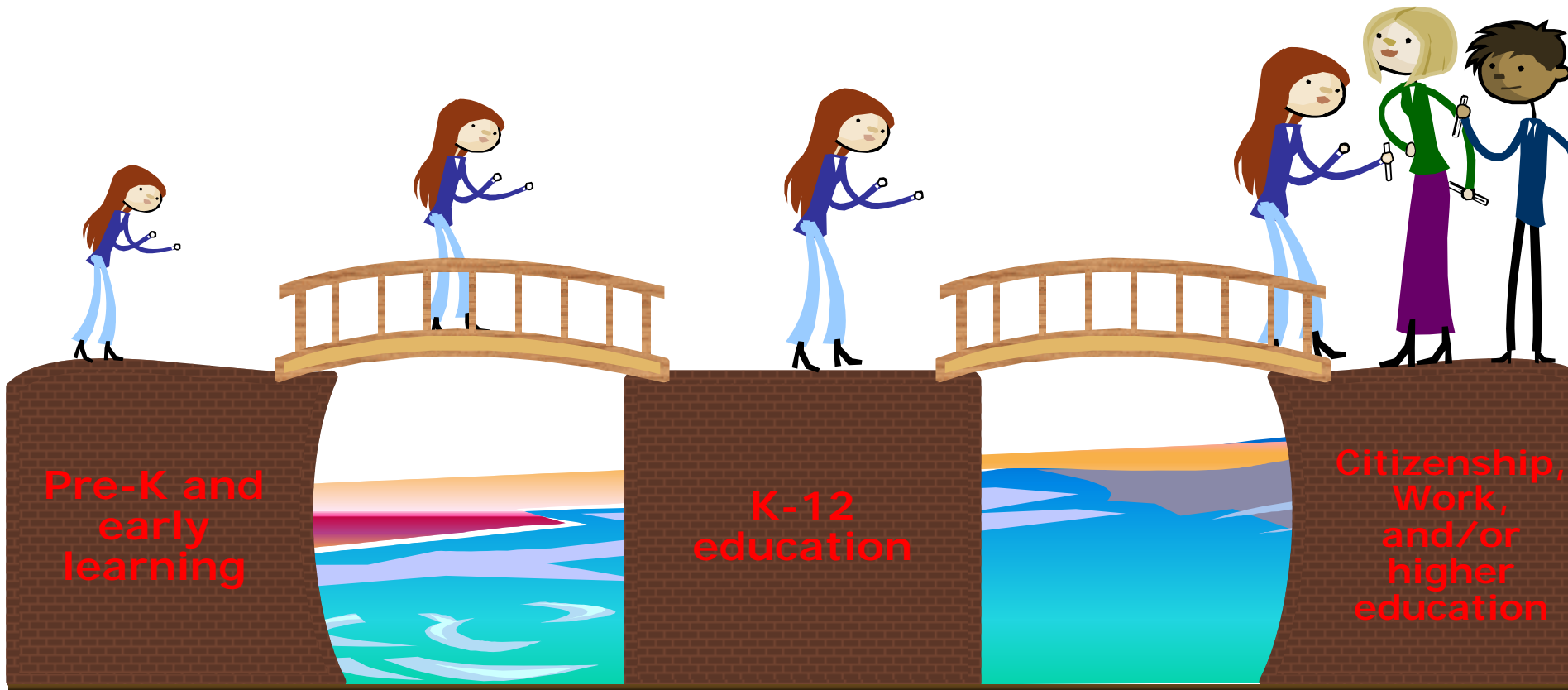


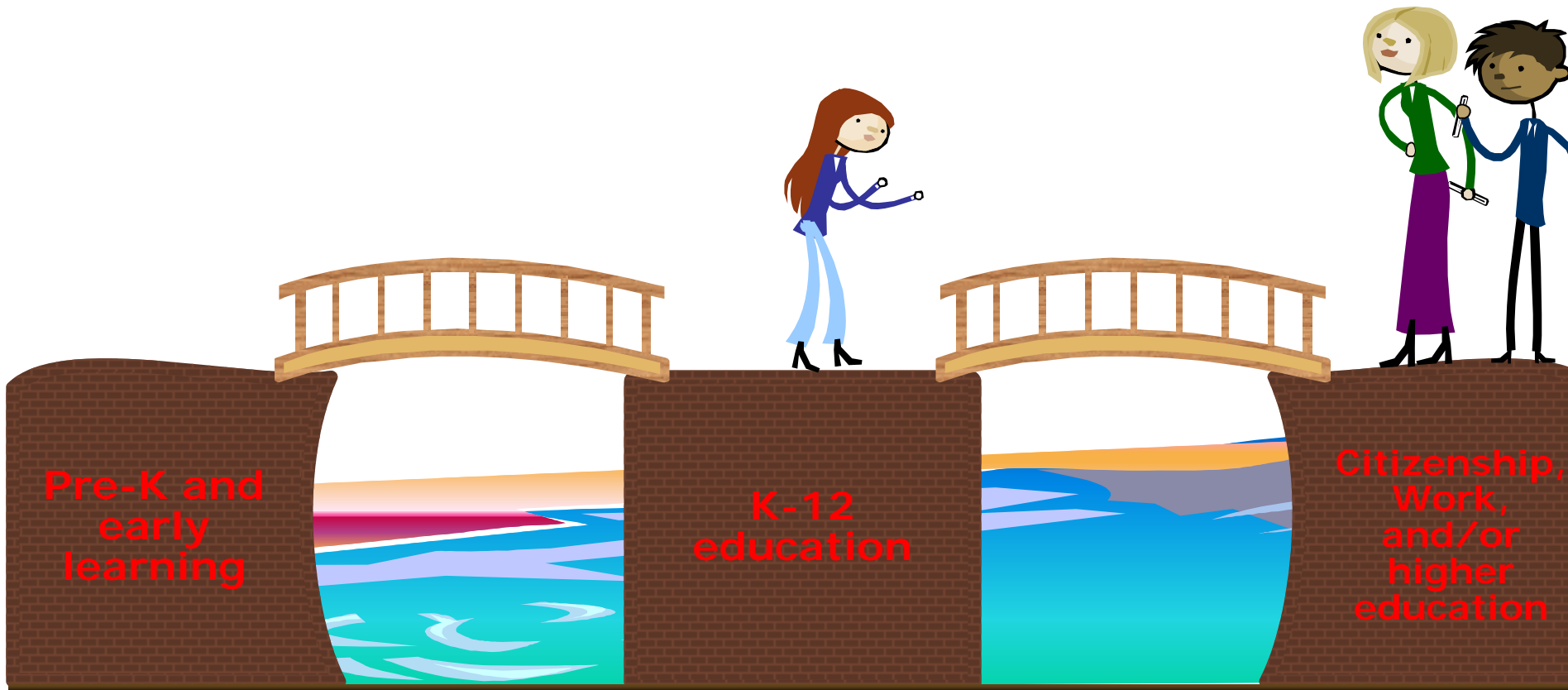
Washington Learns:

Strong foundations and bridges help children transition from Pre-K to K-12 and to higher education or work.



