, school board members, and parents, to be known as the
9 steering committee, shall create models for implementing the evaluation
10 system criteria, student growth tools, professional development
11 programs, and evaluator training for certificated classroom teachers
12 and principals. Human resources specialists, professional development
13 experts, and assessment experts must also be consulted. Due to the
14 diversity of teaching assignments and the many developmental levels of
15 students, classroom teachers and principals must be prominently
16 represented in this work. The models must be available for use in the
17 2011-12 school year.

18 (b) A new certificated classroom teacher evaluation system that
19 implements the provisions of subsection (2) of this section and a new
20 principal evaluation system that implements the provisions of
21 subsection (6) of this section shall be phased-in beginning with the
22 2010-11 school year by districts identified in ~~((e))~~ (d) of this
23 subsection and implemented in all school districts beginning with the
24 2013-14 school year.

25 (c) Each school district board of directors shall adopt a schedule
26 for implementation of the revised evaluation systems that transitions
27 a portion of classroom teachers and principals in the district to the
28 revised evaluation systems each year beginning no later than the 2013-
29 14 school year, until all classroom teachers and principals are being
30 evaluated under the revised evaluation systems no later than the 2015-
31 16 school year. A school district is not precluded from completing the
32 transition of all classroom teachers and principals to the revised
33 evaluation systems before the 2015-16 school year. The schedule
34 adopted under this subsection (7)(c) must provide that the following
35 employees are transitioned to the revised evaluation systems beginning
36 in the 2013-14 school year:

37 (i) Classroom teachers who are provisional employees under RCW
38 28A.405.220;

1 (ii) Classroom teachers who are on probation under subsection (4)
2 of this section;

3 (iii) Principals in the first three consecutive school years of
4 employment as a principal;

5 (iv) Principals whose work is not judged satisfactory in their most
6 recent evaluation; and

7 (v) Principals previously employed as a principal by another school
8 district in the state of Washington for three or more consecutive
9 school years and in the first full year as a principal in the school
10 district.

11 (d) A set of school districts shall be selected by the
12 superintendent of public instruction to participate in a collaborative
13 process resulting in the development and piloting of new certificated
14 classroom teacher and principal evaluation systems during the 2010-11
15 and 2011-12 school years. These school districts must be selected
16 based on: (i) The agreement of the local associations representing
17 classroom teachers and principals to collaborate with the district in
18 this developmental work and (ii) the agreement to participate in the
19 full range of development and implementation activities, including:
20 Development of rubrics for the evaluation criteria and ratings in
21 subsections (2) and (6) of this section; identification of or
22 development of appropriate multiple measures of student growth in
23 subsections (2) and (6) of this section; development of appropriate
24 evaluation system forms; participation in professional development for
25 principals and classroom teachers regarding the content of the new
26 evaluation system; participation in evaluator training; and
27 participation in activities to evaluate the effectiveness of the new
28 systems and support programs. The school districts must submit to the
29 office of the superintendent of public instruction data that is used in
30 evaluations and all district-collected student achievement, aptitude,
31 and growth data regardless of whether the data is used in evaluations.
32 If the data is not available electronically, the district may submit it
33 in nonelectronic form. The superintendent of public instruction must
34 analyze the districts' use of student data in evaluations, including
35 examining the extent that student data is not used or is underutilized.
36 The superintendent of public instruction must also consult with
37 participating districts and stakeholders, recommend appropriate
38 changes, and address statewide implementation issues. The

1 superintendent of public instruction shall report evaluation system
2 implementation status, evaluation data, and recommendations to
3 appropriate committees of the legislature and governor by July 1, 2011,
4 and at the conclusion of the development phase by July 1, 2012. In the
5 July 1, 2011, report, the superintendent shall include recommendations
6 for whether a single statewide evaluation model should be adopted,
7 whether modified versions developed by school districts should be
8 subject to state approval, and what the criteria would be for
9 determining if a school district's evaluation model meets or exceeds a
10 statewide model. The report shall also identify challenges posed by
11 requiring a state approval process.

12 (e)(i) The steering committee in subsection (7)(a) of this section
13 and the pilot school districts in subsection (7)(d) of this section
14 shall continue to examine implementation issues and refine tools for
15 the new certificated classroom teacher evaluation system in subsection
16 (2) of this section and the new principal evaluation system in
17 subsection (6) of this section during the 2013-14 through 2015-16
18 implementation phase.

19 (ii) Particular attention shall be given to the following issues:

20 (A) Developing a report for the legislature and governor, due by
21 December 1, 2013, of best practices and recommendations regarding how
22 teacher and principal evaluations and other appropriate elements shall
23 inform school district human resource and personnel practices. The
24 legislature and governor are provided the opportunity to review the
25 report and recommendations during the 2014 legislative session;

26 (B) Taking the new teacher and principal evaluation systems to
27 scale and the use of best practices for statewide implementation;

28 (C) Providing guidance regarding the use of student growth data to
29 assure it is used responsibly and with integrity;

30 (D) Refining evaluation system management tools, professional
31 development programs, and evaluator training programs with an emphasis
32 on developing rater reliability;

33 (E) Reviewing emerging research regarding teacher and principal
34 evaluation systems and the development and implementation of evaluation
35 systems in other states;

36 (F) Reviewing the impact that variable demographic characteristics
37 of students and schools have on the objectivity, reliability, validity,
38 and availability of student growth data; and

1 (G) Developing recommendations regarding how teacher evaluations
2 could inform state policies regarding the criteria for a teacher to
3 obtain continuing contract status under RCW 28A.405.210. In developing
4 these recommendations the experiences of school districts and teachers
5 during the evaluation transition phase must be considered.
6 Recommendations must be reported by July 1, 2016, to the legislature
7 and the governor.

8 (iii) To support the tasks in (e)(ii) of this subsection, the
9 superintendent of public instruction may contract with an independent
10 research organization with expertise in educator evaluations and
11 knowledge of the revised evaluation systems being implemented under
12 this section.

13 (iv) The superintendent of public instruction shall monitor the
14 statewide implementation of revised teacher and principal evaluation
15 systems using data reported under RCW 28A.150.230 as well as periodic
16 input from focus groups of administrators, principals, and teachers.

17 (v) The superintendent of public instruction shall submit reports
18 detailing findings, emergent issues or trends, recommendations from the
19 steering committee, and pilot school districts, and other
20 recommendations, to enhance implementation and continuous improvement
21 of the revised evaluation systems to appropriate committees of the
22 legislature and the governor beginning July 1, 2013, and each July 1st
23 thereafter for each year of the school district implementation
24 transition period concluding with a report on December 1, 2016.

25 (8)(a) Beginning with the 2015-16 school year, evaluation results
26 for certificated classroom teachers and principals must be used as one
27 of multiple factors in making human resource and personnel decisions.
28 Human resource decisions include, but are not limited to: Staff
29 assignment, including the consideration of an agreement to an
30 assignment by an appropriate teacher, principal, and superintendent;
31 and reduction in force. Nothing in this section limits the ability to
32 collectively bargain how the multiple factors shall be used in making
33 human resource or personnel decisions, with the exception that
34 evaluation results must be a factor.

35 (b) The office of the superintendent of public instruction must
36 report to the legislature and the governor regarding the school
37 district implementation of the provisions of (a) of this subsection by
38 December 1, 2017.

1 (9) Each certificated classroom teacher and certificated support
2 personnel shall have the opportunity for confidential conferences with
3 his or her immediate supervisor on no less than two occasions in each
4 school year. Such confidential conference shall have as its sole
5 purpose the aiding of the administrator in his or her assessment of the
6 employee's professional performance.

7 ~~((+9))~~ (10) The failure of any evaluator to evaluate or supervise
8 or cause the evaluation or supervision of certificated classroom
9 teachers and certificated support personnel or administrators in
10 accordance with this section, as now or hereafter amended, when it is
11 his or her specific assigned or delegated responsibility to do so,
12 shall be sufficient cause for the nonrenewal of any such evaluator's
13 contract under RCW 28A.405.210, or the discharge of such evaluator
14 under RCW 28A.405.300.

15 ~~((+10))~~ (11) After a certificated classroom teacher or
16 certificated support personnel has four years of satisfactory
17 evaluations under subsection (1) of this section (~~or has received one~~
18 ~~of the two top ratings for four years under subsection (2) of this~~
19 ~~section)), a school district may use a short form of evaluation, a~~
20 locally bargained evaluation emphasizing professional growth, an
21 evaluation under subsection (1) or (2) of this section, or any
22 combination thereof. The short form of evaluation shall include either
23 a thirty minute observation during the school year with a written
24 summary or a final annual written evaluation based on the criteria in
25 subsection (1) or (2) of this section and based on at least two
26 observation periods during the school year totaling at least sixty
27 minutes without a written summary of such observations being prepared.
28 A locally bargained short-form evaluation emphasizing professional
29 growth must provide that the professional growth activity conducted by
30 the certificated classroom teacher be specifically linked to one or
31 more of the certificated classroom teacher evaluation criteria.
32 However, the evaluation process set forth in subsection (1) or (2) of
33 this section shall be followed at least once every three years unless
34 this time is extended by a local school district under the bargaining
35 process set forth in chapter 41.59 RCW. The employee or evaluator may
36 require that the evaluation process set forth in subsection (1) or (2)
37 of this section be conducted in any given school year. No evaluation
38 other than the evaluation authorized under subsection (1) or (2) of

1 this section may be used as a basis for determining that an employee's
2 work is not satisfactory under subsection (1) or (2) of this section or
3 as probable cause for the nonrenewal of an employee's contract under
4 RCW 28A.405.210 unless an evaluation process developed under chapter
5 41.59 RCW determines otherwise. The provisions of this subsection
6 apply to certificated classroom teachers only until the teacher has
7 been transitioned to the revised evaluation system pursuant to the
8 district implementation schedule adopted under subsection (7)(c) of
9 this section.

10 (12) All certificated classroom teachers and principals who have
11 been transitioned to the revised evaluation systems pursuant to the
12 district implementation schedule adopted under subsection (7)(c) of
13 this section must receive annual performance evaluations as provided in
14 this subsection:

15 (a) All classroom teachers and principals shall receive a
16 comprehensive summative evaluation at least once every four years. A
17 comprehensive summative evaluation assesses all eight evaluation
18 criteria and all criteria contribute to the comprehensive summative
19 evaluation performance rating.

20 (b) The following categories of classroom teachers and principals
21 shall receive an annual comprehensive summative evaluation:

22 (i) Classroom teachers who are provisional employees under RCW
23 28A.405.220;

24 (ii) Principals in the first three consecutive school years of
25 employment as a principal;

26 (iii) Principals previously employed as a principal by another
27 school district in the state of Washington for three or more
28 consecutive school years and in the first full year as a principal in
29 the school district; and

30 (iv) Any classroom teacher or principal who received a
31 comprehensive summative evaluation performance rating of level 1 or
32 level 2 in the previous school year.

33 (c)(i) In the years when a comprehensive summative evaluation is
34 not required, classroom teachers and principals who received a
35 comprehensive summative evaluation performance rating of level 3 or
36 above in the previous school year are required to complete a focused
37 evaluation. A focused evaluation includes an assessment of one of the

1 eight criteria selected for a performance rating plus professional
2 growth activities specifically linked to the selected criteria.

3 (ii) The selected criteria must be approved by the teacher's or
4 principal's evaluator and may have been identified in a previous
5 comprehensive summative evaluation as benefiting from additional
6 attention. A group of teachers may focus on the same evaluation
7 criteria and share professional growth activities. A group of
8 principals may focus on the same evaluation criteria and share
9 professional growth activities.

10 (iii) The evaluator must assign a comprehensive summative
11 evaluation performance rating for the focused evaluation using the
12 methodology adopted by the superintendent of public instruction for the
13 instructional or leadership framework being used.

14 (iv) A teacher or principal may be transferred from a focused
15 evaluation to a comprehensive summative evaluation at the request of
16 the teacher or principal, or at the direction of the teacher's or
17 principal's evaluator.

18 (v) Due to the importance of instructional leadership and assuring
19 rater agreement among evaluators, particularly those evaluating teacher
20 performance, school districts are encouraged to conduct comprehensive
21 summative evaluations of principal performance on an annual basis.

22 (vi) A classroom teacher or principal may apply the focused
23 evaluation professional growth activities toward the professional
24 growth plan for professional certificate renewal as required by the
25 professional educator standards board.

26 (13) Each school district is encouraged to acknowledge and
27 recognize classroom teachers and principals who have attained level 4 -
28 distinguished performance ratings.

29 **Sec. 2.** RCW 28A.405.120 and 1995 c 335 s 401 are each amended to
30 read as follows:

31 (1) School districts shall require each administrator, each
32 principal, or other supervisory personnel who has responsibility for
33 evaluating classroom teachers or principals to have training in
34 evaluation procedures.

35 (2) Before school district implementation of the revised evaluation
36 systems required under RCW 28A.405.100, principals and administrators

1 who have evaluation responsibilities must engage in professional
2 development designed to implement the revised systems and maximize
3 rater agreement.

4 **Sec. 3.** RCW 28A.405.130 and 1985 c 420 s 4 are each amended to
5 read as follows:

6 (1) No administrator, principal, or other supervisory personnel may
7 evaluate a teacher without having received training in evaluation
8 procedures.

9 (2) Before evaluating classroom teachers using the evaluation
10 systems required under RCW 28A.405.100, principals and administrators
11 must engage in professional development designed to implement the
12 revised systems and maximize rater agreement.

13 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.410
14 RCW to read as follows:

15 (1)(a) After August 31, 2013, candidates for a residency principal
16 certificate must have demonstrated knowledge of teacher evaluation
17 research and Washington's evaluation requirements and successfully
18 completed opportunities to practice teacher evaluation skills.

19 (b) At a minimum, principal preparation programs must address the
20 following knowledge and skills related to evaluations:

21 (i) Examination of Washington teacher and principal evaluation
22 criteria, and four-tiered performance rating system, and the preferred
23 instructional and leadership frameworks used to describe the evaluation
24 criteria;

25 (ii) Classroom observations;

26 (iii) The use of student growth data and multiple measures of
27 performance;

28 (iv) Evaluation conferencing;

29 (v) Development of classroom teacher and principal support plans
30 resulting from an evaluation; and

31 (vi) Use of an online tool to manage the collection of observation
32 notes, teacher and principal-submitted materials, and other information
33 related to the conduct of the evaluation.

34 (2) Beginning September 1, 2016, the professional educator
35 standards board shall incorporate in-service training or continuing
36 education on the revised teacher and principal evaluation systems under

1 RCW 28A.405.100 as a requirement for renewal of continuing or
2 professional level certificates, including requiring knowledge and
3 competencies in teacher and principal evaluation systems as an aspect
4 of professional growth plans used for certificate renewal.

5 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.405
6 RCW to read as follows:

7 (1) Subject to funds appropriated for this purpose, the office of
8 the superintendent of public instruction must develop and make
9 available a professional development program to support the
10 implementation of the evaluation systems required by RCW 28A.405.100.
11 The program components may be organized into professional development
12 modules for principals, administrators, and teachers. The professional
13 development program shall include a comprehensive online training
14 package.

15 (2) The training program must include, but not be limited to, the
16 following topics:

17 (a) Introduction of the evaluation criteria for teachers and
18 principals and the four-level rating system;

19 (b) Orientation to and use of instructional frameworks;

20 (c) Orientation to and use of the leadership frameworks;

21 (d) Best practices in developing and using data in the evaluation
22 systems, including multiple measures, student growth data, classroom
23 observations, and other measures and evidence;

24 (e) Strategies for achieving maximum rater agreement;

25 (f) Evaluator feedback protocols in the evaluation systems;

26 (g) Examples of high quality teaching and leadership; and

27 (h) Methods to link the evaluation process to ongoing educator
28 professional development.

29 (3) To the maximum extent feasible, the professional development
30 program must incorporate or adapt existing online training or
31 curriculum, including securing materials or curriculum under contract
32 or purchase agreements within available funds. Multiple modes of
33 instruction should be incorporated including videos of classroom
34 teaching, participatory exercises, and other engaging combinations of
35 online audio, video, and print presentation.

36 (4) The professional development program must be developed in
37 modules that allow:

1 (a) Access to material over a reasonable number of training
2 sessions;

3 (b) Delivery in person or online; and

4 (c) Use in a self-directed manner.

5 (5) The office of the superintendent of public instruction must
6 maintain a web site that includes the online professional development
7 materials along with sample evaluation forms and templates, links to
8 relevant research on evaluation and on high quality teaching and
9 leadership, samples of contract and collective bargaining language on
10 key topics, examples of multiple measures of teacher and principal
11 performance, suggestions for data to measure student growth, and other
12 tools that will assist school districts in implementing the revised
13 evaluation systems.

14 (6) The office of the superintendent of public instruction must
15 identify the number of in-service training hours associated with each
16 professional development module and develop a way for users to document
17 their completion of the training. Documented completion of the
18 training under this section is considered approved in-service training
19 for the purposes of RCW 28A.415.020.

20 (7) The office of the superintendent of public instruction shall
21 periodically update the modules to reflect new topics and research on
22 performance evaluation so that the training serves as an ongoing source
23 of continuing education and professional development.

24 (8) The office of the superintendent of public instruction shall
25 work with the educational service districts to provide clearinghouse
26 services for the identification and publication of professional
27 development opportunities for teachers and principals that align with
28 performance evaluation criteria.

29 **Sec. 6.** RCW 28A.415.023 and 2011 1st sp.s. c 18 s 6 are each
30 amended to read as follows:

31 (1) Credits earned by certificated instructional staff after
32 September 1, 1995, shall be eligible for application to the salary
33 schedule developed by the legislative evaluation and accountability
34 program committee only if the course content:

35 (a) Is consistent with a school-based plan for mastery of student
36 learning goals as referenced in RCW 28A.655.110, the annual school
37 performance report, for the school in which the individual is assigned;

1 (b) Pertains to the individual's current assignment or expected
2 assignment for the subsequent school year;

3 (c) Is necessary to obtain an endorsement as prescribed by the
4 Washington professional educator standards board;

5 (d) Is specifically required to obtain advanced levels of
6 certification;

7 (e) Is included in a college or university degree program that
8 pertains to the individual's current assignment, or potential future
9 assignment, as a certified instructional staff; (~~or~~)

10 (f) Addresses research-based assessment and instructional
11 strategies for students with dyslexia, dysgraphia, and language
12 disabilities when addressing learning goal one under RCW 28A.150.210,
13 as applicable and appropriate for individual certificated instructional
14 staff; or

15 (g) Pertains to the revised teacher evaluation system under RCW
16 28A.405.100, including the professional development training provided
17 in section 5 of this act.

18 (2) For the purpose of this section, "credits" mean college quarter
19 hour credits and equivalent credits for approved in-service, approved
20 continuing education, or approved internship hours computed in
21 accordance with RCW 28A.415.020.

22 (3) The superintendent of public instruction shall adopt rules and
23 standards consistent with the limits established by this section for
24 certificated instructional staff.

25 (4) For the 2011-12 and 2012-13 school years, application of
26 credits or credit equivalents earned under this section after October
27 1, 2010, to the salary schedule developed by the legislative evaluation
28 and accountability program committee is subject to any conditions or
29 limitations contained in the omnibus operating appropriations act.

30 **Sec. 7.** RCW 28A.405.220 and 2010 c 235 s 203 are each amended to
31 read as follows:

32 (1) Notwithstanding the provisions of RCW 28A.405.210, every person
33 employed by a school district in a teaching or other nonsupervisory
34 certificated position shall be subject to nonrenewal of employment
35 contract as provided in this section during the first three years of
36 employment by such district, unless: (a) The employee has previously
37 completed at least two years of certificated employment in another

1 school district in the state of Washington, in which case the employee
2 shall be subject to nonrenewal of employment contract pursuant to this
3 section during the first year of employment with the new district; or
4 (b) the employee has received an evaluation rating below level 2 on the
5 four-level rating system established under RCW 28A.405.100 during the
6 third year of employment, in which case the employee shall remain
7 subject to the nonrenewal of the employment contract until the employee
8 receives a level 2 rating; or (c) the school district superintendent
9 may make a determination to remove an employee from provisional status
10 if the employee has received one of the top two evaluation ratings
11 during the second year of employment by the district. Employees as
12 defined in this section shall hereinafter be referred to as
13 "provisional employees."

14 (2) In the event the superintendent of the school district
15 determines that the employment contract of any provisional employee
16 should not be renewed by the district for the next ensuing term such
17 provisional employee shall be notified thereof in writing on or before
18 May 15th preceding the commencement of such school term, or if the
19 omnibus appropriations act has not passed the legislature by May 15th,
20 then notification shall be no later than June 15th, which notification
21 shall state the reason or reasons for such determination. Such notice
22 shall be served upon the provisional employee personally, or by
23 certified or registered mail, or by leaving a copy of the notice at the
24 place of his or her usual abode with some person of suitable age and
25 discretion then resident therein. The determination of the
26 superintendent shall be subject to the evaluation requirements of RCW
27 28A.405.100.

28 (3) Every such provisional employee so notified, at his or her
29 request made in writing and filed with the superintendent of the
30 district within ten days after receiving such notice, shall be given
31 the opportunity to meet informally with the superintendent for the
32 purpose of requesting the superintendent to reconsider his or her
33 decision. Such meeting shall be held no later than ten days following
34 the receipt of such request, and the provisional employee shall be
35 given written notice of the date, time and place of meeting at least
36 three days prior thereto. At such meeting the provisional employee
37 shall be given the opportunity to refute any facts upon which the

1 superintendent's determination was based and to make any argument in
2 support of his or her request for reconsideration.

3 (4) Within ten days following the meeting with the provisional
4 employee, the superintendent shall either reinstate the provisional
5 employee or shall submit to the school district board of directors for
6 consideration at its next regular meeting a written report recommending
7 that the employment contract of the provisional employee be nonrenewed
8 and stating the reason or reasons therefor. A copy of such report
9 shall be delivered to the provisional employee at least three days
10 prior to the scheduled meeting of the board of directors. In taking
11 action upon the recommendation of the superintendent, the board of
12 directors shall consider any written communication which the
13 provisional employee may file with the secretary of the board at any
14 time prior to that meeting.

15 (5) The board of directors shall notify the provisional employee in
16 writing of its final decision within ten days following the meeting at
17 which the superintendent's recommendation was considered. The decision
18 of the board of directors to nonrenew the contract of a provisional
19 employee shall be final and not subject to appeal.

20 (6) This section applies to any person employed by a school
21 district in a teaching or other nonsupervisory certificated position
22 after June 25, 1976. This section provides the exclusive means for
23 nonrenewing the employment contract of a provisional employee and no
24 other provision of law shall be applicable thereto, including, without
25 limitation, RCW 28A.405.210 and chapter 28A.645 RCW.

Passed by the Senate February 14, 2012.

Passed by the House February 29, 2012.

Approved by the Governor March 8, 2012.

Filed in Office of Secretary of State March 8, 2012.

Teacher/Principal Evaluation Pilot

Taskforce Recommendations: *Student Growth*

For both teachers and principals, the evaluation legislation passed in 2010 was landmark. The bill outlined, for the first time, the key underpinnings of new teacher and principal evaluation systems, *including the use of student growth*. In anticipation of the July 2012 OSPI recommendations to the legislature, this TPEP Taskforce was created. The committee discussed not **IF** student growth should be used in educator evaluations, but rather **HOW** it should be used responsibly, with integrity, to the legislation passed by the legislature and signed by Governor Gregoire in 2010.

1. *“If available and relevant to the teacher and subject matter”*
“When available, student growth data”

The taskforce **recommends** that teachers be evaluated *for whom* and *for what* they are teaching. The student growth measures must be attributable to the teacher responsible for that particular group of students. Any growth measure used to evaluate a classroom teacher must be aligned with the curriculum and learning goals that a specific teacher is expected to teach.

2. *“is referenced in the evaluation process”*

The taskforce **recommends** that the use of student growth measures in a teacher’s evaluation must be aligned to the evaluation criteria. The new evaluation criteria passed in 2010 outlines the core expectations of what teachers and principals should know and be able to do to improve student learning. Of the teacher criteria, there are at least 3 that are more authentically linked with student growth (see Appendix A).

3. *“multiple measures that can include classroom-based, school-based, district-based, and state-based tools”*

The taskforce **recommends** that the multiple measures outlined in current statute are deeply explored and analyzed for use in the 2013-14 school year by Washington State districts adopting the new evaluation system. The current law does not restrict the use of student growth measures, but rather leaves it open to multiple measures (See Appendix B). The taskforce expressed challenges to connecting student learning to individual teachers, including, but not limited to the following variables:

- students who begin significantly behind grade level expectations
- students who transfer during the school year
- students who are ready for greater challenges
- students who speak limited English
- students who have disabilities or language-acquisition needs

While the taskforce expressed these concerns, the overriding belief that ALL students can learn is paramount. Therefore, student growth that is used to measure teacher effectiveness must be made at multiple points in time to track improvement or lack of improvement.



Background & Purpose

This past year, Washington State began the process of overhauling our evaluation system for classroom teachers and principals. Any solid reform of this scale requires feedback and expert input. As directed by E2SSB 6696, the TPEP steering committee is comprised of 6 state level organizations representing teachers, principals, district administrators, parents and school directors. These organizations directed this committee to form, study the issues listed below and create recommendations by February 2012. More information about the 2010-11 TPEP project can be found in the final report. http://tpep.files.wordpress.com/2011/07/tpep_leg_report-july_2011_full.pdf

Taskforce Committee Topics	Organizational Leads	Supporting Organizations
<ul style="list-style-type: none"> • Student Growth Data • Perception Survey Data • Evaluator Training and Support 	OSPI AWSP WEA	WASA WSPTA WSSDA

Committee Members & Timeline

The committee was formed in August 2011 and ran through February 2012. It was comprised of 18 TPEP practitioners (teachers, principals, and district administrators) and 7 other experts including higher education and a MERIT district representative. The committee met 9 times over the course of the past 6 months, broadly studied the three issues and formed the following recommendations.

Planning

OSPI, WEA and AWSP with the support of the American Institutes for Research (AIR) designed the series of workshops to help provide the most current research and experts to our committee. Each workshop was designed to build upon the previous session and provide a broad scope of research, expertise, and examples from the field.

The Curriculum

The table below describes the learning progression of the taskforce regarding student growth.

Focus of Presentation	Presenter/Researcher	Date
Summative and Formative Assessment	Robin Munson, Office of Superintendent of Public Instruction Mariann Lemke, American Institutes for Research	October 13, 2011



Teacher/Principal Evaluation Pilot

Student Growth Data	Dan Goldhaber, University of Washington Marge Plecki, University of Washington Gretchen Weber, American Institutes for Research Joann Taylor, Austin ISD Linda Darling-Hammond, Stanford University Jesse Rothstein, University of California Berkeley	October 13, 2011 October 27, 2011 November 10, 2011
Common Core State Standards	Greta Bornemann, OSPI	November 10, 2011
Student Assessment Data	Chris Brandt, American Institutes for Research	November 10, 2011
Student Growth Synthesis	Scott Poirier, Washington Education Association	December 8, 2011
Hopes and Fears Survey	Gretchen Weber, American Institutes for Research	January 12, 2012
Teaching and Learning Survey Data	Eric Hirsch, The New Teacher Center	January 12, 2012
Student Survey Data	Rob Ramsdell, Cambridge Education	January 12, 2012
Perception Data	Ellen Behrstock-Sherratt, American Institutes for Research	January 23, 2012

Legislation

E2SSB 6696

Teachers

“The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, “student growth” means the change in student achievement between two points in time.”

Principals

“The four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When available, student growth data that is referenced in the evaluation process must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, “student growth” means the change in student achievement between two points in time.”

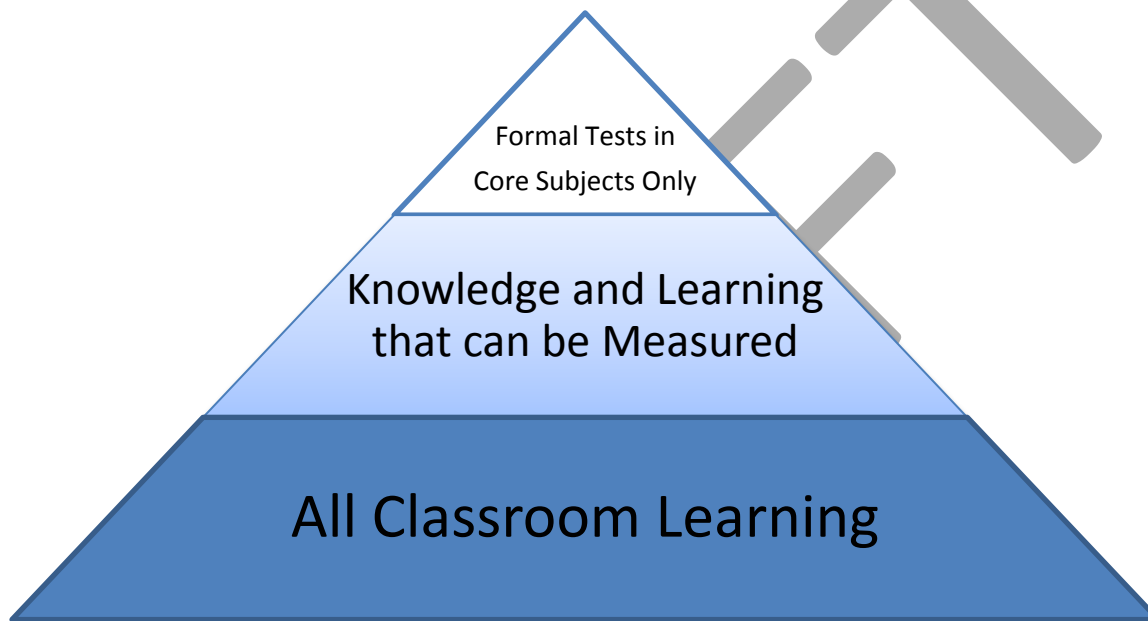


Defining Key Terms

The two terms defined below are integral to understanding the complexity of the legislation, recommendations and implementation of student growth and the new teacher and principal evaluation systems.

Student Achievement: The status of subject-matter knowledge, understandings, and skills at one point in time.

Student Growth (Learning): The growth in subject-matter knowledge, understandings, and skill over time.

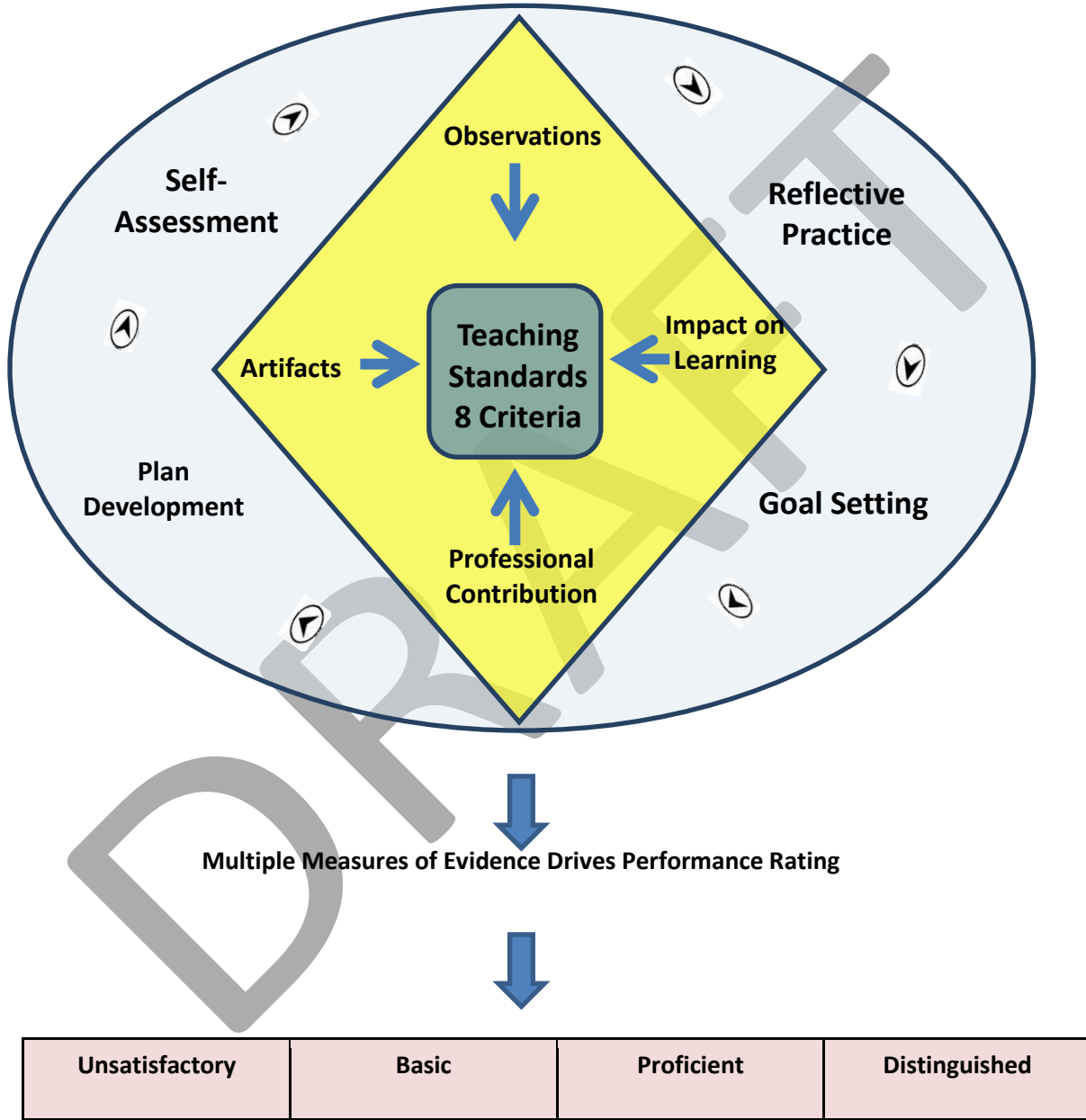


It is student learning, not student achievement, that is relevant in demonstrating impacts teachers and principals have on students.



A Complete Model for Teacher Evaluation

The Teacher and Principal Evaluation System must be comprehensive in scope, yet manageable for implementation. In order to construct an authentic evaluation system the components must fit together and encompass the complexity of teaching and leading. Student growth is one critical element in measuring teacher and principal effectiveness.





Appendix A

Washington State Teacher Criteria (RCW 28A.405.100 2(b))	Washington State Teacher Criteria Definitions
1. Centering instruction on high expectations for student achievement.	EXPECTATIONS The teacher communicates high expectations for student learning.
2. Demonstrating effective teaching practices.	INSTRUCTION The teacher uses research-based instructional practices to meet the needs of all students.
3. Recognizing individual student learning needs and developing strategies to address those needs.	DIFFERENTIATION The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.
4. Providing clear and intentional focus on subject matter content and curriculum.	CONTENT KNOWLEDGE The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. Fostering and managing a safe, positive learning environment.	LEARNING ENVIRONMENT The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.
6. Using multiple student data elements to modify instruction and improve student learning.	ASSESSMENT The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.
7. Communicating and collaborating with parents and school community.	FAMILIES AND COMMUNITY The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	PROFESSIONAL PRACTICE The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Appendix B

Multiple Measurement Tools				
This chart represents data collected from TPEP districts and a sample of the strengths and limitations of implementing multiple measures.				
Measure	% of teachers relevant to assessment*	Examples	Strengths	Limitations
Classroom-Based Tools	100%	<ul style="list-style-type: none"> • Student work • Graphic Organizers • Performance Tasks • Unit Assessments • Art/PE Performance Assessments 	<ul style="list-style-type: none"> ⇒ Capture authentic student work and learning ⇒ Relevant to teachers to inform practice in a timely way 	<ul style="list-style-type: none"> ⇒ Difficult to compare across classrooms ⇒ May lack validity ⇒ More time involved to assess students
School-Based Tools	79%	<ul style="list-style-type: none"> • Common Formative Assessments • 7th Grade Writing Samples • Kindergarten Readiness 	<ul style="list-style-type: none"> ⇒ Encourages team goal setting ⇒ Relevant to both teacher/principal evaluations 	<ul style="list-style-type: none"> ⇒ May not be comparable between districts ⇒ Training for principals key to implementation
District-Based Tools	30.8%	<ul style="list-style-type: none"> • District developed benchmark exams • MAP Assessments • Dibels (Literacy) 	<ul style="list-style-type: none"> ⇒ Can compare across schools/districts ⇒ Useful in district-wide PLC and vertical teaming 	<ul style="list-style-type: none"> ⇒ May not have district capacity to support timely use of data ⇒ May lack reliability in administration of assessments
State-Based Tools	16.2%	<ul style="list-style-type: none"> • MSP • HSPE • SAT • ACT • AP Exams 	<ul style="list-style-type: none"> ⇒ Higher likelihood of validity for assessing student performance ⇒ Widely available and public 	<ul style="list-style-type: none"> ⇒ Only relevant to a small percentage of teachers ⇒ Data is not quickly accessible to quickly inform teaching

*based on District Assessment Inventory analysis done by American Institutes for Research for TPEP in 2011

ATTACHMENT 13

Principle 4: Reducing Duplication and Unnecessary Burden on Districts and Schools

Principle 4: Reducing Duplication and Unnecessary Burden on Districts and Schools

The Washington State Office of the Superintendent of Public Instruction (OSPI) is in the process of implementing actions to adjust state-level reporting and data submissions to reduce the burden on districts and schools. The OSPI K-12 Data Governance Program has ultimate responsibility for this effort. The Data Governance Group, established by the Washington State Legislature during the 2009 session, is the executive sponsor for the K-12 data governance program and is supported by a Data Governance Coordinator, a Data Management Committee and various internal and external stakeholder work groups. Information on the Data Governance Program can be found at: <http://k12.wa.us/K12DataGovernance/default.aspx>.

Current actions underway to reduce the state-level reporting and data submissions burden on districts and schools include:

- Consolidating various one-off data submissions or reports into the student level Comprehensive Education Data and Research System (CEDARS).
 - For 2011-12 School Year
 - Homeless Student Data – CEDARS data will be used to populate the EDS Application. Districts will then review the data in the EDS Application for accuracy and complete data that is not pre-populated.
 - Bilingual Student Data – the Transitional Bilingual Instruction Program database begins a transition to CEDARS enabling more consistent and efficient reporting.
 - Immigrant Student Data – CEDARS data will be used to populate this annual collection that previously required manual input from districts.
 - For 2012-13 School Year
 - Discipline Data – a collection is planned at the student level in CEDARS to replace the current aggregate collection for the behavior report on suspensions and expulsions and federal reporting
 - For future school years staff are exploring how the following collections can be more made more efficient:
 - Highly capable
 - LAP
 - Graduation, Reality and Dual-Role Skills (GRADS)
- New Student transportation funding system – During the development of the new student transportation funding system (implemented for the 2011-12 school year), particular care was taken to reduce the workload on school district transportation staff.
 - An example of a significant workload reduction involved a change in student counts on school buses from a count at each stop for a five day count period to a total count at each school load zone.
- Enterprise Architecture and Metadata tool
 - With funding from an SLDS grant WA State purchased an Enterprise Architecture and Metadata tool.
 - In this tool we are mapping each collection at the element level to the output or reporting.
 - This will allow for easier identification of duplicate collections and achieving the goal of collecting once and using multiple times

- We are also linking each connection with the warrant or legal citation requiring the collection.
 - This will allow for examination of collections without a warrant and to ensure that the collections don't exceed existing warrants.

Data Governance Group, Data Management Committee and Data Governance Coordinator work efforts to specifically address this issue.

- During the October 5th, 2011 meeting of the Data Management Committee under the agenda item, "District Reporting and Collections SSB 5184" the committee was also informed that the ESEA Flexibility process would have a provision to streamline and make more efficient the reporting process for districts.

The Data Governance Coordinator will place this issue on the following future meeting agenda's to continue work in this area:

- Data Governance Group – January 19th, 2012.
- Data Management Committee – January 30th, 2012.

The Data Governance Coordinator is facilitating a series of conference calls with representatives from small rural school districts to explore ways to reduce the burden of reporting on this sector of districts. The goal is to identify efforts that OSPI can make to specifically ease the reporting burden.

- Two calls have already occurred on Tuesday November 1st, and December 5th 2011 and another call is scheduled for January 11th.
- Future calls will be schedule based on the discussions during the January call.

ATTACHMENT 14

Stakeholder Input/Next Steps

Stakeholder Input/Next Steps

In adhering to the expectations for consultation regarding the ESEA Flexibility Waiver, the meetings listed below were scheduled. At each meeting, an ESEA Flexibility Waiver presentation was made and there was time built-in for questions, answers, and audience feedback.

- Completed—
 - October 10, 2011—OSPI Agency Directors’ Meeting
 - December 2, 2011—House Education Committee
 - December 7, 2011—Title I Committee of Practitioners
 - December 8, 2011—Educational Service District (ESD) 105 Superintendents’ Meeting
 - December 9, 2011—ESD 114 Superintendents’ Meeting
 - December 14, 2011—ESD 113 Superintendents’ Meeting
 - January 5, 2012—ESEA Waivers Stakeholders Group
 - January 6, 2012—Tribal Leaders’ Congress
 - January 9, 2012—OSPI Cabinet Meeting
 - January 11, 2012—State Board of Education (SBE)
 - January 12, 2012—Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
 - January 13, 2012—Skagit County Superintendents
 - January 18, 2012—DRAFT application posted on OSPI website for LEA and public comment (<http://www.k12.wa.us/ESEA/PublicNotice.aspx>)
 - January 23, 2012—CCSSO Peer Review
 - January 26, 2012—Washington State ESEA Flexibility Request Webinars
 - February 3, 2012— Puget Sound ESD 121 Title I Directors
 - February 9, 2012—Special Education Advisory Council (SEAC)
 - February 10, 2012— Northeast ESD 101 Title I Directors
 - February 13, 2012—The Affiliated Tribes of Northwest Indians (ATNI)

- February 16, 2012—OSPI/ESD 113 Title I, Part A/LAP Network Meeting
- February 23, 2012—State Board of Education (SBE)
- February 29, 2012—Title I Committee of Practitioners
- March 9, 2012—Bilingual Education Advisory Committee (BEAC)

**OSPI
 Directors' Meeting
 Brouillet Conference Room
 10/11/11
 9:00 – 11:00 a.m.**

Agenda Item	Leader/ Presenter	Discussion	Action
Introduction / Announcements	Ken Kanikeberg		
Grant Applications	Mike Woods		
Overview of ESEA Flexibility Package Requirements	Bob Harmon		
Next Months' Agenda Items	Ken Kanikeberg	Send items to Karen Conway	
Next Meeting: November 8, 9:00- 11:00 a.m., Brouillet Conf. Room			

Directors' Meeting Minutes for October 11, 2011

Notes taken by DSmall and CHanczrik

Presenters: Shawn Lewis (Introduction and Budget), Mike Woods (Grant Applications) and Bob Harmon (NCLB Waivers)

Shawn:

Senate Ways & Means met yesterday and discussed all-cuts scenarios addressing \$2 billion deficit.

Scenarios cut similar % out of each area for all functional areas of state government:

- 10 additional furlough days
- Increase contribution to healthcare costs

K12 items on their list also included additional changes:

- 1.5% salary reduction
- eliminate all ESD math & science support
- Eliminate full-day Kindergarten
- Include one furlough day, reducing total to 179 days
- Levy equalization reduction of 66% beginning January 1, 2011

Week of October 24 - Options list due from gov. List will be comprehensive and likely exceed \$2B

November 16 or 17 – Revenue forecast due

Week of November 21 – Gov's supplemental budget proposal - actual proposal based on forecast

November 28 - Special session starts

Mike Woods:

Developing a new process before applying for a special-purpose type grant; will help us build a budget. Mike, Ken and Shawn to review or approve during their weekly meeting, alerting Contracts as well.

Bob Harmon:

ED Waivers: 4 core principles/conditions, 10 provisions to receive flexibility.

Elimination of public school choice (PSC) and supplemental education services (SES) as mandates, elimination of the 20% set aside of a district's Title I allocation, elimination of the 10% set-aside for PD, changes in accountability--aka AYP (states would design own goals are both have "rigorous, but achievable" goals); pushes out "all students as 100% proficient" to 2019-20 Change would move focus away from feds to ownership by OSPI and all local stakeholders and developers of the new state accountability plan.

