THE WASHINGTON STATE BOARD OF EDUCATION

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

December 23, 2014

Board Members:

I hope this packet finds you in the holiday spirit, and eager to reengage in the work of ensuring that all students have access to academic rigor, and post-secondary opportunities. Enclosed is your packet for our meeting on January 7th and 8th at ESD 113 in Tumwater.

Before we get into agenda items, it is important to acknowledge that we will be saying goodbye to one of our longest-serving and most influential board members, Dr. Kristina Mayer. Dr. Mayer has served out her term on the State Board of Education, and her leadership, passion, and intelligence will be sorely missed. Dr. Mayer, having served nine distinguished years, is the last remaining member on the Board since it was reconstituted during Governor Gregoire's term, and was pivotal in the successful completion of several major Board initiatives over the last four years. There will be several opportunities to thank Dr. Mayer for her service, including a dinner at *Ramblin' Jacks* in Olympia on Wednesday evening.

Given the overwhelmingly positive feedback we received about the November meeting format, we will attempt to replicate it in January. This means two long blocks of board discussion time at the end of each day, and another block preceding lunch on the second day under the title of 'Executive Director Update.' The Chair has decided to accommodate this structure for as long as circumstances allow, although our March agenda is already starting to accumulate.

This meeting will concentrate on several key policy issues, and a video pre-briefing will be available shortly to frame these discussions. First, the assessment sub-committee of Deborah, Peter, Jeff, and Holly will report out on their findings, and will propose a position statement for your consideration. That statement and accompanying materials are in your packet and should be among your top priorities for board meeting pre-reading and preparation. Additionally, OSPI has agreed to produce a video pre-briefing separate from mine, specifically about the recommended cut scores from the Smarter Balanced Assessment Consortium (SBAC) that the Board is being asked to adopt Thursday. Time spent understanding these recommendations and their purpose via video is time saved at the Board meeting.

I look forward to several thought-provoking discussions at this meeting. We will be recognizing the Teacher of the Year, we will be hearing two Data Spotlight presentations from Andrew Parr and Parker Teed, and finally, you will be asked to make final adoption of your Strategic Plan which we started work on back in July. I'm also pleased to report that we've had a request to broadcast our meeting via the K-20 Network, and are seriously considering going to full-time live streaming of our meetings once our new Communications Manager, Stefanie Randolph, starts later in January.

I look forward to seeing you in Tumwater!

Sincerely,

Ben Rarick

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Dr. Kristina Mayer • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

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Educational Service District 113, Mason and Lewis Rooms
6005 Tyee Drive SW, Tumwater, WA 98512

January 7-8, 2015
AGENDA

Wednesday, January 7, 2015

8:30-8:45 a.m. **Call to Order**
Pledge of Allegiance
Agenda Overview
Announcements
Welcome – Dr. Dana Anderson, Superintendent, ESD 113

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 13-14, 2014 Board Meeting **(*Action Item*)**

8:45-9:00 **Nominations for the Executive Committee**
Mr. Bob Hughes, Executive Committee Nominations Chair

9:00-9:30 **Strategic Plan Update**
Mr. Ben Rarick, Executive Director

9:30-9:45 **Break**

9:45-11:15 **Assessment Requirements for High School Graduation**
Ms. Linda Drake, Research Director
- Position Statement on High School Student Assessments and Graduation Requirements (Including Consideration of 2nd Cut Score for High School Graduation)
- Consideration of Adoption of Smarter Balanced Assessment Consortium (SBAC) Cut Scores

11:15-11:45 **Education Data Spotlight**
Dr. Andrew Parr, Senior Policy Analyst
Mr. Parker Teed, Operations & Data Coordinator
- An Analysis of Statewide School Attendance Data and Graduation Requirements

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

12:00-12:45	**Lunch and Board Member Recognition of Dr. Kristina Mayer**
12:45-1:30	**Review of Governor Inslee's Proposed 2015-17 Operating Budget** Mr. Jack Archer, Director of Basic Education Oversight
1:30-1:45	**Review of Basic Education Option One Waiver Request** Mr. Jack Archer, Director of Basic Education Oversight
1:45-2:45	**Consideration of Revised Bylaws & Review of Adopted Board Norms** Ms. Julia Suliman, Senior Research Analyst
2:45-3:00	**Break**
3:00-3:45	**Education Data Spotlight** Dr. Andrew Parr, Senior Policy Analyst • An Analysis of Achievement Gaps by State as Measured by the National Assessment of Educational Progress (NAEP)
3:45-4:00	**Executive Committee Elections** • Immediate Past Chair • Member at-Large Positions
4:00-5:00	**Board Discussion**
5:00	**Adjourn**

<u>Thursday, January 8, 2015</u>

8:30-8:45 a.m.	**Student Presentation** Ms. Madaleine Osmun, Student Board Member
8:45-9:05	**Washington Administrative Code Review - Draft Rules** Mr. Jack Archer, Director of Basic Education Oversight
9:05-9:45	**Initiative 1351 – Implementation Considerations & Next Steps** Ms. Julia Suliman, Senior Research Analyst
9:45-10:00	**Break**
10:00-11:00	**Executive Director Update & Board Discussion** Mr. Ben Rarick, Executive Director
11:00-11:45	**Board Discussion**
11:45-12:00 p.m.	**Public Comment**
12:00-1:00	**Lunch & Teacher of the Year Recognition** Mr. Lyon Terry, Lawton Elementary, Seattle Public Schools
1:00-2:00	**Board Discussion**
2:00-3:00	**Business Items** • Adoption of Assessment Position Statement

- Approval of Smarter Balanced Consortium Cut Scores
- Adoption of Bylaw Amendments
- Approval of 2015-2018 Strategic Plan
- Approval of CR-102 for Rules Repeals
- Approval of Shoreline School District Request for 180-day Waiver
- Approval of Temporary Waiver of High School Graduation Requirements for the Following School Districts:
    - Battle Ground School District
    - Bethel School District
    - Seattle Public Schools
    - Stanwood-Camano School District
    - Wellpinit School District
    - Kennewick School District

3:00 **Adjourn**

Educational Service District 112, Clark and Pacific Rooms
2500 N. 65th Avenue, Vancouver, WA 98661

November 13-14, 2014

Minutes

Thursday, November 13

Members Attending:	Chair Isabel Muñoz-Colón, Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Jeff Estes, and Ms. Madeleine Osmun (13)
Members Excused:	Mr. Randy Dorn, Ms. Judy Jennings, Dr. Deborah Wilds (3)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Mr. Dave Stolier, and Ms. Denise Ross (8)

Call to Order

The meeting was called to order at 8:05 a.m. by Chair Muñoz-Colón. The Chair introduced the ESD 112 Superintendent, Mr. Tim Merlino, who welcomed the Board to Vancouver and thanked the members for their ongoing work in K-12 education across the state.

Members observed a moment of silence for the Marysville Pilchuck High School shooting that took place on October 24, 2014.

Chair Muñoz-Colón shared her vision of SBE's future work, priorities and her leadership as the newly elected Chair.

Consent Agenda

Motion made to approve the Minutes for the September 9-11, 2014 Board Meeting.
Motion seconded.
Motion carried.

Strategic Plan Dashboard & Discussion
Mr. Ben Rarick, Executive Director

Mr. Rarick updated the Board on the SBE community forum that took place on Wednesday, November 12. The discussion with the 11 members of the public that attended were focused on areas of the Board's work that included graduation requirements, school funding, the 24 credit-framework, and the unique challenges smaller districts face. Members feel the community

forums are valuable and provide an opportunity for the public to engage in conversations with staff and members about SBE's policy work.

Mr. Rarick had an editorial board meeting with *The Columbian* newspaper, which published an article Thursday morning on school funding, the Board's six principles on the *McCleary* decision and other issues listed on the November agenda.

Mr. Estes provided an overview of the Leadership and Assistance for Science Education Reform (LASER) Board that provides expertise, advocacy and guidance on science education. This board met recently with a group of stakeholders to connect ground-level activities such as professional development, assessment and curriculum to policy-level work, including Next Generation Science Standards.

Mr. Rarick explained the action steps set out by staff for the draft Strategic Plan, based on the member feedback at the September Retreat. Staff will need direction from the members for building out timelines and measures. The proposed adjustments to reflect how the Board can better accomplish its work were as follows:

- The ambition of the plan
    - Better board live time management by providing board packet content and/or presentation in a video format prior to meetings
- Goals and strategies that are statutorily required vs. board-initiated work
    - Consideration of how the Board's work manifests for Goal 2 without legislative deadlines
- Phrasing of the mission statement
- Integrating the student experience
    - Being more intentional about utilizing the student perspective on the Board

Ms. Osmun shared the value of student insight and how the High School and Beyond Plan is important to her. A teacher at her high school has invited alumni students to share opportunities available after high school with this year's seniors. Ms. Osmun emphasized the value it would bring to the Board's work if the student representatives were utilized more in sharing ideas from their own perspectives.

Ms. Childs introduced her presentation for Friday on life skills in a High School and Beyond Plan. Student board members have a unique opportunity to share the status of their own High School and beyond Plans and articulate the needs she sees of other students. She knows there are alternative options besides a four-year college and students have a need for them. Mara expressed her passion and obligation to be the voice for other students in the state.

Following the student board member feedback, Mr. Rarick recommended an additional strategy under Goal #3 titled "Strengthen Student Academic Planning Processes and Enhance Access to Planning Experiences" that reflects utilizing the experience of the student board members to understand obstacles and access issues for students in postsecondary planning.

Members offered feedback on the following elements of the Strategic Plan action steps:

- Time Management. Presentation videos should be paced between meetings and delivered with ample time for members to review. Exploring other resources available to help members become more prepared for discussions could increase meeting productivity. Advancing the work of the Board between meetings could be accomplished with more member participation in committees and community outreach. A member raised concern that presentation videos could limit access to the public in viewing materials or hearing member discussion.

- Highest-Priority Goal. Members believe Goal 2, Develop comprehensive accountability, recognition, and supports for students, schools and districts, is the central focus of the Board's work.
- The Vision Statement. The statement reflects the vision for K-12 education system, but not necessarily the Board's role in the system.
- Members discussed various issues related to specific goals, objectives and strategies including:
    - Supporting struggling students
    - Determining timelines and actions
    - Strengthening the goal for high-quality early learning opportunities access
    - Unique needs of all regions for closing the Achievement Gap
    - Embedded goals or creating sub-strategy goals to show correlations

The Board will adopt a Strategic Plan at the January meeting.

Required Action Districts – Status & Next Steps
Ms. Linda Drake, Research Director
Mr. Andy Kelly, Assistant Superintendent, OSPI

- Update on implementation of Action Plan by Current RADs
- Consideration of New Required Action Districts
- Consideration of Exit Criteria Pertaining to Current RADs

Ms. Drake introduced the update of Required Action Districts (RAD) by stating the statutory distribution of duties between OSPI and SBE for Required Action Schools. The next possible actions the Board may take for RAD Cohort1 schools would be in March, and would include the following:

- Release from RAD status based on the recommendation from OSPI
- Designation by the Board to remain in RAD I status
- Assignment to RAD II status

Members received a status update and exit criteria from Mr. Andy Kelly for both Cohort 1 and Cohort 2 of required action districts (RADs).

The first cohort districts are as follows:

- Renton School District
- Morton School District
- Onalaska School District
- Soap Lake School District

The second cohort districts are as follows:

- Tacoma School District
- Wellpinit School District
- Marysville School District
- Yakima Public Schools

OSPI cannot provide a recommendation at this time for the Cohort 1 schools pending receipt of the schools' data for the current year, but continues to track and monitor their progress.

Cohort 1 Districts: All four of the schools have had significant leadership changes that have resulted in rapid improvement. However, even if a school exits RAD status and is no longer a priority school, the entire district remains in RAD status if there is another priority school within

the district. At the March meeting, OSPI will have progress updates of these schools for exiting RAD status and will present Superintendent Dorn's recommendation for those schools. OSPI was able to extend a fourth year of funding to the RAD Cohort 1 schools to continue their work.

Cohort 2 Districts: Mr. Kelly updated the members on what differentiates Cohort 2 from Cohort 1. Cohort 2 is not tied to the federal school improvement grant (SIG), but instead to a state mandated initiative, and is funded from SB 5329, 2013 Legislative Session. There is limited funding allocated for Cohort 2 schools. Mr. Kelly provided individual plan updates for these districts, the impact of the changing assessment system and the efforts OSPI is making to support them.

Attendance, discipline, teacher retention and testing data may bring more clarity in measuring progress. When improvement can be seen in these elements, it impacts testing. Personnel turnaround, lack of resources and the quality of hiring that takes place in particular regions of the state brings a challenge to most schools in accomplishing the improvements.

Superintendent Adkins of Nespelem School District shared with the Board the efforts the district administrative staff are making to face their challenges and achieve their goal to exit RAD status. He expressed his appreciation to OSPI for their coaching and support.

Discussion of Educational System Health Indicators Report and Evidence-based Reforms Needed to Achieve System Goals
Ms. Linda Drake, Research Director
Dr. Andrew Parr, Senior Policy Analyst
Ms. Julia Suliman, Senior Research Analyst
Dr. Bette Hyde, Department of Early Learning (DEL)
Mr. Lester "Flip" Herndon, Professional Educators Standard Board (PESB)
Ms. Jan Yoshiwara, State Board of Community and Technical Colleges (SBCTC)(teleconference)
Mr. Randy Spaulding, Washington Student Achievement Council (WSAC)
Dr. Gil Mendoza, Office of Superintendent of Public Instruction (OSPI)
Mr. Justin Montermini, Workforce Training & Education Coordinating Board (WTECB)

Ms. Drake introduced the peer agency discussion of the state educational system health indicators, status, and recommended reforms. SBE has been tasked by the Legislature with the following:

- Identifying realistic but challenging performance goals
- Submitting a biennial report on educational system health by Dec. 1 of every even numbered year
- Collaborating with peer agencies including OSPI, WTECB, Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and WSAC. (The SBE also collaborated with and included in the panel DEL, PESB, and SBCTC, though these agencies are not called out in the statute)

Because Washington is not currently on track to meet performance targets, is not ranked in the top 10% nationally, and is not comparable to its peer states for most indicators, the SBE is required to recommend evidence-based reforms in the report.

Members reviewed the draft legislative report with recommendations resulting from previous Board discussion and input from the Achievement and Accountability Workgroup (AAW). The areas of the recommended reforms in the draft report are as follows:

1. Expand Access to High Quality Early Childhood Education
2. Expand and Fully Fund High Quality Professional Learning

3. Increase Access to High Quality Expanded Learning Opportunities
4. Expand Supports and Services that Prepare Students for Postsecondary Opportunities

Dr. Hyde of Department of Early Learning (DEL) summarized the key role early learning plays in K-12 education. DEL supports all four of the recommended reforms and believes they will increase student success. Dr. Hyde presented DEL programs that are grounded in the first reform.

Mr. Herndon reiterated Dr. Hyde's comments about the importance of investing in early learning. He shared how the four reforms impact the work of PESB and their strategic plan.

Ms. Yoshiwara believes the report is well written and builds on efforts that are underway. She shared efforts the SBCTC is actively engaged in that support the reform recommendations and the agency's ongoing goal for students to be college remediation free.

Mr. Spaulding presented the WSAC Strategic Action Plan that is expected to be adopted in December by their Council and how it aligns with the ESSB 5491 requirements. Early Learning education is not an explicit strategy, but WSAC believes it's critical and the Council fully supports that initiative. There is a need for more collaboration for professional development resources and providing time and funding for professional development outside of using Title I funds. All the reforms mirror WSAC's strategic efforts with expanding high school and beyond planning as the most closely aligned one with the Council's plan.

Mr. Montermini expressed support for the recommendations and shared programs the Workforce Board is currently engaged in to prepare students for postsecondary employment. His Board believes the four recommendations are solid and a plan of action that addresses every part of the K-12 system. Mr. Montermini suggested a friendly amendment for the fourth reform to add the wording "and employment" at the end of the sentence.

Dr. Mendoza reported that the OSPI strategic plan is not yet complete, but that the agency is reviewing its practices and trying to be responsive to districts in creating flexibility and leadership capacity. Dr. Mendoza gave an overview of the OSPI programs that align with the four reforms and how the agency partners with stakeholders to reach its goals.

Members engaged with the panelists regarding the following:

- Early learning services available for children of poverty and disabilities
- How high level quality teachers are measured and identified
- Opportunities should be more universally available in the K-12 system
- Peer state average comparison for assessment testing

<u>Public Comment</u>

Ms. Heather Lindberg, Washington State PTA
The Washington State PTA believes exclusionary discipline practices are over utilized in our state. Data show that these practices are disproportionately used on minority, low-income and special education students. Ms. Lindberg also said that schools should be evaluated on more than student achievement based on standardized tests. Ms. Lindberg suggested that additional health indicators focusing on school climate and social and emotional learning should be considered. The OSPI Student Discipline Task Force is doing great work to ensure that the data submitted through the Comprehensive Education Data and Research System (CEDARS) process is useful for policy making decisions. Using this information would help further the state's understanding of school system's health and the PTA supports the recommendation to expand the indicators to include this information.

Ms. Wendy Rader-Konofalski, Washington Education Association
WEA has a longstanding position of support for high standards and accountability, but also of opposition to using a single test score or set of test scores to make high-stakes decisions including grade promotion or graduation. Standardized tests have a measurement of error of up to 40 points on either side of a cut score, yet kids are deemed a success or failure by one point on either side of a cut score. Ms. Rader-Konofalski urged the Board to support removing the graduation requirement for all the standardized tests in favor of allowing students to graduate who complete their rigorous course work and are deemed proficient in basic skills as well as more complex skills by their teachers and districts.

Update on Former English Language Learner Data Analysis
Dr. Andrew Parr, Senior Policy Analyst
Dr. Jason Greenberg Motamedi, Senior Researcher, Education Northwest

Dr. Parr introduced Dr. Greenburg Motamedi, whose primary expertise is focused on bilingual & bi-cultural education and English language learners (ELLs). Dr. Greenburg Motamedi leads Education Northwest's work on the ELL workgroup for the Road Map Project.

Dr. Greenberg Motamedi presented research that shows English Language Learner students may struggle to exit from bilingual programs quickly or, in some cases never exit the program. However, the students that do exit are shown to do well post-program.

- Drop Out Rates
    - ELLs are much less likely to graduate and more likely to drop out of school. According to a three year study, ELL dropout rates nationwide are 25 percent. The grade level in which reclassification occurs, (the process whereby an ELL is considered a fluent English speaker) appears to influence the success of the student. One third of students dropped out if they were still classified as an ELL in high school. If they were reclassified by 5th grade, a fifth of them dropped out. If they were reclassified by 2nd grade, a sixth of them dropped out.
- ELL Workgroup for the Road Map Project
    - Jason gave a brief overview of Education Northwest and the ELL workgroup for the Road Map Project. One out of four ELL students live in the seven Road Map Project districts. There is an increase in Washington ELLs seen. Education Northwest followed an eight-year study of ELL students and observed a 28 percent growth in the number of ELL students in the Road Map school districts
- Reclassification Studies
    - Two reclassification studies were conducted through the Institute of Education Sciences in the U.S. Department of Education. In both studies, eight cohorts of ELL students were followed for an average of eight years to determine the number of years required to exit from the program. The findings showed that approximately three-quarters of the K-5 ELL students reclassified in two years. Students who entered the program in earlier grades reclassified more quickly. The counter-findings that were not expected were that students with more knowledge of English took longer to exit than a student coming in with basic knowledge. These data lacked background knowledge of the students prior to entering the program, and were based on averages as opposed to individual students.

Dr. Greenberg Motamedi defined a long-term ELL as a student that has been classified as an ELL for more than five years. While long-term ELLs present as a distinct group, the group's characteristics mirror those of the reclassified student group. For 2012-2013, 58 percent of the Road Map ELLs were classified as long-term ELLs. There is insufficient information regarding

staff personnel, classroom curriculum, and socioeconomic status of ELL students to determine why some students are not exiting within a five year period.

Dr. Parr thanked and acknowledged the work of Greg Lobdell from the Center of Educational Effectiveness for his research work on the performance of former ELL students on high stakes assessments. Mr. Lobdell collaborated with Dr. Parr on a report for members, but was unable to be present at the November meeting.

Dr. Parr introduced his analysis of former ELL performance based on school level aggregated data measured through the Index. The Index data was somewhat limited in the fact that it couldn't measure all former ELL students. Only schools with more than 20 ELL students that were continuously enrolled the entire school year were available to be included.

Members reviewed proficiency and SGP data of former ELL student groups and other student groups. On average, former ELL elementary school students performed at higher proficiency levels than the all student group. Former ELL middle school students performed at approximately the same level as the all student group in math and a little above average for reading. The high school former ELL student group performed at a low proficiency and growth rates for both math and reading. Although the high school former ELL student group performs lower than the all students group, the former ELL five-year graduation rates were the same as the all students group. Member Koon commented that graduation requirements could have been met through alternative testing options or collection of evidence.

Dr. Parr compared assessment data with both the former ELL students included and the group excluded in order to evaluate how the former ELL subgroup impacted the Index ratings. There was a modest average rating point gain for all indicators when the former ELL group was included. Members looked at the impact to indicators by school level comparison of elementary and middle school.

Previously, only former ELL and current ELL students data was available through the Index, but OSPI is now collecting the data elements necessary to identify Never-ELL and ELL students that transitioned within two years. For reading, the former ELL students in the road map districts performed higher than the never ELL group regardless of the number of years since being reclassified. In the middle school grades, the recently transitioned former ELL students post somewhat proficiency rates but former ELLs that transitioned more than two years remain the highest performing group. By high school, the former ELLs reclassified less than two years prior post lower proficiency rates in comparison to those who were reclassified more than two years prior. This data shows the former ELL students who are struggling with high school exams are the most recently transitioned former ELL students.

Member Koon requested the data comparison for science assessment testing and Dr. Parr will send the information to all members. Members discussed the importance of ELL students being supported and reaching English proficiency in order to successfully take the assessment exams.

SBE Bylaws Review Committee Update
Ms. Julia Suliman, Senior Research Analyst
Dr. Kristina Mayer, Immediate Past-Chair
Mr. Bob Hughes, Board Member

Ms. Suliman introduced the update by stating SBE is required to review its bylaws every two years. Many of the suggested amendments would update the bylaws to reflect the current work of the Board. Members will take action at the January board meeting and a board norm conversation may be necessary at that time as well. A review committee was formed with

members Kristina Mayer and Bob Hughes who staff assisted in reviewing the bylaws and identifying areas that may need to be considered for an amendment. Some of the issues discussed in the committee meetings were as follows:

- Clarification of immediate past chair position as an at-large position
- How to resolve a tie during exec committee elections
- Committee section alignment with current practice
- Board practices that conflict with Robert's Rules and so need to be codified in the bylaws

Member Hughes and Member Mayer presented proposed revisions of the bylaws, which included:

- Removing reference to "board procedures manual"
- Breaking election ties with a coin flip
- Clarity of what is defined as a bylaw or procedure
- Executive Committee call agendas and minutes provided to members in a timely manner
- Process of evaluating the Executive Director
    - Clarity of the evaluation process
    - Vice Chair – best practice for the Vice Chair to be involved, but not mandatory
- Removal of informal committees and task forces list

Members provided the following suggestions for the bylaw amendments:

- Responsibilities of members for liaison groups
- Process for adding items on board agendas
- Process of breaking a tie
- Evaluation of the Executive Director
    - Flexibility to review performance, compensation and termination at any time without changing the terms of employment.
- Executive Committee
    - Minutes and agendas provided to members in a timely manner
    - Member input and involvement for the board meeting agendas
    - Opportunity for members to review draft board meeting agendas in a timely manner and provide feedback before Executive Committee meets

Members will take action on the amendments to the bylaws at the January board meeting.

Review of Washington Administrative Code
Mr. Jack Archer, Director of Basic Education Compliance

Mr. Archer stated the Washington Administrative Code (WAC) 180-08-015 rule that requires SBE to review its rules not less than every three years. Key questions the members focused on were as follows:

1. Should the Board approve the filing of a CR 101 to enable the repeal or amendment of each of the rules cited in the review?
2. Are there any sections of WAC listed that should not be included in the CR 101?
3. Are there sections omitted that should be added to the CR 101 or considered for an additional filing?

Staff, in collaboration with OSPI and legal counsel, conducted an analysis of the Board's current 16 WAC rules due for review. Mr. Archer presented specific rules that had been identified during the analysis as candidates for technical correction or repeal because they're obsolete, have been subject to discussion by the Board in the past or where questions have

arisen that may result to rule making. Those rules presented for consideration of possible repeal or amendment are as follows:

- 180-16-162 – Define a strike
    - Sets a procedure for the SBE to disapprove a school district's basic education program during a period of a strike
- 180-16-225 – Waiver - Substantial lack of classroom space.
    - Instructs SBE to waive classroom instructional hour requirements and certain basic education approval requirements due to lack of classroom space
- 180-44-055 – 180-44-060 – Teacher responsibilities related to instruction, physical environment of classrooms and use of drugs and alcohol as cause for dismissal
    - Staff believe this is not a statutory requirement of SBE and mistakenly was never dismissed when the Board was reconstituted.
- 180-51-001 – High school graduation requirements – Education reform vision
    - States a vision of state assessments done during certain windows and students would take them based on a determination of what their educational progress is rather than by grade or age.
- 180-105-020 – Performance improvement goals
    - Requires districts to adopt district-wide performance goals, using federal requirements, for the percentage of students meeting or exceeding standard on the Washington Assessment of Student Learning (WASL).

Members were concerned whether or not approval of a CR101 filing is appropriate at this time. The CR101 does not describe any action the Board will take and only notifies the public that the Board is interested in reviewing the WACs in consideration of repeal or amendments. Once filed, a CR101 cannot be amended but a new one can be filed at any time. The Board is not obligated to continue in the process of repeal or amending any WAC codes as a result of the CR101 filing. Members also discussed if the CR101 should include only the WAC rules identified by staff during the presentation or if all the rules listed in the board materials should be included.

Member Plung requested action be taken for approving the filing of a CR101 during the Friday business items.

Board Discussion

Members discussed their appreciation of the Senate Bill 5491 conversation with partner agencies and would like to see more opportunities to engage with them about the alignment of work.

Members reviewed the remaining sections of the agenda for Friday and began preliminary discussions on the following:

- High school and beyond plan online platform in partnership with WSIPC and OSPI
- Revision of the SBE biology end of course exam statement to reflect phasing out the exam as opposed to eliminating it
    - Replacement assessment
    - Elimination of the exam only as a graduation requirement test
- Considering including teacher compensation as part of a fully funded basic education system to the legislative priorities
- Board's position on assessments
- Need for two cut scores and a position statement for it
- How lower cut scores impact students in being college ready and remediation

Adjourn

Friday, November 14

Members Attending:	Chair Isabel Muñoz-Colón, Dr. Kristina Mayer, Dr. Deborah Wilds, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Jeff Estes, and Ms. Madeleine Osmun (14)
Members Excused:	Mr. Randy Dorn, Ms. Judy Jennings (2)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Mr. Dave Stolier, and Ms. Denise Ross (8)

Student Presentation
Ms. Mara Childs, Student Board Member

Ms. Childs provided the board members with a student update then presented on life skills as part of the High School and Beyond Plan. Ms. Childs discussed courses that teach important skills that adults need, including finance and technology.

Members asked the following questions:

- Are students ready for HSBP in middle school?
    - Ms. Childs stated that students are less ready to commit, but are still willing to explore.
- How can the life skills be built into the HSBP?
    - Ms. Childs stated that technological literacy and finance could be combined. She said that students and parents worry when there are more credits to satisfy, so she would be hesitant to make it a required class. She stated that there should be a requirement that, before exiting high school, students are ready to sustain a good life and be financially literate.
- Is social media used in high school?
    - Ms. Childs stated that social media is regarded as negative more often than not. She said that the Associated Student Body runs a school Facebook and a school twitter to talk about the events going on. She said that her take on it is that adults should be monitoring the social media landscape. She said that the way that you choose to interact with people goes beyond your publishing footprint. She said that it is easy to interact sitting behind a screen rather than interacting to their face.

Update on Legislative Priorities
Mr. Jack Archer, Director of Basic Education Compliance
Ms. Julia Suliman, Senior Research Analyst
Mr. Doug Kernutt, Consultant

- Briefing on Initiative 1351 Results and Implications
- Update on Legislative Priorities of Peer Agencies
- Consideration of Revised Statement on Phasing-out Biology EOC Graduation Requirement
- Streamlining Alternative Assessments

Mr. Archer highlighted legislative priorities of other agencies that SBE can collaborate on or that could impact the SBE.

Mr. Kernutt discussed the costs of alternative assessments, Superintendent Dorn's Plan B, and additional options for consideration. He summarized the revised statement on phasing out the Biology EOC graduation requirement so that the Biology COE would no longer be needed.

A member stated that they would like to see the total count of students who did alternative assessments. Another member requested that they be informed of what the alternative assessments requested of the Legislature will be. Mr. Rarick stated that the Chair could decide to have time in January to adopt a position statement on what alternative assessments would be requested.

Members stated that it should be made clear that Washington wants an assessment based on the Next Generation Science Standards (NGSS). Members voiced concern that requesting to eliminate the science test graduation requirement may confuse the public as the Board is also asking for a future NGSS assessment. Members stated that the language of the position statements should make it clear why the Board is asking for more alternatives for all areas required for graduation, yet that the Board is also asking to eliminate the Biology COE alternative. Members voiced concern that it sends a mixed message.

Presentation of Budget Outlook for 2015-2017 Biennium
Mr. David Schumacher, Director of the Office of Financial Management

Mr. Schumacher stated that, after a bad recession, the growth has been slow. He said that growth typically picks up within a year or two after a recession but that it hasn't happened as quickly this time.

He said that the 2015-17 budget could be more challenging than the 2013-15 budget. He noted that additional spending, including McCleary and I-1351 obligations, for 2015-17 far exceeds the revenue for 2015-17. He noted that revenue collections are at historically low levels when compared to the overall economy.

Board members asked about projected trends in revenue and education enrollment. Mr. Rarick noted that the size of the gap in funding is not of a belt-tightening size where cuts can be made to meet funding obligations.

Establishing a High School Graduation Achievement Level — Considerations and Assessment Transition
Ms. Linda Drake, Research Director
Dr. Robin Munson, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Drake stated that the establishment of a cut score affects the meaning of a high school diploma. She said that the confusion comes in as part of a transition. She stated that there are two systems running at the same time during the transition period, and that it is important to tease out which tests are being used for accountability and which are being used for graduation requirements. She also addressed a point that had been raised by stakeholders that to set a graduation cut score on the SBAC assessment is faulty because it is using an assessment for a purpose for which it was not designed. Ms. Drake pointed out that this is not an uncommon practice. In fact, the state has been doing this as directed by law for many years. The Board will be approving a score on the ACT for graduation and the ACT was not designed as a graduation test, yet it is accepted as a valid alternative.

Dr. Munson presented on the transition to the Smarter Balanced assessment and the process of establishing a cut score. Dr. Munson presented the options for the cut score:

- Equal Impact cut scores would yield the same "passing" rates on the new tests as the former tests
    - Reading, Writing, or a combination?
    - 2014 or average of past three years?
    - 10th grade pass rates or 11th grade after retakes?
    - Higher cut scores over time?
- Achievement Levels
    - Level 2 instead of Level 3
    - New Achievement Level Descriptors for meeting High School graduation standards

She stated that the following are next steps in the process of setting a cut score:

- Feedback from SBE
- National Technical Advisory Committee consideration in January 2015
- Schedule activities
- Develop communications plan
- Plan for re-visiting the issue

Members asked the following questions or raised the following concerns:

- A member asked if the decision on the cut score was delayed until January, would it work with the timeline proposed by OSPI?
    - Dr. Munson replied that the Achievement Level Descriptor meeting could be delayed. She stated that OSPI will go ahead and recruit for that meeting but it could be canceled if need be.
- A member raised concern about which achievement level would be ready for "career," rather than ready for "college." The member stated that the "career" part of the assessment system is underdeveloped. The member raised concern about communications and also about the possibility of creating a two-tiered system.
- A member raised concern that having a cut score below the Career and College Ready level is not only a communications problem but also a philosophical problem. The member stated concern that setting an Equal Impact cut score may actually be at Level 1. The member stated that setting the cut score at Level 2 may not hold kids harmless.
- A member stated that "adequate" would be a "C" student but the achievement level descriptors sound like "A" or "B" students on slide 17.
    - Ms. Munson said that she could provide a document that describes the descriptors in more detail.
- A member stated that, currently, the graduation cut score is the minimum proficiency level. The member stated that the legislation makes it clear that the minimum proficiency level needs to be chosen. The member stated that, later, the CCR level could be reached but legislation requires the minimum.

Public Comment

Mr. Bill Keim, Washington Association of School Administrators
Mr. Keim stated that at a WASA board meeting a few weeks ago, delinking assessment from graduation requirements was brought up but they did not reach a conclusion. He stated that he anticipates that they would be supportive of delinking the Biology COE from graduation requirements. He stated that about 5,000 kids would not have walked without that option. He stated that many ELL students would not have walked without that opportunity. He asked the Board to please keep the image of those kids in mind while discussing the issue.

Mr. Dwight Lundstrom, Oak Harbor School District
Mr. Lundstrom stated that he would like to delink assessments from graduation requirements. He stated that he supports Superintendent Dorn's Proposal A. He asked how you meet the

students' needs as they go through adolescence, with anxiety, illness, et cetera. He stated that school becomes something that is not fun for the students when they face up to nine exams. He stated that some students are being pulled out of career education courses to get them ready to pass exams. He said that military dependents coming to Oak Harbor find the assessment system to be daunting to understand. He said that kids are seeing increased pressure to get under Individualized Education Plans so that they have additional options to graduate. He said that the Smarter Balanced assessment is taking time away from instruction and that the assessments will be a hard sell to families. He said that they are not opposed to assessment for accountability. He said that they do think that assessments are important to be accountable to taxpayers and families, but that assessments as graduation requirements are hard on students.

Ms. Stacey Mahoney, Oak Harbor School District
Ms. Mahoney stated that she appreciates the conversation on assessments. She voiced support for delinking assessments from graduation requirements. She said that to do no harm to students, they need to be prepared for life after high school. She stated that she feels that the assessments are doing harm to students and adversely impacting their opportunities. She said that signing students up for three COE classes in a school year limits their opportunities. She said that students from another state or overseas are losing opportunities so that they can take alternative assessments so that they can graduate. She stated that she attempts to provide every opportunity to take alternative assessments so that they can graduate. She noted that this becomes very confusing for students. She said that describing the timing, the assessments, and the local use of the assessments becomes confusing. She said that the time and resources that go towards those assessments takes away from programs that they would like to do. She said that much of her time at the school has become the assessment system. She urged the board to think about suspending or moving the assessments to 2019.

Ms. Cynthia Allen, Oak Harbor School District
Ms. Allen stated that she wants to speak from the student perspective on the Biology COE. She said that 16 of 25 students in that class have come in because they failed the COE twice. She said that over half of the students failed within 5 points of the exam cut score. She said that some are English Language Learning and Special Education students. She said that one of the students did an environmental science course as a biology retrieval that was effective for the student. She said that learning more science with other courses is better than doing a COE. She said that students have to cover 40 standards in 20 weeks. She said that they are only getting a review rather than having to answer a question. She said that they are being prepared to take the tests rather than getting a rich science experience. She said that there are many testing sessions throughout the spring. She stated that she likes the idea of accountability and supports that help. She said that her district has increased their rate of passing with COE passing going up to 88%, well above the state's 70%. She said that they are teaching the COE well but it isn't the type of science that students need.

Dr. Lance Gibbon, Oak Harbor School District
Dr. Gibbon said that, in the bigger picture, research around the exit exams does not show much correlation to postsecondary success. He said that there is a correlation between exit exams and dropout rates. He cited statistics on states using the SBAC for graduation and stated that Washington is the only state with such complicated alternatives. He said that most students in Oregon will have already met the standard before they take the test. He said that eliminating the tests will lead to increased instructional time, saved money, fewer dropouts, more counseling time, and more opportunities to take courses such as CTE. He urged the Board to consider Superintendent Dorn's Plan A or call for a three year hiatus on exit exams.

Ms. Lisa MacKintosh, Vancouver Public Schools

Ms. MacKintosh said that she is a 2nd and 3rd grade teacher with a split classroom of two grade levels. She said that the classroom has twice the coursework. She said that all of their standards must be taught by April to take the SBAC. She said that the 3rd grade students are required to the SBAC. She said that if they receive a below basic, then they need to have a conference with the parents to decide next steps. She stated that retention is a major part of that conversation. She said that, for the SBAC for 3rd grade, it is odd that they are expected to meet students at their level and teach differentiated instruction. She stated that she believes that setting a graduation test level sends a contradictory message. She said that the test is online and is administered to students who don't have keyboarding skills. She said that she believes that it is not appropriate for third graders. She said that there is a compounding question when you make mistakes and continue. She said that there is no cap on time on the assessment and an eight year old spent 12 hours on the assessment. She said that there is absurdity in that. She stated that the Board shouldn't make school more stressful for those kids and should see them as unique individuals.

Ms. Dionne Vester, Vancouver Public Schools
Ms. Vester said that tracking testing requirements is a year-long process. She said that, as a counselor, she tracks 300 students as her caseload. She said that the students that she tracks range in graduation requirements from those of the Class of 2013 to 2018. She said the students are fearful of not meeting graduation requirements. She said they go over every plan so that the students and parents understand what will happen if they do not make it. She said that there is a high volume of students who move in and out of the area. She stated that her district has a transfer student from California who is currently in Math and English COE. She said that the student asks what will happen if she does not pass the COE. She said that she has had some students who did not pass the COE and were unable to graduate. She said the student is living in a home where she is reuniting with her father. She said that the student is working a part time job and is hoping to move out of home. She said the student wants to attend a community technical college but she is fearful that she will not pass the COE. She said the student doesn't want to have those conversations about postsecondary options until she passes the COE. She said that she works with vulnerable students. She said that she wants to support their academic and emotional growth but that it is hard to support them.