Washington Learns

K-12 Recommendations: July 10, 2006



Key Issues for Washington Learns

- Creating schools responsive to a global economy
- Preparing citizens for an increasingly diverse society
- Raising overall educational attainment and closing the gaps
- Improving transitions
- Establishing benchmarks and performance measures
- **Funding** a new definition of student success

The Current Situation in K-12 Education

Washington's K-12 schools have undergone a major transformation since 1993, implementing **strong academic standards**, a **rigorous statewide assessment** that directly measures those standards and a **state and federal accountability system** that makes progress and problems transparent to citizens of the state.

What **remains** to be done is to complete **aligning the rest of the system for success with *all* kids**, and to at least double, and with some groups more than double, our performance in order to be internationally competitive.

The 1993 mission of education reform

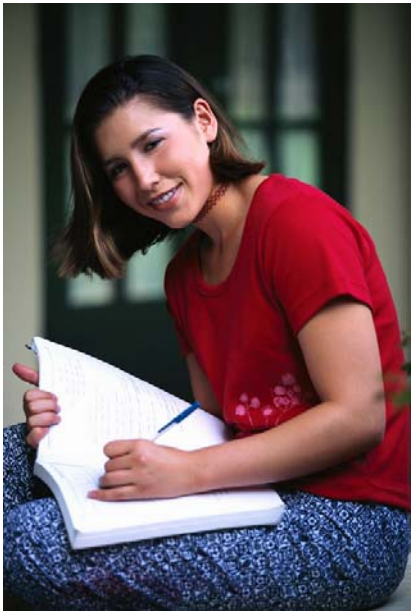
- **“To provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being, and to that of their families and communities, and to enjoy productive and satisfying lives.” – *Basic Education Act (Goal)***
- **“The legislature finds that student achievement must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive national economy.” – *Basic Education Act (Findings)***

The Reality of 2006

- 3 billion new, skilled people in the global workforce
- Technology has created a “flat” world allowing anyone in the world to compete with our kids for jobs
- Citizenship requires greater levels of literacy, empathy and critical thinking



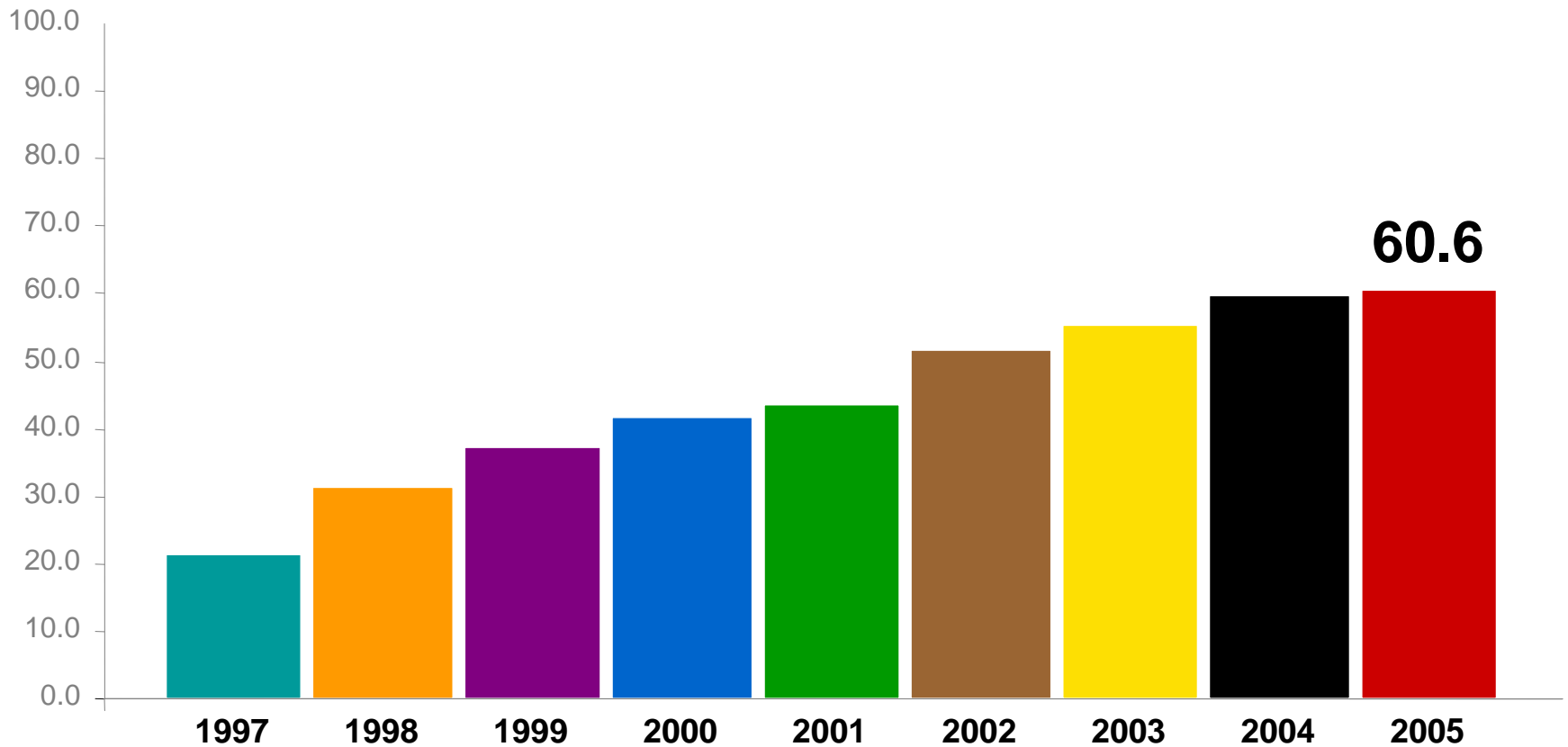
Our Progress



- Achievement among Washington students is at record levels
 - Highest SAT scores in nation for 3rd year in a row among states where at least half of students take test
 - Outpacing national peers on NAEP and increases in AP participation and success
 - All students in all demographic groups improving on WASL performance, with some of the greatest gains in high-poverty schools