Could be a legal challenge because ED is attaching conditions; also a risk of changes when NCLB is reauthorized. Using Growth Model is very important

OSPI has not yet decided if it will apply; letter of intent due by Oct. 14; Round 1 due in mid-Nov; Round 2 is due middle of Feb, 2012 (not binding, will give time to see what other states do)

Information from waiver handout, listed below:

Overview of ESEA Flexibility Package Requirements

To apply for this new ESEA flexibility, states must address all four major areas regarding college and career ready reforms established in the Department's waiver package. The state education agency (SEA) must describe how it will fully implement each of the following consistent with several core principles:

1. college and career ready standards and aligned assessments (Common

Core/assessment consortia or standards and assessments aligned with state institutions of higher education);

2. a rigorous state accountability system (based largely on principles articulated by CCSSO)
3. a commitment to design, pilot, and implement a system of teacher and leader evaluation based significantly on student growth measures; and
4. a commitment to evaluate and adjust state-level administrative and reporting requirements to reduce burden on districts and schools.

States must meet each of the above requirements in order to receive flexibility—they are not able to request a limited waiver based on meeting parts of these requirements. In exchange, states are able to receive flexibility through waivers of ten provisions of NCLB:

1. 2014 timeline for achieving 100% proficiency (section 111(b)(2)(E));
2. school improvement and accountability requirements (section 1116(b));
3. district improvement and accountability requirements (section 1116(c));
4. rural LEA fund restrictions (section 6213(b) and 6224(e));
5. Title I schoolwide program restrictions (section 1114(a)(1));
6. school improvement fund restrictions (section 1003(a));
7. school support and recognition fund restrictions (section 1117(c)(2)(A));
8. improvement plan requirements and Title I and Title II fund restrictions for districts that miss HQT requirements (section 1111(b)(8)(C));
9. restrictions on transfer of funds to Title I, Part A (section 6123); and
10. School Improvement Grant (SIG) fund restrictions (section 1003(g)).

Additionally, states have the option to request flexibility to expand learning time in the use of funding for 21st Century Community Learning Centers. This optional additional waiver allows states to use funds allocated to this program to support expanded learning time during the school day or year. NCLB section 9401 would allow states to include requests for flexibility in other areas of the law, and states could seek to link federal funding flexibility. But it is unclear how the Department would respond to these requests.

We do have data on use of SES providers as well as their effectiveness

Other notes from team:

Continuing certs are now being renewed online with \$33 processing fee

Education Committee

Friday
December 2, 2011
1:30 p.m. HHR A

WORK SESSION:

1. **School Improvement and Accountability System Update**

Erin Jones, Asst. Superintendent, Student Achievement, OSPI
Bill Mason, Director of Operations, School and District Improvement, OSPI

2. **Waivers and Flexibility Under No Child Left Behind**

Bob Harmon, Asst. Superintendent, Special Programs & Federal
Accountability, OSPI

3. **Health & Nutrition in Schools**

Randy Dorn, Superintendent of Public Instruction
Linda Stone, Food Policy Director, Children's Alliance
Nadiya Beckwith-Stanley, Food Policy Associate, Children's Alliance
Kip Herran, Superintendent, Auburn School District
Carol Barker, Child Nutrition Supervisor, Auburn School District &
2011 Washington State Classified Employee of the Year

4. **Teacher Principal Evaluation Project: July 2011 Preliminary Report**

Michaela Miller, TPEP Pilot Project Manager, OSPI
Jim Koval, TPEP Pilot Project Manager, OSPI
Paula Quinn, Association of Washington School Principals
Ann Randall, Washington Education Association

Committee Members:

Sharon Tomiko Santos, Chair	Angel	Finn	Klippert	Maxwell
Lytton, Vice Chair	Billig	Haigh	Kretz	McCoy
Dammeier, Ranking Minority Member	Dahlquist	Hargrove	Ladenburg	Probst
Anderson, Asst. Ranking Minority Member	Fagan	Hunt	Lias	Wilcox
Ahern				

TITLE I, PART A/LAP COMMITTEE OF PRACTITIONERS' (COP) MEETING MINUTES

December 7, 2011

9 a.m. to 5 p.m.

Puget Sound Skills Center, 18010 8th Avenue South, Burien, WA 98148

Attendees: Debra Appleton, Sue Bradner, Melinda Dyer, Larry Fazzari, Benjamin Gauyan, Linda Hall, Suzie Hanson, Victoria Hodge, Laurie Judd, Jennifer Kerr, Jennifer Ledbetter, Ian Linterman, Robin Logan, Gayle Pauley, Reginald Reid, Anne Renschler, Kevan, Saunders, Ruby Smith, Claudia Sobczuk, Petrea Stoddard, Vela Israel & Steve Witeck

Agenda Item	Leader/ Presenter	Discussion
9:00 a.m. Welcome Agenda Overview Review of Past Meeting Minutes	Gayle Pauley	Members reviewed minutes 9/28/2011 Motion by Claudia Sobczuk & Israel Vela approved
9:30 a.m. Bylaws Review & Revisions	Gayle Pauley	Revisions suggested & draft will be sent to members for review
10:00 a.m. SES Issues/Concerns	Reginald Reid	Three categories of complaints: <ul style="list-style-type: none"> • Provider against School (delaying services, academic rank order policies, filtering & providers not feeling supported by schools), • District against Provider (providers misrepresenting themselves esp. in location) • Provider against another Provider (open market). Historically, OSPI has not removed any provider from the list, however a ruling in process for one such case. 70% perceptual/30% formal complaints. Business practices are the number one cause for complaints. Districts need to follow their own procedures, keeping contracts & timelines consistent. Network meetings are a good place for conversations & review of sample contracts,(especially for small districts). Signatures and date on contract is essential. Focusing SES for lower achieving schools is proposed in the Senate ESEA reauthorization bill. The state may also apply for a waiver to remove SES (TBD by state Supt).
11:00 a.m. Break		

<p>11:15 a.m. Private Schools</p>	<p>Anne Renschler</p>	<p>Private school website has a new section where districts will be able to view other districts to better estimate their out of districts students. January 4, 2012 webinar Federal law states private schools are entitled to an equitable share of Title I funds. Private schools need to be included in district discussions of how funds are served before final budget decisions are made.</p>
<p>11:45 a.m. AYP Data & Update</p>	<p>Gayle Pauley</p>	<p>45 Districts did not make AYP in 2011. No district got out of AYP 1176 Schools in Improvement 1358 schools did not make AYP, increase of 211</p>
<p>12:15 a.m. (Working Lunch) ESEA Flexibility Waivers</p>	<p>Bob Harmon</p>	<p>Four Principals of Improving Student Achievement & Increasing Quality of Instruction – ambitious but achievable. Eliminate AYP SES/PSC 20% gone</p> <ul style="list-style-type: none"> • College & Career-Ready Expectations for all students • State-Developed Differentiated Recognition, Accountability & Support • Supporting Effective Instruction & Leadership • Reducing Duplication & Unnecessary Burden <p>Implementation of District Improvement requirements – 10% PD gone Implementation Timelines – 2012-14 Waiver Hold state uniform in 11-12, may go to 2014-15. The majority of the committee was in favor of moving forward with a waiver application,</p>
<p>1:15 p.m. Title I/LAP Policies</p>	<p>Gayle Pauley Petrea Stoddard</p>	<p>The Title I office has distributed 7 Bulletins to school districts over the last few months.</p> <ul style="list-style-type: none"> • School Combining Fund • Time & Effort • Comparability Is a precondition of receiving Title I funds • Parent Involvement • Set Aside • Building N<30 At least once per year, student plan should be viewed by parents & student • LAP Has a new funding formula designed to be revenue neutral, not strategy <p>There has been difficulty in tracking at district level due to staff cuts & class size increases. OSPI needs to be careful of language used. Kent requested guidance to track hold harmless amounts (Basic vs. Addition)</p>

1:45 p.m. Homeless Update	Melinda Dyer	By including intake in registration packets, rather than housing forms, district's identification of homeless kids has improved. Nine regional trainings for districts and online. Information distribution has been completed. Transportation is the biggest challenge. Questions about eligibility when moving between districts. Data collection using both CEDARS & EDS
2:45 p.m. Readiness to Learn Update	Ron Hertel	10,000 kids in Foster Care. 7500 school age. Since 1993 only state funded program to address emotional/behavioral/scholastic needs of a child. 10% cut in 2011, despite excellent lobbying efforts. \$500 yearly p/child on average. Dropout intervention & prevention shouldn't wait until Middle School. Compassionate Schools Initiative = creating environment & culture to aid in learning
3:00 p.m. Break		
3:15 p.m. National Conference on Child Welfare, Education & the Courts	Larry Fazzari	OSPI sent participants from T & L and Title I to the national Conference on Child Welfare, Education & the Courts. This conference provided a forum for traditional unaffiliated group time to learn from and develop together a state action plan. Three biggest issues: <ul style="list-style-type: none"> • Transfer of school records • Map of foster care homes by district • Transportation
3:45 p.m. Title I School Improvement Update	Erin Jones	How to think about Professional Development differently, esp. in rural districts. Summit & Merit models Who are the community agencies that can support schools? Two outside evaluators of Improvement are Math Benchmark Assessment and BERK report. Achievement gap changed to opportunity gap.
4:30 p.m. National Title I Conference	Gayle Pauley	2,000 registered so far http://www.nationaltitleiassociation.org for details & registration Volunteers needed
5:00 p.m. Adjourn	Gayle Pauley	Next COP meeting: Wednesday ,2/29/2012 @ Puget Sound Skills Center,Burien

Superintendent Advisory Council (SAC)

TO: ESD 105 Superintendent Advisory
WASA South Central Regional Members

FROM: Rose Search, President
Steve Myers, Superintendent

DATE: December 1, 2011

SUBJECT: **Meeting — Thursday, December 8, 2011**

There will be a meeting of WASA South Central Regional members on Thursday, December 8, 2011, at the **Maggie Perez Student Success Center, Ahtanum Room.**

**December 8, 2011
A g e n d a**

- Program8:30 – 9:30 a.m.**
- Principal/Teacher Evaluation**
Cathy Benedetti will facilitate an analysis of the three teacher instructional frameworks (CEL, Marzano, and Danielson) and the principal leadership framework by focusing on one area of student engagement. Groups will share ideas around each framework’s relevance to student engagement through these guiding questions: What evidence in the framework supports student engagement? How does the framework expand or enhance your perspective of student engagement? And, how clearly is it organized?
- Break9:30 – 9:45 a.m.**
- Program Continued9:45 – 10:45 a.m.**
- Break10:45 – 11:00 a.m.**
- OSPI Report (e-mailed): Bob Harmon11:00 – 11:10 a.m.**
- WASA Report (e-mailed): Paul Rosier11:10 – 11:20 a.m.**
- WASA/SCR Business11:20 – 11:30 a.m.**
- **Leg and Finance Report: Rick Cole/Steve Myers/District Superintendents** (who traveled to special session)
- ESD 105 Superintendent Advisory Council (SAC): Steve Myers11:30 – 11:50 a.m.**
- **Superintendent Report: Steve Myers**
 - **Fiscal Report: Tom Fleming**
 - **Ross Hunter’s Plan for Levy Equalization**
 - **District Questions on Making Connections (e-mailed): Ian Grabenhorst**

ADJOURN

Superintendent Advisory Council (SAC)
**Minutes
December 8, 2011**

The WASA/SCR – ESD 105 General Meeting was held on Thursday, December 8, 2011 beginning at 8:30 a.m. in the Maggie Perez Student Success Center Ahtanum Room. Those in attendance were:

Ann Allen	ESD 105	Ian Grabenhorst	ESD 105	Patrick DeHuff	Easton
Becky Imler	Wapato	Kevin Chase	Grandview	Paul Rosier	WASA
Bob Harmon	OSPI	Kurt Hilyard	Union Gap	Peter Finch	West Valley
Debbie Holwagner	Sunnyside	Mark Flatau	Cle Elum	Rose Search	Royal
Duane Lyons	Naches	Mark Heid	Goldendale	Steve Myers	ESD 105
Elaine Beraza	Yakima	Margarita Lopez	Granger	Thaynan Knowlton	Goldendale
Jeff Loe	Sunnyside	Mary Kempel	ESD 105	Tom Fleming	ESD 105
John Schieche	East Valley	Monty Sabin	Kittitas		

ITEM	DISCUSSION	ACTION
Introductions	Rose Search welcomed all members to the meeting.	
Program	Principal/Teacher Evaluation Cathy Benedetti facilitated an analysis of the three teacher instructional frameworks (CEL, Marzano, and Danielson) and the principal leadership framework by focusing on student engagement. Groups shared ideas around each framework's relevance to student engagement through the following guiding questions. What evidence in the framework supports student engagement? How does the framework expand or enhance your perspective of student engagement? How clearly is it organized?	
OSPI Report	Members received a copy of the OSPI/ESD Report for December. Bob Harmon presented on the ESEA flexibility waivers and explained that Washington State may choose to apply in February. He reviewed the principals for improving student achievement and increasing the quality of instruction. <ol style="list-style-type: none"> 1. College- and Career-Ready Expectations for All Students 2. State-Developed Differentiated Recognition, Accountability, and Support 3. Supporting Effective Instruction and Leadership 4. Reducing Duplication and Unnecessary Burden <p>He also reviewed the flexibility to improve student achievement and increase the quality of instruction.</p> <ol style="list-style-type: none"> 1. 2013-14 timeline for Adequate Yearly Progress 2. Implementation of school improvement requirements 3. Implementation of district improvement requirements 4. Rural districts 5. Schoolwide programs 6. Support school improvement 7. Reward schools 	

8. Highly qualified teachers improvement plans
9. Transfer of certain funds
10. Use of school improvement grant funds to support priority schools

For more details on this report please contact Bob at 360-725-6170.

WASA Report

The members received a copy of the December WASA News. Paul Rosier thanked everyone for their participation in the Focus on Education Week. The districts did well for their first time with this event with Mary Kempel.

There will be paperless Board meeting presentation following the WASA/SCR meeting in January. Remember to register for this event.

Paul also reported that the Governor has delayed in the apportionment payment by one day in order to increase revenue. WASA will put together an amendment (or separate bill) to give us an emergency provision to waive collective bargaining agreements. There will still be a challenge with multi-year contracts.

On January 5 guests are invited to a forum to spotlights students and teachers in innovative programs. This is an opportunity to highlight what the districts can do under the current laws.

**Legislative
Priorities**

Kurt Hilyard and Kevin Chase shared their comments about their attendance at the legislative hearing. Items discussed at the hearing included a new funding formula, bargaining, levy equalization and Representative Ross Hunters' levy swap proposal.

You can watch the hearing at
http://www.tvw.org/index.php?option=com_tvwplayer&eventID=2011120060

**ESD 105 SAC
Superintendent
Report**

Attorney Charles Leitch is interested in presenting to districts on how to avoid law suits by proactive policy and professional development. Watch for more information. If there is interest we will pursue this presentation.

The districts received a list of the dates for the regular session and were asked to let Steve know when they plan to visit Olympia.

Fiscal Report

Tom Fleming briefly reviewed the Representative Ross Hunter proposal. He cautioned the districts as they review this proposal to understand that this is not new money, it is moving the current money from a different source. This proposal benefits some

districts but hurts others. There will be a public hearing on this proposal in January. Watch for more details.

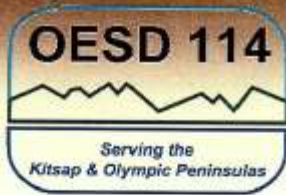
When reviewing the Governor's budget, you can check the various tabs to see your district budget. (Note: your fund balance includes your reserve.)

**Making
Connections**

The members received a copy of the December Making Connection. Additionally, the innovative grant proposals should be submitted to by January 6. We are not aware of any district participating at this time.

Adjournment

The meeting adjourned at 11:45 a.m.



Olympic Educational Service District 114
105 National Avenue North, Bremerton, WA 98312

(360) 478-6880 - (Seattle) 464-6399 - FAX (360) 478-6869

SUPERINTENDENTS' ADVISORY COUNCIL

Friday, December 9, 2011

OESD 114 – Room 203

9:00 AM

AGENDA

Topic

Presenter

9:00 – 9:05 Call To Order/Introductions
*Unemployment Rate Vote

Rick Jones, Chair

9:05 – 9:50 North Mason Zero-Based Budgeting

David Peterson, NMSD Supt.

9:50 – 10:00 College Success Foundation (Final Report)

Alyson Rotter, Scholarship Counselor

10:00 – 10:35 WASA Report (Legislative Discussion)

All

10:35 – 10:50 OSPI Report

Bob Harmon

10:50 – 11:00 Break

11:00 – 1:00 Crossroads Meeting
*Iseminger Plan

*David Iseminger,
Board Member, Lake Stevens S. D.*

Board of Directors

Jay Garrett ● Dean Kiess ● Ray Ondracek ● Katie Proteau ● Donn Ring ● Karen Sorger ● Jean Wasson
Dr. Walt Bigby, Superintendent



Educational Service District 113

Providing Quality Service for Children

December 9, 2011

TO: → ESD-113-Superintendents

FROM: → Tim Garchow, Chair

RE: → ESD-113-Superintendents

→ Wednesday, December 14, 2011

→ 9:30 a.m. – 12:00 p.m.

→ Pacific/Grays Harbor/Thurston Room, ESD-113

Agenda

9:30 a.m. → Opening

- → • Call Meeting to Order
- → • Introduction of Guests
- → • Spirit of Leadership
- → • Teacher of the Year

Superintendents will have an opportunity to participate in three sessions:

9:40 a.m. → Sessions (or other suggestions from the group):

- → Levy Strategies
- → Finding Time for Professional Development
- → Strategies for Improving Student Math Achievement
- → Small District Superintendents As A Curriculum/Instructional Leader

10:00 a.m. → Transition to session

10:05 a.m. → Sessions Continue

10:25 a.m. → Transition to session

10:30 a.m. → Sessions Continue

10:50 a.m. → Break

11:00 a.m. → OSPI Update

11:15 a.m. → WASA Update – Dan Steele

11:30 a.m. → State Bd of Education Update – Bob Hughes

11:40 a.m. → ESD Report – Bill Keim

11:50 a.m. → Sharing Around the Table

12:00 p.m. → Adjourn

□

ESEA Waiver Stakeholder Meeting
Agenda

January 5, 2012 ◆ 9 a.m.-12 p.m.

Brouillet Conference Room

- | | |
|------------------------|-----------------|
| 1. Overview | Bob Harmon |
| 2. Principle 4 | Bill Huennekens |
| 3. Principle 1 | Alan Burke |
| 4. Principle 2 | Sarah Rich |
| 5. Principle 3 | Michaela Miller |
| 6. Questions & Answers | All |

Thank you for your participation!

ESEA Waiver Stakeholder Committee

Name	Organization	Title
Alan Burke	OSPI	Deputy Superintendent
Ann Randall	WEA	Federal Liaison/State Implementation Specialist
Ann Waybright	SEAC	Committee Chair
Anne Renschler	OSPI	Program Supervisor, Title I/LAP/CPR
Barbara McLain	House Education Committee	Research Analyst
Ben Rarick	State Board of Education	Executive Director
Bill Huennekens	OSPI	Data Governance Coordinator
Bill Keim	ESD 113	Superintendent
Bill Mason	OSPI	Secondary Education and School Improvement
Bob Harmon	OSPI	Assistant Superintendent
Cece Mahre	Yakima SD	Associate Superintendent
David Anderson	OSPI	Special Education
Deb Came	OSPI	Director of Student Information
Denny Hurtado	OSPI	Program Supervisor of Indian Education
Doug Gill	OSPI	Director of Special Education
Ellen Kaje	BEAC	Committee Chair
Enrico Yap	OSPI	Data Analyst
Gayle Pauley	OSPI	Director of Title I/LAP/CPR
Gordon Linse	Puget Sound ESD	Executive Director, K-12 Services
Helen Malagon	OSPI	Director of Migrant/Bilingual Education
Israel Vela	Kent SD	Executive Director of Student & Family Engagement
Jennifer Clark	Tumwater SD	Elementary Teacher
Jessica Vavrus	OSPI	Assistant Superintendent of Teaching & Learning
Jim Hockstaff	Olympic ESD 114	Assistant Superintendent
Jim Kowalkowski	Davenport SD	Superintendent
Kathleen Lawrence	WA State Legislature	Staff Coordinator, Republican Caucus
Lorna Spear	Spokane SD	Executive Director of Teaching and Learning
Michael Dunn	Northeast ESD 101	Superintendent
Michael Middleton	OSPI	Director of Business and Special Populations
Michaela Miller	OSPI	Program Coordinator, TPEP/National Board Certification
Nancy Arnold	Puyallup SD	Director of Assessment, Title I, Accountability
Petrea Stoddard	OSPI	Program Supervisor, Title I/LAP/CPR
Ray Tolcher	Prosser SD	Superintendent
Robin Munson	OSPI	Assistant Superintendent of Assessment & Student Information
Sarah Rich	State Board of Education	
Shawn Lewis	OSPI	Chief Financial Officer
Sheri Dunster	OSPI	Student Information Coordinator

Susan Mielke	Senate Early Learning and K-12 Education Committee	Senior Coordinator/Counsel
Suzanne Hall	Tumwater SD	Executive Director, Student Learning
Tim Carstens	Auburn SD	Principal, Terminal Park Elementary
Todd Hilmes	Naches Valley SD	Principal, Naches Valley MS
Trisha Smith	Napavine SD	Superintendent
William Rasplica	Franklin Pierce SD	Executive Director, Learning Support Services

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?

- Better use of allocations in Title I
- Broader accountability system (4 subject areas)
- Holds teachers + principals ^{more} accountable for student
- Opportunity to review and improve education (growth...)

2. In your view, what are the disadvantages of ESEA Flexibility? systems in our state

- Aggressive timeline to complete accountability system and principal/teacher evaluation system changes
- Unknowns about implications for funding and staffing impacts

3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility? Yes

a. If so, why?

By submitting the federal ESEA flexibility waiver, the state will be able to improve our accountability system and use of resources to deliver services to students.

b. If not, why not?

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?

- Maintains goal of striving for equity among groups (ELL, ethnicity, sped)
- Provides districts access to set-asides

2. In your view, what are the disadvantages of ESEA Flexibility?

- Potential costs of augmenting accountability
- Uncertainty of federal landscape system

3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?

YES

a. If so, why?

Ultimately, we will have access to more funds to provide direct service for students - NOT Kuman, Sylvan etc,

b. If not, why not?

N/A

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?

- More local control · Being able to access set aside \$.
- More creative freedom · State developed recognition + support
- More relevant and useful teacher evals.

2. In your view, what are the disadvantages of ESEA Flexibility?

- The unknowns down the road (ie the actual cost to OSPI and districts.)
- If granted, is there assurance of no reversal

3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?

a. If so, why?

Yes... I don't see how it would hurt to apply. We may learn valuable info. in creating the application and in the feedback we receive.

b. If not, why not?

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?

Eliminate the sanctions of NCLB which are based on a stupid set of assumptions. This would free up (theoretically) Title I dollars for use with struggling students.

2. In your view, what are the disadvantages of ESEA Flexibility?

If grants & other authority to the US Dept of Ed to dictate state policy well beyond the resources it provides

3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility? Yes

- a. If so, why?

Only to keep the option open until all or most of the unknowns are known.

- b. If not, why not?

When all is known, if there aren't Fed funds for Principle 2, and if student growth measures are required for all districts in Principle 3, we should not apply.

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?

MANY! In a broad sense, it integrates current & important state initiatives (TPEP, Common Core, Achievement Index, etc) into a cohesive system based on improved, effective teaching & leadership.

2. In your view, what are the disadvantages of ESEA Flexibility?

Unknowns - w/ more autonomy comes responsibility of which I am actually ok with.

3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?

- a. If so, why?

*Yes - reasons stated above
also - the work of TPEP is taking into account validity & reliability of the new ^{teacher/principal eval} model & ensuring it plus the new assessments that will come out from Smarter Balance*

- b. If not, why not?

will be vertically scaled. As a state, we have or will have in place well founded, research based practices, programs & eventually curriculum to further support pursuing the waiver.

Thanks for the opportunity to participate!

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?

Financial hostage situation PSC/SES/SEA asides eliminated,

2. In your view, what are the disadvantages of ESEA Flexibility?

Great deal of uncertainty of plan, funding, timeline - agreeing to a lot of unknown (Fed + state)

3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?

- a. If so, why?

Yes, proceeding carefully as Alan B described, watching for land mines that will undo progress.

- b. If not, why not?

State funding of educational support is so uncertain that districts can not prepare for the future. It is hard to know the best path right now.

Tribal Leaders Congress
Friday, January 6, 2012
House of Awakened Culture
7235 Parkway
Suquamish, WA

Agenda (Draft)

10 a.m. Opening Prayer

10:05 OSPI Presentation: ESEA Flexibility Waivers - Bob Harmon

11:00 Apple Computers and Indian Education Partnership Opportunities - Renee Ratcliffe Sinclair

11:30 Early Learning Update – Jeromy Sullivan, Lisa Horn

12:15 p.m. Lunch (provided)

1:00 PRESIDENTIAL EXECUTIVE ORDER: IMPROVING AMERICAN INDIAN AND ALASKA NATIVE EDUCATIONAL OPPORTUNITIES AND STRENGTHENING TRIBAL COLLEGES AND UNIVERSITIES (Discussion and Update) – Leonard Forsman

1:30 Cultural Education Exchange – Randy Paddock, Washington NEA

2:00 Open Discussion, Next Steps, Set next meeting date and place

3:00 Adjourn

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?
 - a) eliminates the 2014 100% requirement. If it continues, this would be embarrassing for districts & the State
 - b) eliminates SES = set asides, so more money to districts to improve instruction
 - c) keeps "good" components of NCLB - e.g. disaggregating data
2. In your view, what are the disadvantages of ESEA Flexibility?

a) developing a revised State accountability & evaluation system that may ultimately be inconsistent federal standards
3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?
 - a. If so, why?
 - Pass outright comb
 - Purpose what WA wants to do and if not accepted by the Feds, don't pursue further
 - b. If not, why not?

wouldn't it be appropriate
for the state to apply
regardless because of
the message it sends
to congress? ~~what~~ If
a number of states
apply it would send it
the message that the
NCLB is impeding the states
ability to do their work
to improve achievement gaps

ESEA Flexibility Feedback Form

1. In your view, what are the advantages of ESEA Flexibility?

less Federal intrusion, local
accountability
Title 7

2. In your view, what are the disadvantages of ESEA Flexibility?

Lack of Federal Pressure
Why reward Top 5%?

3. Is it your recommendation that the State Superintendent should apply for ESEA Flexibility?

a. If so, why?

★ not real happy with Principal
evaluation by Central office anywhere,
give it a chance / good work

b. If not, why not?

do not punish low achieving schools
inappropriately
it hasn't worked before, needs to be better aid.
more equity in funding

**Cabinet Meeting
January 9, 2012
10:00 a.m. - Noon
MEETING
Executive Conference Room**

Attendees: Randy Dorn, Ken Kanikeberg, Alan Burke, Shawn Lewis, Bob Butts, Bob Harmon, Erin Jones, Kathleen Lopp, Tom Lopp, Martin Mueller, Robin Munson, Dan Newell, Peter Tamayo, Ben Rarick, and Jessica Vavrus

Agenda Item	Leader/Presenter	Discussion/Outcome	Action
10:00 – 10:10 Introduction / Announcements	Ken Kanikeberg		
10:10 – 10:30 Legislation/Hearing Schedules	Ken Kanikeberg/Shawn Lewis		
10:30 – 10:50 Bill Analysis Process	Shawn Lewis		
10:50 – 11:10 McCleary Lawsuit	Ken Kanikeberg		
11:10 – 11:20 AYP Waiver Update	Bob Harmon		
11:20 – 11:30 WIIN Center Update	Erin Jones		
11:30 – Noon Division Updates	All		
Adjourn Meeting	Next Meeting: January 23, 2012		

Handouts:

The Washington State Board of Education

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

Educational Service District 113
Thurston Conference Room
6005 Tye Drive Southwest
Tumwater, Washington
360-464-6700

January 11-12, 2012

AGENDA

Wednesday, January 11, 2012

8:00 a.m. Call to Order
Pledge of Allegiance
Welcome – Dr. Bill Keim, Superintendent, ESD 113
Introduction of Newly Elected Board Members
Agenda Overview
Announcements

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 9-10, 2011 Meeting (**Action Item**)

8:15 a.m. NCLB Waiver – Discussion of Options/Timelines
Ms. Sarah Rich, Research Director
Mr. Bob Harmon, Assistant Superintendent, OSPI

10:00 a.m. Break

10:30 a.m. BEA Waivers
Ms. Sarah Rich, Research Director

12:00 p.m. School Levy Proposal
Representative Ross Hunter

1:00 p.m. Lunch

Recognition of Award Winners:

Ms. Barbara Franz, North Elementary, Moses Lake, 2010 Presidential Awardee for Excellence in Mathematics,
Ms. Dawn Sparks, Thorp Elementary, Thorp, 2010 Presidential Awardee for Excellence in Science

Prepared for January 11-12, 2012 Board Meeting

Dan Alderson, Lake Stevens High School, Lake Stevens, 2011 Milken Educator

- 1:45 p.m. Education System Governance**
Dr. Aims C. McGuinness, Jr., National Center for Higher Education Management Systems (NCHEMS)
- Board Discussion:** Higher Education Steering Committee Recommendations and Legislative Agenda
- 4:15 p.m. Public Comment**
- 4:30 p.m. Board Small Group Discussion – Reflection on Presentations of the Day**
- 5:00 p.m. Adjourn**

Thursday, January 12, 2012

- 8:00 a.m. Student Presentation**
Mr. Jared Costanzo, Student Board Member
- 8:15 p.m. SBE Strategic Plan Work Session**
Mr. Ben Rarick, Executive Director
- Staff Overview
 - Small Group Discussions
 - Larger Group Discussion – Recommendations
- (This will be a more informally structured discussion and small group deliberation session)*
- 10:30 p.m. Legislative Update/SBE Legislative Agenda Discussion**
Mr. Ben Rarick, Executive Director
- 12:00 p.m. Public Comment**
- 12:30 p.m. Business Items**
- Amendment to WAC 180-18-040
- 1:00 p.m. Lunch**
- 1:30 p.m. Board Member Legislator Meetings**
- 5:00 p.m. Adjourn**

Agenda

Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)

January 12, 2012

12:00-3:00 p.m.

John L. O'Brien Building, Room B-15
Capitol Campus, Olympia, Washington

- 12:00 Smarter Balanced Assessment Consortium (SBAC) Bias and Sensitivity Guidelines, Alan Burke & Mike Middleton, OSPI
- 12:30 *McCleary vs. State* Update, Shawn Lewis, OSPI
- 12:45 Compensation Technical Working Group Summary and Request for Input, Maria Flores, OSPI
- 1:15 ESEA Waiver Application, Bob Harmon, OSPI
- 1:45 Innovative Schools, Gregory Eisnaugle, Tacoma Public Schools, and Erin Jones, OSPI
- 2:15 Public Comment
- 2:30 Expanded EOGOAC Report to the Legislature, Erin Jones, OSPI
- 3:00 Adjourn

Skagit County Superintendents

**January 13, 2012
Northwest ESD 189
8:00 a.m.**

AGENDA

*School Districts/
Superintendents*

Anacortes
Chris Borgen

Burlington-Edison
Laurel W. Browning

Concrete
Barbara Hawkings

Conway
Ken Axelson

LaConner
Dr. Tim Bruce

Mount Vernon
Dr. Carl Bruner

Sedro-Woolley
Mark J. Venn

1. Peter Browning – ARIS & CCS Funding (Confirmed Laurel?)
2. Mark Campbell – Food Co-Op Update
3. Levies update
4. Alan Burke - OSPI update
5. Possible Budget Cut
6. For the Good of the Order

Next Meeting: February 3, Farmhouse Restaurant, 8 a.m.

Notes from Pre-Review Conference

Dallas, Texas

January 23, 2012

Washington State Attendees: Alan Burke, Ed.D., Deputy Superintendent-Office of Superintendent of Public Instruction (OSPI); Sarah Rich, Research Director-State Board of Education (SBE); and Sue Cohn

1. We can ask for another person to assist with writing or reviewing our work – talk Chris at CCSSO
2. Observations about the draft:
 - a. Well-written; good formatting; liked intro – “this is what we’ll tell you and then we told them”; good language around special populations in P-1; good communication with IHEs in P-1; our focus on districts re: supports was good in P-2; Good job on P-3 - gave good details, our strongest section;
 - b. Began with theory of action and values; expressed well at beginning and throughout
 - c. Give specific data around subgroups; share why we believe these gaps exist and that this waiver gives us opportunity to address.
3. Principle I:
 - a. Key language in the waiver: “Provide evidence that will translate into people using...translates into increased student achievement.” So we need to emphasize how our proposal will translate into improved instruction which leads to increased student achievement. Inserted comments and some language
 - b. Strategy: Need to share how we will roll out so readers have confidence our plan will lead to improved achievement; see details in P-3 for examples; idea is to share specific things we’re going to do to get this on the ground. Inserted comment
 - c. Strategy: Dedicated structure to implementing that measures extent to how being monitored (e.g., Rhode Island Ed Stat – I forwarded the copy Bryan sent to both of you) Inserted comment and some narrative
 - d. Strategy: Describe district/SEA strategy to assess progress toward implementing; Inserted comment and some narrative
 - e. Strategy: Build out diagram to include more specificity around next steps
 - f. Strategy: Components in place to implement; build on the graphic to explain more details; processes to provide support to districts that get off track, etc. Inserted comment
 - g. Strategy: Describe strategies to help families to understand CCSS structure and movement; national PTA has docs; incorporate what WA is doing with our grant. Inserted comment.
 - h. Strategy: Describe how we’re bringing principals on board Inserted comment
 - i. Strategy: Clarify State’s definition of CCR. Is definition of Purpose of Diploma translate to be the definition of CCR for WA?
4. Principle 2:
 - a. Strategy: Clarify values for this section
 - b. Strategy: Outline process to modify index; give them the timeline; this will be part of the iterative process in which we engage; highlight that we need flexibility in order to get there, and the waiver gives us time to work with stakeholder groups (LEAs, etc.) to create that system. Inserted overviews and timelines along the way. Inserted as comment.
 - c. Strategies:
 - i. Reorganize sections - Intro: Let know not in ideal place right now; this is our historical process and why we’re changing; helps us target school improvement and assistance; that’s why we want to get as nuanced as possible; want to consolidate multiple “lists” or ways to identify schools that we currently have; explain how help understand this classification system; tell story of how district(s) currently using to address low-performing schools. Added info along the way – not sure it’s enough.
 - ii. Table 2.1: Explain jumps
 - iii. Page 39: Eliminate the bullets that are listed twice
 - iv. Page 41: Don’t link Low SES students and Students with Disabilities

- v. Be sure to provide evidence/research supporting claim (e.g., Data on ELLs after first 3 years in a public school; ceiling effect; gaps in data) ; could be a link to the web site
Inserted comment.
- vi. Table 2.3: What happens after compute for all tested grades? What happens to the learning index? Indicate when using averages. Inserted comment Also, not computed correctly in one of the tables. (1x.15=.15!)
- vii. Tables: make sure legible when print in grayscale (e.g., page 44)
- viii. Include table/graph that shows how far schools have to go to close gap for subgroups and how fast they have to move.
- ix. Not sure how rigorous the goals are; need to show goals are attainable because other schools have made this progress and ambitious because... (and list why ambitious).
- x. Section 2. _: Check Option A! (Reduce gaps by half by 2017)
- xi. What happens if school doesn't meet increments each year?
- xii. Page 44-45: Explain how include ELLs in accountability system, even though not in first 3 years. Added comment
- xiii. Question from us: How does AMO relate to the interventions? How connect to interventions?
- xiv. Indicator 3 - Metric around peer groups; what does that look like? This seems like biggest issue; perhaps turn into a gap reduction indicator; perhaps consider taking out (achievement vs. peers) Inserted as a comment.
- xv. One way to deal with overlapping subgroups: Take out one at a time; need rationale so take ELL or SWD out first (we have specific interventions/strategies for those groups);
- xvi. Question on aggregation of data: Clarify what aggregating. Will need to do with the index. Inserted comment.
- xvii. Wonder about determining a floor on certain cells, so if fall below, automatically triggers an intervention (perhaps look at median); particularly important for focus and priority schools; Grad rates <60% is an example of a floor. Still a question...
- xviii. Question we're considering: How to identify Focus? Perhaps half MS model and half MA model; if missed for 5 or more subgroup AMOs, then in the mix; other...
- xix. Table 2.7: Make sure align with meaningful interventions; check timeline for implementing in each/all priority schools.
- xx. Provide current picture of where are with science and writing – inserted comment re: including a graph.
- xxi. Page 52: Check out how to combine with next larger group – what do to help discern gaps in student achievement; school will know exactly who isn't making progress; the two groups can change over time...so how drill down? Other states – reduce N to include more groups; some at 10 or 5; may be using one for accountability for AYP and another for reporting – what about confidence interval? Super subgroup is another idea
- xxii. If change N, then show how many more schools will be included in the measurement. Will do...
- xxiii. How connect focus and priority to Index? Perhaps entrance can be based on all students (priority) or subgroups (focus); exit could be based on decreasing # of AMOs by 2 based on what they had on entrance (different way to get in than what gets you out). KY – no longer on 10% and made AMO for subgroup that got you in there.
- xxiv. 2.C: Use 3 years to determine overall excellence; shows can sustain; define criterion for “high;” require “high” to share 3-4 practices (aligned with 9 Char or Char of High-Performing Schools) in order to receive recognition; would be a description of the “best practice” and a link to research. Inserted comment about this; think we did address.

- xxv. 2.D: What is our unified system of interventions? Clarify; appreciated seeing full range of interventions across the schools; challenge - how can we map back to the index/AMOs. I inserted comment...
- xxvi. "At least 5%" as compared to "exactly 5%." If decide to balance, can just include all high schools < 60% and then add more to the list of priority. Clarify # of elem, # of mid, # of hs if possible. ("at least")
- xxvii. Page 62: Clarify Cohort I and Cohort II dates – first year, second year; what happens in 2013-14; clarify how SIG will work in 2014-15
- xxviii. Page 64: Bring in earlier to show how we see the model possibly evolving; expand on timeline and plan (feedback, use feedback, etc.). Explain how transition using data from current model to next model. Will do once we determine how we will determine list of Focus schools.
- d. Strategy: Review technical issues identified across the 11 apps (sent by Marianne on separate email; forwarded to you). I'll do this...
- e. Strategy to identify subgroups: SEA identifies 3 lowest performing and tracks; or LEA identifies their 3 lowest and they track; key is to describe strategy and give rationale; can add floor as well (e.g., high school grad rate < 60%);
- f. Priority – always keep at least 5%; Focus – always keep at least 10% in the category.
- g. Subgroup = issue; don't submit until ready to look at all subgroups;
- h. Subgroup: one option is to submit accountability workbook amendment so can hold; if submit by Feb 21, then need to get subgroups worked out; need to focus on where going, rather than where are now.
- i. Current system masks performance of lower performing subgroups;
- j. Elaborate on our exit strategy – Need definition of sufficient progress; parameters to ensure reforms sustainable. Added comment.
- k. What is SEA "backstop" if don't achieve what is outlined in the plan (the next intervention in a differentiated system);
- l. Linking SES with SWD –is there a basis to do so? Deleted.
- 5. Principle 3:
 - a. Not sure how transition from pilot to all; need to give more depth to that (e.g., educator feedback on pilot, can construct systems, understand what will be required in the new system);
 - b. Strategy: Describe how overlap with Title II dollars in state;
 - c. Strategy: Explain principal training; how link to pre-service component; New Principal Mentoring Program;
 - d. CCSSO toolkit on P-3;
 - e. Strategy: Explain that we don't have all the answers yet; look at i, ii, iii, and iv.
 - f. Page 87: How address 3 major concerns identified in narrative?
 - g. Role for SEA in determining reliability and validity; greater specificity in how to do so.
 - h. Next steps: Do we want to push legislature? If not, then need to change.
- 6. Consultation: Story – we've reached out, engaged, and have buy-in; influenced the work; Keys:
 - a. Strategy: Describe how engaged (include legislators)
 - b. Strategy: Describe where make changes based on stakeholder input and identify that we consulted with all the stakeholder groups. Essentially, it's "We asked question and changed based on what we learned."
 - c. Strategy: Provide a dedicated webpage and email address
 - d. Strategy: Include timeline and process for including feedback, since we won't have all stakeholder groups weighing in before Feb 3 or Feb 21.
- 7. Other:
 - a. 21st Century Learning Grant – some checking yes to increase flexibility at district level.

From afternoon session focused on supports for EL students and SWD. Suggestions follow:

1. Districts around Metropolitan Atlanta: Cluster specific learning disabilities into one school (e.g., dyslexia), so have experts together; helps them leverage limited resources; transportation is provided; data indicate they're meeting achievement goals
2. IRIS Center - SWD
3. RtI Tiered support for ELs and for SWD.
4. Cultural competence training
5. Starting point – data disaggregation (e.g., ELL)
6. Charlotte Mecklenburg District – elementary (?) school
7. Pushing higher performing schools to do better? See KY application for their reward and incentives to continue; VA uses reward system; CO;
8. Key may be to include timeline/process to build systems of support; needs to be coherent, align with all 3 principles, and improve instruction/increase student achievement; how connect compliance (intervention) and innovation?
9. Disseminating and sharing best practices; Rhode Island provides good example for sharing best practices; segmented districts into groups of 5; get together every 9 weeks and share progress; internal wiki used to share practices (e.g., CCSS); question – who is validating “best practice”; need to set up data management system; **building a self-managed cooperative for sharing knowledge**; “brokers of expertise” on CA web site; frame the question as collaboratively solving problems of practice”; **hook into 9 Char of High-Performing Schools or Char of Improved Districts**;
10. Reward school – need to identify 3-4 things doing that are making a difference (knowledge management).
11. Send email to Bryan R: re this question; think he has something to share around best practices in RI.

ESEA Flexibility WAIVERS
January 26, 2012

Alan Burke, Deputy Superintendent, OSPI
Bob Harmon, Assistant Superintendent, OSPI
Sarah Rich, Research Director, State Board of Education

(January 26, 2012 ESEA Flexibility Waivers Webinar Outline. The PowerPoint presentation is accessible at: <http://www.k12.wa.us/ESEA/PublicNotice.aspx>)

Contents

- Overview of the waiver/flexibility proposal
- What could be waived
- What are the conditions (What would we have to demonstrate or commit to in order to meet them? Which ones pose more of a challenge?)
- What are pros/cons of applying for a waiver?
- Discussion/your input

ESEA Flexibility

“We’re going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future.”

– President Obama

September 23, 2011

PRINCIPLES FOR IMPROVING STUDENT ACHIEVEMENT AND INCREASING THE QUALITY OF INSTRUCTION

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

1. 2013–2014 Timeline for Adequate Yearly Progress (AYP)
 - Flexibility to develop new ambitious but achievable Annual Measurable Objectives (AMOs) in reading/language arts and mathematics

- Eliminates AYP

ELEMENTARY SCHOOL STATE UNIFORM BAR

MIDDLE SCHOOL STATE UNIFORM BAR

HIGH SCHOOL STATE UNIFORM BAR

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

2. Implementation of School Improvement Requirements

- Flexibility from requirement for school districts to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring
- Eliminates Public School Choice (PSC) as a mandate
- Eliminates Supplemental Educational Services (SES) as a mandate
- Eliminates the 20 percent district Title I set aside to fund PSC and SES
- Eliminates the 10 percent set aside for professional development for schools

AYP TIMELINE FOR SCHOOLS

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

3. Implementation of District Improvement Requirements

- Flexibility from requirement for states to identify or take improvement action for districts identified for improvement or corrective action
- Eliminates the 10 percent set aside for professional development for districts

AYP TIMELINE FOR DISTRICT

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

4. Rural Districts

- Flexibility to use Rural and Low-Income School Program funds or Small, Rural School Achievement Program for any authorized purpose regardless of AYP status

5. School-wide Programs

- Flexibility to operate a school-wide program in a Title I school that does not meet the 40 percent poverty threshold if the state has identified the school as a **priority school** or a **focus school**

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

6. Support School Improvement

- Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any **focus** or **priority school**

7. Reward Schools

- Flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any **reward school**

8. Highly Qualified Teacher (HQT) Improvement Plans

- Flexibility from the requirements regarding HQT improvement plans

FLEXIBILITY TO IMPROVE STUDENT ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

9. Transfer of Certain Funds

- Flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A.

10. Use of School Improvement Grant (SIG) Funds to Support Priority Schools

- Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school.

