

## What's Next for SB 6696?

In March 2010, Governor Gregoire signed Washington's Race to the Top reform legislation, SB 6696, which included key provisions to accelerate student learning, improve teacher and principal performance, and ensure students receive a college-ready education through the development of a robust accountability system and the adoption of common core standards.

But now that this legislation has passed, *when* will these provisions be fully implemented? *How* will these reforms be implemented? And, *who* will be impacted throughout the process? These are important questions. SB 6696 will not only make the state eligible for federal grants in the short term, but will set out an important timeline for key reforms over the next few years.

The timeline below lays out the implementation of key elements of SB 6696. By monitoring the different phases and pieces of this bill closely, state leaders can help to ensure that these reforms will truly accelerate student performance.

### SB 6696 Implementation Timeline

#### 2010

- Lowest achieving 5% of schools are encouraged, but not required, to submit an action plan for school turnaround.
- Teacher Evaluation Pilots launched.
- PESB to revise preparation program approval standards to include community colleges and non-higher education providers.
- OSPI to decide whether adopt the Common Core standards.

#### 2012

- OSPI's final report on teacher evaluation pilots with recommendations on a common model.

#### 2011

- Lowest achieving 5% of schools are required to submit an action plan for school turnaround.
- OSPI's initial report on teacher evaluation pilots.
- Evaluation model(s) created by the state are made available to districts.
- Alternative teacher preparation programs take effect.
- OSPI must submit a report to the legislature surrounding adoption and implementation of the Common Core standards.

#### 2013-14

- Washington's accountability system will identify schools in need of improvement, including non-Title I schools.
- All districts must use a new four-tiered educator evaluation model.

### Accountability Framework

**Purpose:** To develop a coherent and effective accountability framework for the continuous improvement of all schools and districts. Through the implementation of an accountability system, it is expected that student achievement will rise and students will be prepared for postsecondary education, work and global citizenship in the 21<sup>st</sup> century.

### Implementation Timeline:

- **Phase One:** Beginning in 2010, the accountability system will be able to recognize schools that have done an exemplary job of raising student achievement, as well as the bottom five percent of

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persistently lowest-achieving schools. In 2010, the lowest achieving five percent of schools are encouraged, but not required, to submit an action plan identifying processes that will be taken to turn the school around. In 2011, the lowest-achieving five percent of schools will be required to submit a turnaround action plan.

- **Phase Two:** In 2013, the accountability system will be able to identify schools in need of improvement, including those schools that are not Title I schools.

### **Teacher Evaluation System**

Purpose: To develop performance criteria and a multi-tiered rating system that can be used to evaluate the performance of a classroom teacher. Districts may choose to include measures of student growth, if available and relevant to the teacher and subject matter.

The state is seeking a gradual implementation of a new educator evaluation model. This process will begin with “pilot districts” serving as early adopters that model elements of Washington’s new system. From these pilot districts, the state hopes to learn from successful models and determine if one model could be replicated throughout the state.

#### Implementation Timeline

- 2010-11 School Year: Pilot districts phase-in new evaluation models.
- July 1, 2011: State Superintendent’s initial report on implementation status, evaluation data and recommendations for common state model due to Governor and Legislature.
- 2011-12 School Year: Evaluation model(s) created by the state are made available to districts.
- July 1, 2012: State Superintendent’s final report on implementation status, evaluation data and recommendations for common state model due to Governor and Legislature.

### **Alternative Routes to Teacher Certification**

Purpose: In order to diversify the types of teacher preparation programs available in Washington, community colleges and non-higher education providers will now be allowed to offer teacher preparation programs.

#### Implementation Timeline:

- September 30, 2010: Professional Educator Standards Board will review and revise the preparation program approval standards and procedures to include community colleges and non-higher education providers.
- September 30, 2010: Professional Educator Standards Board will accept proposals from community colleges and non-higher education providers for their teacher preparation programs.
- 2012-13 School Year: Alternative teacher preparation programs take effect.

### **Common Core Standards**

Purpose: To allow for the revision of the state’s essential academic learning requirements for mathematics and language arts, in order to ensure they align with the standards developed by the multistate consortia.

#### Implementation Timeline:

- August 2, 2010: Superintendent of Public Instruction must decide if the state will adopt the Common Core standards.
- January 1, 2011: Superintendent of Public Instruction must submit to the education committee a detailed report surrounding the Common Core that includes: comparison of common core standards and Washington’s academic learning requirements, and an estimated timeline and costs to the state for implementation of the Common Core.