Grade 4 Mathematics

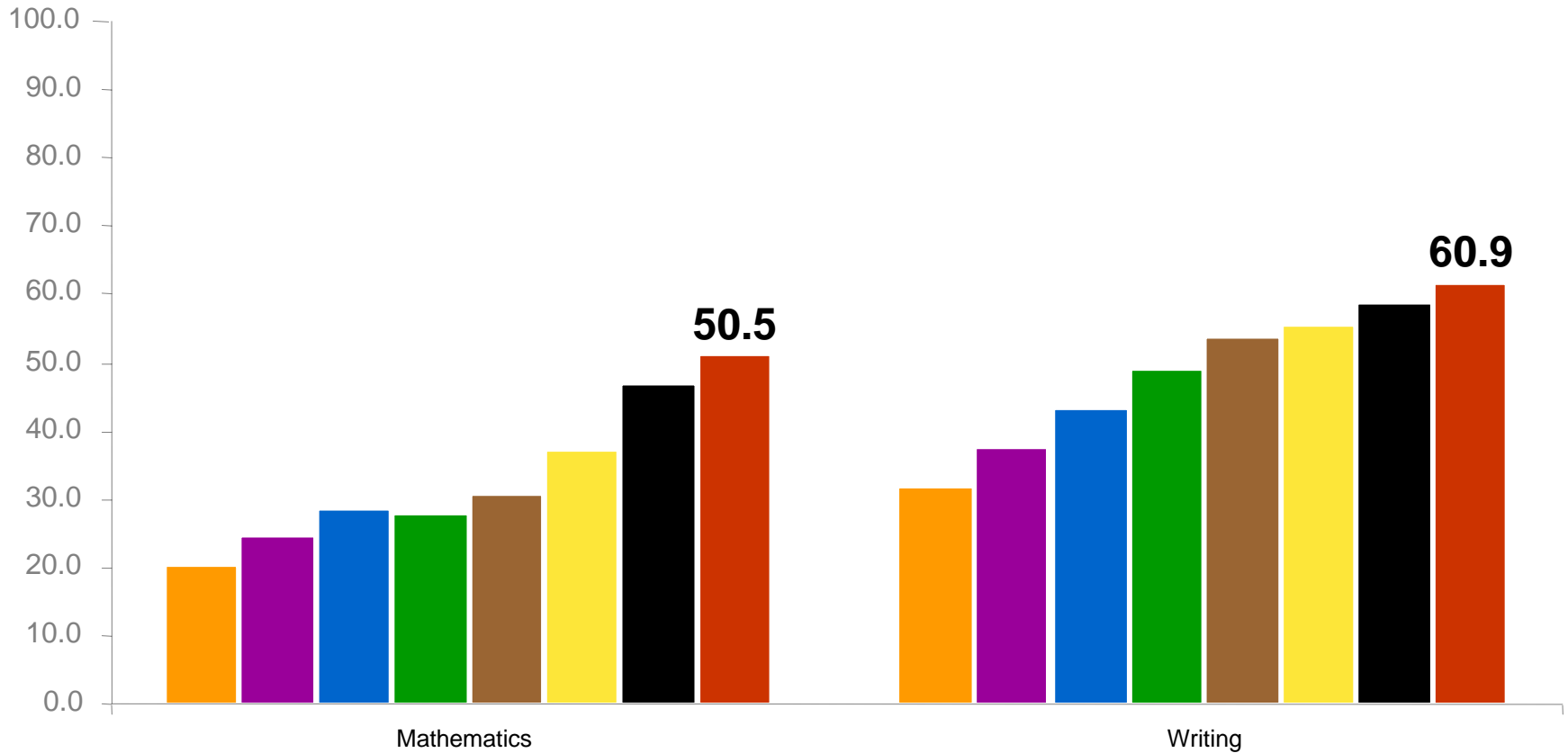
The percent of students meeting standard has almost tripled