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

To support states in continuing the work of transitioning students, teachers, and schools to higher standards

- Adopt and implement **college- and career-ready (CCR) standards** in at least reading/language arts and mathematics
- Develop and administer **high-quality assessments** that measure student growth
- Adopt and implement corresponding **English Language Proficiency** standards and aligned assessments

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

To support states' efforts to move forward with next-generation accountability systems

- Set ambitious but achievable AMOs
- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools and implement interventions aligned with the **turnaround principles**

- **Focus schools:** Identify and implement interventions in schools with the largest achievement gaps or low graduation rates among subgroups
- Provide incentives and support for other Title I schools
- Build state, district, and school capacity
- **Opportunity to use the Achievement Index to fulfill SBE and OSPI charge in HB 2261 and E2SSB 6696**

Ambitious but Achievable Annual Measurable Objectives (AMOs)

Current AMO: 100 percent proficient by 2014

Three Choices:

1. 100 percent proficient by 2020
2. Annual equal increments toward goal of reducing by half the percent of students who are not proficient within six years
3. Another AMO that is educationally sound and results in ambitious and achievement AMOs

Ambitious but Achievable Annual Measurable Objectives (AMOs)

Reward schools

- Building on Washington Achievement Awards
- **Highest-performing schools:**
 - High performance and high graduation rates. Must be making AYP for all students and each subgroup; can't have significant achievement gaps
- **High-progress school:**
 - Making the most progress in improving the performance of the "all students" group or making the most progress in increasing graduation rates; can't have significant achievement gaps

Priority schools

- What is a Priority school?
 - At least the lowest 5 percent of Title I schools based on "all students" performance on state assessments
 - Title I- participating and Title I- eligible high schools with <60 percent graduation rate
- We propose to use the Washington Achievement Index to identify lowest performing schools (rather than just reading and math)
- Districts with Priority schools ensure the schools implement turnaround principles using a set-aside of up to 20 percent of district Title I funds

Turnaround principles

- Review the performance of the current principal and replace if necessary.
- Provide the principal with operational flexibility.
- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Prevent ineffective teachers from transferring to these schools.
- Provide job-embedded, ongoing professional development.
- Redesign the day or school year to provide additional time for student learning and teacher collaboration.
- Ensure instructional program is research-based, rigorous, and aligned with standards.
- Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
- Improve school safety and discipline and other non-academic factors, such as students' social, emotional, and health needs.
- Provide ongoing mechanisms for family and community engagement.

Focus schools

- What is a Focus school?

At least 10 percent of Title I schools with the lowest subgroup achievement and biggest gaps among subgroups; may also include non-Title I schools (middle or high performing, non low income schools with large achievement gaps)

- Proposing: update the Washington Accountability Index to include each subgroup separately
- Districts with Focus schools must implement a plan to improve the performance of subgroups who are furthest behind using a set-aside of up to 20 percent of district Title I funds

Principle 3: Supporting Effective Instruction and Leadership

To support SEA and LEA development of evaluation systems that go beyond NCLB's minimum HQT standards

- Develop and adopt state guidelines for local teacher and principal evaluation and support systems.
- Ensure school districts implement teacher and principal evaluation and support systems that are consistent with state guidelines.
- A significant component must be student growth.

Principle 4: Reducing Duplication and Unnecessary Burden

To provide an environment in which schools and districts have the flexibility to focus on what is best for students

- Remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes
- Evaluate and revise state administrative requirements to reduce duplication and unnecessary burden on school districts and schools

Implementation Timelines

- The Secretary intends to grant waivers included in this flexibility through the end of the 2013–2014 school year.
- OSPI may request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless it is superseded by reauthorization of the ESEA.

CONSULTATION

- We are seeking input from diverse stakeholders and communities to strengthen our request
 - teachers and their representatives.
 - diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes, Title I Committee of Practitioners.

TIMELINE FOR SUBMISSION

in order to provide flexibility to states by the end of the 2011-2012 school year, there are two submission windows

- Submit request by **November 14, 2011** for December 2011 peer review.
- Submit request by **February 21, 2012** for a Spring 2012 peer review.

WASHINGTON STATE

- OSPI is investigating our options about whether to apply for ESEA flexibility. If we do apply, we will target the February 21, 2012 due date.

PROS AND CONS

- Upsides:
 - Elimination of costly set asides (20 percent—PSC + SES; 10 percent—PD for districts; 10 percent—PD for schools).
 - Elimination of AYP and 100 percent proficiency in 2014.
 - Washington’s accountability system, not the fed’s
- Challenges:

- Are Washington’s current plans for common core and TPEP implementation sufficient?
- Funding (state/federal).
- Timing of ESEA Reauthorization.
- Possible legal challenges (Rep. Kline).

Joint select committee

...on Educational Accountability (SB 6696, Sec. 114):

- Beginning no earlier than May 1, 2012.
- Options for a complete system of education accountability, particularly consequences for a RAD.
- Appropriate decision-making responsibilities and consequences at the school, district, and state levels.
- Interim report September 1, 2012.
- Final report and recommendations September 1, 2013.

STAKEHOLDER INPUT COMPLETED

December

- December 7—Title I Committee of Practitioners
- December 8—Educational Service District (ESD) 105 Superintendents
- December 9—ESD 114 Superintendents
- December 14—ESD 113 Superintendents

STAKEHOLDER INPUT COMPLETED

January

- January 5—ESEA Waivers Stakeholders Group
- January 6—Tribal Leaders Congress
- January 11—State Board of Education (SBE) meeting
- January 12—Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- January 13—Skagit County Superintendents
- January 18—DRAFT application posted on OSPI website for public comment
- January 23—CCSSO pre-review

STAKEHOLDER INPUT/NEXT STEPS

- January 26—ESEA Flexibility Webinars
- February 9—Special Education Advisory Council (SEAC)
- February 13—The Affiliated Tribes of Northwest Indians (ATNI)
- March 9—Bilingual Education Advisory Committee (BEAC)

Meanwhile... Looking at what other states submit, what Department of Education approves/denies

DISCUSSION/INPUT

- Questions?

Your input:

- Draft of the ESEA Flexibility application can be found at www.k12.wa.us/ESEA/PublicNotice.aspx
- Survey to collect your feedback; please submit by February 3

Title I Network Meeting – Minutes
Kent School District
February 3, 2012

1. 10:00 - Welcome and Introductions – Rona Popp, Asst. Director, Categorical Programs
2. 10:10-11:30: Guest Speaker
 - ❖ Stephen Nielsen – Assistant Superintendent, Financial Services, Puget Sound ESD

Topic: Impact of Global Economy at Federal and State levels, as it relates to K-12.
(Power-point presentation attached)
3. 11:30 - 12:00: OSPI Updates: Gayle Pauley – State and Federal updates and timetable on Title I additional funding back to states for 2011-12 regarding revised budgets in iGrant 201.
 - a. Update on Flexibility waiver for State of WA – input requested
 - b. Partial Restoration of Title I funds – due March 15, 2012
 - i. Now in iGrants
 - ii. Revisions needed to page 5,6,7 and budget
 - iii. Check change to SES PPA
 - c. Conversation regarding preliminary LAP report
 - i. Watch for e-mail soon to Superintendents regarding the report from Randy Dorn.
 - ii. Major reason LAP was shown to be ineffective was because the report looked at too small of an amount of data.
 - iii. LAP reporting in Cedars vs. accuracy of End-of Year LAP report
 - iv. OSPI hopes to pull Cedars LAP info to populate EOY LAP reporting
 - v. Discussion of how individual districts report LAP students for EOY reporting. Some districts report all because they are schoolwide vs. other districts only reporting all students tier II students. The directions from the state are unclear on this and the group requested more guidance on this.
 - vi. Input requested – Education NW working with OSPI regarding data
 - d. No dates for release of LAP or Title I allocations to districts.
4. 12:30 - 1:30: Highlights and Discussion of the Title I National Convention in Seattle - Sharing on the topics listed below and additional sessions as relevant.
 - Discussion on over-lapping of sessions; some liked this and others did not. Gayle explained the purpose was for crowd control.
 - Room size was requested by presenter – some needed more space
 - Discussion on the importance of offering the different tracks (admin, teacher, office/fiscal, etc.) for each time slot so everyone had options that were relevant to their role.
 - Congratulations to Gayle for job well done!

❖ Suggested Topics:

- ✚ Flexibility Waivers and Reauthorization
 - Gayle check on Dept. of Ed statements regarding 75% rule and rank order exceptions
- ✚ Supplanting – Targeted Schools vs. Schoolwide Schools
 - Supplant rules are different in targeted and schoolwide schools
- ✚ Time and Effort
 - Gayle mentioned highest number of audit findings in this area
- ✚ Parent Involvement
- ✚ Keynote Speakers
 - Overall positive comments regarding Key Note speakers
- ✚ Additional Topics
 - About 800 people from WA attending National Conference – about 2900 overall
 - 2013 Title I National Conference in Nashville

- Possible topics for next Network Meeting: Friday, March 2, Auburn SD.
- Bring your favorite supplant story and how you corrected this
 - FTE vs. Allocations
 - Title I/LAP staffing for 2012-13
 - Please contact Auburn SD for additional topics

**Washington State Special Education Advisory Council (SEAC)
Meeting Agenda
February 9, 2012
**OSPI – Annex Conference Room
8:00 AM – 5:00 PM**

February 9, 2012

- 8:00–8:30 Networking with Members
- 8:30–8:45 Introductions, Approval of October Meeting Minutes, Review of Agenda
- 8:45–9:30 Legislative Priorities – Randy Dorn and Ken Kanikeberg
- 9:30–10:30 Federal Update and ESEA Flexibility Waivers – Bob Harmon
- 10:30–10:45 Break
- 10:45–11:45 Director’s Report/Program Update - Doug Gill
- 11:45–12:45 Working Lunch: Brainstorming on Your Legislative Visit
- 12:45 –3:30 Legislative Visits
- 3:30–4:00 Debriefing on Legislative Visits
- 4:00–4:15 Break
- 4:15–4:30 Evaluation of Meeting
- 4:30–5:00 Public Comment
- 5:00 Adjourn

****OSPI Annex** (located one block south of Headquarters)
234 8th Avenue
Olympia, WA 98501

**Title I, Part A and Learning Assistance Program (LAP) Network Meeting
Northeast Washington Educational Service District 101
February 10, 2012 – 9am to Noon**

Welcome

Updates

- **Spring Workshops** – Spokane, March 30
 - Register on OSPI Events Manager

- **Title I, Part A - Partial Restoration of Allocations and Carryover Procedures**
 - FP 200 – Carryover

 - FP 201 – Allocation Restoration and Carryover
 - Pages 5, 6 and 7 – Allocation Funds
 - Budget Revision – Increased Allocation and Carryover

- **LAP**
 - Carryover – FP 218
 - LAP Report – How will the report be used? Impact on LAP funds?

ESEA Flexibility

- Applications due February 28 at USED for second group of states

Highly Qualified Teacher Requirements

- OSPI's Title II, Part A office can be reached at (360) 725-6340

Other



Education Committee, February 13-14, 2012
A · G · E · N · D · A

Monday, February 13, 2012, 3:15-5:15 pm		
TIME	TOPIC	PRESENTER
3:15-3:25 pm	Opening and Introductions, Education Summit Review	Patricia Whitefoot, Education Committee Chair, Phone: 509-930-5500
3:25-3:45 pm	Squaxin Island Tribal Education Overview, Shelton, WA	Sally Brownfield, Education Director Phone: 360-432-3904
3:45-4:15 pm	OSPI Legislative & Indian Education Overview, Olympia, WA	Bob Hamon, OSPI Assistant Superintendent, Special Programs, Secondary Education, School Improvement and Federal Accountability & Denny Hurtado, OSPI Indian Education, Phone: 360-725-6160
4:15-4:35 pm	Intertribal Timber Council Overview Portland, OR	Don Motanic, ITC Technical Specialist Phone: 503-282-4296
4:35-5:00 pm	ATNI Education Resolutions and Announcements	Patricia Whitefoot, ATNI Education Chair

Tuesday, February 14, 2012, 1:15--3:15 pm		
1:15-1:30 pm	Opening and Introductions	Patricia Whitefoot, ATNI Education Chair Phone: 509-930-5500
1:30-1:45 pm	ATNI Education Committee Summit Overview	Patricia Whitefoot, ATNI Education Chair
1:45-2:05 pm	Chemawa Indian School Legislative Update -- HR #3878, Salem, OR	Delores Pigsley, Chairwoman, Siletz Tribe Phone: 541-444-2532
2:05-2:25 pm	Environment, Education & Economy (E3) Tribal Work Group Overview	Andrea Alexander, E3 Tribal Work Group Phone: 206-616-1948
2:25-2:45 pm	University of Washington -- Seattle and UW -- Tacoma Update	Ross Braine, UW OMA Talent Search Phone: 206-616-1948 Sharon Parker, UW Tacoma, Asst. Chancellor for Equity and Diversity, Ph. 253-692-4861
2:45-3:05 pm	Teach for America Overview, Seattle, WA	Timothy Schlosser, Mngr., Teacher Leadership Phone: 206-262-7932
3:05-3:15 pm	ATNI Education Resolutions and Announcements	Patricia Whitefoot, ATNI Education Chair

7:00 pm -- RESOLUTIONS DEADLINE

UPCOMING MEETING

Date: February 16, 2011

Time: 9:00am - 11:30am

AGENDA

- I. OSPI/ESD Network Meetings Review**
- II. Flexibility Waiver/CPR**
- III. I-Grants Updates (Refer to February 3rd email from Gayle Pauley)**
 - Title I, Part A**
 - Restoration of Title I Funds
 - Form Package 200 - Carryover
 - Form Package 201 – Restoration Revision
 - LAP**
 - Form Package 218 Carryover
- IV. Nation Title I Conference**
- V. 2012 Title I Spring Trainings**
 - Region: ESD 113
 - Date: March 14, 2012
 - Time: 9:00-3:00
- VI. Distinguished Title I Schools OSPI Moodle**

2011-12 MEETING DATES

- 6. Feb 16
- 7. March 14 March Business Managers Meeting
- 8. April 19
- 9. May 17
- 10. June 21

February 23, 2012

AGENDA

Thursday, February 23

- 10:00 a.m. Call to Order**
Agenda Overview
- 10:05 a.m. Innovation Waivers**
Ms. Sarah Rich, Research Director
- 11:00 a.m. Economy and Efficiency Waivers**
Mr. Jack Archer, Policy Associate
Ms. Sarah Rich, Research Director
- 11:45 a.m. ESEA Flexibility Request, Legislative Update, and Other Items**
Ms. Sarah Rich, Research Director
Mr. Aaron Wyatt, Legislative and Communications Director
Dr. Kathe Taylor, Policy Director
- 12:35 p.m. Public Comment**
- 12:50 p.m. Business Items**
- Innovation Waivers (*Action Item*)
- 1:00 p.m. Adjourn**

TITLE I, PART A/LAP COMMITTEE OF PRACTITIONERS' (COP) MEETING

February 29, 2012

9 a.m. to 5 p.m.

Puget Sound Skills Center, 18010 8th Avenue South, Burien, WA 98148

Agenda Item	Leader/ Presenter	Discussion	Action
9:00 a.m. Welcome Agenda Overview Review of Past Meeting Minutes	Gayle Pauley		
9:30 a.m. Review By-Laws	Gayle Pauley		
10:00 a.m. Spring Training Review	Petrea Stoddard Larry Fazzari		
10:45 a.m. Break			
11:00 a.m. Flexibility Waivers Update	Bob Harmon		
11:45 a.m. LAP Study – Letter to Superintendent	Gayle Pauley		
12:15 a.m. (Working Lunch) Northwest Research Alliance Proposal	Gayle Pauley		
1:00 p.m. Break			
1:15 p.m. Title I Distinguished Schools Project Update	Gayle Pauley		
1:45 p.m. Equity & Civil Rights	Yvonne Ryans		

Agenda Item	Leader/ Presenter	Discussion	Action
2:15 p.m. National Title I Conference Highlights	Gayle Pauley		
3:00 p.m. Secondary Education and Dropout Prevention	Dan Newell		
4:15 p.m. State Legislative Update	Gayle Pauley		
4:30 p.m. Set Agenda for May 23, 2012, ESD 105	All Committee Members		
4:45 p.m. Other	All Committee Members		
5:00 p.m. Adjourn	Gayle Pauley		

BEAC Meeting
March 9, 2012
WA State Criminal Justice Center
19010 1st Ave S Burien, WA 98148

AGENDA

08:30 AM to 08:40 AM	Welcome
08:40 AM to 08:50 AM	Approve Minutes (Ellen)
08:50 AM to 09:50 AM	ESEA Flexibility Waivers (Bob Harmon)
09:50 AM to 10:05 AM	Break
10:05 AM to 11:35 AM	OSPI Updates (Staff) <ul style="list-style-type: none">• TBIP and Title III Funding• Title III Monitoring Results• Calendar of events for trainings 2011-12• Requirements for districts every year (compliance, PD, etc.)• CPR Checklist
11:35 AM to 12:45 PM	Regional updates (working lunch) <ul style="list-style-type: none">• ESD 101 Sergio Hernandez• ESD 105 Thom, Rosemarie• ESD 112 Lynne, Sandra• ESD 121 Veronica, Lee, Bernard, Ellen• ESD 123 Liz, Mary• ESD 171 Hugo, Ruth• ESD 189 Marsha, Michael
12:45 PM to 02:15 PM	Parent Involvement Criteria
08:50 AM to 09:50 AM	New Membership Recruitment Letters
02:15 PM to 02:30 PM	Break
02:30 PM to 03:45 PM	Update Bylaws
03:45 PM to 04:00 PM	Review/Finalize Action Items from Today (Ellen)

ATTACHMENT 15

ENGROSSED SECOND SUBSTITUTE SENATE BILL (E2SSB) 6696

CERTIFICATION OF ENROLLMENT
ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

61st Legislature
2010 Regular Session

Passed by the Senate March 11, 2010
YEAS 46 NAYS 1

President of the Senate

Passed by the House March 11, 2010
YEAS 72 NAYS 25

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696 as passed by the Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

Secretary of State
State of Washington

CERTIFICATION OF ENROLLMENT
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FILED

**Secretary of State
State of Washington**

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6696

AS AMENDED BY THE HOUSE

Passed Legislature - 2010 Regular Session

State of Washington 61st Legislature 2010 Regular Session

By Senate Ways & Means (originally sponsored by Senators McAuliffe, King, Gordon, Oemig, Hobbs, Kauffman, McDermott, Roach, Berkey, Murray, Tom, Prentice, Haugen, Fairley, Kline, Rockefeller, Keiser, Marr, Ranker, Regala, Eide, Kilmer, Hargrove, Franklin, Shin, and Kohl-Welles; by request of Governor Gregoire)

READ FIRST TIME 02/09/10.

1 AN ACT Relating to education reform; amending RCW 28A.305.225,
2 28A.150.230, 28A.405.100, 28A.405.220, 28A.405.210, 28A.405.230,
3 28A.405.300, 28A.400.200, 28A.660.020, 28B.76.335, 28A.655.110,
4 41.56.100, 41.59.120, and 28A.300.136; reenacting and amending RCW
5 28A.660.040 and 28A.660.050; adding new sections to chapter 28A.405
6 RCW; adding new sections to chapter 28A.410 RCW; adding a new section
7 to chapter 28B.76 RCW; adding new sections to chapter 28A.655 RCW;
8 adding a new section to chapter 28A.605 RCW; adding a new section to
9 chapter 28A.300 RCW; adding a new section to chapter 41.56 RCW; adding
10 a new section to chapter 41.59 RCW; adding a new chapter to Title 28A
11 RCW; creating new sections; recodifying RCW 28A.305.225; repealing RCW
12 28A.660.010, 28A.415.100, 28A.415.105, 28A.415.125, 28A.415.130,
13 28A.415.135, 28A.415.140, 28A.415.145, and 28A.660.030; and providing
14 an expiration date.

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

16

PART I

17

ACCOUNTABILITY FRAMEWORK

1 NEW SECTION. **Sec. 101.** The legislature finds that it is the
2 state's responsibility to create a coherent and effective
3 accountability framework for the continuous improvement for all schools
4 and districts. This system must provide an excellent and equitable
5 education for all students; an aligned federal/state accountability
6 system; and the tools necessary for schools and districts to be
7 accountable. These tools include the necessary accounting and data
8 reporting systems, assessment systems to monitor student achievement,
9 and a system of general support, targeted assistance, and if necessary,
10 intervention.

11 The office of the superintendent of public instruction is
12 responsible for developing and implementing the accountability tools to
13 build district capacity and working within federal and state
14 guidelines. The legislature assigned the state board of education
15 responsibility and oversight for creating an accountability framework.
16 This framework provides a unified system of support for challenged
17 schools that aligns with basic education, increases the level of
18 support based upon the magnitude of need, and uses data for decisions.
19 Such a system will identify schools and their districts for recognition
20 as well as for additional state support. For a specific group of
21 challenged schools, defined as persistently lowest-achieving schools,
22 and their districts, it is necessary to provide a required action
23 process that creates a partnership between the state and local district
24 to target funds and assistance to turn around the identified lowest-
25 achieving schools.

26 Phase I of this accountability system will recognize schools that
27 have done an exemplary job of raising student achievement and closing
28 the achievement gaps using the state board of education's
29 accountability index. The state board of education shall have ongoing
30 collaboration with the achievement gap oversight and accountability
31 committee regarding the measures used to measure the closing of the
32 achievement gaps and the recognition provided to the school districts
33 for closing the achievement gaps. Phase I will also target the lowest
34 five percent of persistently lowest-achieving schools defined under
35 federal guidelines to provide federal funds and federal intervention
36 models through a voluntary option in 2010, and for those who do not
37 volunteer and have not improved student achievement, a required action
38 process beginning in 2011.

1 Phase II of this accountability system will work toward
2 implementing the state board of education's accountability index for
3 identification of schools in need of improvement, including those that
4 are not Title I schools, and the use of state and local intervention
5 models and state funds through a required action process beginning in
6 2013, in addition to the federal program. Federal approval of the
7 state board of education's accountability index must be obtained or
8 else the federal guidelines for persistently lowest-achieving schools
9 will continue to be used.

10 The expectation from implementation of this accountability system
11 is the improvement of student achievement for all students to prepare
12 them for postsecondary education, work, and global citizenship in the
13 twenty-first century.

14 NEW SECTION. **Sec. 102.** (1) Beginning in 2010, and each year
15 thereafter, by December 1st, the superintendent of public instruction
16 shall annually identify schools as one of the state's persistently
17 lowest-achieving schools if the school is a Title I school, or a school
18 that is eligible for but does not receive Title I funds, that is among
19 the lowest-achieving five percent of Title I or Title I eligible
20 schools in the state.

21 (2) The criteria for determining whether a school is among the
22 persistently lowest-achieving five percent of Title I schools, or Title
23 I eligible schools, under subsection (1) of this section shall be
24 established by the superintendent of public instruction. The criteria
25 must meet all applicable requirements for the receipt of a federal
26 school improvement grant under the American recovery and reinvestment
27 act of 2009 and Title I of the elementary and secondary education act
28 of 1965, and take into account both:

29 (a) The academic achievement of the "all students" group in a
30 school in terms of proficiency on the state's assessment, and any
31 alternative assessments, in reading and mathematics combined; and

32 (b) The school's lack of progress on the mathematics and reading
33 assessments over a number of years in the "all students" group.

34 NEW SECTION. **Sec. 103.** (1) Beginning in January 2011, the
35 superintendent of public instruction shall annually recommend to the
36 state board of education school districts for designation as required

1 action districts. A district with at least one school identified as a
2 persistently lowest-achieving school shall be designated as a required
3 action district if it meets the criteria developed by the
4 superintendent of public instruction. However, a school district shall
5 not be recommended for designation as a required action district if the
6 district was awarded a federal school improvement grant by the
7 superintendent in 2010 and for three consecutive years following
8 receipt of the grant implemented a federal school intervention model at
9 each school identified for improvement. The state board of education
10 may designate a district that received a school improvement grant in
11 2010 as a required action district if after three years of voluntarily
12 implementing a plan the district continues to have a school identified
13 as persistently lowest-achieving and meets the criteria for designation
14 established by the superintendent of public instruction.

15 (2) The superintendent of public instruction shall provide a school
16 district superintendent with written notice of the recommendation for
17 designation as a required action district by certified mail or personal
18 service. A school district superintendent may request reconsideration
19 of the superintendent of public instruction's recommendation. The
20 reconsideration shall be limited to a determination of whether the
21 school district met the criteria for being recommended as a required
22 action district. A request for reconsideration must be in writing and
23 served on the superintendent of public instruction within ten days of
24 service of the notice of the superintendent's recommendation.

25 (3) The state board of education shall annually designate those
26 districts recommended by the superintendent in subsection (1) of this
27 section as required action districts. A district designated as a
28 required action district shall be required to notify all parents of
29 students attending a school identified as a persistently lowest-
30 achieving school in the district of the state board of education's
31 designation of the district as a required action district and the
32 process for complying with the requirements set forth in sections 104
33 through 110 of this act.

34 NEW SECTION. **Sec. 104.** (1) The superintendent of public
35 instruction shall contract with an external review team to conduct an
36 academic performance audit of the district and each persistently
37 lowest-achieving school in a required action district to identify the

1 potential reasons for the school's low performance and lack of
2 progress. The review team must consist of persons under contract with
3 the superintendent who have expertise in comprehensive school and
4 district reform and may not include staff from the agency, the school
5 district that is the subject of the audit, or members or staff of the
6 state board of education.

7 (2) The audit must be conducted based on criteria developed by the
8 superintendent of public instruction and must include but not be
9 limited to an examination of the following:

- 10 (a) Student demographics;
- 11 (b) Mobility patterns;
- 12 (c) School feeder patterns;
- 13 (d) The performance of different student groups on assessments;
- 14 (e) Effective school leadership;
- 15 (f) Strategic allocation of resources;
- 16 (g) Clear and shared focus on student learning;
- 17 (h) High standards and expectations for all students;
- 18 (i) High level of collaboration and communication;
- 19 (j) Aligned curriculum, instruction, and assessment to state
20 standards;
- 21 (k) Frequency of monitoring of learning and teaching;
- 22 (l) Focused professional development;
- 23 (m) Supportive learning environment;
- 24 (n) High level of family and community involvement;
- 25 (o) Alternative secondary schools best practices; and
- 26 (p) Any unique circumstances or characteristics of the school or
27 district.

28 (3) Audit findings must be made available to the local school
29 district, its staff, the community, and the state board of education.

30 NEW SECTION. **Sec. 105.** (1) The local district superintendent and
31 local school board of a school district designated as a required action
32 district must submit a required action plan to the state board of
33 education for approval. Unless otherwise required by subsection (3) of
34 this section, the plan must be submitted under a schedule as required
35 by the state board. A required action plan must be developed in
36 collaboration with administrators, teachers, and other staff, parents,
37 unions representing any employees within the district, students, and

1 other representatives of the local community. The superintendent of
2 public instruction shall provide a district with assistance in
3 developing its plan if requested. The school board must conduct a
4 public hearing to allow for comment on a proposed required action plan.
5 The local school district shall submit the plan first to the office of
6 the superintendent of public instruction to review and approve that the
7 plan is consistent with federal guidelines. After the office of the
8 superintendent of public instruction has approved that the plan is
9 consistent with federal guidelines, the local school district must
10 submit its required action plan to the state board of education for
11 approval.

12 (2) A required action plan must include all of the following:

13 (a) Implementation of one of the four federal intervention models
14 required for the receipt of a federal school improvement grant, for
15 those persistently lowest-achieving schools that the district will be
16 focusing on for required action. However, a district may not establish
17 a charter school under a federal intervention model without express
18 legislative authority. The intervention models are the turnaround,
19 restart, school closure, and transformation models. The intervention
20 model selected must address the concerns raised in the academic
21 performance audit and be intended to improve student performance to
22 allow a school district to be removed from the list of districts
23 designated as a required action district by the state board of
24 education within three years of implementation of the plan;

25 (b) Submission of an application for a federal school improvement
26 grant or a grant from other federal funds for school improvement to the
27 superintendent of public instruction;

28 (c) A budget that provides for adequate resources to implement the
29 federal model selected and any other requirements of the plan;

30 (d) A description of the changes in the district's or school's
31 existing policies, structures, agreements, processes, and practices
32 that are intended to attain significant achievement gains for all
33 students enrolled in the school and how the district intends to address
34 the findings of the academic performance audit; and

35 (e) Identification of the measures that the school district will
36 use in assessing student achievement at a school identified as a
37 persistently lowest-achieving school, which include improving
38 mathematics and reading student achievement and graduation rates as

1 defined by the office of the superintendent of public instruction that
2 enable the school to no longer be identified as a persistently lowest-
3 achieving school.

4 (3) (a) For any district designated for required action, the parties
5 to any collective bargaining agreement negotiated, renewed, or extended
6 under chapter 41.59 or 41.56 RCW after the effective date of this
7 section must reopen the agreement, or negotiate an addendum, if needed,
8 to make changes to terms and conditions of employment that are
9 necessary to implement a required action plan.

10 (b) If the school district and the employee organizations are
11 unable to agree on the terms of an addendum or modification to an
12 existing collective bargaining agreement, the parties, including all
13 labor organizations affected under the required action plan, shall
14 request the public employment relations commission to, and the
15 commission shall, appoint an employee of the commission to act as a
16 mediator to assist in the resolution of a dispute between the school
17 district and the employee organizations. Beginning in 2011, and each
18 year thereafter, mediation shall commence no later than April 15th.
19 All mediations held under this section shall include the employer and
20 representatives of all affected bargaining units.

21 (c) If the executive director of the public employment relations
22 commission, upon the recommendation of the assigned mediator, finds
23 that the employer and any affected bargaining unit are unable to reach
24 agreement following a reasonable period of negotiations and mediation,
25 but by no later than May 15th of the year in which mediation occurred,
26 the executive director shall certify any disputed issues for a decision
27 by the superior court in the county where the school district is
28 located. The issues for determination by the superior court must be
29 limited to the issues certified by the executive director.

30 (d) The process for filing with the court in this subsection (3) (d)
31 must be used in the case where the executive director certifies issues
32 for a decision by the superior court.

33 (i) The school district shall file a petition with the superior
34 court, by no later than May 20th of the same year in which the issues
35 were certified, setting forth the following:

36 (A) The name, address, and telephone number of the school district
37 and its principal representative;

1 (B) The name, address, and telephone number of the employee
2 organizations and their principal representatives;

3 (C) A description of the bargaining units involved;

4 (D) A copy of the unresolved issues certified by the executive
5 director for a final and binding decision by the court; and

6 (E) The academic performance audit that the office of the
7 superintendent of public instruction completed for the school district.

8 (ii) Within seven days after the filing of the petition, each party
9 shall file with the court the proposal it is asking the court to order
10 be implemented in a required action plan for the district for each
11 issue certified by the executive director. Contemporaneously with the
12 filing of the proposal, a party must file a brief with the court
13 setting forth the reasons why the court should order implementation of
14 its proposal in the final plan.

15 (iii) Following receipt of the proposals and briefs of the parties,
16 the court must schedule a date and time for a hearing on the petition.
17 The hearing must be limited to argument of the parties or their counsel
18 regarding the proposals submitted for the court's consideration. The
19 parties may waive a hearing by written agreement.

20 (iv) The court must enter an order selecting the proposal for
21 inclusion in a required action plan that best responds to the issues
22 raised in the school district's academic performance audit, and allows
23 for the award of a federal school improvement grant or a grant from
24 other federal funds for school improvement to the district from the
25 office of the superintendent of public instruction to implement one of
26 the four federal intervention models. The court's decision must be
27 issued no later than June 15th of the year in which the petition is
28 filed and is final and binding on the parties; however the court's
29 decision is subject to appeal only in the case where it does not allow
30 the school district to implement a required action plan consistent with
31 the requirements for the award of a federal school improvement grant or
32 other federal funds for school improvement by the superintendent of
33 public instruction.

34 (e) Each party shall bear its own costs and attorneys' fees
35 incurred under this statute.

36 (f) Any party that proceeds with the process in this section after
37 knowledge that any provision of this section has not been complied with

1 and who fails to state its objection in writing is deemed to have
2 waived its right to object.

3 (4) All contracts entered into between a school district and an
4 employee must be consistent with this section and allow school
5 districts designated as required action districts to implement one of
6 the four federal models in a required action plan.

7 NEW SECTION. **Sec. 106.** A required action plan developed by a
8 district's school board and superintendent must be submitted to the
9 state board of education for approval. The state board must accept for
10 inclusion in any required action plan the final decision by the
11 superior court on any issue certified by the executive director of the
12 public employment relations commission under the process in section 105
13 of this act. The state board of education shall approve a plan
14 proposed by a school district only if the plan meets the requirements
15 in section 105 of this act and provides sufficient remedies to address
16 the findings in the academic performance audit to improve student
17 achievement. Any addendum or modification to an existing collective
18 bargaining agreement, negotiated under section 105 of this act or by
19 agreement of the district and the exclusive bargaining unit, related to
20 student achievement or school improvement shall not go into effect
21 until approval of a required action plan by the state board of
22 education. If the state board does not approve a proposed plan, it
23 must notify the local school board and local district's superintendent
24 in writing with an explicit rationale for why the plan was not
25 approved. Nonapproval by the state board of education of the local
26 school district's initial required action plan submitted is not
27 intended to trigger any actions under section 108 of this act. With
28 the assistance of the office of the superintendent of public
29 instruction, the superintendent and school board of the required action
30 district shall either: (a) Submit a new plan to the state board of
31 education for approval within forty days of notification that its plan
32 was rejected, or (b) submit a request to the required action plan
33 review panel established under section 107 of this act for
34 reconsideration of the state board's rejection within ten days of the
35 notification that the plan was rejected. If federal funds are not
36 available, the plan is not required to be implemented until such
37 funding becomes available. If federal funds for this purpose are

1 available, a required action plan must be implemented in the immediate
2 school year following the district's designation as a required action
3 district.

4 NEW SECTION. **Sec. 107.** (1) A required action plan review panel
5 shall be established to offer an objective, external review of a
6 request from a school district for reconsideration of the state board
7 of education's rejection of the district's required action plan. The
8 review and reconsideration by the panel shall be based on whether the
9 state board of education gave appropriate consideration to the unique
10 circumstances and characteristics identified in the academic
11 performance audit of the local school district whose required action
12 plan was rejected.

13 (2)(a) The panel shall be composed of five individuals with
14 expertise in school improvement, school and district restructuring, or
15 parent and community involvement in schools. Two of the panel members
16 shall be appointed by the speaker of the house of representatives; two
17 shall be appointed by the president of the senate; and one shall be
18 appointed by the governor.

19 (b) The speaker of the house of representatives, president of the
20 senate, and governor shall solicit recommendations for possible panel
21 members from the Washington association of school administrators, the
22 Washington state school directors' association, the association of
23 Washington school principals, the achievement gap oversight and
24 accountability committee, and associations representing certificated
25 teachers, classified school employees, and parents.

26 (c) Members of the panel shall be appointed no later than December
27 1, 2010, but the superintendent of public instruction shall convene the
28 panel only as needed to consider a school district's request for
29 reconsideration. Appointments shall be for a four-year term, with
30 opportunity for reappointment. Reappointments in the case of a vacancy
31 shall be made expeditiously so that all requests are considered in a
32 timely manner.

33 (3) The required action plan review panel may reaffirm the decision
34 of the state board of education, recommend that the state board
35 reconsider the rejection, or recommend changes to the required action
36 plan that should be considered by the district and the state board of
37 education to secure approval of the plan. The state board of education

1 shall consider the recommendations of the panel and issue a decision in
2 writing to the local school district and the panel. If the school
3 district must submit a new required action plan to the state board of
4 education, the district must submit the plan within forty days of the
5 board's decision.

6 (4) The state board of education and superintendent of public
7 instruction must develop timelines and procedures for the deliberations
8 under this section so that school districts can implement a required
9 action plan within the time frame required under section 106 of this
10 act.

11 NEW SECTION. **Sec. 108.** The state board of education may direct
12 the superintendent of public instruction to require a school district
13 that has not submitted a final required action plan for approval, or
14 has submitted but not received state board of education approval of a
15 required action plan by the beginning of the school year in which the
16 plan is intended to be implemented, to redirect the district's Title I
17 funds based on the academic performance audit findings.

18 NEW SECTION. **Sec. 109.** A school district must implement a
19 required action plan upon approval by the state board of education.
20 The office of superintendent of public instruction must provide the
21 required action district with technical assistance and federal school
22 improvement grant funds or other federal funds for school improvement,
23 if available, to implement an approved plan. The district must submit
24 a report to the superintendent of public instruction that provides the
25 progress the district is making in meeting the student achievement
26 goals based on the state's assessments, identifying strategies and
27 assets used to solve audit findings, and establishing evidence of
28 meeting plan implementation benchmarks as set forth in the required
29 action plan.

30 NEW SECTION. **Sec. 110.** (1) The superintendent of public
31 instruction must provide a report twice per year to the state board of
32 education regarding the progress made by all school districts
33 designated as required action districts.

34 (2) The superintendent of public instruction must recommend to the
35 state board of education that a school district be released from the

1 designation as a required action district after the district implements
2 a required action plan for a period of three years; has made progress,
3 as defined by the superintendent of public instruction, in reading and
4 mathematics on the state's assessment over the past three consecutive
5 years; and no longer has a school within the district identified as
6 persistently lowest achieving. The state board shall release a school
7 district from the designation as a required action district upon
8 confirmation that the district has met the requirements for a release.

9 (3) If the state board of education determines that the required
10 action district has not met the requirements for release, the district
11 remains in required action and must submit a new or revised plan under
12 the process in section 105 of this act.

13 **Sec. 111.** RCW 28A.305.225 and 2009 c 548 s 503 are each amended to
14 read as follows:

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

20 (2) The state board of education shall develop an accountability
21 index to identify schools and districts for recognition, for continuous
22 improvement, and for additional state support. The index shall be
23 based on criteria that are fair, consistent, and transparent.
24 Performance shall be measured using multiple outcomes and indicators
25 including, but not limited to, graduation rates and results from
26 statewide assessments. The index shall be developed in such a way as
27 to be easily understood by both employees within the schools and
28 districts, as well as parents and community members. It is the
29 legislature's intent that the index provide feedback to schools and
30 districts to self-assess their progress, and enable the identification
31 of schools with exemplary student performance and those that need
32 assistance to overcome challenges in order to achieve exemplary student
33 performance. (~~Once the accountability index has identified schools~~
34 ~~that need additional help, a more thorough analysis will be done to~~
35 ~~analyze specific conditions in the district including but not limited~~
36 ~~to the level of state resources a school or school district receives in~~

1 support of the basic education system, achievement gaps for different
2 groups of students, and community support.

3 ~~(3) Based on the accountability index and in consultation with the~~
4 ~~superintendent of public instruction, the state board of education~~
5 ~~shall develop a proposal and timeline for implementation of a~~
6 ~~comprehensive system of voluntary support and assistance for schools~~
7 ~~and districts. The timeline must take into account and accommodate~~
8 ~~capacity limitations of the K-12 educational system. Changes that have~~
9 ~~a fiscal impact on school districts, as identified by a fiscal analysis~~
10 ~~prepared by the office of the superintendent of public instruction,~~
11 ~~shall take effect only if formally authorized by the legislature~~
12 ~~through the omnibus appropriations act or other enacted legislation.~~

13 ~~(4) (a) The state board of education shall develop a proposal and~~
14 ~~implementation timeline for a more formalized comprehensive system~~
15 ~~improvement targeted to challenged schools and districts that have not~~
16 ~~demonstrated sufficient improvement through the voluntary system. The~~
17 ~~timeline must take into account and accommodate capacity limitations of~~
18 ~~the K-12 educational system. The proposal and timeline shall be~~
19 ~~submitted to the education committees of the legislature by December 1,~~
20 ~~2009, and shall include recommended legislation and recommended~~
21 ~~resources to implement the system according to the timeline developed.~~

22 ~~(b) The proposal shall outline a process for addressing performance~~
23 ~~challenges that will include the following features: (i) An academic~~
24 ~~performance audit using peer review teams of educators that considers~~
25 ~~school and community factors in addition to other factors in developing~~
26 ~~recommended specific corrective actions that should be undertaken to~~
27 ~~improve student learning; (ii) a requirement for the local school board~~
28 ~~plan to develop and be responsible for implementation of corrective~~
29 ~~action plan taking into account the audit findings, which plan must be~~
30 ~~approved by the state board of education at which time the plan becomes~~
31 ~~binding upon the school district to implement; and (iii) monitoring of~~
32 ~~local district progress by the office of the superintendent of public~~
33 ~~instruction. The proposal shall take effect only if formally~~
34 ~~authorized by the legislature through the omnibus appropriations act or~~
35 ~~other enacted legislation.~~

36 (5)) (3) The state board of education, in cooperation with the
37 office of the superintendent of public instruction, shall annually
38 recognize schools for exemplary performance as measured on the state

1 board of education accountability index. The state board of education
2 shall have ongoing collaboration with the achievement gap oversight and
3 accountability committee regarding the measures used to measure the
4 closing of the achievement gaps and the recognition provided to the
5 school districts for closing the achievement gaps.

6 (4) In coordination with the superintendent of public instruction,
7 the state board of education shall seek approval from the United States
8 department of education for use of the accountability index and the
9 state system of support, assistance, and intervention, to replace the
10 federal accountability system under P.L. 107-110, the no child left
11 behind act of 2001.

12 ((+6)) (5) The state board of education shall work with the
13 education data center established within the office of financial
14 management and the technical working group established in section 112,
15 chapter 548, Laws of 2009 to determine the feasibility of using the
16 prototypical funding allocation model as not only a tool for allocating
17 resources to schools and districts but also as a tool for schools and
18 districts to report to the state legislature and the state board of
19 education on how the state resources received are being used.

20 NEW SECTION. Sec. 112. The definitions in this section apply
21 throughout this chapter unless the context clearly requires otherwise.

22 (1) "All students group" means those students in grades three
23 through eight and high school who take the state's assessment in
24 reading and mathematics required under 20 U.S.C. Sec. 6311(b)(3).

25 (2) "Title I" means Title I, part A of the federal elementary and
26 secondary education act of 1965 (ESEA) (20 U.S.C. Secs. 6311-6322).

27 NEW SECTION. Sec. 113. The superintendent of public instruction
28 and the state board of education may each adopt rules in accordance
29 with chapter 34.05 RCW as necessary to implement this chapter.

30 NEW SECTION. Sec. 114. (1) The legislature finds that a unified
31 and equitable system of education accountability must include
32 expectations and benchmarks for improvement, along with support for
33 schools and districts to make the necessary changes that will lead to
34 success for all students. Such a system must also clearly address the
35 consequences for persistent lack of improvement. Establishing a

1 process for school districts to prepare and implement a required action
2 plan is one such consequence. However, to be truly accountable to
3 students, parents, the community, and taxpayers, the legislature must
4 also consider what should happen if a required action district
5 continues not to make improvement after an extended period of time.
6 Without an answer to this significant question, the state's system of
7 education accountability is incomplete. Furthermore, accountability
8 must be appropriately shared among various levels of decision makers,
9 including in the building, in the district, and at the state.

10 (2) (a) A joint select committee on education accountability is
11 established beginning no earlier than May 1, 2012, with the following
12 members:

13 (i) The president of the senate shall appoint two members from each
14 of the two largest caucuses of the senate.

15 (ii) The speaker of the house of representatives shall appoint two
16 members from each of the two largest caucuses of the house of
17 representatives.

18 (b) The committee shall choose its cochairs from among its
19 membership.

20 (3) The committee shall:

21 (a) Identify and analyze options for a complete system of education
22 accountability, particularly consequences in the case of persistent
23 lack of improvement by a required action district;

24 (b) Identify and analyze appropriate decision-making
25 responsibilities and accompanying consequences at the building,
26 district, and state level within such an accountability system;

27 (c) Examine models and experiences in other states;

28 (d) Identify the circumstances under which significant state action
29 may be required; and

30 (e) Analyze the financial, legal, and practical considerations that
31 would accompany significant state action.

32 (4) Staff support for the committee must be provided by the senate
33 committee services and the house of representatives office of program
34 research.

35 (5) The committee shall submit an interim report to the education
36 committees of the legislature by September 1, 2012, and a final report
37 with recommendations by September 1, 2013.

38 (6) This section expires June 30, 2014.

PART II
EVALUATIONS

Sec. 201. RCW 28A.150.230 and 2006 c 263 s 201 are each amended to read as follows:

(1) It is the intent and purpose of this section to guarantee that each common school district board of directors, whether or not acting through its respective administrative staff, be held accountable for the proper operation of their district to the local community and its electorate. In accordance with the provisions of Title 28A RCW, as now or hereafter amended, each common school district board of directors shall be vested with the final responsibility for the setting of policies ensuring quality in the content and extent of its educational program and that such program provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning.