Ms. Bonnie Little, Vancouver Public Schools
Ms. Little stated that she has been a teacher for 36 years. She stated that there has been an increase in anxiety. She said that she wears three hats in her building: testing specialist, career specialist, and counselor. She said that she has a senior who has taken the Biology COE four times. She stated that he has scored very close to passing but has not reached the passing level. She said he has taken science courses but has not yet met the graduation requirements. She asked why he isn't passing? She stated that there are many reasons why students don't pass those exams. She said that there are challenges in their lives and families. She said some kids don't test well. She said there is an impact on how kids see their coursework and their relationships with teachers. She said that kids were doing group work before the test requirements. She said the test doesn't involve the student's environment where they learn their coursework. She said that she believes that there should be a hiatus on testing while the Common Core is focused on. She said that the HSBP is an exciting process that encourages students to look at multiple career and college pathways.

Ms. Lindsey Hathaway, Vancouver Public Schools
Ms. Hathaway stated that she teaches Biology COE and AVID for seniors. She stated that she applauds the work of the Board on phasing out the COE. She suggested that the Board also consider phasing out the math and English COE. She stated that most of the students who are in the COE courses have taken the courses multiple times. She stated that seniors are placed into math courses then they don't have time to take higher courses because they are in a COE

math course so that they can graduate. She stated that students need to be pulled out for six to eight weeks for testing on a computer. She stated that the classroom turns teachers into proctors and students into full-time test takers. She stated that it is not how students will be treated once they enter the workforce. She said that it prevents them from taking literature and other courses that interest students. The English Language Arts course requires them to spend six to eight hours on a computer testing for six to eight weeks.

Ms. Heather Lindberg, Washington State Parent Teacher Association
Ms. Lindberg stated that she is representing parents and community members. She stated that a balanced assessment system is important. There should not be a single indicator for evaluating students for high school graduation, entry into special programs, et cetera. She urged the Board to not set a score. She stated that she believes that there should not be a score to show that students are ready to graduate. There are a lot of students who need much more than what is shown by meeting or not meeting a score. She stated that students need to be prepared for career, college, and life. Test scores are one of many tools utilized to understand students. She stated that tests should only be used to understand how well the system is educating students. Test scores should only be used to help students and should never be used to harm them.

Ms. Christine McChafferty, Vancouver Public Schools
Ms. McChafferty stated that she has been a teacher for 13 years and this is her second year as a LAP teacher. She joked that she is a below-level speaker to adults, but that her other skills can be observed through other assessments including observation. She stated that there is growth that cannot be measured on the SBAC. She said that establishing relationships with students, modifying instruction, and teaching students to become lifelong readers is an important thing. She said that continuing to read will never be measured on the SBAC. She said that at the time when these students should feel good about their growth they are hit with an assessment that erodes their confidence. She offered the story of a student who struggled to become a reader, but the parents are concerned that the student will be held back by the test. She voiced concern that the system is growing a generation of students who are missing out on instruction. She stated that they are experiencing a lack of enthusiasm about what they are learning.

Mr. Rob Lutz, Evergreen Education Association
Mr. Lutz stated that the graduation requirements of 24 credits are about a high quality, broad educational system. He said that he teaches history and civics. He stated that when tests are the visible focus of graduation, it shows that the history and civics courses don't matter. He said that it makes students think that history doesn't matter and that they can tune out. He said that kids give up because of the testing. He said that it is important to hold kids harmless. He said that there is not a way to do that with creating a cut score for graduation. He encouraged the Board to end testing as a graduation requirement.

Ms. Wendy Rader-Konofalski, Washington Education Association
Ms. Rader-Konofalski stated that she is very proud to represent the teachers and counselors in Washington. She said that the WEA has shown longstanding support for high standards and accountability. She said that the WEA has also shown longstanding opposition to using single test scores for high stakes promotion and graduation. She said that they are dramatic and life-changing tests that effect students. She said that the WEA follows the position consistent with every testing company in the country that tests should not be used for high stakes graduation. She said that the percentage of error is high on the tests and it is not a fair measure of student proficiency. She voiced support for the Board's work on the whole child approach and that the Board should hold fast to that concept in the assessment test scores and graduation. She said that students who are prepared should not be slowed down by having to take alternatives or

prevented from graduating. She said that the system says that you have to pass all your courses and, yet, one single test score can knock you out of graduation. She voiced support for a hiatus on test scores for graduation on all tests, but that the WEA certainly does support ending the Biology graduation requirement to get rid of the COE.

Ms. Amy Liu, Policy Director, League of Education Voters
Ms. Liu voiced appreciation for the hard work of school staff. She stated that her job is to look systemically at education. The system graduates far too few children who are ready for career and college. She said that having a bar for graduation that is lower than what they need shifts the burden to the families and parents for remediation or whatever else the students need to success. She said that the system has a long way to go and challenges the notion of holding kids harmless. She stated that there is a difference in making sure that the same number of kids get a diploma. She stated that if students leave with or without a diploma and they are not ready for the next step, then there is harm there. She said that the focus should not just be on removing barriers because life is full of barriers. She said that the system can provide better support for students to overcome barriers. She applauded the Board for being thoughtful people in the educational space.

Ms. Edri Geiger, School Board Member, Member of the Washington State School Directors Association, and Member of the OSPI Discipline Task Force
Ms. Geiger stated that it is the adults who have not prepared students for graduation. She stated that they should not focus on tests for graduation. She said that teachers are developing the skills in children, but there should not be one test. She said that employees who are able to think out of the box and work with their coworkers are not fired on one test. She said that the test does not define an educated person. She asked members to think about what makes you different and think about what you want students to know on the test. She said that high school is about wearing different hats to find out what you want to do and where you want to go. She said that her daughter is in the entertainment business and makes a lot of money but she may not have passed the test.

Mr. Joe Levesque, United International
Mr. Levesque said that he heard about the Board in the Columbian newspaper yesterday. He said that they have a problem and he might have a solution. He said that there are a lot of things that he doesn't know. He said that when a kid is young a kid goes to school to learn what he doesn't know. He said that when the kid goes to school the kid is told what to know. He said that when the kid graduates the kid learns what he has to know. He said that when you give a kid a backpack, they go out and learn what they need to know. He said that when the recession happened, people handed their backpacks to the government. He provided written comment and stated that he would like a preliminary evaluation of his work. He stated that his program would generate money for universities. He stated that he has met with stakeholders about his program.

Board Discussion

Board members discussed the documents, labeled as exhibits that would be used in the business items. Mr. Archer stated that all 295 districts certified compliance with the minimum requirements of the program of basic education. The Chair requested that staff consider front-loading information on assessments for the January board meeting.

Business Items

Motion made to approve 2017–2018 board meeting dates and locations as shown in Exhibit A. **Motion seconded.**

Motion carried.

Motion made to direct staff to complete and submit the Educational System Health Indicators report presented at the November board meeting, reflecting input and guidance provided by the Board.
Motion seconded.
Motion carried.

Motion made to direct staff to develop timelines and measurements associated with the Strategic Plan vision, mission, goals, strategies and action steps presented at the November meeting for board consideration at the January 2015 meeting.
Motion seconded.
Motion carried.

Motion made to adopt the 2014 school district BEA Compliance Report as shown in Exhibit D.
Motion seconded.
Motion carried.

Motion made to approve the waiver of career and college-ready graduation requirements for Longview School District**.**
Motion seconded.
Motion carried.

Motion made to approve the waiver of career and college-ready graduation requirements for Snohomish School District**.**
Motion seconded.
Motion carried.

Motion made to approve a score of 16 for meeting standard on the science portion of the ACT as an alternative to the Biology End-of-Course assessment, as recommended by OSPI.
Motion seconded.
Motion carried.

Motion made to approve the filing of a CR-101 for the WACs listed in Exhibit F.
Motion seconded.
Motion carried.

Motion made to approve the position statement on funding for professional learning in Washington state as shown in Exhibit C.
Motion seconded.
Amendment proposed to insert the words “District-directed” in between “80 hours” and “professional development” to the final paragraph.
Amendment carried.
Amendment proposed to change “is a state-funded program of educator professional learning, which…” to “is sustained state-funded educator professional learning which…”
Amendment carried.
Motion carried.

Motion made to table business item number four on the position statement on establishment of a cut score for high school graduation on the high school SBAC assessment until the January meeting.
Motion seconded.

Motion carried.

Motion made to approve the legislative priority statement concerning Biology End-of-Course graduation requirement phase-out as shown in Exhibit E.
Motion seconded.
Amendment proposed to change “Additionally, the Board recommends that the Legislature phase out the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards” to “The Board urges the Legislature to eliminate the high school graduation requirement to pass the end of course biology exam.”
Amendment failed.
Amendment proposed to change the words “phase out” to “end.”
Friendly amendment proposed to change “recommends” to “urges.”
Friendly amendment accepted.
Amendment carried.
Motion carried.

Motion made to table business item number 10 to approve the High School and Beyond Plan letter of agreement.
Motion seconded.
Motion carried.

Adjourn

EXECUTIVE COMMITTEE ELECTIONS

The Executive Committee elections held at the September 2014 board meeting resulted in a tie for the Immediate Past Chair position. The tie vote prevented the election for the Member At-Large position. An election for both positions will be held again at the January 2015 meeting.

Nominations

At the September meeting, the tie vote for the Immediate Past Chair was between Member Fletcher and Member Maier. After the election, Member Maier withdrew his nomination for the position.

At the September meeting, Member Jennings was the only nominee for the Member At-Large position. After the election, Member Maier submitted his intention to seek election for the position.

Action

A call for nominations will be offered at the beginning of the meeting on January 7, 2015 and the elections will take place at the end of the day. Ballots will be provided at the time the election is conducted.

Election ballots are required to be signed per the Public Meeting Act RCW 42.30.060.

Bylaws

of the

Washington State Board of Education

Adopted January 15, 2009

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ARTICLE I
Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II
Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

ARTICLE III
Membership and Responsibilities

Section 1. Board composition. The membership of the Washington State Board of Education is established by the Legislature and outlined in the Revised Code of Washington (RCW 28A.305.011).

Section 2. Meeting attendance and preparation. Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board's projects and policymaking.

Section 3. External communication. Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

Section 4. Board responsibilities. The board may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

ARTICLE IV
Officers

Section 1. Designation. The officers of the board shall be the chair the vice chair, immediate past chair, and two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two -year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) The immediate past chair shall serve a term of one-year.

Section 3. Officer elections. (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(2) **One-year position.** (a) The members at-large office positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

Section 4. Duties. (1) **Chair**. The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair**. The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

ARTICLE V
Meetings

Section 1. Regular meetings. (1) The board shall hold an annual planning meeting and such other regular and special meetings at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act. Procedures shall be developed and adopted in the BOARD PROCEDURES MANUAL to specify how recognition is to be sought and the floor obtained during such meetings.

Section 2. Agenda preparation. (1) The agenda shall be prepared by the executive committee in consultation with the executive director and other staff, as necessary.

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair or executive director will give final approval of all items and changes that will appear on the agenda at a board meeting.

(4) The full agenda, with supporting materials, shall be delivered to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) Hearings to receive information and opinions, other than those subject to the provisions of Chapter 34.05 RCW relating to adoption of rules and regulations or as otherwise provided by law, shall be scheduled when necessary on the agenda prior to final consideration for action by the board.

Section 3. Board action. (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or videotelecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair, unless a roll call is requested and sustained by one quarter of the voting members who are present.

(5) All regular and special meetings of the full board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

Section 4. Consent agenda. (1) Non-controversial matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items may be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be referred to a standing committee or shall be considered by the full board at the direction of the chair.

Section 5. Parliamentary Authority. The rules contained in the current edition of ***Robert's Rules of Order Newly Revised*** shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

ARTICLE VI
EXECUTIVE COMMITTEE

Section 1. Executive committee. (1) (a)The executive committee shall consist of the chair, the vice chair, the immediate past chair, and two members at-large.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

ARTICLE VII
Committees

Section 1. Designation. (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board. Rule changes should be discussed in committee before recommended language is referred to the board for discussion and possible vote.

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) Appointments of non-state board members to a state board committee shall be made by the board chair in consultation with the committee chair(s) and the executive director, taking into consideration nominees submitted by board members, and identified groups or organizations.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

(5) Each committee will be responsible for recommending to the budget process costs associated with responsibilities of the committee.

ARTICLE VIII
Executive Director

Section 1. Appointment. The board may appoint an executive director.

Section 2. Duties. (a) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(b) The board shall establish or modify a job description for the executive director, as needed.

Section 3. Annual evaluation. (a) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(b) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director.

Section 4. Compensation and termination of the executive director. The rate of compensation or termination of the executive director shall be subject to the prior consent of the full board at the planning meeting.

ARTICLE IX
Amending Bylaws

Section 1. Amending bylaws.

(1) These bylaws may be amended only by a two-thirds affirmative vote of the board members.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

Section 2. Suspending bylaws. These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Strategic Plan**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will consider adoption of the 2015-18 Strategic Plan at the January 2015 meeting.	
Possible Board Action:	☐ Review ☒ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	This section of the packet includes: 1. Glossary for the Strategic Plan (Definitions of Planning Terms) 2. Draft Strategic Plan (with measures and timelines added since the November 2014 meeting) 3. Description of the Proposed Evaluation Process for the Strategic Plan	

Strategic Plan Terms

In response to challenges in using diverse strategic planning terms, staff have developed a set of definitions so that members and staff have a common understanding.

Broader scope, higher-level, visionary, strategic on a system-wide level

Vision: An aspiration of where you want the educational system or Board to be at the end of the Strategic Plan; what success would look like.

Mission: The work that the Board is charged with doing; the means of reaching the vision.

Goal: The result of the effort of the Board that advances the educational system towards the vision; an aim; an outcome. The goal falls within the means described in the mission statement.

Strategy: How the goal will be reached; an intentional method for reaching the goal.

Action Step: An accomplishment that is done in furtherance of the strategy; an achievable step in the strategic direction towards achieving the goal.

Narrow scope, project-level, detailed, tactical on a SBE action-level

Measure: The product or data point by which the SBE will assess progress towards completing the action step.

Educational Terms

Opportunity Gap: Inputs – the unequal or inequitable distribution of resources and opportunities. [1]

Achievement Gap: Outputs – the unequal or inequitable distribution of educational results or benefits.[1]

[1] The Glossary of Education Reform. (2013). *For journalists, parents, and community members.* Retrieved from: http://edglossary.org/

DRAFT SBE Strategic Plan

Vision

A quality education system that prepares all students for college, career, and life.

Mission

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

Strategic Plan

Goal 1: Develop and support policies to close the achievement and opportunity gaps.

1.A Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.

1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.	Timeline: Annual - March Measure: Achievement Index Results
1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.	Timeline: Annual - September Measure: Spotlight Report on Advanced Placement Data
1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.	Timeline: Annual - September Measure: 5491 Additional Indicators
1.A.4 Advocate for increased access to early learning opportunities.	Timeline: Annual - December Measure: Legislative Priorities, 5491 Report
1.A.5 Advocate for expanded learning opportunities.	Timeline: Annual – Legislative Session Measure: Final ELO Council Report

1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.	Timeline: January 2016 Measure: Presentation at CCSSO

1.B Develop policies to promote equity in postsecondary readiness and access.

1.B.1 Advocate for expanded programs that provide career and college experiences for underrepresented students.	Timeline: Annual, March 2015 Measure: Achievement Index Dual Credit and Industry Certification Data
1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.	Timeline: Annual - December Measure: 5491 Report
1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.	Timeline: September 2015 Measure: Legislative Priority
1.B.4 Collect and analyze data on waivers of career and college ready graduation requirements and student course-taking.	Timeline: March through July 2015 Measure: Briefing

1.C Explore research and data to promote strategies to strengthen key transition points in a student's education.

1.C.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.	Timeline: Annual - January starting in 2016 Measure: Data Analysis Report
1.C.2 Research data capacity to inform student transitions at key points in the P-13 pipeline.	Timeline: July 2015 Measure: Briefing on P-13 Pipeline and 5491 Report

Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

2.A Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.	Timeline: Annual – December, Biennial Report to Legislature Measure: 5491 Report

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2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.	Timeline: Annual – December Measure: Enhanced Website
2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.	Timeline: Annual – On or before March Measure: Enhanced Website
2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington's federal ESEA flexibility application and other goals established in state law.	Timeline: July 2016 Measure: Rule Adoption
2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.	Timeline: March 2017 Measure: Inclusion of Adequate Growth in the Achievement Index

2.B Develop and implement an aligned statewide system of school recognition and accountability.

2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.	Timeline: March 2017 Measure: Inclusion in the Achievement Index
2.B.2 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state's aligned accountability framework.	Timeline: Annual – On or before March Measure: Identification of Challenged Schools in Need of Improvement
2.B.3 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and considerable approval of Required Action Plans.	Timeline: Annual - Spring Measure: Adherence to Rule
2.B.4 Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.	Timeline: 2015 Legislative Session Measure: ESEA Flexibility Waiver
2.B.5 Explore the inclusion of additional indicators into the state's accountability framework that reflect student social and emotional well-being and readiness for academic success.	Timeline: Annual – December 5491 Measure: 5491 Report
2.B.6 Partner with OSPI to advocate for the provision of adequate supports for Challenged Schools in Need of Improvement.	Timeline: Ongoing Measure: Budget

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2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.	Timeline: Annual - May Measure: Washington Achievement Awards

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.

3.A Support district implementation of the 24-credit high school diploma framework.

3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Timeline: Ongoing Measure: Guidance for Counselors on Website
3.A.2 Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.	Timeline: July 2015 Measure: Video and Summary Materials

3.B Promote expansion and use of flexible crediting and course-taking options.

3.B.1 Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency standards.	Timeline: May 2015 Measure: Approved State Equivalencies
3.B.2 Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.	Timeline: July 2015 Measure: Guidance on Web Page
3.B.3 Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.	Timeline: July 2015 Measure: Guidance on Web Page

3.C Strengthen student academic planning processes and enhance access to planning experiences.

3.C.1 Develop tools and resources for use by students, families, schools, and districts to engage in the High School and Beyond Plan process.	Timeline: Summer 2015 Measure: HSBP Web Page

Updated web page, promote research-based practices, provide

3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.	Timeline: September 2015 Measure: Guidance on Web Page, 5491 Report

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3.C.3 Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.	Timeline: Summer 2015 Measure: Video, Sample Plans, and District Highlights on Website
3.C.4 Utilize the perspective and experiences of our high school student representatives to inform board policymaking and guidance on High School and Beyond plan Implementation.	Timeline: January to September 2015 Measure: Interview with Student Board Members

3.D Support the implementation of career and college ready standards and an aligned assessment system.

3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.	Timeline: August 2015 Measure: Scores Established
3.D.2 Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.	Timeline: Annual - December Measure: Annual Report, Legislative Priority
3.D.3 Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.	Timeline: Ongoing Measure: Guidance on Web Page
3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.	Timeline: January 2015 Measure: Scores Established

Goal 4: Provide effective oversight of the K-12 system.

4.A Ensure compliance with all requirements for the instructional program of basic education.

4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Timeline: Annual – July to November Measure: 100% Compliance
4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.	Timeline: September 2015 Measure: Rule Adoption, Revised FAQ

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4.A.3 Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.	Timeline: Annual – January Measure: Summary Documents and Data File
4.A.4 Review and revise rules for private schools on the private school approval process.	Timeline: January 2016 Measure: Feedback from Private School Advisory Council

4.B Conduct thorough evaluations of requests for waivers of BEA requirements.

4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.	Timeline: Spring 2016 Measure: Revised Board Procedures and Review of Rules

4.C Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.

4.C.1 Disseminate information through SBE web site and make public presentations on the authorizer application process.	Timeline: Annual - Summer Measure: Materials on Web Site, Public Presentations
4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.	Timeline: Ongoing Measure: Website Resources
4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.	Timeline: Annual - May Measure: Revised Application and Rubrics as Needed
4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.	Timeline: Annual – February Measure: Reviewed Applications

4.D Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.

4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.	Timeline: Summer 2015 Measure: Working agreement with Spokane Public Schools
4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.	Timeline: Fall 2015 Measure: Plan for Board review

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4.D.3 Establish procedures for ongoing communication with district authorizers that ensure the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.	Timeline: Fall 2015 Measure: Procedures

4.E Issue high-quality annual reports on the state's charter schools.

4.E.1 Collaborate with the Washington State Charter School Commission, district authorizers, and OSPI to ensure timely and accurate data collection and reporting.	Timeline: Ongoing Measure: Data quality and presentation in annual reports
4.E.2 Collaborate with the Washington Charter Schools Commission to develop annual reports on the state's charter schools for the preceding school year.	Timeline: Annual/December 1 Measure: Submission of report to the governor, legislature and public
4.E.3 Analyze authorizer annual reports and research best practices to identify areas for improvement in meeting the purposes of the state's charter school laws.	Timeline: Ongoing Measure: Findings and recommendations in annual reports

4.F Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.

4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.	Timeline: Annual, December Measure: 5491 Report
4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.	Timeline: Summer of 2015 Measure: Convene Achievement and Accountability Workgroup
4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.	Timeline: Annual - December Measure: 5491 Report, Convene Achievement and Accountability Workgroup

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STRATEGIC PLAN EVALUATION PROCESS

Short-Term Evaluation: Bi-Monthly

On a bi-monthly basis, staff will update the Board on the progress that has been made towards achieving the goals in the Strategic Plan. The Strategic Plan dashboard update consists of a list of major accomplishments related to the goals of the Board and a measure of the progress towards achieving goals, strategies, and action steps. The accomplishments include deliverables, outreach efforts, workgroup meetings, partnership activities with peer agencies, and more. The measure used in the Strategic Plan dashboard is currently a percentage of progress towards achieving a goal, strategy, or action step. The purpose of the Strategic Plan dashboard is to keep the Board up to date on the work of staff and to ensure that the actions of the Board are in furtherance of the broader goals and strategies that the Board has adopted.

Medium-Term Evaluation: Annual

At the September planning retreat, the Board will review the Strategic Plan, reflect on its progress, make modifications if necessary, and examine the state of education in Washington through data analysis. This planning retreat provides an opportunity for the Board to revise the Strategic Plan in response to policy developments. Staff will prepare recommended revisions that reflect the status of action steps and next steps in major projects and policy work. Staff will present on data that has been analyzed to show trends in the educational system in Washington. These data will include the Indicators of Educational System Health as mandated by ESSB 5491 and additional indicators recommended by the Board.

Long-Term Evaluation: At the End of the Four-Year Strategic Plan

At the September planning retreat in the final year of the four-year Strategic Plan, the Board will engage in reflection on the progress that was made over the four years of the Strategic Plan. This will provide an opportunity for the Board to reflect on the direction of its policy work and, in a broader view, the educational system in Washington. At this time, the Board will be engaged in developing the next four-year Strategic Plan and will discuss the future direction of the Board.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Assessment Requirements for High School Graduation**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) will: • Consider approving Smarter Balanced Consortium Achievement Level cut scores on the Smarter Balanced Assessments (SBAC) for use in Washington. • Consider approving an approach to setting a graduation cut score for high school SBAC and high school transition assessments. • Continue discussions on refining an SBE position statement on the assessment system, and may consider approving a position statement.
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	OSPI staff will create a video to present the recommendation of the Superintendent to approve the consortium-determined Smarter Balanced Achievement Level cut scores for use in Washington. This video will be available for members to view prior to the Board meeting. Board discussion will be focused on considering an approach to setting a graduation cut score on the high school SBAC and transition exit exams, and the Board position on high school assessments. The Board may consider approving a single document that expresses the Board's position as well as the approach to setting a graduation cut score. A Board work group of four members has been meeting to develop and recommend a draft position document. Work group members will share their discussion and recommendations.

ASSESSMENT REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Policy Considerations

At the January 2015 State Board of Education (SBE) meeting, the Board will consider approving:

- The Smarter Balanced Consortium Achievement Level cut scores on the Smarter Balanced Assessment (SBAC) for use in Washington.
- An approach to setting the high school graduation cut score on the high school SBAC and the transition exit exams.

The Board may consider approving:

- A revised Board position statement on high school assessments required for graduation.

This memo is intended to provide background information to inform Board discussion on these three considerations. In addition to this memo, Office of the Superintendent of Public Instruction (OSPI) staff created a video prior to the January meeting summarizing the Superintendent's recommendation regarding the first point of consideration, the SBAC cut scores. The video will be posted on the SBE website.

To address the second and third points of consideration, the SBE convened a work group of four members, Members Wilds, Koon, Estes, and Maier, to discuss and recommend an approach to setting a graduation achievement level on high school assessments and a revised Board position on assessments required for high school graduation. At the January meeting work group members will be sharing their discussion and thoughts with the Board, and offering a document summarizing a draft position on high school assessments. The draft position statement is included in this Board packet.

Background

Brief History of Assessments Required for High School Graduation

The Commission on Student Learning was created by the Legislature in 1992 and began its work in 1993. The duties of the Commission included establishing Essential Academic Learning Requirements and assessments, and establishing the date for making high school assessments required for high school graduation (a Certificate of Mastery, later called a Certificate of Academic Achievement). The Commission was directed to work closely with the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE). Three members of the Commission were selected by the SBE among SBE members.

The Washington Assessment of Student Learning (WASL), assessments in reading, writing, and math based on Washington Learning Standards, was first administered in 1997. Legislation in 2004 (3ESHB 2195) made the WASL a graduation requirement for the Class of 2008. Initially, WASL science was also planned to be required for the Class of 2010. This was later postponed first to the Class of 2013, then to the Class of 2015. In 2006 legislation passed (ESSB 6475) that implemented alternative assessments methods by 2006-2007, specifically, grade

comparison, collection of evidence, Career and Technical Education collection of evidence, SAT and ACT. In 2009-2010, the WASL was replaced with the High School Proficiency Exam.

In 2007, ESSB 6023 postponed the math assessment graduation requirement from the Class of 2008 to the Class of 2013, by allowing students to earn one or two additional math credits in place of passing the math assessment.

In 2008 legislation (ESHB 3166) directed OSPI to develop end-of-course (EOCs) for Year 1 and Year 2 math to replace the math WASL for implementation by 2010-2011. In 2011, HB 1412 specified that one, rather two math EOCs were required for graduation.

Also in 2011, the legislature directed that the science assessment be an EOC in biology.

In July 2011, Superintendent Randy Dorn adopted the Common Core State Standards for Washington. These new standards in English Language Arts and mathematics will be fully implemented in 2014–2015, when new assessments based on the Common Core State Standards will be administered. Washington State is a member of the Smarter Balanced Consortium (SBAC) which developed assessments based on the Common Core Standards. In addition, Washington State is a member of a partnership of states developing new science standards, the Next Generation Science Standards (NGSS). New assessments for the NGSS could be available for the 2017–18 school year.

The SBAC consortium agreement requires all states to use the 11th grade assessments for federal accountability purposes. The pass score for federal accountability is determined by the consortium and is tied to career and college readiness (the SBAC Level 3 Achievement Level). It is anticipated that these assessments will be more difficult than the Washington High School Proficiency exams and math end-of-course exams and, at least during the early years following adoption, that fewer students will meet the career- and college-ready standard than pass the current 10th grade assessments required for graduation.

Table 3 lists sources and links to additional background information regarding the history of assessments required for high school graduation.

SBE's Role in the Assessment System

The Board has three responsibilities in regards to the assessment system (see statutes in Table 1):

- Establish cut scores, including scores on all statewide assessments at all grade levels and the scores students must meet on assessments required for high school graduation.
- Set graduation requirements, including the certificate of academic achievement (earned by students who pass the state assessments required for graduation). In practice, the Legislature has set assessment graduation requirements since 2004, and current graduation assessments and approved alternatives are in statute.
- Provide consultation to OSPI to maintain, develop and revise the state assessment system.

Table 1: State Board of Education Responsibilities in the Assessment System

Statute and Summary	Text
RCW 28A.655.070 (3)(a) **Provide consultation to OSPI to maintain, develop and revise the state assessment system**	"In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements…."
RCW 28A.305.130(b)(i) **Set cut scores on statewide assessments**	"…identify the scores students must achieve in order to meet the standard on the statewide assessment… [and to] determine student scores that identify levels of student performance below and beyond standard."
RCW28A.305.130(c) **Review the reporting system**	"…annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students."
RCW28A.305.130(b)(iii) **Set cut scores for graduation on the SBAC**	"By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the high school English language arts assessment and the comprehensive mathematics assessment developed with a multistate consortium in accordance with RCW 28A.655.070. To determine the appropriate score, the state board shall review the transition experience of Washington students to the consortium-developed assessments, examine the student scores used in other states that are administering the consortium-developed assessments, and review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores established by the state board of education for the purposes of earning a certificate of academic achievement and graduation from high school may be different from the scores used for the purpose of determining a student's career and college readiness."
RCW28A.305.130(b)(ii) **Set cut scores for graduation on the transition exit exams**	"By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the tenth grade English language arts assessment and the end-of-course mathematics assessments developed in accordance with RCW 28A.655.070 to be used as the state transitions to high school assessments developed with a multistate consortium."
RCW 28A.230.090 (1) and (1)(b) **High school graduation requirements**	"1) The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW 28A.230.122 and except those equivalencies established by local high schools or school districts under RCW 28A.230.097. The purpose of a high school 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…(b) The certificate of academic achievement requirements under RCW 28A.655.061 or the certificate of individual achievement requirements under RCW 28A.155.045 are required for graduation from a public high school but are not the only requirements for graduation."

Smarter Balanced Consortium Achievement Level Cut Scores

RCW28A.305.130(b)(iii) requires that the SBE approve scores used for students to meet standard on statewide assessments. Therefore, the SBE must approve the Smarter Balanced Consortium Achievement Level Scores for the scores to apply in Washington. The Smarter Balance Consortium implemented a multi-part process for developing the scores. In November 2014 the chief state officers of the consortium states, including Superintendent Dorn, approved the scores developed by the Consortium.

Included in this memo are the following Smarter Balanced documents:

1. A table of the Smarter Balanced Consortium Cut Scores for Level 1/Level 2, Level 2/Level 3, and Level 3/Level 4.
2. Smarter Balanced States Approve Achievement Level Recommendations Press Release. This document includes graphs of the Achievement Levels and the percent of students consortium-wide in each of the achievement levels based on the field testing results.

Additional information, with links, on Achievement Levels from the Smarter Balanced Consortium is listed in Table 4.

High School Graduation Cut Scores and a Revised Board Position on High School Assessments Required for Graduation

The Board work group tasked with making a recommendation on a Board position statement considered establishing the high school graduation cut score and the revised Board position on high school assessment as part of the same discussion. In their discussion, the work group considered (1) approaches to setting the high school graduation cut score, (2) the current position the Board has taken on high school assessments, and (3) additional alternatives and modifications to current alternatives to high school assessments required for graduation.

High School Graduation Cut Scores

RCW28A.305.130(b)(iii) and RCW28A.305.130(b)(ii) require that the SBE establish cut scores for graduation on the high school SBAC and the exit exams during the transition period (2015-2018). The transition exit exams include a Math Year 1 end-of-course exam (EOC) and a Math Year 2 EOC.

The Board discussed the high school graduation cut score at the November 2014 Board meeting. Materials on considerations in setting the graduation cut score are in the meeting packet. Assistant Superintendent Robin Munson of OSPI presented to the Board on possible options for setting a cut score for high school graduation. These included:

- Equal impact: Establishing a score that would yield the same “passing” rates as previous assessments;
- Using the SBAC Achievement Level 2 as the graduation score; and
- Establishing a new achievement level for high school graduation.

In establishing a graduation cut score, the SBE may also consider a schedule for revisiting the cut score and raising it over time to eventually coincide with the SBAC college- and career-ready level.

Current State Board of Education Position on High School Assessments

At the November 2014 SBE meeting, the Board adopted a legislative priority to end the Biology End-of-Course exam (EOC) as an exit exam:

> Additionally, the Board urges the Legislature to end the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards.

On January 10, 2013, the SBE adopted a motion identifying the SBE's position on assessments:

> The State Board of Education (1) recognizes the state is in a time of transition with implementation of the Common Core State Standards (CCSS); (2) strongly urges alignment and work with higher education so the Smarter Balanced Assessment Consortium (SBAC) 11th grade assessment would be meaningful in admissions and placement; (3) affirms exit exams as part of a meaningful high school diploma; (4) move towards exit exams consisting of: Algebra 1 EOC, Biology EOC, Reading and Writing transitioning to ELA (comprehensive SBAC 10th or 11th grade needs further exploration); and (5) more work to broaden Science assessment options (concerns about narrowing of curriculum through Biology EOC).

In addition, the Board has established an intent in rule (WAC 180-17-100, adopted March 2014) that graduation requirements should ultimately align with career and college readiness, but that during the transition to new content standards and assessments, the graduation level should be a minimum proficiency standard rather than career and college readiness:

> (e) The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college-readiness for all students.

Exploring Alternatives to High School Assessments Required for Graduation

The Board workgroup and Dr. Doug Kernutt, in his reports at the September and November Board meetings, reviewed ways that alternatives to the assessment required for high school graduation could be simplified or be accessed by more students. OSPI staff presented Superintendent Dorn's two possible plans for modifying the assessment system, Plan A and Plan B, at the September 2014 Board meeting. (Table 3 has links to the OSPI presentation, as well as memos by Dr. Doug Kernutt on alternative to high school assessments.) The Governor's budget proposal includes a modification to Collections of Evidence.

Table 2 summarizes possible new or modified alternatives, with some of the advantages and challenges of each. The possible alternatives are grouped into the following categories:

- College credit alternatives
- Career readiness alternatives
- Instructional alternatives
- Modifications to Collections of Evidence
- Adjustments to existing alternatives
- Eliminating exit exams
- Earlier testing

Action

The Board will consider:

- Approving the Smarter Balanced Consortium cut scores for the SBAC for use in Washington.
- Approving an approach to setting a graduation cut score on the high school SBAC and transition exit exams.

The Board may consider:

- Approving an SBE position statement on high school assessment graduation requirements. This position statement may include the approach to setting a graduation cut score and the high school SBAC and transition exit exams.

If you have questions regarding this memo, please contact Linda Drake at Linda.drake@k12.wa.us.

Table 2: A Summary of Possible Modifications to Existing Alternatives and New Alternatives to High School Assessment Graduation Requirements

	Alternative/Option	Modification or New?	Explanation	Advantages	Concerns	Comments
College Credit Alternatives	College Credit in ELA and Math Content Areas	New	Earning college credit in a math or ELA course. Dual credit programs include Running Start, College in the High School, and Tech Prep. Also passing, AP, IB, and Cambridge courses.	Provides an instructional alternative to the assessment requirement. Success in a college level course demonstrates readiness for college level work.	Students across the state have unequal access to opportunities to earn college credit. There may be imperfect alignment to ELA and math standards.	Discussed by SBE work group for further exploration. Part of Supt. Dorn's Plan B.
	College Credit in Any Content Area	New	Earning college credit through dual credit programs such as Running Start, College in the High School, and Tech Prep. Also passing, AP, IB, and Cambridge courses.	Provides an instructional alternative to the assessment requirement. Success in a college level course demonstrates readiness for college level work.	A process would need to be developed to ensure there is sufficient alignment to standards. There also may be unequal access across the state.	Discussed by SBE work group for further exploration.
Career Readiness Alternatives	Professional Certification	New	Earning a rigorous professional certification.	Provides an indication of work-readiness.	There is a lot of variability in professional certifications. There may be no alignment with standards. And, there may be unequal access across the state.	Discussed by SBE work group for further exploration.
	Additional Work Readiness Assessments	New	Passing certain assessments such as WorkKeys, or Precision Exams.	Provides an indication of work-readiness.	There may not be sufficient alignment in ELA and math standards. There may be a cost with some assessments.	Discussed by SBE work group for further exploration.

	Alternative/Option	Modification or New?	Explanation	Advantages	Concerns	Comments
	Career and Technical Education program completion	New	Completing a full CTE program at a Skills Center, or a rigorous CTE program at a high school	Provides an indication of work-readiness. Good for students who have a clear career pathway. CTE programs are generally well-aligned with standards.	There is some variability in the length and rigor of CTE programs. There is unequal access across the state.	Discussed by SBE work group for further exploration.
Instructional Alternatives	Bridge Courses (graduation readiness transition course)	New	Passing a bridge course developed through a secondary/post-secondary partnership.	Recognition by higher education for college readiness and course placement.	Does not address the needs of all students who are not successful at the assessments. Cost to the district in staff resources.	Discussed by SBE work group for further exploration, and in the Governor's budget.
	Additional High School Credit in Content Area	New/ used for math prior to 2013	Passing any additional high school course in the math or ELA content area (this was done for math prior to 2013).	A relatively simple and easily available option.	Insufficient rigor and alignment with standards. Students are already taking 4 credits of English in high school--would they need to 'double-up?'	Part of Supt. Dorn's Plan B.
Modifications to COEs	Reduce COEs in Math to Year 1 only	Modification	Currently, COEs are available for both Math Year 1 (Algebra) and Math Year 2 (Geometry). This option would reduce COEs in math to only Math Year 1.	Simplify the process for administering and grading the math COE.	Geometry is more accessible for some students' learning styles.	Part of Supt. Dorn's Plan B.
	District Grading of COEs, and coursework.	Modification	Revises the administration of the Collection of Evidence alternative to allow students to submit their credit bearing coursework as demonstration of high school proficiency. School districts, instead of the state, will assume responsibility for evaluating the Collection of Evidence materials	Eliminates the cost to the state of grading COEs. Eases the effort in creating a COE by allowing the use of student work from non-COE courses.	Increases burden on districts for scoring the COEs. Could reduce consistency and equity in high school education around the state.	Governor's proposal.