Grade 7 Mathematics and Writing

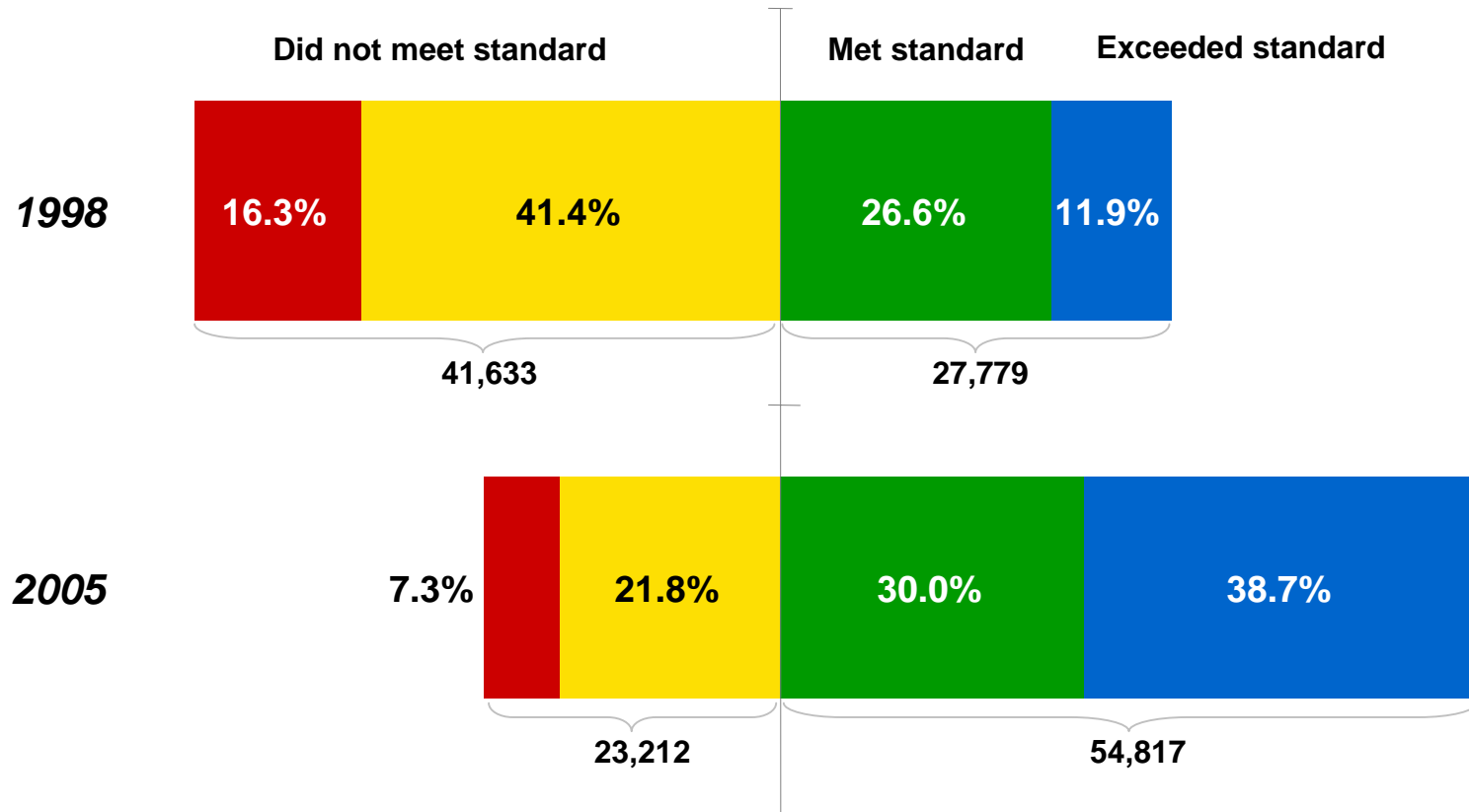
The percent of students meeting standard has doubled