(2) In conformance with the provisions of Title 28A RCW, as now or hereafter amended, it shall be the responsibility of each common school district board of directors to adopt policies to:

(a) Establish performance criteria and an evaluation process for its superintendent, classified staff, certificated personnel, including administrative staff, and for all programs constituting a part of such district's curriculum. Each district shall report annually to the superintendent of public instruction the following for each employee group listed in this subsection (2) (a): (i) Evaluation criteria and rubrics; (ii) a description of each rating; and (iii) the number of staff in each rating;

(b) Determine the final assignment of staff, certificated or classified, according to board enumerated classroom and program needs and data, based upon a plan to ensure that the assignment policy: (i) Supports the learning needs of all the students in the district; and (ii) gives specific attention to high-need schools and classrooms;

(c) Provide information to the local community and its electorate describing the school district's policies concerning hiring, assigning, terminating, and evaluating staff, including the criteria for evaluating teachers and principals;

(d) Determine the amount of instructional hours necessary for any student to acquire a quality education in such district, in not less

1 than an amount otherwise required in RCW 28A.150.220, or rules of the
2 state board of education;

3 ~~((d))~~ (e) Determine the allocation of staff time, whether
4 certificated or classified;

5 ~~((e))~~ (f) Establish final curriculum standards consistent with
6 law and rules of the superintendent of public instruction, relevant to
7 the particular needs of district students or the unusual
8 characteristics of the district, and ensuring a quality education for
9 each student in the district; and

10 ~~((f))~~ (g) Evaluate teaching materials, including text books,
11 teaching aids, handouts, or other printed material, in public hearing
12 upon complaint by parents, guardians or custodians of students who
13 consider dissemination of such material to students objectionable.

14 **Sec. 202.** RCW 28A.405.100 and 1997 c 278 s 1 are each amended to
15 read as follows:

16 (1)(a) Except as provided in subsection (2) of this section, the
17 superintendent of public instruction shall establish and may amend from
18 time to time minimum criteria for the evaluation of the professional
19 performance capabilities and development of certificated classroom
20 teachers and certificated support personnel. For classroom teachers
21 the criteria shall be developed in the following categories:
22 Instructional skill; classroom management, professional preparation and
23 scholarship; effort toward improvement when needed; the handling of
24 student discipline and attendant problems; and interest in teaching
25 pupils and knowledge of subject matter.

26 (b) Every board of directors shall, in accordance with procedure
27 provided in RCW 41.59.010 through 41.59.170, 41.59.910 and 41.59.920,
28 establish evaluative criteria and procedures for all certificated
29 classroom teachers and certificated support personnel. The evaluative
30 criteria must contain as a minimum the criteria established by the
31 superintendent of public instruction pursuant to this section and must
32 be prepared within six months following adoption of the superintendent
33 of public instruction's minimum criteria. The district must certify to
34 the superintendent of public instruction that evaluative criteria have
35 been so prepared by the district.

36 (2)(a) Pursuant to the implementation schedule established in
37 subsection (7)(b) of this section, every board of directors shall, in

1 accordance with procedures provided in RCW 41.59.010 through 41.59.170,
2 41.59.910, and 41.59.920, establish revised evaluative criteria and a
3 four-level rating system for all certificated classroom teachers.

4 (b) The minimum criteria shall include: (i) Centering instruction
5 on high expectations for student achievement; (ii) demonstrating
6 effective teaching practices; (iii) recognizing individual student
7 learning needs and developing strategies to address those needs; (iv)
8 providing clear and intentional focus on subject matter content and
9 curriculum; (v) fostering and managing a safe, positive learning
10 environment; (vi) using multiple student data elements to modify
11 instruction and improve student learning; (vii) communicating and
12 collaborating with parents and school community; and (viii) exhibiting
13 collaborative and collegial practices focused on improving
14 instructional practice and student learning.

15 (c) The four-level rating system used to evaluate the certificated
16 classroom teacher must describe performance along a continuum that
17 indicates the extent to which the criteria have been met or exceeded.
18 When student growth data, if available and relevant to the teacher and
19 subject matter, is referenced in the evaluation process it must be
20 based on multiple measures that can include classroom-based, school-
21 based, district-based, and state-based tools. As used in this
22 subsection, "student growth" means the change in student achievement
23 between two points in time.

24 (3)(a) Except as provided in subsection ((+5+)) (10) of this
25 section, it shall be the responsibility of a principal or his or her
26 designee to evaluate all certificated personnel in his or her school.
27 During each school year all classroom teachers and certificated support
28 personnel (~~(, hereinafter referred to as "employees" in this section,~~)
29 shall be observed for the purposes of evaluation at least twice in the
30 performance of their assigned duties. Total observation time for each
31 employee for each school year shall be not less than sixty minutes. An
32 employee in the third year of provisional status as defined in RCW
33 28A.405.220 shall be observed at least three times in the performance
34 of his or her duties and the total observation time for the school year
35 shall not be less than ninety minutes. Following each observation, or
36 series of observations, the principal or other evaluator shall promptly
37 document the results of the observation in writing, and shall provide
38 the employee with a copy thereof within three days after such report is

1 prepared. New employees shall be observed at least once for a total
2 observation time of thirty minutes during the first ninety calendar
3 days of their employment period.

4 (b) As used in this subsection and subsection (4) of this section,
5 "employees" means classroom teachers and certificated support
6 personnel.

7 (4) (a) At any time after October 15th, an employee whose work is
8 not judged (~~(unsatisfactory)~~) satisfactory based on district evaluation
9 criteria shall be notified in writing of the specific areas of
10 deficiencies along with a reasonable program for improvement. During
11 the period of probation, the employee may not be transferred from the
12 supervision of the original evaluator. Improvement of performance or
13 probable cause for nonrenewal must occur and be documented by the
14 original evaluator before any consideration of a request for transfer
15 or reassignment as contemplated by either the individual or the school
16 district. A probationary period of sixty school days shall be
17 established. The establishment of a probationary period does not
18 adversely affect the contract status of an employee within the meaning
19 of RCW 28A.405.300. The purpose of the probationary period is to give
20 the employee opportunity to demonstrate improvements in his or her
21 areas of deficiency. The establishment of the probationary period and
22 the giving of the notice to the employee of deficiency shall be by the
23 school district superintendent and need not be submitted to the board
24 of directors for approval. During the probationary period the
25 evaluator shall meet with the employee at least twice monthly to
26 supervise and make a written evaluation of the progress, if any, made
27 by the employee. The evaluator may authorize one additional
28 certificated employee to evaluate the probationer and to aid the
29 employee in improving his or her areas of deficiency; such additional
30 certificated employee shall be immune from any civil liability that
31 might otherwise be incurred or imposed with regard to the good faith
32 performance of such evaluation. The probationer may be removed from
33 probation if he or she has demonstrated improvement to the satisfaction
34 of the principal in those areas specifically detailed in his or her
35 initial notice of deficiency and subsequently detailed in his or her
36 improvement program. Lack of necessary improvement during the
37 established probationary period, as specifically documented in writing

1 with notification to the probationer and shall constitute grounds for
2 a finding of probable cause under RCW 28A.405.300 or 28A.405.210.

3 (b) Immediately following the completion of a probationary period
4 that does not produce performance changes detailed in the initial
5 notice of deficiencies and improvement program, the employee may be
6 removed from his or her assignment and placed into an alternative
7 assignment for the remainder of the school year. This reassignment may
8 not displace another employee nor may it adversely affect the
9 probationary employee's compensation or benefits for the remainder of
10 the employee's contract year. If such reassignment is not possible,
11 the district may, at its option, place the employee on paid leave for
12 the balance of the contract term.

13 ~~((2))~~ (5) Every board of directors shall establish evaluative
14 criteria and procedures for all superintendents, principals, and other
15 administrators. It shall be the responsibility of the district
16 superintendent or his or her designee to evaluate all administrators.
17 Except as provided in subsection (6) of this section, such evaluation
18 shall be based on the administrative position job description. Such
19 criteria, when applicable, shall include at least the following
20 categories: Knowledge of, experience in, and training in recognizing
21 good professional performance, capabilities and development; school
22 administration and management; school finance; professional preparation
23 and scholarship; effort toward improvement when needed; interest in
24 pupils, employees, patrons and subjects taught in school; leadership;
25 and ability and performance of evaluation of school personnel.

26 ~~((3))~~ (6) (a) Pursuant to the implementation schedule established
27 by subsection (7) (b) of this section, every board of directors shall
28 establish revised evaluative criteria and a four-level rating system
29 for principals.

30 (b) The minimum criteria shall include: (i) Creating a school
31 culture that promotes the ongoing improvement of learning and teaching
32 for students and staff; (ii) demonstrating commitment to closing the
33 achievement gap; (iii) providing for school safety; (iv) leading the
34 development, implementation, and evaluation of a data-driven plan for
35 increasing student achievement, including the use of multiple student
36 data elements; (v) assisting instructional staff with alignment of
37 curriculum, instruction, and assessment with state and local district
38 learning goals; (vi) monitoring, assisting, and evaluating effective

1 instruction and assessment practices; (vii) managing both staff and
2 fiscal resources to support student achievement and legal
3 responsibilities; and (viii) partnering with the school community to
4 promote student learning.

5 (c) The four-level rating system used to evaluate the principal
6 must describe performance along a continuum that indicates the extent
7 to which the criteria have been met or exceeded. When available,
8 student growth data that is referenced in the evaluation process must
9 be based on multiple measures that can include classroom-based, school-
10 based, district-based, and state-based tools. As used in this
11 subsection, "student growth" means the change in student achievement
12 between two points in time.

13 (7)(a) The superintendent of public instruction, in collaboration
14 with state associations representing teachers, principals,
15 administrators, and parents, shall create models for implementing the
16 evaluation system criteria, student growth tools, professional
17 development programs, and evaluator training for certificated classroom
18 teachers and principals. Human resources specialists, professional
19 development experts, and assessment experts must also be consulted.
20 Due to the diversity of teaching assignments and the many developmental
21 levels of students, classroom teachers and principals must be
22 prominently represented in this work. The models must be available for
23 use in the 2011-12 school year.

24 (b) A new certificated classroom teacher evaluation system that
25 implements the provisions of subsection (2) of this section and a new
26 principal evaluation system that implements the provisions of
27 subsection (6) of this section shall be phased-in beginning with the
28 2010-11 school year by districts identified in (c) of this subsection
29 and implemented in all school districts beginning with the 2013-14
30 school year.

31 (c) A set of school districts shall be selected by the
32 superintendent of public instruction to participate in a collaborative
33 process resulting in the development and piloting of new certificated
34 classroom teacher and principal evaluation systems during the 2010-11
35 and 2011-12 school years. These school districts must be selected
36 based on: (i) The agreement of the local associations representing
37 classroom teachers and principals to collaborate with the district in
38 this developmental work and (ii) the agreement to participate in the

1 full range of development and implementation activities, including:
2 Development of rubrics for the evaluation criteria and ratings in
3 subsections (2) and (6) of this section; identification of or
4 development of appropriate multiple measures of student growth in
5 subsections (2) and (6) of this section; development of appropriate
6 evaluation system forms; participation in professional development for
7 principals and classroom teachers regarding the content of the new
8 evaluation system; participation in evaluator training; and
9 participation in activities to evaluate the effectiveness of the new
10 systems and support programs. The school districts must submit to the
11 office of the superintendent of public instruction data that is used in
12 evaluations and all district-collected student achievement, aptitude,
13 and growth data regardless of whether the data is used in evaluations.
14 If the data is not available electronically, the district may submit it
15 in nonelectronic form. The superintendent of public instruction must
16 analyze the districts' use of student data in evaluations, including
17 examining the extent that student data is not used or is underutilized.
18 The superintendent of public instruction must also consult with
19 participating districts and stakeholders, recommend appropriate
20 changes, and address statewide implementation issues. The
21 superintendent of public instruction shall report evaluation system
22 implementation status, evaluation data, and recommendations to
23 appropriate committees of the legislature and governor by July 1, 2011,
24 and at the conclusion of the development phase by July 1, 2012. In the
25 July 1, 2011 report, the superintendent shall include recommendations
26 for whether a single statewide evaluation model should be adopted,
27 whether modified versions developed by school districts should be
28 subject to state approval, and what the criteria would be for
29 determining if a school district's evaluation model meets or exceeds a
30 statewide model. The report shall also identify challenges posed by
31 requiring a state approval process.

32 (8) Each certificated ((employee)) classroom teacher and
33 certificated support personnel shall have the opportunity for
34 confidential conferences with his or her immediate supervisor on no
35 less than two occasions in each school year. Such confidential
36 conference shall have as its sole purpose the aiding of the
37 administrator in his or her assessment of the employee's professional
38 performance.

1 ~~((4))~~ (9) The failure of any evaluator to evaluate or supervise
2 or cause the evaluation or supervision of certificated ~~((employees))~~
3 classroom teachers and certificated support personnel or administrators
4 in accordance with this section, as now or hereafter amended, when it
5 is his or her specific assigned or delegated responsibility to do so,
6 shall be sufficient cause for the nonrenewal of any such evaluator's
7 contract under RCW 28A.405.210, or the discharge of such evaluator
8 under RCW 28A.405.300.

9 ~~((5))~~ (10) After ~~((an employee))~~ a certificated classroom teacher
10 or certificated support personnel has four years of satisfactory
11 evaluations under subsection (1) of this section or has received one of
12 the two top ratings for four years under subsection (2) of this
13 section, a school district may use a short form of evaluation, a
14 locally bargained evaluation emphasizing professional growth, an
15 evaluation under subsection (1) or (2) of this section, or any
16 combination thereof. The short form of evaluation shall include either
17 a thirty minute observation during the school year with a written
18 summary or a final annual written evaluation based on the criteria in
19 subsection (1) or (2) of this section and based on at least two
20 observation periods during the school year totaling at least sixty
21 minutes without a written summary of such observations being prepared.
22 A locally bargained short-form evaluation emphasizing professional
23 growth must provide that the professional growth activity conducted by
24 the certificated classroom teacher be specifically linked to one or
25 more of the certificated classroom teacher evaluation criteria.
26 However, the evaluation process set forth in subsection (1) or (2) of
27 this section shall be followed at least once every three years unless
28 this time is extended by a local school district under the bargaining
29 process set forth in chapter 41.59 RCW. The employee or evaluator may
30 require that the evaluation process set forth in subsection (1) or (2)
31 of this section be conducted in any given school year. No evaluation
32 other than the evaluation authorized under subsection (1) or (2) of
33 this section may be used as a basis for determining that an employee's
34 work is ~~((unsatisfactory))~~ not satisfactory under subsection (1) or (2)
35 of this section or as probable cause for the nonrenewal of an
36 employee's contract under RCW 28A.405.210 unless an evaluation process
37 developed under chapter 41.59 RCW determines otherwise.

1 **Sec. 203.** RCW 28A.405.220 and 2009 c 57 s 2 are each amended to
2 read as follows:

3 (1) Notwithstanding the provisions of RCW 28A.405.210, every person
4 employed by a school district in a teaching or other nonsupervisory
5 certificated position shall be subject to nonrenewal of employment
6 contract as provided in this section during the first (~~two~~) three
7 years of employment by such district, unless: (a) The employee has
8 previously completed at least two years of certificated employment in
9 another school district in the state of Washington, in which case the
10 employee shall be subject to nonrenewal of employment contract pursuant
11 to this section during the first year of employment with the new
12 district; or (b) the school district superintendent may make a
13 determination to remove an employee from provisional status if the
14 employee has received one of the top two evaluation ratings during the
15 second year of employment by the district. Employees as defined in
16 this section shall hereinafter be referred to as "provisional
17 employees(~~"~~)."

18 (2) In the event the superintendent of the school district
19 determines that the employment contract of any provisional employee
20 should not be renewed by the district for the next ensuing term such
21 provisional employee shall be notified thereof in writing on or before
22 May 15th preceding the commencement of such school term, or if the
23 omnibus appropriations act has not passed the legislature by May 15th,
24 then notification shall be no later than June 15th, which notification
25 shall state the reason or reasons for such determination. Such notice
26 shall be served upon the provisional employee personally, or by
27 certified or registered mail, or by leaving a copy of the notice at the
28 place of his or her usual abode with some person of suitable age and
29 discretion then resident therein. The determination of the
30 superintendent shall be subject to the evaluation requirements of RCW
31 28A.405.100.

32 (3) Every such provisional employee so notified, at his or her
33 request made in writing and filed with the superintendent of the
34 district within ten days after receiving such notice, shall be given
35 the opportunity to meet informally with the superintendent for the
36 purpose of requesting the superintendent to reconsider his or her
37 decision. Such meeting shall be held no later than ten days following
38 the receipt of such request, and the provisional employee shall be

1 given written notice of the date, time and place of meeting at least
2 three days prior thereto. At such meeting the provisional employee
3 shall be given the opportunity to refute any facts upon which the
4 superintendent's determination was based and to make any argument in
5 support of his or her request for reconsideration.

6 (4) Within ten days following the meeting with the provisional
7 employee, the superintendent shall either reinstate the provisional
8 employee or shall submit to the school district board of directors for
9 consideration at its next regular meeting a written report recommending
10 that the employment contract of the provisional employee be nonrenewed
11 and stating the reason or reasons therefor. A copy of such report
12 shall be delivered to the provisional employee at least three days
13 prior to the scheduled meeting of the board of directors. In taking
14 action upon the recommendation of the superintendent, the board of
15 directors shall consider any written communication which the
16 provisional employee may file with the secretary of the board at any
17 time prior to that meeting.

18 (5) The board of directors shall notify the provisional employee in
19 writing of its final decision within ten days following the meeting at
20 which the superintendent's recommendation was considered. The decision
21 of the board of directors to nonrenew the contract of a provisional
22 employee shall be final and not subject to appeal.

23 (6) This section applies to any person employed by a school
24 district in a teaching or other nonsupervisory certificated position
25 after June 25, 1976. This section provides the exclusive means for
26 nonrenewing the employment contract of a provisional employee and no
27 other provision of law shall be applicable thereto, including, without
28 limitation, RCW 28A.405.210 and chapter 28A.645 RCW.

29 NEW SECTION. Sec. 204. A new section is added to chapter 28A.405
30 RCW to read as follows:

31 (1) Representatives of the office of the superintendent of public
32 instruction and statewide associations representing administrators,
33 principals, human resources specialists, and certificated classroom
34 teachers shall analyze how the evaluation systems in RCW 28A.405.100
35 (2) and (6) affect issues related to a change in contract status.

36 (2) The analysis shall be conducted during each of the phase-in
37 years of the certificated classroom teacher and principal evaluation

1 systems. The analysis shall include: Procedures, timelines,
2 probationary periods, appeal procedures, and other items related to the
3 timely exercise of employment decisions and due process provisions for
4 certificated classroom teachers and principals.

5 NEW SECTION. **Sec. 205.** A new section is added to chapter 28A.405
6 RCW to read as follows:

7 If funds are provided for professional development activities
8 designed specifically for first through third-year teachers, the funds
9 shall be allocated first to districts participating in the evaluation
10 systems in RCW 28A.405.100 (2) and (6) before the required
11 implementation date under that section.

12 **PART III**
13 **PRINCIPAL PERFORMANCE**

14 NEW SECTION. **Sec. 301.** The legislature finds that the presence of
15 highly effective principals in schools has never been more important
16 than it is today. To enable students to meet high academic standards,
17 principals must lead and encourage teams of teachers and support staff
18 to work together, align curriculum and instruction, use student data to
19 target instruction and intervention strategies, and serve as the chief
20 school officer with parents and the community. Greater responsibility
21 should come with greater authority over personnel, budgets, resource
22 allocation, and programs. But greater responsibility also comes with
23 greater accountability for outcomes. Washington is putting into place
24 an updated and rigorous system of evaluating principal performance, one
25 that will measure what matters. This system will never be truly
26 effective unless the results are meaningfully used.

27 NEW SECTION. **Sec. 302.** A new section is added to chapter 28A.405
28 RCW to read as follows:

29 (1) Any certificated employee of a school district under this
30 section who is first employed as a principal after the effective date
31 of this section shall be subject to transfer as provided under this
32 section, at the expiration of the term of his or her employment
33 contract, to any subordinate certificated position within the school
34 district. "Subordinate certificated position" as used in this section

1 means any administrative or nonadministrative certificated position for
2 which the annual compensation is less than the position currently held
3 by the administrator. This section applies only to school districts
4 with an annual average student enrollment of more than thirty-five
5 thousand full-time equivalent students.

6 (2) During the first three consecutive school years of employment
7 as a principal by the school district, or during the first full school
8 year of such employment in the case of a principal who has been
9 previously employed as a principal by another school district in the
10 state for three or more consecutive school years, the transfer of the
11 principal to a subordinate certificated position may be made by a
12 determination of the superintendent that the best interests of the
13 school district would be served by the transfer.

14 (3) Commencing with the fourth consecutive school year of
15 employment as a principal, or the second consecutive school year of
16 such employment in the case of a principal who has been previously
17 employed as a principal by another school district in the state for
18 three or more consecutive school years, the transfer of the principal
19 to a subordinate certificated position shall be based on the
20 superintendent's determination that the results of the evaluation of
21 the principal's performance using the evaluative criteria and rating
22 system established under RCW 28A.405.100 provide a valid reason for the
23 transfer without regard to whether there is probable cause for the
24 transfer. If a valid reason is shown, it shall be deemed that the
25 transfer is reasonably related to the principal's performance. No
26 probationary period is required. However, provision of support and an
27 attempt at remediation of the performance of the principal, as defined
28 by the superintendent, are required for a determination by the
29 superintendent under this subsection that the principal should be
30 transferred to a subordinate certificated position.

31 (4) Any superintendent transferring a principal under this section
32 to a subordinate certificated position shall notify that principal in
33 writing on or before May 15th before the beginning of the school year
34 of that determination, or if the omnibus appropriations act has not
35 passed the legislature by May 15th, then notification shall be no later
36 than June 15th. The notification shall state the reason or reasons for
37 the transfer and shall identify the subordinate certificated position
38 to which the principal will be transferred. The notification shall be

1 served upon the principal personally, or by certified or registered
2 mail, or by leaving a copy of the notice at the place of his or her
3 usual abode with some person of suitable age and discretion then
4 resident therein.

5 (5) Any principal so notified may request to the president or chair
6 of the board of directors of the district, in writing and within ten
7 days after receiving notice, an opportunity to meet informally with the
8 board of directors in an executive session for the purpose of
9 requesting the board to reconsider the decision of the superintendent,
10 and shall be given such opportunity. The board, upon receipt of such
11 request, shall schedule the meeting for no later than the next
12 regularly scheduled meeting of the board, and shall give the principal
13 written notice at least three days before the meeting of the date,
14 time, and place of the meeting. At the meeting the principal shall be
15 given the opportunity to refute any evidence upon which the
16 determination was based and to make any argument in support of his or
17 her request for reconsideration. The principal and the board may
18 invite their respective legal counsel to be present and to participate
19 at the meeting. The board shall notify the principal in writing of its
20 final decision within ten days following its meeting with the
21 principal. No appeal to the courts shall lie from the final decision
22 of the board of directors to transfer a principal to a subordinate
23 certificated position.

24 (6) This section provides the exclusive means for transferring a
25 certificated employee first employed by a school district under this
26 section as a principal after the effective date of this section to a
27 subordinate certificated position at the expiration of the term of his
28 or her employment contract.

29 **Sec. 303.** RCW 28A.405.210 and 2009 c 57 s 1 are each amended to
30 read as follows:

31 No teacher, principal, supervisor, superintendent, or other
32 certificated employee, holding a position as such with a school
33 district, hereinafter referred to as "employee", shall be employed
34 except by written order of a majority of the directors of the district
35 at a regular or special meeting thereof, nor unless he or she is the
36 holder of an effective teacher's certificate or other certificate

1 required by law or the Washington professional educator standards board
2 for the position for which the employee is employed.

3 The board shall make with each employee employed by it a written
4 contract, which shall be in conformity with the laws of this state, and
5 except as otherwise provided by law, limited to a term of not more than
6 one year. Every such contract shall be made in duplicate, one copy to
7 be retained by the school district superintendent or secretary and one
8 copy to be delivered to the employee. No contract shall be offered by
9 any board for the employment of any employee who has previously signed
10 an employment contract for that same term in another school district of
11 the state of Washington unless such employee shall have been released
12 from his or her obligations under such previous contract by the board
13 of directors of the school district to which he or she was obligated.
14 Any contract signed in violation of this provision shall be void.

15 In the event it is determined that there is probable cause or
16 causes that the employment contract of an employee should not be
17 renewed by the district for the next ensuing term such employee shall
18 be notified in writing on or before May 15th preceding the commencement
19 of such term of that determination, or if the omnibus appropriations
20 act has not passed the legislature by May 15th, then notification shall
21 be no later than June 15th, which notification shall specify the cause
22 or causes for nonrenewal of contract. Such determination of probable
23 cause for certificated employees, other than the superintendent, shall
24 be made by the superintendent. Such notice shall be served upon the
25 employee personally, or by certified or registered mail, or by leaving
26 a copy of the notice at the house of his or her usual abode with some
27 person of suitable age and discretion then resident therein. Every
28 such employee so notified, at his or her request made in writing and
29 filed with the president, chair or secretary of the board of directors
30 of the district within ten days after receiving such notice, shall be
31 granted opportunity for hearing pursuant to RCW 28A.405.310 to
32 determine whether there is sufficient cause or causes for nonrenewal of
33 contract: PROVIDED, That any employee receiving notice of nonrenewal
34 of contract due to an enrollment decline or loss of revenue may, in his
35 or her request for a hearing, stipulate that initiation of the
36 arrangements for a hearing officer as provided for by RCW
37 28A.405.310(4) shall occur within ten days following July 15 rather
38 than the day that the employee submits the request for a hearing. If

1 any such notification or opportunity for hearing is not timely given,
2 the employee entitled thereto shall be conclusively presumed to have
3 been reemployed by the district for the next ensuing term upon
4 contractual terms identical with those which would have prevailed if
5 his or her employment had actually been renewed by the board of
6 directors for such ensuing term.

7 This section shall not be applicable to "provisional employees" as
8 so designated in RCW 28A.405.220; transfer to a subordinate
9 certificated position as that procedure is set forth in RCW 28A.405.230
10 or section 302 of this act shall not be construed as a nonrenewal of
11 contract for the purposes of this section.

12 **Sec. 304.** RCW 28A.405.230 and 2009 c 57 s 3 are each amended to
13 read as follows:

14 Any certificated employee of a school district employed as an
15 assistant superintendent, director, principal, assistant principal,
16 coordinator, or in any other supervisory or administrative position,
17 hereinafter in this section referred to as "administrator", shall be
18 subject to transfer, at the expiration of the term of his or her
19 employment contract, to any subordinate certificated position within
20 the school district. "Subordinate certificated position" as used in
21 this section, shall mean any administrative or nonadministrative
22 certificated position for which the annual compensation is less than
23 the position currently held by the administrator.

24 Every superintendent determining that the best interests of the
25 school district would be served by transferring any administrator to a
26 subordinate certificated position shall notify that administrator in
27 writing on or before May 15th preceding the commencement of such school
28 term of that determination, or if the omnibus appropriations act has
29 not passed the legislature by May 15th, then notification shall be no
30 later than June 15th, which notification shall state the reason or
31 reasons for the transfer, and shall identify the subordinate
32 certificated position to which the administrator will be transferred.
33 Such notice shall be served upon the administrator personally, or by
34 certified or registered mail, or by leaving a copy of the notice at the
35 place of his or her usual abode with some person of suitable age and
36 discretion then resident therein.

1 Every such administrator so notified, at his or her request made in
2 writing and filed with the president or chair, or secretary of the
3 board of directors of the district within ten days after receiving such
4 notice, shall be given the opportunity to meet informally with the
5 board of directors in an executive session thereof for the purpose of
6 requesting the board to reconsider the decision of the superintendent.
7 Such board, upon receipt of such request, shall schedule the meeting
8 for no later than the next regularly scheduled meeting of the board,
9 and shall notify the administrator in writing of the date, time and
10 place of the meeting at least three days prior thereto. At such
11 meeting the administrator shall be given the opportunity to refute any
12 facts upon which the determination was based and to make any argument
13 in support of his or her request for reconsideration. The
14 administrator and the board may invite their respective legal counsel
15 to be present and to participate at the meeting. The board shall
16 notify the administrator in writing of its final decision within ten
17 days following its meeting with the administrator. No appeal to the
18 courts shall lie from the final decision of the board of directors to
19 transfer an administrator to a subordinate certificated position:
20 PROVIDED, That in the case of principals such transfer shall be made at
21 the expiration of the contract year and only during the first three
22 consecutive school years of employment as a principal by a school
23 district; except that if any such principal has been previously
24 employed as a principal by another school district in the state of
25 Washington for three or more consecutive school years the provisions of
26 this section shall apply only to the first full school year of such
27 employment.

28 This section applies to any person employed as an administrator by
29 a school district on June 25, 1976, and to all persons so employed at
30 any time thereafter, except that section 302 of this act applies to
31 persons first employed after the effective date of this section as a
32 principal by a school district meeting the criteria of section 302 of
33 this act. This section provides the exclusive means for transferring
34 an administrator subject to this section to a subordinate certificated
35 position at the expiration of the term of his or her employment
36 contract.

1 **ENCOURAGING INNOVATIONS**

2 **Sec. 401.** RCW 28A.400.200 and 2002 c 353 s 2 are each amended to
3 read as follows:

4 (1) Every school district board of directors shall fix, alter,
5 allow, and order paid salaries and compensation for all district
6 employees in conformance with this section.

7 (2) (a) Salaries for certificated instructional staff shall not be
8 less than the salary provided in the appropriations act in the
9 statewide salary allocation schedule for an employee with a
10 baccalaureate degree and zero years of service; and

11 (b) Salaries for certificated instructional staff with a master's
12 degree shall not be less than the salary provided in the appropriations
13 act in the statewide salary allocation schedule for an employee with a
14 master's degree and zero years of service;

15 (3) (a) The actual average salary paid to certificated instructional
16 staff shall not exceed the district's average certificated
17 instructional staff salary used for the state basic education
18 allocations for that school year as determined pursuant to RCW
19 28A.150.410.

20 (b) Fringe benefit contributions for certificated instructional
21 staff shall be included as salary under (a) of this subsection only to
22 the extent that the district's actual average benefit contribution
23 exceeds the amount of the insurance benefits allocation provided per
24 certificated instructional staff unit in the state operating
25 appropriations act in effect at the time the compensation is payable.
26 For purposes of this section, fringe benefits shall not include payment
27 for unused leave for illness or injury under RCW 28A.400.210; employer
28 contributions for old age survivors insurance, workers' compensation,
29 unemployment compensation, and retirement benefits under the Washington
30 state retirement system; or employer contributions for health benefits
31 in excess of the insurance benefits allocation provided per
32 certificated instructional staff unit in the state operating
33 appropriations act in effect at the time the compensation is payable.
34 A school district may not use state funds to provide employer
35 contributions for such excess health benefits.

36 (c) Salary and benefits for certificated instructional staff in
37 programs other than basic education shall be consistent with the salary

1 and benefits paid to certificated instructional staff in the basic
2 education program.

3 (4) Salaries and benefits for certificated instructional staff may
4 exceed the limitations in subsection (3) of this section only by
5 separate contract for additional time, for additional responsibilities,
6 ~~((or))~~ for incentives, or for implementing specific measurable
7 innovative activities, including professional development, specified by
8 the school district to: (a) Close one or more achievement gaps, (b)
9 focus on development of science, technology, engineering, and
10 mathematics (STEM) learning opportunities, or (c) provide arts
11 education. Beginning September 1, 2011, school districts shall
12 annually provide a brief description of the innovative activities
13 included in any supplemental contract to the office of the
14 superintendent of public instruction. The office of the superintendent
15 of public instruction shall summarize the district information and
16 submit an annual report to the education committees of the house of
17 representatives and the senate. Supplemental contracts shall not cause
18 the state to incur any present or future funding obligation.
19 Supplemental contracts shall be subject to the collective bargaining
20 provisions of chapter 41.59 RCW and the provisions of RCW 28A.405.240,
21 shall not exceed one year, and if not renewed shall not constitute
22 adverse change in accordance with RCW 28A.405.300 through 28A.405.380.
23 No district may enter into a supplemental contract under this
24 subsection for the provision of services which are a part of the basic
25 education program required by Article IX, section 3 of the state
26 Constitution.

27 (5) Employee benefit plans offered by any district shall comply
28 with RCW 28A.400.350 and 28A.400.275 and 28A.400.280.

29 PART V

30 EXPANDING PROFESSIONAL PREPARATION OPTIONS AND WORKFORCE INFORMATION

31 NEW SECTION. Sec. 501. A new section is added to chapter 28A.410
32 RCW to read as follows:

33 (1) Beginning with the 2011-12 school year, all professional
34 educator standards board-approved teacher preparation programs must
35 administer to all preservice candidates the evidence-based assessment
36 of teaching effectiveness adopted by the professional educator

1 standards board. The professional educator standards board shall adopt
2 rules that establish a date during the 2012-13 school year after which
3 candidates completing teacher preparation programs must successfully
4 pass this assessment. Assessment results from persons completing each
5 preparation program must be reported annually by the professional
6 educator standards board to the governor and the education and fiscal
7 committees of the legislature by December 1st.

8 (2) The professional educator standards board and the
9 superintendent of public instruction, as determined by the board, may
10 contract with one or more third parties for:

11 (a) The administration, scoring, and reporting of scores of the
12 assessment under this section;

13 (b) Related clerical and administrative activities; or

14 (c) Any combination of the purposes of this subsection (2).

15 (3) Candidates for residency certification who are required to
16 successfully complete the assessment under this section, and who are
17 charged a fee for the assessment by a third party contracted with under
18 this section, shall pay the fee charged by the contractor directly to
19 the contractor. Such fees shall be reasonably related to the actual
20 costs of the contractor in providing the assessment.

21 NEW SECTION. **Sec. 502.** A new section is added to chapter 28A.410
22 RCW to read as follows:

23 (1) By September 30, 2010, the professional educator standards
24 board shall review and revise teacher and administrator preparation
25 program approval standards and proposal review procedures at the
26 residency certificate level to ensure they are rigorous and appropriate
27 standards for an expanded range of potential providers, including
28 community college and nonhigher education providers. All approved
29 providers must adhere to the same standards and comply with the same
30 requirements.

31 (2) Beginning September 30, 2010, the professional educator
32 standards board must accept proposals for community college and
33 nonhigher education providers of educator preparation programs.
34 Proposals must be processed and considered by the board as
35 expeditiously as possible.

36 (3) By September 1, 2011, all professional educator standards
37 board- approved residency teacher preparation programs at institutions

1 of higher education as defined in RCW 28B.10.016 not currently a
2 partner in an alternative route program approved by the professional
3 educator standards board must submit to the board a proposal to offer
4 one or more of the alternative route programs that meet the
5 requirements of RCW 28A.660.020 and 28A.660.040.

6 **Sec. 503.** RCW 28A.660.020 and 2006 c 263 s 816 are each amended to
7 read as follows:

8 (1) ~~((Each))~~ The professional educator standards board shall
9 transition the alternative route partnership grant program from a
10 separate competitive grant program to a preparation program model to be
11 expanded among approved preparation program providers. Alternative
12 routes are partnerships between professional educator standards board-
13 approved preparation programs, Washington school districts, and other
14 partners as appropriate.

15 (2) Each prospective teacher preparation program provider, in
16 cooperation with a Washington school district or consortia of school
17 districts applying ~~((for—the))~~ to operate alternative route
18 certification program shall ~~((submit a))~~ include in its proposal to the
19 Washington professional educator standards board ~~((specifying))~~:

20 (a) The route or routes the partnership program intends to offer
21 and a detailed description of how the routes will be structured and
22 operated by the partnership;

23 (b) The estimated number of candidates that will be enrolled per
24 route;

25 (c) An identification, indication of commitment, and description of
26 the role of approved teacher preparation programs ~~((that—are))~~ and
27 partnering ~~((with—the))~~ district or consortia of districts;

28 (d) An assurance ~~((of))~~ that the district ~~((provision—of))~~ or
29 approved preparation program provider will provide adequate training
30 for mentor teachers ~~((either through participation in a state mentor~~
31 ~~training academy or district provided training that meets state-~~
32 ~~established mentor training standards))~~ specific to the mentoring of
33 alternative route candidates;

34 (e) An assurance that significant time will be provided for mentor
35 teachers to spend with the alternative route teacher candidates
36 throughout the internship. Partnerships must provide each candidate

1 with intensive classroom mentoring until such time as the candidate
2 demonstrates the competency necessary to manage the classroom with less
3 intensive supervision and guidance from a mentor;

4 (f) A description of the rigorous screening process for applicants
5 to alternative route programs, including entry requirements specific to
6 each route, as provided in RCW 28A.660.040; ~~((and))~~

7 (g) A summary of procedures that provide flexible completion
8 opportunities for candidates to achieve a residency certificate; and

9 (h) The design and use of a teacher development plan for each
10 candidate. The plan shall specify the alternative route coursework and
11 training required of each candidate and shall be developed by comparing
12 the candidate's prior experience and coursework with the state's new
13 performance-based standards for residency certification and adjusting
14 any requirements accordingly. The plan may include the following
15 components:

16 (i) A minimum of one-half of a school year, and an additional
17 significant amount of time if necessary, of intensive mentorship during
18 field experience, starting with full-time mentoring and progressing to
19 increasingly less intensive monitoring and assistance as the intern
20 demonstrates the skills necessary to take over the classroom with less
21 intensive support. ~~((For route one and two candidates,))~~ Before the
22 supervision is diminished, the mentor of the teacher candidate at the
23 school and the supervisor of the teacher candidate from the ~~((higher~~
24 ~~education))~~ teacher preparation program must both agree that the
25 teacher candidate is ready to manage the classroom with less intensive
26 supervision ~~((For route three and four candidates, the mentor of the~~
27 ~~teacher candidate shall make the decision))~~;

28 (ii) Identification of performance indicators based on the
29 knowledge and skills standards required for residency certification by
30 the Washington professional educator standards board;

31 (iii) Identification of benchmarks that will indicate when the
32 standard is met for all performance indicators;

33 (iv) A description of strategies for assessing candidate
34 performance on the benchmarks;

35 (v) Identification of one or more tools to be used to assess a
36 candidate's performance once the candidate has been in the classroom
37 for about one-half of a school year; ~~((and))~~

1 (vi) A description of the criteria that would result in residency
2 certification after about one-half of a school year but before the end
3 of the program; and

4 (vii) A description of how the district intends for the alternative
5 route program to support its workforce development plan and how the
6 presence of alternative route interns will advance its school
7 improvement plans.

8 ~~((+2))~~ (3) To the extent funds are appropriated for this purpose,
9 ~~((districts))~~ alternative route programs may apply for program funds to
10 pay stipends to trained mentor teachers of interns during the mentored
11 internship. The per intern amount of mentor stipend provided by state
12 funds shall not exceed five hundred dollars.

13 **Sec. 504.** RCW 28A.660.040 and 2009 c 192 s 1 and 2009 c 166 s 1
14 are each reenacted and amended to read as follows:

15 ~~((Partnership grants funded))~~ Alternative route programs under this
16 chapter shall operate one to four specific route programs. Successful
17 completion of the program shall make a candidate eligible for residency
18 teacher certification. ~~((For route one and two candidates,))~~ The
19 mentor of the teacher candidate at the school and the supervisor of the
20 teacher candidate from the ~~((higher education))~~ teacher preparation
21 program must both agree that the teacher candidate has successfully
22 completed the program. ~~((For route three and four candidates, the
23 mentor of the teacher candidate shall make the determination that the
24 candidate has successfully completed the program.))~~

25 (1) ~~((Partnership grant programs seeking funds to operate))~~
26 Alternative route programs operating route one programs shall enroll
27 currently employed classified instructional employees with transferable
28 associate degrees seeking residency teacher certification with
29 endorsements in special education, bilingual education, or English as
30 a second language. It is anticipated that candidates enrolled in this
31 route will complete both their baccalaureate degree and requirements
32 for residency certification in two years or less, including a mentored
33 internship to be completed in the final year. In addition, partnership
34 programs shall uphold entry requirements for candidates that include:

35 (a) District or building validation of qualifications, including
36 one year of successful student interaction and leadership as a
37 classified instructional employee;

1 (b) Successful passage of the statewide basic skills exam(~~(7—when~~
2 ~~available)~~); and

3 (c) Meeting the age, good moral character, and personal fitness
4 requirements adopted by rule for teachers.

5 (2) (~~(Partnership grant programs seeking funds to operate)~~)
6 Alternative route programs operating route two programs shall enroll
7 currently employed classified staff with baccalaureate degrees seeking
8 residency teacher certification in subject matter shortage areas and
9 areas with shortages due to geographic location. Candidates enrolled
10 in this route must complete a mentored internship complemented by
11 flexibly scheduled training and coursework offered at a local site,
12 such as a school or educational service district, or online or via
13 video-conference over the K-20 network, in collaboration with the
14 partnership program's higher education partner. In addition,
15 partnership grant programs shall uphold entry requirements for
16 candidates that include:

17 (a) District or building validation of qualifications, including
18 one year of successful student interaction and leadership as classified
19 staff;

20 (b) A baccalaureate degree from a regionally accredited institution
21 of higher education. The individual's college or university grade
22 point average may be considered as a selection factor;

23 (c) Successful completion of the (~~content test, once the state~~
24 ~~content test is available~~) subject matter assessment required by RCW
25 28A.410.220(3);

26 (d) Meeting the age, good moral character, and personal fitness
27 requirements adopted by rule for teachers; and

28 (e) Successful passage of the statewide basic skills exam(~~(7—when~~
29 ~~available)~~).

30 (3) (~~(Partnership grant)~~) Alternative route programs seeking funds
31 to operate route three programs shall enroll individuals with
32 baccalaureate degrees, who are not employed in the district at the time
33 of application. When selecting candidates for certification through
34 route three, districts and approved preparation program providers shall
35 give priority to individuals who are seeking residency teacher
36 certification in subject matter shortage areas or shortages due to
37 geographic locations. (~~(For route three only, the districts may~~
38 ~~include additional candidates in nonshortage subject areas if the~~

1 candidates are seeking endorsements with a secondary grade level
2 designation as defined by rule by the professional educator standards
3 board. The districts shall disclose to candidates in nonshortage
4 subject areas available information on the demand in those subject
5 areas.)) Cohorts of candidates for this route shall attend an
6 intensive summer teaching academy, followed by a full year employed by
7 a district in a mentored internship, followed, if necessary, by a
8 second summer teaching academy. In addition, partnership programs
9 shall uphold entry requirements for candidates that include:

10 (a) A baccalaureate degree from a regionally accredited institution
11 of higher education. The individual's grade point average may be
12 considered as a selection factor;

13 (b) Successful completion of the ((content test, once the state
14 content test is available)) subject matter assessment required by RCW
15 28A.410.220(3);

16 (c) External validation of qualifications, including demonstrated
17 successful experience with students or children, such as reference
18 letters and letters of support from previous employers;

19 (d) Meeting the age, good moral character, and personal fitness
20 requirements adopted by rule for teachers; and

21 (e) Successful passage of statewide basic skills exam((s, when
22 available)).

23 (4) ((Partnership grant programs seeking funds to operate))
24 Alternative route programs operating route four programs shall enroll
25 individuals with baccalaureate degrees, who are employed in the
26 district at the time of application, or who hold conditional teaching
27 certificates or emergency substitute certificates. Cohorts of
28 candidates for this route shall attend an intensive summer teaching
29 academy, followed by a full year employed by a district in a mentored
30 internship. If employed on a conditional certificate, the intern may
31 serve as the teacher of record, supported by a well-trained mentor. In
32 addition, partnership programs shall uphold entry requirements for
33 candidates that include:

34 (a) A baccalaureate degree from a regionally accredited institution
35 of higher education. The individual's grade point average may be
36 considered as a selection factor;

37 (b) Successful completion of the ((content test, once the state

1 ~~content test is available~~) subject matter assessment required by RCW
2 28A.410.220(3);

3 (c) External validation of qualifications, including demonstrated
4 successful experience with students or children, such as reference
5 letters and letters of support from previous employers;

6 (d) Meeting the age, good moral character, and personal fitness
7 requirements adopted by rule for teachers; and

8 (e) Successful passage of statewide basic skills exam(~~s, when~~
9 ~~available~~)).

10 (5) Applicants for alternative route programs who are eligible
11 veterans or national guard members and who meet the entry requirements
12 for the alternative route program for which application is made shall
13 be given preference in admission.