	Alternative/Option	Modification or New?	Explanation	Advantages	Concerns	Comments
Adjustments to Existing Alternatives	Out-of-State Tests	Modification	Currently, students may be waived from the assessment graduation requirement if they transfer into WA in the 11th or 12th grade. This option would expand eligibility to students in any grade.	Expands this alternative to more transfer students.	Probably would not affect many students—fewer than 1%.	Part of Supt. Dorn's Plan B.
	Transfer Waiver	Modification	Change date of transfer to January 1 from March 1—this would be a procedural change that could be made in WAC.	Intended to improve the process.	Probably would not affect many students—fewer than 1%.	Part of Supt. Dorn's Plan B.
	Grade Comparison	Modification	A student's grades in courses corresponding to specific content areas are compared with the grades of students who took the same courses and passed the exit exam. This option is available to 12th graders who have an overall grade-point average of 3.2. This option would eliminate the GPA criteria.	This modification would allow more students to access this low-cost alternative.	District staff currently do the calculation for this alternative. If more students access, more district staff time would be used to do the calculation.	Part of Supt. Dorn's Plan B.
Eliminating Exit Exams	Eliminating all high school exit exams	New	Eliminates the assessment graduation requirements. The assessments would continue to be administered for state and federal accountability, and as an indicator of services and instruction needed in the senior year.	Eliminates the need for alternatives, and the cost of alternatives. Simplifies the assessment system for districts.	Reduces student motivation to take assessments and do well on assessments. Could reduce consistency and equity in high school education around the state.	Supt. Dorn's Plan A.
	Eliminate the Biology End-of-Course as an exit exam	New	Eliminates the biology assessment graduation requirement. The assessment would continue to be administered for state and federal accountability.	Eliminates the need for alternatives to the biology assessment and the cost of the alternatives. Simplifies the assessment system.	Reduces focus on science.	SBE Board Resolution and Legislative Priority

	Alternative/Option	Modification or New?	Explanation	Advantages	Concerns	Comments
Earlier Testing	Administering the SBAC to 10th graders in both ELA and Math	New	During the transition period, the ELA SBAC will be administered to 10th graders as well as 11th graders. This option would expand to math as well, and extend beyond the transition period.	Allows more time for high school course-taking and alternatives.	Cost of testing students in both the 10th and 11th grade, and time given to testing impinges on instruction.	Discussed by SBE work group for further exploration.

Table 3: Additional Information on High School Standards, Assessment and Exit Exams

Source	Link	Comment
Statement of Support: Achievement Level Setting for the Smarter Balanced Assessments.	http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/ALS-Statements-of-Support.pdf	SBAC document that includes statements from the SBAC Technical Advisory Panel, the SBAC Advisory Panel, and the external auditor.
Interpretation and Use of Scores and Achievement Level.	http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf	SBAC document with recommendations for use of SBAC scale scores and Achievement Levels.
OSPI Presentation at September 2014 SBE Board Meeting	http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/OSPIassessmentPresentation1.pdf	History of high school assessments, Supt. Dorn's Plan A and Plan B
OSPI Presentation at the November 2014 SBE Board Meeting	http://www.sbe.wa.gov/documents/BoardMeetings/2014/Nov/OSPIcutscores.pdf	Includes possible approaches to setting a graduation cut score on high school assessments
SBE Memo for September 2014 Board Meeting	http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/04Assessments1.pdf	Includes a general background and the role of the Board and the impact of the assessment system on districts
SBE Memo for November 2014 Board Meeting	http://www.sbe.wa.gov/documents/BoardMeetings/2014/Nov/08CutScore.pdf	Includes a summary of what other states are doing
Dr. Doug Kernutt's memo on Alternative Assessments for High School Graduation	http://www.sbe.wa.gov/documents/BoardMeetings/2014/Nov/09LegislativePrioritiesUpdate2.pdf	Included as part of the SBE agenda on Legislative Priorities
Core to College Website	https://c2cwa.wordpress.com/about/	Information about the Bridge to College transition courses

Smarter Balanced Threshold Scale Scores for Four Achievment Levels

Math Scale Score Thresholds			
Grade	Level 1-to-2	Level 2-to-3	Level 3-to-4
3	2381	2436	2501
4	2411	2485	2549
5	2455	2528	2579
6	2473	2552	2610
7	2484	2567	2635
8	2504	2586	2653
11	2543	2628	2718

ELA Scale Score Thresholds			
Grade	Level 1-to-2	Level 2-to-3	Level 3-to-4
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668
11	2493	2583	2682

Approved Nov. 14, 2014

Smarter Balanced States Approve Achievement Level Recommendations

OLYMPIA, WASH. (November 17, 2014) —Members of the Smarter Balanced Assessment Consortium have voted to approve initial achievement levels for the mathematics and English language arts/literacy (ELA) assessments that will be administered in 17 states and one territory this school year. The vote marks an important milestone in the development of the assessment system.

"These initial achievement levels were developed with input from thousands of educators and community members, reflecting a diverse cross-section of views on education. Moving forward, the achievement levels, along with scale scores that also will be reported, will help teachers and parents understand student performance and needs for support," said Smarter Balanced Executive Director Joe Willhoft.

The achievement levels serve as a starting point for discussion about the performance of individual students and of groups of students in mathematics and English Language arts. There are other measures that students, teachers and parents can also use to help evaluate the academic progress of students and schools, such as scale scores, growth models, and portfolios of student work. The states also unanimously approved a position paper to provide broad guidelines for how the scores and achievement levels can be used and interpreted by state officials, parents, teachers and other stakeholders.

Since Smarter Balanced is offering assessments for both ELA and math for grades 3-8 and high school, the recommendations include achievement level scores for both subject areas and at each of those grade levels. The attached charts display the threshold scores that distinguish four achievement levels and display the estimated percentage of students across all Smarter Balanced states who would have scored at each level based on data from the Consortium's spring 2014 field test. Smarter Balanced estimates that the percentage of students who would have scored "Level 3 or higher" in math ranged from 32 percent in Grade 8 to 39 percent in Grade 3. In English language arts, the percentage of students who would have scored "Level 3 or higher" ranged from 38 percent in Grade 3 to 44 percent in Grade 5. See the charts below for further details.

"Because the new content standards set higher expectations for students and the new tests are designed to assess student performance against those higher standards, the bar has been raised. It's not surprising that fewer students could score at Level 3 or higher. However, over time the performance of students will improve," said Willhoft.

Willhoft added, "It's important to note that the figures released today are a Consortium-wide estimate based on the spring 2014 Field Test. Once the operational assessment is administered in 2015, states will have a much clearer picture."

To create the achievement levels, Smarter Balanced organized an unprecedented level of educator and public input, involving thousands of interested constituents, using a rigorous process known as the "bookmark procedure."

During an in-person panel, held in Dallas, Texas, close to 500 teachers, school leaders, higher education faculty, parents, business and community leaders reviewed test questions and determined the threshold scores

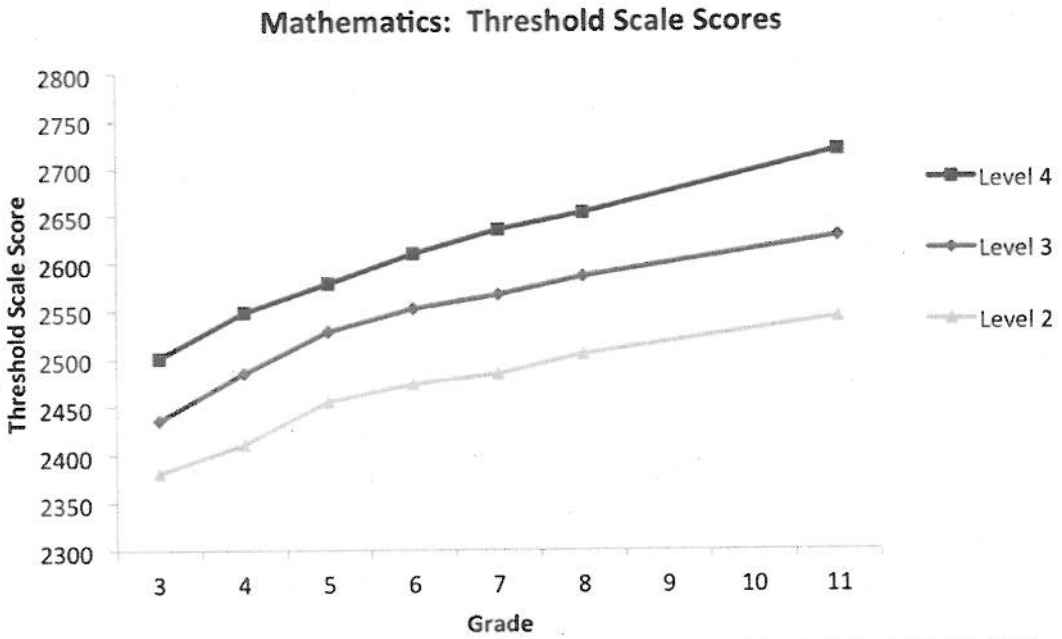
for four achievement levels for each grade and subject area. Member states had representatives at each grade level for grades 3 through 8 and high school. Educators with experience teaching English language learners, students with disabilities and other traditionally under-represented students participated to help ensure that the achievement levels are fair and appropriate for all students.

In addition, an online panel was open to educators, parents and other interested members of the community to provide unprecedented input on the achievement levels. More than 2,500 people participated in the online panel. A cross-grade review committee composed of 72 members of the in-person panels then took the results of the online and in-person panels into account to develop recommendations that coherently aligned across grades and that reflected student progress from year to year.

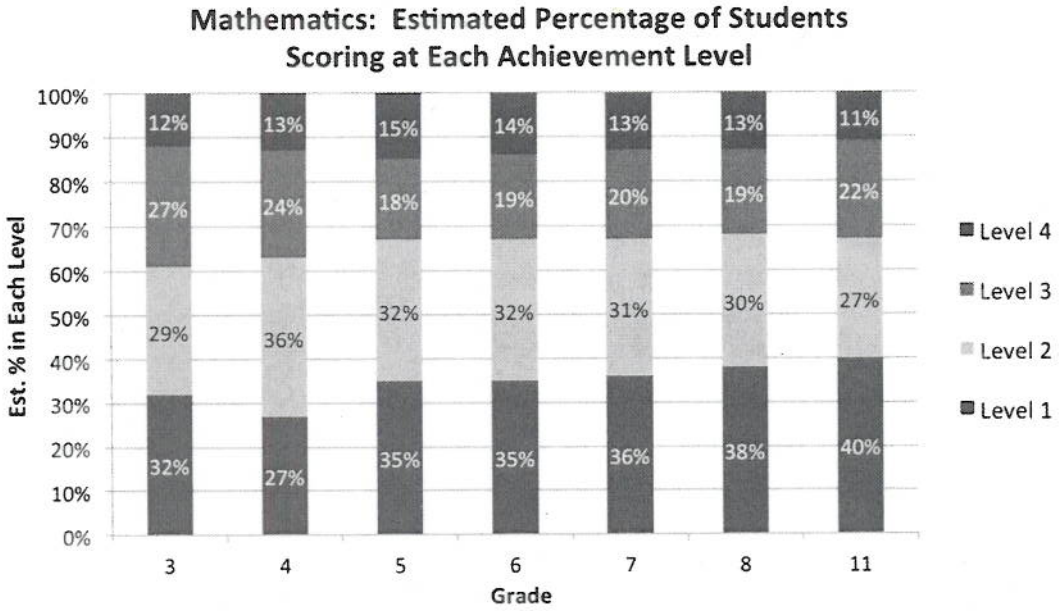
As an additional step, Smarter Balanced engaged an external auditor, an Achievement Level Setting Advisory Panel and its standing Technical Advisory Committee to review the recommendations before they were presented to the states for approval. The auditor and both advisory panels certified that Smarter Balanced conducted a valid process that is consistent with best practice in the field.

In approving the Achievement Levels, Smarter Balanced member states relied primarily on the recommendations from the Achievement Level Setting process. Members also gave consideration to other sources of information about the general content readiness of high school students to engage in credit-bearing college-level work. This included a comprehensive body of research on college academic preparedness of high school students conducted by the National Assessment Governing Board (NAGB), the oversight body for the National Assessment of Educational Progress.

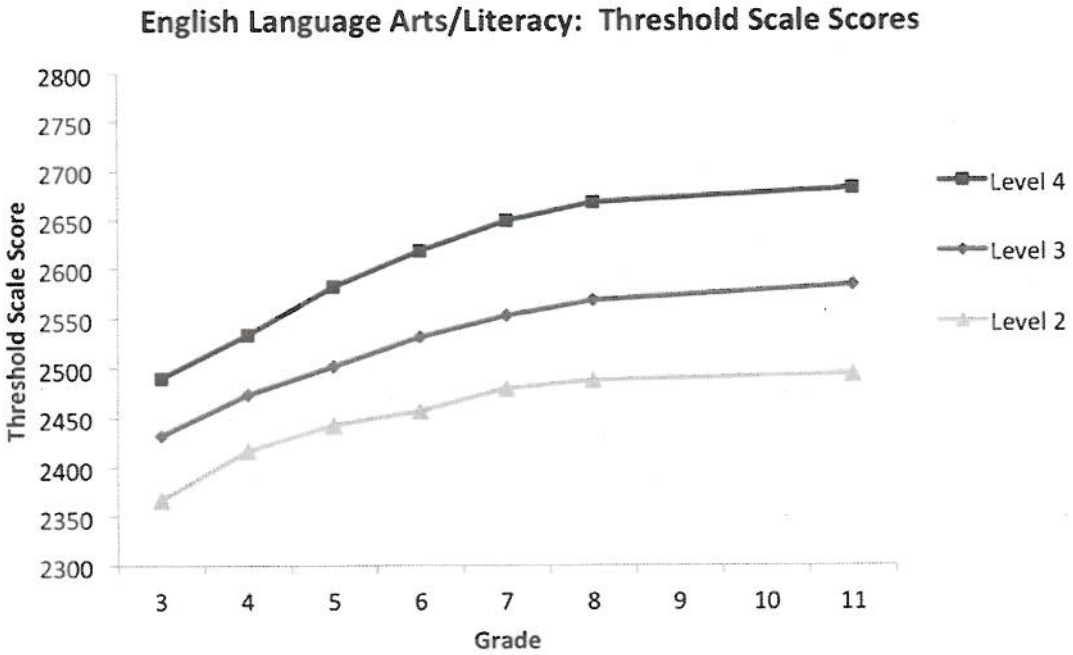
Over the coming months, member states will present these achievement level recommendations to the policy-making entities that have the authority to formally adopt achievement levels in each state. This authority most typically rests with the state board of education.



Adopted November 14, 2014



Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USVI.



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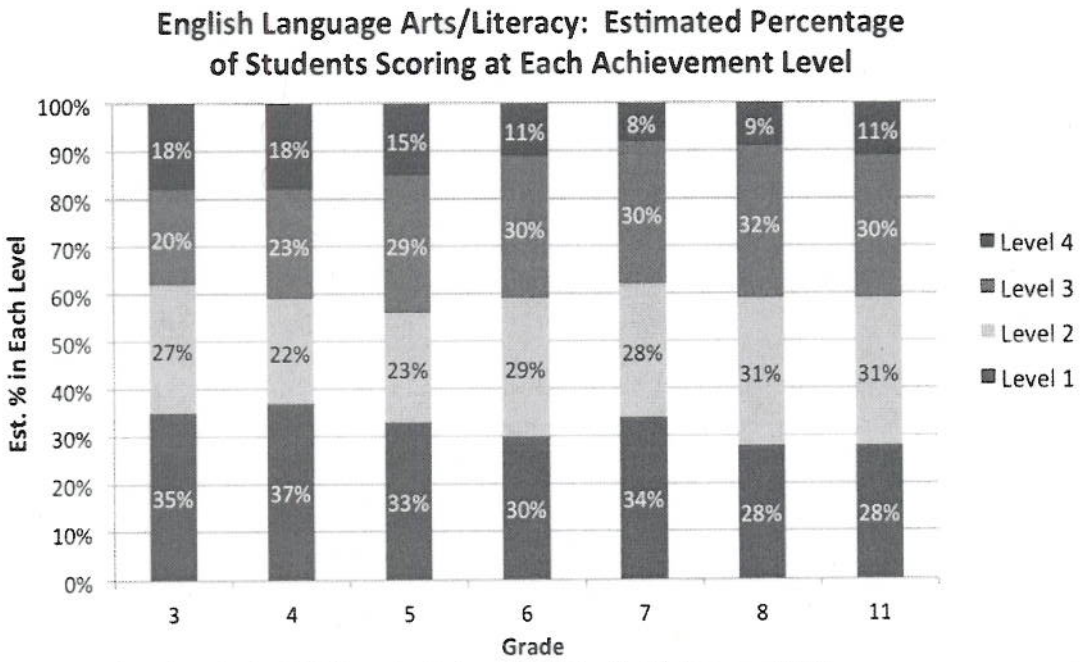

Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USVI.

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About Smarter Balanced

The Smarter Balanced Assessment Consortium brings together states to create a shared, innovative assessment system for mathematics and English language arts/literacy that is aligned with the Common Core State Standards and helps prepare students for success in college and careers. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven assessment development process. For more information, please visit www.smarterbalanced.org.

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DRAFT

State Board of Education Position Statement on High School Assessments Required for Graduation

Background

- College- and career-ready Smarter Balanced Assessment (SBAC) cut scores were set nationally by the Smarter Balance Assessment Consortium in November 2014, establishing scores for Achievement Levels 1 to 4. The scores must be approved by the State Board of Education (SBE) for use in Washington. The SBAC assesses both mathematics and English Language Arts.
- SBAC tests will be taken by Washington students in spring 2015, with results expected by summer 2015.
- By statute (EHB 1450 passed in 2013), by the end of August 2015 the SBE must set an SBAC cut score students must meet for high school graduation.
- In its resolution on assessments adopted in January 2013, the SBE previously affirmed that exit exams are a part of a meaningful high school diploma.
- Accountability framework rules adopted by the SBE in May 2014 states that graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. The rules also recognized the necessity of a minimum proficiency standard for graduation as both students and educators adapt to the increased rigor of Common Core State Standards.
- The legislature stated its intent in statute (EHB 1450 passed in 2013) that the state transition from a biology end-of-course assessment to a more comprehensive science assessment.
- By its resolution adopted in November 2014, the SBE urged the Legislature to end the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with the Next Generation Science Standards.
- Washington public institutions of higher education have agreed to use the high school SBAC for postsecondary placement decisions.
- The State Board for Community and Technical Colleges and OSPI have an on-going project to establish high school transition courses for Math and English Language Arts, called Bridge to College courses.

Guiding principles

The State Board of Education:

- Holds a goal of a graduation requirement that aligns with a career- and college-ready performance level; but recognizes that it will take time for students, educators, and the system to adapt to the increased rigor of Common Core State Standards and Next Generation Science Standards.
- Recognizes that the state is in a time of transition to new standards and assessments. There are challenges, but there are also opportunities to strengthen education and create greater alignment between secondary and postsecondary educational systems.
- Reaffirms high school exit exams, or alternatives, aligned to rigorous standards that all students are required to take as part of a meaningful high school diploma and an opportunity for students to demonstrate their readiness for postsecondary education, training and careers.
- Supports multiple ways for students who are not successful on the assessments to demonstrate meeting standard and readiness for postsecondary options.

- Intends to set initial cut scores for graduation on the high school SBAC that bridges past statewide performance on exit exams to the initial statewide performance of students on the SBAC assessments. This approach will begin the process of moving toward the more rigorous SBAC college- and career-ready level by setting initial high school proficiency scores that would impact students in the next few years approximately equally to how students have been impacted by exit exams during the past few years. These initial cut scores would be re-evaluated over the following years, as new standards are implemented and as more students gain the skills necessary to be SBAC College and Career Ready.
- Supports the use of the SBAC assessments, and in the future the Next Generation Science Standards assessment, by postsecondary institutions in placement and admissions decisions.
- Supports the development and use of transition courses to prepare high school students for success in college-level work.
- Supports the streamlining of the high school assessment system, including alternatives to passing exit exams.
- Continues to recommend ending the biology assessment as a requirement for graduation, while maintaining the exam for federal accountability, in favor of developing a comprehensive science exam that aligns with the Next Generation Science Standards.

Options to explore:

The State Board of Education (SBE) sees potential in additional options for high school students to demonstrate meeting standard and readiness for postsecondary education and work, as quality alternatives to meeting standard on high school assessments required for graduation. The SBE supports seeking further information and exploration of:

- Tenth grade students taking the high school SBAC, allowing more time for high school course-taking and alternatives if the student is not on-track.
- Earning credit in Bridge To College transition courses recognized by higher education for college placement.
- Earning dual credit in specific college-level courses.
- Earning a professional certification or completing a Career and Technical Education (CTE) Program.
- Additional assessments as alternatives, including CTE and work-readiness assessments.

DRAFT

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Student Attendance and Graduation Requirements**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board may wish to discuss the development of policies aimed at reducing absenteeism as a means to narrow achievement and opportunity gaps. The Board may also wish to discuss and further study how the policy of granting Basic Education Waivers contributes to the lost instructional time for some students.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	<u>Attendance Data</u> Students need to attend school regularly to succeed. The research shows that missing any school has a negative impact (negative correlation) on learning and other measures of educational outcomes. In Washington, as many as a quarter of a million students are identified as truants or chronic absentees. The memo included in the board packet will show the following: • Absenteeism is negatively correlated with educational outcomes, which is to say that educational outcomes decline as absences increase. • Unhealthy attendance patterns are evident throughout all grade levels and across the entire state. However, poor attendance is more prevalent in areas and schools characterized by higher levels of poverty. The memo includes seven elements that have formed parts of successful interventions in other states and districts. <u>Graduation Requirement Data</u> This section of the packet also includes a summary of graduation requirement data for the Class of 2015 from the 2014 Basic Education Compliance Report. These findings offer information on the implementation of the 24-credit graduation requirements and other credit requirements including the culminating project, digital technology, community service, and personal finance.

ABSENTEEISM AND ACADEMIC ACHIEVEMENT

Policy Considerations

The State Board of Education has as Goal 1 of the Draft Strategic Plan to develop and support policies to close the achievement and opportunity gaps. The Board may wish to consider policies aimed at reducing absenteeism as a means to narrow achievement and opportunity gaps. The Board may wish to discuss and further study how the policy of granting basic education waivers contribute to the lost instructional time for some students, which has a demonstrable negative impact on student outcomes.

Summary

Compulsory education laws support the idea that students need to attend school regularly to succeed. Educational research shows that academic achievement from kindergarten, through high school graduation, and post-secondary enrollment are all highly sensitive to absenteeism. Missing even a little instructional time can have negative impacts for any student, but is especially harmful for students who live in or near poverty.

A mounting body of evidence indicates that it is the number of days of absences that matters in education, not why the absences occur. In other words, educational outcomes would be lowered when absences increase, regardless of the reason for the absence. Missing a lot of school, at any time, has the potential to contribute to students' getting off track to educational success.

Given the strong connection between absenteeism, academic achievement, and poverty, one of the most effective strategies for closing the achievement gap might be a concerted effort to enable and ensure that high-poverty students attend school regularly from pre-k to grade 12. This could form part of a broader strategy to reduce the number or hours and days of lost instructional time for students.

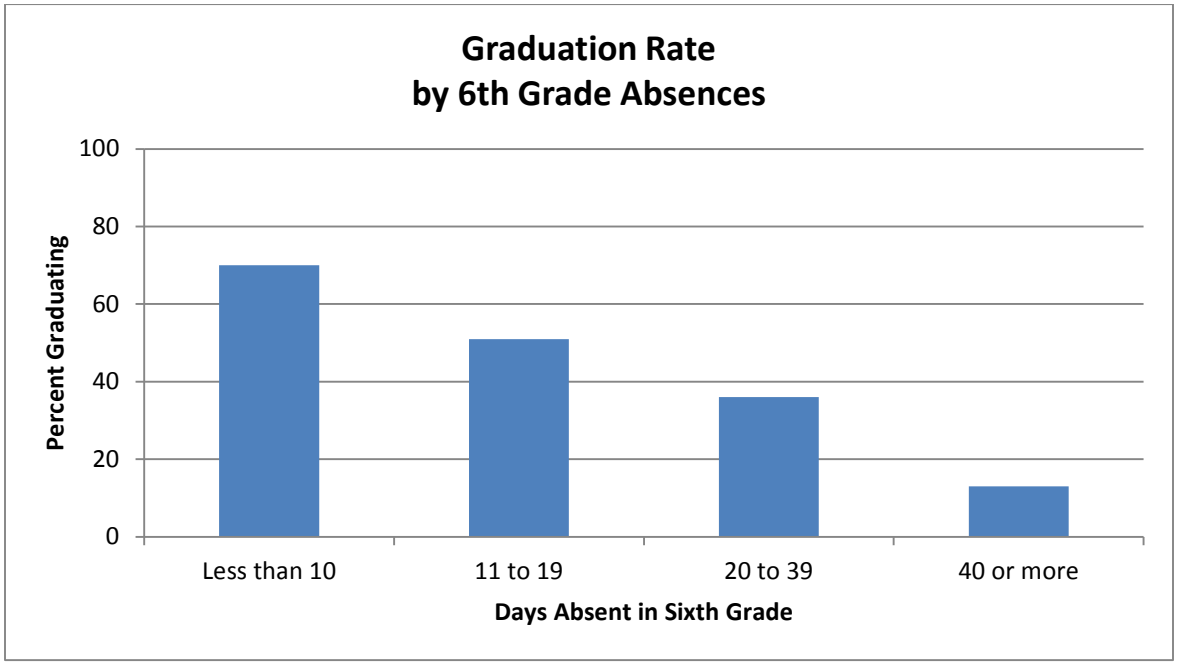
Findings and Results

While the current trend in educational research is to report on chronic absenteeism, this work will report on unexcused absenteeism, truancy, and chronic absenteeism. The 2012-13 unexcused absence rate data used in this work were collected and reported by the OSPI through the AMO accountability measures. These data were merged into the Index file so that school absenteeism could be readily compared to school academic measures. Unless otherwise stated, the Washington unexcused absence data describe elementary, middle, and combined (K-8) public schools only. A portion of the data included in this memo was provided by the OSPI, which is in the process of assembling additional attendance data for additional years and for all Washington public schools for analysis.

Absenteeism and Educational Outcomes

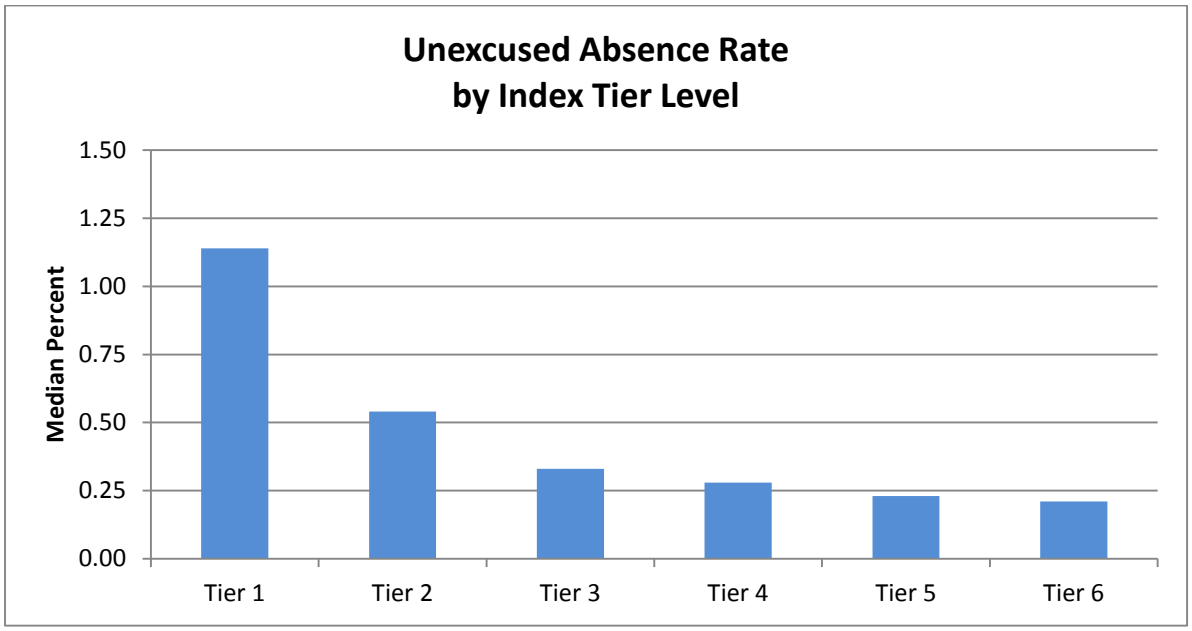
The chart below from a longitudinal study conducted in Baltimore shows how the total number of absences during the 6th grade is related to graduation outcomes. The chart shows that the graduation rate systematically changes as the number of absences increase. This is compelling evidence showing that patterns established by the end of elementary school can have a profound effect on high school outcomes. Once established, chronic absenteeism is a difficult

pattern from which to escape without deliberate intervention. Chronic absenteeism has an additive effect in that each year, the student falls further and further behind making it extremely difficult to attain the required credits and demonstrate proficiency on high school exit exams.

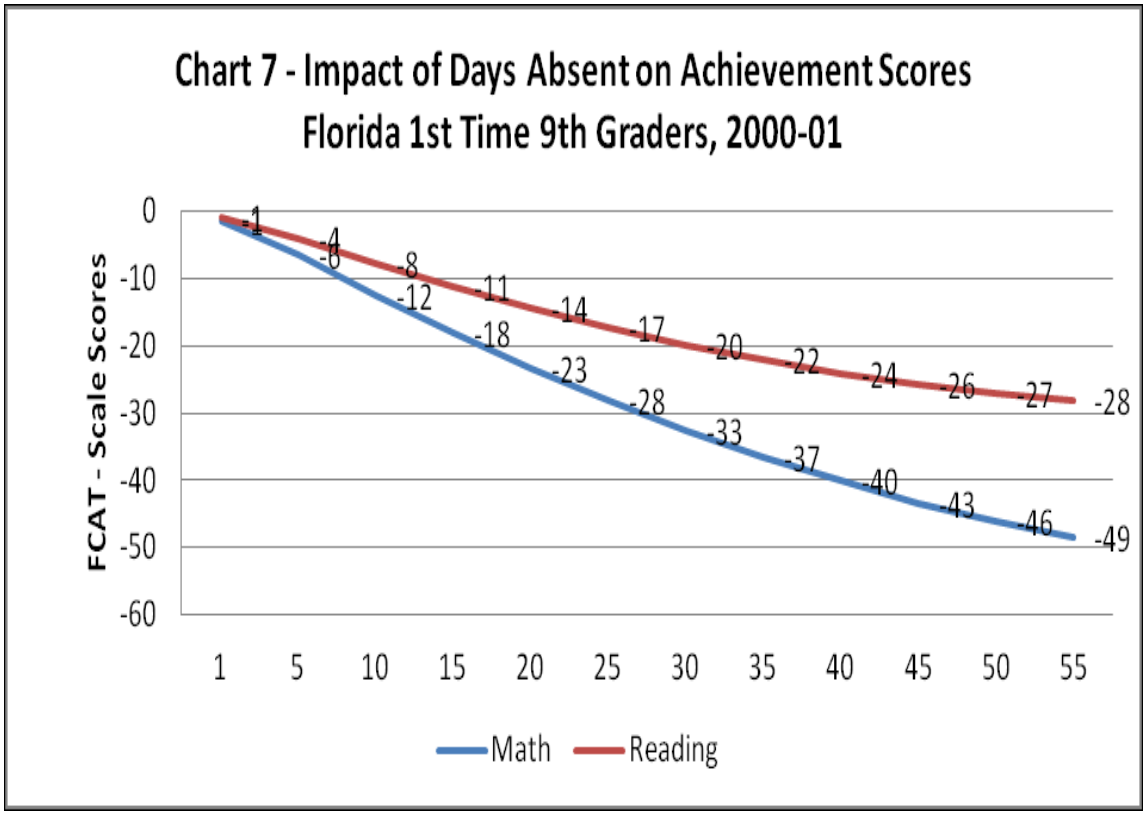


Source: (Baltimore Educational Research Consortium, 2011). *Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools: Their Prevalence and Impact. Find the full report at:* http://baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf.

The chart below shows the relationship between the number of unexcused absences and the Washington Achievement Index ratings. This chart shows that the unexcused absence rate systematically decreases from the lowest performing tier (Tier 1) to the highest performing tier (Tier 6). In other words, the highest performing tiers are characterized by the lowest unexcused absence rate.



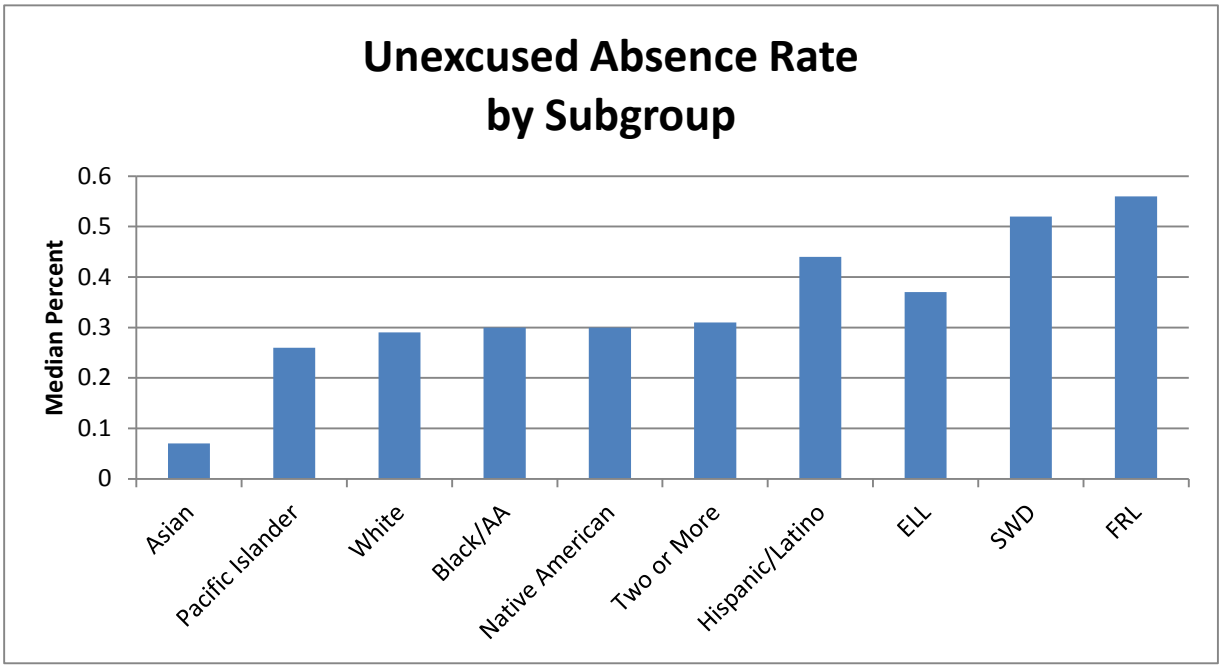
In an inferential study using assessment data from the Florida summative state assessments, the researchers computed the negative impact of absences (for any reason) on reading and math scaled scores. The chart shows that the negative impacts are greater for math as compared to reading, and that the negative impacts systematically change as the number of absences increase. For the Florida math assessment, any student's scaled score would be predictably lowered approximately one scaled score point for every day absent, regardless of the reason for the absence. In other words, a student missing 10 days of instruction for any reason would be expected to score approximately 10 points lower than a student peer who did not miss that instructional time.



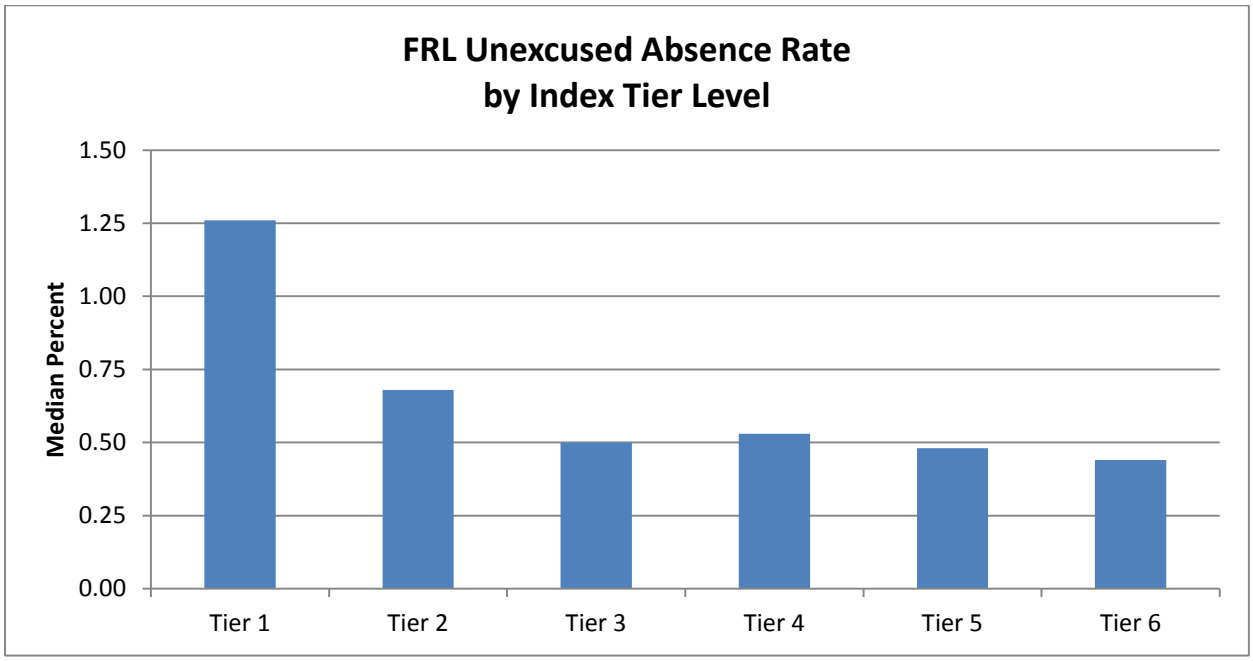
Source: (Balfanz & Byrnes, 2012) *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Find the full report at* http://www.sia-us.com/uploads/FINALChronicAbsenteeismReport_May16_executivesummary_withcover_20_1_.pdf

Absenteeism and ESEA Subgroups

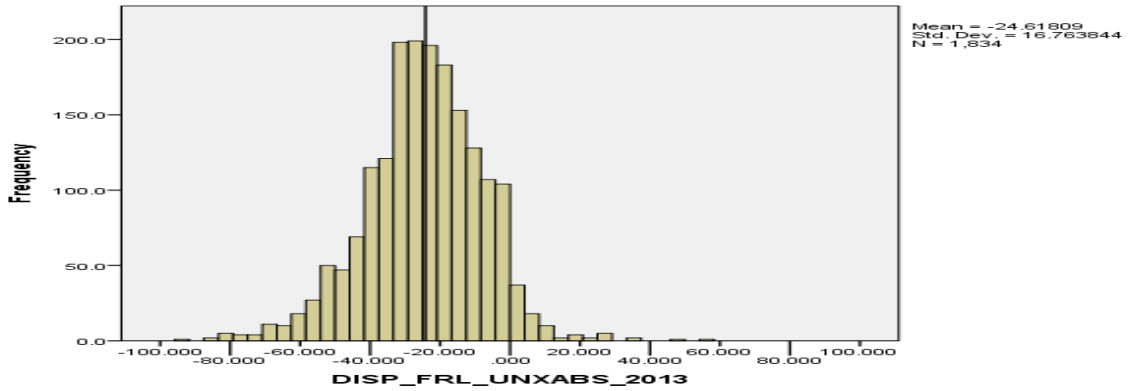
The chart below shows the 2013 unexcused absence rate for ESEA subgroups in Washington schools. The All Students unexcused absence rate (0.33 percent) is represented by the horizontal red line. The chart shows that the unexcused absence rate for Pacific Islanders/Hawaiian, White, Black, Native American, and Two or More race/ethnicities are approximately the same (0.26 to 0.31 percent. However, see that the unexcused absence rate for the Asian subgroup (0.07 percent) is far lower than the other groups, while the unexcused absence rate for the Hispanic/Latino subgroup (0.44 percent) is substantially higher than the other race/ethnicity groups. Finally, the chart shows that students qualifying for Free and Reduced Price Lunch post the highest unexcused absence rate when all of the ESEA subgroups are considered.