1998 1999 2000 2001 2002 2003 2004 2005



Grade 7 Reading

Movement across achievement levels

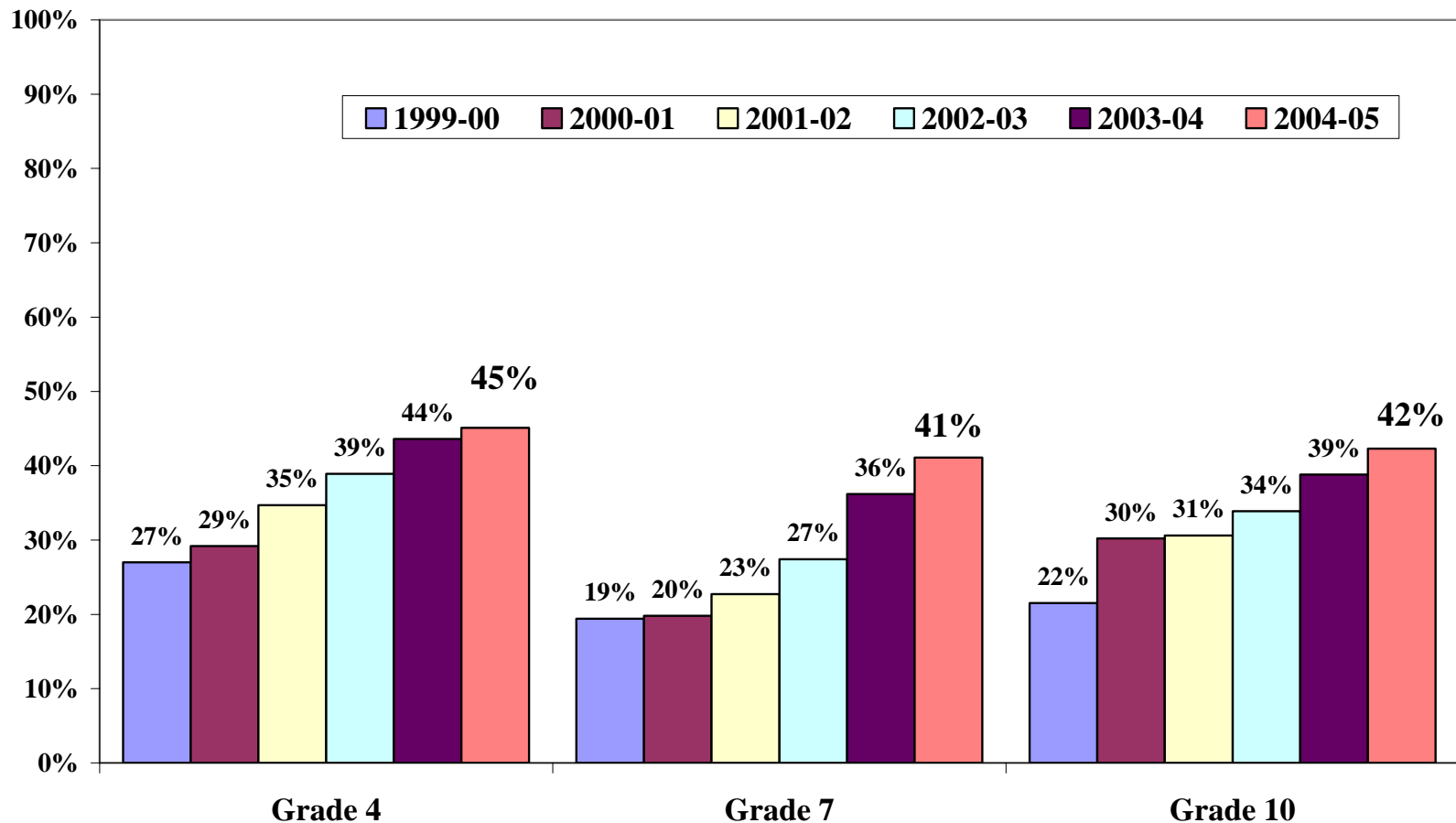


Percent of Students at Each Level

** Percentages do not total 100 as chart does not include untested students*

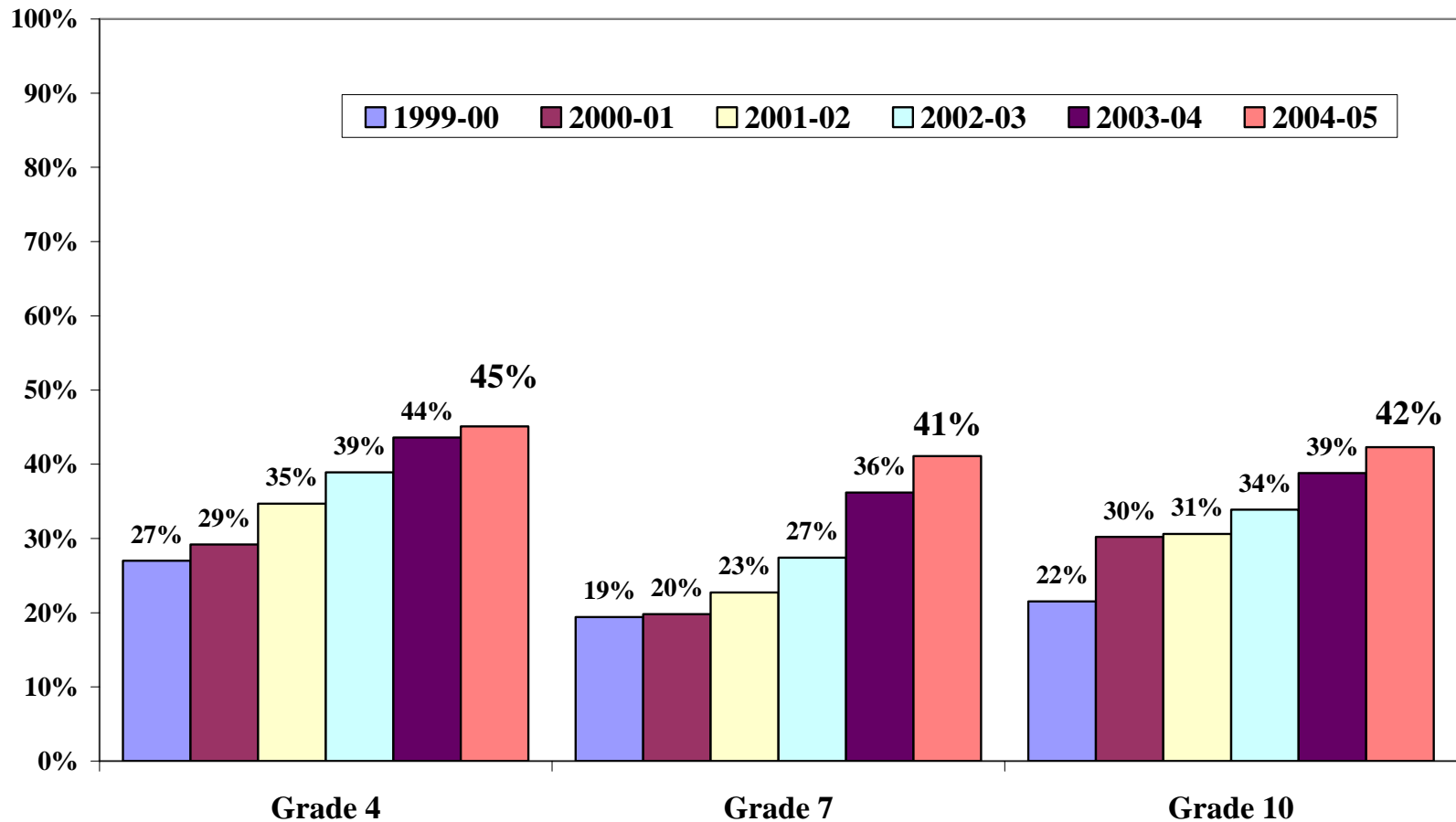
Since '98, student achievement on the WASL has doubled

Percent of Students Meeting Standards in Three Subjects
Reading, Mathematics and Writing (1999-2005)