14 **Sec. 505.** RCW 28A.660.050 and 2009 c 539 s 3 and 2009 c 192 s 2
15 are each reenacted and amended to read as follows:

16 Subject to the availability of amounts appropriated for these
17 purposes, the conditional scholarship programs in this chapter are
18 created under the following guidelines:

19 (1) The programs shall be administered by the higher education
20 coordinating board. In administering the programs, the higher
21 education coordinating board has the following powers and duties:

22 (a) To adopt necessary rules and develop guidelines to administer
23 the programs;

24 (b) To collect and manage repayments from participants who do not
25 meet their service obligations; and

26 (c) To accept grants and donations from public and private sources
27 for the programs.

28 (2) Requirements for participation in the conditional scholarship
29 programs are as provided in this subsection (2).

30 (a) The alternative route conditional scholarship program is
31 limited to interns of (~~the partnership grant~~) professional educator
32 standards board-approved alternative routes to teaching programs under
33 RCW 28A.660.040. For fiscal year 2011, priority must be given to
34 fiscal year 2010 participants in the alternative route partnership
35 program. In order to receive conditional scholarship awards,
36 recipients shall:

1 (i) Be accepted and maintain enrollment in alternative
2 certification routes through (~~(the partnership grant)~~) a professional
3 educator standards board-approved program;

4 (ii) Continue to make satisfactory progress toward completion of
5 the alternative route certification program and receipt of a residency
6 teaching certificate; and

7 (iii) Receive no more than the annual amount of the scholarship,
8 not to exceed eight thousand dollars, for the cost of tuition, fees,
9 and educational expenses, including books, supplies, and transportation
10 for the alternative route certification program in which the recipient
11 is enrolled. The board may adjust the annual award by the average rate
12 of resident undergraduate tuition and fee increases at the state
13 universities as defined in RCW 28B.10.016.

14 (b) The pipeline for paraeducators conditional scholarship program
15 is limited to qualified paraeducators as provided by RCW 28A.660.042.
16 In order to receive conditional scholarship awards, recipients shall:

17 (i) Be accepted and maintain enrollment at a community and
18 technical college for no more than two years and attain an associate of
19 arts degree;

20 (ii) Continue to make satisfactory progress toward completion of an
21 associate of arts degree. This progress requirement is a condition for
22 eligibility into a route one program of the alternative routes to
23 teacher certification program for a mathematics, special education, or
24 English as a second language endorsement; and

25 (iii) Receive no more than the annual amount of the scholarship,
26 not to exceed four thousand dollars, for the cost of tuition, fees, and
27 educational expenses, including books, supplies, and transportation for
28 the alternative route certification program in which the recipient is
29 enrolled. The board may adjust the annual award by the average rate of
30 tuition and fee increases at the state community and technical
31 colleges.

32 (c) The retooling to teach mathematics and science conditional
33 scholarship program is limited to current K-12 teachers (~~and~~
34 ~~individuals having an elementary education certificate but who are not~~
35 ~~employed in positions requiring an elementary education certificate as~~
36 ~~provided by RCW 28A.660.045)). In order to receive conditional
37 scholarship awards:~~

1 (i) Individuals currently employed as teachers shall pursue a
2 middle level mathematics or science, or secondary mathematics or
3 science endorsement; or

4 (ii) Individuals who are certificated with an elementary education
5 endorsement (~~(, but not employed in positions requiring an elementary~~
6 ~~education certificate,)~~) shall pursue an endorsement in middle level
7 mathematics or science, or both; and

8 (iii) Individuals shall use one of the pathways to endorsement
9 processes to receive a mathematics or science endorsement, or both,
10 which shall include passing a mathematics or science endorsement test,
11 or both tests, plus observation and completing applicable coursework to
12 attain the proper endorsement; and

13 (iv) Individuals shall receive no more than the annual amount of
14 the scholarship, not to exceed three thousand dollars, for the cost of
15 tuition, test fees, and educational expenses, including books,
16 supplies, and transportation for the endorsement pathway being pursued.

17 (3) The Washington professional educator standards board shall
18 select individuals to receive conditional scholarships. In selecting
19 recipients, preference shall be given to eligible veterans or national
20 guard members.

21 (4) For the purpose of this chapter, a conditional scholarship is
22 a loan that is forgiven in whole or in part in exchange for service as
23 a certificated teacher employed in a Washington state K-12 public
24 school. The state shall forgive one year of loan obligation for every
25 two years a recipient teaches in a public school. Recipients who fail
26 to continue a course of study leading to residency teacher
27 certification or cease to teach in a public school in the state of
28 Washington in their endorsement area are required to repay the
29 remaining loan principal with interest.

30 (5) Recipients who fail to fulfill the required teaching obligation
31 are required to repay the remaining loan principal with interest and
32 any other applicable fees. The higher education coordinating board
33 shall adopt rules to define the terms for repayment, including
34 applicable interest rates, fees, and deferments.

35 (6) The higher education coordinating board may deposit all
36 appropriations, collections, and any other funds received for the
37 program in this chapter in the future teachers conditional scholarship
38 account authorized in RCW 28B.102.080.

1 NEW SECTION. **Sec. 506.** A new section is added to chapter 28A.410
2 RCW to read as follows:

3 Beginning with the 2010 school year and annually thereafter, each
4 educational service district, in cooperation with the professional
5 educator standards board, must convene representatives from school
6 districts within that region and professional educator standards board-
7 approved educator preparation programs to review district and regional
8 educator workforce data, make biennial projections of certificate
9 staffing needs, and identify how recruitment and enrollment plans in
10 educator preparation programs reflect projected need.

11 **Sec. 507.** RCW 28B.76.335 and 2007 c 396 s 17 are each amended to
12 read as follows:

13 As part of the state needs assessment process conducted by the
14 board in accordance with RCW 28B.76.230, the board shall, in
15 collaboration with the professional educator standards board, assess
16 the need for additional ((~~baccalaureate~~)) degree and certificate
17 programs in Washington that specialize in teacher preparation ((~~in~~
18 ~~mathematics, science, and technology~~)) to meet regional or subject area
19 shortages. If the board determines that there is a need for additional
20 programs, then the board shall encourage the appropriate institutions
21 of higher education or institutional sectors to create such a program.

22 NEW SECTION. **Sec. 508.** A new section is added to chapter 28B.76
23 RCW to read as follows:

24 (1) The board must establish boundaries for service regions for
25 institutions of higher education as defined in RCW 28B.10.016
26 implementing professional educator standards board-approved educator
27 preparation programs. Regions shall be established to encourage and
28 support, not exclude, the reach of public institutions of higher
29 education across the state.

30 (2) Based on the data in the assessment in RCW 28B.76.230 and
31 28B.76.335, the board shall determine whether reasonable teacher
32 preparation program access for prospective teachers is available in
33 each region. If access is determined to be inadequate in a region, the
34 institution of higher education responsible for the region shall submit
35 a plan for meeting the access need to the board.

1 (3) Partnerships with other teacher preparation program providers
2 and the use of appropriate technology shall be considered. The board
3 shall review the plan and, as appropriate, assist the institution in
4 developing support and resources for implementing the plan.

5 NEW SECTION. **Sec. 509.** In conjunction with the regional needs
6 assessments in sections 506 through 508 of this act, the council of
7 presidents shall convene an interinstitutional work group to implement
8 the plans developed under section 601, chapter 564, Laws of 2009 to
9 increase the number of mathematics and science teacher endorsements and
10 certificates. The work group must collaborate in evaluating regional
11 needs and identifying strategies to meet those needs. The council of
12 presidents shall report to the education and higher education
13 committees of the legislature on demonstrated progress toward achieving
14 outcomes identified in the plans no later than December 31, 2011.

15 NEW SECTION. **Sec. 510.** The following acts or parts of acts are
16 each repealed:

17 (1) RCW 28A.660.010 (Partnership grant program) and 2004 c 23 s 1
18 & 2001 c 158 s 2;

19 (2) RCW 28A.415.100 (Student teaching centers--Legislative
20 recognition--Intent) and 1991 c 258 s 1;

21 (3) RCW 28A.415.105 (Definitions) and 2006 c 263 s 811, 1995 c 335
22 s 403, & 1991 c 258 s 2;

23 (4) RCW 28A.415.125 (Network of student teaching centers) and 2006
24 c 263 s 812 & 1991 c 258 s 6;

25 (5) RCW 28A.415.130 (Allocation of funds for student teaching
26 centers) and 2006 c 263 s 813 & 1991 c 258 s 7;

27 (6) RCW 28A.415.135 (Alternative means of teacher placement) and
28 1991 c 258 s 8;

29 (7) RCW 28A.415.140 (Field experiences) and 1991 c 258 s 9;

30 (8) RCW 28A.415.145 (Rules) and 2006 c 263 s 814 & 1991 c 258 s 10;

31 and

32 (9) RCW 28A.660.030 (Partnership grants--Selection--Administration)
33 and 2004 c 23 s 3, 2003 c 410 s 2, & 2001 c 158 s 4.

34 **PART VI**

1 **COMMON CORE STANDARDS**

2 NEW SECTION. **Sec. 601.** A new section is added to chapter 28A.655
3 RCW to read as follows:

4 (1) By August 2, 2010, the superintendent of public instruction may
5 revise the state essential academic learning requirements authorized
6 under RCW 28A.655.070 for mathematics, reading, writing, and
7 communication by provisionally adopting a common set of standards for
8 students in grades kindergarten through twelve. The revised state
9 essential academic learning requirements may be substantially identical
10 with the standards developed by a multistate consortium in which
11 Washington participated, must be consistent with the requirements of
12 RCW 28A.655.070, and may include additional standards if the additional
13 standards do not exceed fifteen percent of the standards for each
14 content area. However, the superintendent of public instruction shall
15 not take steps to implement the provisionally adopted standards until
16 the education committees of the house of representatives and the senate
17 have an opportunity to review the standards.

18 (2) By January 1, 2011, the superintendent of public instruction
19 shall submit to the education committees of the house of
20 representatives and the senate:

21 (a) A detailed comparison of the provisionally adopted standards
22 and the state essential academic learning requirements as of the
23 effective date of this section, including the comparative level of
24 rigor and specificity of the standards and the implications of any
25 identified differences; and

26 (b) An estimated timeline and costs to the state and to school
27 districts to implement the provisionally adopted standards, including
28 providing necessary training, realignment of curriculum, adjustment of
29 state assessments, and other actions.

30 (3) The superintendent may implement the revisions to the essential
31 academic learning requirements under this section after the 2011
32 legislative session unless otherwise directed by the legislature.

33 **PART VII**

34 **PARENTS AND COMMUNITY**

35 NEW SECTION. **Sec. 701.** A new section is added to chapter 28A.605
36 RCW to read as follows:

1 School districts are encouraged to strengthen family, school, and
2 community partnerships by creating spaces in school buildings, if space
3 is available, where students and families can access the services they
4 need, such as after-school tutoring, dental and health services,
5 counseling, or clothing and food banks.

6 NEW SECTION. **Sec. 702.** A new section is added to chapter 28A.655
7 RCW to read as follows:

8 (1) Beginning with the 2010-11 school year, each school shall
9 conduct outreach and seek feedback from a broad and diverse range of
10 parents, other individuals, and organizations in the community
11 regarding their experiences with the school. The school shall
12 summarize the responses in its annual report under RCW 28A.655.110.

13 (2) The office of the superintendent of public instruction shall
14 create a working group with representatives of organizations
15 representing parents, teachers, and principals as well as diverse
16 communities. The working group shall also include a representative
17 from the achievement gap oversight and accountability committee. By
18 September 1, 2010, the working group shall develop model feedback tools
19 and strategies that school districts may use to facilitate the feedback
20 process required in subsection (1) of this section. The model tools
21 and strategies are intended to provide assistance to school districts.
22 School districts are encouraged to adapt the models or develop unique
23 tools and strategies that best fit the circumstances in their
24 communities.

25 **Sec. 703.** RCW 28A.655.110 and 1999 c 388 s 303 are each amended to
26 read as follows:

27 (1) Beginning with the 1994-95 school year, to provide the local
28 community and electorate with access to information on the educational
29 programs in the schools in the district, each school shall publish
30 annually a school performance report and deliver the report to each
31 parent with children enrolled in the school and make the report
32 available to the community served by the school. The annual
33 performance report shall be in a form that can be easily understood and
34 be used by parents, guardians, and other members of the community who
35 are not professional educators to make informed educational decisions.
36 As data from the assessments in RCW 28A.655.060 becomes available, the

1 annual performance report should enable parents, educators, and school
2 board members to determine whether students in the district's schools
3 are attaining mastery of the student learning goals under RCW
4 28A.150.210, and other important facts about the schools' performance
5 in assisting students to learn. The annual report shall make
6 comparisons to a school's performance in preceding years (~~and shall~~
7 ~~include school level goals under RCW 28A.655.050~~), student performance
8 relative to the goals and the percentage of students performing at each
9 level of the assessment, a comparison of student performance at each
10 level of the assessment to the previous year's performance, and
11 information regarding school-level plans to achieve the goals.

12 (2) The annual performance report shall include, but not be limited
13 to: (a) A brief statement of the mission of the school and the school
14 district; (b) enrollment statistics including student demographics; (c)
15 expenditures per pupil for the school year; (d) a summary of student
16 scores on all mandated tests; (e) a concise annual budget report; (f)
17 student attendance, graduation, and dropout rates; (g) information
18 regarding the use and condition of the school building or buildings;
19 (h) a brief description of the learning improvement plans for the
20 school; (i) a summary of the feedback from parents and community
21 members obtained under section 702 of this act; and ~~((+i))~~ (j) an
22 invitation to all parents and citizens to participate in school
23 activities.

24 (3) The superintendent of public instruction shall develop by June
25 30, 1994, and update periodically, a model report form, which shall
26 also be adapted for computers, that schools may use to meet the
27 requirements of subsections (1) and (2) of this section. In order to
28 make school performance reports broadly accessible to the public, the
29 superintendent of public instruction, to the extent feasible, shall
30 make information on each school's report available on or through the
31 superintendent's internet web site.

32 NEW SECTION. Sec. 704. A new section is added to chapter 28A.300
33 RCW to read as follows:

34 There is a sizeable body of research positively supporting the
35 involvement of parents taking an engaged and active role in their
36 child's education. Therefore, the legislature intends to provide state
37 recognition by the center for the improvement of student learning

1 within the office of the superintendent of public instruction for
2 schools that increase the level of direct parental involvement with
3 their child's education. By September 1, 2010, the center for the
4 improvement of student learning shall determine measures that can be
5 used to evaluate the level of parental involvement in a school. The
6 center for the improvement of student learning shall collaborate with
7 school district family and community outreach programs and educational
8 service districts to identify and highlight successful models and
9 practices of parent involvement.

10 **PART VIII**

11 **COLLECTIVE BARGAINING**

12 **Sec. 801.** RCW 41.56.100 and 1989 c 45 s 1 are each amended to read
13 as follows:

14 (1) A public employer shall have the authority to engage in
15 collective bargaining with the exclusive bargaining representative and
16 no public employer shall refuse to engage in collective bargaining with
17 the exclusive bargaining representative (~~(:—PROVIDED, That nothing~~
18 ~~contained herein shall require any)~~). However, a public employer is
19 not required to bargain collectively with any bargaining representative
20 concerning any matter which by ordinance, resolution, or charter of
21 said public employer has been delegated to any civil service commission
22 or personnel board similar in scope, structure, and authority to the
23 board created by chapter 41.06 RCW.

24 (2) Upon the failure of the public employer and the exclusive
25 bargaining representative to conclude a collective bargaining
26 agreement, any matter in dispute may be submitted by either party to
27 the commission. This subsection does not apply to negotiations and
28 mediations conducted between a school district employer and an
29 exclusive bargaining representative under section 105 of this act.

30 (3) If a public employer implements its last and best offer where
31 there is no contract settlement, allegations that either party is
32 violating the terms of the implemented offer shall be subject to
33 grievance arbitration procedures if and as such procedures are set
34 forth in the implemented offer, or, if not in the implemented offer, if
35 and as such procedures are set forth in the parties' last contract.

1 NEW SECTION. **Sec. 802.** A new section is added to chapter 41.56
2 RCW to read as follows:

3 All collective bargaining agreements entered into between a school
4 district employer and school district employees under this chapter
5 after the effective date of this section, as well as bargaining
6 agreements existing on the effective date of this section but renewed
7 or extended after the effective date of this section, shall be
8 consistent with section 105 of this act.

9 NEW SECTION. **Sec. 803.** A new section is added to chapter 41.59
10 RCW to read as follows:

11 All collective bargaining agreements entered into between a school
12 district employer and school district employees under this chapter
13 after the effective date of this section, as well as bargaining
14 agreements existing on the effective date of this section but renewed
15 or extended after the effective date of this section, shall be
16 consistent with section 105 of this act.

17 **Sec. 804.** RCW 41.59.120 and 1975 1st ex.s. c 288 s 13 are each
18 amended to read as follows:

19 (1) Either an employer or an exclusive bargaining representative
20 may declare that an impasse has been reached between them in collective
21 bargaining and may request the commission to appoint a mediator for the
22 purpose of assisting them in reconciling their differences and
23 resolving the controversy on terms which are mutually acceptable. If
24 the commission determines that its assistance is needed, not later than
25 five days after the receipt of a request therefor, it shall appoint a
26 mediator in accordance with rules and regulations for such appointment
27 prescribed by the commission. The mediator shall meet with the parties
28 or their representatives, or both, forthwith, either jointly or
29 separately, and shall take such other steps as he may deem appropriate
30 in order to persuade the parties to resolve their differences and
31 effect a mutually acceptable agreement. The mediator, without the
32 consent of both parties, shall not make findings of fact or recommend
33 terms of settlement. The services of the mediator, including, if any,
34 per diem expenses, shall be provided by the commission without cost to
35 the parties. Nothing in this subsection (1) shall be construed to
36 prevent the parties from mutually agreeing upon their own mediation

1 procedure, and in the event of such agreement, the commission shall not
2 appoint its own mediator unless failure to do so would be inconsistent
3 with the effectuation of the purposes and policy of this chapter.

4 (2) If the mediator is unable to effect settlement of the
5 controversy within ten days after his or her appointment, either party,
6 by written notification to the other, may request that their
7 differences be submitted to fact-finding with recommendations, except
8 that the time for mediation may be extended by mutual agreement between
9 the parties. Within five days after receipt of the aforesaid written
10 request for fact-finding, the parties shall select a person to serve as
11 fact finder and obtain a commitment from that person to serve. If they
12 are unable to agree upon a fact finder or to obtain such a commitment
13 within that time, either party may request the commission to designate
14 a fact finder. The commission, within five days after receipt of such
15 request, shall designate a fact finder in accordance with rules and
16 regulations for such designation prescribed by the commission. The
17 fact finder so designated shall not be the same person who was
18 appointed mediator pursuant to subsection (1) of this section without
19 the consent of both parties.

20 The fact finder, within five days after his appointment, shall meet
21 with the parties or their representatives, or both, either jointly or
22 separately, and make inquiries and investigations, hold hearings, and
23 take such other steps as he may deem appropriate. For the purpose of
24 such hearings, investigations and inquiries, the fact finder shall have
25 the power to issue subpoenas requiring the attendance and testimony of
26 witnesses and the production of evidence. If the dispute is not
27 settled within ten days after his appointment, the fact finder shall
28 make findings of fact and recommend terms of settlement within thirty
29 days after his appointment, which recommendations shall be advisory
30 only.

31 (3) Such recommendations, together with the findings of fact, shall
32 be submitted in writing to the parties and the commission privately
33 before they are made public. Either the commission, the fact finder,
34 the employer, or the exclusive bargaining representative may make such
35 findings and recommendations public if the dispute is not settled
36 within five days after their receipt from the fact finder.

37 (4) The costs for the services of the fact finder, including, if

1 any, per diem expenses and actual and necessary travel and subsistence
2 expenses, and any other incurred costs, shall be borne by the
3 commission without cost to the parties.

4 (5) Nothing in this section shall be construed to prohibit an
5 employer and an exclusive bargaining representative from agreeing to
6 substitute, at their own expense, their own procedure for resolving
7 impasses in collective bargaining for that provided in this section or
8 from agreeing to utilize for the purposes of this section any other
9 governmental or other agency or person in lieu of the commission.

10 (6) Any fact finder designated by an employer and an exclusive
11 representative or the commission for the purposes of this section shall
12 be deemed an agent of the state.

13 (7) This section does not apply to negotiations and mediations
14 conducted under section 105 of this act.

15 **PART IX**

16 **CLOSING THE ACHIEVEMENT GAP**

17 **Sec. 901.** RCW 28A.300.136 and 2009 c 468 s 2 are each amended to
18 read as follows:

19 (1) An achievement gap oversight and accountability committee is
20 created to synthesize the findings and recommendations from the 2008
21 achievement gap studies into an implementation plan, and to recommend
22 policies and strategies to the superintendent of public instruction,
23 the professional educator standards board, and the state board of
24 education to close the achievement gap.

25 (2) The committee shall recommend specific policies and strategies
26 in at least the following areas:

27 (a) Supporting and facilitating parent and community involvement
28 and outreach;

29 (b) Enhancing the cultural competency of current and future
30 educators and the cultural relevance of curriculum and instruction;

31 (c) Expanding pathways and strategies to prepare and recruit
32 diverse teachers and administrators;

33 (d) Recommending current programs and resources that should be
34 redirected to narrow the gap;

35 (e) Identifying data elements and systems needed to monitor
36 progress in closing the gap;

1 (f) Making closing the achievement gap part of the school and
2 school district improvement process; and

3 (g) Exploring innovative school models that have shown success in
4 closing the achievement gap.

5 (3) Taking a multidisciplinary approach, the committee may seek
6 input and advice from other state and local agencies and organizations
7 with expertise in health, social services, gang and violence
8 prevention, substance abuse prevention, and other issues that
9 disproportionately affect student achievement and student success.

10 (4) The achievement gap oversight and accountability committee
11 shall be composed of the following members:

12 (a) The chairs and ranking minority members of the house and senate
13 education committees, or their designees;

14 (b) One additional member of the house of representatives appointed
15 by the speaker of the house and one additional member of the senate
16 appointed by the president of the senate;

17 (c) A representative of the office of the education ombudsman;

18 (d) A representative of the center for the improvement of student
19 learning in the office of the superintendent of public instruction;

20 (e) A representative of federally recognized Indian tribes whose
21 traditional lands and territories lie within the borders of Washington
22 state, designated by the federally recognized tribes; and

23 (f) Four members appointed by the governor in consultation with the
24 state ethnic commissions, who represent the following populations:
25 African-Americans, Hispanic Americans, Asian Americans, and Pacific
26 Islander Americans.

27 (5) The governor and the tribes are encouraged to designate members
28 who have experience working in and with schools.

29 (6) The committee may convene ad hoc working groups to obtain
30 additional input and participation from community members. Members of
31 ad hoc working groups shall serve without compensation and shall not be
32 reimbursed for travel or other expenses.

33 (7) The chair or cochairs of the committee shall be selected by the
34 members of the committee. Staff support for the committee shall be
35 provided by the center for the improvement of student learning.
36 Members of the committee shall serve without compensation but must be
37 reimbursed as provided in RCW 43.03.050 and 43.03.060. Legislative

1 members of the committee shall be reimbursed for travel expenses in
2 accordance with RCW 44.04.120.

3 (8) The superintendent of public instruction, the state board of
4 education, the professional educator standards board, and the quality
5 education council shall work collaboratively with the achievement gap
6 oversight and accountability committee to close the achievement gap.

7 **PART X**

8 **MISCELLANEOUS PROVISIONS**

9 NEW SECTION. **Sec. 1001.** RCW 28A.305.225 is recodified as a
10 section in the chapter created in section 1002 of this act.

11 NEW SECTION. **Sec. 1002.** Sections 101 through 110 and 112 through
12 114 of this act constitute a new chapter in Title 28A RCW.

--- END ---

ATTACHMENT 16

Calculations to Determine 2017 Targets, Annual Increments, and AMOs

Calculations to Determine 2017 Targets, Annual Increments, and AMOs

Reading: Grade Band 3-5

Subgroups	2011 Grade 3 Reading Baseline	2011 Grade 4 Reading Baseline	2011 Grade 5 Reading Baseline	2011 Average Grades 3-5 Reading Baseline	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	73.1%	67.3%	67.6%	69.3%	84.7%	2.6%	71.9%	74.4%	77.0%	79.6%	82.1%	84.7%
American Indian	55.9%	45.8%	47.6%	49.8%	74.9%	4.2%	54.0%	58.1%	62.3%	66.5%	70.7%	74.9%
Asian/Pacific Islander	80.2%	75.7%	75.2%	77.0%	88.5%	1.9%	78.9%	80.9%	82.8%	84.7%	86.6%	88.5%
Black	61.1%	50.7%	49.2%	53.7%	76.8%	3.9%	57.5%	61.4%	65.3%	69.1%	73.0%	76.8%
Hispanic	57.0%	48.7%	50.1%	51.9%	76.0%	4.0%	55.9%	59.9%	64.0%	68.0%	72.0%	76.0%
White	78.6%	73.8%	73.7%	75.4%	87.7%	2.1%	77.4%	79.5%	81.5%	83.6%	85.6%	87.7%
Limited English	36.2%	20.9%	21.5%	26.2%	63.1%	6.2%	32.4%	38.5%	44.7%	50.8%	57.0%	63.1%
Special Education	39.1%	30.8%	28.2%	32.7%	66.4%	5.6%	38.3%	43.9%	49.5%	55.1%	60.7%	66.4%
Low Income	61.5%	53.4%	53.6%	56.2%	78.1%	3.7%	59.8%	63.5%	67.1%	70.8%	74.4%	78.1%

Reading: Grade Band 6-8

Subgroups	2011 Grade 6 Reading Baseline	2011 Grade 7 Reading Baseline	2011 Grade 8 Reading Baseline	2011 Grades 6-8 Average Reading Baseline	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	70.3%	57.1%	69.4%	65.6%	82.8%	2.9%	68.5%	71.3%	74.2%	77.1%	79.9%	82.8%
American Indian	49.4%	32.2%	48.5%	43.4%	71.7%	4.7%	48.1%	52.8%	57.5%	62.2%	67.0%	71.7%
Asian/Pacific Islander	76.3%	67.3%	76.1%	73.2%	86.6%	2.2%	75.5%	77.7%	79.9%	82.2%	84.4%	86.6%
Black	54.5%	41.0%	55.3%	50.3%	75.1%	4.1%	54.4%	58.6%	62.7%	66.8%	71.0%	75.1%
Hispanic	52.8%	39.6%	54.5%	49.0%	74.5%	4.3%	53.2%	57.5%	61.7%	66.0%	70.2%	74.5%
White	76.5%	62.5%	74.2%	71.1%	85.5%	2.4%	73.5%	75.9%	78.3%	80.7%	83.1%	85.5%
Limited English	18.2%	6.9%	14.7%	13.3%	56.6%	7.2%	20.5%	27.7%	35.0%	42.2%	49.4%	56.6%
Special Education	27.3%	16.7%	23.5%	22.5%	61.3%	6.5%	29.0%	35.4%	41.9%	48.3%	54.8%	61.3%
Low Income	57.1%	42.2%	56.4%	51.9%	76.0%	4.0%	55.9%	59.9%	63.9%	67.9%	71.9%	76.0%

Writing: Grade 4

Subgroups	2011 Grade 4 Writing Baseline	6-Year Target	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	61.4%	19.3%	80.7%	3.2%	64.6%	67.8%	71.1%	74.3%	77.5%	80.7%
American Indian	38.7%	30.7%	69.4%	5.1%	43.8%	48.9%	54.0%	59.1%	64.2%	69.4%
Asian/Pacific Islander	75.9%	12.1%	88.0%	2.0%	77.9%	79.9%	81.9%	83.9%	85.9%	88.0%
Black	48.5%	25.8%	74.3%	4.3%	52.8%	57.1%	61.4%	65.7%	70.0%	74.3%
Hispanic	48.3%	25.9%	74.2%	4.3%	52.6%	56.9%	61.2%	65.5%	69.8%	74.2%
White	65.2%	17.4%	82.6%	2.9%	68.1%	71.0%	73.9%	76.8%	79.7%	82.6%
Limited English	27.9%	36.1%	64.0%	6.0%	33.9%	39.9%	45.9%	51.9%	57.9%	64.0%
Special Education	28.9%	35.6%	64.5%	5.9%	34.8%	40.8%	46.7%	52.6%	58.5%	64.5%
Low Income	49.3%	25.4%	74.7%	4.2%	53.5%	57.8%	62.0%	66.2%	70.4%	74.7%

Science: Grade 5

Subgroups	2011 Grade 5 Science Baseline	6-Year Target	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	55.7%	22.2%	77.9%	3.7%	59.4%	63.1%	66.8%	70.5%	74.2%	77.9%
American Indian	33.6%	33.2%	66.8%	5.5%	39.1%	44.7%	50.2%	55.7%	61.3%	66.8%
Asian/Pacific Islander	30.8%	34.6%	65.4%	5.8%	36.6%	42.3%	48.1%	53.9%	59.6%	65.4%
Black	31.4%	34.3%	65.7%	5.7%	37.1%	42.8%	48.6%	54.3%	60.0%	65.7%
Hispanic	34.0%	33.0%	67.0%	5.5%	39.5%	45.0%	50.5%	56.0%	61.5%	67.0%
White	64.2%	17.9%	82.1%	3.0%	67.2%	70.2%	73.2%	76.1%	79.1%	82.1%
Limited English	12.7%	43.7%	56.4%	7.3%	20.0%	27.3%	34.5%	41.8%	49.1%	56.4%
Special Education	26.3%	36.9%	63.2%	6.1%	32.4%	38.6%	44.7%	50.9%	57.0%	63.2%
Low Income	39.6%	30.2%	69.8%	5.0%	44.6%	49.7%	54.7%	59.7%	64.8%	69.8%

Science: Grade 8

Subgroups	2011 Grade 8 Science Baseline	6-Year Target	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	61.6%	19.2%	80.8%	3.2%	64.8%	68.0%	71.2%	74.4%	77.6%	80.8%
American Indian	37.5%	31.3%	68.8%	5.2%	42.7%	47.9%	53.1%	58.3%	63.5%	68.8%
Asian/Pacific Islander	70.2%	14.9%	85.1%	2.5%	72.7%	75.2%	77.7%	80.1%	82.6%	85.1%
Black	39.8%	30.1%	69.9%	5.0%	44.8%	49.8%	54.9%	59.9%	64.9%	69.9%
Hispanic	38.9%	30.6%	69.5%	5.1%	44.0%	49.1%	54.2%	59.3%	64.4%	69.5%
White	69.5%	15.3%	84.8%	2.5%	72.0%	74.6%	77.1%	79.7%	82.2%	84.8%
Limited English	10.7%	44.7%	55.4%	7.4%	18.1%	25.6%	33.0%	40.5%	47.9%	55.4%
Special Education	23.0%	38.5%	61.5%	6.4%	29.4%	35.8%	42.3%	48.7%	55.1%	61.5%
Low Income	45.0%	27.5%	72.5%	4.6%	49.6%	54.2%	58.8%	63.3%	67.9%	72.5%

Math: Grade 10

Subgroups	2011 Grade 10 Math Baseline	6-Year Target	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	67.0%	16.5%	83.5%	2.8%	69.8%	72.5%	75.3%	78.0%	80.8%	83.5%
American Indian	46.7%	26.7%	73.4%	4.4%	51.1%	55.6%	60.0%	64.5%	68.9%	73.4%
Asian/Pacific Islander	77.7%	11.2%	88.9%	1.9%	79.6%	81.4%	83.3%	85.1%	87.0%	88.9%
Black	43.6%	28.2%	71.8%	4.7%	48.3%	53.0%	57.7%	62.4%	67.1%	71.8%
Hispanic	46.7%	26.7%	73.4%	4.4%	51.1%	55.6%	60.0%	64.5%	68.9%	73.4%
White	72.4%	13.8%	86.2%	2.3%	74.7%	77.0%	79.3%	81.6%	83.9%	86.2%
Limited English	26.5%	36.8%	63.3%	6.1%	32.6%	38.8%	44.9%	51.0%	57.1%	63.3%
Special Education	22.0%	39.0%	61.0%	6.5%	28.5%	35.0%	41.5%	48.0%	54.5%	61.0%
Low Income	51.0%	24.5%	75.5%	4.1%	55.1%	59.2%	63.3%	67.3%	71.4%	75.5%

Science: Grade 10

Subgroups	2011 Grade 10 Science Baseline	6-Year Target	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	49.9%	25.1%	75.0%	4.2%	54.1%	58.3%	62.4%	66.6%	70.8%	75.0%
American Indian	29.3%	35.4%	64.7%	5.9%	35.2%	41.1%	47.0%	52.9%	58.8%	64.7%
Asian/Pacific Islander	52.9%	23.6%	76.5%	3.9%	56.8%	60.8%	64.7%	68.6%	72.5%	76.5%
Black	25.0%	37.5%	62.5%	6.3%	31.3%	37.5%	43.8%	50.0%	56.3%	62.5%
Hispanic	25.3%	37.4%	62.7%	6.2%	31.5%	37.8%	44.0%	50.2%	56.4%	62.7%
White	58.4%	20.8%	79.2%	3.5%	61.9%	65.3%	68.8%	72.3%	75.7%	79.2%
Limited English	3.8%	48.1%	51.9%	8.0%	11.8%	19.8%	27.9%	35.9%	43.9%	51.9%
Special Education	15.0%	42.5%	57.5%	7.1%	22.1%	29.2%	36.3%	43.3%	50.4%	57.5%
Low Income	31.3%	34.4%	65.7%	5.7%	37.0%	42.8%	48.5%	54.2%	59.9%	65.7%

Writing: Grade 10

Subgroups	2011 Grade 10 Writing Baseline	6-Year Target	2017 Target	Annual Increment	2012	2013	2014	2015	2016	2017
All	86.3%	6.9%	93.2%	1.1%	87.4%	88.6%	89.7%	90.9%	92.0%	93.2%
American Indian	73.9%	13.1%	87.0%	2.2%	76.1%	78.3%	80.4%	82.6%	84.8%	87.0%
Asian/Pacific Islander	89.3%	5.4%	94.7%	0.9%	90.2%	91.1%	92.0%	92.9%	93.8%	94.7%
Black	76.1%	12.0%	88.1%	2.0%	78.1%	80.1%	82.1%	84.1%	86.1%	88.1%
Hispanic	77.6%	11.2%	88.8%	1.9%	79.5%	81.3%	83.2%	85.1%	86.9%	88.8%
White	89.3%	5.4%	94.7%	0.9%	90.2%	91.1%	92.0%	92.9%	93.8%	94.7%
Limited English	42.0%	29.0%	71.0%	4.8%	46.8%	51.7%	56.5%	61.3%	66.2%	71.0%
Special Education	58.5%	20.8%	79.3%	3.5%	62.0%	65.4%	68.9%	72.3%	75.8%	79.3%
Low Income	78.5%	10.8%	89.3%	1.8%	80.3%	82.1%	83.9%	85.7%	87.5%	89.3%

ATTACHMENT 17

Sample Rubric for Scoring District Priority School Improvement Plans

Sample Rubric for Scoring District Priority School Improvement Plans

District _____ School _____ Reviewer _____

Turnaround Principles – Required and Optional Elements	1-3 points	4-6 points	7-10 points	Score
Teachers and Leaders				
Replace the principal.*	LEA plans to replace the principal.	LEA plans to replace the principal and suggests how they will install a principal with skills to lead the intervention.	LEA plans to replace the principal and details the action steps they will take to install a principal with skills to lead the intervention.	__/10
*If principal is new to the school within the last 2 years, the principal may remain as principal if the district has implemented “in whole or in part” the required elements of the selected intervention model.	Principal new within last 2 years, minimal evidence of intervention implementation “in whole or in part.”	Principal new within last 2 years, some evidence of intervention implementation “in whole or in part.”	Principal new within last 2 years, substantial evidence of intervention implementation “in whole or in part.”	
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals; systems should take into account student growth data and other multiple measures such as multiple observation-based assessments of performance, ongoing collections of professional practice reflecting student achievement and increased high school graduation rates.	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide additional incentives to attract and retain staff, such as a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	Minimal development	Moderate development	Extensive development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher’s seniority.	Minimal development	Moderate development	Extensive development	

Turnaround Principles – Required and Optional Elements	1-3 points	4-6 points	7-10 points	Score
Total Score for this Element:				__/40
Instructional and Support Strategies				
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and to state standards.	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide staff ongoing, high quality, job-embedded professional development aligned with the school’s comprehensive instructional program and developed with school staff.	LEA shows no barriers and is willing to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. <i>(See description to the right.)</i>	LEA plans to implement professional development that: Occurs on a regular basis (e.g., daily or weekly; aligned to academic standards, school curricula and improvement goals; supported through coaches & mentors; focuses on looking at student work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time.)	__/10
Ensure continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to	__/10

Turnaround Principles – Required and Optional Elements		1-3 points	4-6 points	7-10 points	Score
individual students.				implement regarding this element	
Institute a system for measuring changes in instructional practices resulting from professional development.		Minimal development	Moderate development	Extensive development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.		Minimal development	Moderate development	Extensive development	
Implement a school-wide response to intervention model.		Minimal development	Moderate development	Extensive development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.		Minimal development	Moderate development	Extensive development	
Use and integrate technology-based supports and interventions as part of instructional program.		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.		Minimal development	Moderate development	Extensive development	
Secondary Schools: Improve student transition from middle to high school.		Minimal development	Moderate development	Extensive development	
Secondary Schools: Establish early warning systems.		Minimal development	Moderate development	Extensive development	
Total Score for this Element:					__/30
Learning Time and Support					
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education, enrichment and service learning. Increased learning time includes longer school day, week or year to increase total number of school hours.		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide ongoing mechanisms for family and community engagement.		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding	__/10

Turnaround Principles – Required and Optional Elements		1-3 points	4-6 points	7-10 points	Score
				this element	
Provide appropriate social-emotional and community-oriented services and support for students.		Minimal development	Moderate development	Extensive development	
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies to create safe learning environments.		Minimal development	Moderate development	Extensive development	
Extend or restructure the school day to add time for such strategies as advisories to build relationships.		Minimal development	Moderate development	Extensive development	
Implement approaches to improve school climate and discipline.		Minimal development	Moderate development	Extensive development	
Expand program to offer pre-kindergarten or full day kindergarten.		Minimal development	Moderate development	Extensive development	
Total Score for this Element:					__/20
Provide operational flexibility and sustained support					
Give school sufficient operational flexibility (staffing, calendar, and budget) to implement fully comprehensive approach.		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Ensure school receives intensive ongoing technical support from district, state, or external partners.		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.		Minimal development	Moderate development	Extensive development	
Implement a new school model (e.g., themed, dual language academy)		Minimal development	Moderate development	Extensive development	
Implement a per-pupil school based budget formula that is weighted based on student needs.		Minimal development	Moderate development	Extensive development	
Total Score for this Element:					__/20
Total for this School					__/110

ATTACHMENT 18

The Washington State Board of Education ESEA Flexibility Resolution

The Washington State Board of Education ESEA Flexibility Resolution



STATE ACCOUNTABILITY SYSTEM

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Legislature charged the State Board of Education with responsibility and oversight for creating a state accountability framework to provide a unified system of support for challenged schools, with increasing levels of support based upon magnitude of need, and using data for decisions; and

WHEREAS, the State Board of Education has developed an Achievement Index utilizing fair, consistent, and transparent criteria for the purposes of recognizing schools for exemplary performance, improvement, and closing gaps; and

WHEREAS, the State Board of Education believes the state accountability framework needs to be a part of the revisions made to the basic education funding system and that the Legislature will need to provide the State Board of Education, the Office of Superintendent of Public Instruction, and local school boards with the appropriate legal authority and resources to fully implement the new system; and

THEREFORE, BE IT RESOLVED that the State Board of Education supports the Superintendent of Public Instruction’s application to the United States Department of Education for flexibility from the current Elementary and Secondary Education Act accountability system; and

THEREFORE, BE IT FURTHER RESOLVED that the State Board of Education will collaborate with the Office of Superintendent of Public Instruction to build a unified system of federal and state accountability using multiple measures, English language learner data, disaggregated subgroup data, and student growth measures.



Jeff Vincent, Chair

Adopted: February 23, 2012

ATTACHMENT 19

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ATTACHMENT 21

Principle 1 Supporting Documents

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Attachment 21.1:	Washington ELA-Math 3-year Transition Plans
Attachment 21.2:	Data Coaching Initiative Overview
Attachment 21.3:	AESD Network Coordinator Job Posting
Attachment 21.4:	Sample of April 26, 2012 Professional Development Planning Agenda – Coordination of CCSS with OSPI (School Improvement, Teaching and Learning, Federal Programs), and AESD partners for the 2012-13 Year
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Attachment 21.11:	2011 FEPPP Legislative Report
Attachment 21.12:	MS Guidance Support Initiative Draft Exec Summ 4-27-12
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Attachment 21.14:	CCSS Steering Committee Meeting Notes 2-28-12
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Attachment 21.16:	CCSS Across OSPI Internal Program-Initiative Meeting March 2012 agenda
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Attachment 21.21:	Core to College Project Summary
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Attachment 21.23:	Road Map Project-CCSS Symposium 5-31-12
Attachment 21.24:	Smarter Balanced Workgroups that OSPI staff are participants in and/or co-leads of



CCSS Communication Plan January-September 2012

1.20.12

Washington has adopted Common Core State Standards for English Language Arts and Mathematics that describe the knowledge and skills students need when they graduate, whatever their choice of college or career.

The Office of Superintendent of Public Instruction (OSPI), school districts, educational service districts, partner organizations, and associations are responsible for implementation of the standards.

This communication plan was developed to create awareness of the standards, how they will benefit students, and expectations for implementation by a Communications Advisory Committee that includes representatives from:

- Association of Washington School Principals
- Center on Strengthening the Teaching Profession
- Educational Service Districts Network
- OSPI
- Washington Association of School Administrators
- Washington Education Association
- Washington Partnership for Learning
- Washington State Parent Teachers Association
- Washington State School Directors Association
- Washington STEM Center

The short timeframe for the plan is intentional and is based on the requirement to be flexible and responsive to new developments and feedback from the education community.