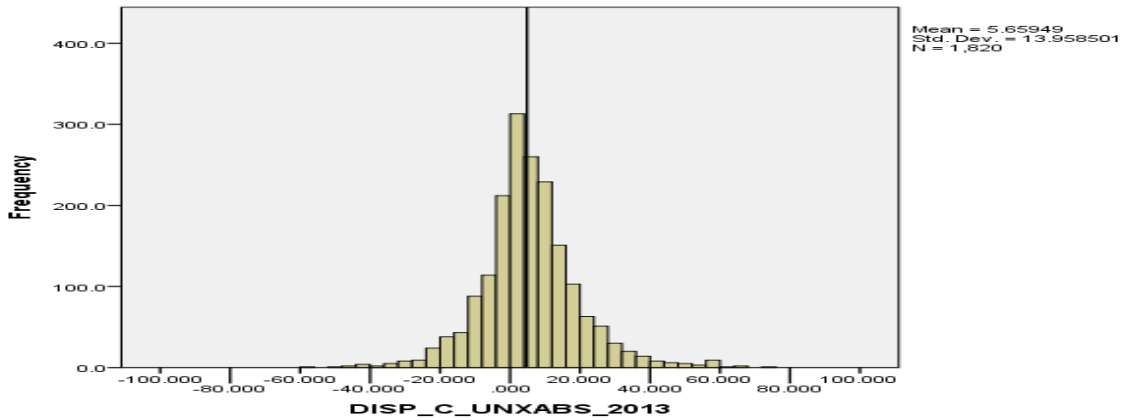
Knowing that the unexcused absence rate for FRL subgroups is the highest of the ESEA subgroups, it might be interesting to know how FRL unexcused absence rates vary by Index tier levels. The chart below shows that schools in the lowest performing tiers (1 and 2) exhibit the highest median rates for FRL unexcused absences.



The relationship between poverty and unexcused absences in Washington is also evident in the disproportionality charts below. In this disproportionality measure, we compare the percentage of FRL students at a school to the percentage of unexcused absences by the FRL students. A negative value means that a disproportionately high number of absences are attributed to the particular group. As an example, if the FRL students at a school account for 70 percent of the unexcused absences and the FRL percentage at the school is 45 percent, a disproportionality value of -25 would be reported. A negative value would be viewed as undesirable because (in this example) 45 percent of the students are accounting for 70 percent of the unexcused absences.



Compare the disproportionality chart for the FRL group (above) with a median disproportionality value of -24.2 to the disproportionality chart for White students (below) with a median disproportionality value of 4.9. This provides evidence that students living in poverty are more likely to miss more instructional time due to unexcused absence from school.



It is evident that unexcused absences are disproportionately high for children living in poverty, but one may wonder whether the relationship between poverty and unexcused absences changes with respect to school characteristics and school level. In summary, yes, unexcused absence differences are evident from t-Tests based on school level and school characteristics.

As a reminder, a t-Test is conducted to determine whether the mean or average value of a measure for one group differs from the mean value of another group. In the first analysis below, we seek to determine if the unexcused absence rate for FRL students at elementary schools is statistically different from the unexcused absence rate for FRL students at middle schools. T-tests do not establish causality – merely that a difference exists.

As stated above, a t-Test was conducted to determine whether the unexcused absence rate for All Students group and the FRL subgroups was different for elementary schools as compared to middle schools. For the All Students group, the unexcused absence rate for elementary schools was 0.42 percent and 0.75 percent for middle schools. For the FRL subgroups, the unexcused absence rate for elementary schools was 0.60 percent and 1.15 percent for middle schools. The results show that unexcused absence rates differ by school level and are higher in middle school as compared to elementary school. This conclusion supports other research showing that absenteeism is greater in upper grades as compared to lower grades.

A t-Test was conducted to determine whether the unexcused absence rate for FRL subgroups differed by school poverty level. Each school was characterized as high poverty if the FRL percentage at the school was ≥ 47.04 percent and not high poverty if the FRL percentage at the school was < 47.04 percent. The mean FRL unexcused absence rate at the Not High Poverty schools (n=629 schools) was 0.68 percent while the mean FRL unexcused absence rate at the High Poverty schools (n=729 schools) was 0.85 percent. This test tells us that the school a child living in poverty attends is related in some way to the FRL unexcused absence rate.

T-tests were conducted as above and separately for elementary and middle schools. For elementary schools, the mean FRL unexcused absence rate at the Not High Poverty schools (n=418 schools) was 0.57 percent while the mean FRL unexcused absence rate at the High Poverty schools (n=501 schools) was 0.63 percent. This is not a statistically significant result, so in other words, we cannot say that the elementary school a child living in poverty attends has an influence on the unexcused absence rate.

For middle schools, the mean FRL unexcused absence rate at the Not High Poverty schools (n=161 schools) was 0.97 percent while the mean FRL unexcused absence rate at the High Poverty schools (n=169 schools) was 1.33 percent. We can report that the middle school a child living in poverty attends is related to the FRL unexcused absence rate.

			Unexcused Absence Rate	
		Number of Schools	All Students	FRL Students
All Schools	Elementary Schools	919	.42*	.60*
	Middle Schools	330	.75*	1.15*
	Not High Poverty	629	.34*	.68*
	High Poverty	729	.68*	.85*
Elementary Schools	Not High Poverty	418	.29*	.57+
	High Poverty	501	.52*	.63+
Middle Schools	Not High Poverty	161	.45*	.97*
	High Poverty	169	1.05*	1.33*

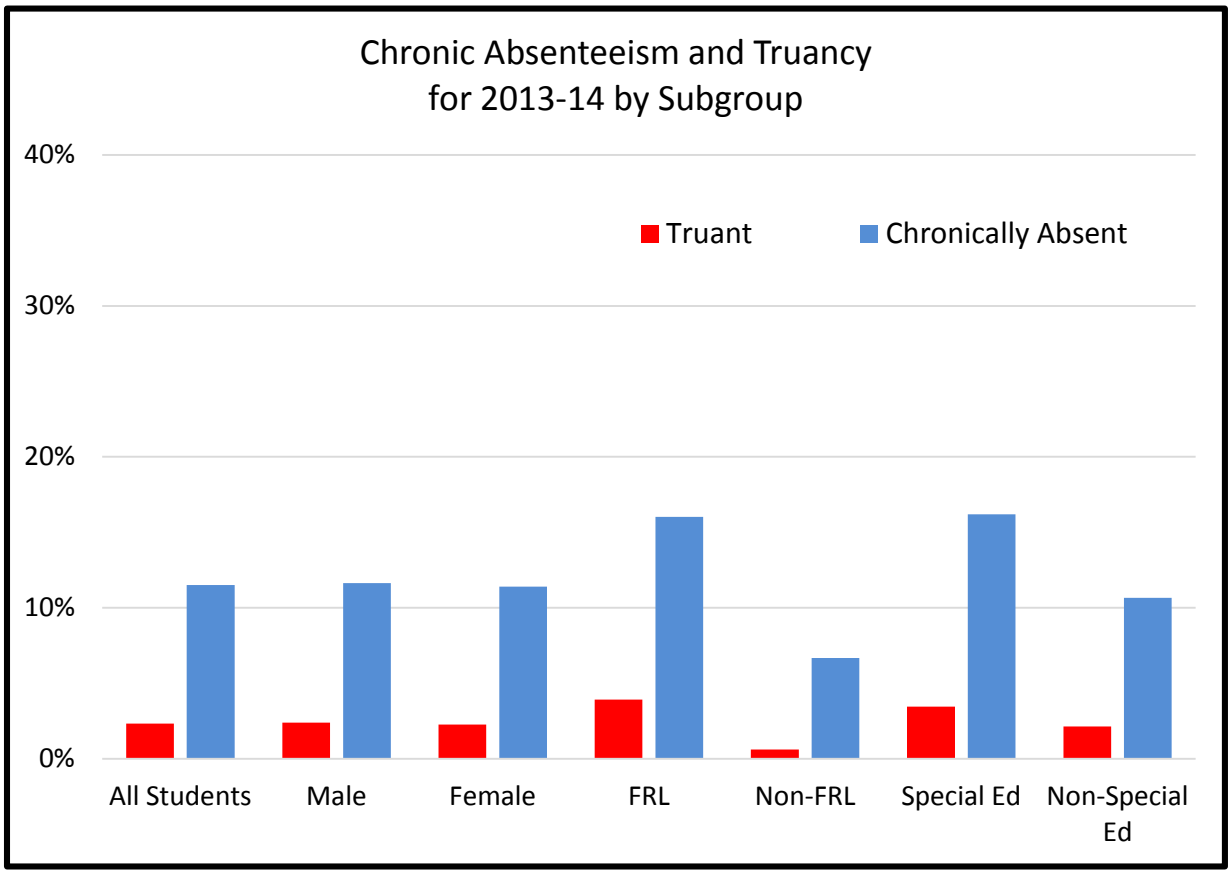
*Note: significant difference at the 0.001 level.
+Note: no significant difference at the 0.05 level.

Chronic Absenteeism and Truancy in Washington

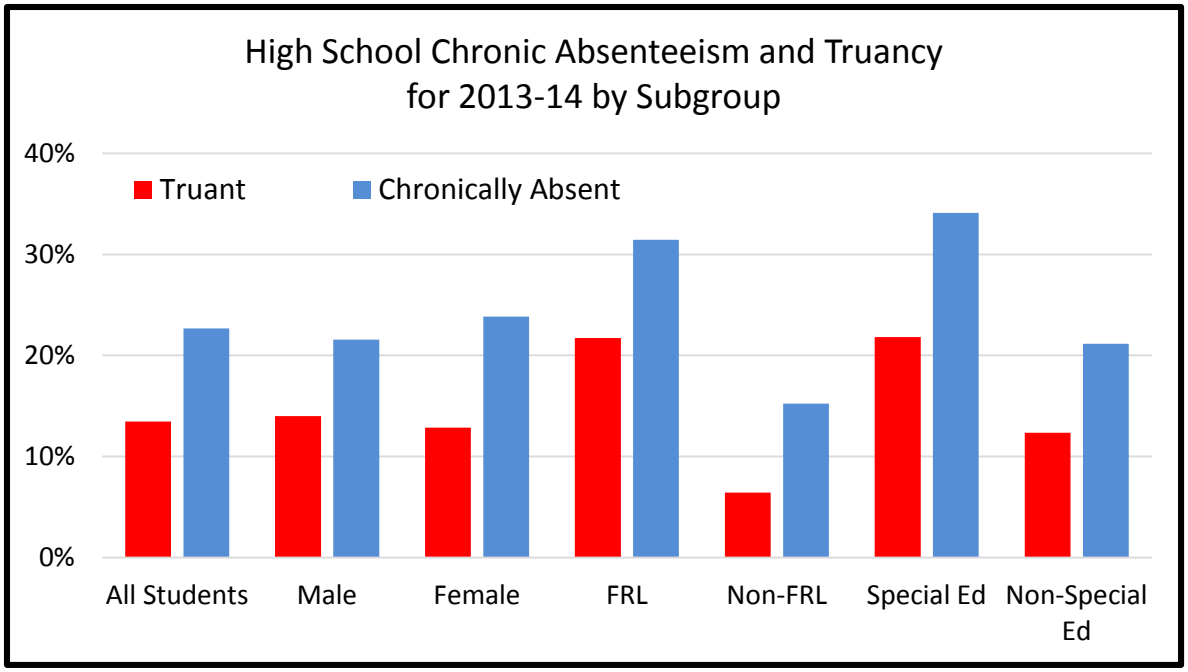
The OSPI provided a couple of graphs regarding Washington chronic absenteeism and truancy. To better interpret the charts:

- Truancy is defined as a student who has five or more unexcused full-day absences with a 30 (school) day period or ten or more unexcused full-day absences in a school year.
- Chronic Absenteeism is when a student misses 10 percent of the scheduled instructional time, which is 18 days for a 180-day school calendar.

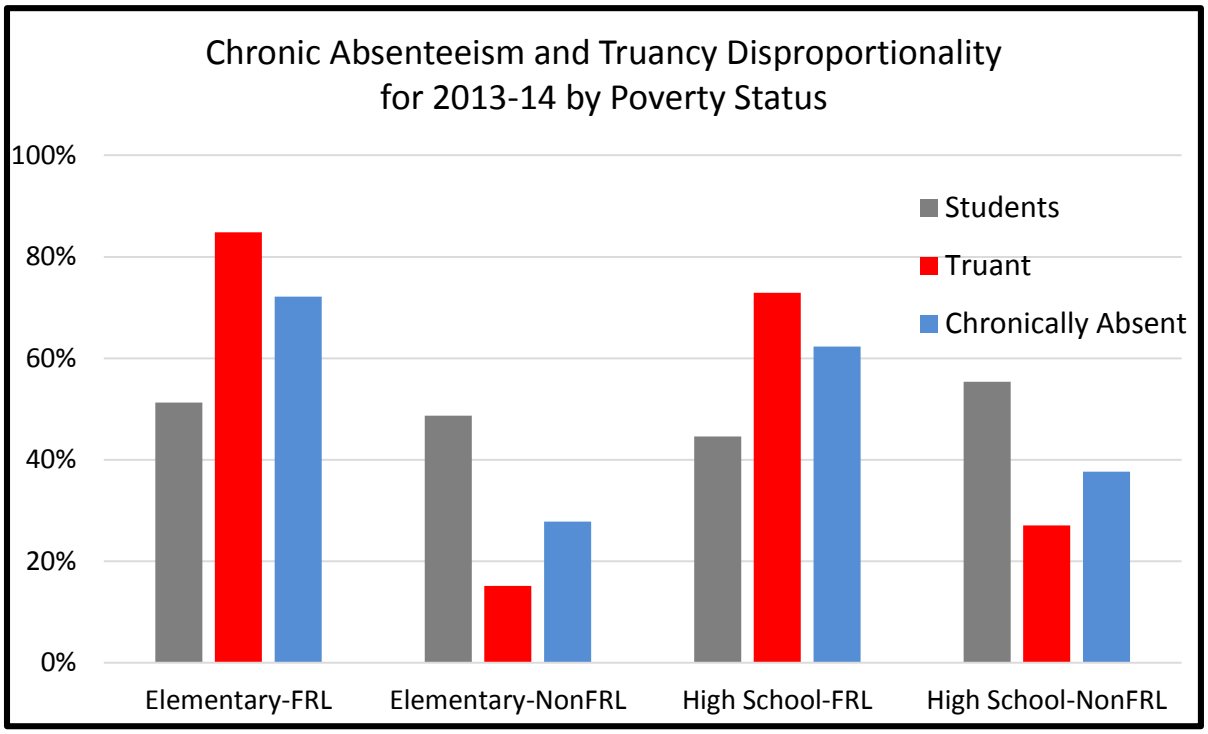
The chart below is for Washington elementary and middle schools and shows that the greatest chronic absenteeism is associated with students living in poverty and students with disabilities. As discussed earlier, the high number of absences associated with these groups contributes to the lower overall groups' performances on state assessments.



The chart below shows the percentage of high school students classified as truants or who are chronically absent from school. Notice that chronic absenteeism nearly doubles from elementary and middle school to the high school level. Also, see that truancy becomes a much more prominent issue in high school as compared to the lower grades. The data presented here are similar to data reported for other states.



The chart below is another example of subgroup disproportionality for chronically absent and truant students at the elementary and high school levels. For the elementary schools, the statewide FRL rate portrayed here is a little over 50 percent and the chart shows that about 83 percent of all truants participate in the FRL program. Also, see that approximately 72 percent of all chronically absent students participate in the FRL program.



Synopsis

The research shows that missing any school has an impact on learning and outcomes. The OSPI reports that approximately 180,000 Washington students were categorized as chronically absent in the 2013-14 school year and another 60,000 or so as truants. This group totals nearly a quarter million students and constitutes 20 to 25 percent of the total public school enrollment, so this is an issue that extends across the state and into every school. However, chronic absenteeism and truancy are most prevalent in impoverished school settings and the students who benefit the most from being in school every day are the students more likely to be out of school more often.

Successful efforts to address destructive attendance patterns often include elements of the following components:

- At least weekly monitoring and close tracking of absenteeism
- Developing the capacity to understand why students are missing school instructional time
- Problem solving ability to address the causes of absenteeism
- Building and sustaining relationships with the students and families who are engaging in unhealthy attendance patterns
- The development of an internal and external infrastructure and personnel to meet the scale of the challenge
- Provide recognition and awards for good attendance
- The commitment to learn what works, replicate, and expand effective programs.

As a policymaking community, we continue to emphasize the need for extended learning opportunities and increased instructional time. However, the analyses quantifying the amount of and reasons for missed instructional time within the existing school calendar on a statewide and local basis are limited.

Action

No action by the Board is anticipated.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

Summary of Graduation Requirement Data for the Class of 2015 From the 2014 Basic Education Compliance Report

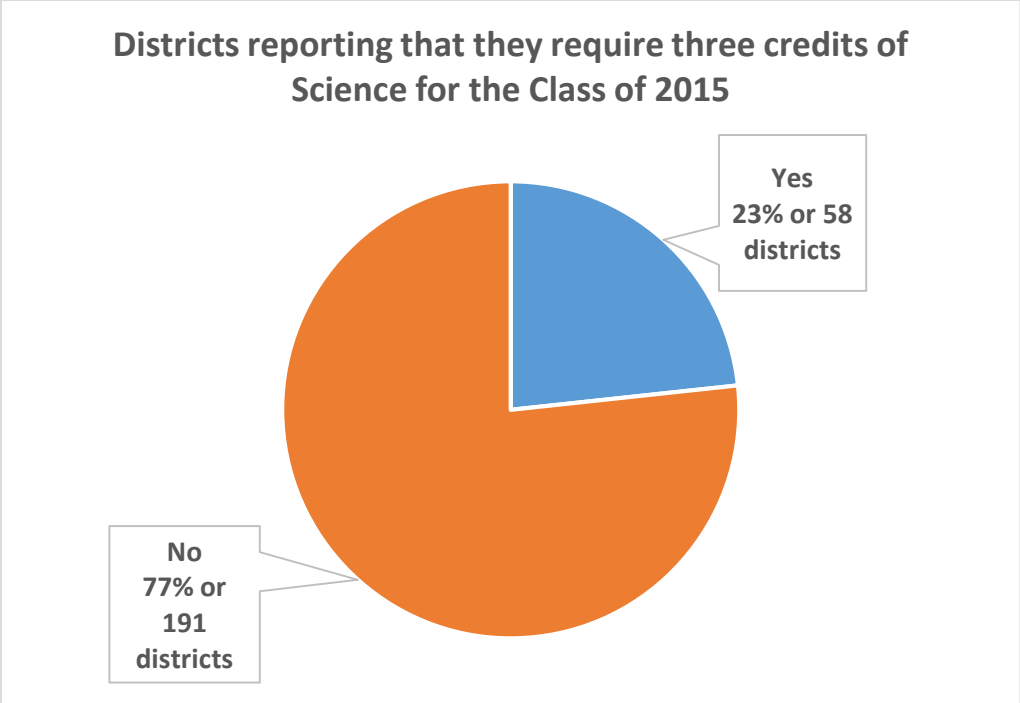
Background

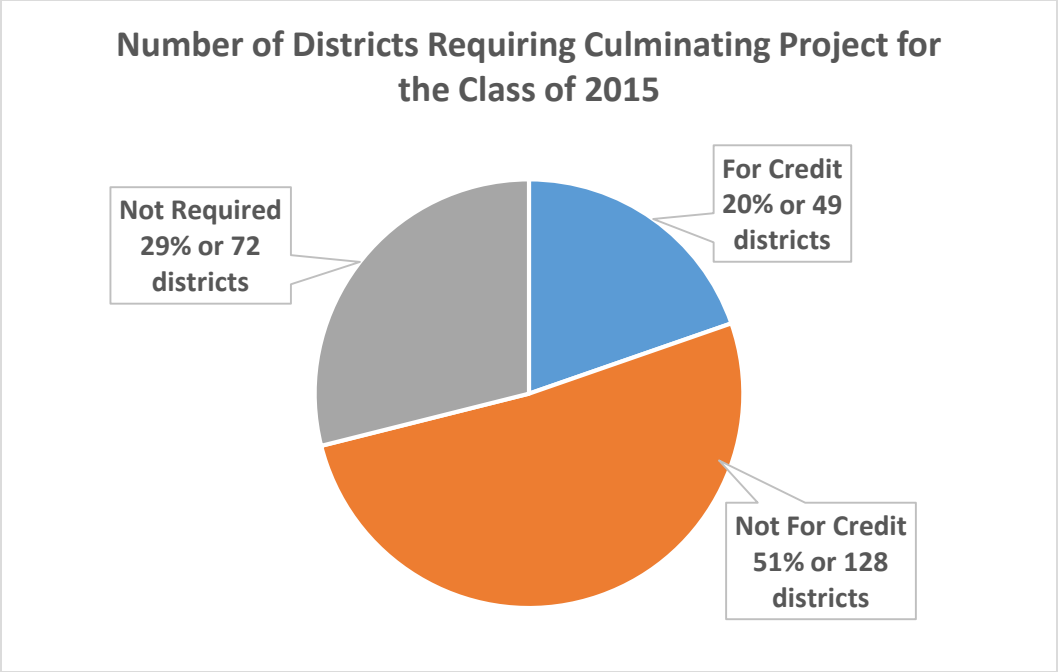
District graduation requirements are reported on page two of the minimum basic education requirements compliance report so that SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and OSPI. The report was updated for the 2014-15 school year to collect data on Career Technical Education course equivalencies and other credit and non-credit district graduation requirements. The other credit and non-credit district graduation requirements include the High School and Beyond Plan, culminating project, computers and digital technology, community service, and personal finance. Unlike other surveys of districts that have partial response rates, the basic education compliance report receives a 100% response rate.

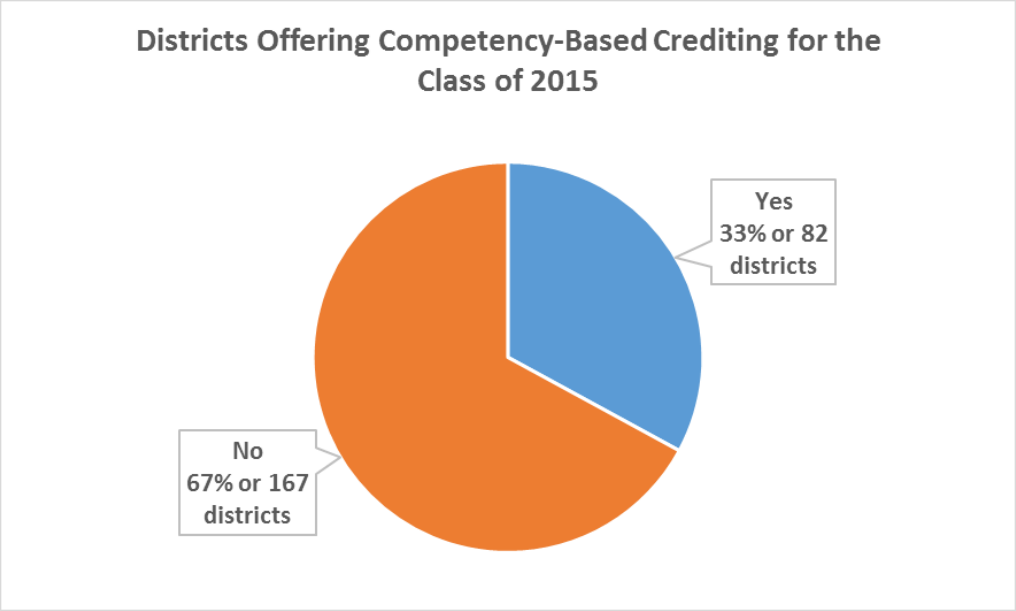
Findings

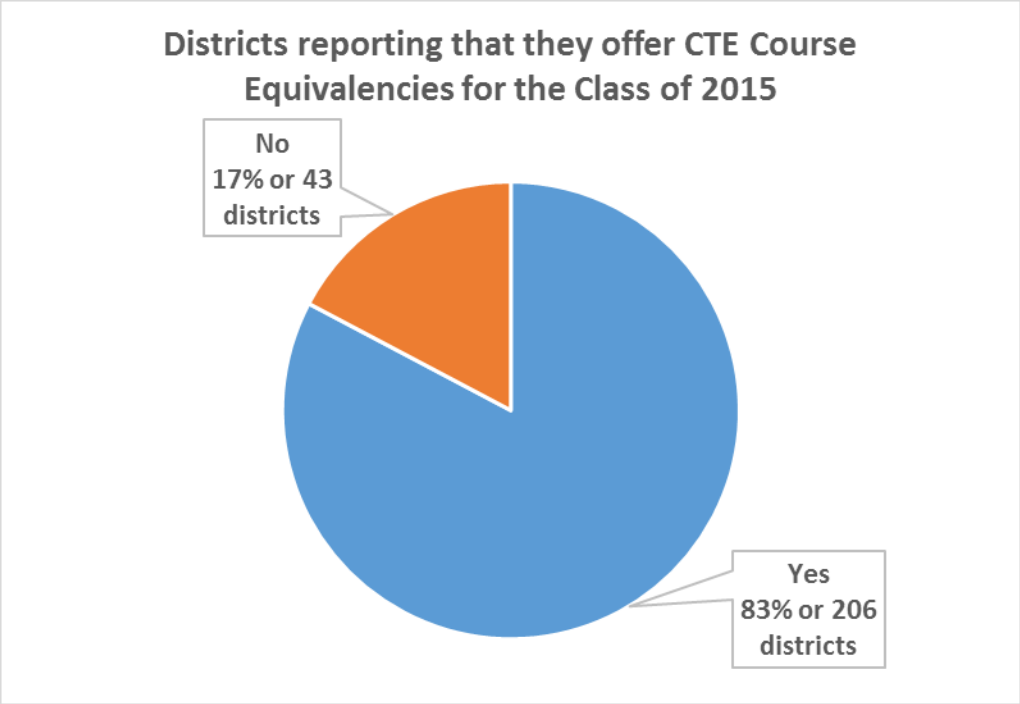
The following findings are based on responses from the 249 high school districts in the state:

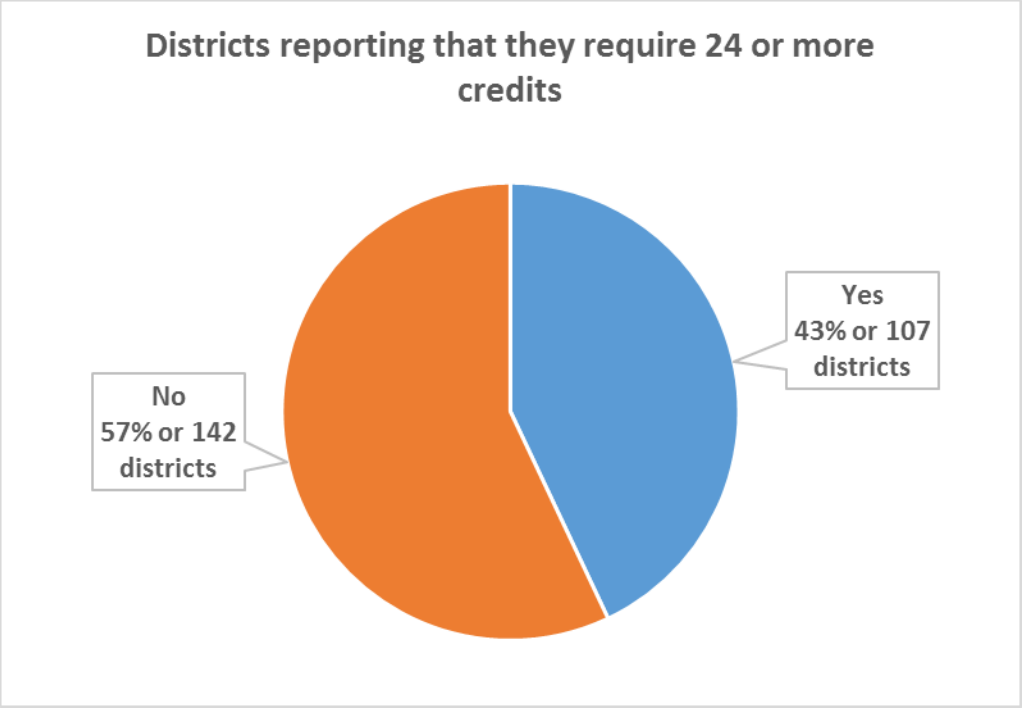
- 83% of high school districts report that they are already offering CTE course equivalencies for the Class of 2015.
- 58 high school districts report that they are requiring three credits of science for the Class of 2015, up from 50 for the Class of 2014.
- One-third of high school districts report that they offer competency-based crediting for the Class of 2015.
- 43% of high school districts report that they require 24 or more credits for the class of 2015.
- Only three high school districts report that they require the minimum number of credits mandated by the state for the Class of 2015 – 20 credits. All other districts reported that they require more than 20 credits for graduation.
- 84% of high school districts report that they are requiring both four credits of English and 2.5 of Social Studies for the Class of 2015. This shows that most districts already offer enough English and Social Studies credits to meet the 2016 graduation requirements.
- 71% of high school districts report that they still require the culminating project for the Class of 2015, even though it is no longer a state requirement after the enactment of E2SSB 6552 in th 2014 Session. Twenty percent of high school districts require it for credit.
- 39 high school districts report that they require the High School and Beyond Plan for credit. The rest of the high school districts reported that they require the High School and Beyond Plan, but not for credit.
- 51 high school districts report that they require Technology for graduation. Of those districts, 41 require it for credit.
- 23 high school districts report that they require Personal Finance for graduation. Sixteen of those districts require it for credit.

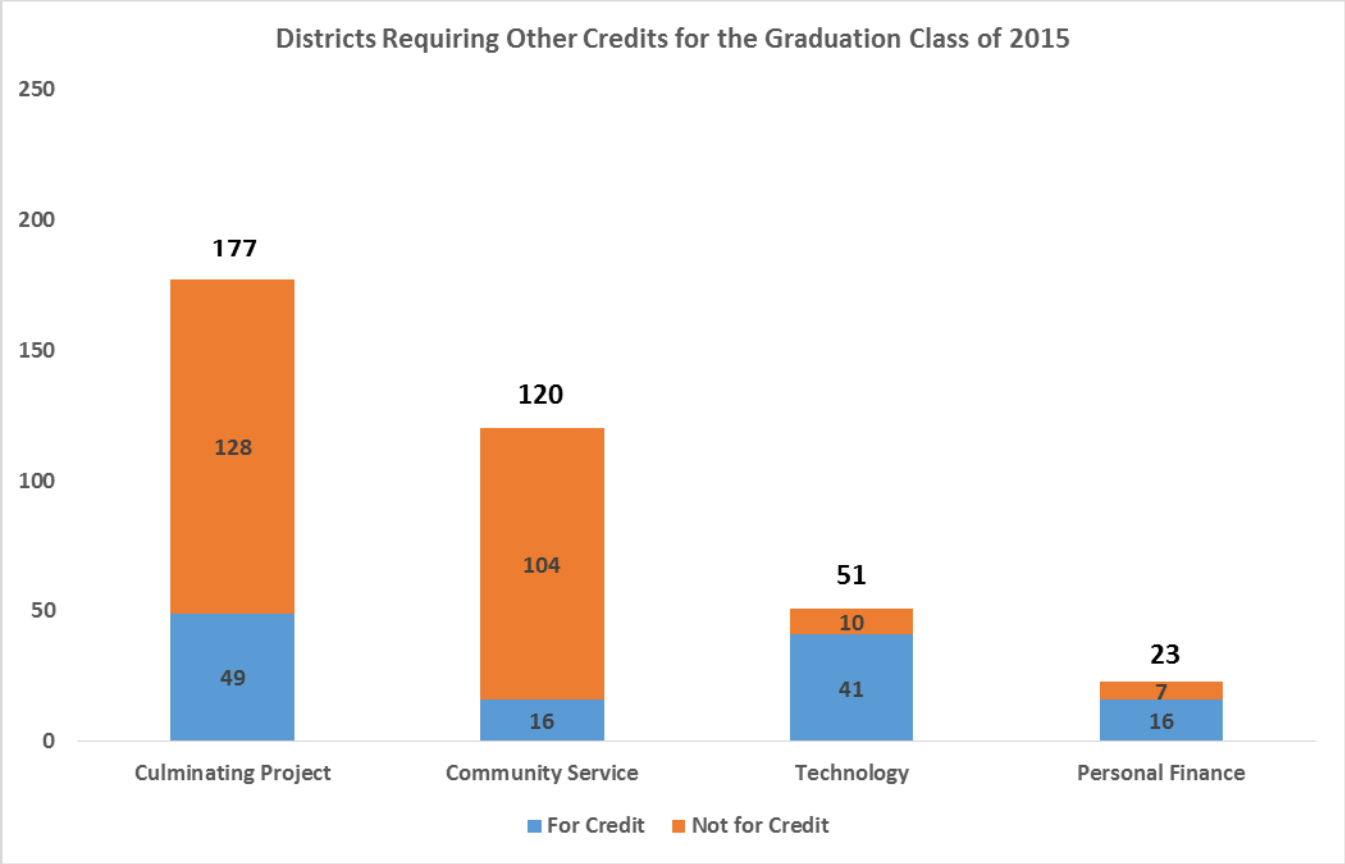

Districts reporting that they require three credits of Science for the Class of 2015
Yes 23% or 58 districts
No 77% or 191 districts

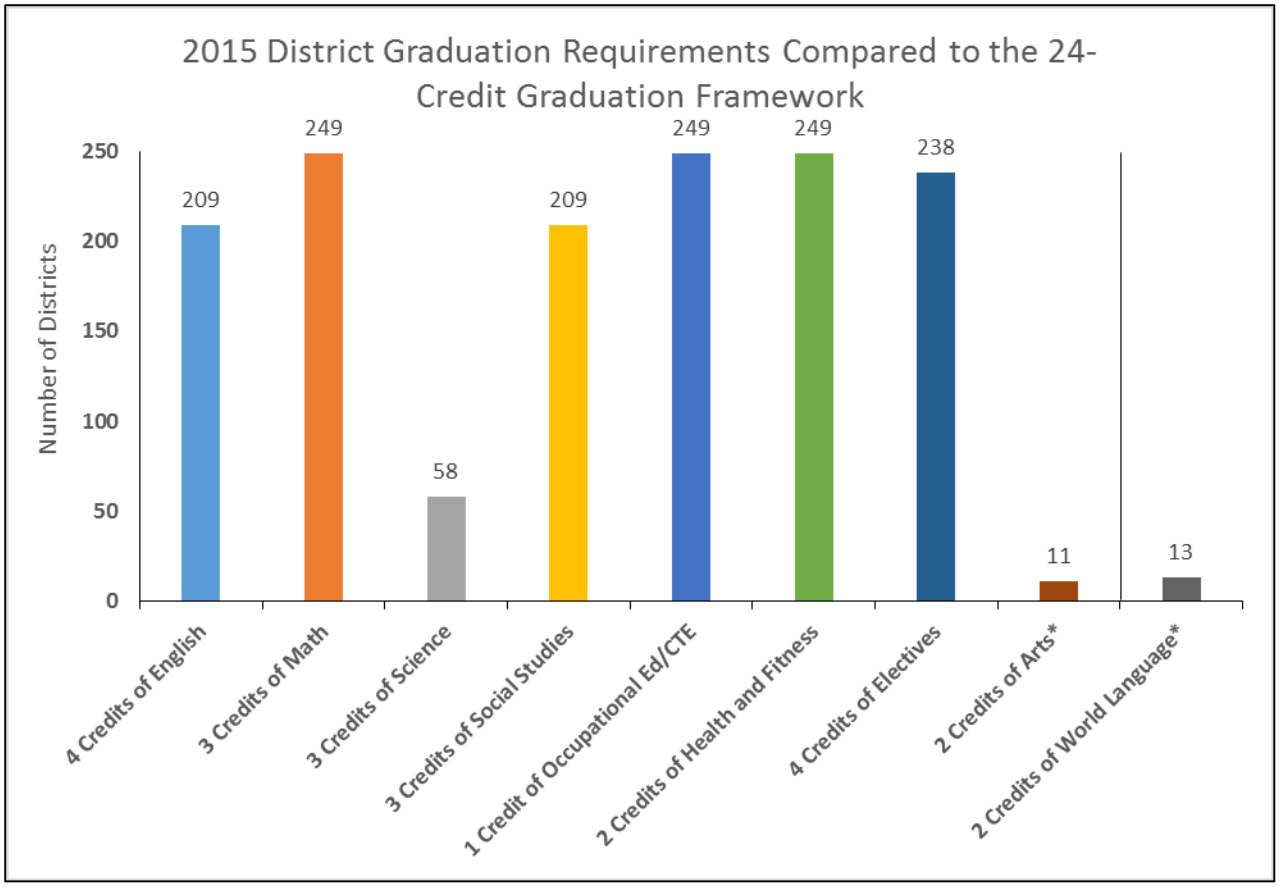

Number of Districts Requiring Culminating Project for the Class of 2015
For Credit 20% or 49 districts
Not Required 29% or 72 districts
Not For Credit 51% or 128 districts


Districts Offering Competency-Based Crediting for the Class of 2015
Yes
33% or 82 districts
No
67% or 167 districts


Districts reporting that they offer CTE Course Equivalencies for the Class of 2015
No
17% or 43 districts
Yes
83% or 206 districts


Districts reporting that they require 24 or more credits
Yes
43% or 107 districts
No
57% or 142 districts


Districts Requiring Other Credits for the Graduation Class of 2015
250
200
150
100
50
0
177
128
49
120
104
16
51
10
41
23
7
16
Culminating Project
Community Service
Technology
Personal Finance
For Credit
Not for Credit



*One arts credit and both world language credits may be Personalized Pathway Requirements in the 24-credit graduation requirements. Personalized Pathway Requirements are credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student's High School and Beyond Plan, and are locally determined.