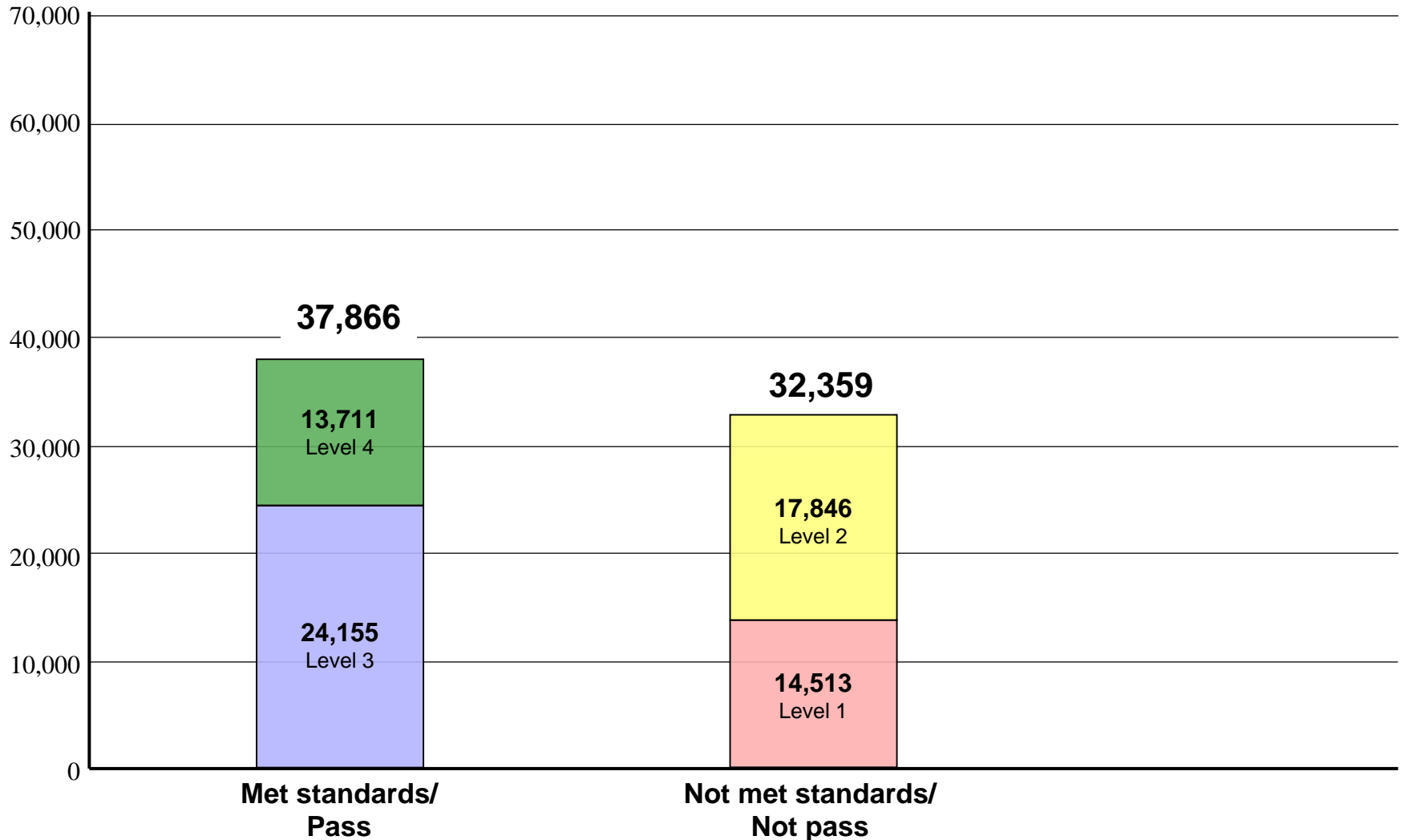
And we must once again double by 2008

**Percent of Students Meeting Standards in Three Subjects
Reading, Mathematics and Writing (1999-2005)**



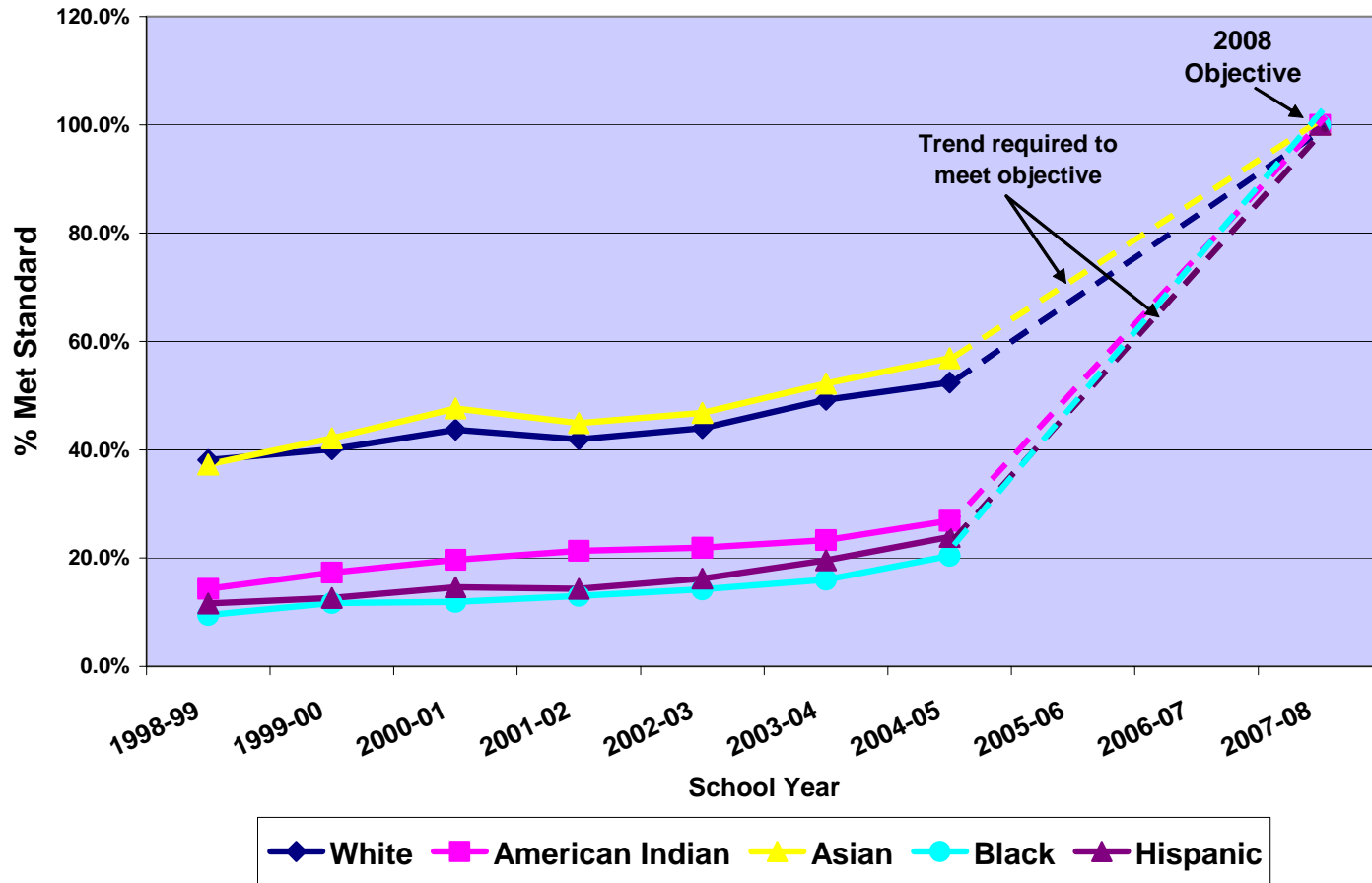
Mathematics Results Must Double by 2008

June 2006 – 70,255 scored



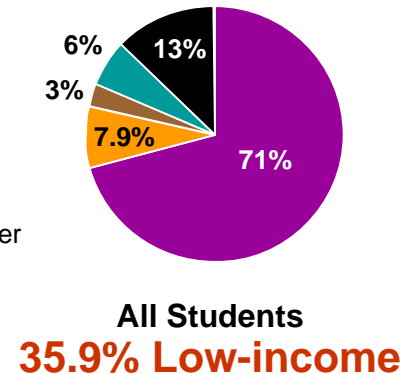
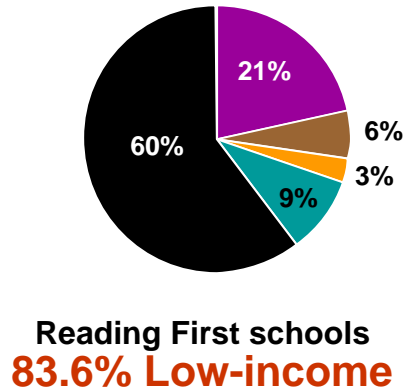
And in some groups we must more than double student achievement