Goals by Audience

All audiences (Educators, associations, parents, high school students, community leaders, policymakers): Build awareness of adoption of Common Core State Standards and timelines for implementation; how standards differ from existing standards

Educators: Promote understanding of CCSS: What the standards are, how they differ from existing standards, expectations for implementation

Educator Associations: Collaborate in providing opportunities for educators to develop and execute implementation plans

Parents: Build awareness of how new standards will benefit their children, and what the expectations are for implementation in classrooms

State policymakers: Build awareness of Washington's efforts to implement CCSS, how budget allocation is being used effectively, and rationale for budget requests in future

Local school boards: Build understanding of how new standards will benefit students, and understanding of local policy and budget implications of adoption of CCSS

Implementation of Plan: Key Players

Key players responsible for implementing elements of this plan are:

- JV: Jessica Vavrus, Assistant Superintendent for Teaching and Learning
- GB: Greta Bornemann, Mathematics Director, Teaching and Learning; Coordinator, CCSS
- NK: Niquette Kelcher, OSPI web content
- NO: Nathan Olson, OSPI Communications Manager
- DS: Dennis Small, OSPI
- LMP: Liisa Moilanen Potts, OSPI
- JH: Jeanne Harmon, Executive Director, Center on Strengthening the Teaching Profession (CSTP)
- KT: Katie Taylor, Associate Director, Center on Strengthening the Teaching Profession (CSTP)
- SS: Sylvia Soholt, Contractor to CSTP

Strategies for Mixed Audiences

Research

Stakeholders	Description	Timeline	Responsibility
All	Identify level of awareness with short survey at presentations, webinars, online	January: Aggregate results from 2011	GB
All	Gather updates from communication advisory committee	Quarterly	Communication Team
Associations	Revise and expand list of association partners Survey content associations to determine current awareness, information needs, and best date for convening in March	February	GB GB, JH, SS
Districts	Short interviews with a sample of districts to learn what's working, what's not with OSPI communication	March, after analysis of data from aggregation of survey results	GB: Interviews with symposium participants JV: Conversations with Curriculum Alignment Review Committee
Districts	Pose questions from survey of content association (above) to participants in webinar	March	GB, SS

One-way Tools

<i>Stakeholders</i>	<i>Description</i>	<i>Timeline</i>	<i>Responsibility</i>
All	Website review and updates	Monthly: changes by last day of month	GB, NK, OSPI Teaching and Learning staff
All	Label complexity of content in presentations and webinars according to the phases of the implementation plan so that audience/participants can determine best fit of information	February	GN, NK, OSPI Teaching and Learning staff
All	Organize presentations and webinars on website based on level, e.g., advanced	February	JV, GB, NK, SS
All	<p>Convene Teaching and Learning staff for decisions on standards cross-references</p> <p>Website: Cross-reference pages for CCSS and Reading, Writing, Math Standards under Teaching and Learning</p>	February	<p>JV, GB, Teaching and Learning staff</p> <p>NK, KT, SS</p>
All	<p>Evaluate option for private portal where content groups, ESDs can post materials</p> <p>If green light, set up portal</p>	May	<p>GB, DS</p> <p>NK</p>
All	E-mail blast OSPI: Update/new resources, pd opportunities	Monthly beginning January	Rotation of Communications Office, Advisory Team members

All	Messages, FAQ: Review, update as needed	Monthly, beginning January	JV, GB
Educators	Messaging: Next Generation Science	March	JV, GB, JH, Science Coordinator, STEM, PFL
All	Powerpoint Review, update as needed	Monthly, beginning January	JV, GB
Educators	Identify resources to support creation of short video of students and parents describing benefits of CCSS	February-March	JV, GB, AWSP, STEM, PFL
All	Select videos and materials from website to highlight, promote for district use	April	GB, NK
All	News releases/op ed CCSS: What's happening in Washington	March after end of legislative session Reprint in e-mail blast for April	GB, NO

Strategies for Educators

One-way Tools

Stakeholders	Description	Timeline	Responsibility
Educators	Populate toolkit for ESD staff that can be used by districts	Spring	OSPI, ESD 101,105, 189 and leader districts
Educators	Direction to districts: Two-three possible paths to follow for implementation	Development: Mid-January Distribution: February	JV, GB, Teaching and Learning staff

Two-way Tools

Stakeholders	Description	Timeline	Responsibility
ESDs	Each member of OSPI cabinet communicates with ESD liaison	Monthly	OSPI cabinet, ESD liaisons
Educators	Presentations, webinars	Jan 10, 12, 17, 19 March (TBD)	JV, GB, Language Arts Coordinator
Educators	Communications Advisory Committee: update, communication opportunities	January, March, May	JV, GB, JH, SS
ESDs	OSPI cabinet-ESD liaison conversation on district paths to follow	February	OSPI cabinet, ESD liaisons
District leaders	ESD superintendent meetings: Presentation on paths to implementation	March	Logistics: ESDs Content: OSPI, CSTP
Associations	Bi-annual meeting of content associations to further understanding, foster alignment with state plan, and support collaboration among associations.	Spring, Fall 2012	OSPI, content associations

Strategies for Parents

One-way Tools

<i>Stakeholders</i>	<i>Description</i>	<i>Timeline</i>	<i>Responsibility</i>
Parents	Handout schools can print and distribute for parents at high-profile events. Content covered by handout includes benefit of the standards to students; implications for teachers; when changes will be evidenced; budgetary implications for school and district	April	CSTP, OSPI, Communications Advisory Reviewed by subset of PTA

Strategies for state and local policymakers

One-way Tools

<i>Stakeholders</i>	<i>Description</i>	<i>Timeline</i>	<i>Responsibility</i>
School boards	E-mail newsletter targeted to school boards that includes information on benefits to students, policy and budget implications	April	OSPI, CSTP, WSSDA
Legislators and staff	One-page electronic briefing on CCSS: Value of adoption, value to students and schools, budget allocations and implications	After legislative session	OSPI, CSTP

Two-way Tools

Stakeholders	Description	Timeline	Responsibility
District leaders	Webinar for school board members and superintendents: Importance of being proactive on CCSS; what's happening in other districts; budget implications	Early May	OSPI, WSSDA
Legislators and staff	Legislative breakfast for Senate and House Education Committees, east and west: updates on CCSS, implementation, budget implications; sponsored jointly by OSPI and Smarter Balance	September	OSPI, PFL, PTA

Strategy Implementation: Month-to-Month

January

<i>Description</i>	<i>Responsibility</i>
Aggregate results from “level of awareness” surveys in 2011	GB
Communication Advisory Team meeting	JV, GB, JH, SS
Gather updates from Communications Advisory Team	Communication Team
Website review and update	GB, NK, OSPI Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB
Development of direction to districts on paths to follow for implementation	JV, GB, Teaching and Learning staff
OSPI/ESD liaison communication	OSPI cabinet, ESD liaisons
Webinars	Jan 10, 12, 17, 19

February

<i>Description</i>	<i>Responsibility</i>
Revise and expand list of association partners	GB
Survey content associations to determine current awareness, information needs, and best date for convening in March	GB, JH, SS
Label complexity of content in presentations and webinars according to the phases of the implementation plan	GB, NK, OSPI Teaching and Learning staff
Organize presentations and webinars on website based on level, e.g., advanced	JV, GB, NK, SS
Convene Teaching and Learning staff for decisions on standards cross-references	JV, GB, Teaching and Learning staff
Cross-reference web pages for CCSS and Reading, Writing, Math standards under Teaching and Learning	NK, KT, SS
Distribute “paths to follow for implementation” to districts	JV, GB, Teaching and Learning staff
Identify resources to support creation of short video	JV, GB, AWSP, STEM, PFT
OSPI cabinet, ESD liaison conversations on district paths to follow for	OSPI cabinet, ESD liaisons

CCSS Communication Plan January-September 2012

implementation	
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

March

Short interviews with a sample of districts to learn what's working	GB: Interviews with symposium participants JV: Conversations with Curriculum Alignment and Review Committee
Identify resources to support creation of short video (continued if necessary)	JV, GB, AWSP, STEM, PFT
Pose questions from survey of content associations to participants in March webinar	GB, SS
Webinars (Date to be determined)	JV, GB, Language Arts Coordinator
Communications Advisory Committee meeting	JV, GB, JH, SS
Messaging: Next Generation Science	JV, GB, JH, Science Coordinator, STEM, PFL
News releases/op ed on CCSS: What's happening in Washington (After legislative session)	GB, NO
ESD superintendent meetings: Presentation on paths to implementation	Logistics: ESDs Content: OSPI, CSTP
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

April

Select videos and materials from website to highlight, promote for district use	GB, NK
Bi-annual meeting of content associations (Spring)	OSPI, content associations
Populate toolkit for ESD staff that can be used by districts (Spring)	OSPI, ESD 101, 105, 189 and leader districts

One-page electronic briefing on CCSS for legislators and staff (after session)	OSPI, CSTP
News releases/op ed on CCSS: What's happening in Washington (after legislative session)	GB, NO
Develop handout schools can print and distribute for parents	CSTP, OSPI, Communications Advisory Committee
E-mail newsletter targeted to school boards	OSPI, CSTP, WSSDA
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

May

Communications Advisory Committee meeting	JV, GB, JH, SS
Evaluate option for private portal where content groups, ESDs can post materials	GB, DS
If green light for portal, set up site	NK
Webinar for school board members and superintendents: importance of being proactive on CCSS	OSPI, WSSDA
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

June

OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)

Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

July

OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

August

Plan legislative breakfast for Senate and House Ed Committees	OSPI, PFL, PTA
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

September

Host legislative breakfast for Senate and House Ed Committees	OSPI, PFL, PTA
Bi-annual meeting of content associations (Fall)	OSPI, content associations
OSPI cabinet/ESD liaison communication	OSPI cabinet, ESD liaisons
Website review and update	GB, NK, Teaching and Learning staff
E-mail blast	Communications Office (advisory team rotation)
Messages, FAQ: Review, update as needed	JV, GB
Powerpoint review, update as needed	JV, GB

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

MATHEMATICS

Preschool	K	1	2	3	4	5	6	7	8	HS	
Counting and Cardinality											
Operations and Algebraic Thinking							Ratio and Proportional Relationships		Functions		Modeling
Numbers and Operations in Base Ten						Expressions and Equations			Algebra		
				Fractions		The Number System		Number and Quantity			
Measurement and Data							Probability and Statistics				
Geometry											
Standards for Mathematical Practice											

Critical Areas in Mathematics

Grade	Priorities in Support of Rich Instruction Conceptual Understanding
K-2	Addition and subtraction, measurement using whole number quantities
3-5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

Washington’s Three-Year Transition Plan for Common Core State Standards for Mathematics

While districts can determine their own plan for implementing the Common Core State Standards (CCSS) for Mathematics, the following is a transition plan for those districts who want guidance on how to begin implementing portions of the CCSS. This plan is based on the understanding that the 2008 Washington K-8 Learning Standards will be assessed through 2013-2014. Replacing aligned standards with CCSS domains allows districts to slowly move teachers to the CCSS by emphasizing areas that overlap between the two sets of standards. The cited CCSS domains would be taught in lieu of those 2008 WA standards aligned to these CCSS domains. Any professional development should incorporate the Standards for Mathematical Practice in each domain.

	K-2	3-5	6-8	High School
Year 1 2011-2012	<p><i>School districts that can, should consider adopting the CCSS for K-2 in total.</i></p> <p>K – Counting and Cardinality (CC); Operations and Algebraic Thinking (OA)</p> <p>1 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>2 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>and remaining 2008 WA Standards</p>	<p>3 – Number and Operations – Fractions (NF)</p> <p>4 – Number and Operations – Fractions (NF)</p> <p>5 – Number and Operations – Fractions (NF)</p> <p>and remaining 2008 WA Standards</p>	<p>6 – Ratio and Proportion Relationships (RP)</p> <p>7 – Ratio and Proportion Relationships (RP)</p> <p>8 – Expressions and Equations (EE)</p> <p>and remaining 2008 WA Standards</p>	<p>Teach all of the 2008 WA Mathematics Standards for each course</p> <p>and prepare for</p> <p>Algebra 1- Unit 2: Linear and Exponential Relationships</p> <p>Geometry- Unit 1: Congruence, Proof and Constructions and Unit 4: Connecting Algebra and Geometry through Coordinates</p>

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

	K-2	3-5	6-8	High School
Year 2 2012-2013	<p><i>School districts that can, should consider adopting the CCSS for K-2 in total.</i></p> <p>Year One domains and:</p> <p>K- Measurement and Data (MD)</p> <p>1 – Measurement and Data (MD)</p> <p>2 – Measurement and Data (MD)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One domain and:</p> <p>3 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>4 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>5 - Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One domain and:</p> <p>6- The Number System (NS); Expressions and Equations (EE)</p> <p>7 - The Number System (NS); Expressions and Equations (EE)</p> <p>8 – The Number System (NS); Functions (F)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One units and:</p> <p>Algebra 1- Unit 1: Relationship Between Quantities and Reasoning with Equations and Unit 4: Expressions and Equations</p> <p>Geometry- Unit 2: Similarity, Proof, and Trigonometry and Unit 3: Extending to Three Dimensions</p> <p>and remaining 2008 WA Standards</p>

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

	K-2	3-5	6-8	High School
Year 3 2013-2014	<p><i>School districts that can, should consider adopting the CCSS for K-2 in total.</i></p> <p>Year One and Two domains, and:</p> <p>K – Geometry (G) 1 – Geometry (G) 2 – Geometry (G)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One and Two domains, and:</p> <p>3 – Measurement and Data (MD) 4 – Measurement and Data (MD) 5 – Measurement and Data (MD)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One and Two domains, and:</p> <p>6 – Geometry (G); Statistics and Probability (SP) 7 – Geometry (G); Statistics and Probability (SP) 8 – Geometry (G); Statistics and Probability (SP)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One and Two units, and:</p> <p>Algebra 1- Unit 3: Descriptive Statistics and Unit 5: Quadratic Functions and Modeling</p> <p>Geometry- Unit 5: Circles With and Without Coordinates and Unit 6: Applications of Probability</p> <p>and remaining 2008 WA Standards</p>
K-2	3-5	6-8	High School	K-2
Year 4 2014-2015	Full implementation of CCSS	Full implementation of CCSS	Full implementation of CCSS	Full implementation of CCSS

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

ENGLISH LANGUAGE ARTS

The *Map of Skills and Concepts* shows what students should know and be able to do when they exit Washington's K12 system; it is the destination for their literacy learning. A departure from the current standards, the Common Core State Standards provide all students with an integrated approach to literacy, as opposed to discrete separations among the skills of reading, writing, speaking, and listening.

K	1	2	3	4	5	6	7	8	9-10	11-12
Foundational Skills										
<ul style="list-style-type: none"> Print concepts and alphabetic principle Phonological awareness Phonics and word recognition Fluency 						<p><i>Although foundational skills are addressed prior to grade 6, students who struggle in these areas will need further support.</i></p>				
Reading Literature and Informational Texts										
<p><i>Focus on teaching students reading skills to engage with rigorous texts across a broad spectrum of content; balance the types of texts students read.</i></p> <p><i>*Percentages represent comprehensive use (teaching, learning, and student production) across a school year.</i></p>										
<ul style="list-style-type: none"> Balance grades K-5 = 50%* literature; 50%* informational text 						<ul style="list-style-type: none"> Balance grade 6-8 = 45%* literature; 55%* informational text Balance grades 9-12 = 30%* literature; 70%* informational text 				
Literacy (Reading and Writing) in History/Social Studies, Science, and Other Technical Subjects										
<p><i>Focus on teaching key ideas, details, using evidence from text to support conclusions, contextual vocabulary acquisition, and point of view.</i></p>										
Writing Standards										
<p><i>Focus on teaching the processes of writing, including a balance of text types and the role of argument in History/ social studies, and science</i></p> <p><i>*Percentages represent comprehensive use (teaching, learning, and student production) across a school year.</i></p>										
<p>Balance of writing types, including writing in the content areas</p> <ul style="list-style-type: none"> By grade 4—opinion =30%; information = 35%; narrative =35% 						<p>Balance of writing types, including writing in the content areas</p> <ul style="list-style-type: none"> Grade 8 – argument = 35%; information = 35%; narrative = 30% Grade 12 – argument = 40%; information = 40%; narrative = 20% 				
Speaking & Listening Standards										
<p><i>Focus on teaching use of rhetorical and critical thinking in speaking, listening, and collaborative study and work</i></p> <ul style="list-style-type: none"> Comprehension and collaboration Presentation of knowledge and ideas Evaluate speaker's point of view 										
Language Standards										
<p><i>Focus on teaching conventions of standard English, knowledge of language in different contexts, and vocabulary acquisition.</i></p>										

Major Shifts in English language arts

- Balance of Literary and Informational Texts
- Literacy in the Content Areas
- Increased Complexity of Text
- Text-based Questions and Answers
- Writing Using Evidence
- Academic Vocabulary

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

These descriptions offer a portrait of students who meet the standards set out in the standards. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Washington’s Three Year Transition Plan for English Language Arts

The 3 Year Transition Plan outlines what OSPI and statewide partners are committed to providing in terms of support for Washington’s schools as we transition to the Common Core State Standards. Whereas the Map of Skills and Concepts shows the destination, the transition plan highlights one path being built. Both documents were created as collaborative efforts between OSPI and members of the Literacy Leadership Cadre (LLC), which represents all nine ESDs.

While districts may determine their own plans for implementing the Common Core State Standards (CCSS) for English Language Arts, this transition plan was designed for those districts who want guidance on how to begin implementation. This framework shows the basic calendar for support availability.

This plan is based on the understanding that the Washington K-10 Reading and Writing Standards (EALRs and GLEs) will be assessed through 2013-2014.

	K-12 English Language Arts
Introduction	Familiarize district/building leadership team with <i>Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</i>. Investigate and interpret the implications for instruction in reading, writing, speaking and listening, and language.
Year One 2011-2012	<p>Identify and understand the design of skills and concepts in ELA</p> <ul style="list-style-type: none"> • Develop an understanding of the vertical articulation of skills and concepts from Kindergarten through Career and College Readiness • Develop an understanding of overarching cross-content concepts (i.e., technology and media) <p>Understand the increasing text complexity, its role in preparing students to be career and college ready, and implications for instruction and materials.</p> <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
Resources	Common Core State Standards Documents ESD support and technical assistance <i>Introduction and Year One</i> Support Modules OSPI technical assistance OSPI CCSS Webinar Series

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

K-12 English Language Arts	
<p>Year Two 2012-2013</p>	<p>Year One focus and strategies, and:</p> <p>Adjust curricular materials and adapt instruction to:</p> <ul style="list-style-type: none"> • Build a shared responsibility for the development of reading and writing skills and knowledge across content areas through a balance of nonfiction and literature texts • Focus on the role of argument in reading and writing and speaking and listening instruction, with particular emphasis incorporating text-based questions and writing using evidence from sources. • Intentionally address academic vocabulary and its role in reading comprehension and written and oral language production. • Begin to develop, enhance, and integrate literacy skills across social studies/History, science, and other technical subjects. <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
<p>Resources</p>	<p> Common Core State Standards Documents ESD support and technical assistance OSPI technical assistance OSPI CCSS ELA Webinar Series </p>

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

K-12 English Language Arts	
<p>Year Three 2013-2014</p>	<p>Years One and Two foci and strategies, and:</p> <p>Adjust curricular materials and adapt instruction to:</p> <ul style="list-style-type: none"> • Emphasize speaking and listening skills as an avenue to evaluate, integrate and present information from many sources. • Expand and deepen the teaching of language skills, focusing on the relationship between grammar and usage and the comprehension and production of effective written text. • Incorporate technology/multi-media to gather, research, develop, and publish information. <p>Engage in continued professional development, collaborative study, and action to address the depth of the curricular and instructional shifts (i.e. text complexity, academic vocabulary, content literacy, and writing instruction).</p> <ul style="list-style-type: none"> • Plan collaboratively to develop rigorous English language arts lessons and units using the CCSS. <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
<p>Resources</p>	<p>Common Core State Standards Documents ESD support and technical assistance OSPI technical assistance</p>

K-12 English Language Arts	
<p>Year Four 2014-2015</p>	<p>Full implementation of CCSS</p>
<p>Resources</p>	<p>Common Core State Standards Documents ESD support and technical assistance OSPI technical assistance</p>

Data Coaching Program

Currently the State of Washington is engaged in an effort to reduce the number of dropouts from high schools throughout the state. An effort to improve data use is an excellent support for districts working to reduce dropouts, provide interventions and increase student engagement in their education and support them through graduation. We are working collectively on many initiatives; one of those efforts is a joint project between OSPI, the Washington School Information Processing Cooperative (WSIPC), and ESD teams from each of the nine regions, working with PCG (Public Consulting Group) to deliver a program of Data Coaching.

The vision for Washington's data coaching initiative is to: utilize regional data coaches as a powerful resource for districts and schools by providing site-specific coaching and mentoring to drive sustainable change; support an approach that will build capacity among district staff to support data-informed decision making; and, maximize data coaches ability to provide districts with an array of consulting services including needs assessment, visioning, action planning, data use professional development, coaching, facilitation, and mentoring.

The data coaching initiative has two goals:

1. Develop a comprehensive toolkit to support data use in districts.
2. Provide professional development and guidance for ESD staff who can serve as data coaches.

The development of a District and School Data Team Toolkit containing protocols, templates, and informational resources that will support the establishment of data teams and use of inquiry to drive school and district improvement with specific content that can support data us to address dropout prevention, intervention and retrieval.

Through the data coaching initiative, and our partner Public Consulting Group, Washington has established data coach professional development and a Data Coach Certification Program that is offering five institute trainings between November 2011- March 2013. The institutes are designed to:

- Stimulate instructional improvement and related organizational changes from within the district, building, and classroom.
- Close the achievement gap within the school.
- Create a culture of responsibility for student outcomes.
- Increase instructional and support staff confidence to diagnose and address appropriate responses to build processes of continual, evidence based-improvement of student outcomes.

In addition to professional development the initiative offers onsite coaching and monthly networking. For more information:

<http://www.k12.wa.us/K12DataGovernance/MeetingsArchive/2011December/WashingtonDataCoachingInitiative.pdf>

STATEWIDE ESD NETWORK DIRECTOR

November 2011 Job Recruitment, Puget Sound ESD

Purpose Statement

The job of Statewide ESD Network Director was established for the purpose/s of leading coordinated and aligned ESD regional Math, Science, and Literacy efforts in the provision of services, including professional development and support to schools and school districts to achieve quality instruction and student achievement. This position is also critical coordinating partner with the Office of Superintendent of Public Instruction to facilitate statewide system efforts (including state and regional professional learning opportunities) to implement the Common Core State Standards in English language arts and mathematics, and our state's science learning standards.

JOB DESCRIPTION

This job reports to ESD Assistant Superintendent where the successful candidate resides.

Essential Functions

- Collaborates with the Superintendent of Public Instruction for the purpose of developing and coordinating a statewide professional learning system that delivers professional learning opportunities for educators in instruction and instructional leadership focused on implementation of the state's learning standards in English language arts, mathematics, and science.
-
- Works with key statewide partners to establish and communicate key messages about Washington's educational reform efforts; significant educational changes; national, state, and local trends in the area of teaching and learning for the purpose of ensuring program services are aligned with the latest research and best practice.
- Collaborates with the nine ESDs, other agencies and organizations (e.g. the Office of Superintendent of Public Instruction (OSPI); higher education; educational technology; data coaches; LASER; professional organizations and school districts, etc.) for the purpose of assuring fidelity for the delivery of professional development initiatives including job-embedded practices with ongoing support for around statewide initiatives and their sustainability.
- Coordinates the regional math, science and literacy network efforts focused around common themes for the purpose of establishing regional delivery based on local needs.
- Develops working relationships with the legislature for the purpose of setting direction for math/science/literacy support in the state.
- Directs the efforts and facilitates a collaborative team environment for the purpose of ensuring an efficient and effective work environment.
- Ensures staff have the necessary skills and content knowledge (e.g. content-specific pedagogy, differentiated instruction, effective teaching strategies, learning modules, and standards and curriculum regionally and within the context of a school or district) for the purpose of implementing and maintaining services and/or programs.

Provides ongoing communication to the statewide group of assistant superintendents for teaching and learning and ensures clarity of communication between assistant superintendents, coordinators and leaders at OSPI.

- Informs, develops, and/or supports ongoing evaluation of statewide activities regarding the influence of the ESD Network.
- Provides consultation and support to staff for the purpose of ensuring high quality comprehensive services.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: Educational leadership; collaboration; communications (written, oral, and listening); facilitation; and use of technology to enhance instruction.

KNOWLEDGE is required to utilize theoretical mathematical concepts; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: understand

curriculum, instruction and assessment; use of system thinking to build fidelity and coherence in a statewide delivery model. Has the knowledge of the political landscape around literacy, math, and science instruction in the state, and the ability to impact its direction.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: Create a statewide system of support for mathematics, science and literacy; effectively communicating with persons of varied backgrounds and educational levels; setting priorities; working as part of a team; working with detailed information/data. Traveling with the flexibility to work some evenings and weekends. .

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; leading, guiding, and/or coordinating others; and tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 50% sitting, 20% walking, and 30% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

Experience Job related experience with increasing levels of responsibility is required.

Education Masters degree in job related area

Equivalency None Specified

Required Testing Certificates & Licenses

None Specified

Continuing Educ. / Training

None Specified

ESD and OSPI Content Teams Collaboration Meeting

April 26, 2012, 8:30 a.m. – 4:00 p.m.

OSPI WIIN Center, Room 12

Meeting Agenda

Time	Topic
8:30 – 9:00	Welcome, Introductions, and Review of Agenda (Sue Cohn) <ul style="list-style-type: none"> • What is the purpose of the partnership?
9:00 – 10:00	ESEA Flexibility Request (Sue Cohn) <ul style="list-style-type: none"> • Who are the schools/districts served by this partnership, and what are their challenges? • What is the continuum of services needed to support these schools/districts?
10:00 – 10:45	Integration of English Language Learners (ELL) and Students with Disabilities (SWD) Programs (Sue Cohn, Shannon Edwards, and Judi Mosby) <ul style="list-style-type: none"> • What is included in the waiver? What are the CCSS Accommodations? • <i>What should be the relationship between SWD and Reading and Math? How do you know?</i> • <i>What should be the relationship between ELL and Reading and Math? How do you know?</i> • <i>Given that, then what should we consider with respect to the content and delivery of services?</i>
10:45 – 11:00	Break into Content Teams
11:00 – 12:00	Defining Reading/Math Services (Shannon Edwards and Judi Mosby) <ul style="list-style-type: none"> • Generate list of professional development needs based on Priority, Focus, and CLA Schools. • Identify current services and deliverables that are provided through each ESD and OSPI.
12:00 – 12:30	Networking Lunch
12:30 – 1:30	Defining Reading/Math Services Activity (continued) <ul style="list-style-type: none"> • Organize services into coherent, focused PD within each area of need. • Prioritize PD based on school need and stage of development.
1:30 – 1:45	Return to Whole Group
1:45 – 2:45	Professional Development Planning (Shannon Edwards and Judi Mosby) <ul style="list-style-type: none"> • Use the <i>Characteristics of Effective Networks</i> to identify action items to be completed for professional development planning.
2:45 – 3:45	MBA & RBA Planning (Katy Absten, Shannon Edwards, and Judi Mosby) <ul style="list-style-type: none"> • Use the <i>Characteristics of Effective Networks</i> to review current structure. • Identify needed improvements.
3:45 – 4:00	Next Steps & Closing Remarks (ALL)

WASHINGTON'S COMMON CORE STATE STANDARDS EDUCATIONAL CONTENT ASSOCIATION COLLABORATION MEETING

Friday, March 23, 2012, 9:00am – 5:00pm
Renton Technical College



Purpose and Goals...

- learn about the CCSS for English language arts and mathematics,
- engage with other state content association leaders to discuss our collective roles with the transition to the CCSS, and to
- align our efforts toward supporting statewide implementation.

9:00am	Welcome and Introductions
9:30am	Common Core State Standards Overview and Update <ul style="list-style-type: none"> - Statewide efforts to date - Hopes for statewide implementation - Standards, structure, major shifts in ELA and Math
10:45am	BREAK
11:00am	Table / Group Discussion What are the implications for your association's work?
11:30am	Transitioning to the Common Core <ul style="list-style-type: none"> - Mathematics overview, implications, transitional supports - English language arts overview, implications, transitional supports
12:15pm	NETWORKING LUNCH
12:45pm	Transitioning cont'd <ul style="list-style-type: none"> - ELA and Math group discussions
1:30pm	Statewide Scan and Transitional Support Planning <ul style="list-style-type: none"> - Who are our collective key audiences? - What are needs of key audiences related to CCSS implementation?
2:30pm	BREAK
2:45pm	Statewide Scan and Transitional Support Planning <ul style="list-style-type: none"> - What resources/supports exist? What need to be created?
3:30pm	Building Statewide Capacity to Support Transition to CCSS <ul style="list-style-type: none"> - Structures? What worked about transition to new math standards?
4:15pm	Next Steps <ul style="list-style-type: none"> - What are key "take-aways" for your organization and what are key next steps for this group?
5:00	ADJOURN



WASHINGTON'S COMMON CORE STATE STANDARDS (CCSS) EDUCATIONAL CONTENT ASSOCIATION COLLABORATION MEETING

Friday, March 23, 2012, 9:00am – 3:00pm
Washington STEM Center



Purpose and Goals...

- Learn about current and emerging resources and opportunities that support statewide implementation of the ELA and Math CCSS.
- Learn about what CCSS professional learning opportunities are planned by your colleagues have planned.
- Engage with other state content association leaders to discuss our collective roles and next steps in coordinating / aligning statewide CCSS implementation efforts.
- Discuss and align key messages and questions around implementation of the CCSS. our efforts toward supporting statewide implementation.

9:00am	Welcome, Introductions, Goals for Today
9:30am	CCSS Overview and Update - Statewide transition plan, coordination structures and resources to date, framing implementation
10:00am	Sharing: Association Professional Learning Plans Underway - Washington State Math Council - Washington State Writing Project - Table discussions and sharing, what is your organization's role/capacity around this work?
10:45am	BREAK
11:00am	Large Group Report Out and Discussion Who has plans underway? What opportunities for collaboration do you see? What do you need to support this work? What is your organization's role/capacity around this work?
11:45am	WA-CCSS Content Specific Professional Learning Supports - Mathematics overview, implications, transitional supports - English language arts overview, implications, transitional supports
12:15pm	NETWORKING LUNCH
12:45pm	WA-CCSS Content Specific Professional Learning Supports, Cont'd
1:15pm (Break included)	Professional Learning Planning Time - Together and as individual associations
2:45pm	Points of Connection, Intersection, and Next Steps
3:00	ADJOURN



Common Core State Standards Symposium



November 1, 2011—5:00-8:00 PM
Lakota Middle School Commons

5:00-5:35 **Welcome**

Dr. Alan Burke, Deputy Superintendent K-12 Education, OSPI

Introduction—Common Core State Standards Overview

Jessica Vavrus, Assistant Superintendent Teaching and Learning, OSPI
Greta Bornemann, Mathematics Director Teaching and Learning, OSPI

5:40-6:55 **Breakout Sessions**

Systems Thinking: State, regional, and district-level transitional efforts,
Overarching implications, connections among and between initiatives

IV—Great Room 8 (rust)

Jane Chadsey, Learning Forward

Jessica Vavrus, OSPI

Janet Blansford, Seattle Public Schools

Marie Verhaar and Christine Corbley, Federal Way Public Schools

K-12 Standards for Mathematics: Deeper look at the major shifts,
3-year transition plan to focus state support, implementation supports available

I—Commons

Greta Bornemann, OSPI

Debbi Hardy, Olympia School District

K-12 Standards for English Language Arts: Deeper look at the major shifts,
transition plan to focus state support, implementation supports available

II—Great Room 6 (green)

Judi Mosby, OSPI

Kathleen Vasquez, Seattle Public Schools

III—Great Room 7 (gold)

Luisa Sanchez-Nilsen, OSPI

Genevieve Ramsey, Renton School District



7:00-7:50 **District Team Discussions/ Planning** (Commons)

7:50-8:00 **Next Steps / Closing**



SUPERINTENDENT OF PUBLIC INSTRUCTION

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

February 23, 2012

(X) Action Required

Due date: March 9, 2012

(X) Informational

BULLETIN NO. 009-12 TEACHING AND LEARNING

TO: Educational Service District Superintendents
 School District Superintendents
 School Building Principals
 School District Curriculum Directors
 School Public Relations Professionals

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: Common Core State Standards (CCSS) District Implementation Pilot Project
 Mini-Grants Available

CONTACT: Greta Bornemann, CCSS Project Lead and Mathematics Director
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 Agency TTY number is (360) 664-3631

Background

The Office of Superintendent of Public Instruction (OSPI) has partnered with the Washington Higher Education Coordinating Board to provide limited resources from the GEAR UP program to high-needs school districts. These mini-grants are available to support the statewide transition to the recently adopted Common Core State Standards (CCSS) for English language arts and mathematics during spring and summer 2012. For this pilot project, school district teams will be selected through a competitive process to receive funds to allow their participation in two different types of trainings:

- CCSS content trainings for content leaders.
- District team workshops focused on larger system-implementation of the CCSS.

This mini-grant opportunity is one piece of the [implementation plan](#) that focuses on building awareness and capacity among school district leaders and educators around the professional learning system and content shifts necessary for successful transitioning to the CCSS.

February 23, 2012

Application Process

Applications will be available in [iGrants](#) by February 27, 2012, and are due in iGrants by 5:00 p.m., March 9, 2012. Districts will be notified of their application status by 5:00 p.m., March 16, 2012.

Funding

Funding is available March 2012–August 30, 2012. Up to \$4,500 will be awarded to selected school districts. School district funds may be used for costs related to supporting CCSS District Implementation Team member’s travel and participation in the CCSS content-specific and team workshops during spring and summer 2012 (specific dates to be announced). District costs may include travel, per diem, substitutes, teacher stipends for summer training, etc.

School District Selection

Our goal is to select up to four school districts within each ESD region:

- Priority will be given to school districts with 50% or more students qualifying for free and reduced-price meals (consistent with GEAR UP funding requirements).
- Consideration will be given to the size (i.e., student enrollment) of the districts to ensure a representative selection of district of all sizes and capacities.
 - Small: up to 2,999
 - Medium: 3,000–9,999
 - Large: 10,000 and above
- Consideration will be given to selecting a diverse group of districts demonstrating varying degrees of activities related to transitioning to the CCSS.

School District Participation Commitments

Selected school districts will be expected to:

- Designate a **District CCSS Implementation Team** of four to six individuals to participate in this project.
- **Attend spring 2012 Content Trainings** (regionally delivered). Each ESD will offer two days of math and one day of English language arts training for district content leaders/facilitators at no cost to participants. The content leaders on the district’s identified CCSS team are expected to participate in these offerings.
- **Attend CCSS District Team Workshops** (Seattle and Spokane area locations to be determined). Two, two-day workshops in May and August will engage districts teams in learning opportunities to build a foundational understanding of the CCSS, to consider the implications on professional learning for educators, and to provide support in creating district-specific implementation plans and identifying the supports needed at the state, regional, and local levels.
- Provide **collaborative time** throughout spring and summer 2012 for school faculty learning focused on CCSS implementation.

- **Agree to serve as a resource** (e.g., be available for phone calls, share district implementation plans) for other school districts as they build CCSS transition plans.

To learn more about this funding opportunity, the Common Core State Standards, and/or our state's implementation efforts, please visit <http://k12.wa.us/CoreStandards/default.aspx>, contact us at corestandards@k12.wa.us or call (360) 725-6352. OSPI's TTY line is (360) 664-3631.

K–12 EDUCATION

Alan Burke, Ed.D.
Deputy Superintendent

TEACHING AND LEARNING

Jessica Vavrus
Assistant Superintendent

Greta Bornemann
CCSS Project Lead and Mathematics Director

RD:jv

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CCSS District Implementation Network Pilot Project Summary and Selected Districts

Mini-grants for high-needs school districts

March – August 2012

OSPI has partnered with the Washington Higher Education Coordinating Board to provide limited resources from the GEAR UP program to high-needs school districts. These mini-grants are available to support the statewide transition to the recently adopted Common Core State Standards (CCSS) for English language arts and mathematics during spring and summer 2012.

For this pilot project, school district teams will be selected through a competitive process to receive funds to allow their participation in two different types of trainings:

CCSS content trainings for content leaders.

District team workshops focused on larger system-implementation of the CCSS.

This mini-grant opportunity is one piece of the implementation plan that focuses on building awareness and capacity among school district leaders and educators around the professional learning system and content shifts necessary for successful transitioning to the CCSS.

Funding

Funding of up to \$4,500 is available March 2012–August 30, 2012. School district funds may be used for costs related to supporting CCSS District Implementation Team member’s travel and participation in the CCSS content-specific and team workshops during spring and summer 2012. District costs may include travel, per diem, substitutes, and teacher stipends for summer training.

School District Participation Commitments

Selected school districts will be expected to:

- Designate a District CCSS Implementation Team of four to six individuals to participate in this project.
- Attend spring 2012 Content Trainings (regionally delivered). Each ESD will offer two days of math and one day of English language arts training for district content leaders/facilitators at no cost to participants. The content leaders (one ELA and one Mathematics) on the district’s identified CCSS team are expected to participate in these offerings.
- Attend CCSS District Team Workshops. Two, two-day workshops in May and August will engage districts teams in learning opportunities to build a foundational understanding of the CCSS, to consider the implications on professional learning for educators, and to provide support in creating district-specific implementation plans and identifying the supports needed at the state, regional, and local levels.
- Provide collaborative time for school faculty learning focused on CCSS implementation.
- Agree to serve as a resource (e.g., be available for phone calls, share district implementation plans) for other school districts as they build CCSS transition plans.

ESD	District Name	District Contact
113	Aberdeen School District	Judy Holliday, Director of T&L
121	Auburn School District	Cindi Blansfield, Director Secondary Student Learning
114	Bremerton School District	Linda Jenkins
171	Brewster School District	Eric Driessen, Supterintendent
114	Brinnon School District	Wally Lis
189	Burlington-Edison School District	K.C. Knudson, Exec. Director of T&L
113	Chehalis School District	Mary Lou Bissett, Asst. Supt.
123	Clarkston School District	Darcy Weisner, Superintendent
189	Concrete School District	Barbara Hawkings
101	Cusick School District	Don Hawpe
123	Dayton School District	Doug Johnson
101	Deer Park School District	Travis Hanson, Curriculum Director
101	East Valley School District (Spokane)	Janice Beauchamp, Asst. Supt
171	Eastmont School District	Bob Busk, Exec. Director
171	Ephrata School District	Charlotte Throgmorton, Federal Programs Director
121	Federal Way School District	Marie Verhaar, Director of C&I
189	Ferndale School District	Linda Quinn
121	Franklin Pierce School District	Carolyn Treleven, Exec. Director of T&L
171	Grand Coulee Dam School District	Dennis Carlson, Superintendent
105	Grandview School District	Wilma Kozai
105	Highland School District	Mark Anderson, Superintendent
101	Inchelium School District	Ron Washington, Superintendent
112	Kelso School District	Mary Beth Tack, Director of T&L
121	Kent School District	Vicki Bates, Director Standards-based Instruction
123	Kiona-Benton School District	Chuck Feth, Curriculum Director
112	Longview School District	Dana Jones, Exec. Director
189	Lopez School District	Joan Hartjes
171	Manson School District	Cheryl Koenig
113	McCleary School District	Dan Bolender, Supt
171	Moses Lake School District	Dave Balcom, Exec. Director Secondary Education
189	Mount Vernon School District	Cathey Frederick, Asst. Supt
189	Mukilteo School District	Fredrika "Deka" Smith
189	Nooksack School District	Cindy Stockwell, Asst. Supt
171	Orondo School District	Millie Watkins
171	Oroville School District	Shay Shaw
123	Prosser School District	Mary Snitily, Asst. Supt
121	Renton School District	Monica Chandler, Director
101	Republic School District	Nancy Giddings
105	Royal School District	Carolyn Bunch, Federal Programs Director
189	Sedro-Woolley School District	Kathleen Ehman, Asst. Supt
113	Shelton School District	Pamela Farr, Exec. Director of T&L
101	Sprague School District	Pat Whipple
121	Tacoma School District	Andrew Schwebke, Director C&I
105	Union Gap School District	Kurt Hilyard, Superintendent

112	Wahkiakum School District	Bob Garrett
123	Walla Walla Public School	Anne Swant, Math Curriculum-Learning Specialist
105	Wapato School District	Ric Pilgrim
101	West Valley School District (Spokane)	Gene Sementi, Asst. Supt
112	Woodland School District	Asha Riley
113	North Beach School District	Wendy McCoy



Washington State Common Core State Standards Spring 2012 Professional Learning Opportunities Mathematics

The Washington State Mathematics three-year transition plan focuses on one domain area for each year of the transition. The chosen domain of focus for year one aligns to the current testing of the MSP. Each year an additional domain will be added, but the process will remain constant for each year.

Each ESD will make available two days of trainings for teacher-leader facilitators during the 2012 spring/summer.

Module	Description
Step 0: Introduction and Overview of the Common Core State Standards for Mathematics (CCSS-M) - (approx.. 1-2 hours)	This information can be accessed through the OSPI webinars or other online resources.
Step One: Decoding the Language of the Common Core State Standards for Mathematics (CCSS-M) – (approx. 3 hours)	During this training, teachers will dig into the language of the standards and what the content standards expect from students.
Step Two: Deepening Your Understanding of the Mathematics in the Common Core State Standards (CCSS–M) - (approx. 4 hours)	Teachers will further unpack the standards by looking at examples and connecting content standards to the Standards of Mathematical Practices.
Step Three: Connecting the Common Core State Standards for Mathematics (CCSS-M) to Instructional Materials – (approx. 1.5 hours)	Teachers will have an opportunity to link the Common Core State Standards for Mathematics to instructional materials and other resources. Teachers will examine the cognitive complexity of tasks within their materials and consider the amount of scaffolding that is appropriate.



Washington State Common Core State Standards Spring 2012 Professional Learning Opportunities English Language Arts

The Washington State English Language Arts three-year transition plan focuses on the primary shifts within the CCSS necessary for each year of the transition.

Each ESD will make available professional learning opportunities for teacher-leader facilitators during the 2012 spring/summer.

Module	Audience	Description
1.0 Getting to Know the ELA CCSS Time: Min. 3 hours	District ELA Leadership Team/ and or principals ELA Coaches/and or Grade-Level Teachers	Receive an overview of the Common Core State Standards for English Language Arts and (ELA) Literacy in History/Social Studies, Science, and Technical Subjects. The presenters will explain some of the major constructs of ELA Common Core. Participants will deconstruct the document and learn the major components, content and organization with a brief explanation of: Reading, Writing, Listening and Speaking, and Language.
2.0 The Vertical Articulation of the ELA CCSS Time: Min. 3 hours	District ELA Leadership Team/ and or principals ELA Coaches/and or Grade-Level Teachers	The ELA Common Core Standards provide a level of detail well beyond what is provided in the written standard. In this presentation participants will learn the vertical and horizontal progression of the standards by strands. The presenter will demonstrate the integration of knowledge and skills through multiple strands with a staircase approach.
3.0 Going Deeper with Text-Complexity Time: Min. 3 hours	District ELA Leadership Team/ and or principals ELA Coaches/and or Grade-Level Teachers	The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects outlines three-part model for measuring text complexity. Participants will learn to provide guidance and support to strengthen reading instruction and to incorporate the kinds of complex texts that are most likely to increase students' readiness for career and college level reading.



Educators Evaluating Quality Instructional Products (EQuIP)

Dear Colleagues:

In January 2012, many states participated in an Achieve convening for ADP Network states in Washington, DC, to determine which ADP states might be interested in a collaborative effort to develop tools and processes to identify the quality of instructional materials aligned to the Common Core State Standards (CCSS). At this convening, Achieve staff shared our recently developed OER Rubrics for evaluating open educational resources (OER). There was also much discussion about (and keen interest in) our Tri-State Collaborative and the rubrics that have been developed by Massachusetts, New York, and Rhode Island to determine the quality and alignment of instructional lessons and units to the CCSS.

Since the January meeting, more than 20 states have conveyed to Achieve their strong interest in participating in a collaborative effort led by Achieve. Specifically, states are expressing a great sense of urgency and the need to determine the quality of *existing* instructional materials or those under development for the *immediate* use by teachers in elementary, middle, and high school classrooms. Equally important, states have the need to build the capacity of educators at the classroom, building, district, and state levels so that they are equipped to make determinations of quality and alignment on their own.

Achieve is pleased to respond to this need and confirm your interest in and commitment to the formation of a collaborative – *Educators Evaluating Quality Instructional Products (EQuIP)*. This collaborative will have the following objectives:

1. Determine the alignment and quality of existing instructional materials in order to determine how they might need to be modified to better address the CCSS;
2. Increase the supply of high quality instructional materials aligned to the CCSS that are available to elementary, middle, and high school teachers as soon as possible;
3. Build the capacity of educators to evaluate the quality of instructional materials for use in their schools/classrooms; and
4. Further develop the rubrics and processes that can be used by educators at all levels that build on criteria for quality such as the *Publishers Criteria* developed by the writers of the CCSS and the OER Rubrics for evaluating open educational resources.

Achieve has secured funds for launching the effort this spring and is working to secure funds through the 2013-14 school year. Proposals are under development. However, in response to the sense of urgency that states are expressing, Achieve is able to leverage and build upon our current efforts (Tri-State and OER) and launch EQuIP at a convening in May 2012. This convening will provide state teams with the opportunity to apply quality tools and processes to instructional lessons and units that states are developing for the 2012-13 school year.



Educators Evaluating Quality Instructional Products (EQuIP)

Overview and State Commitment

➤ **What is EQuIP?**

EQuIP is a collaborative of ADP Network states that are focused on increasing the supply of quality instructional materials that are aligned to the CCSS and available for instruction in elementary, middle, and high school classrooms. Using a common definition of quality, EQuIP teams will learn how to use tools and processes to review the quality of materials (tasks, lesson, units, modules) that states will contribute for the purpose of receiving critical feedback for improvement. State teams will learn how to take the Quality Review tools, training, and processes back to their states to replicate the Quality Review Process and increase the capacity of their teachers and districts to identify quality instructional materials. Finally, through EQuIP, states will use the *Publishers Criteria* that were developed by the writers of the CCSS to adapt EQuIP quality rubrics and processes to develop guidelines that can be part of the process that states and districts can use to screen and purchase commercially developed products including textbooks from vendors.

➤ **What are the benefits of membership in the EQuIP?**

States participating in EQuIP will benefit from increasing the supply of quality instructional materials that are aligned to the CCSS in an efficient, reliable and cost-effective manner. All EQuIP states may use the resulting quality instructional materials that have been reviewed and rated through the Quality Review Process for instruction in elementary, middle, and high school classrooms. Individual EQuIP team members will build their expertise through participation in the Quality Review Process. Also, through the Quality Review Process, state team members will gain insight into methods and strategies for implementation of the CCSS as well as address common challenges across states. All quality tools, including rubrics, protocols and processes that are used during the May convening will be shared with participating state teams and replication of the Quality Review Process will be encouraged as part of the long-term implementation plan for CCSS in each EQuIP state.