Total Number of Districts with High Schools = 249

Data: Annual district report to SBE on basic education compliance, I-Grants Form Package 600, October 2014. Compilation of district responses by SBE.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Review of Governor's Proposed 2015-17 Operating Budget**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. How closely does the governor's proposed budget meet the legislative priorities adopted by the SBE at its November meeting? 2. Does the governor's budget propose an adequate response to *McCleary* requirements in the next biennium? 3. How sustainable is the governor's proposed solution to the 2015-17 budget problem?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☒ PowerPoint
Synopsis:	At the November 2014 board meeting, Mr. David Schumacher, Director of the Office of Financial Management, presented to the Board on the budget outlook for the 2015-17 Biennium. At the January 2015 meeting, staff will provide an overview of Governor Inslee's proposed biennial budget, including the governor's proposal for K-12 education. In your packet you will find: • The balance sheet for the governor's proposed budget. • The governor's summary of the Public Schools part of his budget. • A table showing the proposed biennial change for Public Schools, by program. • A table summarizing proposed policy changes included in the governor's K-12 budget.

Governor Proposed 2015-17 Omnibus Budget
Biennial Comparison

(Dollars in Thousands)

	2013-15 Governor 2015 Supplemental		2015-17 Governor New Law		Biennial Change		Percent Change	
	NGF+OpPth	Total Budgeted	NGF+OpPth	Total Budgeted	NGF+OpPth	Total Budgeted	NGF+ OpPth	Total Budgeted
Public Schools	15,303,911	17,272,084	18,198,646	20,049,039	2,894,735	2,776,955	18.9%	16.1%
OSPI & Statewide Programs	54,156	136,765	66,611	148,136	12,455	11,371	23.0%	8.3%
General Apportionment	11,385,823	11,385,823	13,281,305	13,281,305	1,895,482	1,895,482	16.6%	16.6%
Pupil Transportation	794,527	794,527	894,805	894,805	100,278	100,278	12.6%	12.6%
School Food Services	14,222	672,560	19,222	690,566	5,000	18,006	35.2%	2.7%
Special Education	1,479,204	1,955,326	1,758,916	2,235,302	279,712	279,976	18.9%	14.3%
Educational Service Districts	16,244	16,244	16,435	16,435	191	191	1.2%	1.2%
Levy Equalization	656,291	656,291	750,032	750,032	93,741	93,741	14.3%	14.3%
Elementary/Secondary School Improv	0	4,302	0	4,302	0	0	0.0%	0.0%
Institutional Education	27,772	27,772	28,182	28,182	410	410	1.5%	1.5%
Ed of Highly Capable Students	19,384	19,384	20,088	20,088	704	704	3.6%	3.6%
Education Reform	234,412	458,420	246,223	341,642	11,811	-116,778	5.0%	-25.5%
Transitional Bilingual Instruction	208,104	280,220	239,796	311,968	31,692	31,748	15.2%	11.3%
Learning Assistance Program (LAP)	412,862	863,396	475,223	923,731	62,361	60,335	15.1%	7.0%
Compensation Adjustments	0	0	400,938	400,938	400,938	400,938	-	-
Washington Charter School Comm	1,020	1,054	870	1,607	-150	553	-14.7%	52.5%

2015-17 Omnibus Budget
Public Schools
(Dollars in Thousands)

Legislation required

	Governor Proposed New Law		
	NGF+OpPth	Total Budgeted	Comment
2013-15 Estimated Expenditures	15,261,910	17,214,557	
2015-17 Maintenance Level	17,409,363	19,255,610	
Policy Other (Non-Comp) Changes:			
1. Local Effort Assistance	28,766	28,766	Increases in state funding expand the levy base, which increases local levy capacity, which in turn increases state payments for Levy Equalization.
2. Staff Mix	-35,525	-35,525	Staff mix is a formula factor meaning average staff years of experience and educational credits. Savings result from new hires for class size reduction and full-day Kindergarten.
17. Reduce Early Elementary Class Size	448,083	448,083	SHB 2776 (2010 Session) requires class sizes of 17 students for grades K-3 by the 2017-18 school year. The budget provides funding for K-3 class size of 17 starting in the 2016-17 school year.
18. Expand Full-Day Kindergarten	107,617	107,617	SHB 2776 requires statewide basic ed funding of FDK by the 2017-18 school year. Allocations for voluntary FDK programs are expanded, increasing from 43.75% of Kindergarten enrollment in SY 2015-16 to 100 percent in SY 2016-17.
19. Improve Graduation Rates	34,683	34,683	Increased Learning Assistance Program funding is provided to high-poverty high schools, defined as more than 50 percent eligible for free and reduced price lunch. The schools must spend the funds on allowable activities under the LAP statute and for career mentoring. Districts may receive the funds only after submitting an approved plan on how the funding will be used to improve graduation rates.
20. Mentoring for New Teachers	17,946	17,946	Funding is provided to expand the Beginning Educator Support Team (BEST) program.
21. Support for First-Year Principals	1,000	1,000	Increases funding for the Superintentent and Principal Leadership Academy.

2015-17 Omnibus Budget
Public Schools
(Dollars in Thousands)

Legislation required

22. School Turnaround Programs	4,225	4,225	Provides funding sufficient for grants to school districts identified as persistently low-achieving and listed by OSPI as a Required Action District.
23. Family Engagement Coordinators	19,949	19,949	Basic education funding allocations are increased for family engagement coordinators in high-poverty elementary schools.
24. Support K-8 Math & Science	1,500	1,500	Professional development grants are provided to expand K-8 math and science instruction.
25. Guidance for Middle School Students	13,672	13,672	Basic education funding allocations are increased for guidance counselors in high-poverty middle schools.
26. Breakfast After the Bell	5,000	5,000	Grants are provided to increase the number of students accessing school breakfast programs.
27. Expand College in the High School #	9,000	9,000	Expands participation in College in the High School program by covering the cost of the credit fee of up to $65/credit for up to 10 college credits a year for low-income 11th and 12th graders enrolled in CIHS courses.
29. Project-Based Math and Science	1,000	1,000	Funding is provided to give students the opportunity to apply math and science skills and learning in outdoor environments.
30. Kindergarten Readiness WaKIDS	2,000	2,000	Funding to continue statewide administration of WaKIDS and for one one-time implementation and training grants for schools implementing it for the first time in 2016-17. Assumes expansion of state-funded FDK in 2016-17.
32. Reform High School Assessments #	-23,015	-23,015	Starting spring 2016, the state will stop administering the math EOC assessments and the 10th grade ELA assessment. Students who do not pass one of the high school assessments will have a new alternative option, passage of a college readiness transition course.
35. Running Start in High School #	-5,608	-5,608	Savings are assumed from clarification of the Running Start law.
36. Career Ready Graduates	1,970	1,970	Multiple programs are funded to increases opportunities for high school students to enter a skilled trade after graduation.
37. Outdoor Learning Experiences	1,000	1,000	Grants are provided to offset the costs for low-income fourth and fifth grade students to participate in outdoor education experiences.
38. Aerospace Manufacturing Academy	1,000	1,000	Funding is provided for summer aerospace manufacturing academies.
51. CTE Course Equivalencies	500	500	Support is expanded for CTE math and science course equivalency frameworks authorized under E2SSB 6552.
52. All Other	1,662	4,028	All other non-Compensation policy changes.
Policy -- Other Total	**636,925**	**639,469**	

2015-17 Omnibus Budget
Public Schools
(Dollars in Thousands)

Legislation required

Policy Compensation Changes:		
53. Additional COLA	150,084	150,084
54. Nonrep Job Class Specific	24	28
55. General Wage Incr-State Employees	1,380	2,241
Policy -- Comp Total	**151,488**	**152,353**
Total Policy Changes	**788,413**	**791,822**
Total 2015-17 Biennium	**18,197,776**	**20,047,432**

Governor's Policy Office

Concerning a more efficient high school assessment system that aligns with career and college ready graduation requirements

Z-Draft 0255.4

- OSPI will no longer administer the math end-of-course exams or the English 10th grade language arts assessment after the 2014-15 school year.

- Students who took one of the assessments during or before the 2014-15 school year can use those results for the purpose of meeting the graduation requirements.
    - For the graduation classes of 2016 and 2017, the requirements are the same as current law.
    - For the Class of 2018, there is a change. These students will need to pass the 11th grade English language arts assessment. They will have the option of using an end-of-course math exam if they took it during or before the 2014-15 school year.

- Students who do not pass one of the high school assessments will have a new alternative option, passage of a college readiness transition course. Districts offering the collection of evidence alternative do not have to offer the college readiness transition course option.

- The administration of the Collection of Evidence alternative is revised to allow students to submit their credit bearing coursework as demonstration of high school proficiency.

- School districts, rather than the state, will assume responsibility for evaluating the Collection of Evidence materials and may count the activities towards a student's annual hours of instruction.

- OSPI, in conjunction with WSAC, State Board of Education, SBCTC, and COP will develop a science transitions course to be piloted in the 2016-17 school year and available statewide the 2017-18 school year.

- OSPI will make the transition readiness courses available online through the digital learning department course offerings.

Assessments as New Pathways to both High School Diplomas & College Degrees

Current Law

Assessments
6 Total
English
Math
Science

+

Alternatives

Collection of Evidence

Longer Time to College Degree

Remedial College Courses

35% of Recent HS Graduates who Enroll in Public Higher Ed take Remedial Courses

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Proposal

Reduce Time to College Degree

Assessments
3 Total
English
Math
Science

Score
3 or 4

As Freshman, Directly Enroll in 101 Courses

If grade is B or above

Score
2 or below

Pass HS Transitions Course & Earn Diploma

Pass Collections of Evidence (School District Option)

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Option One Basic Education Waiver Request**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Should the request presented for waiver of the minimum 180-day school year be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there any deficienices in the application that may warrant resubmittal of the application, with corrections, for consideration at a subsequent board meeting per WAC 180-18-050?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Shoreline School District requests waiver under RCW 28A.305.140 and WACs 180-18-040 and 180-18-050 of the basic education requirement of a minimum 180-day school year. The request is for five days for the 2015-16, 2016-17, and 2017-18 school years. The purpose of the waiver is professional development of staff, with a focus on Common Core State Standards and Next Generation Science Standards. The SBE approved a request from Shoreline for a waiver of five days for the 2014-15 school year in May 2014.

OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUEST

Policy Considerations

Does the district's request for a waiver of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation adopted by the Board and set forth in WAC 180-18-040? If not, what are the reasons, with reference to the criteria in rule, for denial of the request? If denied, what deficiencies are there in the application or related documentation that the district might correct for board approval at a subsequent meeting, under 180-18-050(2)?

Background: Option One Waivers

The SBE has termed the regular 180-day waiver available to school districts under RCW 28A.305.140 "Option One" waivers to distinguish them from the "Option Two" waivers available to a small number of districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers to districts from the minimum 180-day school year requirement of RCW 28A.150.220(5) "on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student."

Implementing this statute, WAC 180-18-040(1) provides that

> A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.

The Board may grant a request for up to three school years. There is no limit on the number of days that may be waived. Rules adopted by the Board in November 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing waiver.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition the waiver application, a school board resolution, a proposed school calendar for each year to which the waiver would apply, and a summary of the collective bargaining agreement with the local education association.

As of December 2014, 49 districts had active 180-day waivers under Option One. Another 31 districts had 180-day waivers for the sole purpose of parent-teacher conferences, granted under the procedure set forth in WAC 180-18-050(3). Two districts had Option Two waivers.

Summary of Current Request

Shoreline School District requests waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. The request is for renewal for three years of the waiver requested and granted for one year in May 2014. That waiver was a renewal for another year of a waiver of five days for three years granted in May 2011. Shoreline was granted a waiver of five days for one year in May 2007, and of five days for three years in January 2008.

The purpose of the Shoreline request, as for that in May of last year, is for professional development of teachers on Common Core State Standards and Next Generation Science

Standards in order to reduce the achievement gap while increasing academic growth and proficiency of all students in meeting the new standards.

In addition, Shoreline says that it is working toward meeting the new, 24-credit Career- and College-Ready Graduation Requirements. “Our requested waiver will support this work to ensure that every student graduates career and college ready.” Shoreline has indicated that it will request a waiver to implement the 24-credit requirements for the Class of 2020 rather than the Class of 2019.

The stated goals of the waiver for student achievement are the same as for the waiver submitted for the 2014-15 school year. They include, over the next three years:

1. Increase the academic achievement of all students on the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics, as measured by the percent of students reaching the grade level proficiency standard on the Smarter Balanced Assessments (SBAC).
2. Increase the academic growth of all students, as measured by changes in student growth percentiles on SBAC.
3. Close gaps by 2018 between student subgroups in achievement of CCSS in English Language Arts and math, as measured by the percent of subgroups reaching proficiency on SBAC.
4. Increase academic achievement of all students on Next Generation Science Standards (NGSS) as measured by classroom-based assessments and the percent of students reaching proficiency on the state science assessments.

As before, Shoreline provides considerable detail in its waiver application. The district explains and documents how its waiver plan is aligned with School Improvement Plans. Its Annual Measurable Objectives (AMO’s) will be used to set and measure progress toward goals for student achievement. The AMOs will be replaced when the state provides new metrics based on Smarter Balanced assessments. The district provides a narrative on the specific activities that will be undertaken on the proposed waiver days, though it is more directed to specific goals of the waiver than to specific activities. Implementation of the plan will be monitored and documented in reports produced each February and June. The district lists both state and local assessments that will be used to collect evidence over the next three years of the extent to which the goals of the waiver are being attained. The participation of staff, parents and the community in development of the waiver plan is described in detail.

Shoreline’s collective bargaining contract provides for 13 non-student work days, including the five current waiver days and eight additional, teacher-directed work days without students. The district says that four of the five waiver days will be used for professional development activities focused on CCSS, NGSS, and strategies for effective core instruction for all learners. The fifth waiver day will be focused on accountability for the Washington Teacher Evaluation.

Shoreline states that it is using its current five waiver days as proposed in the prior request, and that it also used the five days as reported in its 2011-14 request. It describes in detail the professional development activities undertaken through those waivers. “The work during the “2011-14 [waiver],” the district says, “provided the foundation for implementing the 2014-15 waiver and the requested renewal for 2015 through 2018.”

In Part B of the application, Shoreline provides a statistical table displaying the degree of progress toward student achievement goals in from 2012-13 to 2013-14. It shows that the district achieved growth in most subjects and grades in that time. For areas where there were declines in achievement, such as grade 5 reading and math and grade 7 math, the district sets

out the steps being taken to correct those results. It does not cite any changes in the waiver plan between the one currently implemented and the one now proposed, though it does say that goals for growth will be revised when the Washington Achievement Index is updated.

Action

The Board will consider whether to approve the waiver request presented by Shoreline School District in the application presented in the board packet and summarized in this memorandum.

If you have questions regarding this memo, please contact Jack Archer at jack.archer @k12.wa.us.

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

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

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at http://www.sbe.wa.gov. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
    - The basic education program requirement for which the waiver is requested.
    - The school year(s) for which the waiver is requested.
    - The number of days in each school year for which the waiver is requested.
    - Information on how the waiver will support improving student achievement.
    - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form. Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

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

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Shoreline School District
Superintendent	Rebecca Miner
County	King
Phone	(206) 393-4203
Mailing Address	18560 1st Avenue NE Shoreline, WA 98155
Contact Person Information	
Name	Teri Poff
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	Teri.poff@shorelineschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	Five
School Years	2015-16, 2016-17, 2017-18
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No. There are three scheduled half-days district wide: one on Oct. 24, one on the day before Thanksgiving, and one on the last day of school. Elementary students have seven half-days for parent conferences – three in October and four in January.
Remaining number of half days in calendar	Same as above.
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes. Shoreline School District will comply with the State's instructional hour requirements for 2015-2018.

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. **What are the purposes and goals of the proposed waiver plan?**

The purpose of using the five days requested in this waiver is similar to the waiver request for 2014-2015. The focus is on reducing the achievement gap while increasing the academic growth and achievement of all Shoreline students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Teachers will receive professional development on CCSS and NGSS, and will focus on improving instruction using the Danielson *Framework for Teaching* and the Washington Teacher Evaluation. Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015.

The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities.

In addition, Shoreline has increased graduation requirements for the Class of 2016, and we are working toward meeting the new SBE 24-credit Career- and College-Ready Graduation Requirements. Our requested waiver will support this work to ensure that every student graduates career and college ready.

Our goals for the waiver remain the same as the goals previously submitted for the 2014-15 school year and have been extended through 2018:

1. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments.

2. From 2015 to 2018, increase the academic growth of all Shoreline students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured *by changes in student growth percentiles* on the Smarter Balanced Assessments.

3. By 2018, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments.

4. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).

5. By 2018, eliminate student group disparities in representation in the Highly Capable Program and enrollment in secondary Honors, Advanced Placement, STEM and CTE courses.

2. **Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)**

The waiver plan directly supports the Shoreline Board/Superintendent Priority #1: Increase the academic achievement of every student by:

- Creating a culture for learning
- Planning with data
- Aligning curriculum, instruction, and assessment
- Improving instruction and assessment practices
- Closing the gap

Our District Action Plan and our School Improvement Plans align with this Board priority. Our plans are reviewed every year to ensure consistency and coherence to the Board Priority. In 2014-2015, these plans include implementing the CCSS, NGSS, the Danielson *Framework for Teaching*, and the use of student growth goals and data to close achievement gaps and measure success. The desired outcomes of our District Action Plan and our School Improvement Plans are that students will meet more rigorous state standards and will be prepared to graduate career and college ready and to compete in a global society.

Shoreline School District Board/Superintendent Priorities for 2014-2015:
http://www.shorelineschools.org/school_board/14-15_priorities.pdf

School Improvement Plans for 2014-2015:
http://www.shorelineschools.org/schools/improvement_plans/bc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/bks_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/el_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ht_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/lfp_school_improvement_plan.pdf
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http://www.shorelineschools.org/schools/improvement_plans/sy_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ck8_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ae_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/fk_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sw_school_improvement_plan.pdf

3. **Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.**

To determine success and identification of expected benchmarks and results, Shoreline will continue to use data from the official state assessments. Our state assessment system,

however, is in transition between instruments based on Washington State standards (MSP and HSPE) and those based on the Common Core State Standards (the Smarter Balanced Assessments). We will continue to use MSP and HSPE data until we receive data from the Smarter Balanced Assessments in the fall of 2015.

The Annual Measurable Objectives (AMOs), which were established as part of the state waiver from the requirements of No Child Left Behind, remain our baseline by which to determine the extent of our achievement gap. These AMOs indicate where our students need to be in the coming years, so this is our expectation and is reported in Table 1. We will revise these data as the state provides new metrics based on SBA data.

Table 1. Annual Measurable Objectives for Shoreline Public Schools[1]

Subject	Subgroup Name	Target 2016	Target 2017	Target 2018
Mathematics	All	83.6	85.9	88.2
	Asian	87.4	89.2	91
	Black	69.6	73.9	78.2
	Hispanic	71.8	75.9	80
	White	86.2	88.2	90.2
	Limited English	60.1	65.8	71.5
	Special Education	58.2	64.2	70.2
	Low Income	71.1	75.2	79.3
	Two or More Races	84.3	86.6	88.9
Reading	All	89.1	90.7	92.3
	Asian	90.6	91.9	93.2
	Black	77.2	80.5	83.8
	Hispanic	79.1	82	84.9
	White	91.7	92.9	94.1
	Limited English	59.5	65.3	71.1
	Special Education	65.2	70.2	75.2
	Low Income	79.6	82.5	85.4
	Two or More Races	90.7	92.1	93.5

[1]Values reported are percents of students in the subgroups who met or exceeded the state proficiency standard on the MSP (which will be replaced by the Smarter Balanced Assessments).

In addition, Shoreline will collect and examine evidence from several other sources to show whether our goals were attained:

Beginning Fall 2015 and beyond:

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)

- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Scholastic Reading Inventory (SRI), easyCBM® mathematics measures, and Renaissance-STAR Math

- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)

- Student growth and achievement data from the common assessments determined in teachers' grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

The main focus of the waiver days will be to train teachers in the Common Core State Standards, the Smarter Balanced Assessment that will measure those standards, and the Next Generation Science Standards. Teachers will meet in grade level and content area teams to learn the new standards, understand the instructional shifts needed to ensure students meet those standards, and apply new instructional strategies to engage students in the CCSS and NGSS learning outcomes. Teachers will use student growth data to identify subgroups of students who need differentiated instruction and support to meet or exceed state standards.

To achieve our goals, Shoreline will continue to implement our action plan to meet our District Board Priority to increase the academic achievement of every student:

1. Create a culture for learning
2. Plan with data
3. Align curriculum, instruction and assessment
4. Improve instruction and assessment practices
5. Close the gap

To this end, the five waiver days will be used to provide high quality professional development and teacher collaboration around student learning. Specifically our staff will use the time to:

- Understand the Common Core State Standards and Smarter Balanced Assessments in English Language Arts and Math and the instructional shifts that teachers must embrace
- Apply understanding of the instructional shifts in the Common Core State Standards into new lessons, units, and assessments
- Learn and implement new instructional strategies to engage all students in learning Common Core State Standards
- Understand how to collect and analyze evidence of student academic growth
- Make instructional decisions to improve student growth for all students in order to close achievement gaps and provide enrichment and acceleration for those who are meeting or exceeding standard
- Understand the Next Generation Science Standards and the instructional changes that teachers must implement
- Apply understanding of the Next Generation Science Standards and new pedagogical strategies to develop and implement problem-based learning approaches integrating science, technology, engineering and math (STEM)

- Improve instruction for ELL students in a general education classroom setting using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol)
- Implement AVID (Advancement Via Individual Determination) strategies school-wide at secondary schools to ensure all students successfully access rigorous subject-area content
- Learn how to better deliver interventions immediately to students not meeting standards
- Learn how to better deliver curriculum enhancements, extensions, and accelerated instruction for students meeting or exceeding standard
- Provide targeted instruction, guidance and support to subgroups of students in order to eliminate discrepancies by race, gender, limited English, and disabilities in academic achievement and enrollment in advanced course work

The above planned activities represent research-based high-yield strategies. Implementation will be monitored and documented in our progress reports for our Board Priority Plan each February and June.

5. **What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?**

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Student growth metrics and achievement data collected from classroom-based common assessments determined in grade level and content area professional learning communities
- Data from district assessments: DIBELS, SRI, easyCBM®, and Renaissance-STAR Math
- Data on student enrollment for ESEA student subgroups in highly capable programs, honors and advanced coursework, and CTE/STEM coursework

6. **Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?**

We will continue providing professional development and working in collaborative professional learning communities to strengthen and deepen our understanding and implementation of Common Core State Standards, Next Generation Science Standards and the Danielson *Framework for Teaching*. Teachers will need multiple opportunities to study and gain proficiency in the instructional shifts embedded in the new standards. Specific content needs will be determined based on staff feedback, but will likely include in-depth analysis of Smarter Balanced Assessment results, strategies to engage students in the CCSS mathematical practices, close reading of complex text, using evidence to support both written and verbal claims, application of Depth of Knowledge, greater use of formative assessment, use of the Digital Library resource, and engaging in engineering practices and problem-based learning. Additionally, in the following years, our certificated staff will be working to improve instruction, as measured by the Danielson Framework and evidence of student growth. Areas of focus are likely to be student engagement, questioning and discussion techniques, using assessment in instruction, and analysis of student growth measures. This work also supports implementation of the new Washington Teacher and Principal Evaluation.

7. **Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.**

We have involved groups and individuals in the development of this waiver through participation in meetings and surveys in spring 2014 and in fall 2014:

- Feedback from 2014 Superintendent search focus groups and online survey on district goals and professional development (school board, administrators, teachers, support staff, parents and community)
- New Superintendent's entry plan (fall 2014), which involved interviews with many different stakeholder groups through the district and community
- District PTA Council (Feb. 2014) and PTA Presidents (Oct. 2014) were given the opportunity to provide feedback and to seek feedback from PTA members at individual schools
- Superintendent's Cabinet meetings (Deputy Superintendent, Executive Director of Schools, and Directors of Teaching & Learning, Student Services, Human Resources and Business/Finance)
- Instruction department staff meetings (district instructional administrators, teacher instructional specialists and support staff)
- Shoreline Education Association leadership summit meetings with district administrators
- Certifiated staff surveys regarding professional development and school calendar
- Professional Development Committee meetings (district administrators, principals, classroom teachers, teacher instructional specialists, and union leadership)
- Elementary and Secondary Principals meetings

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

The 2011-2015 Shoreline Collective Bargaining Agreement specifies the use of non-student work days in sections 17.0 – 17.7. The thirteen (13) total non-students days are identified and defined as "Principal Time," "District Time," "Collegial Time," or "Individual Time." The CBA lists examples of activities that may be used during these time periods.

In addition, elementary teachers have three (3) early release days in October and four (4) early release days in January to hold parent-teacher conferences. All teachers have one (1) early release day for the purpose of participating in collegial work. Two (2) early release days are provided on the day before Thanksgiving and on the last day of school.

Apendix K (Memorandum of Understanding) states that employees shall have an optional eight (8) hours of additional paid time for collegial work to: a) focus on student learning; b) develop result-oriented team goals; c) incorporate the regular collection and analysis of performance data into their work; d) develop and implement interventions to support student learning; or e) support implementation of the new classroom teacher evaluation system.

Link to the 2011-2015 Collective Bargaining Agreement:

http://schools.shorelineschools.org/hr/files/2013/09/SEA-CBA-2011-2015-Final.pdf

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	8
Total	188

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

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

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

Four of the five waiver days will be used primarily for professional development activities focused on more in-depth learning of CCSS, NGSS and strategies for effective core instruction for all learners, including those struggling to meet standard and those that need enrichment and acceleration. One waiver day will be devoted to accountability for the Washington Teacher Evaluation by continuing to focus on creating student growth goals and measurements, and implementing all components of the evaluation process. The teacher work days over and above the 180 school days will be used primarily for collegial and individual application of new learning into lessons, assessments, student interventions and enrichment. Waiver days for professional development are spaced throughout the school year. Additional teacher work days scheduled throughout the year are designated for teachers to apply new learning into their instruction and assessment practices to meet the

changing academic growth needs for all of their students. Research is clear that this type of job-embedded professional development is most effective in improving teacher practice in the classroom. The blend of the waiver days and additional teacher work days will give teachers the knowledge and skills they need along with the collegial and individual time to embed that that knowledge into their instruction.

Our Collective Bargaining Agreement defines the use of Collegial Time**:** Collegially-directed time shall be used to improve student learning as planned and directed by collegial teams. The use of this time shall be within the discretion of the collegial teams, as long as the time is used to: (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Our Collective Bargaining Agreement defines the use of Individual Time: Individually-directed time shall be used to improve student learning as planned and directed by the individual certificated employee. Examples of activities which employees may choose to engage in on these days include, but are not limited to, classroom and workspace preparation, instruction and curriculum planning, student assessment, department, grade level and collegial planning, personally-directed professional development, grading and report card preparation and parent and student communication.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

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

1. **Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.**

For the 2014-2015 school year we are using the five waiver days as planned in our prior request. We have used one waiver day on September 29 dedicated to professional development and teacher implementation of student growth goals and measurements to meet the requirements of the Washington State Teacher Evaluation, criteria 3.1, 6.1, and 8.1. Teachers were given specific information about how to write effective growth goals and assessments. Teachers spent time in their professional learning community looking at student data and writing grade level or content area student growth goals, as well as individual teachers' student growth goals. On August 27 and October 24, teachers spent two waiver days becoming more familiar with the Smarter Balanced Assessment and the Depth of Knowledge levels of questions and performance tasks. Teachers also learned close reading strategies for complex text and academic language acquisition strategies for English Language Learners. In winter and spring 2015, teachers will learn more about specific strategies for implementing the instructional shifts of the Common Core and strategies to help all students build academic language, access complex grade level text, and writing claims supported with evidence. Teachers will also work in their professional learning communities to apply newly learned strategies into upcoming lessons and units of study.

The days were also used as reported in our 2011-2014 request. Our teachers met in grade level and content area teams to determine their power standards – those standards that were the most critical for ALL students to meet. Teachers met in job-alike groups across the district so that standards were aligned both horizontally and vertically.

Since our focus for the 2011-2014 school years was in mathematics, our elementary and middle school teachers used their newly adopted math curriculum and materials to establish a common scope and sequence, match topic tests from the curriculum to the Washington State Standards,

and match them to test items on the easyCBM® district math assessment. With a common scope and sequence and common assessments, teachers were better able to identify students needing interventions in math. Teachers then received professional development on how to use the interventions in their newly adopted curriculum materials to help individual students get the targeted assistance needed. In addition, elementary teachers received initial training in the Common Core State Standards in Mathematics and training on using modifications to the *enVision* curriculum that the district had adopted in 2010.

High school math teachers developed common semester and end-of-year assessments for algebra and geometry courses. They also received initial professional development on Common Core State Standards and met in professional learning communities by math course to determine how their current curriculum and common assessments needed to be adjusted to meet the new standards. Secondary math teachers also learned how to administer a new district math assessment (Renaissance-STAR) that promised better benchmark and progress monitoring data. Instructional specialists worked with secondary math teachers on waiver days to analyze student assessment results and make adjustments to instruction in order to ensure greater student growth in mathematics. As a follow-up to the professional development and collaborative work in professional learning communities on the requested waiver days, math teachers engaged in a lesson study model and peer observations. Teachers continue to request more professional development, especially around the Common Core State Standards and the Smarter Balanced Assessment.

While the focus of the 2011-2014 waiver days was on math for elementary teachers and for secondary math teachers, other secondary teachers focused on reading, writing, and content standards for their disciplines. Secondary teachers in all content areas aligned their curriculum, developed common assessments, and implemented strategies to strengthen reading, writing and math skills for their content areas. Science teachers focused on better alignment and implementation of the inquiry, applications, and systems strands of the science standards.

Building principals used part of the requested waiver days to work with their school staff on identification of students at-risk and to set up and maintain a system of interventions (Response to Intervention) and progress monitoring. As a result, staff members were very involved in developing a meaningful School Improvement Plan with action steps and measurable outcomes. This allowed staff to buy in to the school improvement process and to take ownership of the implementation of the plan and to take personal accountability for student achievement results.

The work during the 2011-2014 provided the foundation for implementing the 2014-2015 waiver plan and the requested renewal for 2015 through 2018.

2. **To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.**

The current school year (2014-2015) is the implementation year for our most recent one-year waiver. Therefore we do not yet have data on outcomes from the activities described in our previous plan.

Table 2 contains the changes in acheivement Shoreline students have shown in the 2013-14 school year, following implementation of the 2011-2014 waiver plan.

Table 2. Change in MSP/HSPE/EOC Results 2012-13 to 2013-14

Grade	Reading % Met Standard	Math % Met Standard	EOC Algebra % Met Standard	EOC Geometry % Met Standard	Writing % Met Standard	Science % Met Standard	EOC Biology % Met Standard
Gr. 3	-0.5	1.1					
Gr. 4	2.2	2.5			-0.6		
Gr. 5	-1.4	-3.3				0.8	
Gr. 6	1.7	6.4					
Gr. 7	0.4	-5.0			-4.6		
Gr. 8	4.4	2.3				3.9	
Gr. 9			5.1	1.3			
Gr. 10	2.4		2.5	-4.8	1.6		7.3

Although not all subjects and grades showed growth, the majority of them did. We anticipate continued growth during the period covered by the 2014-2015 waiver plan. In areas where there was a decline in student achievement results, the following steps are being implemented in the 2014-2015 school year:

- School Improvement Plans are focused more specifically on student achievement of Common Core State Standards in English Language Arts and mathematics
- Middle school social studies teachers are setting team goals around CCSS in writing
- One middle school math department is partnering this year with consultants from the University of Washington to implement a job-embedded coaching model for Complex Instruction. Our other secondary schools are exploring implementation of this model as well.
- The Renaissance-STAR Math assessment will be given to monitor progress of students in Geometry in addition to 7th & 8th Grade Math and Algebra I.

3. **Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.**

Although we set a target of showing growth on the Washington Achievement Index in our 2014-2015 plan, the Index has not been updated based on 2013-2014 outcomes. Therefore we have not included the Index in our goals for the renewal request. We will continue to monitor growth on state and district assessments.

4. **Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.**

The waiver will likely result in the advancement of the goals of the waiver plan as our students successfully complete a diploma meeting the SBE 24-credit Career- and College-Ready Graduation Requirements for the classes of 2018 and 2019.

With approval of the waiver, teachers will use the additional waiver days to fully understand the instructional changes that must occur in their classrooms and how those changes will improve student achievement of new standards. Teachers will be able to build district-wide consistency with implementation of Common Core, Next Generation Science Standards and new graduation requirements by collaborating with their grade level or content area teams across the district. They will examine district-wide, school-wide and classroom-based data and make collective

agreememts on how to best serve an increasing diversity of student learning needs and changing student demographics.

5. **How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver**.

The district website provided information on student achievement, district priorities and initiatives, and school improvement plans. School newsletters informed parents about the professional development and collaborative work on wiaver days. In addition, PTA groups and site councils were informed of the work planned on each waiver day and the outcome of that work. School assessment reports were mailed out informing parents of student achievement results in their schools. Parents received additional information regarding each student's individual progress and learning needs during parent-teacher conferences. Presentations to the Board of Directors and PTA Presidents also provided information to the public about progress on district priorities, state and district initiatives, and growth in student achievement.

Principals and other administrative staff met several times per yer to review our District Action Plan for meeting our District Board Priorities and developed the plan for the following year. Additionally, the principals, district administrators and instructional specialists discussed and gave input on the specific activities for the waiver days. A district Profressional Development Committee, consisting of classroom teachers, teacher instructional specialists, the Shoreline Education Association President, principals and district administrators, met several times during the year and gave input on the district professional development and activities planned for waiver days.

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

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

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

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

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

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

Option One Waiver Application Worksheet

District: **Days requested:**
Date: **Years requested:**

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District:

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

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan’s goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Bylaws Review**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint ☒ Other	
Synopsis:	The State Board of Education is required to review its bylaws every two years. Members will consider amendments to bylaw sections concerning: board officer definitions, officer elections, Executive Committee meeting agenda and minutes, and the Executive Director, as well as minor technical and wording refinements.	

Bylaws

of the

Washington State Board of Education

Adopted January 15, 2009

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ARTICLE I
Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II
Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

ARTICLE III
Membership and Responsibilities

Section 1. Board composition. The membership of the Washington State Board of Education is established by the Legislature and outlined in the Revised Code of Washington (RCW 28A.305.011).

Section 2. Meeting attendance and preparation. Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board's projects and policymaking.

Section 3. External communication. Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

Section 4. Board responsibilities. The board may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

ARTICLE IV
Officers

Section 1. Designation. The officers of the board shall be the chair the vice chair, immediate past chair, and two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two -year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) The immediate past chair shall serve a term of one-year.

Section 3. Officer elections. (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(2) **One-year position.** (a) The members at-large office positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

Section 4. Duties. (1) **Chair**. The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair**. The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

ARTICLE V
Meetings

Section 1. Regular meetings. (1) The board shall hold an annual planning meeting and such other regular and special meetings at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act. Procedures shall be developed and adopted in the BOARD PROCEDURES MANUAL to specify how recognition is to be sought and the floor obtained during such meetings.

Section 2. Agenda preparation. (1) The agenda shall be prepared by the executive committee in consultation with the executive director and other staff, as necessary.

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair or executive director will give final approval of all items and changes that will appear on the agenda at a board meeting.

(4) The full agenda, with supporting materials, shall be delivered to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) Hearings to receive information and opinions, other than those subject to the provisions of Chapter 34.05 RCW relating to adoption of rules and regulations or as otherwise provided by law, shall be scheduled when necessary on the agenda prior to final consideration for action by the board.