10th Grade Student WASL Math Performance By Ethnic Group
1998-99 to 2004-05

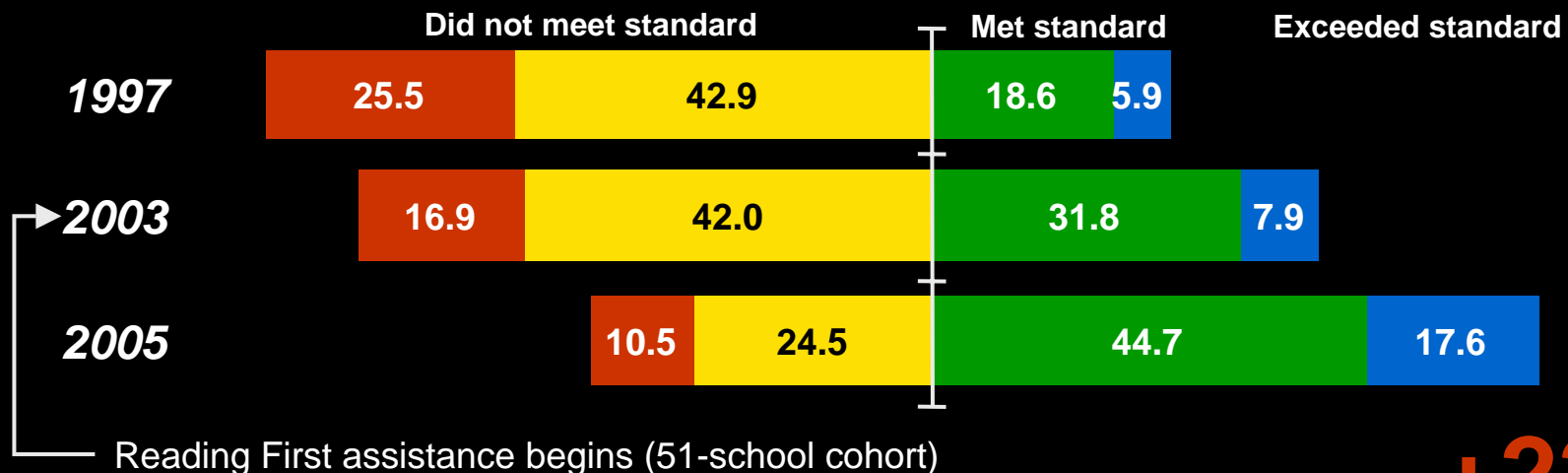


We can close the Achievement Gap with strategic investments

Although Reading First schools have a higher percentage of low-income students, achievement gains have been impressive in those schools

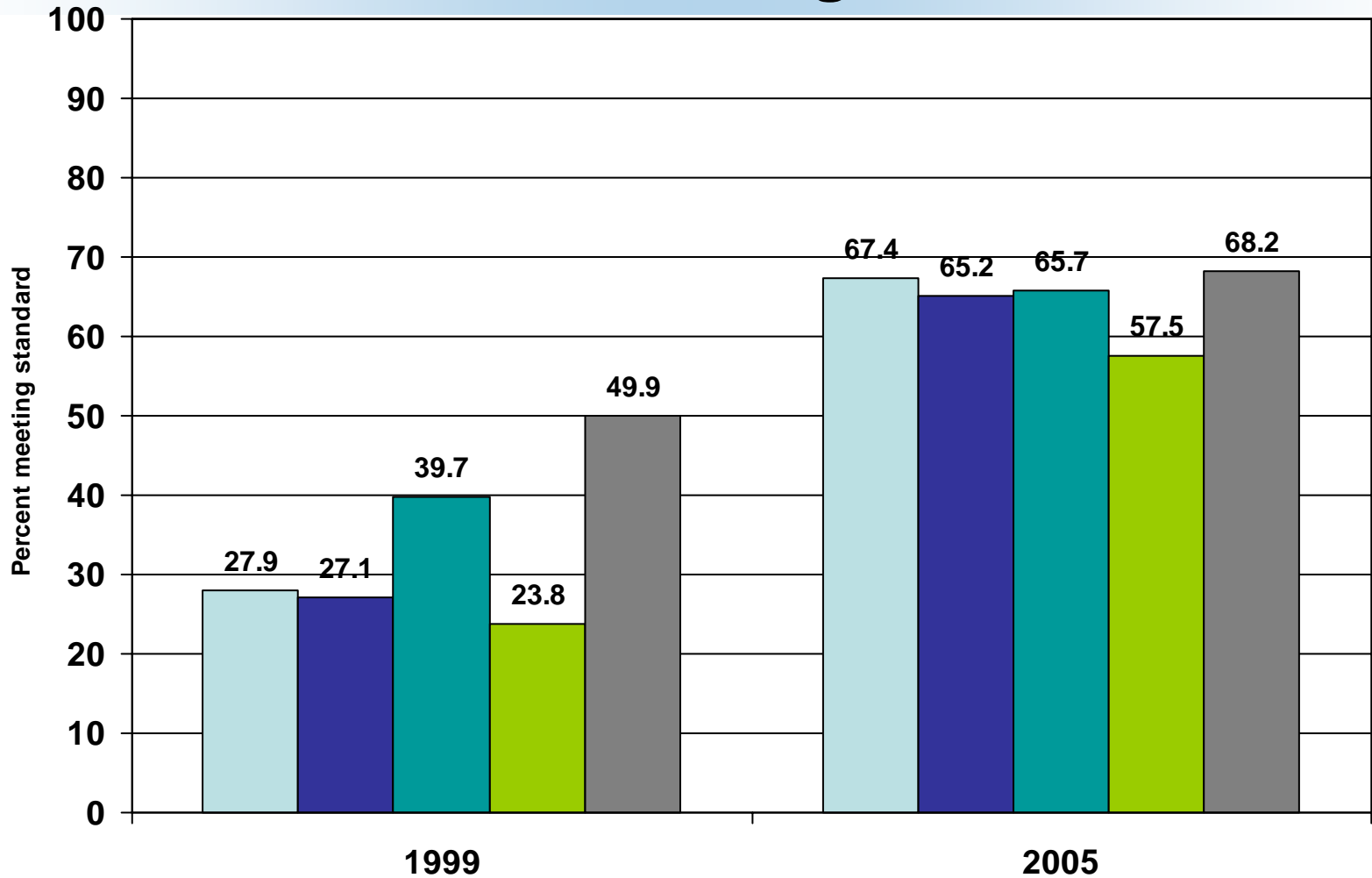


Performance in Reading First Schools



+22%

Washington State Reading First Grade 4 Reading WASL



Native American

Black/African American

Asian

Hispanic/Latino

White

K-12 Recommendations: Key Assumptions

- These recommendations should be viewed as a package requiring significant financial and staff investments to produce needed learning gains.
- Funding and accountability must be linked.
- Use of existing resources must be reexamined
- We recommend a carefully planned 6-8 year phase-in with full impact within the decade.

The K-12 Advisory Committee Recommendations

1. Redefine the constitutional definition of basic education based on the four student learning goals of HB 1209 and five new measurable system goals and reaffirm that the state is responsible for funding this definition of basic education.
2. Re-engineer schools based on research-driven and evidence-based investments tied to accountability for the use of new resources.
3. Restructure our system of educator development and compensation to attract, prepare, retool and retain world class, culturally competent and diverse teachers and education leaders.
4. Realign curriculum and instructional supports to grade level expectations and rigorous graduation requirements

Recommendation #1

Redefine the constitutional definition of “Basic Education” to be based on the four student learning goals in HB 1209 and five measurable system goals adopted by the K-12 Advisory Committee and reaffirm that the state is responsible for funding this definition of basic education.

Student Learning Goals

- Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness
- Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Recommendation #1 (cont.)

System Goals

1. All students will enter kindergarten with the interpersonal, language, early literacy, and thinking skills needed to succeed.
2. All students will transition from third grade proficient in reading and mathematics and with demonstrated ability to function successfully as responsible participants in their learning.
3. All students will transition from eighth grade with proficiency in core academic subjects, demonstrated citizenship skills, and an initial plan for high school and beyond.
4. All students will graduate with both the multicultural and international perspectives and skills needed to live, learn, and work in a global society.
5. All students will complete a rigorous high school course of study with proficiencies in core academic skills needed to successfully enter a post-high school education program or their choice of a career pathway for the 21st century.

Recommendation #2

Reengineer and personalize our schools based on research-driven and evidence-based investments.

- Implement an early learner staffing and support system
- Support struggling students and students who want to soar ahead
- Support language and academic proficiency of English Language Learners
- Improve funding for special education
- Personalize education for students and their families
- Aggressively pursue drop-out prevention, intervention and retrieval
- Phase-in targeted class size reductions
- Fix problems in our current funding system
- Improve accountability for effective use of new resources

Recommendation #2 (cont.)

Fix problems in our current funding system.

- Eliminate salary and levy grandfathering.
- Improve transparency of school funding so that parents and voters can see how resources are allocated.
- Use existing resources more intentionally as new resources are added

Recommendation #2 (cont.)

Improve accountability for effective use of new resources:

- Implement building-based bonuses for staff and management for meeting individual school's student learning goals.
- Require persistently failing districts and schools to adhere to the evidence-based model with an increase in flexibility as improvement occurs.
- Expect district intervention in persistently failing schools and state intervention in persistently failing districts.
- Make eligibility for new money contingent on a districts' shift to evidence-based staffing and practices- the more success, the more flexibility.

Recommendation #3

Restructure our system of educator **development and compensation to attract, prepare, retool and retain world class, culturally competent and diverse teachers and educational leaders.**

Educator Development

- Create a new Washington Teaching, Learning and Leadership Institute
- Provide 2 years of mentoring to novice teachers
- Provide Mentors/Coaches to help
- Improve quality control of teacher licensure
- Ensure excellent school and district leadership

Recommendation #3

Create a new Washington Teaching, Learning, and Leadership Institute.

- Use state, national and international education experts
- Design and implement a master plan for world class professional development, certification, and instructional practices targeted to the needs of Washington students.
- Combine face-to-face and virtual interactive learning opportunities for teachers, teacher leaders, school and district leaders, college of education faculty, and paraeducators.
- Include such issues as: cultural and gender influences on learning styles and family involvement, cultural competence of staff and excellence in literacy, mathematics and science instruction.
- Implement through a regional delivery system and transfer into teacher preparation programs.
- Form a public/private to help support the institute's work.

Recommendation #3 (cont.)

Restructure our system of educator development and **compensation to attract, prepare, retool and retain world class, culturally competent and diverse teachers and educational leaders.**

Educator Compensation

- Increase teacher base salary including exploring a fair regional adjustment factor.
- Compensate performance, knowledge and skills.
- Use conditional loan scholarships and wage premiums in hard to staff schools and positions.
- Recognize prior related experience of educational staff associates and career and technical educators.
- Allocate competitive compensation for administrators, principals, and classified staff.

Recommendation #4

Realign curriculum and instructional supports to grade-level expectations and rigorous graduation requirements.

- Implement statewide aligned curriculum menu.
- Increase rigor in the eleventh and twelfth grades.
- Increase student access to World languages and Native American languages.
- Re-invent mathematics and science education.
- Assure the rigorous on-line courses and research-based intervention in all districts.

Final Thoughts

- **Keeping it alive**
 - Consistently review use of existing resources as well as new to judge progress and effectiveness
 - Review the new finance system every 6 years and revise as needed
- **Next steps and outstanding issues**
 - Special Education formula
 - Funding formulas and phase-in plan



TOGETHER

We can make a difference in the lives of our students and the future of our state!