➤ **What will be required of states in order to join the EQuIP Collaborative?**

States will be expected to contribute the staff time required for leadership of the effort within the state and coordination of materials to contribute to the Quality Review Process. In addition, the state will need to identify state and/or district participants for the state teams. The state will not be assessed a fee for membership in EQuIP and Achieve will cover all expenses for lodging and meals during the EQuIP Quality Review sessions for members. *States having difficulty with the travel expenses of their team should contact Cristina Marks at cmarks@achieve.org or (202) 419-1583.*



State Partners in the EQUiP Collaborative must assure that they will:

- Identify a state lead and contribute the staff time required for leadership of the effort within the state (serve as point of contact for Achieve; submit instructional materials for use in the Quality Review on May 23-25, 2012; communicate with the state's EQUiP teams in ELA/Literacy and mathematics).
- Contribute instructional materials (e.g., lessons, units) to the Quality Review sessions (4 mathematics; 4 ELA/Literacy).
- Contribute final versions of instructional materials for use by other states that have been reviewed and rated for quality by EQUiP state teams in the Quality Review session in May or subsequent EQUiP review sessions.
- Form teams of 3-4 individuals for ELA/Literacy and 3-4 individuals for mathematics to participate in the Quality Review session on May 23-25, 2012 in Washington, DC. Subsequent sessions are dependent on funding.
- Provide feedback on the quality tools, processes and products that are developed by EQUiP.
- Replicate the Quality Review Process within the state to build the capacity of educators and incorporate these activities within the State's plan for implementation of the CCSS.

Chief State School Officer _____ Date _____

Please return signed Agreement by Friday, April 20, 2012 to Christine Tell, Director of Content, Research and Development at Achieve by e-mail: ctell@achieve.org, fax: 202.828.0911 or standard mail to: Achieve EQUiP, 1400 16th Street NW, Suite 510, Washington, DC 20036.

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2337

Chapter 178, Laws of 2012

62nd Legislature
2012 Regular Session

K-12 EDUCATION--OPENLY LICENSED COURSEWARE

EFFECTIVE DATE: 06/07/12

Passed by the House March 5, 2012
Yeas 87 Nays 7

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate February 29, 2012
Yeas 47 Nays 1

BRAD OWEN

President of the Senate

Approved March 29, 2012, 7:06 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2337** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

March 29, 2012

**Secretary of State
State of Washington**

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2337

AS AMENDED BY THE SENATE

Passed Legislature - 2012 Regular Session

State of Washington 62nd Legislature 2012 Regular Session

By House Ways & Means (originally sponsored by Representatives Carlyle, Orwall, Sullivan, Maxwell, Lytton, Zeiger, Reykdal, Pettigrew, Lias, Dammeier, Fitzgibbon, Pedersen, Hunt, and Hudgins)

READ FIRST TIME 02/07/12.

1 AN ACT Relating to open educational resources in K-12 education;
2 adding a new section to chapter 28A.300 RCW; creating a new section;
3 and providing an expiration date.

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

5 NEW SECTION. **Sec. 1.** The legislature finds the state's recent
6 adoption of common core K-12 standards provides an opportunity to
7 develop a library of high-quality, openly licensed K-12 courseware that
8 is aligned with these standards. By developing this library of openly
9 licensed courseware and making it available to school districts free of
10 charge, the state and school districts will be able to provide students
11 with curricula and texts while substantially reducing the expenses that
12 districts would otherwise incur in purchasing these materials. In
13 addition, this library of openly licensed courseware will provide
14 districts and students with a broader selection of materials, and
15 materials that are more up-to-date.

16 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
17 RCW to read as follows:

18 (1)(a) Subject to availability of amounts appropriated for this

1 specific purpose, the superintendent of public instruction shall take
2 the lead in identifying and developing a library of openly licensed
3 courseware aligned with the common core state standards and placed
4 under an attribution license, registered by a nonprofit or for-profit
5 organization with domain expertise in open courseware, that allows
6 others to use, distribute, and create derivative works based upon the
7 digital material, while still allowing the authors or creators to
8 retain the copyright and to receive credit for their efforts.

9 (b) During the course of identification and development of a
10 library of openly licensed courseware, the superintendent:

11 (i) May contract with third parties for all or part of the
12 development;

13 (ii) May adopt or adapt existing high quality openly licensed K-12
14 courseware aligned with the common core state standards;

15 (iii) May consider multiple sources of openly licensed courseware;

16 (iv) Must use best efforts to seek additional outside funding by
17 actively partnering with private organizations;

18 (v) Must work collaboratively with other states that have adopted
19 the common core state standards and collectively share results; and

20 (vi) Must include input from classroom practitioners, including
21 teacher-librarians as defined by RCW 28A.320.240, in the results
22 reported under subsection (2)(d) of this section.

23 (2) The superintendent of public instruction must also:

24 (a) Advertise to school districts the availability of openly
25 licensed courseware, with an emphasis on the fact that the courseware
26 is available at no cost to the districts;

27 (b) Identify an open courseware repository to which openly licensed
28 courseware identified and developed under this section may be
29 submitted, in which openly licensed courseware may be housed, and from
30 which openly licensed courseware may be easily accessed, all at no cost
31 to school districts;

32 (c) Provide professional development programs that offer support,
33 guidance, and instruction regarding the creation, use, and continuous
34 improvement of open courseware; and

35 (d) Report to the governor and the education committees of the
36 legislature on a biennial basis, beginning December 1, 2013, and ending
37 December 1, 2017, regarding identification and development of a library
38 of openly licensed courseware aligned with the common core state

1 standards and placed under an attribution license, use by school
2 districts of openly licensed courseware, and professional development
3 programs provided.

4 (3) School districts may, but are not required to, use any of the
5 openly licensed courseware.

6 (4) As used in this section, "courseware" includes the course
7 syllabus, scope and sequence, instructional materials, modules,
8 textbooks, including the teacher's edition, student guides,
9 supplemental materials, formative and summative assessment supports,
10 research articles, research data, laboratory activities, simulations,
11 videos, open-ended inquiry activities, and any other educationally
12 useful materials.

13 (5) The open educational resources account is created in the
14 custody of the state treasurer. All receipts from funds collected
15 under this section must be deposited into the account. Expenditures
16 from the account may be used only for the development of openly
17 licensed courseware as described in this section. Only the
18 superintendent of public instruction or the superintendent's designee
19 may authorize expenditures from the account. The account is subject to
20 allotment procedures under chapter 43.88 RCW, but an appropriation is
21 not required for expenditures.

22 (6) This section expires June 30, 2018.

Passed by the House March 5, 2012.
Passed by the Senate February 29, 2012.
Approved by the Governor March 29, 2012.
Filed in Office of Secretary of State March 29, 2012.



Financial Education Public-Private Partnership

Setting the Washington Agenda for Financial Education



**Annual Report to the Legislature
December 2011**

Report to the Legislature

Financial Education Public-Private Partnership Annual Report to the Legislature 2011

Prepared by:

Porsche Everson, Financial Education Coordinator

Financial Education Public-Private Partnership

Support by:

Office of Superintendent of Public Instruction

Kathleen Lopp, Assistant Superintendent

Career and College Readiness

Betty Klattenhoff, Director

Career and Technical Education

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Executive Summary

The purpose of the Financial Education Public-Private Partnership (FEPPP) is to seek out and determine the best methods of equipping students with the knowledge and skills they need, before they become self-supporting, in order for them to make critical decisions regarding their personal finances. The components of personal financial education shall include the achievement of skills and knowledge necessary to make informed judgments and effective decisions regarding earning, spending, and the management of money and credit.¹

The Financial Literacy Public-Private Partnership (FLPPP) was created in 2004 to adopt a definition of financial literacy and identify strategies to increase financial literacy of public school students. The FLPPP was made up of four legislators, four representatives from the financial services sector, four educators, and one designee from the Office of the Superintendent of Public Instruction (OSPI) and the Department of Financial Institutions (DFI). Since 2006, the Legislature has appropriated \$50,000 per year to support the FLPPP, which has been matched by private sources from the FLPPP account established in the custody of the Treasurer for this purpose.

The FLPPP focused on adopting a definition of financial literacy, examining financial education curriculum for alignment with Washington's learning standards, examining financial literacy learning standards that have been developed in other states and by national organizations, and providing and encouraging professional development and workshops in financial literacy for educators. As a result of legislation enacted in 2007, "understanding the importance of work and finance...." appears as one of the goals of Basic Education. In 2008, financial literacy was included within Washington's 7th grade Grade Level Expectations for social studies and economics.

In 2009, the FEPPP was established to replace the FLPPP and continue the work of advancing financial literacy education in Washington. FEPPP accomplishes this work by leveraging state funds with private donations, partnering with other organizations, and providing outreach to educators and administrators in districts throughout the state.

The report highlights the work of FEPPP since the last legislative report was produced, in November 2010.

Highlights for 2011 include:

- FEPPP provided the popular 2-day financial education teacher training event at the flagship Junior Achievement facility in Auburn in February. Fifty teachers participated.
- FEPPP held another 2-day teacher training event in Vancouver in late June for 50 educators. The demand for financial education professional development was so great that registration filled within a day and a half of the announcement.
- FEPPP participated in the Washington Family and Consumer Science Educators conference in Wenatchee in October with approximately 250 attendees.

¹ SHB 1347 § 1, 2009 Regular Session: <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202009/1347-S.SL.pdf>

- FEPPP participated in the Washington Association for Career and Technical Education (WA-ACTE) conference in August in SeaTac with approximately 600 attendees.
- FEPPP participated in the Washington Business Education Association five-state regional conference in February in Tukwila with approximately 175 attendees.
- FEPPP continued to support the comprehensive K–12 financial education project at Aberdeen School District, which has continued throughout the year.
- FEPPP members provided support for legislation improving financial education for students in Washington.
- FEPPP members participated in a work session on financial education requested by the House Education Committee.
- The FEPPP Communications and Development committees created detailed governance policy documents that help ensure the long-term stability and success of FEPPP’s outreach efforts.

FEPPP Accomplishments

Below is a table detailing FEPPP accomplishments in the past year, broken down by the specific tasks outlined in the legislation authorizing FEPPP. What is most significant about this is that all these accomplishments were completed by dedicated FEPPP volunteers and committee members, supported by a part-time administrative assistant and a part-time coordinator.

Table 1: FEPPP Accomplishments in 2011

Legislative Task	Accomplishments
Communicate financial education standards, skills and content knowledge to school districts	<ul style="list-style-type: none"> ● FEPPP participated in the Washington Business Education Association 5-state regional conference in Tukwila in February 2011. ● FEPPP presented at and hosted a booth at the Washington Association for Career and Technical Education (WA-ACTE) conference in August 2011. ● FEPPP spoke at a break-out session and hosted a booth at the Washington Association Family and Consumer Sciences Education (WA FACSE) conference in October 2011 in Wenatchee. ● FEPPP sent out a letter to all school district superintendents and principals, describing the importance of financial education, and resources available to address that need. ● FEPPP is in the process of developing our first newsletter, with a target audience of educators, educational leaders, involved community members, and legislators. ● FEPPP members provided support for legislation improving financial education for students in Washington. ● FEPPP members participated in a work session on financial education requested by the House Education Committee. ● The FEPPP brochure was professionally revised to reflect current FEPPP activity. ● FEPPP created a packet entitled <i>2011 Legislator’s Introduction to FEPPP</i>, to educate newly appointed legislators in the House and Senate education committees about FEPPP objectives.

(Continued on next page.)

Table 1: FEPPP Accomplishments in 2011 *(continued)*

Legislative Task	Accomplishments
Review financial education curriculum on an ongoing basis	<ul style="list-style-type: none"> ● FEPPP developed a simple web application to streamline curriculum submissions for review. This web application allows publishers to submit detailed information about their product, and for FEPPP to review, approve, and publish that information on our website. This provides a valuable resource for educators who are looking for unbiased curriculum information for products that meet or exceed the Jump\$tart National Standards or Washington State standards. The application also allows ongoing submission of information.
Develop curriculum evaluation standards and a procedure for endorsing curricula	<ul style="list-style-type: none"> ● FEPPP evaluated and reaffirmed the current processes used for evaluating curricula, which include: <ul style="list-style-type: none"> ○ Identifying the standards body to which the curriculum is aligned; ○ Ascertaining whether or not the program meets the evidence of effectiveness standard of the Elementary and Secondary Education Act, and whether that proof is rigorous or implied; and ○ Evaluating whether the program is free of major marketing content.
Identify assessments and outcome measures for financial education	<ul style="list-style-type: none"> ● No action taken in 2011. Work is pending.
Monitor and provide guidance for professional development for educators regarding financial education, including how to integrate financial education content into other courses at different grade levels	<ul style="list-style-type: none"> ● FEPPP conducted a 2-day teacher training at Junior Achievement in February. 50 teachers participated. A significant portion of one afternoon was devoted to discussions about how to integrate financial education content into other courses at different grade levels. ● The FEPPP Communications Committee continued to maintain and update the FEPPP website www.FEPPP.org, which provides resources and web links for educators, children, parents and young adults; core and supplemental financial education curricula; and FEPPP membership and meeting information.

(Continued on next page.)

Table 1: FEPPP Accomplishments in 2011 *(continued)*

Legislative Task	Accomplishments
Work with Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) to create professional development that could lead to a certificate endorsement or certificate of competency in financial education	<ul style="list-style-type: none"> • No action taken in 2011. Discussions occurred in 2010 with OSPI and PESB, and additional steps were deferred indefinitely.
Develop academic guidelines and standards-based protocols for classroom volunteers who deliver financial education in public schools	<ul style="list-style-type: none"> • FEPPP developed and published Academic Guidelines for Classroom Volunteers. The guidelines mirror those used by Jump\$Start volunteers. The guidelines can be found on the FEPPP website at www.FEPPP.org.
Provide an annual report (due December 1, 2011)	<ul style="list-style-type: none"> • FEPPP prepared and delivered an annual report to the legislature. It can be found at www.feppp.org/documents.htm.
Provide technical assistance and grants to support demonstration projects for districtwide adoption and implementation of the national Jump\$Start financial education learning standards	<ul style="list-style-type: none"> • FEPPP partnered with Aberdeen School District in 2010 to support the first ever demonstration project for districtwide adoption and implementation of the national Jump\$Start financial education learning standards. • FEPPP is providing ongoing support and coaching to the Aberdeen School District as necessary. <i>See additional content below this table for more information on the Aberdeen Pilot Project.</i>
Publish the results from the biannual Jump\$Start survey of personal financial literacy	<ul style="list-style-type: none"> • No action taken in 2011. When Jump\$Start publishes their next survey, FEPPP plans to publish and promote the results.
Monitor progress toward adopting financial education standards by school districts	<ul style="list-style-type: none"> • FEPPP is informally monitoring progress toward adopting financial education standards. So far, Aberdeen is the only district to adopt the Jump\$Start national standards for implementation districtwide. • FEPPP is informally monitoring implementation of financial education courses via our teacher training and outreach program.

(Continued on next page.)

Table 1: FEPPP Accomplishments in 2011 *(continued)*

Legislative Task	Accomplishments
Publish a report on the professional development activities related to equipping teachers with the knowledge and skills to teach financial education	<ul style="list-style-type: none"> ● FEPPP will publish the 2011 Teacher Training Report before January 2012, which will be posted on www.FEPPP.org.
Report on activities related to financial education curriculum development	<ul style="list-style-type: none"> ● FEPPP provided information related to national pilot project efforts to develop comprehensive financial education curricula to the Washington State Legislature House Education Committee during a hearing on House Bill 1684.
Provide recommendations for policies or activities to support financial education in public schools	<ul style="list-style-type: none"> ● FEPPP regularly engages in outreach activities to support financial education in public schools, through conference participation as a vendor, teacher training events, and legislative involvement. ● FEPPP spoke in favor of legislation related to financial education in schools (HB 1684 and HB 1594). ● FEPPP developed and adopted the Classroom Volunteer Guidelines, which outline expectations for FEPPP volunteers.
Solicit contributions from private sector partners and supporters	<ul style="list-style-type: none"> ● FEPPP set a target fundraising goal of \$30,000 for FY 2011–12. Fundraising will occur during Quarter 3 and Quarter 4.
Review federal financial education legislation and write grants	<ul style="list-style-type: none"> ● FEPPP partnered with OSPI to submit a grant in the fall of 2010 to develop a comprehensive financial education curriculum, but did not receive the grant. ● FEPPP was awarded a grant of \$28,000 for teacher training from the Washington Council of Economic Education. ● FEPPP was awarded a grant of \$5,000 from the Washington CPA Foundation.
Make recommendations about terms of appointment (time, term limits)	<ul style="list-style-type: none"> ● The FEPPP Development and Communications Committees collaborated to develop recommendations related to FEPPP governance. The FEPPP Executive Committee endorsed and approved the recommendations, and those recommendations were introduced in House Bill 1594, which passed. ● Initiated the staggered term process in August 2011.

(Continued on next page.)

Table 1: FEPPP Accomplishments in 2011 *(continued)*

Legislative Task	Accomplishments
Create a marketing plan and development plan (fundraising)	<ul style="list-style-type: none"> • The Communications Committee created a marketing plan in 2010, and has been successfully executing that plan since then, through attendance at trade shows and conferences, presentations, and outreach mailings. • The FEPPP Development Committee has created a target development goal of \$30,000 for FY 2011–12, and will be refining their fundraising plan over Quarter 3 and Quarter 4.
Create and monitor budget	<ul style="list-style-type: none"> • The FEPPP Development Committee, working in conjunction with OSPI created a FY 2010–11 budget, and monitors that budget monthly. • The FEPPP Executive Committee receives the monthly budget report from the Development Committee. • FEPPP’s 2010–11 budgeted expenses were \$163K. Actual expenses were \$136K or 83 percent of planned spending. This savings was accomplished primarily with aggressive cost management, co-sponsorships, in-kind donations, and reduced operating costs.

See Appendix A to review counties, districts and schools served in 2011.

Aberdeen School District Demonstration Project

RCW 28A.300.462 (3) directs OSPI and FEPPP to partner in up to four demonstration projects for districtwide implementation of the Jump\$tart National Standards on personal financial education. The Aberdeen School District (Aberdeen) was the first FEPPP demonstration project site with initial training completed on August 25–27, 2010. Aberdeen preferred that we implement a train-the-trainers approach whereby FEPPP would train a core group of Aberdeen educators who were then to train their peers to integrate financial education into their classes. All trainers were current or former educators with specific specialties in personal financial education topics. They introduced Aberdeen teachers to a personal finance curriculum and showed them how to incorporate it into their existing lesson plans.

During the 2010–11 school year, the core teachers who attended the FEPPP training in August 2010 shared the financial education curriculum and lesson plans with other Aberdeen teachers.

- The elementary teachers were trained throughout the year at grade level meetings. Each educator was given the option of where to integrate the material, either as math connected lessons or in other areas. The majority of the materials were covered at the end of the school year, after the Measurement of Student Progress tests.

- For middle schools, math classes and Navigation 101 were chosen as the delivery vehicles for the financial education curriculum. Like the elementary schools, the lessons were rolled out after the conclusion of state testing in May.
- For the high school, the lessons were taught in the advisory classes that meet daily, with content divided by grade levels. Eight teachers supervised this effort. While the students found the content to be relevant to their lives, this approach presented a number of challenges including difficulty in coordination, timing, and teacher preparation. The process could be improved by providing more time for teacher planning throughout the year and by training all teachers responsible for content delivery.
- For the alternative high school, one teacher and two staff members received the initial training on the curriculum. They decided to implement the lessons through advisory which meets each week. The remaining faculty and staff were trained by the trainer during some staff development times and implemented one lesson per week beginning in the fall of 2010. This approach worked well because all staff were involved and given the freedom to determine how to best integrate the material into their curriculums, but consistency and gathering feedback were issues even in this group. Teachers reported that the materials generated “rich discussions about the content.” The district reported that the program was especially effective in the teen parenting program.

Testing demonstrated that the financial education program had a significant impact in increasing student’s financial knowledge. In spite of exhibiting a lower level of baseline knowledge than is the norm at the high school level, Aberdeen high school students’ knowledge increased to within one percent of the national post-test averages after being taught the material. High school teachers were able to increase student scores in their classes by an average of **52.67 percent** per question. Middle school student learning also increased, with an average increase in scores of **54.33 percent**. For upper elementary level, it is much more difficult to ascertain the program’s impact, due to failures in reporting. However, for the questions where results were reported, student knowledge increased by **35 percent**. Upon the advice of the teachers, it was decided not to collect K–2 data for a wide variety of reasons, including the wide variation in skills of this group.

A follow-up survey to teachers in Aberdeen in the fall of 2011 found that 100 percent of the respondents who taught personal finance to their students in the previous school year:

- Intended to continue integrating personal finance into their classes.
- Thought that their students benefitted from the program.

A kindergarten teacher commented, “I think it was good to expose them to finance lessons at a young age.” A third grade teacher noted, “It opened up a lot of conversation with the students. I focused my conversations on education (we promote college readiness) and how it correlates to the amount of pay on a job.” A young mother attending the alternative high school noted that learning about savings motivated her to open a savings account for her son, reinforcing the alternative education program’s commitment to continuing financial education in their school.

The district reports that it plans to continue to incorporate the lessons into its math programs districtwide.

Current Status of the FEPPP

Current state funding and carry-forward dollars as of September 30, 2011:

Private Contributions	\$ 48,648.00
State Appropriations	\$ <u>137,172.34</u>
Total Balance	\$ 185,820.34

Listed below are the appointed members of the FEPPP.

Table 2: Appointments to the FEPPP

Appointment	Appointed By	Term Ends
Steve Hobbs, Senator (D)	President of the Senate	07/31/13
Curtis King, Senator (R)	President of the Senate	07/31/13
Sharon Tomiko Santos, Representative (D)	Speaker of the House	07/31/13
Glenn Anderson, Representative (R)	Speaker of the House	07/31/13
Kimberly Scott, Co-Vice President, Washington Society of CPAs	Governor	07/31/12
Stacy Augustine, Senior Vice President, Washington Credit Union League	Governor	07/31/13
Greer Gibson Bacon, CFP President of Asset Planning & Management, Inc.	Governor	07/31/12
Eric Pearson, President and CEO of Community First Bank	Governor	07/31/13
Pam Whalley, Director of CEFE and ECON Instructor, Western Washington University	State Superintendent	07/31/12
Leslie Nuttman, Instructional Media Services Director, North Mason School District	State Superintendent	07/31/13
Joni Koch, Teacher, Lynden Middle School	State Superintendent	07/31/12
Karen Quinn, Teacher, Federal Way Schools	State Superintendent	07/31/13
Linda Jekel, Director, Washington Department of Financial Institutions	DFI Director	07/31/13
Greta Bornemann, Mathematics Director, OSPI	State Superintendent	07/31/12
Mary Nagel, FACSE Program Supervisor, OSPI	State Superintendent	07/31/13

In 2011, House Bill 1594 defined and established staggered terms for the non-legislative members of FEPPP. At the General Membership Meeting on July 18, 2011, the FEPPP Development Committee led a process for randomly selecting FEPPP members from among the

various non-legislative categories for the staggered two-year terms. One-half of the non-legislative members received an initial one-year term to establish the staggered balance of seats. There is no limit to the number of terms for which a member can be appointed.

Plans for 2011–12

FEPPP will host two 2-day training sessions for educators, continuing the important efforts of providing professional development opportunities. Training will be held in Tacoma in February 2012, and Yakima in June 2012. Prior events have been held in Bellingham (2009), Spokane (2010), Auburn (2011), and Vancouver (2011).

FEPPP will continue to provide outreach to educators and administrators, providing information, resources and support to further financial education efforts across the state.

Recently Superintendent Dorn adopted the common core state standards (CCSS) in mathematics and English language arts for the state of Washington. FEPPP will be examining ways to support the integration of personal finance within the structure of the new standards. The FEPPP Executive Committee has endorsed a task force, which is charged with identifying a plan of action.

Conclusion

FEPPP's work is making a difference in expanding financial education opportunities for our students in Washington State. In just the last six months alone, FEPPP has provided two teacher training events, one in Auburn and the other in Vancouver, both reaching the maximum number of attendees. These faculty, armed with new skills, confidence and resources, are reaching out not only to thousands of students in their districts across the state, but are also collaborating with their fellow educators, creating viral enthusiasm for teaching personal finance.

The FEPPP Communications Committee has reached out to thousands of education leaders around the state, providing information and resources for implementing financial education into existing or new courses.

The FEPPP Development Committee has provided essential stabilization and maturation work, including creating a governance policy, guidelines for classroom volunteers, and being good stewards of FEPPP dollars. They continue to maintain relationships with funders and partners, to seek not only financial contributions, but support and involvement in the FEPPP mission.

FEPPP has significant traction in making a difference in regard to financial education in Washington State. The organization has high credibility among school districts, educational service districts, public agencies, the Legislature, and the financial industry. It bridges all of the stakeholder groups to provide effective, efficient support and advocacy for financial education in our K–12 system.

Appendix A

Table 3: Schools, Districts, and Counties Served in 2011

Schools (86)	School Districts (38)	Counties (16)
Sequim High School	Sequim SD	Clallam
Amboy Middle School	Battle Ground SD	Clark
Battle Ground High School	Battle Ground SD	Clark
Maple Grove Middle School	Battle Ground SD	Clark
Pleasant Valley Middle School	Battle Ground SD	Clark
Tukes Valley Middle School	Battle Ground SD	Clark
Liberty Middle School	Liberty SD	Clark
Columbia River High School	Vancouver SD	Clark
Fort Vancouver High School	Vancouver SD	Clark
Hudson's Bay High School	Vancouver SD	Clark
Skyview High School	Vancouver SD	Clark
Truman Elementary School	Vancouver SD	Clark
Woodland Middle School	Woodland SD	Clark
Castle Rock Middle School	Castle Rock SD	Cowlitz
Kelso High School	Kelso SD	Cowlitz
McLoughlin Middle School	Pasco SD	Franklin
A J West Elementary	Aberdeen SD	Grays Harbor
Alexander Young Elementary	Aberdeen SD	Grays Harbor
Central Park Elementary	Aberdeen SD	Grays Harbor
Harbor High School	Aberdeen SD	Grays Harbor
Hopkins Elementary	Aberdeen SD	Grays Harbor
J M Weatherwax High School	Aberdeen SD	Grays Harbor
Mcdermoth Elementary	Aberdeen SD	Grays Harbor
Miller Junior High School	Aberdeen SD	Grays Harbor
Robert Gray Elementary	Aberdeen SD	Grays Harbor
Auburn Mountainview High School	Auburn SD	King
Auburn Riverside High School	Auburn SD	King
West Auburn High School	Auburn SD	King
Illahee Middle School	Federal Way SD	King
Kilo Middle School	Federal Way SD	King
Nautilus Elementary School	Federal Way SD	King
Sacajawea Middle School	Federal Way SD	King
Saghalie Middle School	Federal Way SD	King
Sequoyah Middle School	Federal Way SD	King
Star Lake Elementary	Federal Way SD	King

(Continued on next page.)

Table 3: Schools, Districts, and Counties Served in 2011 (continued)

Schools (86)	School Districts (38)	Counties (16)
Todd Beamer High School	Federal Way SD	King
Bow Lake Elementary	Highline SD	King
Evergreen High School	Highline SD	King
Highline HS High School	Highline SD	King
Mount Rainier High School	Highline SD	King
Mount View Elementary	Highline SD	King
Tech, Engineering, and Communications School	Highline SD	King
White Center Heights Elementary	Highline SD	King
Issaquah Middle School	Issaquah SD	King
Kent-Meridian High School	Kent SD	King
Mercer Island High School	Mercer Island SD	King
Bothell High School	Northshore SD	King
Ballard High School	Seattle Public Schools	King
Chief Sealth High School	Seattle Public Schools	King
Hamilton International Middle School	Seattle Public Schools	King
Ingraham High School	Seattle Public Schools	King
Nathan Hale High School	Seattle Public Schools	King
Rainier Beach High School	Seattle Public Schools	King
Roosevelt High School	Seattle Public Schools	King
Salmon Bay School	Seattle Public Schools	King
Stevens Elementary School	Seattle Public Schools	King
West Seattle High School	Seattle Public Schools	King
Shorewood High School	Shoreline SD	King
Goldendale High School	Goldendale SD	Klickitat
Columbia High School	White Salmon Valley SD	Klickitat
Mossyrock High School	Mossyrock SD	Lewis
Napavine High School	Napavine SD	Lewis
APOLO Middle/High School	Winlock SD	Lewis
Kingston High School	North Kitsap SD	Mason
North Kitsap High School	North Kitsap SD	Mason
Cedarcrest High School	Riverview SD	Okanogan
Willapa Valley Middle & High	Willapa Valley SD	Pacific
Lake Washington High School	Lake Washington SD	Pierce
Cougar Creek Elementary	Lakewood SD	Pierce
Lakewood High School	Lakewood SD	Pierce
Mt. Tahoma High School	Tacoma Public Schools	Pierce
Mt. Baker Middle School	Mt. Vernon SD	Skagit

(Continued on next page.)

Table 3: Schools, Districts, and Counties Served in 2011 (continued)

Schools (86)	School Districts (38)	Counties (16)
Pioneer Elementary	Arlington Public Schools	Snohomish
Alderwood Middle School	Edmonds SD	Snohomish
Cascade High School	Everett Public Schools	Snohomish
Cascade Middle School	Everett Public Schools	Snohomish
Burnt Bridge Creek Elementary	Evergreen SD	Snohomish
Fircrest Elementary	Evergreen SD	Snohomish
Fisher's Landing Elementary	Evergreen SD	Snohomish
Frontier Middle School	Evergreen SD	Snohomish
Heritage High School	Evergreen SD	Snohomish
Shahala Middle School	Evergreen SD	Snohomish
Allen Creek Elementary School	Marysville SD	Snohomish
Nisqually Middle School	North Thurston SD	Thurston
Harmony Elementary School	West Valley SD	Yakima
Eisenhower High School	Yakima SD	Yakima

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Washington State Middle Schools Student Success Skills Guide

Kevin P. Haggerty, MSW, Ph.D.

Amy Moretti

Mike Hubert

Report Draft

May 2012

Social Development Research Group, School of Social Work

University of Washington

Office of Superintendent of Public Instruction

Association of Washington School Principals

A Report Commissioned by the Raikes Foundation



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Executive Summary

Children with strong social and emotional skills have been shown to demonstrate greater success both academically and socially, than their peers without social and emotional skills. For this reason, social and emotional learning (SEL) programs are important contributors to the social, emotional, and academic success of students. Based on what is known about the developmental needs of youth in the middle-level grades, specific student success skills (or competencies) have emerged as priority outcomes for this age-group.

PURPOSE:

The purpose of this report is to provide a guide for policy and practice implementation surrounding student success skills in the middle-level grades. Our goals are threefold: 1) to deliver a set of defined and fully vetted, research-based personal-social, academic-educational, and career development middle school competencies; 2) to provide documentation of how common guidance curricula are addressing priority student competencies and identify gaps; and 3) to offer an assessment tool that measures achievement of identified priority student competencies. The following summarizes these goals:

1) Defined Student Success Competencies. Based on what is known about the developmental needs of youth in the middle-level grades, specific student success skills were articulated. These competencies were vetted through a survey of Washington State middle school counselors and principals in September 2011. Analyses reveal that both principals and counselors overwhelmingly supported the importance of all the competencies. Nearly 90% of counselors and principals rated the competencies as very important or important, with the exception of educational planning (78% principals, 73% counselors). The final list of 16 vetted student success competencies and 5 system support competencies are listed in Table 1. A more complete description of these competencies is offered on page **XX**.

Educational Success Skills	Self-management Skills	Interpersonal Skills	Knowledge of Self	System Level Supports
1) Organization Skills/Time Management 2) Study and Test 3) Self-Advocacy 4) Goal Setting 5) Educational Planning*	1) Self-Control 2) Stress Management 3) Decision Making 4) Persistence	1) Empathy/Compassion 2) Problem Solving/Conflict Management 3) Effective Group Skills 4) Social Belonging	1) Self-Efficacy 2) Personal Identity 3) Citizenship	1) Caring Relationships 2) High Expectations 3) Opportunities to Contribute 4) Family Involvement 5) Cultural Competency

*Denotes competency specific to eighth grade student success.

2) Guidance Curricula Review. Based on the support of the competencies from the Principal and Middle School surveys, UW-SDRG worked to develop a crosswalk of commonly used guidance curricula (as identified by survey results) and prioritized student competencies. Our crosswalk provides a detailed analysis of gaps between the prioritized competencies and the skills targeted in commonly used social and emotional learning programs.

3) Student Success Skills Assessment. Through a review of the literature we have developed a sample assessment tool that can be used to measure each of the 16 student success skill constructs. The measures have strong reliability, are publicly available, are predictive of academic or social outcomes and most of the scales are relatively short in length and are expected to be sensitive to change. We have recommended XX subscales for the measurement.

RECOMMENDATIONS:

Our work to this point lends itself to a number of specific recommendations for both policy and practice:

1) Adoption of the student success competencies by OSPI - Due the resounding support for these competencies and the gap between skill importance and effectiveness at addressing each competency, it is recommended that review occur with key OSPI program staff with the goal of adopting these specific competencies as learning standards for students in the middle grades.

- 2) Assessment of student success competencies at the middle-level to determine school-based need-** In order to prioritize which competencies to address, it is recommended that individual middle-level schools make use of the assessment tool developed to identify areas of need and measure change across these specific skills.
- 3) Implementation of programs that have demonstrated success at meeting needed competencies-** Depending on assessed areas of need, it is recommended that middle-level schools select from the curricula that have demonstrated success at addressing specific identified competencies.
- 4) Ongoing monitoring and evaluation of these programs at the middle-level-** As programs are adopted, it is recommended that ongoing assessment and evaluation of these programs occur across schools to determine effectiveness of competency development.

DRAFT

Smarter Balanced Assessment Consortium

Smarter Balanced Weekly Update

Issue 62

Week ending Friday, April 27, 2012

Top News This Week

- Educator opportunities for participation announced
- New hardware purchasing guidelines announced

The Smarter Balanced Weekly Update is an email sent each Friday to keep Consortium members and collaborators informed of new developments and upcoming events. The Update is widely distributed to Consortium state leads, work group members, Consortium and WestEd staff, and Consortium advisors, partners and service providers. State members should feel free to share information in the Update with those who are interested in the Consortium's work.

Please note that embedded links in the Update sometimes direct readers to the Consortium's internal website, available only to Consortium members. If you are a state employee in a Consortium state and need access to material on this website, please contact sbac@wested.org.

From the Executive Director

Greetings—and apologies for the delay in this edition of the Weekly Update. With spring in full swing across the country, schools are preparing for the final push before the end of the year. It is a time when many activities—from final projects to year-end assessments to preparation for special events and graduation—are all happening simultaneously.

The same is true for Smarter Balanced. We have issued 13 requests for proposals and awarded nine contracts (out of an expected 17) toward the development of the summative assessment. Eight of these contracts are currently active—meaning that work groups, state leads, and staff are working diligently to ensure that these projects remain on track and in sync.

Looking ahead to May, Governing States will soon receive a revised version of the Formative Master Work Plan. I would like to thank member states and work groups for providing feedback on the draft document earlier this month. The plan outlines our approach to developing a digital library of professional development materials, resources, and tools aligned to the Common Core State Standards and Smarter Balanced claims and assessment targets. Once adopted, we will organize the activities into procurements and begin developing RFPs.

In addition, claims for the Mathematics Content Specifications will move forward for approval from Governing States. We will also engage our stakeholders in a review of draft accessibility and accommodations policy guidelines developed through RFP-06.

Finally, I wanted to highlight an article co-authored by Jaci King, director of higher education collaboration, in *Trusteeship*, a publication of the Association of Governing Boards. "The Common Core State Standards: Closing the School-College Gap" discusses the impact of the CCSS and the important role governing boards and other higher education stakeholders can play in successful implementation of the standards. The article is available at <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/04/Closing-the-School-College-Gap-AGB-Trusteeship.pdf>.

Our progress so far would not be possible without your work. Thank you for your continued support. JW

Announcements

Educator opportunities for participation—Governing State leads: This week, the recruitment for teachers to participate in stimulus reviews began with emails to Governing State leads. The Governing States will be asked to coordinate several recruitment activities this summer to support pilot test item and task

development, as well as research on automated scoring and item procurement options—all part of Contract-14 Pilot Item/Task/Stimulus Research, Development, and Reviews. CTB/McGraw-Hill is leading the contract with several partners including American Institutes for Research, Data Recognition Corporation, Council for Aid to Education, Human Resources Research Organization, and College Board. Please see separate emails for details.

New hardware purchasing guidelines—Smarter Balanced has developed hardware and operating system specifications for new technology purchases as part of a comprehensive approach to technology guidance. These guidelines provide clear information for schools and districts making new instructional technology purchases so that they can proceed with the assurance that these devices will be able to administer the Smarter Balanced assessments in the 2014-15 school year. The guidelines and FAQ are available at <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>.

The RFP for report system development (RFP-15) has been released to vendors—Proposals are due Wednesday, May 23, to build the reports and the technology applications to implement the reporting system for the summative and interim assessments. The RFP is available at <http://www.k12.wa.us/SMARTER/Jobs-Contracts.aspx>.

Technology Readiness update—Technology readiness data collection efforts are currently underway across member states, and data collection reports are available. These reports describe back to districts and schools what has been submitted to help improve data quality and to inform the two consortia about which types of hardware and operating systems are currently being used in schools. After the data collection window closes and minimum technology specifications have been determined, gap analysis reports will be available.

Upcoming Events

Chiefs meeting—Chiefs and state leads: The next meeting of the member state Chiefs will occur via webinar on Monday, April 30, at 1:00 p.m. (Pacific). Please see separate email for agenda and webinar information.

Resources

External website—The Smarter Balanced external website can be found at www.smarterbalanced.org. The site showcases the innovative work of the Consortium and provides frequent updates on activities, milestones, and events. Visitors are able to explore an interactive timeline of activities by school year, download new fact sheets and resources, and sign up for a monthly e-newsletter.

Collaboration Site—Consortium members: The Consortium uses an internal collaboration site hosted by Google Docs to enable information sharing and collaboration among the member states. If you are a state employee in a Consortium state and need access to material on this website, please contact sbac@wested.org.

Relevant news items—State members: Weekly selections of news items relevant to the Consortium are available on the internal Smarter Balanced website at <https://sites.google.com/a/smarterbalanced.org/home/communications/news-archive>.

Prior versions of the Weekly Update—State members: Previous Smarter Balanced Weekly Updates are available on the internal Smarter Balanced website at <https://sites.google.com/a/smarterbalanced.org/home/communications/weekly-update-archive>.

Smarter Balanced meeting minutes—State members: Agendas and minutes from previously held meetings are available on the internal Smarter Balanced website at <https://sites.google.com/a/smarterbalanced.org/home/meetings>.

Answering Open Questions

Each week we will address a question or two on the minds of Consortium members. Send your questions to sbac@wested.org.

What alternative assessment options will be available for students with special needs?

The Smarter Balanced assessment system will provide accurate measures of achievement and growth for students with disabilities and English language learners. The assessments are being designed from the beginning to address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

Smarter Balanced items and tasks will be accessible to as many students as possible without adaptation, while also supporting accommodations to meet the needs of specific subgroups of students, including: auditory presentation of content; tactile presentation of content (e.g., Braille); and translated presentation of content in signed form and select languages.

In addition, two other assessment consortia are being funded by the U.S. Department of Education to develop assessments for students with significant cognitive disabilities that will be compatible with Smarter Balanced.

- Dynamic Learning Maps (DLM) – <http://dynamiclearningmaps.org>
- National Center and State Collaborative (NCSC) – <http://www.ncscpartners.org>

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Smarter Balanced Assessment Consortium

WestEd—Project Management Partner
sbac@wested.org

aa_12

CCSS Steering Committee meeting notes
February 8, 2012
K-20

Attending:

Jessica Vavrus (OSPI), Greta Bornneman (OSPI), Niquette Kelcher (OSPI), Dan Bishop (Seattle Pacific University), Tammy Campbell (Spokane Public Schools), Jane Chadsey (Learning Forward, WA), Kathy Shoop (Association of Educational Service Districts), Jada Rupley (Association of Educational Service Districts), Randy Spaulding (Higher Education Coordinating Board), Jeanne Harmon (Center for Strengthening the Teaching Profession), Alan Burke (OSPI)

Jessica introduced Randy Spaulding from the HEC Board as the newest member of our group.

Jessica led a discussion regarding **Implementation Activities**. She began with this question: What types of messages to you need to hear about alignment of agency work?

Tammy -

- Special education - principals want to know what will be in place with resource teachers and other SpEd educators?
- We need a transition document in ELA like the one MA.
- How will SBAC work and NCLB work together - what policy decisions are being made now? Timeline for assessment laid on top of timeline for implementation. We understand some decisions will come later - when will we know certain types of decisions? Decision timeline for big implementation questions.
- TPEP coordination -- how much will the state frameworks reflect the expectations of the CCSS?

Kathy -

- Principals are concerned about the EOC, SBAC, money, learning tools.
- Have no sense of the vocabulary or the major shifts. Made them anxious.
- Curric Directors have been learning about this all year, but have not communicated thus far with the principals. Many districts are concentrating on getting central office folks to some level of awareness.
- Principals need help weaving CCSS into the work they are already doing, instead of seeing it as an add-on. Suggest OSPI put together a panel or presentation at the WASA/AWSP summer conference.

Tammy

- Make it a team event. Use some of the leading principals along with OSPI staff. Spokane/ESD 101 will host a weeklong conference this summer, probably the week of June 18. Could use this as a model for use in other parts of the state.

Jane

- Connect this initiative with others already in progress. Focus with principals on the practices and habits of mind. These practices are the same as in the Instructional Frameworks (be specific about the linkages). Crosswalk the practices with those IF rubrics.
- Go where principals are -- get their attention by getting the attention of the people who supervise principals

Jessica

- WASA, WSSDA, OSP will partner at a conference in a November

Jada

- Many Curric folks are now doing supervision of principals, so might be a logical way to make the connections. How does CCSS relate to Spec Ed, WaKIDS, TPEP, CTE? Too much stuff coming down on the principals -- we need to make it all make sense for them.

Tammy

- Travel is reduced by 75%. Principals are not leaving their buildings. Need to find another way to get to them.

Randy

- Core To College is also converging. HECB is looking at ways to make CCSS be an organizing element.

Greta

- Build a webinar specifically for building administrators. NASSP has a new webinar series that might be useful.

Jessica

- Convene the C&I directors in the 15 largest districts to encourage collaboration among the big districts with capacity so we can think about how to capitalize on that expertise. Perhaps the week of April 23rd.

Tammy

- Spokane has monthly meetings with principals to do PD. OSPI can provide CCSS content to districts so they can offer workshops without needing to have special expertise. Curriculum Directors and Supervisors need a somewhat different flavor. Anything they can use "out of the box" would be especially useful.

Jessica -

- Offer something similar for the content associations. OSPI will meet with them in March - good time to check and see what they need.

Other News:

Affinity Network -- national effort trying to create vertical conversations on CCSS between K-12, CCs and IHEs. Spokane and WSU are participating in mid-April. Similar to Core To College effort and Transition Math Project. Bill Moore and Greta are going to KY for Core To College in February.

PESB is leading an effort to examine teacher competencies impacted by the CCSS to see if they need to be rewritten. Lisa and Greta will introduce the committee to CCSS. Decision has implications for rewriting and revalidating the WEST-E content assessments and for the program designs to prepare teachers for the new expectations. Goal is to have something ready for

approval at the PESB July meeting. TPA also will need to deal with CCSS. Is likely aligned, but validity measures will need to be attended to.

OSPI is on the spring **WACTE** agenda. TPA implications will likely be on the agenda. Might be a good opportunity to discuss CCSS changes. All institutions need basic CCSS awareness well beyond the teacher prep programs. WACTE can help with readiness within prep programs, but can't deal with everything related to career preparation in other arenas. Need collaboration to align coursework (K-12 college bound AND coursework within IHEs), deliver key messages, rethink systems. Either task is difficult, doing both simultaneously is incredibly challenging.

Another challenge is the universities don't "speak with one voice." Teachers recently heard from university professors who do not approve of or support CCSS implementation. They need to get on one page so that HS teachers hear no conflicting messages - one thing from universities and something different from K-12.

Jessica introduced a discussion about the **March 7th webinar**: what focus for school and district leaders? Connection among initiatives, crosswalk with TPEP IF might be a good topic for May. In March, could do something for principals or something on implementation planning. Maybe feature Spokane and Lyndon as examples? Link to district goals. What will be different because of these shifts? What are the implications for practice? Tammy already has some materials prepared.

Communicating with Parents

Ask the Content Associations in the March meeting for suggestions about how to effectively reach out to parents.

Alan: use the National PTA information and create our own documents that speak in "parent" language.

Tammy: think about "Guaranteed interfaces" - parent teacher conferences, short blurbs for the school newsletter and website. Districts could strongly suggest that school administrators include whatever OSPI supplies.

IMPLEMENTATION RUBRIC discussion

Greta introduced this draft of the implementation rubric, which is designed as a readiness assessment or reflection tool to help guide district dialogue about their implementation plan. Basically, asking the question... "Is your district ready to adopt a significant initiative that will change the way you do business?"

Suggestions:

- Add some more CCSS vocabulary to make it more specific and pragmatic examples of how large and small districts are doing these things? Middle of the chart..... what are some examples? From big

districts and little ones. Leave a place for districts to show evidence - good reinforcement for "writing from evidence."

- Readiness is mixture of ability and willingness.
- This not the transition plan -- districts still need guidance about what to DO.... Step 1, Step 2.... If this, then that....
- Add in reference to grading practices somewhere. "Grading practices that support deep implementation to the CCSS..."
- Quote from TPEP IFs to provide some specific examples and draw connections to TPEP - Might be able to work on this in Atlanta

Greta and Jeanne will incorporate these ideas for the March 7th webinar.

Jessica and Greta discussed information from the **Learning Forward grant partnership** meeting. Greta and Jessica will attend all of KY's statewide task force meetings, which meet monthly (either electronic or in person). Steering Committee members are invited to listen in on the debrief calls that happen after every meeting. Jessica will send the dates. KY is making the link between CCSS and TPEP so they have much to share. LF will set Steering Committee members up with Learning Exchange privileges to participate in webinars and look at resources.

Next Meeting

Our next meeting is in Atlanta April 18-20. At that time, we will schedule one more spring meeting for late May or early June.

Notes from Washington's CCSS Communications Team Meetings – 2011-12 year

9/23 CCSS Comm. Team meeting

Greta, Jeanne, Sylvia, Linda, Kristin, Chris, Lori, Ramona, Anne

Logo and key messages were presented to the Steering Committee on Wednesday. Logo is official. Key messages have a few more edits - Sylvia should have final ready on Monday. Greta needs the logo for forum materials next week. Jeanne will connect the designer and David Morrill.

OSPI's new Web editor will be announced soon for a mid-October start.

NOTES FROM THE FIELD:

Ramona - PTA is using the key messages to answer questions and will begin clipping them into updates.

Lori - met with Teaching and Learning staff at ESD 112. They are already doing some work. A one-pager would be welcome. (Sylvia says it's coming soon).

Chris - OSPI used the key messages in the Next Gen Science announcement. Hopefully communicates these things are all connected.

Kristin - WASA also could use a onepager and will start with regular blurbs in their monthly newsletter.

Linda - AWSP did a 3-2-1 survey regarding CCSS and will share the 42 responses. CCSS will be a discussion topic at their upcoming quarterly Board meetings.

Anne - Talked with the Board; they are excited. Will start using key messages in their blog. Pfl will be happy to help with the work and volunteers WASTEM also!

SELECTED ACTIVITIES:

WSASCD symposium focusing on CCSS - Nov 1 in Federal Way 5-8pm. Designed for district teams. Advertising will start next week.

OSPI Policy Forums Oct 1 and Oct 23. Full day events for teachers and principals to learn about and provide perspective on implementation of CCSS and TPEP.

ESD staff webinars Oct 7 and 17. Two identical sessions for staff who want a basic grounding in CCSS.

See the OSPI CCSS website for more events - lots going on.

NEEDS:

Section the website by audience in order to focus the user on relevant materials.

Grade level highlights are useful for educators, but need something more friendly for community. Point them to the National PTA materials instead. And ask ELA staff to think about removing some of the jargon from the left column on their pages.

BRIEF Powerpoint - Sylvia will have something early next week.

CCSS Listserv

Press kit that coordinates with SBAC's - coming in a few months.

One page fact sheet in plain English to cover a variety of audiences. Sylvia will work with Lori on this.

Next meeting is Monday, October 31st at OSPI from noon - 4pm. Will be on K-20 -- notify Tony Brownell at OSPI if you want to attend via K20 or Candace Antene if you will join via phone. *"Common Core is NOT Scary!"*

11/30/11 - CCSS Communications Team Meeting

Present: Linda Farmer (AWSP), Kristin Jaudon (WASA), Chris Barron (now of PFL), Greta (OSPI), Jeanne (CSTP)

The purpose of this meeting is to review the draft Communications plan.

Goals section.... Are there other goals to add for these audiences? Other audiences we have overlooked?

Policymakers should be attended to. They need information, not different from what we already have, but repackaged. Need to reach out to critical staffers.

Educators should be our primary focus in 2012, but parents are important. Add to the list, include them in broad distribution. Build familiarity with vocabulary and intent. Ramona (WSPTA) could not attend, but sent these comments:

On parents and when to engage: It depends on when you have solid information to give them. Beyond the general "what are the new standards," here are questions they might want answered. If this information will come down the road, then perhaps we can hold off on trying to engage parents.

- *How will CCSS affect what's taught in my child's classroom?*
- *Do I need to prepare for anything – will there be a transition period when my child might need extra help or might be confused by any shift in direction?*

That said, there are community members – including very engaged parent volunteers, school board directors, etc – who may want to know more about the policy and budget implications for their school districts. Are we preparing for their needs? This group would be the ones on the PTA legislative listserv, League of Ed key advocates list, etc. LEV is doing its advocacy training in January – maybe we should have something prepared?

How specific should this plan be now? We need to build flexibility so plan provides what people want to know when they want it. Revisit regularly.

Suggestions..... Label all presentations (awareness, intermediate, advanced) so districts know who should attend. Establish a key that we use consistently so participants/districts/potential presenters know the level of content contained in each piece. Standardize for all CCSS presentations

Group webinars and PPTs on the website according to level of content

A new OSPI Teaching and Learning e-newsletter will be launched in January -- will this suffice for the organizations or do we need to different monthly communications?

Separate content if it's different. The T&L newsletter could be useful, just send us the link..... see what happens in Jan and Feb. Timely info could be used as supplement. Over summer, might need a different strategy. Revisit this after the second T&L edition is published. For now, Greta will send a reminder message containing key January event information.

From Ramona: *I was listening in on a National PTA briefing yesterday on other issues – but CCSS communications came up. Apparently there is information out there on what communication is working (or not) at some early rollout states. I will pursue and share what I find. (May be info we already have)*

Next steps with the Comm Plan: By Friday, organizations will send Jeanne info about where they can contribute to specific items. On Monday, Sylvia will work on another draft, then S and J will meet with Greta and Jessica to see what is practical and feasible.

Next meeting will be a half-day face-to-face at the end of January. Doodle will be coming around soon.

3/31/12 CCSS Communications Team Meeting

Present:

Emilie Englehard (WA STEM), Ramona Hattendorf (PTSA), Chris Barron (PFL), Michael Wilson (WSSDA), Linda Farmer (AWSP), Lori Williams (ESD 112 representing the ESDs), Niquette Kelcher (OSPI), Greta Bornemann (OSPI), Jeanne Harmon (CSTP), Sylvia Sohlt (CSTP).

Welcome to Michael Wilson, new Comm Director for WSSDA

Around the Table

Lori: ESDs are getting the word out on summer professional development. Some have requested CCSS articles for their newsletters. Greta and Jeanne will identify something and distribute.

CCSS print form coming soon so that people can order print copies of standards documents from ESD 112. Other ESDs might offer similar service. Form(s) will be posted on the OSPI website.

Niquette has posted an optimized PDF for ELA standards to the website - OSPI is encouraging people to use electronic copies rather than printing the entire standards booklet.

Chris: monitoring what's going on in the national dialogue. Now that the Leg session is over, he will post CCSS info to website and add info to next newsletter.

Emilie: New awards announced recently. Mathematics Education Collaborative is training trainers in ratio and proportional reasoning. ESD and others from each region will be invited to participate. WA STEM is accepting applications for next round May 3rd. CCSS is a priority area for new grants. Emilie will send around a blurb for posting.

Ramona: PTA will host a CCSS session at the convention in May.

Linda: Book review in the spring journal will focus on CCSS. "What Principals Need To Know" by NAESP

Greta: Content Associations will convene at the STEM Center on March 23rd. Purpose is building capacity in organizations, cross-pollination, collaborations.

OSPI will sponsor free spring PD content trainings at each ESD, delivered by the regional coordinators. Two days in math, one day in ELA. Calendar will be posted on the OSPI website, as well as the materials. Lori said the ESDs requested a flyer each ESD can personalize. Lori will work on a sample.

OSPI has announced HECB-funded district capacity awards - 50 awards for spring/summer work focused on CCSS. Looking for additional funding to support more districts -- more interest than \$.

Greta says FAQ coming soon. Should help us all answer some common criticisms and concerns.

National Dialogue -- several negative articles in the press lately. We need to develop answers to the questions raised about:

- Funding and implementation cost estimates

- CCSS and educator evaluation - high stakes, negative impacts

- publishers / new spending

- Wrong direction, wasted effort

- PD should be funded by the state -- assure collaboration time. Part of basic \$

Next meeting week of May 7..... one topic will be consideration of messaging that these are WA standards -- could help with acceptance -- we are making OUR standards more rigorous....

Jeanne will send a Doodle request.

Sample Agenda from March 2012 Internal CCSS Coordination Meeting

From: Jessica Vavrus

Sent: Thursday, March 22, 2012 7:55 AM

To: Betty Klattenhoff; Cinda Parton; Doug Gill; Dan Newell; Gayle Pauley; Greg Williamson; Greta Bornemann; Helen Malagon; Liisa Moilanen Potts; Yvonne Ryans; Judi Mosby; Gil Mendoza; Ellen Ebert (ellen.ebert@k12.wa.us); Dennis Small; Robin Munson; Kathleen Lopp (Kathleen.Lopp@k12.wa.us)

Cc: Alan Burke

Subject: 3/26: Common Core State Standards Across OSPI

Greetings everyone –

I am looking forward to our meeting next Monday. So that we can start digging in to identifying key messages and plans within each of our areas to support CCSS messages and implementation, I wanted to send you the agenda items ahead of time. These are based on emerging opportunities that a few of us have participated in, as well as questions that are coming up during our webinar series, when we meet with curriculum directors and ESD staff. The most common questions at this point are outside of our direct “wheelhouse” so I am really hoping for our group to be one that can work on messages together to support the whole...

3/26 topics to discuss:

- Short update on CCSS state activities and key questions from the field
 - o Including update on Title IIA conference (CCSS coordination)
 - o ESD meetings and Educational Association Meeting
 - o What questions are you getting in your areas and what supports do you need?

- CCSS and impact on programs providing Special Education services to students (Doug – we’re hoping to have a general discussion about key things we should all know in this area)
 - o Key messages?
 - o Ideas for communication with special ed directors through ESD meetings (idea from ESD partners)

- Next meeting (date TBD):
 - o CCSS and ELL programs and support
 - o CCSS and use of Title IIA at the local levels

See you soon! Take good care, jessica

Jessica Vavrus

Assistant Superintendent, Teaching and Learning

Office of Superintendent of Public Instruction

Voice: 360-725-6417

Fax: 360-664-0494

jessica.vavrus@k12.wa.us

**Announcement of Spring 2012 Math Science Partnership Grant Opportunity:
Support to Implement the CCSS-M for Grades 6-12 and Science Standards**

From: Randy Spaulding

Sent: Friday, April 27, 2012 3:37 PM

To: 4 year provosts and chancellor; 2 Year Presidents; Violet Boyer; Steven Olswang; Jane Sherman; Paul Francis; Jan Yoshiwara; William S. Moore; Jacob, Julie; 'J. Patrick Naughton'; Jennifer Wallace

Cc: 4 Year Provosts' Assistants; 2 Year Presidents' Assistants; Mark Bergeson; 'Ellen.Ebert@k12.wa.us'

Subject: SPRING 2012 REQUEST FOR PROPOSALS - Teacher Professional Development

Importance: High

Please Forward to Interested Parties:

The HECB is collaborating with OSPI to initiate a \$1.7 million, three year educator professional development project grant. The grant is a key strategy for implementing the Common Core State Standards for Mathematics and K-12 Science Learning Standards (in conjunction with the Framework for K-12 Science Education). Projects may include an English Language Arts component, as long as the main focus of the project is mathematics and/or science. Projects that do not address both mathematics and science would receive at most \$850,000, and the spending limit for an English Language Arts component is \$250,000. Grants would be funded initially for July 1, 2012–June 30, 2013, with up to two annual renewals contingent on project performance and the availability of federal funding. One hundred percent of the funding is federal, and none is from other sources.

Important Dates:

- **May 4, 2012 – Bidder's conference**
- **May 8, 2012 (5:00 p.m.) – Notice of intent to apply due**
- **May 30, 2012 (5:00 p.m.) – Proposals due**

Visit <http://www.hecb.wa.gov/Educatorsfor21stCentury> to download the Request for Proposals, and contact Mark Bergeson (360-753-7881 or markb@hecb.wa.gov) if you have questions.

Thank you!

Randy Spaulding, Ph.D.
Director of Academic Affairs and Policy
Higher Education Coordinating Board
917 Lakeridge Way SW, PO Box 43430
Olympia, WA 98504-3430
Voice: 360-753-7823
Fax: 360-704-6223
randys@hecb.wa.gov

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1710

Chapter 267, Laws of 2011

62nd Legislature
2011 Regular Session

CAREER AND TECHNICAL EDUCATION--STRATEGIC PLAN

EFFECTIVE DATE: 07/22/11

Passed by the House April 13, 2011
Yeas 81 Nays 15

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 5, 2011
Yeas 46 Nays 3

BRAD OWEN

President of the Senate

Approved May 5, 2011, 10:16 a.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1710** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

May 6, 2011

**Secretary of State
State of Washington**

SUBSTITUTE HOUSE BILL 1710

AS AMENDED BY THE SENATE

Passed Legislature - 2011 Regular Session

State of Washington

62nd Legislature

2011 Regular Session

By House Education (originally sponsored by Representatives Moscoso, Llias, Probst, Ladenburg, Hasegawa, McCoy, Haler, Dahlquist, Green, Wilcox, McCune, Zeiger, Roberts, Stanford, Billig, Maxwell, Hunt, and Kenney)

READ FIRST TIME 02/17/11.

1 AN ACT Relating to creating a strategic plan for career and
2 technical education; and creating new sections.

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

4 NEW SECTION. **Sec. 1.** (1) The legislature continues to find that
5 access to high quality career and technical education for middle and
6 high school students is a key strategy for reducing the dropout rate
7 and closing the achievement gap. Career and technical education
8 increases the number of young people who obtain a meaningful
9 postsecondary credential. Improving career and technical education is
10 also an efficiency measure, because reductions in the dropout rate are
11 associated with increased earnings for individuals and reduced societal
12 costs in the criminal justice and welfare systems.

13 (2) The legislature further finds that much progress has been made
14 since 2008 to enhance the rigor and relevance of career and technical
15 education programs and to align and integrate instruction more closely
16 with academic subjects, high demand fields, industry certification, and
17 postsecondary education. Activities to support these objectives have
18 included:

1 (a) Requiring all preparatory career and technical education
2 programs to lead to industry certification or offer dual high school
3 and college credit;

4 (b) Expanding state support for middle school career and technical
5 education programs, especially in science, technology, and engineering;

6 (c) Providing support for schools to develop or upgrade programs in
7 high demand fields and offer preapprenticeships;

8 (d) Developing model career and technical programs of study leading
9 to industry credentials or degrees;

10 (e) Assisting school districts with identifying academic and career
11 and technical education course equivalencies;

12 (f) Pilot-testing programs to integrate academic, career and
13 technical, basic skills, and English as a second language instruction;
14 and

15 (g) Developing performance measures and targets for accountability.

16 (3) Therefore, the legislature intends to ensure that progress will
17 be continued and enhanced by providing a mechanism for monitoring
18 continuous improvement in the rigor, relevance, and recognition of
19 secondary career and technical education programs and improvement in
20 students' access to these programs.

21 NEW SECTION. **Sec. 2.** (1) Within existing resources, the office of
22 the superintendent of public instruction shall convene a working group
23 to develop a statewide strategic plan for secondary career and
24 technical education.

25 (2) The strategic plan must include:

26 (a) A vision statement, goals, and measurable annual objectives for
27 continuous improvement in the rigor, relevance, recognition, and
28 student access in career and technical education programs that build on
29 current initiatives and progress in improving career and technical
30 education, and are consistent with targets and performance measures
31 required under the federal Carl Perkins act; and

32 (b) Recommended activities and strategies, in priority order, to
33 accomplish the objectives and goals, including activities and
34 strategies that:

35 (i) Can be accomplished within current resources and funding
36 formulas;

37 (ii) Should receive top priority for additional investment; and

1 (iii) Could be phased-in over the next ten years.

2 (3) In particular, the working group must examine:

3 (a) Proposed changes to high school graduation requirements and
4 strategies to ensure that students continue to have opportunities to
5 pursue career and technical education career and college pathways along
6 with a meaningful high school diploma;

7 (b) How career and technical education courses can be used to meet
8 the common core standards and how in turn the standards can be used to
9 enhance the rigor of career and technical education;

10 (c) Ways to improve student access to high quality career and
11 technical education courses and work experiences, not only in skill
12 centers but also in middle school, comprehensive high schools, and
13 rural areas;

14 (d) Ways to improve the transition from K-12 to community and
15 technical college, university, and private technical college programs;

16 (e) Methods for replicating innovative middle and high schools that
17 engage students in exploring careers, use project-based learning, and
18 build meaningful partnerships with businesses and the community; and

19 (f) A framework for a series of career and technical education
20 certifications that are: (i) Transferable between and among secondary
21 schools and postsecondary institutions; and (ii) articulated across
22 secondary and postsecondary levels so that students receive credit for
23 knowledge and skills they have already mastered.

24 (4) The working group membership shall include:

25 (a) School district and skill center career and technical education
26 directors and teachers and school guidance counselors;

27 (b) Community and technical college professional-technical faculty;

28 (c) At least one of each of the following: A school director, a
29 principal, a counselor, and a parent;

30 (d) Representatives from industry, labor, tech prep consortia,
31 local workforce development councils, private technical colleges, and
32 the Washington association for career and technical education; and

33 (e) A representative from the workforce training and education
34 coordinating board.

35 (5) The office of the superintendent of public instruction shall
36 submit a progress report to the education committees of the legislature
37 and to the quality education council by December 1, 2011. The final

1 strategic plan, including priorities, recommendations, and measurable
2 annual objectives for continuous improvement, is due by December 1,
3 2012.

Passed by the House April 13, 2011.

Passed by the Senate April 5, 2011.

Approved by the Governor May 5, 2011.

Filed in Office of Secretary of State May 6, 2011.



The Washington Association of Colleges for Teacher Education

WACTE members are the
21 Schools or Colleges for
Teacher Education at more than
50 locations throughout the state
of Washington:

Antioch University (Seattle)
Central Washington University
 (Ellensburg, Lynnwood,
 Lakewood, Moses Lake,
 Wenatchee, Des Moines,
 Yakima)
City University of Seattle
 (Bellevue, Everett, Seattle,
 Renton, Tacoma, Vancouver,
 Port Angeles, Centralia, Grays
 Harbor, Longview, Mt. Vernon)
Eastern Washington University
 (Cheney, Spokane)
Gonzaga University (Spokane)
Heritage University
 (Toppenish, Yakima, Seattle,
 Moses Lake,
 Tri-Cities, Wenatchee)
Lesley University (Tacoma)
Northwest University (Kirkland)
Pacific Lutheran University
 (Tacoma)
Seattle Pacific University
Seattle University
St. Martin's University
 (Lacey, Centralia, Ft. Lewis,
 McChord AFB)
The Evergreen State College
 (Olympia)
University of Puget Sound
 (Tacoma)
University of Washington
 (Seattle)
University of Washington
 (Tacoma)
University of Washington
 (Bothell)
Walla Walla University
 (College Place)
Washington State University
 (Pullman, Spokane, Tri-Cities,
 Vancouver)
Whitworth University
 (Spokane)
Western Washington
University
 (Bellingham, Bremerton,
 Everett, Seattle)

April 23-24, 2012

WACTE Conference Agenda

Compton Union Building (CUB)–2nd Floor, Junior Ballroom
Washington State University, Pullman, WA 99164*

MONDAY, APRIL 23, 2012

1:00–Welcome and Overview

Provost Warwick Bayly, Washington State University
 Dean A. G. Rud, Washington State University
 President Pat Naughton, City University of Seattle

1:15–A Plan for Implementing Common Core Standards

Deputy Superintendent for K-12 Education, Alan Burke, OSPI
 Asst. Superintendent Teaching & Learning, Jessica Vavrus, OSPI
 Director English Language Arts, Lilisa Moilanen Potts, OSPI

2:30–Higher Education Coordinating Board Update

“An Analysis of Educator Needs & Service Regions”
 Academic Director Randy Spaulding, HECB

3:00–Break

3:15–PESB Update and WACTE Questions

Executive Director Jennifer Wallace, PESB

3:45 –Panel: How Might WACTE Help Shape Our State’s Data Systems Processes As We Did with the TPA?

Panel Moderator: Dean Dennis Sterner, Whitworth University
 Panel Members: PESB Staff TBD; WACTE Representatives:
 Director, Office of Research & Evaluation, Jim DePaepe, CWU
 Associate Dean, Woodring College of Ed. Sheila Fox, WWU
 Managing Director of Teacher Education, Patrick Sexton, UW

4:45–Legislative Update

Managing Partner, Bob Cooper, Evergreen Public Affairs

5:00–Wrap Up and Release to Reception

6:00–Dinner on Your Own- See options provided by WSU

7:00–Optional Film Attendance: “Miss Representation”

*<http://campusmap.wsu.edu/building-list/service-administrative/cub.html>



The Washington Association of Colleges for Teacher Education

WACTE members are the
21 Schools or Colleges for
Teacher Education at more than
50 locations throughout the state
of Washington:

Antioch University (Seattle)

Central Washington University
(Ellensburg, Lynnwood,
Lakewood, Moses Lake,
Wenatchee, Des Moines,
Yakima)

City University of Seattle
(Bellevue, Everett, Seattle,
Renton, Tacoma, Vancouver,
Port Angeles, Centralia, Grays
Harbor, Longview, Mt. Vernon)

Eastern Washington University
(Cheney, Spokane)

Gonzaga University (Spokane)

Heritage University
(Toppenish, Yakima, Seattle,
Moses Lake,
Tri-Cities, Wenatchee)

Lesley University (Tacoma)

Northwest University (Kirkland)

Pacific Lutheran University
(Tacoma)

Seattle Pacific University
Seattle University

St. Martin's University
(Lacey, Centralia, Ft. Lewis,
McChord AFB)

The Evergreen State College
(Olympia)

University of Puget Sound
(Tacoma)

University of Washington
(Seattle)

University of Washington
(Tacoma)

University of Washington
(Bothell)

Walla Walla University
(College Place)

Washington State University
(Pullman, Spokane, Tri-Cities,
Vancouver)

Whitworth University
(Spokane)

**Western Washington
University**
(Bellingham, Bremerton,
Everett, Seattle)

April 24, 2012

WACTE Conference Agenda

**Compton Union Building (CUB)– 2nd Floor, Junior Ballroom
Washington State University, Pullman, WA 99164**

TUESDAY, APRIL 24, 2012

8:30 – Continental Breakfast

9:00 – Welcome and Overview

President Pat Naughton, City University of Seattle

9:05 – Business Meeting

- **Old Business**
 - Update: Compensation Work Group, Dr. Marge Plecki, UW
 - West B Alternatives PowerPoint, Dr. Jim DePaepe, CWU
- **New Business**
- **Elections** – Dean Frank Kline, Pacific Lutheran University

9:30– Standard IV

Corll Morrissey, PESB Program and Partnership Specialist
Standard IV became mandatory as of January 2012 for all programs
and site reviews. Bring questions, models, problems of practice, and
experiences to share with colleagues.

10:45–Break

11:00–WSU Mixed-Group Panel on Working with the TPA

Moderator: Chair of Dept. of Teaching & Learning, Dawn Shinew
Members: Director of Teacher Education, Tariq Akmal
Candidate, Undergraduate Elementary Teacher Prep. Kayla Hutton
University Faculty: Tom Salsbury & Supervisor: Nancy Comstock,
Primary Classroom Teacher, Rena Mincks,

12:00–TPA Policy Check-in and Task Force Report Outs

Facilitator: Director of Teacher Education, Margit McGuire, SU

12:30–Lunch

1:00–TPA Open Space and Small Group Sessions

Facilitator: Dean Frank Kline, PLU

1:00–1:30 –Overview, Set-Up and Transition into Small Groups

1:30–2:15 –Small Group Sessions

2:15–2:45–Debrief

3:00–Conference Wrap-up, Evaluations, and Adjourn

2012 Endorsement Competency Revision Process - PESB/OSPI Partnership
Alignment of Endorsement Competencies with Common Core Standards

In 2002, Washington moved to a performance-based system for endorsement preparation. Rather than requiring a particular set of courses or number of credits, the state instead identified specific competencies to be achieved by candidates.

In 2005, the state began requiring candidates to pass the Washington Educator Skills Test—Endorsement (WEST-E), which focuses on the content knowledge in each subject area (pedagogy is not covered). The ETS Praxis II series was selected as the instrument.

In 2007, the endorsement competencies were reviewed and revised, following which PESB commissioned Pearson Testing to develop new WEST-E tests that were fully aligned with the revised standards. These competencies and tests are the ones currently in use.

Because the competencies are designed to be aligned with state P-12 learning goals (as well as with national standards from groups such as NCTM and NCTE), the recent adoption of the Common Core Standards creates a need to again revisit the competencies in those endorsements related to the Common Core:

- K-8 Elementary
- Early Childhood Education
- Mathematics (grades 5-12)
- English Language Arts (grades 5-12)
- Middle Level Math (grades 4-9)
- Middle Level Humanities (grades 4-9)
- Reading (P-12)

The list of the current endorsement competencies can be found here: <http://program.pesb.wa.gov/new-program/endorsement/list>

In the first half of 2012 (January-July), PESB will convene a number of work groups to review the above endorsement competencies in light of the Common Core expectations, and to recommend changes that seem appropriate. This is a fairly ambitious timeline—our experience has been that it's best not to make the process too protracted. However, the July deadline is self-imposed, and can be adjusted if needed. (See below for preliminary timetable). The work will involve several electronic meetings and one daylong in-person meeting in the Renton area. The process will begin with a one-hour electronic orientation meeting from 3-4 pm on Thursday, February 16, followed by a daylong meeting from 9 am-4 pm on Tuesday, February 21 in the Renton area. Scheduling for follow-up subcommittee meetings (which are most likely to be electronic) will be determined on the 21st. The work will also require some background reading and analysis between meetings.

PESB staff will take responsibility for facilitation of the work groups, but would greatly appreciate having OSPI content specialists provide content training and to provide support at the tables for the discussions. The committee will consist of a mix of higher education faculty and P-12 practitioners.

Phase 1	
January 2012	Selection of certified, practicing teachers, IHE content experts, for work groups
Spring 2012	Work group session, develop a draft
Late spring / summer 2012	Share draft with stake holders
TBD 2012	Final draft developed
TBD 2012	Draft brought to PESB Board for review
Phase 2	
Est. Aug 2012	Work to see alignment with draft and WEST E tests
Est. September	Work with Pearson (if needed)

Washington Core to College Project Summary

Four key areas that need to be addressed during this grant period in order to successfully implement [Common Core State Standards](#):

- a) broad and deep faculty agreement around math and English college-readiness;
- b) faculty collaboration among the three sectors building from existing curriculum and college placement work;
- c) curricular redesign for math at the high school, developmental, and freshman college course levels; and
- d) institutional and inter-sector agreement on adopting the assessments as indicators of college-readiness.

Activities Summary

Year 1 (CY 2012)

- The core work for year one is the multi-sector, in-depth review of the CCSS designed to build faculty ownership and understanding of the CCSS as meaningful and useful college-readiness standards.
- The first step will be to work with a small group of 30 teachers and faculty (15 from each discipline area) to develop a crosswalk between each of the two existing sets of Washington standards and their corresponding new CCSS standards, articulating the TMP math standards and the ELA definitions in the language of CCSS. The second step will be to review the crosswalk with a larger statewide group of at least 60 teachers and faculty. That group will also identify any potential gaps and provide direction for the local partnership work on curriculum in years two and three.
- The alignment director will work with the steering committee to fully engage the three sectors from the beginning for uniform buy-in and agreements about the final products.

Year 2 (CY 2013)

- CCSS will be disseminated to K-12 teachers by OSPI beginning in **2012-13**. Transition to the core standards for both math and English Language Arts will take place through 2015.
- SBAC ([SMARTER Balanced Assessment Consortium](#)) has assessment item content specifications in circulation, with limited pilot tests set for spring 2013 and full-scale field-testing for spring 2014. The SBAC executive director has agreed to meet regularly with the alignment director and the steering committee to ensure that Washington higher education institutions are informed and involved in the implementation work around assessment.

- The Year 2 policy focus work will address faculty and institutional adoption of CCSS as college-readiness standards across our higher education institutions.

In order to accomplish this, the alignment director will coordinate faculty teams in examining assessment items from SBAC as indicators of college-readiness, then share the work of these teams with the existing regional K-12/higher education partnerships from the TMP and ELA efforts, building on their current work in developing college-readiness assessment and placement innovations. These partnerships will be convened in a multi-day event, after which at least three regional partnership teams will be selected to pilot work with SBAC on college-readiness assessments. Data from the pilot will be analyzed to determine how best to use the tools to assess college-readiness and placement. A second convening will pull together these teams into a broader group with statewide representation to evaluate the results of the teams' work.

- A multi-sector review of the aligned math and English standards will be led by the steering committee to promote formal adoption of the CCSS standards by higher education.
- The alignment director will recruit at least two local/regional partnerships (by invitation only, communities with a solid track record of cross-sector math teacher/faculty partnerships) to jointly develop math curricular resources—aligned to the CCSS—that can be used in both high school and college pre-college math courses to support student college readiness in mathematics.
- These local partnerships will create teacher cohorts who will collaborate to embed the CCSS in both the high school senior year math courses and the developmental math sequence at the colleges involved.

Year 3 (CY 2014):

- In spring 2014, K-12 will pilot the assessment system. During September 2014 to June 2015, full statewide implementation of the assessment system will occur in K-12.
- The project focus will be on developing buy-in of the SBAC assessments as a college-readiness indicator and on the dissemination of faculty curriculum projects (described below as the optional activity), including through existing meetings, like the annual state math conference.
- The Year 3 policy goals will be to a) adopt CCSS as the statewide college-readiness standard, b) develop an agreement that curriculum alignment can and should be based on the new standards, and c) agree that the Smarter Balanced Assessment appropriately indicates college-readiness.

It is expected that “readiness” can include multiple uses including placement, advising, and identification of students who might be ready for AP or Running Start courses

http://www.sbctc.ctc.edu/college/s_runningstart.aspx. The goal will be agreement on using these

assessments—to the satisfaction of the colleges and universities—to confirm that students are indeed college ready.

- Colleges and universities will identify eligibility for college-level courses for students who pass the assessments.
- A model plan will be developed for math and English in the senior year of high school, such as bridge courses for a smoother transition into college without remediation. The senior year will be used as a “launch year” to either get students ready for college or to accelerate access into college-level work for students who are ready (e.g., Running Start or AP college-level courses).
- Beyond the multi-sector agreements, the state-wide dissemination component of this grant project will be a series of regional meetings. In order to bring the grant efforts to scale across the state, the partners who have developed curriculum and utilized the pilot assessments will be expected to showcase their work, and to expand their partnerships more broadly across their regions.

Proposed Outcomes

- A statewide agreement on college-readiness standards based on the CCSS and using the CCSS assessments.
- Increased understanding and acceptance of CCSS across Washington higher education institutions, particularly in math and English departments.
- Use of CCSS in pre-college programs across Washington higher education.

PRESS RELEASE**The College Board Launches Affinity Network, Convening K-12 and Higher Ed Sectors to Create Best Practices in Education**

First cohort, which will focus on Common Core State Standards, includes education leaders from GA, WA, OK, IN, MD, and NV

04/16/2012

Reston, VA – The [College Board Advocacy & Policy Center](#) today announced the launch of the Affinity Network, to build and strengthen connections between K–12 and postsecondary education systems and facilitate successful transition from high school to college. The Network will bring together educators and administrators from across sectors to tackle a new critical issue each year that requires K-12 and postsecondary systems to work together in order to find solutions.

More than 100 participants from 17 institutions (school districts, two-year and four-year higher education institutions) and six states (Georgia, Washington, Oklahoma, Indiana, Maryland and Nevada) gathered at the inaugural convening of the College Board Affinity Network, held on April 15 and 16 in Reston, VA. The College Board worked with [HCM Strategists](#) on organization of the initiative.

Affinity Network members who include directors of curriculum and instruction, teachers, counselors, academic deans and department directors, professors, vice presidents of enrollment, vice presidents of academic affairs, and vice provosts, began to address key questions around the implementation of the Common Core State Standards (CCSS). CCSS were created to ensure that students graduate from high school ready to enter and succeed in entry-level, credit-bearing college courses without the need for remediation.

“To succeed, the Common Core State Standards will require integrated and aligned K–12 and post-secondary policies and practices. The Affinity Network is designed to help participants work to support CCSS implementation with the active engagement and full partnership between higher education and K-12 sectors’, said Christen Pollock, Vice President for the College Board Advocacy & Policy Center.

Specifically the group will focus on answering the following questions:

- **How could the Common Core State Standards result in changes/shifts in the alignment of** high school exit expectations with postsecondary entrance expectations? And what supports (legislative, institutional, research, resources, conversations, etc.) need to be in place to successfully accomplish this alignment?
- **How could the Common Core State Standards impact the design of remedial education** courses on college campuses?

Through the Affinity Network, the College Board Advocacy & Policy Center provides expertise, curates and customizes content, and translates research for Network participants to enable them to make informed decisions and generate inspired ideas and solutions.

“This group is uniquely positioned to create best practices, but more importantly, participants have the ability to implement solutions in their states,” said Tom Rudin, Senior Vice President for Government Relations, Advocacy and Development at the College Board.

Each year the College Board Advocacy & Policy Center will select educators and/or administrators across sectors to join the Network. Participants are invested in a key issue and have the expertise and/or knowledge to arrive at workable solutions. Moving forward, participants will meet face-to-face; and will communicate via an online community. Each cohort will work intently for 9-12 months; after which the Center will identify a new issue and new Network participants.

Participants in the first cohort represent the following institutions:

- **Georgia**
- Gwinnett County Public Schools
- Georgia Perimeter College
- University of Georgia

- **Washington**
- Spokane Public Schools
- Community College of Spokane
- Washington State University-Spokane
- Eastern Washington University

- **Oklahoma**
- Oklahoma City Public Schools
- Oklahoma City Community College
- University of Central Oklahoma

- **Indiana**
- Ivy Tech Community College
- Purdue North Central
- WestVville Schools

- **Nevada**
- Clark County School District-
- College of Southern Nevada
- University of Nevada Reno

- **Maryland**
- Prince George’s Community College
- Prince George’s County Public Schools
- University of Maryland College Park

The [College Board Advocacy & Policy Center](#) was established to help transform education in America. Guided by the College Board’s principles of excellence and equity in education, the Center works to ensure that students from all backgrounds have the opportunity to succeed in college and beyond. Critical connections between policy, research and real-world practice are made to develop innovative solutions to the most pressing challenges in education today. Drawing from the experience of the College Board’s active membership consisting of education professionals from more than 6,000 institutions, priorities include College Preparation & Access, College Affordability & Financial Aid, and College Admission & Completion.

CONTACT: Carly Lindauer or Leslie Sepuka at communications@collegeboard.org or 212-713-8052

**Common Core
A Foundation for Postsecondary Success**
Co-Sponsors: Puget Sound ESD, WA STEM
Seattle Airport Hilton Hotel
Thursday, May 31, 2012
8:30 a.m.–4:00 p.m.
DRAFT AGENDA

8:30-9:00 Registration, Continental Breakfast

9:00 **Welcome** – Mary Jean Ryan

Objective of symposium:

- To get a good understanding of the national move to Common Core and its potential for helping boost college and career readiness/postsecondary success.
- To explore the potential for higher education to align with Common Core.
- To explore the potential for Common Core to help Washington State improve math and science/STEM education.

9:15 **Plenary Session One**
Common Core: A National Perspective

Presenter

Dr. Sandra Alberti, Director, State and District Partnerships Initiatives, Student Achievement Partners (20 minutes)

Reflections

Dane Linn, Executive Director of State Strategy, College Board (7 minutes)

Objective: to understand the significance of the new common core K-12 learning standards.

Key questions:

- Why and how did the development of the Common Core occur?
- What does it mean to have standards that purport to deliver college and career readiness?
- Who led the effort?
- What are the potential benefits of national standards? Are these standards really different than what states currently use? If so, what are the big differences?
- Was higher education involved in the standard development?
- What will be the biggest implementation challenges?

Audience Q & A's

10:00 **Plenary Session Two**
Overview of the work of the SMARTER Balanced Assessment Consortium (SBAC)

Presenter

Dr. Joe Willhoft, Executive Director, SMARTER Balanced Assessment Consortium

Objective: to learn about the SBAC plans for the new Common Core assessment system.

Key questions:

- Explain the work of the two national assessment system development consortiums— SBAC and PARCC.
- What are the big issues/challenges being confronted?
- How is SBAC working toward college and career readiness?
- How are SBAC and PARCC different?
- How will the new assessment approach be different for our state?
- Will all states use the same cut scores?
- What is the timetable for the roll out of the new assessments?
- What are the big decision points coming up for our state, and who makes the decisions?

Audience: Questions for Joe Willhoft.

Ask some questions and write some questions (feedback form provided).

10:40 BREAK

11:00 **Plenary Session Three**
Common Core Implementation in Washington State

Introduction by **John Welch** (not confirmed yet), Incoming Superintendent, Puget Sound Educational Services District

Speakers

Dr. Alan Burke, Deputy Superintendent of K-12 Education, Office of Superintendent of Public Instruction (OSPI)

Jessica Vavrus, Assistant Superintendent of Teaching and Learning, Office of Superintendent of Public Instruction (OSPI)

Session objective: to understand the timeline and key elements of the emerging Washington State plan for implementing the Common Core.

Key questions:

- When will the standards be formally in use?
- What sort of training will schools and teachers get?
- Will the State provide aligned curricular materials?
- How about formative assessments? How different are these from our current standards?
- What happens to writing?

- What are the big decisions the state will face with the coming of Common Core; for example, will we keep math and science end-of-course tests and add the new Common Core test?

Audience: Questions for OSPI about implementation.

Feedback forms

11:45 BREAK
Lunch

12:20 **Luncheon Speaker**

Introduction by **Dr. Tom Stritikus** (not confirmed) Dean, College of Education, University of Washington

Featured Speaker

Dane Linn, Executive Director of State Strategy, College Board

Theme: Building a Pathway to Postsecondary Success (approx. 20 minutes)

- How Common Core can help K-12 and higher education build a stronger path to postsecondary success.
- Cite states that are at front of the pack in terms of their work on college/career readiness and higher education alignment.
 - What is the big opportunity here with Common Core?
 - What advice do you have for Washington State?

1:00 **Concurrent Afternoon Breakout Sessions**
(1:00-1:50 p.m. & 2:00-2:50 p.m.)

Session 1- Higher Education: Common Core and College Readiness

Presenter

Dr. Beverly Young, Assistant Vice Chancellor, California State University

Reflections

Randy Spaulding (not confirmed), Director of Academic Affairs, Higher Education Coordination Board

Joyce Hammer, Dean of Transfer Education, Green River Community College

Session objective: How can higher education align their college-level course entry requirements with Common Core and other measures of college readiness?

Key questions:

- Can higher education use the new common core college-ready assessment and discard or supplement separate tests such as the Compass?
- What are other states doing in this regard?

- Can strong implementation of common core help decrease the need for remediation in community college? (Note: If time allows, Beverly Young will also touch on the work she is doing to boost the number of math and science-endorsed teachers graduating from the Cal State system)

Session 2 - Common Core Math Standards: A Friend of STEM

Introduction by **Dr. Carolyn Landel** (not confirmed), Chief Program Officer, Washington STEM

Speaker

Greta Bornemann, Director of Mathematics, Office of Superintendent of Public Instruction (OSPI) – (20 minutes)

Reflection

Dr. Sandra Alberti, Director, State and District Partnerships Initiatives, Student Achievement Partners (10 minutes)

Objective: to understand the middle and high school Common Core math standards and the planned Common Core junior year assessment in math and explore differences from Washington’s current situation. Explore the opportunity for better aligning high school math courses with community college-level entry expectations.

Key questions:

- Will courses meeting the Common Core high school math standards do the trick?
- How can the new math standards help Washington improve STEM education?
- Is there more focus on real-world problem solving?

Session 3 - Building a Stronger College-Going Culture: How the College Board Can Help

(2:00-2:50 p.m. only)

How Common Core and College Board resources can help school districts build a stronger college-going culture.

Dane Linn and the **Federal Way School District** partnership featured.

3:00 Closing comments.

3:10 - Opportunity to informally talk with guest speakers.
4:00

SBAC Consortium Work Groups

Work group engagement of 90 state-level staff:

Each work group:

- Led by co-chairs from governing states
- 6 or more members from advisory or governing states
- 1 liaison from the Executive Committee
- 1 WestEd partner

Work group responsibilities:

- Define scope and time line for work in its area
- Develop a work plan and resource requirements
- Determine and monitor the allocated budget
- Oversee Consortium work in its area, including identification and direction of vendors



ATTACHMENT 22

Principle 2 Supporting Documents

Attachment 22.0: The State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) Joint Letter to the Joint Select Committee on Education Accountability, April 9, 2012



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn

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

STATE BOARD OF EDUCATION

Jeff Vincent, Chair

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



April 9, 2012

Dear Members of the Joint Select Committee on Education Accountability:

The Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) are jointly undertaking work relative to the development of future school and district accountability systems. The purpose of the letter is to provide an update on that on-going work and extend an invitation to partner as the work of your committee gets underway.

The Washington State Legislature, through Chapter 235, Laws of 2010 (E2SSB 6696) and Chapter 548, Laws of 2009 (ESHB 2261), assigned the SBE with responsibilities for developing an accountability framework that “provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.” Additionally, OSPI has been charged statutorily with “developing and implementing the accountability tools to build district capacity and working within federal and state guidelines.” That latter charge is timely, as OSPI takes a lead role in the Elementary & Secondary Education Act (ESEA) Flexibility Request.

While there is still work to do, both agencies have achieved some success in developing and implementing elements of this framework:

1. For the past three years, SBE has implemented an Achievement Index which incorporates multiple measures to assess all public schools in Washington annually. Districts, lawmakers, parents, and other stakeholders use this Index to enhance their understanding of school performance.
2. SBE and OSPI use the data from the Achievement Index to annually recognize high achieving schools with the Washington Achievement Award.
3. SBE and OSPI identified four districts as Required Action Districts in order to ensure that they accessed federal funds to implement turnaround models in their lowest-performing schools.
4. Most recently, SBE and OSPI have partnered to craft an ESEA Flexibility Request to the U.S. Department of Education in order to move forward with the development and implementation of a sound statewide accountability system, as well as to provide relief for districts from the No Child Left Behind sanctions. A key element of the Flexibility Request is the current Achievement Index and plans to update the Index to include student growth data and disaggregated student subgroup data.

As you convene your committee and begin your work, we would like to extend an invitation to partner together to ensure that future accountability plans are aligned with the fluid events of the last few months. Specifically, SBE has established an accountability committee to serve in a liaison capacity and to support your work. In addition, OSPI staff has been designated to support the accountability work.

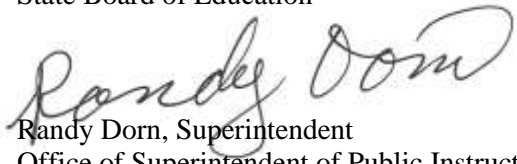
Joint Select Committee on Education Accountability
April 9, 2012
Page 2

We look forward to working with you on this important endeavor.

Sincerely,

A black rectangular redaction box covers the signature of Jeff Vincent. A small handwritten mark is visible below the box.

Jeff Vincent, Chair
State Board of Education

A handwritten signature in cursive script that reads "Randy Dorn".

Randy Dorn, Superintendent
Office of Superintendent of Public Instruction