Section 3. Board action. (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or videotelecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair, unless a roll call is requested and sustained by one quarter of the voting members who are present.

(5) All regular and special meetings of the full board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

Section 4. Consent agenda. (1) Non-controversial matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items may be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be referred to a standing committee or shall be considered by the full board at the direction of the chair.

Section 5. Parliamentary Authority. The rules contained in the current edition of ***Robert's Rules of Order Newly Revised*** shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

ARTICLE VI
EXECUTIVE COMMITTEE

Section 1. Executive committee. (1) (a)The executive committee shall consist of the chair, the vice chair, the immediate past chair, and two members at-large.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

ARTICLE VII
Committees

Section 1. Designation. (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board. Rule changes should be discussed in committee before recommended language is referred to the board for discussion and possible vote.

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) Appointments of non-state board members to a state board committee shall be made by the board chair in consultation with the committee chair(s) and the executive director, taking into consideration nominees submitted by board members, and identified groups or organizations.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

(5) Each committee will be responsible for recommending to the budget process costs associated with responsibilities of the committee.

ARTICLE VIII
Executive Director

Section 1. Appointment. The board may appoint an executive director.

Section 2. Duties. (a) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(b) The board shall establish or modify a job description for the executive director, as needed.

Section 3. Annual evaluation. (a) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(b) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director.

Section 4. Compensation and termination of the executive director. The rate of compensation or termination of the executive director shall be subject to the prior consent of the full board at the planning meeting.

ARTICLE IX
Amending Bylaws

Section 1. Amending bylaws.

(1) These bylaws may be amended only by a two-thirds affirmative vote of the board members.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

Section 2. Suspending bylaws. These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.

Bylaws
of the
Washington State
Board of Education
Adopted January 8, 2015

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Section 3. External communication. Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

Section 4. Board responsibilities. The B~~b~~oard may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

Section 5. Member designation as external group liaison. (1) The board chair may designate an individual member as a liaison to an external group.

ARTICLE IV
Officers

Section 1. Designation. There shall be five officers of the board: ~~The officers of the board shall be~~ the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) (a) The immediate past chair shall serve a term of one-year.

(b) Once the immediate past chair has served her/his one year term, the fifth officer position shall be elected as a member at-large.

Section 3. Officer elections. (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060

(~~1~~2) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(~~2~~3) **One-year position.** (a) The members at-large officer positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.

(~~3~~4) **Vacancies.** Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.

(5) **Ties.** (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.

(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.

Section 4. Duties. (1) **Chair**. The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee and liaison appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair**. The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place and shall serve as a member at-large.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

(5) Members serving as officers of the board may continue to participate in board debates and vote on business items.

ARTICLE V
EXECUTIVE COMMITTEE

Section 1. Executive committee. (1) (a)The executive committee shall consist of the chair, the vice chair, ~~the immediate past chair, and~~ two members at-large, and the immediate past chair, if available, or third member at-large as elected.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

(6) Agendas for each meeting of the executive committee shall be provided to all board members prior to each executive committee meeting.

(7) Minutes for each meeting of the executive committee shall be provided to all board members promptly after each executive committee meeting.

ARTICLE VI
Meetings

Section 1. Regular meetings. (1) The board shall hold an annual planning meeting and such other regular and special meetings at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act. ~~Procedures shall be developed and adopted in the BOARD PROCEDURES MANUAL to specify how recognition is to be sought and the floor obtained during such meetings.~~

Section 2. Agenda preparation. (1) The agenda shall be prepared by the executive committee in consultation with the executive director ~~and other staff, as necessary.~~

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair, or executive director at the direction of the chair, will give final approval of all items and changes that will appear on the agenda at a board meeting prior to being sent to board members.

(4) The full agenda, with supporting materials, shall be ~~delivered~~ provided to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) The board chair may modify the agenda and items as needed following finalization and provision to board members.

(6) (a) If a member proposes a new agenda item (as described in subsection 2) and it is not included on the final agenda, any member may bring the agenda item for consideration to the full board.

(b) If a majority of the Board passes a motion in support of including the agenda item, the item shall be included on the agenda at the next regularly scheduled meeting.

~~(5) Hearings to receive information and opinions, other than those subject to the provisions of Chapter 34.05 RCW relating to adoption of rules and regulations or as otherwise provided by law, shall be scheduled when necessary on the agenda prior to final consideration for action by the board.~~

Section 3. Board action. (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present in person, or by telephone or video telecommunications, to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or video telecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair, A roll call vote shall be conducted upon the request of an individual member or the chair.

(5) All regular and special meetings of the full board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

Section 4. Consent agenda. (1) ~~Non-controversial~~ Routine matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items ~~may~~ shall be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be ~~referred to a standing committee or shall be considered by the full board at the direction of the chair~~ added to the regular agenda for further consideration.

Section 5. Parliamentary Authority. The rules contained in the current edition of ***Robert's Rules of Order Newly Revised*** shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

ARTICLE VII
Committees

Section 1. Designation. (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board. ~~Rule changes should be discussed in committee before recommended language is referred to the board for discussion and possible vote.~~

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) The board chair or executive director shall inform the whole board of the formation of any committee and of the appointment of members to that committee.

~~(3) Appointments of non-state board members to a state board committee shall be made by the board chair in consultation with the committee chair(s) and the executive director, taking into consideration nominees submitted by board members, and identified groups or organizations.~~

(4) Board members of committees of the board shall determine which board member shall chair the committee.

~~(5) Each committee will be responsible for recommending to the budget process costs associated with responsibilities of the committee.~~

ARTICLE VIII
Executive Director

Section 1. Appointment. The board may appoint an executive director.

Section 2. Duties. (~~a~~ 1) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(~~b~~ 2) The board shall establish or modify a job description for the executive director, as needed.

Section 3. Annual evaluation. (~~a~~ 1) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(~~b~~ 2) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified.

Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director. If available, the vice chair shall participate in the communication.

Section 4. Compensation ~~and termination~~ of the executive director. The rate of compensation ~~or termination~~ and terms of employment of the executive director shall be subject to the prior approval ~~consent~~ of the full board at the planning meeting.

Section 5: Termination and discipline of the executive director. (1) Decisions regarding the termination and discipline of the executive director shall be made by the full board.

(2) Decisions regarding the termination and discipline of the executive director may be made at a regular or special meeting if action is required prior to the next scheduled annual planning meeting.

ARTICLE IX
Amending Bylaws

Section 1. Amending bylaws.

(1) These bylaws may be amended only by a two-thirds affirmative vote of the board members.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

Section 2. Suspending bylaws. These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.

Board Norms for the Washington State Board of Education

Adopted by the Board, November 15, 2013

- Board meetings will focus on the State Board of Education (SBE) goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.

- At board meetings and in all communications with the public and staff, SBE members will maintain the dignity and integrity appropriate to an effective public body.

- Every board member should play a meaningful role in the Board's-overall deliberations. Each member expects of others a commitment to the work of the SBE and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces a healthy debate on policy issues.

- The principal purpose of Board meetings is to discuss policies that help all students to succeed, and to graduate from high school college and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.

- Board meetings should include the following procedures:

    - Board meetings should start on time and end on time.

    - Meeting materials should be made available one week in advance (see Bylaw Article V section 2) and should be of high quality.

    - Board members are expected to consistently attend and prepare for Board meetings and to review the materials in advance of the meeting (see Bylaw Article III, section 2).

    - Each staff presentation should begin by clarifying the purpose of the presentation and the decision to be made or issue to be considered.

- Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated "pause" for questions.

- Each Board member expects of others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.

- Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.

- When considering policy proposals, each Board member expects of others an opportunity for advance review. The Board agrees to a "no surprises" mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and materials for the meeting.

- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate, in a timely fashion.

- Although the SBE is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.

- Board members will maintain the confidentiality of executive sessions.

- Members of the SBE should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board to the media (same as Bylaw Article III, section 3).

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Student Performance Gaps – Educational System Health**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The memo provides an up close look at the performance gaps between Black, White, Hispanic, and FRL groups through the NAEP assessment for all 50 states. The SBE staff recommends that the Statewide Indicators of Educational System Health (ESSB 5491) reports include a discussion of performance gaps.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The ESSB 5491 (Statewide Indicators of Educational System Health) legislation requires the disaggregation of student performance data into the ESEA subgroups and goal setting for each subgroup. The performance gap analyses described in the accompanying memo were derived from the 2013 NAEP data. The analyses clearly show the presence of large performance gaps in reading and in math based on scaled scores and achievement level distribution. In this work, three separate performance gaps were analyzed, and these include performance gaps based on: • The performance of FRL students as compared to Not FRL students, • The performance of White students as compared to Black students' and • The performance of White students as compared to Hispanic students. While substantial performance gaps were identified for Washington students, similar gaps were found to occur in all states across the country. However, some distinct differences were evident from the data and analyses. • The Washington performance gaps based on poverty status are slightly smaller than the average U.S. gaps and the Washington gaps are mostly smaller than the gaps for the peer states. • The Washington White-Black performance gaps are typically much smaller than the U.S. average and smaller than the peer state gaps. • The Washington White-Hispanic performance gaps are among the highest in the U.S. but differ somewhat based on assessed grade level and content area.

STUDENT PERFORMANCE GAPS – EDUCATIONAL SYSTEM HEALTH

Policy Considerations

The ESSB 5491 authorized Washington State Board of Education (SBE) to lead the effort in identifying system-wide performance goals and measurements for the six statewide indicators specified in the legislation. Among other tasks, the legislation requires the SBE to:

- Recommend revised performance goals and measurements, if necessary,
- Recommend evidence-based reforms as needed, and
- Compare Washington student achievement result with national data and to peer states.

Summary

At the September and November 2014 board meetings, the Board participated in presentations on the Statewide Indicators of Educational System Health and directed the SBE staff to complete the report to the legislative committees on Education following the guidance from the SBE provided at the November 2014 meeting. The SBE staff showed that:

- Four of the indicators are not on track to meet goals,
- Four of the indicators are not ranked in the top ten percent nationally, and
- Three of the indicators are not comparable to the peer states.

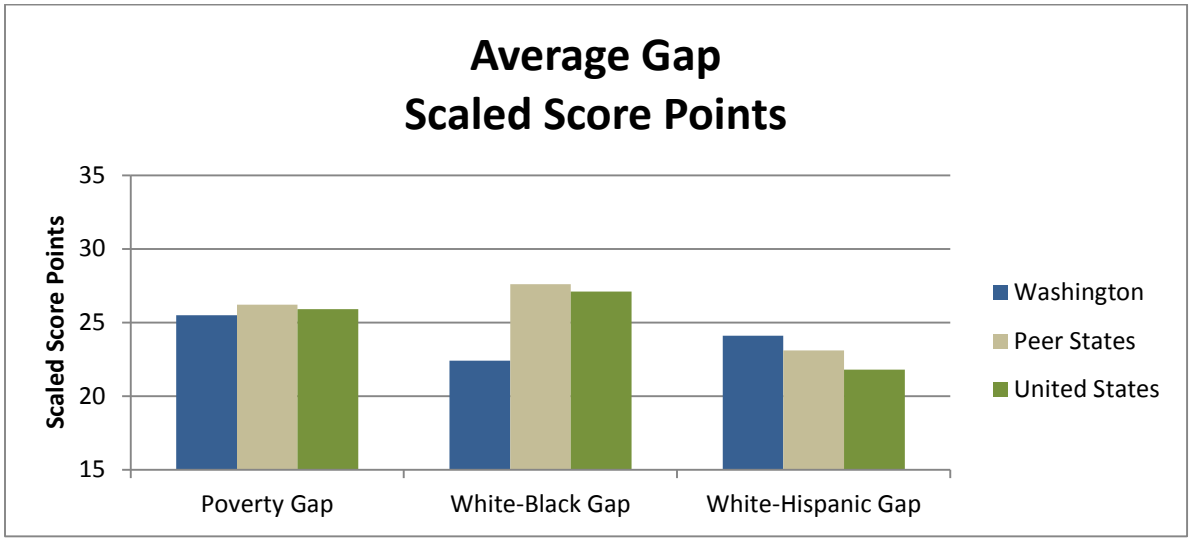
Based on these conclusions, the SBE recommended educational reforms or interventions intended to bring about improvements to the educational measures. Board members requested additional information about how performance gaps for Washington students compare to students nationally and to peer states.

The SBE analyzed data from the 2013 National Assessment of Educational Progress (NAEP) to determine how the performance gaps for Washington students compared nationally and to peer states. For this and other comparisons, Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, and Virginia were identified as peer states.

The three important findings from this work can be summarized as follows:

- Based on poverty status, the performance gaps identified for the Washington FRL student group are slightly smaller than the U.S. average and are generally smaller than the peer states by comparison. This conclusion holds for both reading and math for both 4th and 8th grade assessment data.
- The White-Black performance gap is small in relation to the U.S. average and small in comparison to the peer states. This is true for both content areas (reading and math) and gap measures (average scaled scores and percent At or Above Proficient).
- The 4th grade White-Hispanic performance gaps are among the largest one-third of all states in both reading and math, are significantly larger than the U.S. average, and are typical of the peer states'. The 8th grade performance gaps in reading are among the

largest in the country, while the math performance gaps are closer to the US average but are substantial.



The chart above summarizes each of the different gaps for Washington, the peer states, and for the United States. The data presented above is the simple average scaled score point gap for reading and math for 4th and 8th grade NAEP measures. Some interesting (and for the most part unexpected) notes are as follows:

- The average White-Black performance gap is much lower in Washington as measured against the comparison groups (U.S. average and Peer States median). Because White students in Washington perform similarly to White students across the country, the smaller gap here occurs because Washington Black students score among the highest in the country on the 4th and 8th Grade NAEP reading and math assessments.
- The average White-Hispanic performance gap is larger in Washington as measured against the comparison groups (U.S. average and Peer States median). Staff believes that different countries of origin for the Hispanic/Latino immigrant population of the U.S. and peers states bring about the observed differences.

Results

The NAEP is administered every other year and assesses 4th and 8th grade students in reading and math. The NAEP uses a complex sampling technique to assess a representative sample of the population of each state that can then be generalized to the state level and the national level. The NAEP is the only educational assessment that is currently administered that provides reading and mathematics achievement data comparable on a state to state and national level. Follow this link to read more about the NAEP http://nces.ed.gov/nationsreportcard/.

The NAEP provides state-level results disaggregated by the Elementary and Secondary Educational Act (ESEA) subgroups that include seven race/ethnicity groups and program subgroups based on special education (SWD), Free and Reduced Price Lunch (FRL), and English Language Learner (ELL) participation. With this level of disaggregation, the user has the capacity to examine performance differences based on race/ethnicity and program participation. Performance gaps can be framed in the context of scaled score differences and differences in the percentage of students at each achievement level (Below Basic, At or Above Basic, At or Above Proficient, or At Advanced). For these analyses, the SBE staff opted to examine scaled score differences and differences in the At or Above Proficient achievement level.

In the discussion that follows, the SBE reports performance gaps as follows:

- Gap based on Poverty Status: the performance (average scaled score or the percent At or Above Proficient) of the Not FRL group minus the performance of the FRL group.
- White-Black Performance Gap: the performance (average scaled score or the percent At or Above Proficient) of the White student group minus the performance of the Black student group.
- White-Hispanic Performance Gap: the performance (average scaled score or the percent At or Above Proficient) of the White student group minus the performance of the Hispanic student group.

Gaps Based on Poverty Status

On the 4th grade reading assessment, the average scaled score for the Washington FRL student group was 209, approximately 28.4 scaled points lower than the Not FRL student group (Chart 1). The percentage of the FRL student group At or Above Proficient (23.9 percent) was 30.5 percent lower than the Not FRL student group (Chart 2). Based on these data, several statements may be made.

- Performance gaps (based on average scaled core and percent At or Above Proficient) are slightly smaller than the U.S. average.
- The scaled score gap is the 34th highest in the U.S. but smaller than five peer states'
- The proficiency gap is the 32nd highest in the U.S. but smaller than seven peer states'.

Chart 1: Fourth grade reading scaled score performance gap by poverty status.

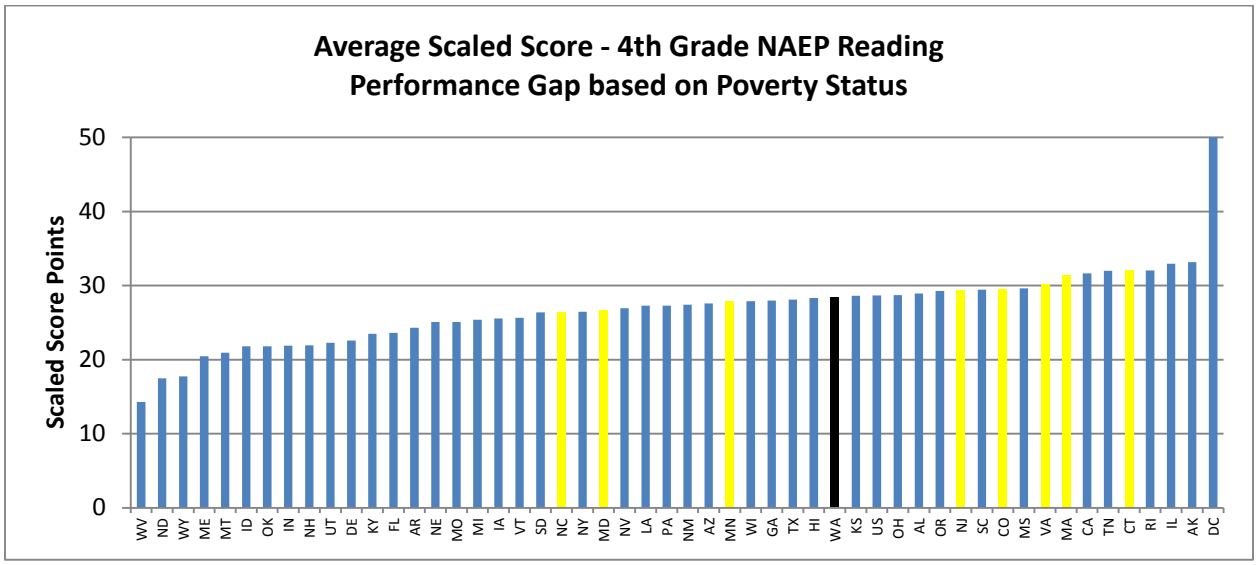
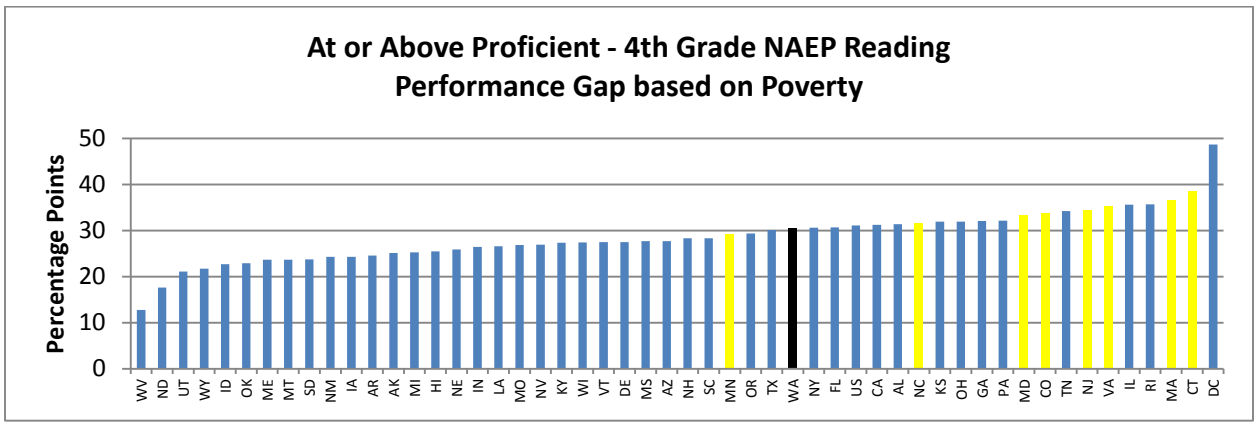


Chart 2: Fourth grade reading proficiency performance gap based on poverty status.



On the 4th grade math assessment, the scaled score performance gap for the Washington FRL student group (23.2 scaled points) was the 30th highest in the U.S., slightly lower than the U.S. average (23.7 scaled points), and smaller than all of the peer states (Chart 3). The proficiency performance gap of 32.8 percentage points for the Washington FRL student group was one point lower than the U.S. average and smaller than all the other peer states' (Chart 4).

Chart 3: Fourth grade math scaled score performance gap by poverty status.

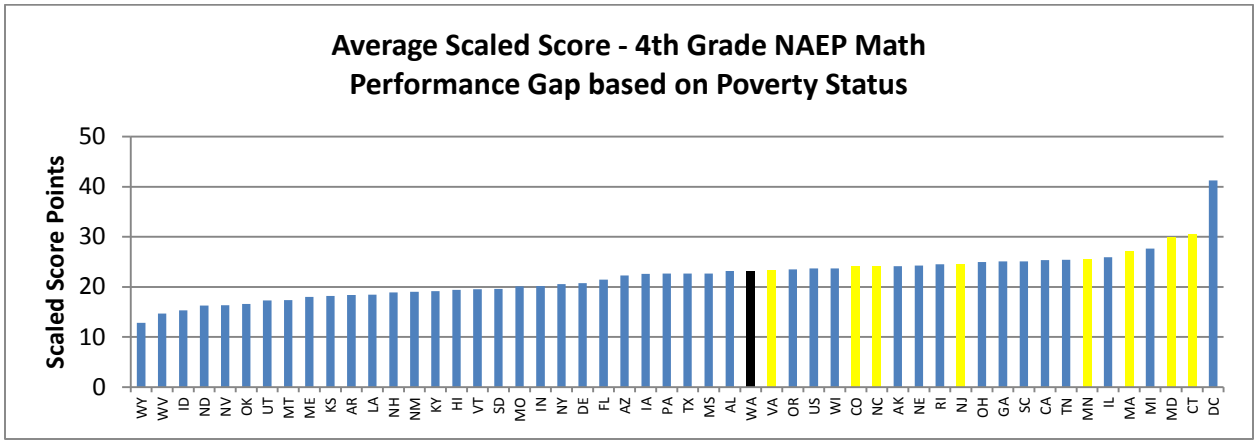
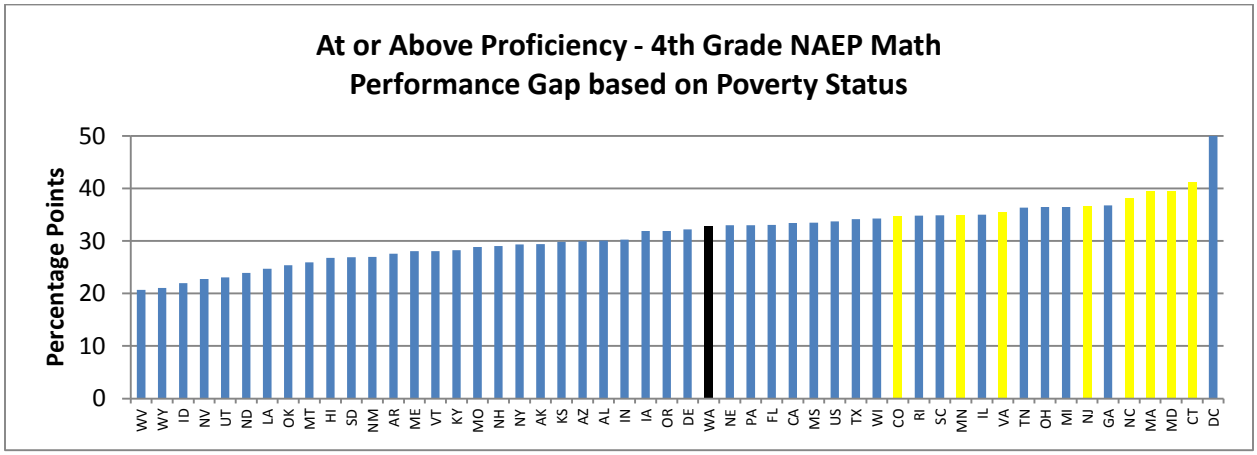


Chart 4: Fourth grade math proficiency performance gap based on poverty status.



On the 8th grade reading assessment, the average scaled score for the Washington FRL student group was 258, approximately 24.7 scaled points lower than the Not FRL student group (Chart 5). The percentage of the FRL student group At or Above Proficient (25.8 percent) was 28.5 percent lower than the Not FRL student group (Chart 6). Based on these data, several statements may be made.

- Performance gaps (based on average scaled core and percent At or Above Proficient) are greater than the U.S. average.
- The scaled score gap is the 40th highest in the U.S. but smaller than four peer states'
- The proficiency gap is the 39nd highest in the U.S. but smaller than seven peer states'.

Chart 5: Eighth grade reading scaled score performance gap by poverty status.

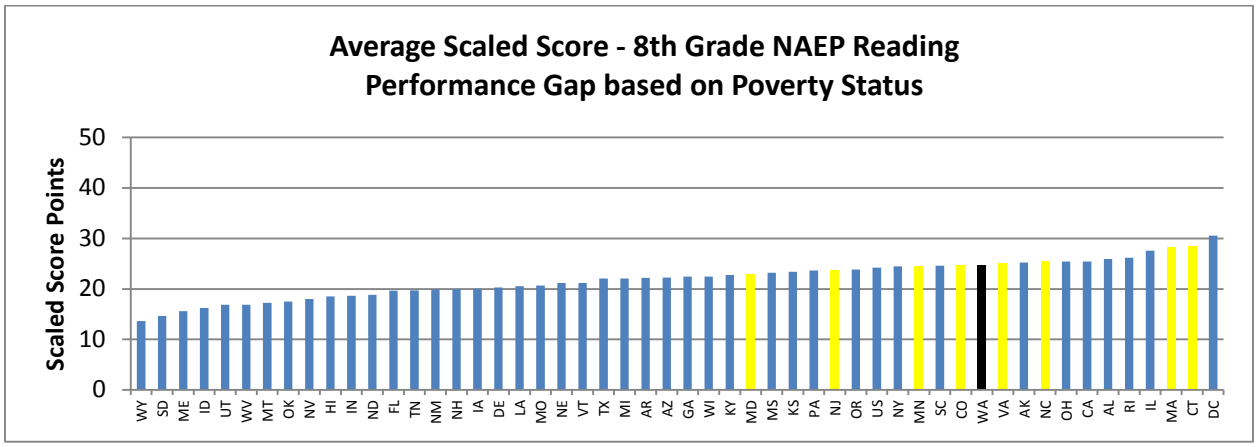
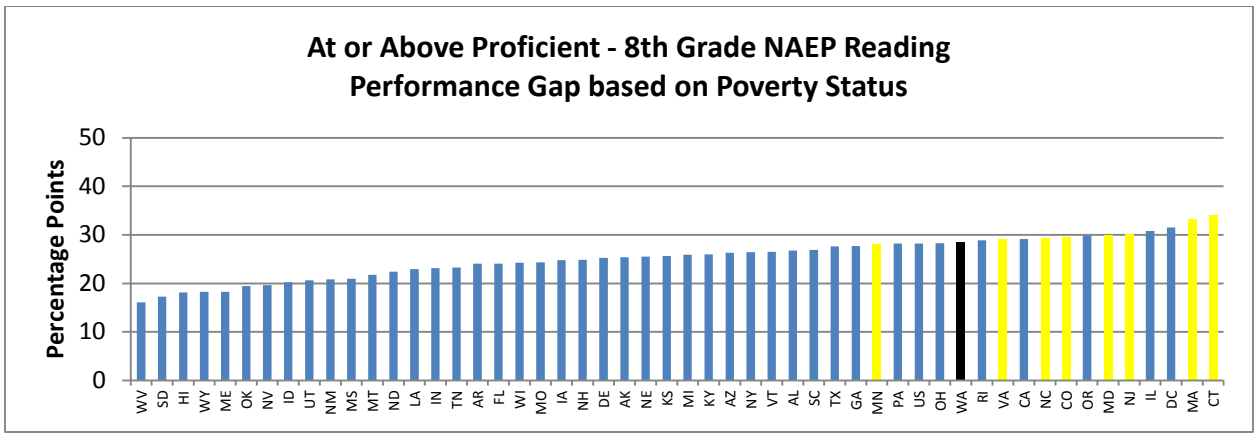


Chart 6: Eighth grade reading proficiency performance gap based on poverty status.



On the 8th grade math assessment, the Washington scaled score performance gap based on poverty is 25.6 scaled score points, which is approximately 1.5 gap points lower than the U.S. average and smaller than seven of the peer states (Chart 7). The Washington proficiency gap based on poverty is 28.1 percentage points which is more than one point smaller than the U.S. average of 25.9 gap points and is smaller than all the peer states (Chart 8).

Chart 7: Eighth grade math scaled score performance gap by poverty status.

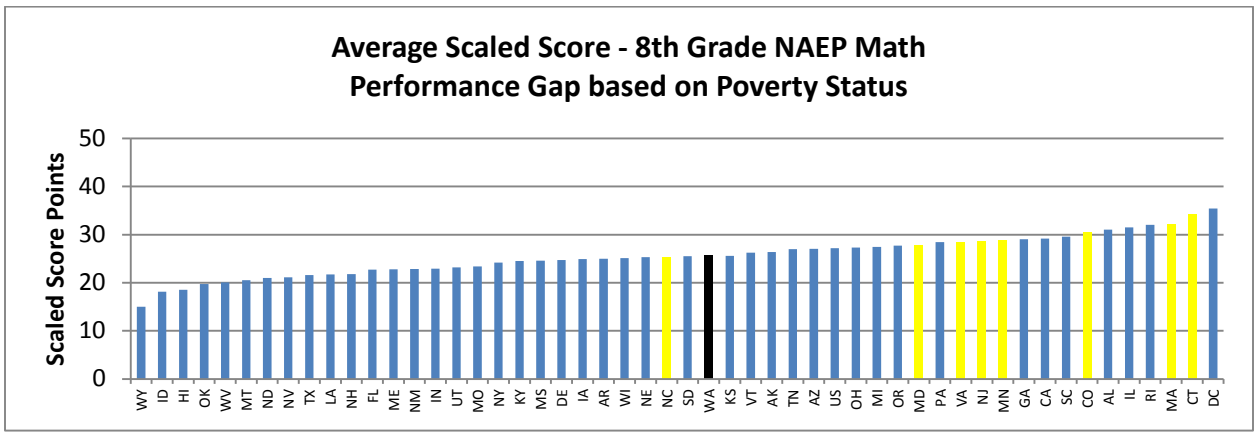
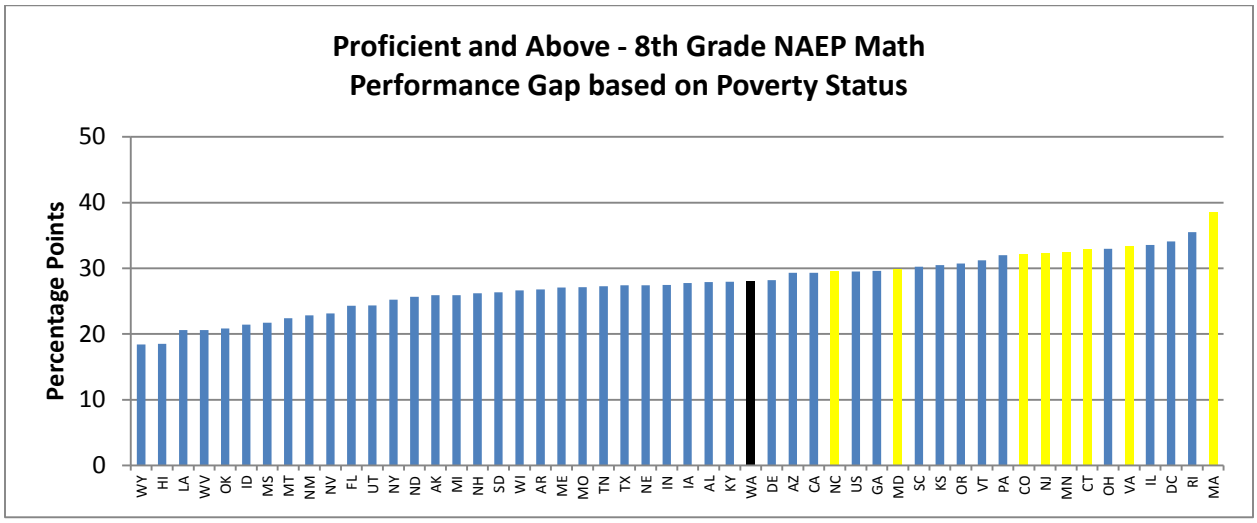


Chart 8: Eighth grade math proficiency performance gap based on poverty status.



In summary and for all measures based on poverty status, the performance gaps identified for the Washington FRL student group are slightly smaller than the U.S. average and are generally smaller than the peer states'. This conclusion holds for both reading and math for both 4th and 8th grade assessment data.

On a side note, the extraordinarily large gaps for the District of Columbia are believed to be due to the intense urbanization of the governmental unit. Staff further suspects that it is the presence of extremely large income disparities in the District of Columbia that contributes to the very large performance gaps. As evident in the analyses that follow, this is a very pronounced and consistent pattern.

White-Black Performance Gap

The White-Black, scaled score, performance gap in reading (20.4 scaled points for Washington students) is the 6th smallest in the U.S., smaller than the U.S. average, and is smaller than all of the peer states' (Chart 9). The reading performance gap framed in the context of proficiency for Washington students is approximately 21.4 percentage points, which is lower than the U.S. average of 27.8 and is the lowest of the peer states'.

Chart 9: Fourth grade reading scaled score White-Black performance gap.

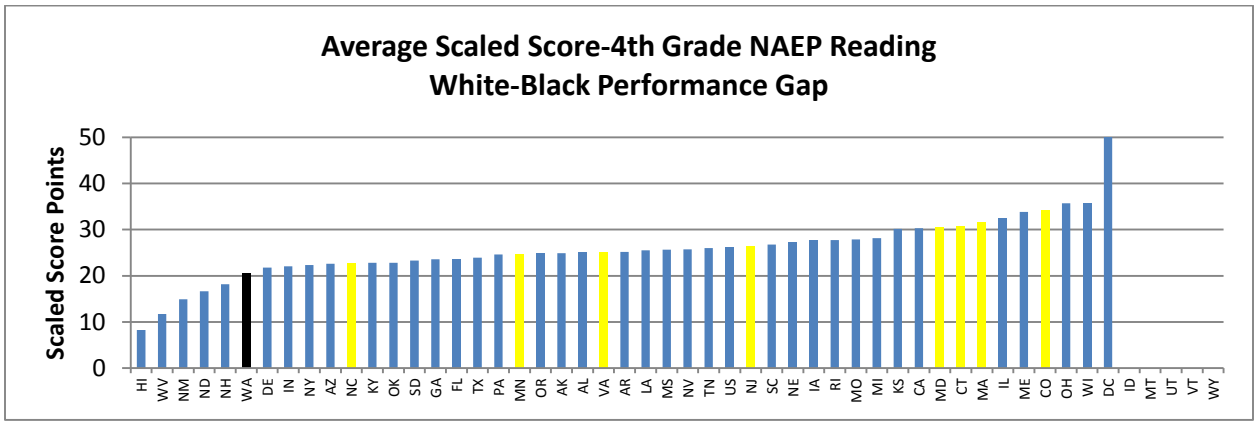
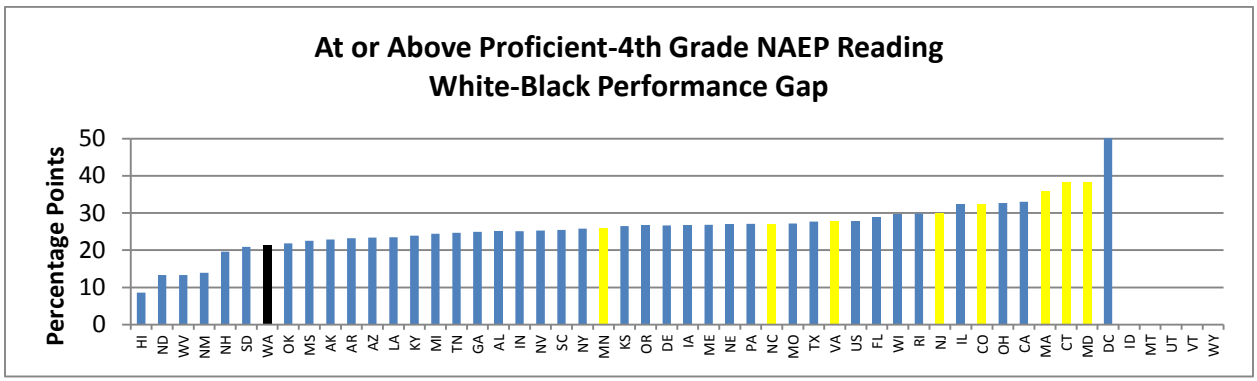


Chart 10: Fourth grade reading proficiency White-Black performance gap.



For the 4th grade math NAEP, the White-Black scaled score performance gap for Washington students is 20.7 scaled score points, which is the sixth smallest in the U.S. (Chart 11). The gap is far less than the US average scaled score gap of 25.7 points and is smaller than all the peer states'. The White-Black proficiency gap for Washington students is the 8th lowest in the U.S. at 27.1 percentage points, which is the smallest of the peer states', well below the U.S. average gap of 35.4 percentage points (Chart 12).

Chart 11: Fourth grade math scaled score White-Black performance gap.

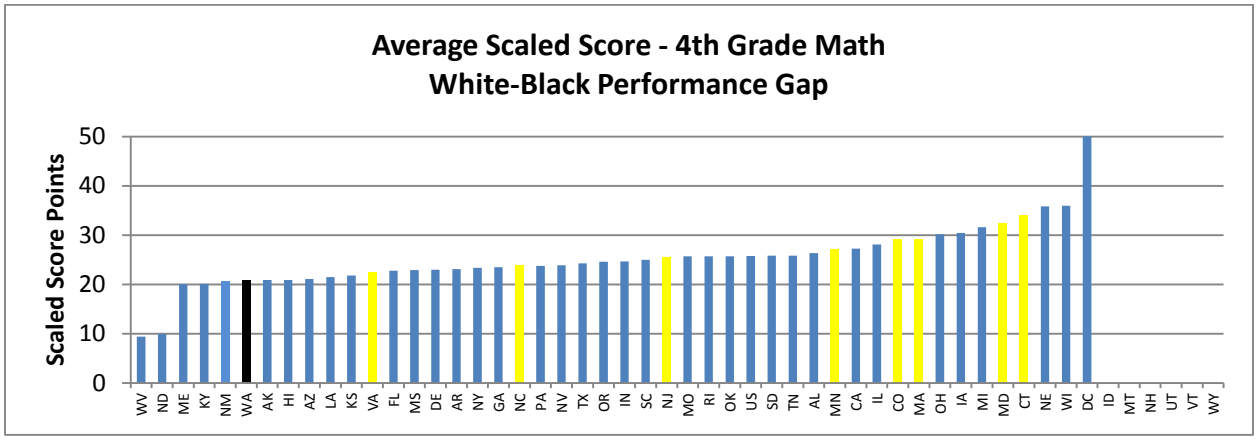
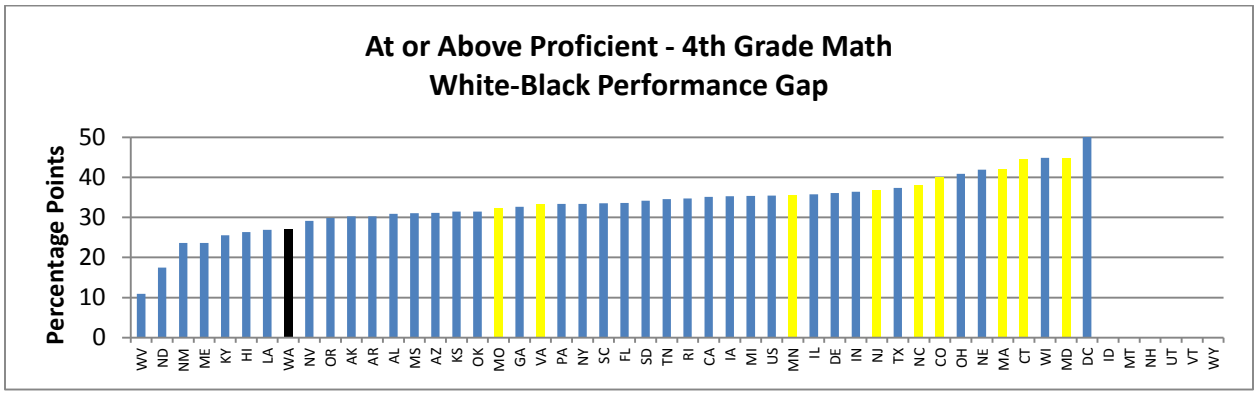


Chart 12: Fourth grade math proficiency White-Black performance gap.



For the 8th grade NAEP reading assessments, the scaled score White-Black performance gap for Washington students is the 9th smallest in the U.S. (21.3 scaled score points), approximately 5.5 scaled points smaller than the US average, and is far smaller than the peer states' (Chart 13). The Washington proficiency, White-Black, performance gap of 27.4 percentage points is the 25 smallest in the U.S. and is the second smallest of the peer states'.

Chart 13: Eighth grade reading scaled score White-Black performance gap.

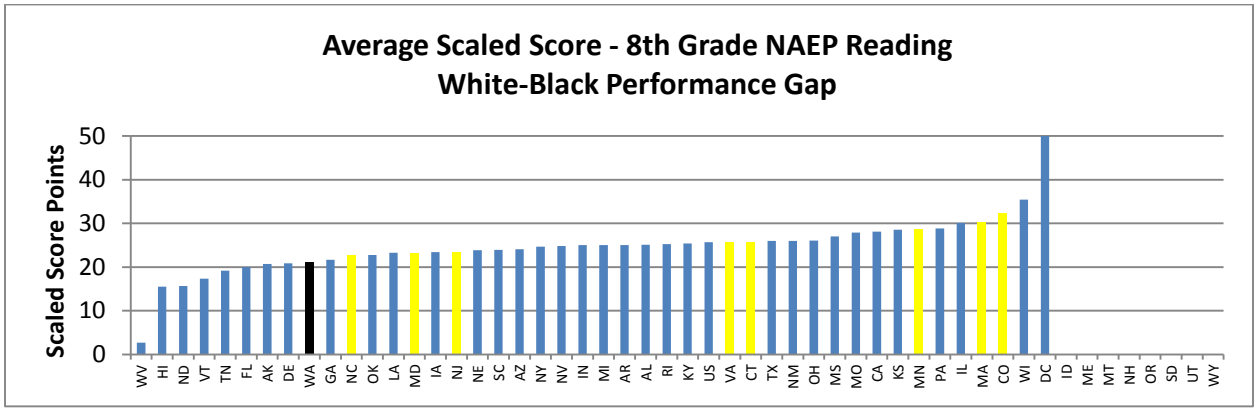
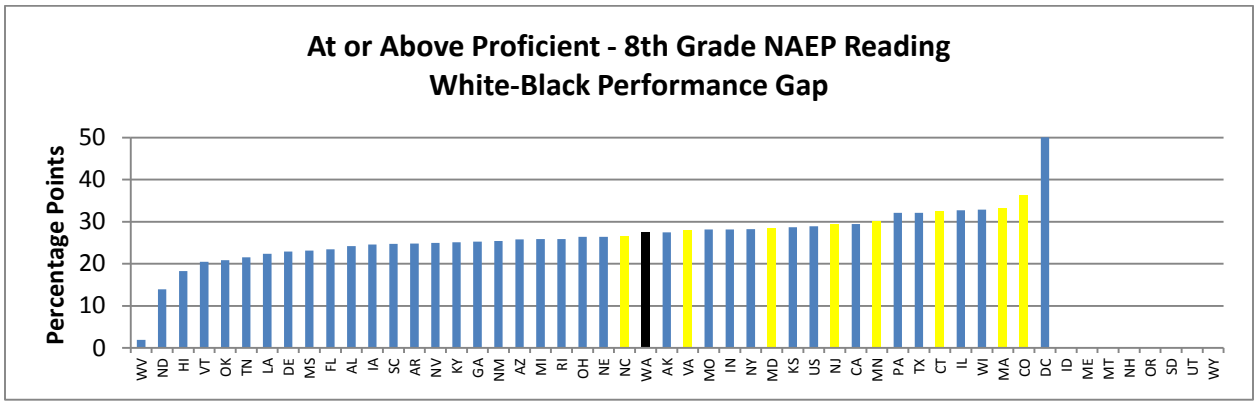


Chart 14: Eighth grade reading proficiency White-Black performance gap.



The White-Black scaled score performance gap in math for Washington 8th grade students (27.2 scaled score points) was the 11th smallest in the U.S. and was the smallest of the peer states (Chart 15). The Washington students posted a proficiency performance gap of 25.3 percentage points, which was the 10th smallest in the U.S., far lower than the U.S. average (30.8), and the lowest of the peer states' (Chart 16).

Chart 15: Eighth grade math scaled score White-Black, performance gap.

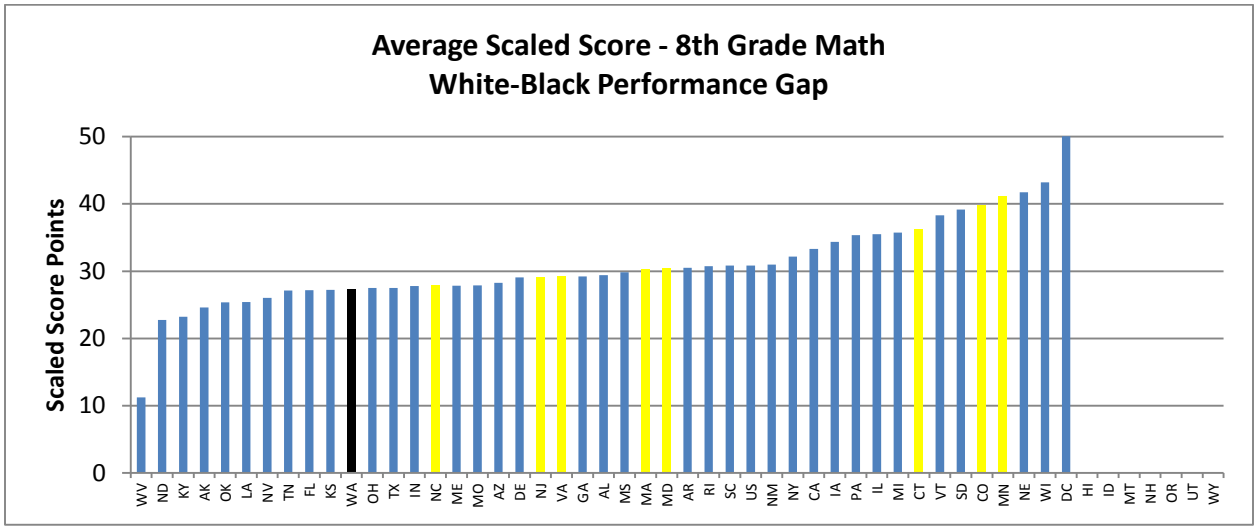
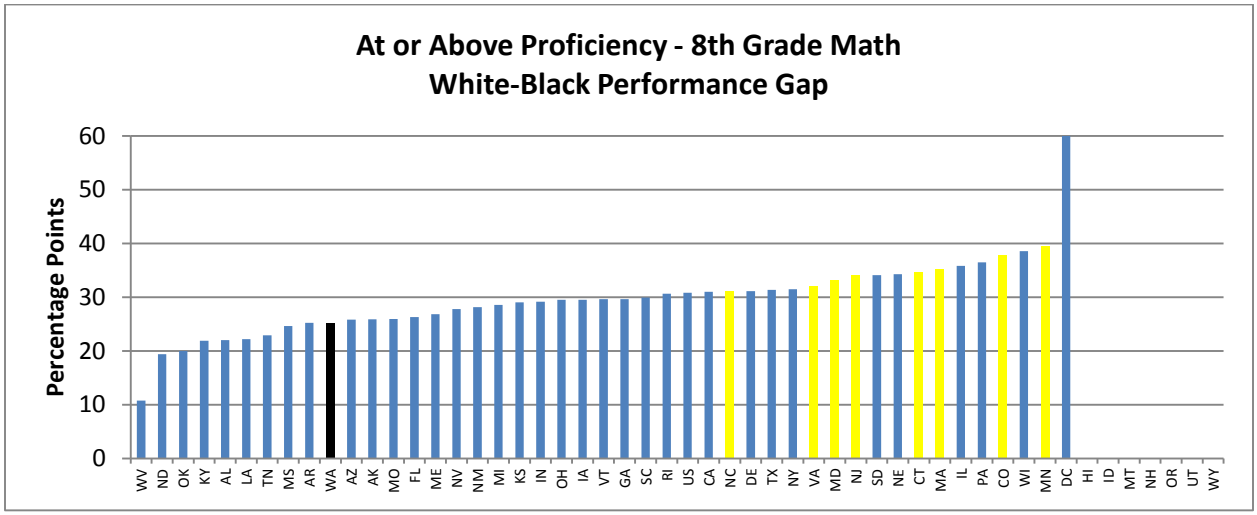


Chart 16: Eighth grade math proficiency White-Black, performance gap.



In summary, the White-Black performance gap is small in relation to the U.S. average and small in comparison to the peer states. This is true for both content areas (reading and math) and gap measures (average scaled scores and percent At or Above Proficient). Because White students in Washington perform similarly to White students across the country, the smaller gap results because Washington Black students score among the highest in the country on the 4th and 8th Grade NAEP reading and math assessments.

White-Hispanic Performance Gap

For the 4th grade reading assessment, the scaled score White-Hispanic performance gap for Washington students was 26.4 scaled points, which is the 38th largest gap in the US and is approximately two points higher than the U.S. average (Chart 17). The gap is the 4th lowest of the peer states'. The proficiency White-Hispanic performance gap (Chart 18) for Washington students is 27.7 percentage points, which is the 36th largest gap in the U.S. and is approximately two percentage points larger than the US average gap of 25.5 percentage points.

Chart 17: Fourth grade reading scaled score White-Hispanic, performance gap.

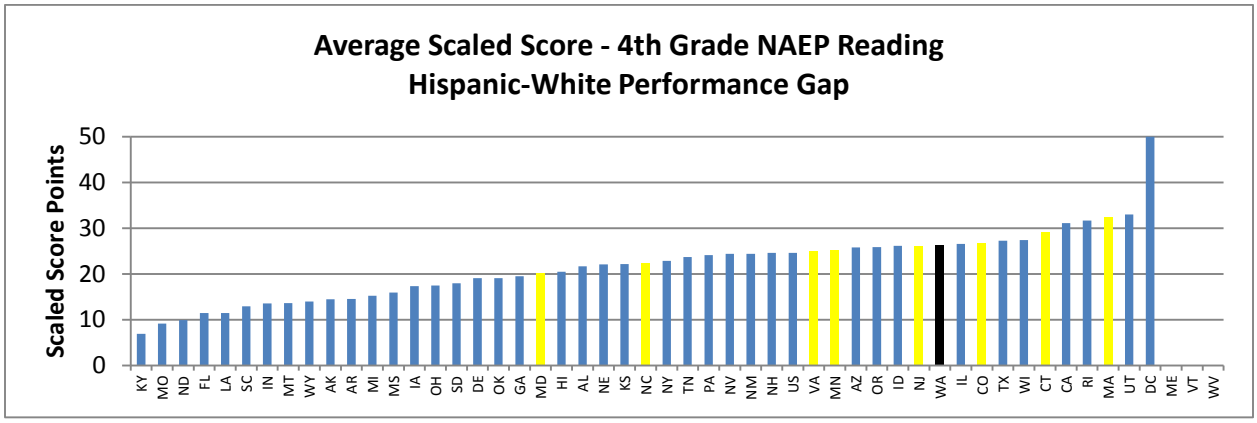
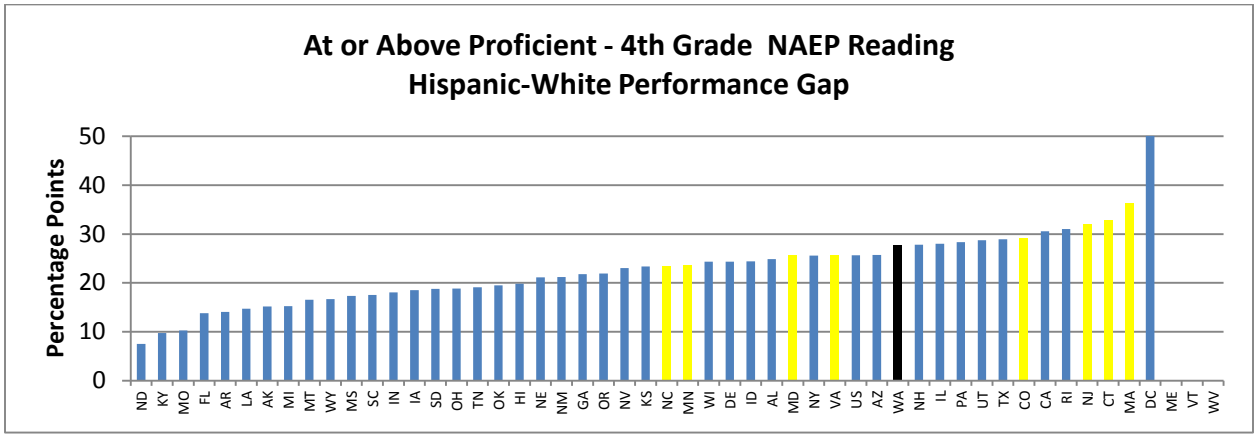


Chart 18: Fourth grade reading proficiency White-Hispanic, performance gap.



For the 4th grade math assessment, the Washington scaled score White-Hispanic performance gap is 21.8 scaled score points (Chart 19) which is the 37th largest gap in the U.S. and more than two points larger than the U.S. average of 19.4 scaled score points. The Washington gap is smaller than five of the peer states'. For math, the White Hispanic proficiency performance gap of 32.0 percentage points is the 38th largest gap in the U.S. and is five percentage points larger than the U.S. average gap (Chart 20). The Washington gap is smaller than five of the peer states'.

Chart 19: Fourth grade math scaled score White-Hispanic performance gap.

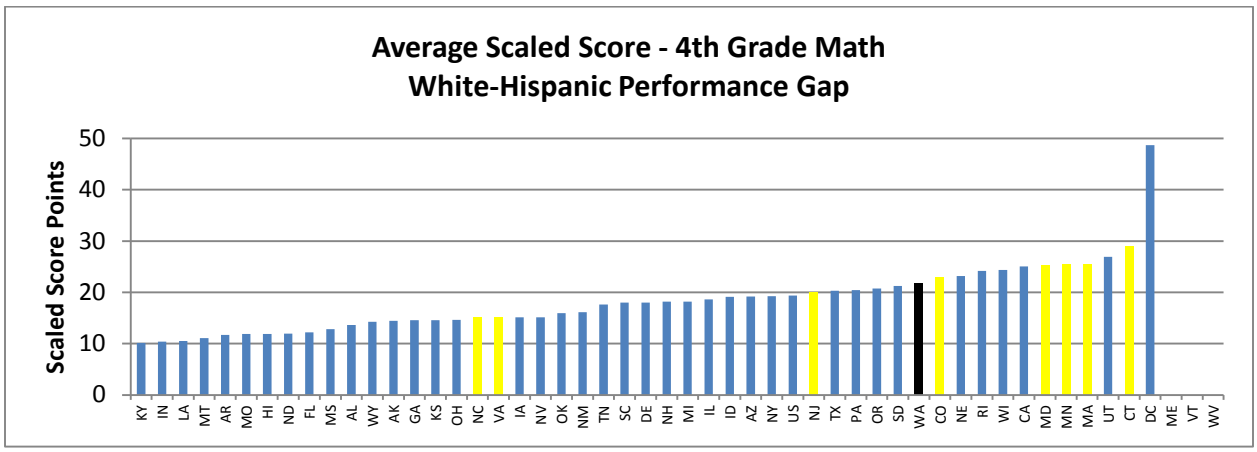
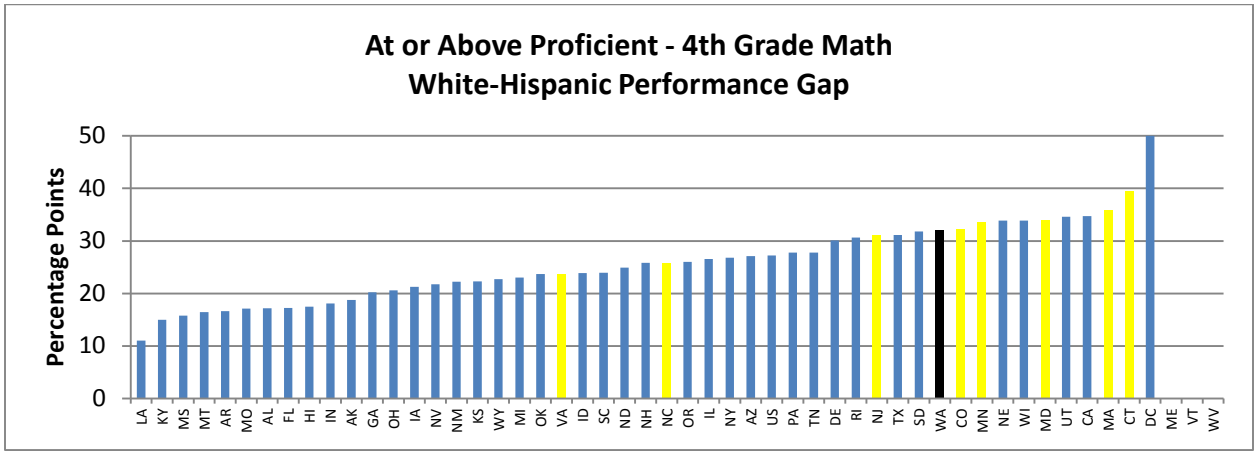


Chart 20: Fourth grade math proficiency White-Hispanic performance gap.



For the Washington 8th grade students, the scaled score, White-Hispanic, performance gap in reading was 25.6 scaled points, which is the 41st largest in the U.S. and approximately five points larger than the US average gap (Chart 21). The Washington gap is the 4th largest of the peer states'. For the reading proficiency gap, the Washington gap of 28.9 scaled score points is the 42nd largest gap in the U.S. and is the 3rd largest of the peer states'.

Chart 21: Eighth grade reading scaled score White-Hispanic performance gap.

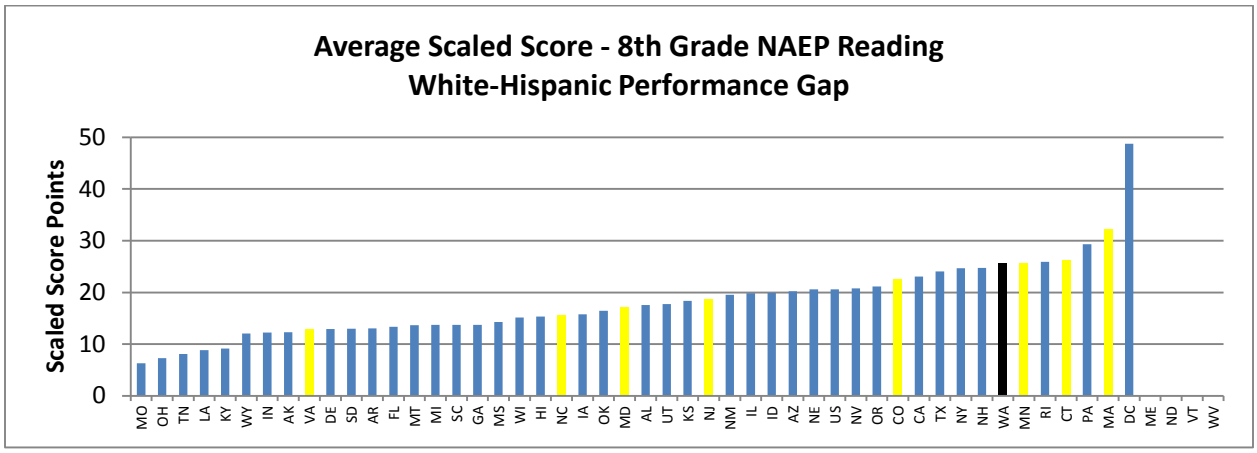
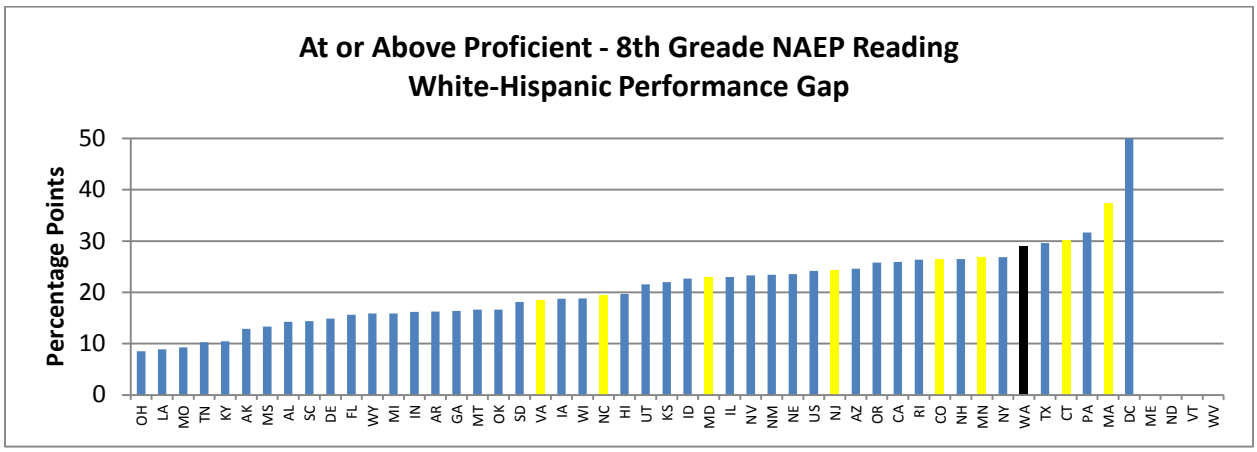


Chart 22: Eighth grade reading proficiency White-Hispanic, performance gap.



For the 8th Grade NAEP Math assessment, Washington students posted a White-Hispanic scaled score gap of 22.7 scaled score points, which is approximates the U.S. average gap of 22.4 scaled score points (Chart 23). The gap for Washington students is the 28th largest in the U.S. and is the middle score of the peer states'. For the proficiency gap measure in math, the Washington gap of 25.4 percentage points is the 31st largest in the U.S. and a little larger than the US average. Washington ranks in the middle of the peer states on this measure.

Chart 23: Eighth grade math scaled score White-Hispanic performance gap.

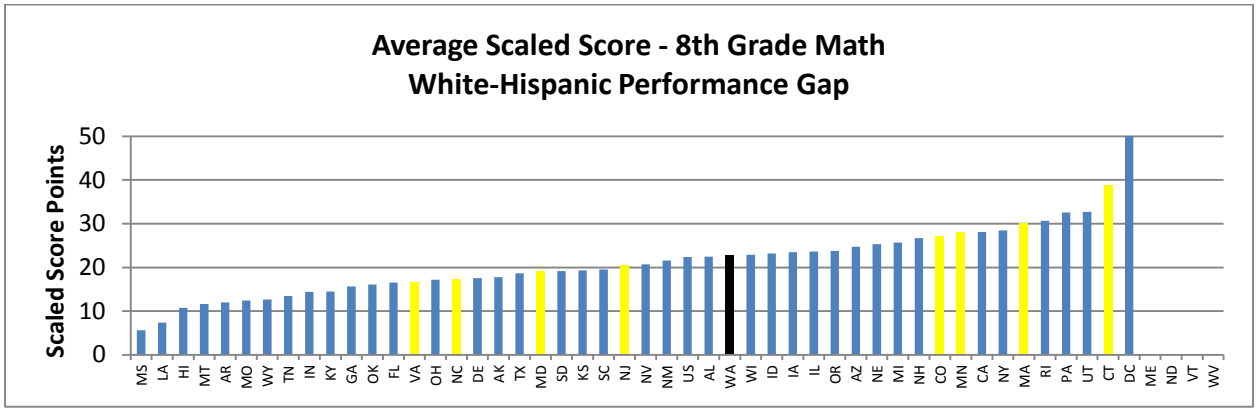
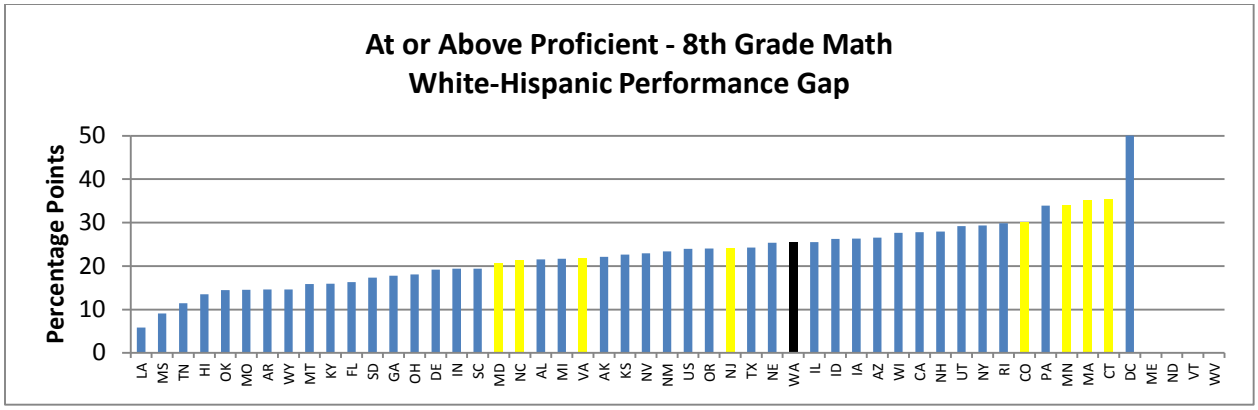


Chart 24: Eighth grade math proficiency White-Hispanic performance gap.



In summary, the 4th grade White-Hispanic performance gaps are among the largest one-third of all states in both reading and math, are significantly larger than the U.S. average, and are typical of the peer states'. The 8th grade performance gaps in reading are among the largest in the country, while the math performance gaps are closer to the U.S. average but are substantial.

Action

No action by the Board is required.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

Election Ballot
Executive Committee
January 7, 2015

Immediate Past Chair
Please check ONE nomination:

- ☐ Connie Fletcher
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

_____
Signature of Board Member Casting Ballot

Election Ballot
Executive Committee
January 7, 2015

Member At-Large
Please check ONE nomination:

- ☐ Judy Jennings
- ☐ Peter Maier
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

_____
Signature of Board Member Casting Ballot

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Student Presentation**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Board Member Madaleine Osmun will speak on the student perspective of a High School and Beyond Plan.	

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**WAC Review: Draft Rules**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Does the Board approve the filing of a CR-102 on the proposed rules included in your packet? Are there any the Board wishes to delete at this time? Are there other rules for repeal that were included in the CR-101 filing in November that the Board wishes to include in the CR-102 for publication in the State Register and scheduling of a public hearing?	
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other Approve the filing of a CR-102 during the Business Items portion of the meeting.	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	At the November 7-8 meeting the Board approved the filing of a CR-101 (Preposal Statement of Inquiry) with the Office of the Code Reviser on 14 sections in five chapters of Title 180, Washington Administrative Code. The CR-101 was the product of the periodic review of board rules required by WAC 180-08-015 (Scheduled review of state board rules). At this meeting staff will present recommended repeals of seven sections of rules, including repeal of Chapter 180-44 (Teachers' responsibilities) in its entirety, and a technical amendment to another. The recommended board action is approval of the filing of a CR-102 (Proposed Rule Making Notice) for publication in the State Register with proposed rules and the scheduling of a public hearing. In your packet you will find: • A memo and summary table on the proposed rules changes • A copy of the rules proposed for repeal or amendment • The draft rules recommended for filing of a CR-102 and publication in the State Register.	

DRAFT RULES FROM SBE RULES REVIEW

Policy Considerations

Does the Board approve the filing of a CR-102 for publication of the proposed rules included in your packet and scheduling of a public hearing? Are there questions about the rules recommended for repeal that should be addressed before the Board takes action? Are there rules the Board wishes to delete from the CR-102 and consider at a subsequent meeting, or not at all? Does the Board wish to add any repealers to those proposed at this meeting?

Background and Summary

WAC 180-08-015 (Scheduled review of state board rules) requires the State Board of Education to review all board rules not less than every three years. To assure compliance, staff reviewed Title 180 Washington Administrative Code for the purpose of identifying board rules that:

1. Require technical correction;
2. Are obsolete, lacking in statutory authority, or otherwise merit consideration for repeal, or
3. Present policy issues identified by the Board or others that merit consideration of possible amendment.

At the end of this process staff identified 14 sections of rule in five chapters for consideration of possible repeal or amendment.

Staff presented on these rules at the meeting of the Board on November 7, 2014. On November 8 approved the filing of a CR-101 (Preproposal Statement of Inquiry) for all the sections of rules discussed.

A CR-101 must be filed with the Code Reviser and published in the State Register in order for a state agency to initiate rule-making on any rule or subject. "By filing this form, the public is invited to participate with the agency to discuss a subject of rule-making **before** any formal notice or action is taken on the part of the agency." (Office of the Code Reviser.) The CR-101 approved in November was filed on November 21, 2014 as WSR 14-14-030.

At this meeting staff present draft rules on eight sections of Title 180, all included in the CR-101 filed in November, for recommended action by the Board. One of the rules would make a technical amendment to an existing WAC. The others would repeal existing WACs. These rules are described on the next pages, with brief explanations of the staff recommendations.

Action

The recommended action is approval of the filing of a CR-102 for rule-making at the Board's March meeting. By filing the CR-102 and publishing the proposed rules in the State Register, the agency notifies the public of a proposal it is considering and how the public can provide input to the process. The CR-102 includes the proposed date and time for a public hearing and the date for possible adoption of the rules.

If you have questions regarding this memo, please contact Jack Archer at jack.archer @k12.wa.us.

SUMMARY OF DRAFT RULES FOR CR-102

Chapter WAC	Section WAC	Description	Initial Filing	Proposed Action	Rationale
180-16 State support of public schools	180-16-002 Purpose and authority	Declares purpose to establish policies and procedures for approval of school district programs for entitlement to basic education funding.	5/84	Amendment: Technical correction	Statutory citation is out of date.
180-16 State support of public schools	180-16-225 Waiver – Substantial lack of classroom space	Sets grounds and procedures for waivers of instructional hour requirements and requirements that school district employees have current education permits, certificates or credentials.	6/78	Repeal.	There is no clear basis in policy for waiving the named requirements for entitlement to basic education allocations for reason of a substantial lack of classroom space. Nor is there evidence in available SBE records of the SBE ever having received or granted a waiver under this WAC. OSPI Facilities staff are not aware of the waiver having been used.
180-44 Teachers' Responsibilities	180-44-005 Regulatory provisions to RCW 28A.305.130(6) and 28A.600.010. 180-44-007 Application 180-44-010 Responsibilities related to instruction	States purpose of chapter. States that chapter applies to certificated personnel in grades K-12. States responsibilities to follow prescribed courses of study, direct the studies of their pupils, evaluate each pupil's development, make daily preparations for their duties, etc.	3/69	Repeal chapter in entirety.	It does not appear that the SBE as constituted has statutory authority for these rules. RCW 28A.305.130(6) does not relate to these subjects. There is no reference to the SBE in RCW 28A.600.010 (Enforcement of rules of conduct). There is no mention of the SBE, in fact, in any section of Chapter 28A.600 RCW (Students). Each of the subjects of these rules is addressed in statutes or rules of the Office of Superintendent of Public Instruction or the Professional Educator Standards Board. OSPI and PESB staff recommend repeal of this chapter of SBE rules as unnecessary.

180-44 Teachers' Responsibilities (Cont.)	180-44-020 Responsibilities related to discipline of pupils. 180-44-040 Classroom – Physical Environment 180-44-060 Drugs and alcohol—Use of as cause for dismissal.	Directs teachers to maintain good order and discipline in their classrooms at all times. Neglect is sufficient cause for dismissal. Directs teachers to maintain a healthful atmosphere in the classroom. Provides that use of habit-forming drugs or unauthorized use of alcohol on school premises or school-sponsored activities off premises is sufficient cause for dismissal or non-renewal of contract.	3/69	Repeal	See above.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

WAC 180-16-002

Purpose and authority.

(1) In support of improving student learning and growth, the purpose of this chapter is to establish the policies and procedures for state board of education approval of school district programs for entitlement to state basic education allocation funding.

(2) The authority for this chapter is RCW 28A.150.220(4).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6). WSR 02-18-056, § 180-16-002, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4). WSR 98-08-039, § 180-16-002, filed 3/24/98, effective 4/24/98. Statutory Authority: RCW 28A.150.220(4) and 28A.410.010. WSR 98-01-031, § 180-16-002, filed 12/8/97, effective 1/8/98. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-16-002, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.754(6). WSR 84-11-043 (Order 2-84), § 180-16-002, filed 5/17/84.]

WAC 180-16-225

Waiver—Substantial lack of classroom space—Grounds and procedure.

(1) **Grounds.** The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC 180-16-200 through 180-16-220(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate, at least, that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the referenced entitlement requirements.

(2) **Waiver procedure.** In order to secure a waiver pursuant to subsection (1) of this section a school district must submit a petition together with a detailed explanation and documentation in support of its request not later than thirty days prior to either:

(a) The state board of education meeting immediately preceding commencement of the school year; or

(b) The March (or such other meeting as the state board shall have established) meeting of the board at which the board will consider certifications of compliance and noncompliance with these entitlement requirements.

A school district that can reasonably foresee an inability to comply with entitlement requirements by reason of substantial lack of classroom space should petition for a waiver as early as the state board meeting immediately preceding commencement of the school year in order to allow for the possibility that the request may be denied.

[Statutory Authority: RCW 28A.150.220, 28A.305.140, and 28A.305.130. WSR 04-23-008, § 180-16-225, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-16-225, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.58.754(6). WSR 86-13-015 (Order 5-86), § 180-16-225, filed 6/10/86; WSR 84-11-043 (Order 2-84), § 180-16-225, filed 5/17/84. Statutory Authority: RCW 28A.04.120. WSR 83-13-002 (Order 3-83), § 180-16-225, filed 6/2/83; WSR 80-06-093 (Order 7-80), § 180-16-225, filed 5/29/80. Statutory Authority: RCW 28A.41.130 and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-225, filed 6/5/78.]

Chapter 180-44 WAC

TEACHERS' RESPONSIBILITIES

WAC Sections

180-44-005 Regulatory provisions relating to RCW 28A.305.130(6) and 28A.600.010.
180-44-007 Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Application.
180-44-010 Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Responsibilities related to instruction.
180-44-020 Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Responsibilities related to discipline of pupils.
180-44-040 Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Classroom—Physical environment.
180-44-060 Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-44-030 Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Excuse for pupil absence required. [SBE 44-4-22, filed 3/29/65, effective 4/29/65.] Repealed by WSR 81-12-022 (Order 4-81), filed 6/1/81. Statutory Authority: RCW 28A.04.120 and 28A.58.101.

180-44-050 Regulatory provisions relating to RCW 28A.305.130(6) and 28A.600.010—School day as related to the teacher. [Statutory Authority: RCW 28A.600.010. WSR 91-08-055, § 180-44-050, filed 4/2/91, effective 5/3/91; SBE 44-4-24, filed 3/29/65, effective 4/29/65.] Repealed by WSR 07-07-055, filed 3/14/07, effective 4/14/07. Statutory Authority: RCW 28A.305.130.

180-44-005

Regulatory provisions relating to RCW

28A.305.130(6) and 28A.600.010.

Pursuant to authority vested in the state board of education under provisions of RCW 28A.305.130(6) and 28A.600.010 to prescribe rules and regulations for the government of the common schools, pupils and teachers, the state board of education hereby adopts rules and regulations provided in WAC 180-44-007 through 180-44-060 relating to teachers. [Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-44-005, filed 8/6/90, effective 9/6/90; Order 7-77, § 180-44-005, filed 6/1/77; SBE 44-4-1, filed 3/29/65, effective 4/29/65.]

180-44-007

Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Application.

The rules and regulations provided for in WAC 180-44-010 through 180-44-060 shall be applicable to all teachers and other certificated personnel of grades kindergarten through twelve of the common schools.
[SBE 44-4-2, filed 3/29/65, effective 4/29/65.]

180-44-010

Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Responsibilities related to instruction.

(1) It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school district, the state superintendent of public instruction and the state board of education, maintaining and rendering the appropriate records and reports.

(2) Teachers shall have the right, and it shall be their duty, to direct and control within reasonable limits the studies of their pupils, taking into consideration individual differences among pupils: Provided, That all pupils shall receive instruction in such prescribed courses of study as are required by law and regulations.

(3) Teachers shall be responsible for the evaluation of each pupil's educational growth and development and for making periodic reports to parents or guardian and to the designated school administrator.

(4) Teachers are required to make daily preparation for their duties, preparation to include attendance at teachers' meetings and such other professional work contributing to efficient school service as may be required by the principal, superintendent or board of directors.
[Order 7-77, § 180-44-010, filed 6/1/77; SBE 44-4-20, filed 3/29/65, effective 4/29/65.]

180-44-020

Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Responsibilities related to discipline of pupils.

(1) Teachers shall maintain good order and discipline in their classrooms at all times, and any neglect of this requirement shall constitute sufficient cause for dismissal.
[Order 7-77, § 180-44-020, filed 6/1/77; SBE 44-4-21, filed 3/29/65, effective 4/29/65.]

180-44-040

Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Classroom—Physical environment.

Every teacher shall give careful attention to the maintenance of a healthful atmosphere in the classroom, reporting to the principal or his designated representative any shortcomings in lighting, heating or ventilation.
[SBE 44-4-23, filed 3/29/65, effective 4/29/65.]

180-44-060

Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

Use by any certificated person of habit-forming drugs, without pharmaceutical prescription by a duly licensed practitioner of medicine and/or dentistry licensed doctor of medicine, or any unauthorized use of alcoholic beverage on school premises, or at a school-sponsored activity off the school premises, shall constitute sufficient cause for dismissal or nonrenewal of contract.
[Order 7-77, § 180-44-060, filed 6/1/77; SBE 44-4-25, filed 3/29/65, effective 4/29/65.]

WAC 180-51-001

Education reform vision.

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

(2) Long-term, as the performance-based education system continues to evolve, the state board of education believes that there should be an on-going review of assessment administration issues. The state board envisions a time when state assessments are administered during one or more assessment windows annually. During these times, students are allowed to take the appropriate norm-referenced or criterion-referenced state assessment based upon the collective determination by the student, the student's parent(s), teacher(s), and counselor that the student is developmentally ready to take the assessment, rather than because the student is a particular age or is in a particular grade.

[Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-001, filed 9/20/00, effective 10/21/00.]

WAC 180-16-002

Purpose and authority.

(1) In support of improving student learning and growth, the purpose of this chapter is to establish the policies and procedures for state board of education approval of school district programs for entitlement to state basic education allocation funding.

(2) The authority for this chapter is RCW 28A.150.220~~(4)~~(7).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6). WSR 02-18-056, § 180-16-002, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4). WSR 98-08-039, § 180-16-002, filed 3/24/98, effective 4/24/98. Statutory Authority: RCW 28A.150.220(4) and 28A.410.010. WSR 98-01-031, § 180-16-002, filed 12/8/97, effective 1/8/98. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-16-002, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.754(6). WSR 84-11-043 (Order 2-84), § 180-16-002, filed 5/17/84.]

REPEALER

The following section of the Washington Administrative Code is repealed:
WAC 180-16-225 Waiver – Substantial lack of classroom space – Grounds and procedure.

REPEALER

The following chapter of the Washington Administrative Code is repealed:
Chapter 180-44 WAC Teachers' Responsibilities

REPEALER

The following section of the Washington Administrative Code is repealed:
WAC 180-51-001 Education reform vision.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Initiative 1351**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• Does I-1351 require districts to implement specific class sizes? • What is the SBE's role in ensuring compliance with new requirements? • How will OSPI's rules address implementation challenges such as demonstrating capital facilitiy needs and actual average class size?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	This section provides a brief summary of Initiative 1351, which reduces class sizes, and increases other staffing. The memo also explores implementation issues and questions raised by the passage of I-1351. Members will review and discuss the implementation issues.

INITIATIVE 1351 IMPLEMENTATION – CONSIDERATIONS AND NEXT STEPS

Introduction

Initiative 1351 passed with 50.96% of the vote in November 2014 and went into effect on December 4, 2014. I-1351 amended RCW 28A.150.260, concerning basic education funding allocations and will be implemented beginning with the 2015-2016 school year. The passage of I-1351 raises a number of implementation questions for the Legislature, OSPI, and the State Board of Education, such as whether I-1351 requires districts to implement specific class sizes, who is responsible for ensuring compliance if that is the case, and how funding will be prioritized and distributed.

Initiative Summary

Initiative 1351 reduces class sizes, increases support staff, and creates a phase-in schedule for class size reduction over the next two biennia. The class size and staffing recommendations are in accordance with most of the Quality Education Council (QEC) 2010 recommendations.

Class Size and Staffing

I-1351 further reduces class sizes from those defined in SHB 2776 in 2010 for full implementation by 2018. It also adds high-poverty class sizes for grades 4-12 to the statute, whereas those were previously set in the appropriations act.

Grade Level	Current State-Funded Class Sizes	2018 Full Implementation SHB 2776	I-1351
K-3	25.23	17	17
High Poverty K-3	**K-1**: 20.85 *(2013-2014)* **K-1:** 24.10-20.30 *(2014-2015)* **2-3:** 24.10	17	15
4-6	27	27	25
High Poverty 4	27	*Appropriations Act*	22
High Poverty 5-6	27	*Appropriations Act*	23
7-8	28.53	28.53	25
High Poverty 7-8	28.53	*Appropriations Act*	23
9-12	28.74	28.74	25
High Poverty 9-12	28.74	*Appropriations Act*	23
CTE	26.57	26.57	19
Skill Center	22.76	22.76	16

All other staff are also increased for each prototypical school level. Support staff such as counselors, classified teaching assistants, health and social service staff, and parent involvement coordinators, in particular, receive large increases.

Funding and Implementation

Language in Section 1 of the initiative asserts that the "annual improvements" in funding for the class size and other enhancements in the initiative constitute basic education funding and may be considered progress towards the state's *McCleary* obligation. I-1351 also sets forth an implementation schedule for the enhancements. In the 2015-2017 biennium, at least 50 percent of the funding enhancements for full implementation must be made, with the remaining 50 percent provided by the end of the 2017-2019 biennium. Priority in the first biennium for funding enhancements is to be given to the highest-poverty school districts and schools.

The initiative also adds language to the statute requiring that money allocated for the purpose of class size reduction be used for this purpose, unless the district can demonstrate capital facility restrictions. If the district cannot implement the reduced class sizes, the funds must be spent on personnel that provide direct service to students. The Office of the Superintendent of Public Instruction is tasked with writing rules to implement this new funding formula.

Fiscal Impact Statement

The fiscal impact statement on I-1351 prepared by the Office of Financial Management states that state expenditures will increase by $4.7 billion through 2019. This includes not only the costs for staff increases, but increases to special education allocations, and levy equalization payments, all of which are calculated as a function of allocations determined under the prototypical funding model.

The intiative does not impact state revenues.

The initiative also increases local costs on staff in addition to state costs. Districts often provide additional salary to teachers on top of the state provided salary. Additional teachers and staff hired to reduce class sizes will also receive these local enhancements, increasing local costs. These local increases will vary depending on each district's current staffing and structure and whether local funds are used for personnel costs.

Table 2: New Staff and Related Costs for Implementing I-1351 on Sept. 1, 2018^

School Year 2018–19			
Class Size/Position	New State-Funded Staff Positions	New State Expenditures	New School District Expenditures
	Staff full-time equivalent employees	Dollars in millions (rounded to 10 millions)	
Additional teachers to meet class-size changes	7,453	$510	$590
Additional school-based staff	17,081	$810	$980
Additional district/central staff	1,027	$370	$450
Special education funds~		$140	$170
Reduction in small school factor	-237	$(20)	$(20)

^Changes refer to I-1351 compared to continuing school year 2014–15 apportioned formula, with the exception of K-3 class size of 17 and statewide full-day kindergarten, which are scheduled to be implemented by school year 2017–18, pursuant to Chapter 236, Laws of 2010. As of Sept. 1, 2013, these class sizes were authorized under RCW 28A.150.220, though they were not funded as of Sept. 1, 2013.
~Special education is distributed as a percentage of the general student rate. The state formula does not allocate staffing positions for special education.
NOTE: Once current law (Chapter 236, Laws of 2010) is implemented, the state will fund 7,396 additional teachers and 909 other staff to meet class sizes of 17 for K-3.

Source: Office of Financial Management Initiative 1351 Fiscal Impact Statement

Implementation Questions

The passage of I-1351 changes the basic education statute in potentially significant ways and raises a number of impelementation questions.

Does I-1351 require districts to implement specific average class sizes?

Language added to RCW 28A.150.260 (2) indicates that funds allocated for class size reduction must be spent on reducing class sizes: "The distribution formula under this section shall be for allocation purposes only. Except as required for class size reduction funding provided under subsection (4)(f) of this section…nothing in this section requires school districts to use basic education instructional funds to implement a particular instructional approach or services." This language seems to indicate that the class sizes detailed later in the section must be implemented in districts.

However, underlying language in the same subsection states that "Nothing in this section requires school districts to maintain a particular classroom teacher-to-student ratio…" This language has been interpreted in the past to mean that the class sizes provided in the allocation formula were not required to be implemented. Since this language still exists in the law, there may be conflict with the addition above. However, the intention seems to be to require particular class sizes in districts.

This seems further supported by the language added to RCW 28A.150.260 (4)(f)(ii): "Districts that demonstrate capital facility needs that **prevent them from reducing actual class sizes to funded levels** [emphasis added], may use funding in this subsection (4) for school based-personnel who provide direct services to students." Again, the new language seems to indicate that the class sizes are required and that districts are restricted in what the funding may be used for if they are not able to reduce class sizes.

It is important to note, as well, that the class sizes in RCW 28A.150.260 (4)(a) are expressed as "general education average class size of full-time equivalent students per teacher," so the class sizes required are average across the district.

Requiring average class sizes in districts, rather than using them for allocation purposes only, is a marked shift in the basic education statute.

If I-1351 requires specific class sizes, is the SBE required to ensure compliance?

RCW 28A.150.220 (7) requires the SBE to "adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260." If it is determined that Initiative 1351 amended RCW 28A.150.260 to require reduced class sizes, then the SBE would need to determine if additional rules or procedures are needed to ensure compliance with the new class size requirements.

OSPI is tasked by language in I-1351 with writing rules to implement the new class size and staffing ratios (RCW 28A.140.260 (4)(f)(iii)).

How do districts demonstrate capital facility needs and to whom?

If a district demonstrates capital facility needs that prevent it from implementing the new class sizes, it may use the funds allocated for additional staff. OSPI is required to write rules to implement this section and determine how districts would demonstrate need. However, if the SBE is also involved with compliance with RCW 28A.150.260, there may also be the need to demonstrate facility needs to the SBE.

How will district actual average class size be calculated and reported?

RCW 28A.150.260 (4)(f)(i) stipulates that "funding for average class sizes in this subsection (4) shall be provided only to the extent of, and proportionate to, the school district's demonstrated actual average class size, up to the funded class sizes." Districts do not currently calculate and report an actual average class size to OSPI. I-1351 also tasks OSPI with writing rules to this subsection.

Who are "school-based personnel who provide direct services to students"?

RCW 28A.150.260 (4)(f)(ii) allows districts to use funds for class size reduction to hire additional "school-based personnel who provide direct services to students" if the district does not have the capital facilities needed to reduce class sizes. It is not clear which personnel and staff categories would fall under this definition. It is also unclear whether this language conflicts with language in RCW 28A.150.260 (2) that states "Nothing in this section requires school districts to…use allocated funds to pay for particular types or classifications of staff."

Next Steps

The impacts on school districts begin in the 2015-16 school year, when districts will presumably need to demonstrate compliance with new class size requirements, or alternatively, demonstrate facilities shortages. The particulars of these impacts will depend on the details of the rules that OSPI writes to resolve these procedures and the manner in which the Legislature chooses to implement the statute. I-1351 requires that priority for funding in the first two years be given to high-poverty schools, but does not specify whether particular grade levels should also be prioritized.

There are number of detailed implementation questions raised by the changes to basic education law in Initiative 1351. The SBE and staff will work with OSPI and counsel to determine the Board's potential role in compliance and implementation.

If you have questions regarding this memo, please contact Julia Suliman at Julia.suliman@k12.wa.us.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Executive Director Update**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The Executive Director will update the Board on implementation issues emerging out of the 24 credit high school diploma requirements, as well as other issues concerning implementation of the Board's strategic plan. The bulk of this time will be dedicated to member discussion.	

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Teacher of the Year Luncheon**
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint ☒ Other
Synopsis:	Each January, the Board honors Washington's Teacher of the Year. Teachers are invited to speak to the Board, followed by a shared luncheon on their behalf. Washington's 2015 Teacher of the Year, Lyon Terry, will be joining the Board for its January meeting. Washington's Teacher of the Year recognizes as many as 10 regional finalists selected from the ESDs and tribal schools. The state review committee evaluates both written applications and interviews prior to selecting the winner. Washington's Teacher of the Year is selected in mid-September and is eligible for consideration for National Teacher of the Year. **This Year's Winner:** Educator: Lyon Terry School: Lawton Elementary School District: Seattle School District Quick Facts: Mr. Terry has taught in 2nd, 3rd, and multi-age classrooms at Lawton Elementary since 2005. He is a teacher leader who believes that teachers are agents of social change. He founded Seattle's first walking school bus program and has been a leader at the school and district level on issues of writing and literacy. He is currently on a district committee focused on aligning reading and writing curricula with Common Core.

2015 TEACHER OF THE YEAR RESOLUTION

In honor of Lyon Terry, Washington's 2015 Teacher of the Year

WHEREAS, Lyon Terry has been named Washington's 2015 Teacher of the Year and the Puget Sound ESD 121 Teacher of the Year; and

WHEREAS, Mr. Terry received his Master of Education from Portland State University and his Bachelor of Arts in Philosophy at Reed College; and

WHEREAS, Mr. Terry has taught at Lawton for nine years in 2nd, 3rd, and multiage classrooms; and

WHEREAS, Mr. Terry is an "action-oriented teacher leader" that believes teachers are agents of social change; and

WHEREAS, Mr. Terry has served in numerous leadership roles in writing and literacy, including serving on a district committee to align reading and writing curricula with Common Core; and

WHEREAS, during Mr. Terry's time at Lawton, 4th grade writing proficiency rates on the MSP have risen over 10 percentage points;

THEREFORE, BE IT RESOLVED that the Washington State Board of Education acknowledges the outstanding work of Mr. Terry and other exemplary educators who remain dedicated to our most important endeavor: the education of our children.

Isabel Muñoz-Colón
Chair

Ben Rarick
Executive Director

REQUESTS FOR TEMPORARY WAIVERS OF CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS

Requesting School District	Date of Application	Local Board Resolution Adopted	Proposed Graduating Class for Implementation
Battle Ground	11/3/2014	11/24/2014	2021
Bethel	12/10/2014	12/9/2014	2021
Kennewick	12/11/2014	12/10/2014	2021
Seattle	11/19/2014	12/3/2014	2021
Stanwood-Camano	12/17/2014	12/16/2014	2021
Wellpinit	12/19/2014	12/17/2014	2021

APPLICATION

Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

> **In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.**

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
  1. State the entering freshman class or classes for whom the waiver is requested;
  2. Be signed by the chair or president of the board of directors and the district superintendent.

- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.

- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Battle Ground Public Schools

2. Contact information

   Name and title: Mark Ross. Assistant Superintendent for Teaching and Learning

   Telephone: (360) 885-5338

   E-mail address: ross.mark@battlegroundps.org

3. Date of application: 11/3/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

   We would like additional time to research several high school schedule options. Currently both of our comprehensive high schools operate a 6-period day. This schedule does not allow much leeway for students who may be credit deficient to access options to make the credit up. We also have a very robust alternative program where many students access the current 20 credit State diploma. Extending the timeline would give us the opportunity for our alternative programs to adjust to the added requirements. Currently the district is experiencing student growth and anticipating even more growth in the years to come with current home construction in the area at an increase. Our high schools are nearing capacity, so extending the timeline for the 24 credit requirement would give us the opportunity to develop facilities and hire teachers to accommodate the need for additional classroom space and staffing. In addition, we are just beginning to explore options for students who would pursue credit recovery or credit attainment via online technology. Again, extending our timeline would give us the opportunity to purchase, implement and train staff to give our students this capability. At this point we are just now seeing STEM options for our students increasing and we could use more time to develop our capacity to teach courses in this area and those identified by the Board as third year math and science courses.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   Limited space and capacity for additional art, science, STEM and lab courses. A limit as to staffing in foreign language and art. Currently limited options in the area of online learning and credit recovery. Limited options for our students who are currently accessing the 20 credit diploma to jump to 24. Our high school students have limited options to make up credit with our current structure of a 6-period day.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

☐ Class of 2020

☒ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Our principals and district office administrators will soon be engaged in a study of our current 6-period day schedule to see if there would be other options that would better fit the new graduation requirements. We are currently engaged in a facilities study and review and putting together a facilities committee. Our intent would be a possible proposal for a construction bond to put to our voters in the near future. We are establishing a planning team to look at online options for our students and the possibility of an online academy for our district or within our high schools. We are currently developing a steering committee to look at more STEM opportunities for our middle and high school students and hope to expand that capacity in the near future. Our alternative program administrators are working closely with the district office to develop a plan to transition students from the current 20 credit State diploma to the new 24 diploma.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Battle Ground School District No. 119

Resolution No. L-14

A resolution of the Board of Directors of the Battle Ground School District No 119 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068 (11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

THEREFORE BE IT RESOLVED that the Board of Directors for the Battle Ground School District No 119 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of **2021** instead of the class of 2019.

ATTEST:

Approved this 24th day of November, 2014.

Secretary to the Board

President, Board of Directors

Director

Director

Director

Director

APPLICATION

Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

> **In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.**

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
  1. State the entering freshman class or classes for whom the waiver is requested;
  2. Be signed by the chair or president of the board of directors and the district superintendent.

- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.

- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Bethel School District

2. Contact information

   Name and title: Dr. Ann Varkados, Assistant Superintendent Teaching & Learning

   Telephone: 253-683-6017

   E-mail address: avarkados@bethelsd.org

3. Date of application: 12/10/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

   Bethel School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

   * Our district needs extra time to implement and refine systems to meet the new 24 credit requirements. This year, we reported an all-time high for our district graduation rate. We would like to maintain this positive trajectory. This additional time would allow students to effectively transition, without penalty, and assure systems are in place to support students path to graduation.

   * Delaying the implementation of new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff needs to have an in-depth understanding of 24-credit college and career ready graduation requirements, as well as time to design and incorporate systems of support.

   * Bethel School District is currently implementing a digital initiative that will greatly enhance student learning and instructional practices. These changes require substantial planning, testing of systems and professional development. By adding time to meet increased graduation requirements, both the 24-credit graduation requirements and the digital learning initiatives will be allowed time for quality implementation.

   * Most importantly, the additional time allows us to develop a comprehensive communication plan to better communicate the new graduation requirements. Parents and students must understand the rationale and need for this initiative and how High School and Beyond plans will be developed. Bethel covers over 200 square miles and has no media presence, which makes communication an added challenge. By developing a strategic communications plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported towards the new graduation requirements.

* Delay in implementation allows for normal attrition or reassignment of teachers within the district.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The impediments that prevent successful implementation of the career and college ready graduation requirements are:

* Our current academic supports and counseling systems are structured to meet the existing 22.5 credit graduation requirement. Our district's challenge with on-time graduation is credit deficiencies. Additional time will allow for more comprehensive planning and implementing supports.

* We are in the process of developing and refining student progress monitoring systems to assist future students in capturing the 24-credits.

* We have not had time to adequately communicate to parents, students, and our community about how our district plans to meet the new 24-credit graduation requirement. This is a major change and students will no longer have room to fail, without serious consequences. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements.

We will need additional time (2 years) to resolve these impediments and to communicate to parents, students and community. Additionally, we need further time to test and implement systems to ensure student success.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

☐ Class of 2020

☑ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

* Develop and initiate a comprehensive communication plan for students, parents, staff, and community. Implement strategies to communicate to a broad-based audience to aid in the understanding of changing expectations resulting from these new requirements.

* Develop and implement a professional development plan for counselors and teaching staff. Deepen the understanding of student options and requirements.

* Prepare students to reach for the 24 credit college and career ready graduation requirements.

* Develop a plan for early identification of struggling students. Provide additional student supports for academic success and credit retrieval.

Final step

Bethel Public Schools

RESOLUTION 10 (14-15)

A RESOLUTION OF THE BOARD OF DIRECTORS, BETHEL SCHOOL DISTRICT NO. 403, SUPPORTING THE APPLICATION TO THE WASHINGTON STATE BOARD OF EDUCATION FOR A TEMPORARY WAIVER FROM THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS.

WHEREAS, the Washington State Legislature codified into law the passage of E2SSB 6552 increasing graduation requirements to Core 24 college and career ready; and

WHEREAS, under RCW 28A. 230.090(1)(d)(ii) the state board of education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with the graduation classes 2019 and 2020; and

WHEREAS, the district is seeking additional time to plan and communicate the changes in requirements; and

WHEREAS, by building a deeper understanding of options and requirements students will experience greater success; and

WHEREAS, the district is seeking more time to ensure systems are in place to best support students in meeting new requirements; and

WHEREAS, it is fitting that we support the application of a state board of education Core 24 career and college ready graduation requirements waiver;

NOW, THEREFORE, BE IT RESOLVED THAT the Bethel School District Board of Directors hereby requests the approval of the Temporary Waiver from Core 24 college and career ready graduation requirements.

The foregoing resolution was adopted in open, public session at a regular meeting of the board of directors of Bethel School District held this 9th day of December, 2014, the following members present and voting:

Board of Directors:

Brenda L. Rogers, President

Stanley E. Chapin, Vice President

John L. Manning, Director

Amy Pivetta Hoffman, Director

Warren T. Smith, Sr., Director

ATTEST:

Thomas G. Seigel
Secretary to the Board

Seattle School District #1
Board Resolution

Resolution No. 2014/15-15

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 21 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

NOW THEREFORE, BE IT

RESOLVED, that the Seattle School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

ADOPTED this 3rd day of Dec., 2014

Sharon Peaslee, President

Betty Patu, Vice-President

Sherry Carr, Member

Stephan Blanford, Member

Harium Martin-Morris, Member

Martha McLaren, Member

Sue Peters, Member

ATTEST:
Larry Nyland, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Seattle Public Schools (Seattle School District No. 1)

2. Contact information

   Name and title: Michael Tolley, Assistant Superintendent for Teaching & Learning

   Telephone: 206-252-0017

   E-mail address: mftolley@seattleschools.org

3. Date of application: 11/19/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

   In a high percentage of our high schools, Seattle Public Schools operates on a six-period class schedule. With the 24 credit requirement, this schedule will limit the ability for students to recover or take additional credits. In order to allow for planning and implementation of a schedule conducive to a 24 credit requirement, Seattle Public Schools is requesting a waiver to delay the implementation of WAC 180-51-068 to begin for the graduating class of 2021.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   There are a number of impediments that prevent implementation of the career and college ready graduation requirements at Seattle Public Schools with the graduating class of 2019. In order to be successful in this implementation, Seattle Public Schools will need to address the following:

   - Master Schedule: A new high school master schedule will need to be adopted to shift from a six period day to a schedule that enables students to reasonably achieve 24 credits in a four year high school education. The development of this schedule will involve:

- *Discovery of schedule models and determination of the best fit for Seattle Public Schools.*
- *Analysis of the effect a different schedule will have on class size and the number of classes needed to accommodate student schedules.*
- *Community engagement to assess an appropriate option for our students and families.*
- *Review of course descriptions and course coding.*
- *Transportation modifications necessary to accommodate an altered high school schedule.*
- *Review and analysis of overall district school start and end times.*
- *Addition of a fourth required English course.*
- *Development of additional math and science CTE course offerings.*
- *Math options not requiring algebra II as a pre-requisite.*
- *Study the increased need for world languages.*
- *Review of current SPS district credit.board Policy No. 2420 requiring 150 hours of instructional time per 1.0 high school*

- Staffing Considerations: The district will develop a comprehensive proposal and then use that proposal in negotiations with our affected bargaining units, namely our professional teaching staff. Development of this proposal will include the elements above as well as:
    - *Analysis of professional development needed to transition to a new master schedule and to successfully achieve the goals of the career and college ready initiative.*
    - *Planning for the budget impact of a revised master schedule.*

Our efforts to create a sustainable environment for the career and college ready requirements will also allow the district to address the following:

- Reduce the number of physical education waivers granted to high school students.
- Increase student access to career and technical programming.
- Revise the district athletic eligibility policy to align with the increase in required credits.

- Increase alternative education options in unit and credit recovery.
- Develop and implement district policy to address the waiver of two credits as outlined in WAC 180-51-067.
- Develop a meaningful High School and Beyond Plan process that is in alignment with the goals of the career and college ready graduation requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

   ☐ Class of 2020

   ☒ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

   Seattle Public Schools will coordinate efforts among stakeholders to develop a plan that will enable a successful implementation of the career and college graduation requirements. Because of the significant impact on school schedule, the district will also coordinate opportunities for community engagement to allow the community to provide input and suggestions on the implementation plan. Once a plan has been determined, the district will work to formalize that plan through negotiations with the affected bargaining units. This will be a labor and time intensive process from plan development to implementation and the district will require sufficient time to achieve success in implementation of WAC 180-51-068.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

STANWOOD-CAMANO SCHOOL DISTRICT NO. 401
RESOLUTION NO. 2014/15-002
REQUESTING GRADUATION REQUIREMENTS WAIVER of CORE 24

A RESOLUTION of the Board of Directors of the Stanwood-Camano School District No. 401, Snohomish and Island Counties State of Washington, requesting a graduation credit waiver from the Washington State Board of Education allowing the district to maintain a 22.5 credit graduation requirement for the graduating classes of 2019 and 2020;

WHEREAS, the State Board of Education is directing districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014 known as CORE 24; and

WHEREAS, the Board of Directors of Stanwood-Camano School District No. 401 has researched the implications of the additional credit requirements and believes there will be a significant negative impact on the district financially and logistically if the graduation requirements are increased to 24 credits in the next two years for the classes of 2019 and 2020.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of Stanwood-Camano School District No. 401, that the Stanwood-Camano School District is requesting a graduation requirement waiver of the 24 credits for the graduating classes of 2019 and 2020 allowing the district to maintain the graduation requirement of 22.5 credits for these classes;

ADOPTED by the Board of Directors of Stanwood-Camano School District No. 401, Snohomish and Island Counties, Washington, at the regular meeting thereof held this 16th day of December 2014.

STANWOOD-CAMANO SCHOOL DISTRICT NO. 401

By _____
President

_____
Vice-President

_____

_____

_____

ATTEST:

_____
Jean Shumate, Ed.D, Board Secretary

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Stanwood-Camano

2. Contact information

   Name and title: Dr. Lloy Schaaf

   Telephone: 360-6291237

   E-mail address: lschaaf@stanwood.wednet.edu

3. Date of application: 12/17/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

   The Stanwood-Camano School District is requesting a two- year waiver to delay implementation of the 24 credit requirement for several reasons. Both high schools within the district (Stanwood High School and Lincoln Hill High School) require 22.5 credits for students to graduate. Adding 1.5 credits to the graduation requirements for both schools would mean the addition of several sections to the master schedule, along with the need for additional staff and classrooms. Currently, both schools operate with a 6-period day. With the addition of 1.5 credits, the two schools would need to change their schedules. Leadership teams at both schools need time to research different school schedules. The potential changes to the schedule might mean a change to the start and ending times of the high school day. This will impact not only the high school, but transportation, food serves, teacher contacts, and activities and athletics. Parent and student schedules will also be impacted. In order to facilitate the changes, additional resources and funding will be required. We would have to potentially let some teachers go in order to hire teachers in specific endorsement areas to satisfy the new requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   The new requirements would add 16 sections for Stnawood High School and at least 4 sections for Lincoln Hill High School (alternative high school). The addition of 20 sections to the schools' master schedus would mean hiring an additional four teachers and the need for four more classrooms. Adding science sections to the schedules would require us to hire additional science teachers in an endorsement area where we already have struggled the last few years to find qualified science teachers. We also have several science teachers who will be retiring soon. We have open classrooms at Stanwood High School, but they are not equipped with the proper equipment for lab science courses. There is the possibility to have science teachers rotate rooms throughout the day, but this makes lab preparation very difficult and is not best practice. In addition to the 1.0 science credit, we would also need to add a .5 credit within our master schedules in order to respond to the personalized pathway requirements.

Additional complicating factors include that as a district, we are preparing to run a bond in 2017 for a new high school. We do not know at this time what the new building will look like or how we might restructure both highschools' master schedules. Of course we will move toward implementing CORE 24 in this planning work, but it needs to be completed thoughtfully and carefully with involvement of our stakeholders.

It also appears that Initiative 1351 will further complicate the need for additional staffing and funding resources without clear implications of exact impact right now.

We have looked at many ways to mitigate the implementation of additional graduation required credits as we have considered the impact of CTE equivant credits which we currrenity have and are considering additional work and support in this area as the state completes its work. We have also looked at how moving more high school credited courses to the middle level might assist us in moving toward CORE 24. All of these possibilities are not without impact. In both cases, teacher certification is critical and has implications.

The bottom line is implementation of CORE 24 for the 2015 school year will result in direct and significant financial impacts, scheduling impacts, and staffing impacts all of which we need more time to address thoughtfully and with stakeholder input.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

   ☐ Class of 2020

   x Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

   Part of the process of looking at a new high school and running a bond in 2017 will be for both high schools and the district to review the philosophy of the College and Career Ready High School. Research will be conducted related to approprate programs, scheduling and how to work with other impacted district services (food services, transportation, athletics, activities) as well as collective bargining agreements. Both schools' leadership teams will be involed in the research process and make recommendations to staff, district acministrators and the school board. Community input will play a key role as well. Throughout the planning process we will be working to implement the additional 1.5 credits into the graduation requirements with thoughtful community participation. We will need to look at how to make staffing adjustments and how we may need to reallocate district resources to support the implemention of CORE 24.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

APPLICATION

Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

> **In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.**

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
    1. State the entering freshman class or classes for whom the waiver is requested;
    2. Be signed by the chair or president of the board of directors and the district superintendent.

- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.

- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Wellpinit School District

2. Contact information

   Name and title: Kris Herda, Wellpinit Middle School & High School Principal

   Telephone: 509-258-4535 ext. 2110

   E-mail address: kherda@wellpinit.org

3. Date of application: 12/19/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

   This year our district has undergone many changes in staffing, including a new Superintendent and two new Principals. For a small rural district like ourselves, we need everyone heavily involved to evaluate our programs and make decisions. Throughout this school year and on we will be evaluating our programs offered at the High School level to ensure our students are receiving the best education possible to prepare them for Career and College Readiness. We will also be looking at strengthening our CTE program and Advisory program to better serve all students for Core 24.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   Because we are a small, rural district, staffing can be a challenge. We want to build strong programs in CTE, STEM, Foreign Language, etc. In order to do this we will have to acquire funding and staffing for the district. Another obstacle for us will be the master schedule. We want our students to have be able to choose their pathway and have the schedule fit their needs. In order to do this we will need more time to build a master schedule with everything our students require to be most successful.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

   ☐ Class of 2020

   ☒ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

   The Wellpinit School District will:

   1) Strengthen the AVID Program grades 3-12

2) Build an Advisory program to help guide the students through the decision making process as they work towards the new graduation requirements and a career after High School.
3) Create a CTE program that will provide our students with knowledge that will help them decide what they want to do, while giving them credit within the required classes.
4) Strengthen the Foreign Langue department to offer more selections (i.e. Spanish, Salish, ect.)

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

WELLPINIT SCHOOL DISTRICT

Spokane Indian Reservation

P.O. Box 390 • 6270 Ford-Wellpinit Rd
Wellpinit, WA 99040

Telephone: (509) 258-4535 • Fax: (509) 258-7378

WELLPINIT SCHOOL DISTRICT #49
STEVENS COUNTY
WELLPINIT, WASHINGTON

RESOLUTION 2014-2015-05

Request for Temporary Waiver from High School Graduation Requirements

A RESOLUTION OF THE BOARD OF DIRECTORS of the Wellpinit School District No. 49, Stevens County, Wellpinit, Washington, requesting a temporary waiver for High School Graduation Requirements under Chapter 217, Laws of 2014 for the graduating classes of 2019 and 2020.

WHEREAS, The Wellpinit School District has the option according to RCW 28A.230.090(1)(d)(ii) to apply for a temporary waiver from the career and college ready graduation requirements directed by Capter 217, Laws of 2014 (E2SSB 6552) beginning with the graduation class of 2021 instead of the graduating class of 2019.

WHEREAS, the Wellpinit School District recognizes the need for transition time with new administration and staff.

WHEREAS, the Wellpinit School District recognizes the importance of creating a strong and sustainable CTE program, including the use of both the shop and home arts room.

WHEREAS, the Wellpinit School District recognizes the need for time to implement a strong AVID program grades 3 through 12.

WHEREAS, the Wellpinit School District recognizes the need to redesign and implement a strong Advisory program grades 6 through 12 with an emphasis on College and Career Readiness.

NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Wellpinit School District No. 49 does, hereby, request the Temporary Waiver from High School Graduation Requirements to be waived for the graduating classes of 2019 and 2020.

Adopted this 17th day of December, 2014, at the Regular Meeting of the Board of Directors for Wellpinit School District.

John Adkins

Executive Secretary to the Board

Board of Directors:

Tim Wynecoop, Chairman

James Williams, Vice-Chairman

Angie Matt, Member

Mickael Seyler, Member

Jennifer LeBret-White, Member

THE WASHINGTON STATE BOARD OF EDUCATION

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APPLICATION

Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

> **In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.**

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
  1. State the entering freshman class or classes for whom the waiver is requested;
  2. Be signed by the chair or president of the board of directors and the district superintendent.

- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.

- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Kennewick School District

2. Contact information

   Name and title: Dave Bond, Superintendent

   Telephone: 509 222-5020

   E-mail address: dave.bond@ksd.org

3. Date of application: 12/11/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

   The Kennewick School Board has discussed the new graduation requirements at several meetings. Some board members do not believe that adding additional credits in and of itself improves the quality of the high school diploma. Other board members advocated for delaying the implementation of the 24 credit requirement for as long as possible. Following the board discussion, they agreed that additional time is needed to plan and implement more opportunities for students to earn credits for graduation. Kennewick School District currently has a six period day, meaning the majority of students take six classes per year for four years. Thus, students would need to pass every class each year to reach the 24 credits needed for graduation. The board discussed adding zero and seventh hour classes, making more credits available in eighth grade, expanding on-line opportunities, and developing additional CTE equivalencies. The requested waiver of one year will give needed time to develop and implement these additional credit opportunities for the Class of 2020.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   The Kennewick School Board believes that time is needed to develop additional credit opportunities for students and find appropriate staff to teach them. For example, the addition of another year of lab science will increase the need for science teachers and classrooms. In addition, world language teachers are needed due to the focus on more students achieving two years of a foreign language. If more high school classes are to be offered in the eighth grade, teachers will need to be trained to teach those classes. The requested additional year will allow time to retrofit existing classrooms for science lab space, transition teaching staff to meet the new graduation requirements and prepare middle school teachers to deliver more high school courses.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

☒ Class of 2020

☐ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

    1. Communication with community, teachers, parents, and students will begin this year and continue in following years to ensure all stake holders are aware of the career and college ready graduation requirement.
    2. Transition of existing district staff to more science, world language, and art teaching positions will commence through attrition, transfers and increased staffing due to student growth.
    3. The next two summers will be utilized to make facility changes to accommodate additional science lab space.
    4. Administration will develop and implement extended day options allowing students to earn additional credits. Increased staffing will be needed to implement this option.
    5. Administration will continue developing equivalency credits through approved CTE courses.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

KENNEWICK SCHOOL DISTRICT

Education is the bridge to the future.

Kennewick School District #17, 1000 West Fourth Avenue, Kennewick, WA 99336-5601

Resolution No. 5
2014-2015

RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE KENNEWICK SCHOOL DISTRICT'S DECISION TO DELAY IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2020

WHEREAS, it is the desire and the intent of the Kennewick School District Board of Directors to graduate students well-prepared for success in post-secondary education, work, and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

WHEREAS, the elected School Board of the Kennewick School District has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

THEREFORE, BE IT RESOLVED that the Board of Directors of Kennewick School District No. 17, Benton County, Washington, in accordance with the provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and will implement the 24 credit requirement beginning with the Class of 2020.

APPROVED by the Board of Directors of Kennewick School District No. 17, Benton County, Washington, in a regular meeting thereof held on the 10th day of December 2014.

Dave Bond
Secretary to the Board

Heather Kentzy for Dave Adams
Chairperson of the Board of Directors

Heather Kentzy
Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors