THE WASHINGTON STATE BOARD OF EDUCATION

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

July 5, 2016

Board Members:

Happy Fourth of July to you all! I hope this packet finds you ready to engage in the work of implementing ESSA and building a system that values career-readiness for all.

Enclosed is the board packet for the July 13-14 meeting in Spokane. Remember that In addition to our business meeting, which will occur at the Educational Service District 101, we will also be hosting a community forum on Tuesday night at Ferris High School, and a panel with regional superintendents on Tuesday afternoon. See your packet for additional details.

The meeting will focus on several important topics related to our strategic plan. The Board will continue its discussions concerning the Every Student Succeeds Act (ESSA). In particular, we will delve into the feedback received by the Accountability Workgroup and the issues being considered in developing long-term goals, as required by the new law. The system modifications being discussed will likely require changes to the Achievement Index, which we will likely address at our November meeting.

Chair Muñoz-Colón will also update us on her conversations with the Chair of the Workforce Training and Education Coordinating Board, Mr. Perry Englund. They have met preliminarily to plan a joint meeting of the two boards in November of this year, when we meet in Vancouver. Both are optimistic about our ability to combine forces to advance career-readiness in the state, and have some ideas for structuring our engagement moving forward. I have been invited to attend the WTECB retreat in late July, as a way of continuing the dialogue between our two bodies.

The Board will also have an opportunity to discuss its upcoming annual planning retreat, which will be held at Skamania Lodge, and discuss how it would like to approach its strategic plan revisions for the coming year. The Executive Committee met for half a day in June to deliberate on the key issues facing the Board over the next 6-12 months and what kinds of feedback they should seek from the full Board at the July meeting; a block of time has been reserved on Thursday the 14th for this purpose. The location and themes for this particular Retreat promise a very stimulating three- day discussion. There has never been a better opportunity to influence K-12 education policy in the state to help close opportunity and achievement gaps, and the Executive Committee is hopeful that the retreat can provide a springboard for this work.

Finally, as Jack's retirement date comes to a close, it looks as if I will be able to announce a new Director at the July meeting. There is a chance I may be able to introduce them in person, but in either case, they should be ready to join us by August 1st.

I look forward to seeing you in Spokane!

Ben Rarick, Executive Director

THE WASHINGTON STATE BOARD OF EDUCATION

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Educational Service District 101
4202 Regal Street, Spokane, WA 99223

July 13-14, 2016
AGENDA

Board members will meet with regional superintendents at ESD 101 on Tuesday, July 12 at 3:30 p.m. The SBE community forum will take place at Joel E. Ferris High School at 5:30 p.m. If a quorum of members are present at either event, it will be come a public meeting per RCW 42.30.030. ***Goal 1.A.7.***

Wednesday, July 13

8:00-8:20 a.m. **Call to Order**

- Pledge of Allegiance
- Announcements
- Administration of the Oath of Office for Ms. Lindsey Salinas
- Welcome from Mr. Michael Dunn, Superintendent, ESD 101

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 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 May 11-12, 2016 Meeting
- Approval of Minutes from the May 31, 2016 Special Board Meeting
- Approval of Temporary Waiver for College and Career Graduation Requirements for Evergreen School District #114, Liberty Christian School, Centralia School District and Tenino School District
- Approval of Office for Civil Rights Settlement Regarding Website Useability
- Adoption of Graduation Alternative SAT Threshold Score for the Class of 2016

8:20-8:30 **Executive Session: Collection of the Executive Director Evaluation Forms**

8:30-9:00 **Executive Director Update**
Goal 3
Mr. Ben Rarick, Executive Director

9:00-10:15	**School Accountability and Required Action District Updates** **Goal 2.B.3** Ms. Linda Drake, Director of Career- and College-Ready Initiatives Mr. Michael Merrin, Assistant Superintendent, Student and School Success, OSPI Dr. Gil Mendoza, Deputy Superintendent, OSPI
10:15-10:30	**Break**
10:30-11:30	**ESSA Accountability System Update** **Goal 2.A.4** Dr. Andrew Parr, Research and Data Manager Dr. Gil Mendoza, Deputy Superintendent, OSPI
11:30-11:45	**Option One Basic Education Act Waiver Requests** **Goal 4.B** Mr. Jack Archer, Director of Basic Education Oversight
11:45-12:00 p.m.	**Public Comment**
12:00-1:00	**Lunch**
1:00-2:00	**Discussion on Next Steps in Defining Career Readiness** **Goal 3** Ms. Linda Drake, Director of College- and Career-Ready Initiatives
2:00-2:30	**Rule Amendments for CR-102** **Goal 3.A. Goal 4.B** Mr. Jack Archer, Director of Basic Education Oversight Ms. Linda Drake, Director of College- and Career-Ready Initiatives • WAC 180-51-115 (Special Education) • WAC 180-18-055 (Alternative High School Graduation Requirements)
2:30-3:15	**Board Discussion**
3:15-3:30	**Break**
3:30-4:30	**Education Data Spotlight: State Level Opportunity to Learn Index** **Goal 2.A.1** Dr. Andrew Parr, Research and Data Manager
4:30-5:00	**Student Perspective on the Role of Sports in Education** Mr. Baxter Hershman, Student Board Member
5:00	**Adjourn**

<u>Thursday, July 14</u>

8:00-9:00 a.m.	**Executive Session: Evaluation of the Executive Director**
9:00-9:30	**Preparation for the August Special Board Meeting** Mr. Ben Rarick, Executive Director

Ms. Linda Drake, Director of Career- and College-Ready Initiatives

9:30-10:30 **Retreat Planning and Strategic Plan Discussion**
Mr. Ben Rarick, Executive Director

10:30-10:45 **Break**

10:45-11:30 **Board Discussion of Current Rules on 180-day Waivers**
Goal 4.B
Mr. Jack Archer, Director of Basic Education Oversight
Mr. Ben Rarick, Executive Director

11:30-11:45 **Board Discussion on Option One Basic Education Act Waiver Requests**
Goal 4.B

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

12:00-12:30 **Lunch**

12:30-2:00 **Board Discussion**

2:00-3:00 **Business Items *(Action Required)***

1. Approval of the Filing for CR-102 on Rules for Special Education
2. Approval of the Filing for CR-102 on Alternative High School Graduation Requirements
3. Approval of Option One BEA Waiver requests for Auburn School District, Tacoma Public Schools and Richland School District
4. Approval of the Filing for CR-102 for Chapter 180-19 WAC (Charter Schools)
5. Approval of Private School List for 2016-2017
6. Approval of Concept for a College and Career Planning Course of Study
7. Approval of the Competency-based Credit Handbook

3:00 **Adjourn**

Dear Board Members:

In an effort to foster dialogue with local superintendents in the Spokane region, Chair Muñoz-Colón has invited ESD 101 Superintendent Mike Dunn and several regional superintendents to join us for an hour long roundtable discussion immediately preceding the regularly scheduled community forum.

This event is to occur on Tuesday at 3:30 PM at ESD 101. All board members are invited. If we reach a quorum, notes will be taken and included in the record of the meeting. Members of the public will be encouraged to participate in the community forum beginning at 5:30 PM across the street at Ferris High School.

Topics that Chair Muñoz-Colón and Mr. Dunn would like to address include:

- Professional development for teachers;
- Student progress and assessment (what is locally relevant about what we are doing);
- Lack of understanding about the uses of the Achievement Index;
- Teacher shortage and associated teacher licensure requirements;
- Impacts of the local “levy cliff” on school districts;

Any questions should be directed to Chair Muñoz-Colón and Executive Director Ben Rarick.

Education Service District 105
Yakima, WA

May 11-12, 2016

Minutes for the Washington State Board of Education (SBE)'s Bi-Monthly Board Meeting

Wednesday, May 11

Members Attending:	Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung, Tre Maxie, and Ms. Madaleine Osmun (16)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Stefanie Randolph, and Ms. Denise Ross (8)
Staff Absent:	Ms. Linda Sullivan-Colglazier (1)
Others Attending:	Ms. Lindsey Salinas (1)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:04 a.m. and introduced Ms. Lindsey Salinas, the incoming eastern Washington student board member. Chair Muñoz-Colón thanked Mr. Steve Myers for his years of service as the Superintendent of ESD 105 and presented him with an Exemplary Educator Resolution.

Motion was made by Member Muñoz-Colón to approve the resolution.
Motion carried.

Mr. Steve Myers, superintendent of ESD 105, shared the demographics of the district's students and the ESD's accomplishments in early learning, career readiness opportunities and school safety.

Member Laverty invited members to provide updates. Member Fletcher shared her experience at the Wide Hollow Elementary school site visit the day prior and felt the educators showed great examples of teaching. Member Laverty felt the community forum the night prior had robust conversations about teacher shortages. Member Bolt shared her experience visiting Union Gap School on Monday and felt there was great student engagement taking place.

Mr. Archer noted the additional item on the consent agenda. Senate Bill 6194 requires the SBE to execute a new charter authorizing contract to Spokane Public Schools. The district's board will also need to approve the new contract at its next meeting on the evening of May 11. Members would typically be

asked to take action on the business item on Thursday, but due to the timing of the next Spokane Public Schools board meeting, members were asked to approve the delegation of authority to the Executive Director to execute a new charter authorizing contract with Spokane Public Schools at the beginning of the SBE meeting. Members reviewed the technical changes in the contract.

Consent Agenda

Motion made by Member Jennings to approve the consent agenda.
Motion seconded.
Motion carried.

Executive Director Update & Board Discussion
Mr. Ben Rarick, Executive Director
Ms. Linda Drake, Director of Career- and College-Readiness Initiatives
Ms. Stefanie Randolph, Communications Manager
Ms. Denise Ross, Executive Assistant

Mr. Rarick provided an overview of the agenda and how each item relates to the Board's strategic plan.

Ms. Drake reported that staff offered additional 24-credit implementation workshops in the last few weeks and recorded a webinar. As a result of the workshops, staff created a draft Frequently Asked Questions (FAQ) document for members to review.

Members will be asked to approve a special board meeting of May 31, 2016 during business items on Thursday. Ms. Drake stated the purpose of the special meeting is to approve cut scores on the Washington Access to Instruction and Measurement (WA-AIM) assessment for science.

Ms. Randolph reported her efforts in using Twitter to expand the media coverage of the Washington Achievement Awards. She received great results with users participating in the Twitter campaign and with the number of people reached by tweets.

Mr. Rarick summarized the April 18 School Improvement Grant and Required Action District Summit visit at Wellpinit Elementary. Member Fletcher, Member Laverty and Member Bolt were also in attendance.

Mr. Rarick updated the Board on a new administrative policy, drafted by Ms. Ross and Ms. Sullivan-Colglazier, outlining appropriate conduct with student board members. The Executive Committee had reviewed and approved the policy prior to members receiving it in the board packet. Ms. Ross highlighted the most substantial change in practice, which is the addition of a required background check for any staff or adult board members electing to be a chaperone or mentor to a student board member.

Mr. Rarick provided an update on the work of the Strategic Plan proposals submitted by Members Bailey, Maier, Bolt, Avery, and Koon. The Board will review and discuss each proposal at the July meeting to prepare for strategic planning at the September meeting.

Mr. Rarick reported that he and Chair Muñoz-Colón met with the Seattle Times editorial board regarding the Board's 90 percent/10 percent challenge. He has received primarily positive feedback from the education field, but has received concerns from school principals about lack of support from the state to meet the participation requirements.

Career and Technical Education (CTE) Course Equivalency Frameworks

Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Dr. Gil Mendoza, Deputy Superintendent, OSPI
Mr. Ned Walsh, Culinary Arts Management Instructor, Yakima Valley Technical Skills Center
Mr. Dennis Wallace, Skilled and Technical Sciences Supervisor, OSPI

Ms. Drake provided an overview of the legislative charge the Board has been given to approve CTE course equivalency frameworks. The Board approved the first round of statewide CTE course equivalency frameworks last year. Members were asked to consider approving additional frameworks in science and math. Statewideequivalencies are limited by statute to the STEM fields of science, technology, engineering and math (RCW 28A.700.070). School districts must at a minimum offer one academic course equivalency from the frameworks the Board approves. There is a waiver available from the requirement for districts with smaller populations of students.

Mr. Wallace summarized the process of which the frameworks were developed and reviewed. OSPI will be providing guidance, support and professional development for school districts to implement the equivalencies next year.

Mr. Walsh shared how he embedded the framework into the curriculum taught at his skills center. He spoke of the importance of relying on professional development opportunities and resources available.

Board members discussed the Board's role in approving course equivalencies.

Board members were asked to take action on approving the frameworks on Thursday during business items.

Discussion on Career Readiness
Ms. Linda Drake, Director of College- and Career-Ready Initiatives

Ms. Drake asked board members to gather in small groups to identify five guiding principles on defining career readiness. Staff will use the small group feedback to finalize a letter addressed to the Workforce Training and Education Coordinating Board. The intent of the letter was to begin recommendations on a statewide shared definition for career readiness. Members were given materials to help guide their small group discussions.

Board members reconvened to a large group and shared the following:

- Career readiness is the ultimate goal and college is a pathway there, but avoid limiting student pathways by focusing on college preparation.
- The goal is to give students the ability to move into the pathway of their choice and not the specific skills for any and every career.
- Even if a student isn't ready for a four-year college, denying students a diploma because they've failed the Smarter Balanced Assessment denies them other options.
- Core academics, soft skills, work readiness, industry-specific skills and flexibility to move up the career pathway.
- Career entry is not the ending point, but potentially the start for advancement for returning to education.
- Importance for students of gaining workplace experience and real-world applications.
- Avoid making the definition of career readiness too broad.
- Not losing sight of entrepreneurial skills and disposition.
- The K-12 system is heavily focused on being college-ready, and we're not giving career readiness the focus it needs.

Board members were asked to take action on approving the letter to the Workforce Training and Education Coordinating Board on Thursday during business items.

Public Comment

Mr. Pablo Ledesma, Sunnyside High School
Mr. Ledesma is concerned with the state testing system and feels it's a single measure of one-size-fits-all approach. The students Mr. Ledesma is most concerned about are the English Language Learners and special education students whom often function below grade level. Although they may be able to read the test questions, their limited English skills are an obstacle in demonstrating their learning. This single measure doesn't accurately assess learning or skills, but instead places additional barriers for students to overcome. Mr. Ledesma stated the days are filled with testing and students are missing instructional time, which is where the learning occurs. We need to use multiple measures to assess students and not just one test.

Mr. Karl Johnson, Sunnyside High School
Mr. Johnson has seen an improvement of student performance on state exams. However, this was not due to a single focus on tests, but rather from increased rigor in the classroom to engage students. To support students in their academic journey, staff tracked all the things students needed to be successful. Mr. Johnson felt the data allowed staff to target students with additional supports both in the classroom and outside of school. While state tests do assess state targets, they only provide one brief snapshot that doesn't measure growth from one day to the next. Mr. Johnson is finding students needing the most attention are English Language Learners and special education students. They are the most deprived of the attention needed because of a focus on mandated state tests. Mr. Johnson asked the Board to consider how we can reduce the number of unnecessary tests and allow for more authentic assessments of learning, especially for our most needy populations.

Mr. Dave Gering, Manufacturing Industrial Council of Seattle
Mr. Gering asked the Board to approve the Core Plus equivalencies for science and math. He appreciates that there may be some problems around the English and reading qualifications. He encouraged the Board to move on it if possible, and if not, continue to work with them. K-12 is the leader in the system. If we're not capturing students at this age and helping them deal with their issues now, society will have the assignment to reengage them later using additional time and resources.

Mr. Brian Jeffries, Washington Roundtables
Mr. Jeffries acknowledged the Board's discussion around differentiating career readiness and college readiness. The lack of the diploma is not the barrier to postsecondary success, and most students who lack postsecondary success actually lack skills. If the rigor of the diploma is delinked from those skills, it'll result in a disservice to students. Mr. Jeffies asked the Board to focus on opportunity and the skills student needs to avail themselves to opportunities. Most of the conversation around accountability that came out of federal law and state law has focused on schools. If all that's done in the accountability system is focus on the percent of lowest performing schools, there is a population of students being missed. Many students didn't earn the Level Three on the Smarter Balanced Assessment and they're spread among many schools, not just the lowest performing schools. The accountability system should be focused on students and not on schools.

Recognition of Ms. Madaleine Osmun and Mr. Tre' Maxie

Members recognized Member Osmun and Member Maxie for their contributions during their terms of service.

Public Comment

Ms. Roberta Agar-Jacobsen, Ph.D., Western Governors University
Asked Board members to share a professional development flyer for school nurses.

Accountability Work Update
Dr. Andrew Parr, Research and Data Manager
Dr. Gil Mendoza, Deputy Superintendent, OSPI
Ms. Deb Came, Director of Student Information, OSPI

Dr. Mendoza presented an overview of the Every Student Succeeds Act (ESSA), changes from the No Child Left Behind Act and updates on the OSPI's transition plan.

Ms. Came summarized themes and discussions that have taken place in the ESSA Accountability Workgroup meetings.

Dr. Parr reported the Index was released in April 2016 and there were several changes that impacted schools; in particular the high schools. Many high schools still scored in the Exemplary tier and there are no changes to the Priority or Focus schools this year. Dr. Parr provided an overview of the impact to the Index due to the Smarter Balanced Assessments and low participation rates of the assessment.

Dr. Parr stated the accountability workgroup will begin discussion on establishing long-term goals for ESSA accountability. The ESSA goals will be a factor in school identification and Washington Achievement awards and must also satisfy the the requirements of the district and school improvement goals specified in state law.. With the signing of the Every Student Succeeds Act, the Board is obliged to revise the current performance improvement goals for schools and districts and those revised goals be presented to the education committee of the legislature at the start of the next legislative session. The SBE and OSPI will be working together to set improvement goals and long-term goals that meet both federal and state requirements.

Board members reviewed the results of the online ESSA Implementation Survey members completed in early May. Dr. Parr presented trials for long-term goals and the likelihood schools would achieve the goals based on the level of ambition, rigor, term and trajectory.

Board members discussed the following:

- Challenge in determining the level of change expected every year due to the implementation of Common Core
- Setting goals without a statewide definition of equity
- Identifying the key factors that influence the output
- Other additions to measure that will frame the long-term goals
- What causes long-term goals to be successful
- The role goals play in closing opportunity gaps and achievement gaps

Board members discussed the responsibilities of the Board under the new ESSA law and how it impacts the Achievement Index.

Guiding Principles for the Statewide Accountability System and Potential Impacts of the Every Student Succeeds Act

Mr. Ben Rarick, Executive Director

Dr. Parr asked board members to provide values and principles based on the state and federal law mandate to set long-term goals for the proficiency indicator and graduation indicator. Board members discussed the following:

- Aspirations
    - Encouraging re-engaging of drop-out students
    - Improving educational delivery with a focus on the achievement and opportunity gaps
    - Reasonably attainable
    - Align with the indicators of educational system health
    - For goals and measures of proficiency, increase participation and ensuring successful outcomes for students in the early grades
    - Goal achievement should be meaningful with a short-term timeline

- Other Measures
    - Use only data that is already reported and has validity at the school level
    - Budgetary measures and portability of funding
    - Importance of social-emotional and behavioral strategies
    - Reduction in chronic truancy
    - Access for quality pre-school for students
    - Support for homeless students
    - CTE equivalency data, encouragement and awards to people trying new methods
    - Measures that encourage other forms of education beyond the traditional methods
- Pitfalls
    - Avoiding implementation goals not within the Board's authority

Board members discussed options for identifying one goal with a short-term timeline. Although the ESSA specifically prohibits the Secretary of the U.S. Department of Education from specifying the timeline of a goal, the Board has the option to recommend multiple action points throughout a long-term goal.

Charter Schools Update
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Rarick provided an overview of the recently enacted House Engrossed Second Substitute Senate Bill 6194, Relating to public schools that are not common schools. The bill amends and re-enacts the state charter school law that was invalidated in its entirety by the state Supreme Court last year.

Mr. Archer presented the changes under the new law and how they impact the Board's duties and responsibilities. He reported that the most significant change was that the Board Chair or designee now becomes a member of the Charter School Commission, which means the Board's portfolio has expanded to the authorizing of charter schools through its representation on the Commission. The Board will also be required to execute new contracts with previously contracted charter school authorizers. Mr. Archer reported that staff have filed a CR-101 for the intent of amending Chapter 180-19 to align the rules with E2SSB 6194 and make other technical changes.

Options One Basic Education Waiver Requests
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reported SBE received four Option One Waiver requests. They are from Columbia School District, Davenport School District, Mukilteo School District and Riverside School District.

Columbia School District's request is a new waiver for two school days for each of the next three school years for professional development of staff. This district is located in Walla Walla.

Davenport School District requested a waiver of two days for each of the next three school years for professional development of staff. This is a request for a renewal of a waiver.

Mukilteo School District requested a waiver of two days for each of the next three years of staff development. This is a request for renewal of a waiver.

Riverside School District requested a waiver of two days for each of the next two school years for professional development of staff. This is a request for a renewal of a waiver.

Board members were asked to take action on the Option One Waiver applications during business items on Thursday.

Requests for Waiver of Credit-based High School Graduation Requirements
Mr. Jack Archer, Director of Basic Education Oversight
Mr. Tom Venable, Superintendent, Methow Valley School District
Ms. Sara Mounsey, Independent Learning Center Advisor, Methow Valley School District
Mr. Damien Wallace, Student, Independent Learning Center
Mr. Barry DePaoli, Principal, Lake Chelan High School
Mr. Crosby Carpenter, Principal, Chelan School of Innovation

Mr. Archer reported that SBE received two requests for waiver of credit-based graduation requirements under WAC 180-18-055. The requests were from Lake Chelan School District and Methow Valley School District. Mr. Archer explained that the waiver can be granted for up to four years, and only if the district demonstrates that the noncredit-based graduation requirements it proposes to replace the credit requirements meet the minimum college core admissions standards for students planning to attend a baccalaureate institution. Lake Chelan School District requests the waiver for four years for Chelan School of Innovation. Methow Valley School District requests the waiver for four years for Independent Learning Center.

Mr. Venable provided an overview of the district's graduation rates and the areas of strategies they've identified through their Listening and Learning Campaign.

Ms. Mounsey spoke about the positive outcomes they've achieved with implementing various aspects of competency-based learning programs, which included flexibility in curriculum and personalized learning plans for students. She said that a credit-based waiver would allow them even greater flexibility in competency-based learning and provide options for students to reach graduation.

Mr. Wallace shared his experience with learning outside of the classroom and that student engagement is higher when kids are involved in hands-on learning.

Members asked the Methow Valley staff questions regarding the option to adopt a district level policy for competency-based learning in lieu of a waiver, how student achievement will be demonstrated, and what kind of reception postsecondary institutions have to their instructional approach.

Mr. DePaoli presented the history of how the Chelan School of Innovation was created.

Mr. Crosby presented the following:

- Statistics in graduation rates, discipline, and credits earned
- Student centered learning cycle
- Competency-based assessment
- Learning competencies

Board members were asked to take action on the credit-based requirement waiver applications on Thursday during business items.

Meeting adjourned at 5:04 p.m.

Thursday, May 12

Members Attending:	Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung, Tre Maxie, and Ms. Madaleine Osmun (16)
Members Absent:	Mr. Randy Dorn (1)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (9)
Others Attending:	Ms. Lindsey Salinas (1)

Call to Order
The meeting was called to order at 8:07 a.m. by Chair Muñoz-Colón.

Student Presentation – My Past, Present and Future Plans
Ms. Madaleine Osmun, Student Board Member

Ms. Osmun began her presentation by sharing her characteristics and personality as a young child. She described herself as innovated, creative and curious with dreams of turning her ideas into reality. She experienced difficulties forming lasting relationships due to her family frequently relocating and expressed gratitude for the opportunities her term on SBE has allowed in meeting people with various backgrounds.

Ms. Osmun shared the lessons individuals could learn from failure and how failure shouldn't be feared. She spoke about the value of serving others, relationships and creativity. Ms. Osmun presented her plans for college, employment, career field options and long-term life goals.

Regional Superintendents Panel Discussion
Ms. Becky Imler, Superintendent, Wapato School District
Dr. Jack Irion, Superintendent, Yakima Public Schools
Mr. Mark Heid, Superintendent, Goldendale School District
Dr. Ken Bergevin, Chair Educational Administration, Heritage University
Mr. John Schieche, Superintendent, East Valley School District

Mr. Kevin Chase, Superintendent, Grandview School District

Ms. Imler shared the challenges her district has faced with a teacher shortage problem and the demographics of district students. She spoke of the impact to students due to the teacher shortage and the efforts she's made to recruit new teachers. Ms. Imler feels the beginning salary base and the complicated certification process are the primary factors for the shortage issue.

Dr. Bergevin spoke about the benefit of retired teachers mentoring or coaching new teachers in the classroom or universities program. House Bill 6455 included provisions about retired teachers returning to the workforce as instructors without liability on their benefits, but there was no specific language mentioning retired teachers returning in a mentor or coach capacity. Dr. Bergevin asked the Board to seek clarification from legislators on House Bill 6455.

Dr. Irion spoke about his district's struggles with a shortage of teachers and substitutes. In order to resolve the teacher shortage problem, flexibility should be granted for retired teachers to return for mentoring, teaching and supervising without penalty to their benefits. Dr. Irion state the long-term solution for teacher shortages is to increase more student teachers, but the process and limitations to recruit teachers out of the state is too restrictive. Local universities have a shortage of student teachers and it's become necessary to recruit in other states. Dr. Iron asked the state certification barriers be eliminated for hiring candidates the district selects.

Mr. Heid has been facing a teacher shortage in Goldendale for several years. He found offering stipends to teachers that sign contracts early to be effective, but challenges still exist with their community being isolated and remote. Mr. Heid shared the various teaching positions they have unfilled, student demographics and funding challenges. He asked the Board to help bring respect back to the teaching profession and consistent teacher pay base across the state.

Mr. Chase spoke of the importance of providing opportunities for people to get into the teaching profession and become embedded in the community. He shared characteristics that should be addressed in the school funding and compensation policies advanced for the next legislature, which include funding for rural areas, testing for ELL students, resources for small districts, creating greater working conditions for teachers.

Mr. Schieche spoke of the challenges in implementing 24-credits, state assessments and offering pathways to career readiness.

Education Data Spotlight: New Data and Work Plan for the 2016 Report to the Legislature on the Indicators of Educational System Health
Dr. Andrew Parr, Research and Data Manager
Mr. Parker Teed, Data Analyst

Mr. Teed presented the following disaggregated data for Native American Student Groups:

- Stages of Native American Tribal Nation Groups for the 2015 Smarter Balanced Assessment (SBA) ELA 3rd, 4th and 5th graders combined
- Grades three through eight combined for 2015 English Language Arts SBA
- Three through eight grades combined for 2015 mathematics SBA
- Percentage of district enrollment that are Native American
- Enrollment Count of Native American Students by district

Mr. Teed reported considerable gaps exist in test scores among students identifying with Washington tribal nations, but these gaps are masked when the group is aggregated to the federal "American Indian and Alaska Native" student group. A geographical unit of analysis is difficult because many Native American students receive education in districts outside of reservations. As with the Asian and Pacific Islander student group, there is a large "other" group that does not provide further information on who the students are and subethnic data is only available for certain groups. Mr. Teed believes further work is needed to examine the factors that are contributing to gaps in schools and districts.

Dr. Parr presented the reset goals for three of the statewide indicators. The Board has the option to set different goals for the different measures or align the goals. To maintain comparability and the legislature's aspirations for the state's educational system, Dr. Parr preserved the goal setting methodology unchanged from the previous work. Dr. Parr presented a comparison of the Smarter Balanced Assessment in math and English Language Arts. The drop in performance was predicted by the consortia, but Washington students performed well compared to other SBA states.

Dr. Parr presented the old and reset targets for the third grade literacy indicator. To meaningfully report on the educational system, the annual targets must be reset to align to the new assessment system. He presented data on the All Students group showing the annual target trajectory if baseline were set on the 2014-15 results only.

Dr. Parr presented the annual steps for each of the student groups and percent of students who met standard on all three content area assessments.

Dr. Parr presented the Quality of High School Diploma indicator, but noted the calculation is potentially misleading. When the underlying data file was received from the ERDC, it was determined that for students who graduate, but who do not enroll in college, the original calculation counts these as bypassing remedial coursework. To make the measure more meaningful, the annual targets were reset based on the recommended indicator in the initial 2013 report.

Dr. Parr indicated the report to the Education Committees of the Legislature will be submitted in December and will include descriptions and status of each indicator, comparison to peer states and national comparison. Recommended reforms to bolster the performance of indicators not on track will also be included. The big additions to the next report will include work framed in equitable outcomes and the state level Opportunity to Learn Index data for national and peer state comparison.

Staff is recommending the Board focus on the targets for ESSA first and come back and align them to the indicators later.

Board Discussion: Board members discussed addressing gaps in the report, but delay setting goals until another year of assessment results are available.

Board Discussion of Basic Education Act Waiver
Mr. Jack Archer, Director of Basic Education Oversight
Mr. Lou Gates, Superintendent, Columbia School District #400

Mr. Archer provided a summary of the applications for a waiver from the 180-day school year requirements. SBE received applications from Davenport School District, Mukilteo School District, Riverside School District and Columbia School District #400. Members were given an opportunity to ask clarifying questions to representatives of the districts that were present.

Members asked Mr. Gates if the district was ready now to perform the professional development training for staff. Mr. Gates summarized the district's plan for training teachers using the automaticity approach outlined in the district's waiver application.

Members requested clarification if the Mukilteo School District was currently meeting the 180 day requirement. No representatives of the district were present to respond.

Public Comment

Mr. Jim Kowalkowski Superintendent, Davenport School District
Mr. Kowlofaski thanked the Board for their work in improving K-12 public education and was impressed with the Board's discussion regarding guiding principles for the accountability system. Mr. Kowlofaski encouraged the Board to approve the waiver requests for Methow Valley and Lake Chelan School District. Mr. Kowlofaski thanked members for listening to the regional superintendent panel of regarding teacher shortages and asked the Board to help get the flexibility the superintendents are seeking. He asked members to continue supporting waiver requests so districts can continue to improve the quality of educators.

Mr. Earl Lee, International Technology & Education Institute and APEX
Mr. Lee doesn't feel there is a teacher shortage in the state. Teachers are applying for open teaching positions, but the problem is those positions are really for tutors or mentors of student teachers. The certified teachers are not given the same opportunities because they're looked at as certified mentors. Equality and imbalance are part of the problem. Many schools are not teaching information that's relevant or exciting enough to learn. Mr. Lee thinks more embedded learning that promotes student engagement is needed.

Mr. Eugene Willis, Pilgrim Rest Baptist Church
Mr. Willis thanked the Board for their interest in improving education. He thinks kids in Washington are headed in the right direction, but he's concerned that students can't apply a spiritual base to education. We need reframe the way we set all the dimensions around children and bring a spiritual base into educating them.

Ms. Phyllis Bunker Frank, National Association of Year Round Education
Ms. Frank is an advocate for summer learning loss and feels the traditional school calendar should be extended. The school calendar has an inequitable impact on all kids, but most particularly the students of poverty and English Language Learners. Ms. Frank feels it's time to include summer learning loss in the accountability system and asked the Board consider developing a time and learning accountability indicator.

Ms. Wendy Rader-Konoflaski, WEA
Ms. Rader-Konoflaski expressed excitement about the new changes in ESSA and the possibilities it holds. She referred to two reports on accountability she asked Mr. Rarick to forward to members prior to the board meeting. In order to not repeat the mistakes of the past, we need to change the paradigm. Any of the new targets the Board develops must be based predominantly on other indicators than just test scores. The new targets should also be actionable targets and contingent on the state providing the resources to make these possible. Ms. Rader-Konoflaski feels the state is out of compliance with ESSA because the Smarter Balanced Assessment is used to determine graduation when the test was not designed for that purpose. One step to restoring respect in the teaching profession would be to use the state test scores for what they were designed for and not for determining graduation.

Mr. Lou Gates, Columbia School District #400

Mr. Gates provided public comment to answer Member Jennings question about how widely the new approach to phonics is disbursed. Mr. Gates reviewed the literature supporting the instructional model for reading being implemented in his district.

Ms. Ruvine Jimenez, League of Education Voters
Ms. Jimenez feels there is a base level of reading, writing, and math knowledge that is necessary for students to be successful in any career and we should be making sure students receive those skills. Focusing on academic skills is not in opposition to career readiness, but rather a part of career readiness. She feels career readiness is not about the first job a student will have because a career is about lifelong learning. In addition to the academic skills, we need to make sure that students have skills in teamwork, perseverance and personal responsibilities. These are important in all things students will pursue after high school. It's the K-12 system's job to make sure students have the skills to assess all opportunities. *The rest of Ms. Jimenez's comments were provided in written format and are posted at www.sbe.wa.gov/materials.php.*

Mr. Garn Christenson, Eastmont School District
Mr. Christenson is concerned about how we treat testing in this state and provided a proposal to the Board. He proposed that test scores be used to determine future educational and training opportunities for motivated students and the state select the three hour Armed Services Vocational Aptitude Battery (ASVAB), or similar assessment, as the required test for Washington high School Students. All additional assessments during the K-12 experience should be done by district teachers using locally adopted curriculum, assessments and reports to parents.

Mr. Chris Gibbs, Eastmont School District Board
Mr. Gibbs feels there is a shortage of skilled labored candidates because the K-12 system is focused on getting students to college and not other pathways. He's like to know what SBE is doing to elevate the problem of shortage of skilled employers and student debt.

Mr. Brian Jeffries, Washington Roundtable
On behalf of the Washington Roundtable, Mr. Jeffries asked the Board to join the Washington Roundtable in adopting their goal of 70 percent of Washington students earning a postsecondary degree or credential by age 26 and he intends to follow-up his comments with a letter from the members of the Washington Roundtable. Given that the primary focus of the Board is on the K-12 system, the Washington Roundtable believes the Board's postsecondary goal should focus only on those students who attended a Washington high school and were counted in a graduation cohort.

SBE Award for the 2016 Superintendent's High School Art Show
Board Members recognized Ms. Ashley Fullmer for her art piece that won this year's State Board of Education Award at the Superintendent's High School Art Show.

Board Discussion

Members reviewed the business items and discussed order of voting.

Guiding Principles
Staff proposed a consolidated list of guiding principles based on discussions members had on Wednesday. Members reviewed and made revisions to the principles.

Letter to the Education Funding Task Force
Members reviewed the letter and made revisions.

Letter to the Workforce Training and Education Coordinating Board
Members reviewed the feedback from the career readiness board discussion on Wednesday and made revisions.

Business Items

Motion made by Member Bolt to approve Option One waiver requests for the following school districts for the year and reasons requested in their applications for Columbia School District No. 400, Davenport School District, Mukilteo School District and Riverside School District.

Motion seconded.
Member Avery abstained.
Motion carried.

Motion made by Member Bailey to approve temporary waiver of the career- and college-ready graduation requirements for East Valley School District No. 361 for the 2019 and 2020 graduating classes for the reasons requested in their application.

Motion seconded.
Motion carried.

Motion made by Member Laverty to approve temporary waiver of the career- and college-ready graduation requirements for Okanogan School District for the 2019 and 2020 graduating classes for the reasons requested in their application.

Motion seconded.
Motion carried.

Motion made by Member Laverty to approve temporary waiver of the career- and college-ready graduation requirements for Centralia School District for the 2019 and 2020 graduating classes for the reasons requested in their application.

Motion seconded.
Motion carried.

Motion made by Member Bolt to approve the waiver of credit-based graduation requirements submitted by Methow Valley School District for the Independent Learning Center for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years for the reasons requested in their application.

Motion seconded.
Motion carried.

Motion made by Member Bolt to approve the waiver of credit-based graduation requirements submitted by Lake Chelan School District for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years for the reasons requested in their application.

Motion seconded.
Motion carried.

Motion made by Member Jennings to approve the private schools as set forth in Exhibit A for the 2016-2017 school year.

Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the Interpretive Statement on Calculation of District-Wide Annual Average Instructional Hours, as shown in Exhibit B.

Motion seconded.
Motion carried.

Motion made by Member Jennings to approve the May 31, 2016 special board meeting date for setting the WA-AIM science cut score.

Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the letter regarding career readiness to the Workforce Training and Education Coordinating Board, as shown in Exhibit C.

Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the Career and Technical Education Courses equivalency frameworks, as shown in Exhibit D.
Member Plung requested the record reflect that the English Core Plus Frameworks were removed until the Board seeks further resolution.

Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the filing of the CR-101 on potential amendment to WAC 180-18-055 (alternative high school graduation requirements), as shown in Exhibit G.

Chair Muñoz-Colón adjourned the meeting at 3:49 p.m.

Educational Service District 113, Mason & Lewis Room
6005 Tyee Drive SW, Tumwater, WA 98512

May 31, 2016

Minutes

Tuesday, May 31

Members Attending:	Ms. Isabel Muñoz-Colón (via webinar), Ms. Connie Fletcher (via webinar), Mr. Peter Maier J.D. (via webinar), Ms. Holly Koon (via webinar), Superintendent Randy Dorn, Mr. Bob Hughes (via webinar), Mr. Kevin Laverty (via webinar), Ms. MJ Bolt (via webinar), and Ms. Mona Bailey (via webinar), (9)
Staff Attending:	Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (7)
Absent:	Ms. Janis Avery, Mr. Baxter Hershman, Ms. Judy Jennings, Mr. Jeff Estes, Ms. Lindsey Salinas, Mr. Daniel Plung, Mr. Jack Archer, and Dr. Andrew Parr (8)

Call to Order

The meeting was called to order at 1:02 p.m. by Chair Muñoz-Colón. Through roll call, Members Muñoz-Colón, Fletcher, Maier, Koon, Hughes, Laverty, Bolt and Bailey identified themselves as being present on the webinar and Superintendent Dorn as being present at the meeting.

Performance Standards Setting for the Washington Access to Instruction & Measurement (WA-AIM) for High School Science
Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Mr. Mike Middleton, Director of Select Assessments, OSPI
Ms. Robin Munson, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Linda Drake stated the purpose of the meeting was for the Board to consider approving the performance standards on the Washington Access to Instruction and Measurement (WA-AIM) high school science assessment for students with significant cognitive challenges. Although the Board approved a series of cut scores last year, the members were unable to set the cut score for the high school science WA-AIM assessment since the assessment was not administered last year.

At this special board meeting, the Board is asked to consider approving three threshold scores identifying four achievement levels. In addition, since the high school science WA-AIM can be used by

students to earn a Certificate of Individual Achievement, the Board is asked to also consider approving an exit exam score.

Mr. Middleton presented background on the WA-AIM assessment, the population of students that participate, grades and contents assessed, the performance standard-setting process, performance continuum, the proposed threshold scores and their impact. Mr. Middleton stated the scores are consistent with the math and English Language Arts scores recommended and approved last year.

Business Items

Motion made by Member Laverty to adopt the Superintendent of Public Instruction's recommended threshold scores on the WA-Aim high school science test for use in accountability reporting:

- Threshold score of 112 between Level 1 and Level 2,
- Threshold score of 125 between Level 2 and Level 3, and
- Threshold score of 159 between Level 3 and Level 4

Motion Seconded.
Motion Carried.

Motion made by Member Laverty to adopt the Superintendent of Public Instruction's recommended exit exam score of 104 for the WA-AIM high school science test for the purpose of earning a high school diploma.

Motion Seconded.
Motion Carried.

The meeting was adjourned at 1:45 p.m. by Chair Muñoz-Colón.

Feedback Summary of the May 10 Community Forum

Seven participants, plus six board members and two staff, attended the May 10 community forum in Yakima. Parents, school board members, community leaders, and administrators attended the forum. The notes below are from staff's notes. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Washington's Education system:

- **Changes to accountability with ESSA need to be thoughtful**
- Need multiple measures of accountability

Opportunity and Achievement Gaps:

- **Start with kindergarten readiness**
- Focus on transition points
- Better support for SWD
- Discipline disproportionally affects students of color.

School administration

- **Teacher shortages are a pressing problem**

If you have questions about this feedback summary or future community forums or outreach efforts, please contact Stefanie Randolph, Communications Manager, at Stefanie.randolph@k12.wa.us.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Executive Director Update
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Executive Director Ben Rarick will provide a brief update on variety of activities undertaken by Board staff during the past few months.
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint

Synopsis:	Executive Director Ben Rarick will provide a brief overview of the meeting, and update on variety of activities undertaken by Board staff during the past two months, including:
	• Introduction of New Director: Ms. Kaaren Heikes (Start Date of 8/8)
	• Strategic Plan Overview – Alignment of Meeting Topics to Goals
	• Executive Committee Retreat Debrief
	  ○ "Three Buckets" Concept for Organizing Retreat Discussions/Ideas
	  ○ Retreat Planning Discussion
	• Rules on charter schools (pg 65)
	• Review of consent agenda item on SAT concordance re: cut scores (pg 272)
	• Community forum and the Superintendent Panel Discussion Debrief
	• Education Funding Task Force – Update
	• Private School Rule Considerations (pg 255)
	• Educational System Health Report
	• Seattle 24-Credit Task Force Final Report
	• SBE 24 Credit Implementation FAQ Document Available Online

180-19-010

Definitions.

(1) "Board" means the state board of education.

(2) "School district" or "district" means a school district board of directors.

(3) "*NACSA Principles and Standards*" means the "*Principles and Standards for Quality Charter Authorizing* ((~~(2012)~~))2015 Edition or most current edition)" developed by the National Association of Charter School Authorizers.

[Statutory Authority: RCW 28A.710.090, 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-010, filed 9/16/14, effective 10/17/14. Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-010, filed 3/19/13, effective 4/19/13.]

180-19-020

Notice of intent to submit an authorizer application.

((~~(Effective until May 15, 2015)~~

~~A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to~~

~~file such application by October 1st of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.~~

~~(Effective May 15, 2015)~~))

A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by June 15th of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.

[Statutory Authority: RCW 28A.710.090, 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-020, filed 9/16/14, effective

10/17/14. Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-020, filed 3/19/13, effective 4/19/13.]

180-19-030

Submission of authorizer application.

((~~(Effective until May 15, 2015)~~

~~(1) The state board of education shall develop and make available on its web site, no later than October 1st of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.~~

~~(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by December 31st of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its web site each application received from a school district.~~

~~(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:~~

~~(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and intents set forth in RCW 28A.710.005, as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW 28A.710.010(2), or students from low-performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.~~

~~(b) **A plan to support the vision presented,** including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's~~

~~evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:~~

~~(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW;~~

~~(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and~~

~~(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW.~~

~~(c) **A draft or preliminary outline of the request for proposal** that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW 28A.710.170.~~

~~(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.~~

~~(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes,** consistent with RCW 28A.710.190 and~~

~~28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:~~

~~(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;~~

~~(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;~~

~~(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;~~

~~(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW 28A.710.180.~~

~~(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:~~

~~(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter~~

~~schools will participate in any authorizer training provided or required by the state;~~

~~(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;~~

~~(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;~~

~~(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budgeting, personnel and instructional programming and design;~~

~~(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW 28A.710.160 provides that the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;~~

~~(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW 28A.710.160(2), educational services that at a minimum meet the basic education standards set forth in RCW 28A.150.220.~~

~~**(Effective May 15, 2015)**~~**))**

(1) The state board of education shall develop and make available on its web site, no later than May 15th of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by October 15th of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and interests set forth in RCW 28A.710.005, as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is

most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW 28A.710.010(2), or students from low-performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented,** including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW.

(c) **A draft or preliminary outline of the ((~~request for proposal~~))** annual charter school application process that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the ((~~request for proposal(s)~~)) charter school application process shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) for solicitation of charter applicants and

demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW 28A.710.170.

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes,** consistent with RCW 28A.710.190 and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;

(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW 28A.710.180.

(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

((~~(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;~~))

~~(((d)))~~(c) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budgeting, personnel and instructional programming and design;

((~~(e)~~))(d) Ensure that any contract it may execute with the governing board of an approved charter school under RCW 28A.710.160 provides that the school will provide educational services to students with disabilities, students who are limited-English proficient, and any other special populations of students as required by state and federal laws;

((~~(f)~~))(e) Include in any charter contract it may execute with the ((~~governing~~)) charter school board of an approved charter school, in accordance with RCW ((~~28A.710.160(2)~~)) 28A.710.040(2)(b),that the charter school must provide a program of basic education ((~~educational services)~~) that at a minimum meets the requirements of RCW 28A.150.200 and RCW 28A.150.220,

and meets the goals in RCW 28A.150.210, including instruction in the essential learning requirements and participation in the statewide student assessment system as developed under RCW 28A.665.070 ((~~basic education standards set forth in RCW 28A.150.220~~)).

[Statutory Authority: RCW 28A.710.090, 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-030, filed 9/16/14, effective 10/17/14. Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-030, filed 3/19/13, effective 4/19/13.]

180-19-040

Evaluation and approval or denial of authorizer applications.

((~~(Effective until May 15, 2015)~~

~~(1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by April 1st of each year.~~

~~(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030 (3)(a) through (e) as well-developed, partially developed, or undeveloped, based on criteria for evaluation included in~~

~~the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).~~

~~(a) "Well-developed" shall mean that the application response meets the expectations established by the board and the *NACSA Principles and Standards* in material respects and warrants approval subject to execution of an authorizing contract with the board.~~

~~(b) "Partially developed" shall mean that the application response contains some aspects of a well-developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the *NACSA Principles and Standards*.~~

~~(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well-developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected to the expectations established by the board and the *NACSA Principles and Standards*.~~

~~(3) In its evaluation the board will consider whether the district's proposed policies and practices are consistent with the *NACSA Principles and Standards*, as required by RCW 28A.710.100(3), in at least the following areas:~~

~~(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;~~

~~(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;~~

~~(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;~~

~~(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and~~

~~(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.~~

~~(4) The board shall develop and post on its public web site rubrics for determination of the extent to which each criterion for evaluation has been met.~~

~~(5) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.~~

~~(6) Prior to approving any application, the board shall require an in-person interview with district leadership for the purpose of reviewing and evaluating the application. The in-person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in-person interview shall be considered in formulating the overall ratings of the application under subsection (2) of this section.~~

~~(7) For an application to be approved, the board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not meet standards of quality authorizing in any part, shall constitute grounds for disapproval. If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.~~

~~(8) The board shall post on its public web site the applications of all school districts approved as authorizers. A~~

~~school district approved as an authorizer shall post its application on a public web site.~~

~~(Effective May 15, 2015)~~))

(1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by February 1st of each year.

(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030 (3)(a) through (e) as well-developed, partially developed, or undeveloped, based on criteria for evaluation included in the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).

(a) "Well-developed" shall mean that the application response meets the expectations established by the board and the *NACSA Principles and Standards* in material respects and warrants approval subject to execution of an authorizing contract with the board.

(b) "Partially developed" shall mean that the application response contains some aspects of a well-developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the *NACSA Principles and Standards*.

(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well-developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected to the expectations established by the board and the *NACSA Principles and Standards*.

(3) In its evaluation the board will consider whether the district's proposed policies and practices are consistent with the *NACSA Principles and Standards* as required by RCW 28A.710.100(3), in at least the following areas:

(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;

(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;

(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;

(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and

(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.

(4) The board shall develop and post on its public web site rubrics for determination of the extent to which each criterion for evaluation has been met.

(5) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.

(6) Prior to approving any application, the board shall require an in-person interview with district leadership for the purpose of reviewing and evaluating the application. The in-person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in-person interview shall be

considered in formulating the overall ratings of the application under subsection (2) of this section.

(7) For an application to be approved, the board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not meet standards of quality authorizing in any part shall constitute grounds for disapproval. If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.

(8) The board shall post on its public web site the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public web site.

[Statutory Authority: RCW 28A.710.090, 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-040, filed 9/16/14, effective 10/17/14. Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-040, filed 3/19/13, effective 4/19/13.]

180-19-070

Charter school—Request for proposals.

((~~(Effective until January 16, 2016)~~

~~No later than April 15th, each authorizer shall annually issue requests for proposals for charter schools meeting the requirements of RCW 28A.710.130.~~

~~(Effective January 16, 2016)~~))

No later than March 1st, each authorizer shall annually issue ((~~requests~~)) solicitations for proposals for charter schools meeting the requirements of RCW 28A.710.130.

[Statutory Authority: RCW 28A.710.090, 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-070, filed 9/16/14, effective 10/17/14. Statutory Authority: Chapter 28A.710 RCW. WSR 13-12-055, § 180-19-070, filed 6/1/13, effective 7/2/13.]

180-19-080

Charter school applications—Submission, approval, or denial.

((~~(Effective until January 16, 2016)~~

~~(1) An applicant, as defined in RCW 28A.710.010, seeking approval must:~~

~~(a) Submit a nonbinding notice of intent to be approved as a proposed charter school not less than thirty days before the~~

~~last date for submission of an application to an authorizer as provided in this section. An applicant may not submit a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; and~~

~~(b) Submit an application for a proposed charter school to an authorizer by no later than July 15th of the year in which the applicant seeks approval.~~

~~(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than October 15th of the year in which the application is received.~~

~~(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action. The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k-12.wa.us.~~

~~(Effective January 16, 2016)~~))

(1) An applicant, as defined in RCW 28A.710.010, seeking approval must:

(a) Submit a nonbinding notice of intent to be approved as a proposed charter school by May 1st of the year in which approval is sought. An applicant may not submit a charter school

application in a calendar year unless it has filed timely notice of intent as provided herein; and

(b) Submit an application for a proposed charter school to an authorizer by no later than June 1st of the year in which the applicant seeks approval.

(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than September 1st of the year in which the application is received.

(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action. The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k-12.wa.us.

[Statutory Authority: RCW 28A.710.090, 28A.710.130, 28A.710.140, and 28A.710.150. WSR 14-19-107, § 180-19-080, filed 9/16/14, effective 10/17/14. Statutory Authority: Chapter 28A.710 RCW. WSR 13-12-055, § 180-19-080, filed 6/1/13, effective 7/2/13.]

180-19-210

Annual report by authorizer.

(1) Each authorizer must, no later than November 1st of each year starting in 2014, submit an annual report to the state board of education meeting the requirements of RCW 28A.710.100(4). The board shall develop and post on its web site by September 1st of each year a standard form which must be used, and instructions which must be followed by each authorizer in making its report. The completed report must be sent via electronic mail to sbe@k12.wa.us and shall be posted on the board's web site.

(2) The report must include:

(a) The date of authorizer approval by the board;

(b) The names and job titles of district personnel having principal authorizing responsibilities with contact information for each;

(c) The names and job titles of any employees or contractors to whom the district has delegated responsibilities under RCW 28A.710.100, with contact information for each;

(d) An executive summary including, but not limited to, an overview of authorizing activity during the prior year and the status and performance of the charter schools authorized;

(e) The authorizer's strategic vision for chartering, as submitted to the state board under WAC 180-19-030 (3)(a), and its assessment of progress toward achieving that vision;

(f) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories:

(i) Approved but not yet open, including for each, the targeted student population and the community the school hopes to serve; the location or geographic area proposed for the school; the projected enrollment; the grades to be operated each year of the term of the charter contract; the names of and contact information for the ((~~governing)~~) charter school board, and the planned date for opening;

(ii) Operating, including for each, location; grades operated; enrollment in total and by grade; and for each student subgroup as defined in RCW 28A.300.042 in totals and as percentages of enrollment;

(iii) Charter renewed with date of renewal;

(iv) Charter transferred to another authorizer during the prior year, with date of transfer;

(v) Charter revoked during the prior year with date of and reasons for revocation;

(vi) Voluntarily closed;

(vii) Never opened, with no planned date for opening.

(g) The academic performance of each operating charter school overseen by the authorizer, based on the authorizer's performance framework, including:

(i) Student achievement on each of the required indicators of academic performance in RCW 28A.710.170 (2)(a) through (f), as applicable by grade, in absolute values and in comparison to the annual performance targets set by the charter school under RCW 28A.710.170(3). Student academic proficiency, student academic growth, achievement gaps, graduation rates and postsecondary readiness must be included as reported in the achievement index developed by the state board of education under RCW 28A.657.110.

(ii) Student achievement on each additional indicator of academic performance the authorizer has chosen to include in its performance framework to augment external evaluations of performance, in absolute values and in comparison to the annual performance targets set by the authorizer under RCW 28A.710.170.

(iii) Student achievement on each indicator must be disaggregated by major student subgroups including gender, race and ethnicity, poverty status, special education status, English language learner status, and highly capable status as required of performance frameworks in RCW 28A.710.170.

(h) The financial performance of each operating charter school overseen by the authorizer, based on the indicators and measures of financial performance and sustainability in the authorizer's

performance framework, in absolute values and in comparison to the annual performance targets set by the authorizer under RCW 28A.710.170;

(i) The organizational performance of the ((~~governing~~)) charter school board of each operating charter school overseen by the authorizer, based on the indicators and measures of organizational performance in the authorizer's performance framework, including compliance with all applicable laws, rules and terms of the charter contract;

(j) The authorizer's operating costs and expenses for the prior year for fulfilling the responsibilities of an authorizer as enumerated in RCW 28A.710.100(1) and provided under the terms of each charter contract, detailed in annual financial statements that conform with generally accepted accounting principles and applicable reporting and accounting requirements of the office of the superintendent of public instruction;

(k) The contracted, fee-based services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including a brief description of each service purchased, an itemized accounting of the revenue received from the schools for the services, and the actual costs of these services to the authorizer.

[Statutory Authority: RCW 28A.710.100. WSR 14-02-060, § 180-19-210, filed 12/26/13, effective 1/26/14.]

180-19-250

Oversight of authorizers—Revocation of authorizing contract.

(1) Evidence of material or persistent failure by an authorizer to carry out its duties according to nationally recognized principles and standards for charter authorizing is grounds for revocation of an authorizer's chartering contract. This may include:

(a) Failure to comply with the terms of the authorizing contract between the authorizer and the board;

(b) Violation of a term of the charter contract between the authorizer and a charter school board;

(c) Demonstrated failure to develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by the National Association of Charter School Authorizers in any of the following areas, as required by RCW 28A.710.100:

(i) Organizational capacity;

(ii) Soliciting and evaluating charter applications;

(iii) Performance contracting;

(iv) Ongoing charter school oversight and evaluation;

(v) Charter renewal decision making.

(2) Notice of intent to revoke. If the board makes a determination, after due notice to the authorizer and reasonable opportunity to effect a remedy, that the authorizer continues to be in violation of a material provision of a charter contract or its authorizing contract, or has failed to remedy other identified authorizing problems:

(a) The board shall notify the authorizer in writing that it intends to revoke the authorizer's chartering authority under RCW 28A.710.120. The notification to the authorizer shall explain and document the reasons for the intent to revoke chartering authority.

(b) The authorizer shall, within thirty days of notification, submit a written response showing that the authorizer has implemented or will implement within sixty days of submitting the written response, a sufficient remedy for the violation or deficiencies that are the stated grounds for the intent to revoke chartering authority. The board shall within thirty days of receipt provide written notice to the authorizer whether it finds the proposed remedy sufficient to correct the violation or deficiencies.

(3) Notice of revocation. If the authorizer fails to provide a timely written response or if the response is found insufficient

by the board to meet the requirement set forth in subsection (1) of this section:

(a) The board shall provide the authorizer with written notice of revocation of the authorizer's chartering authority. The notice of revocation shall state the effective date of revocation, which shall not be sooner than twenty days from the date of receipt of the notice of revocation by the authorizer unless a timely notice of a request for an adjudicative proceeding is filed as set forth herein.

(b) The authorizer may request an adjudicative proceeding to contest the revocation. The request for an adjudicative proceeding must be submitted in writing by the authorizer to the board within twenty days of receipt of the notice of revocation at the following address:

Old Capitol Building

P.O. Box 47206

600 Washington St. S.E., Room 253

Olympia, Washington 98504

Any adjudicative proceeding shall be conducted in accordance with the Administrative Procedure Act (APA).

[Statutory Authority: RCW 28A.710.120 (1) and (7). WSR 14-08-033, § 180-19-250, filed 3/25/14, effective 4/25/14.]

180-19-260

Authorizer oversight—Transfer of charter contract.

(1) In the event that a notice of revocation is provided to the authorizer under WAC 180-19-250, any charter contract held by that authorizer shall be transferred, for the remaining portion of the charter term, to the Washington charter school commission on documentation of mutual agreement to the transfer by the charter school board and the commission.

(2) Documentation of mutual agreement shall consist of a written agreement between the charter school board and the commission, signed and dated by the chair or president of the charter school board and the chair of the commission. The agreement shall include any modification or amendment of the charter contract as may be mutually agreed upon by the charter school board and the commission.

(3) The commission shall submit the agreement to the state board of education. The board shall review the agreement and on a determination that the requirements of these rules have been met, issue written certification of the transfer of the charter contract to the charter school ((~~governing~~)) board and the commission.

(4) On certification by the board of the transfer of the charter contract, the prior authorizer shall transfer to the commission all student records and school performance data collected and maintained in the performance of its duties as an authorizer under RCW 28A.710.100 and 28A.710.170.

(5) The commission, in consultation with the charter school ((~~governing~~}} board, shall develop and implement a procedure for timely notification to parents of the transfer of the charter contract and any modifications or amendments to the charter included in the written agreement executed under subsection (2) of this section.

(6) If mutual agreement is not obtained on the transfer of the charter contract under RCW 28A.710.120(6) and this section, the charter school shall be closed under the provisions of RCW 28A.710.210. The district shall develop and implement a termination protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, as necessary, and proper disposition of public school funds, property, and assets. The protocol must include, at a minimum, a plan for addressing the following:

(a) Adequate and timely communication with parents, school staff and the community regarding the closing of the charter school and the options for student transfer to another public school;

(b) Retention of student, personnel, governance and financial records in compliance with all applicable laws and policies;

(c) The transfer of all student records in accordance with privacy rules set forth in the Family Educational Rights and Privacy Act (FERPA) and any applicable state laws and school district policies;

(d) Resolution of all financial obligations associated with the closure of the charter school;

(e) Return of the public funds in the possession of the charter school as provided for in RCW 28A.710.201(2), or as required by any other state law; and

(f) A plan for the disposition of all other assets, in compliance with applicable state and federal laws or district policies governing the assets.

The protocol must specify tasks, timelines, and responsible parties, including delineating the respective duties of the charter school and the authorizer. The district shall provide the board with a copy of the termination protocol. The board may review the protocol and request revisions for implementation.

[Statutory Authority: RCW 28A.710.120 (1) and (7). WSR 14-08-033, § 180-19-260, filed 3/25/14, effective 4/25/14.]

SUMMARY OF DRAFT AMENDMENT TO CHAPTER 180-19 WAC

The draft amendment to nine sections of Chapter 180-19 (Charter Schools) has two purposes:

1. Conform adopted SBE rules on charter schools to changes made to the original charter school law by Chapter 241, Laws of 2016 (E2SSB 6194).
2. Delete obsolete language left by amendments adopted in 2014 to change the due dates for various actions taken by parties under the law.

Section	Title	Change
180-19-010	Definitions.	Changes "2012 Edition" of "*Principles and Standards for Quality Charter Authorizing"* to "2015 Edition or most current edition" (p. 1).
180-19-020	Notice of intent to submit an authorizer application.	Strikes duplicated text with a superseded effective date.
180-19-030	Submission of authorizer application.	Strikes duplicated text with a superseded effective date. In (3)(c), replaces "request for proposal" with "annual charter school application process". Makes other language changes to conform with new law (p. 11). In (4)(e), replaces "governing board" with "charter school board." (p. 14). Clarifies, per a change in E2SSB 6194, that a district must include in any charter contract it executes with the board of a charter school that the school must provide a program of basic education meeting the definition in RCW 28A.150.200, the goals in RCW 28A.150.210, and the minimum instructional and program accessibility requirements in RCW 28A.150.220 (pp. 14-15).
180-19-040	Evaluation and approval or denial of authorizer applications.	Strikes duplicated text with a superseded effective date.
180-19-070	Charter school – Request for proposals.	Strikes duplicated text with a superseded effective date. Replaces "requests for proposals with "solicitations for proposals" to conform with new law (p. 23).
180-19-080	Charter school applications – Submission, approval, or denial.	Strikes duplicated text with a superseded effective date.

180-19-210	Annual report by authorizer.	Replaces “governing board” with “charter school board” to conform with new law (pp. 27, 29).
180-19-250	Oversight of authorizers – Revocation of authorizing contract.	Clarifies that a charter contract is between the authorizer and a charter school board.
180-19-260	Authorizer oversight – Transfer of charter contract.	Corrects obsolete references to charter school “governing” board (pp. 33-34).

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

WSR 16-09-029
PREPROPOSAL STATEMENT OF INQUIRY
STATE BOARD OF EDUCATION
[Filed April 13, 2016, 9:36 a.m.]

Subject of Possible Rule Making: Amendments to chapter 180-19 WAC, Charter schools.

Statutes Authorizing the Agency to Adopt Rules on this Subject: Chapter 28A.710 RCW, Charter schools.

Reasons Why Rules on this Subject may be Needed and What They Might Accomplish: E2SSB 6194, relating to public schools that are not common schools, made extensive amendments to chapter 28A.710 RCW, Charter schools. Technical amendments are needed to three sections of chapter 180-19 WAC to reconcile language in rule with language in chapter 28A.710 RCW as amended by E2SSB 6194. In addition, rule amendments would delete obsolete provisions in five sections of chapter 180-19 WAC related to due dates for certain actions by the state board of education (SBE), charter school authorizers, and charter applicants which were superseded, effective May 15, 2015, by provisions setting other due dates. This would be a cleanup, not affecting intent or effect, which would make these sections more understandable for readers.

Other Federal and State Agencies that Regulate this Subject and the Process Coordinating the Rule with These Agencies: Other state agencies that regulate this subject are the Washington state charter school commission, which is the statewide authorizer of charter public schools, and the superintendent of public instruction, who has certain rule-making authority for charter public schools and is a member of the commission. The SBE will consult with these agencies on the amendments to be proposed to chapter 180-19 WAC and solicit comment.

Interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication by contacting Jack Archer, SBE, 600 Washington Street S.E., Olympia, WA, (360) 725-6035, jack.archer@k12.wa.us.

April 12, 2016
Ben Rarick
Executive Director

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	School Accountability and Required Action Update
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Required Action District update: • What were significant successes and challenges for Required Action Districts this year? • What changes, if any, were made to required action plans and why? • Have improvement activities been sustained at Soap Lake district? School Accountability System discussion: • Broadly, to what extent does Washington's current system of school accountability comply with the specifications of school support and improvement under the Every Student Succeeds Act (ESSA)? Are changes to the current system needed? If so, what is needed? • Guiding questions for the discussion include: o Are there anticipated changes to the interventions and services the Office of Student and School Success provides to identified schools based on the requirements of ESSA? o Are there needed changes to the system of funding school improvement, including Required Action? o How will the elimination of SIG impact the identification of RADs? o What changes if any, does OSPI plan to make in the interventions and services of the Office of Student and School success in response to the removal of NCLB provisions?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	RCW 28A.657.100 directs the Office of the Superintendent of Public Instruction (OSPI) to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility. Another update may be planned for November 2016. The Board will also have the opportunity to discuss the School Accountability System with Dr. Gil Mendoza, Deputy Superintendent and Mr. Michael Merrin, Assistant Superintendent of Student and School Success for OSPI.

SCHOOL ACCOUNTABILITY AND REQUIRED ACTION UPDATE

Policy Considerations

Required Action Reports

At the July 2016 meeting, the State Board of Education (SBE) will receive an update from the Office of the Superintendent of Public Instruction (OSPI) on the five current Required Action Districts (RAD). Districts that were designated in March 2014 (RAD cohort 2) include Marysville School District (Quil Ceda Tulalip Elementary School), Tacoma School District (Stewart Middle School), Wellpinit School District, (Wellpinit Elementary School), and Yakima School District (Washington Middle School). The districts have just completed the second school year of implementing their required action plans. In addition to hearing from RAD cohort 2 districts, the Board will receive an update from Soap Lake District (a RAD cohort 1 district), that was re-designated for required action Level I in May 2015.

RCW 28A.657.100 directs the Office of the Superintendent of Public Instruction (OSPI) to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility. Another update may be planned for November 2016. Key questions include:

- What were significant successes and challenges for Required Action Districts this year?
- What changes, if any, were made to required action plans and why?
- Have improvement activities been sustained at Soap Lake Middle High School and Soap Lake Elementary School?

School Accountability

The Board will engage in a discussion about school accountability with Dr. Gil Mendoza, Deputy Superintendent and Mr. Michael Merrin, Assistant Superintendent of Student and School Success for OSPI. Key policy questions are:

- Broadly, to what extent does Washington's current system of school accountability comply with the specifications of school support and improvement under the Every Student Succeeds Act (ESSA)? Are changes to the current system needed? If so, what is needed?
- Guiding questions for the discussion include:
    - Are there anticipated changes to the interventions and services the Office of Student and School Success provides to identified schools based on the requirements of ESSA?
    - Are there needed changes to the system of funding school improvement, including Required Action?
    - How will the elimination of SIG impact the identification of RADs?
    - What changes if any, does OSPI plan to make in the interventions and services of the Office of Student and School success in response to the removal of NCLB provisions?

Background

Required Action

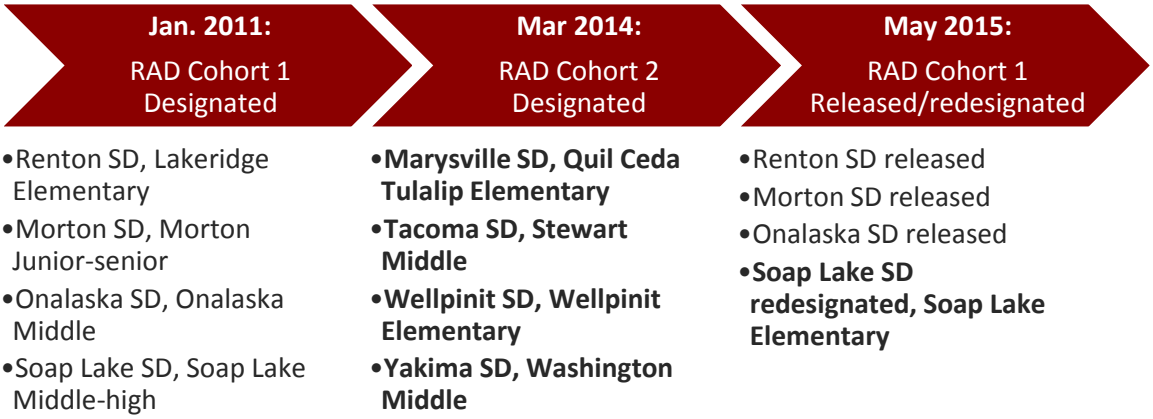
Figure 1 is a timeline showing when required action district were designated. There have been two cohorts of RADs, the first was designated by the State Board of Education in 2011, and the second by the Board in 2014. Each cohort had four districts. There are currently five RADs, because one district from cohort 1, Soap Lake School District, was re-designated to remain in required action. Districts are designated for RAD based on a persistently low achieving school, and required action plans are focused on improving the identified school. However, a district and not a school is designated for required action since some of the decision-making necessary to implement a required action plan takes place at a district level.

A district may be released from RAD status based on three criteria (RCW 28A.657.100, WAC 392-501-740, WAC 291-501-720):

1. The district no longer has a school that is persistently lowest achieving
2. The district has shown progress in closing the achievement gap
3. The school (or schools) that were on the persistently lowest-achieving list have had a positive improvement trend in reading and math on state assessments in the "all students" category for the past three years.

In May 2015, three districts from cohort 1 were released from required action because they met these criteria. Soap Lake District was not released because it had a persistently lowest achieving, or priority, school. The school that originated the designation of required action, Soap Lake Middle-High School, had improved, but Soap Lake Elementary was a Priority school.

Figure 1: RAD Designation Timeline. Districts in **bold** are current RADs.



The last RAD update occurred at the January 2016 meeting, when data from 2015 was reviewed. A link to the January 2015 memo is:
http://www.sbe.wa.gov/documents/BoardMeetings/2016/Jan/08_RAD.pdf

Accountability System

The Every Student Succeeds Act (ESSA) departs from the No Child Left Behind Act on school improvement and school accountability in several significant respects, including:

- Elimination of the School Improvement Program (SIG).
- Elimination of the requirement for particular school improvement strategies—states are given wide discretion in determining intervention approaches.

- Identification of schools for School Improvement is no longer tied to Annual Yearly Progress (AYP)—AYP is eliminated and replaced it with a state-defined, index-based system with certain required components.
- NCLB's identification of schools for School Improvement, Corrective Action and Restructuring is replaced under ESSA with two categories of school support and improvement activity:
    - Comprehensive Support and Improvement.
    - Targeted Support and Improvement, for any schools in which any subgroup of students is consistently underperforming.

Recent Work of the Board on ESSA

At each of the past three meetings the Board has discussed different aspects of the ESSA on the state's accountability system, and materials prepared for the Board packet provide information on a range of topics. Additional information on ESSA is available in the January 2016 Board memo: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Jan/11_ESSA.pdf A summary of the differences between NCLB and ESSA on school identification and school accountability starts on page 274 of the Board packet.

The March 2016 Board memo describes the current state of the Washington accountability system, frames new ideas in the context of the ESSA, and summarizes the work of the ESSA Accountability Workgroup: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/07_ESSAworkgroup.pdf

The May 2016 Board memo discusses long-term goalsetting, the role of the Board, and key questions to help guide policy considerations: http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/050_AccountabilityWork.pdf

The Current School Accountability System

Washington's current school accountability system is summarized in a series of visuals developed in collaboration with OSPI: (http://www.sbe.wa.gov/documents/accountability/AcctSystem.pdf). Figure 2 is the first accountability system visual, depicting the levels of schools identified for support. In addition, OSPI created a Prezi on the state's school Accountability System Design, the Synergy System Design: https://prezi.com/8od4nsct_ti2/untitled-prezi/?utm_campaign=share&utm_medium=copy. Figure 3 is a slide from the Prezi, showing the resources associated with each level of accountability.

Figure 2: Washington's School Accountability System

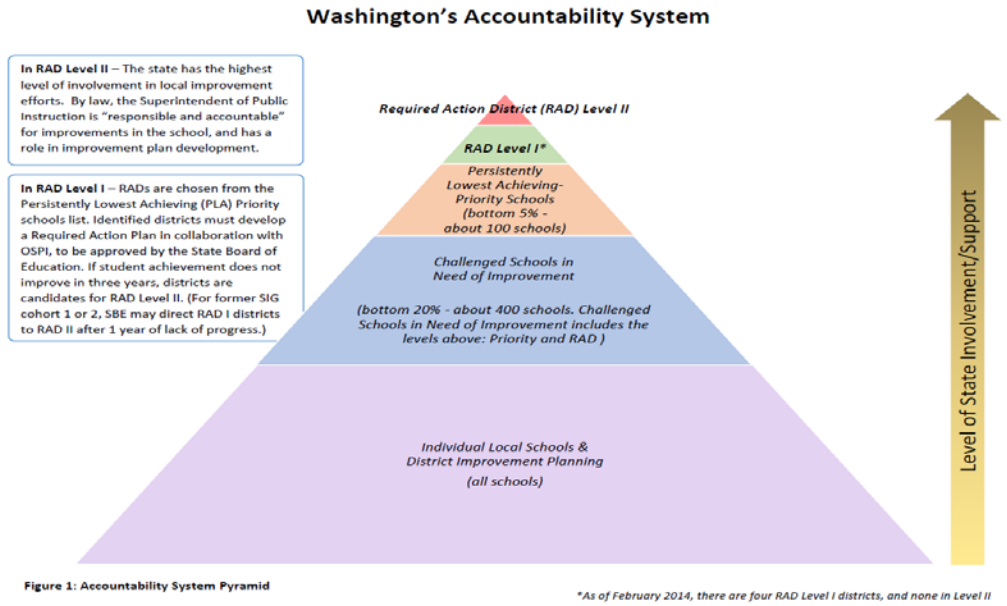


Figure 3: Resources Associated With Each Level of Accountablity

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

Action

At the July Board meeting, the Board will discuss the school accountability system and the impact of ESSA with Dr. Mendoza and Mr. Merrin. The following guiding questions were shared with Dr. Mendoza and Mr. Merrin, and are intended to help frame the discussion. To conform with the requirements of ESSA:

- Are there anticipated changes to the interventions and services the Office of Student and School Success provides to identified schools based on the requirements of ESSA?
- Are there needed changes to the system of funding school improvement, including Required Action?
- How will the elimination of SIG impact the identification of RADs?
- What changes if any, does OSPI plan to make in the interventions and services of the Office of Student and School success in response to the removal of NCLB provisions?

No business items concerning RADs or the School Accountability System are planned for the July 2016 meeting.

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

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**ESSA Update and Meaningful Differentiation**
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Some key questions to consider in advance of the July meeting include the following. • How should the attainment of targets and goals factor into the identification of schools? • How should participation rates factor into the identification of schools? • How should the weighting of indicators be changed to reflect the additional measures required under the ESSA? • How might long-term goals be framed in the context of reducing achievement gaps?
Possible Board Action:	☐ Review ☐ Approve ☐ Adopt ☒ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics / Other ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will hear about the work of the Every Student Succeeds Act (ESSA) Accountability System Workgroup (ASW) and about the Notice of Proposed Rulemaking posted by the U.S Department of Education in the Federal Register in May. The ESSA ASW has at least six major tasks to address to make accountability system recommendations to the Office of the Superintendent of Public Instruction (OSPI). The ESSA ASW recommendations will involve changes to the school achievement Index and elements of meaningful differentiation that include long-term goals, new Index indicators, and new indicator weighting. At the time of the next SBE meeting in September, the work of the ASW could be nearing completion as the OSPI is anticipating or hoping for an early-mid fall submission of the state plan. The Board might choose to provide the ASW with a final version of guiding principles regarding the ESSA system of meaningful differentiation and your vision for the Index as framed by the key questions above.

ANNUAL MEANINGFUL DIFFERENTIATION

Policy Considerations

RCW 28A.657.110 authorized the State Board of Education (SBE) to develop an achievement Index to identify schools for recognition, continuous improvement, and for additional state support. Section (4) further states that in coordination with the Office of the Superintendent of Public Instruction (OSPI), the SBE shall seek approval from the U.S. Department of Education (USED) for use of the Index to replace the No Child Left Behind Adequate Yearly Progress.

Summary and Key Questions

The Every Student Succeeds Act requires states to devise a system to meaningfully differentiate schools. Washington currently uses the Achievement Index (Index) to differentiate schools for state accountability. Per state law, it is anticipated that the OSPI will include the Index (with required modifications) in the ESSA-required state plan as a part of the state's system of school differentiation. The Board has an important role in ensuring that recommendations put forth by the Accountability System Workgroup (ASW) to the OSPI are aligned with the Board's vision for the Index.

The ESSA ASW discussed elements of school differentiation at each of the previous three ASW meetings but has not yet put forth a recommendation on the topic of annual meaningful school differentiation. The ASW is thoughtfully considering all aspects of meaningful differentiation which includes the role of long-term goals, indicator weighting, and the inclusion of new indicators in the Index. Again, the Board will want to help frame the ASW recommendations to the OSPI in a manner that is aligned with the Board's vision for the Index.

Since the May SBE meeting, the ESSA ASW met on three occasions. The agendas and meeting summaries can be accessed at http://www.k12.wa.us/ESEA/ESSA/AccountabilitySystem/default.aspx. By the time of the September SBE meeting, the work of the ESSA ASW will be nearing completion and preliminarily recommendations prepared for the OSPI. The Board may wish to provide the ASW with a final version of guiding principles regarding the ESSA implementation, the system of meaningful differentiation, and your vision for the Index.

Some key questions you may be thinking about in advance of the July meeting include the following.

1. How should the attainment of targets and goals factor into the identification of schools?
2. How should participation rates factor into the identification of schools?
3. How should the weighting of indicators be changed to reflect the additional measures required under the ESSA?
4. How might long-term goals be framed in the context of reducing achievement gaps?

Background and Other Information

The Notice of Proposed Rulemaking to implement provisions of the Every Student Succeeds Act regarding accountability, data reporting, and consolidated state plans was made public through the Federal Register beginning on May 26th. A USED document summarizing the proposed regulations can be

accessed at https://www2.ed.gov/policy/elsec/leg/essa/essaaccountabilitynprmsummary52016.pdf. A summary of the proposed regulations forms Appendix A. On the important topic of accountability, the proposed regulations:

- Affirm that all students be held to college- and career-ready standards.
- Provide flexibility for states to incorporate new measures of school quality and student success into their accountability systems.
- Uphold the core expectation that states, districts, and schools work to improve the academic outcomes for all students, including individual subgroups of students.
- Asserts that while working with stakeholders, states, districts, and schools have new flexibility to choose interventions to turn around struggling schools and to intervene in schools where groups of students are consistently underperforming.

At the May meeting, the Board discussed some elements of the ESSA implementation and drafted a preliminary set of guiding principles for the ASW but did not adopt or vote on the document. The Board may wish to consider updating the preliminary document, attached at the end of this memo as Appendix B. To refresh your memory on the topic of meaningful differentiation, relevant excerpts from the ESSA and proposed regulations are included at the end of this memo as Appendix C. When the state plan required under the ESSA is approved, some RCWs and WACs may require updates or changes ranging from technical fixes to more substantial changes (Appendix D).

Discussion

Achievement Index

The Index currently uses achievement (proficiency) data from the statewide assessments (ELA, math, and science) and growth model data for non-high school differentiation, and achievement data, graduation data, and dual credit participation rates for high school differentiation (Table 1).

Table 1: Shows the current Index design with relative indicator weighing.

	Elementary School	Middle School	High School	Combined High School	Workgroup Status and Comments
Proficiency	40	40	48	32	Index currently uses ELA, math, and science assessments.
Growth	60	60		32	Index currently uses SGP, but inclusion of AGPs is anticipated as valid and reliable AGPs become available.
Graduation			48	32	Index currently uses the Extended (5-YR) Adjusted Cohort Graduation Rate (ACGR) while the ESSA requires use of the On-Time (4-YR) ACGR at a minimum.
English Learner*					The English Learner Workgroup has not yet made a recommendation on measures to be derived from the ELPA 21.
Other Measure(s)*			4	4	The Index currently uses dual credit participation for high schools as another measure. The ASW has not yet made a recommendation on the measures.

*Note: Shaded cells indicate measures that are required by the ESSA but have not yet been included in the Index.

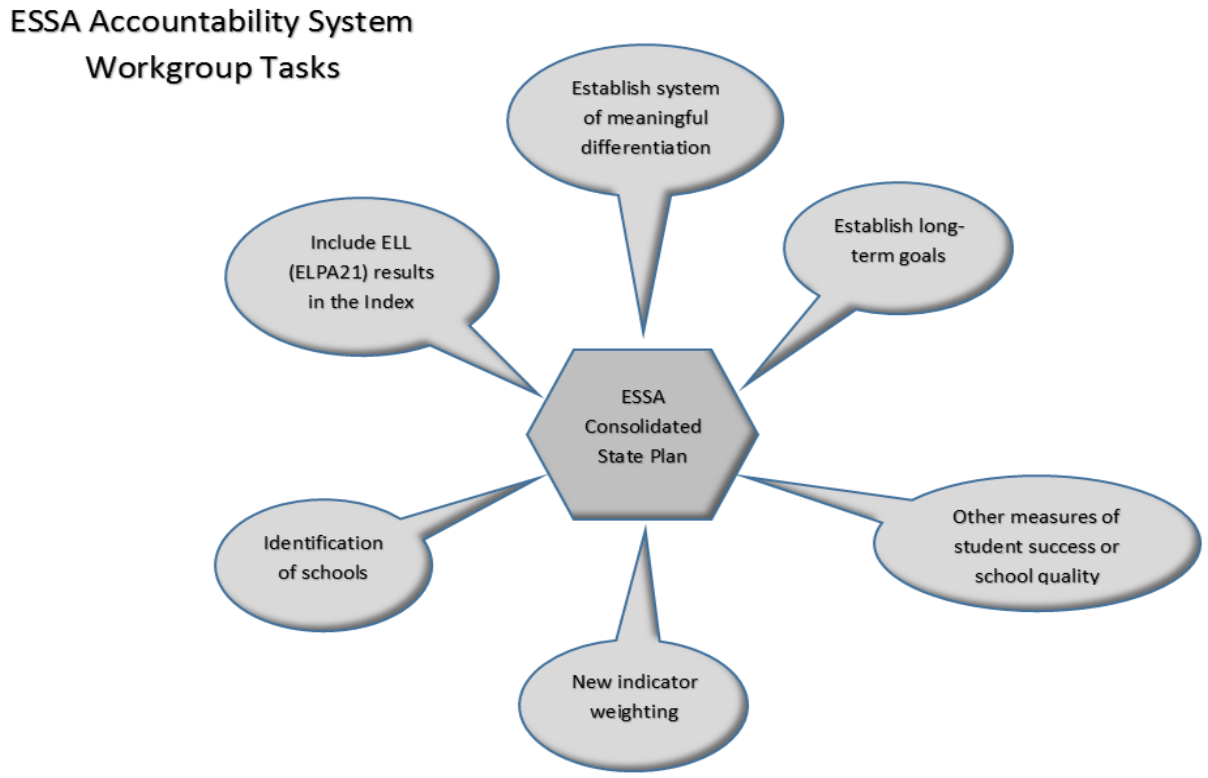
As required under the ESSA, the Index computes a rating for the school and for each student group for each of the indicators, and then computes a summative rating based on the combined measures following a predetermined weighting scheme. The current Index methodology meets most of the requirements included in the ESSA and the proposed regulations. Per state law, the Achievement Index and associated data elements are used to identify Title I and non-Title I schools for recognition, continuous improvement, and for additional state support.

The ESSA requires that the state's school rating system include at least one measure of English Learner progress in English language proficiency and at least one measure of student success and or school quality. The current Index design does not include the English Learner measure or the other measure of student success or school quality for non-high schools, so these elements need to be added to the Index. In addition, the indicators must be reweighted in a manner that is compatible with the ESSA and proposed regulations.

Meaningful Differentiation

The ESSA and proposed regulations clearly articulate that the meaningful differentiation of schools is undertaken for the purpose of identifying schools for recognition and support. The Index as currently designed and soon to be modified so as to include the additional required indicators would likely be approved by the USED for inclusion in Washington's statewide accountability system. The ESSA ASW has been assigned to accomplish six overarching tasks and each is in some manner related to the system of meaningful differentiation (Figure 1). A seventh bullet included in the list below represents a task for the ASW but has not been emphasized as such in the presentations to the ASW thus far.

Figure 1: Shows the tasks of the ESSA Accountability System Workgroup.



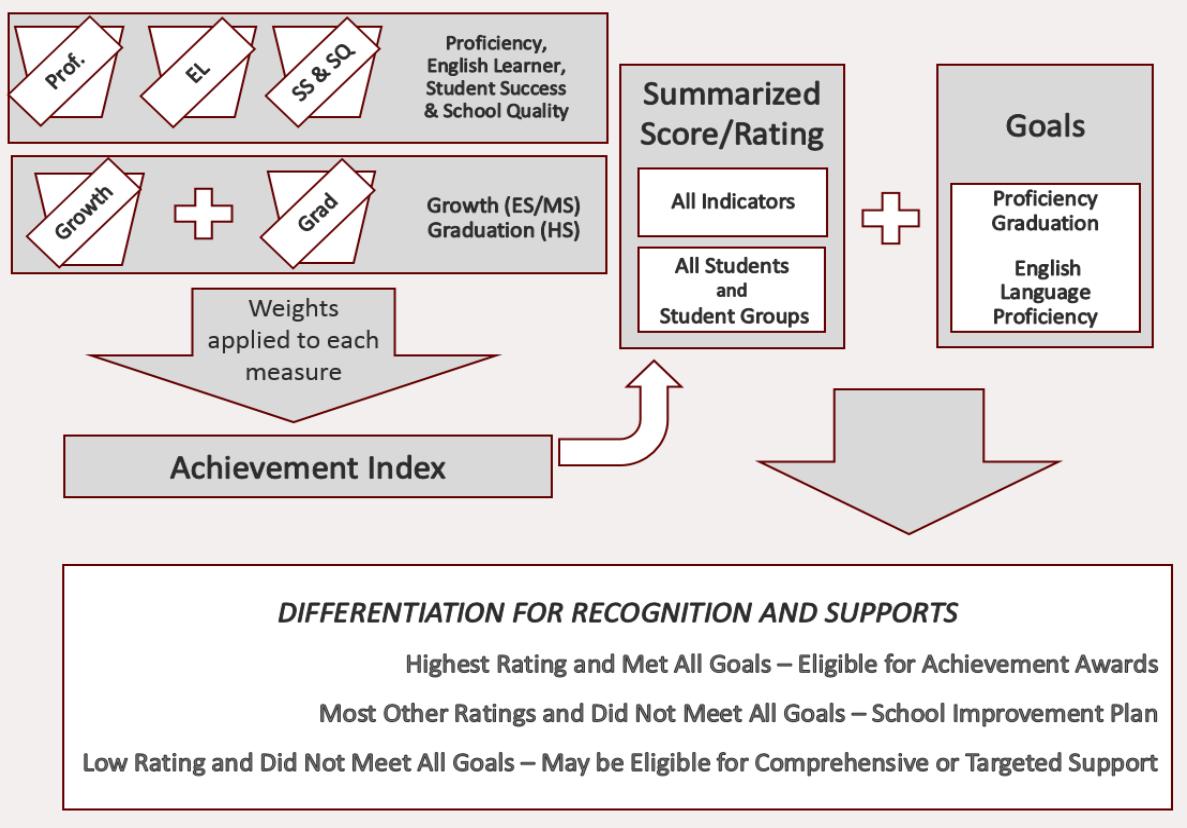
The broad tasks of the ESSA ASW shown in Figure 1 are described as follows.

- Establish measures of English Learner (EL) progress toward English language proficiency.
- Establish at least one measure of student success or school quality.
- Establish long-term goals for ELA and math (at a minimum) and high school graduation (4-Year Rate) for the school and student groups, and goals for EL language proficiency.
- Establish a weighting scheme for the required indicators.
- Establish a system to meaningfully differentiate schools through the use of a summative rating for the individual indicators and all indicators combined.
- Through the system of meaningful differentiation, identify schools for recognition and supports.
- Describe how (low) participation rates in the statewide assessments will factor into the accountability system.

The ESSA ASW has expressed some concern as to developing a clear picture of the connections and relationships between the accountability elements. Figure 2 is provided to visually show how the various elements are connected. The image shows that schools are identified for recognition or supports after summarizing the performance on the required indicators and comparing to the long-term goals.

The image is provided for illustrative purposes only and is not meant to imply that the ASW has made recommendations on the use of three levels of school classification. However, the three levels of school identification (eligible for recognition, improvement plan required, or eligible for targeted or comprehensive support) serve as a point to begin a discussion. Also, the image shows the computation of a summative school rating that is specified in the proposed regulations, but the idea of a summative rating is not entirely supported by all ASW members.

Figure 2: Shows how the Index, school ratings, and long-term goals factor into a possible system of meaningful differentiation.



Action

No Board action is required.

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

Appendix A:

Summary of the Notice of Proposed Rulemaking for the ESSA

Statewide Accountability Systems

- The proposed regulations affirm that states **set their own ambitious goals, and measurements of interim progress,** for academic outcomes, while also ensuring that subgroups of students are making significant progress in closing gaps in statewide proficiency and graduation rates.
- The proposed regulations reinforce the statutory requirement that states have **robust, multi-measure, statewide accountability systems, while giving them the flexibility to choose new statewide indicators that create a more holistic view of student success.**
    - The proposed regulations include indicators of academic achievement, graduation rates (for high schools) or academic progress (for elementary and middle schools), and progress towards English language proficiency.
    - States would also have the opportunity to select new indicators of school quality or student success.
- The proposed regulations require states to assign a **comprehensive, summative rating** for each school to provide a clear picture of its overall standing. However, to ensure a nuanced picture of school success, states would also report a school's performance on each indicator.
- To give states room to develop systems tailored to their individual needs, the proposed regulations **do not prescribe or suggest specific percentages for any of the indicators, or a range for weighting**. Rather, the proposed regulations include a variety of provisions to ensure that states are emphasizing the academic indicators that the law requires be afforded "substantial" weight individually and "much greater" weight in the aggregate.
- The proposed regulations **clarify that states choose their own indicators of school quality or student success**. Consistent with the law's focus on equity, the proposal requires that states are able to compare subgroups of students on each measure. To maintain the focus on student learning, they also propose that the measures included within the indicators of Academic Progress and School Quality or Student Success be supported by research indicating that performance or progress on such measures are likely to increase student academic achievement or, at the high school level, graduation rates
- Recognizing the diversity of the English learner population, the proposed regulations ensure that states consider unique student characteristics, including students' initial English language proficiency level, in setting goals, measurements of interim progress, and determining performance on the **indicator of progress in achieving English language proficiency**.
- States must factor into their accountability systems whether all schools have assessed at least 95 percent of all their students and 95 percent of each subgroup of students. The proposed regulations **do not prescribe how those rates must be factored into accountability systems**, but they do require states to take robust action for schools that do not meet the 95 percent participation requirement. **States may choose among options or propose their own equally rigorous strategy for addressing the low participation rate.** In addition, schools missing participation rates would need to develop a plan, approved by the district, to improve participation rates in the future.
- To ensure the statewide accountability system meaningfully **includes all students, especially historically underserved students**, the proposed regulations **ensure states consider each student subgroup separately**. A combined subgroup of students (super subgroup) cannot replace an individual subgroup.
- To ensure states hold all public schools accountable, the proposed regulations **ensure that states include all public charter schools in their accountability systems**.

- To provide states with flexibility to develop thoughtful accountability systems, the proposed regulations **allow states to update their accountability systems as they are able to include new measures within their indicators**.
- Under the proposed regulations, states must identify certain schools at least once every three years for ***comprehensive* support and improvement**, including:
    - the bottom 5% of Title I schools in the state;
    - high schools with graduation rates below 67% for all students based on the four-year adjusted cohort graduation rate; and
    - Title I schools with chronically low-performing subgroups that have not improved after receiving additional targeted support.
- States must also identify schools for ***targeted* support and improvement**, including:
    - schools with a low-performing subgroup performing similarly to all students in the bottom 5% of Title I schools, identified each time the state identifies its schools for comprehensive support (these schools must be provided additional targeted support)
    - Title I schools with a consistently underperforming subgroup, as defined by the state, annually.
- The proposed regulations **provide suggested definitions of** "**consistently underperforming,**" **but allow states the flexibility to propose their own definitions** as long as they identify schools with subgroups that, based on the state's indicators, underperform over two or more years.
- In place of prescriptive interventions required under No Child Left Behind, the proposed regulations **allow schools, districts, and states to select evidence-based strategies tailored to local needs.** They also would ensure that states set meaningful exit criteria so that schools implement additional actions where initial interventions do not work to improve student outcomes.
- In schools identified for comprehensive support or for additional targeted support, the proposed regulations would **require that their improvement plans review resource inequities**, including per-pupil expenditures and disproportionate access to ineffective, out-of-field, or inexperienced teachers identified by the state and district, drawing on data already collected and reported under ESSA.
- Under the proposed regulations, **states must continue to direct funds set aside for school improvement** to schools most in need of support. Additionally, the proposed regulations reinforce the state's key role in providing technical assistance, monitoring, and other support, including ongoing efforts to evaluate the use of these funds for evidence-based interventions to improve student outcomes.
- In order to provide time for an orderly transition to new ESSA accountability systems and to ensure there is not a gap in supports for students, the proposed regulations require that **all states identify schools for comprehensive and additional targeted support for the 2017-2018 school year**, with annual identification of schools with consistently underperforming subgroups for targeted support beginning in the 2018-2019 school year.

Data Reporting (Report Cards)

- The proposed regulations require states and districts to **consult with parents in designing the report cards**, and make them publicly available no later than December 31st each year. These report cards serve to inform parents and community members about how students and schools are doing in a timely way.
- The proposed regulations ensure that **report cards include a full set of accountability information** (including student assessment outcomes and graduation rates) in an easily

accessible manner, so that stakeholders can fully understand school performance and better participate in developing solutions that target the specific needs of schools and students.

- The proposed regulations clarify requirements for new provisions, **including how students with the most significant cognitive disabilities who earn alternate diplomas may be included in graduation rate calculations**.
- The proposed regulations ensure **more transparency for parents, educators and community members around resource equity measures**, such as access to preschool, access to rigorous coursework, and school discipline.
- The proposed regulations clarify that state and local **report cards must include specific information about district-and school-level per-pupil** expenditures calculated based on uniform, state-developed procedures, to ensure parents and educators have transparency into school funding.
- The proposed regulations **improve the quality of postsecondary enrollment data** included on report cards, so that stakeholders have greater insight into student preparation for programs of postsecondary education.

Consolidated State Plans

- The proposed regulations would **require broad, robust, transparent engagement with a diverse, representative group of stakeholders** at multiple points during the design, development, and implementation of a consolidated state plan. Stakeholders must include superintendents, educators, parents, community leaders, civil rights organizations, representatives of Indian tribes, and others.
- The proposed regulations reinforce the ESSA's strong emphasis on **equitable access to resources for all students**, particularly those who are traditionally underrepresented (including foster children, homeless students, and English learners). States must put forward plans to ensure that states meet the needs of all learners, including providing access to a well-rounded education that incorporates rigorous coursework such as STEM, history, foreign languages, music, and computer science.
- To ensure that educators have the training and support they need to best support their students, the proposed regulations ask **states to describe their strategies to support and develop excellent educators**, including efforts to enhance and expand their systems of professional development, retention, and advancement.
- To build upon the administration's Excellent Educators for All initiative, **"Educator Equity Plans" will be integrated into the consolidated application** to operationalize ESSA's requirement that low-income and minority students in Title I schools not be taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Appendix B

The ESSA Guiding Principles shown below was discussed at some length by the Board at the May SBE meeting, but no action was taken on the document. The text shown below was not finalized and many of the bulleted points were still being addressed. Bullet 2 is a good example, as the inclusion of an aspirational goal of 100 percent was discussed but was not agreed upon by the Board. The Bullet 2 text had not been edited to a point of agreement and remains in draft form. The draft version of the document is provided here to refresh the memories in the event further discussion occurs on this topic.

DRAFT – ESSA Guiding Principles – DRAFT

(From May 12-13, 2016)

1. Supports the establishment of long-term goals for schools and districts utilizing interim targets that instill a sense of urgency and ownership.
2. Is open to moving beyond the current end point goal of 100 percent attainment model by establishing long-term ambitious but attainable goals with an end point goal of less than 100 percent attainment, provided achievement gaps are reduced.
3. Believe that the achievement gap should be the central focus of the long-term goals for the purpose of reducing and ultimately eliminating achievement gaps.
4. Prefers that the long-term goals be simple, clear, and understandable to a broad audience.
5. Supports the exploration of indicators beyond those currently in use with careful consideration given to the additional resources associated with collecting new data.
6. Believes it is important to establish long-term goals that are meaningful to alternative schools and re-engagement schools in new and innovative ways.
7. Believes that the identification of and reporting on opportunity gaps is a crucial part of a statewide accountability system, and necessary for reducing achievement gaps.
8. Seize the opportunity to reimagine our measures for current English Language Learners to appropriately take into account their level of language acquisition.

Appendix C

Section 1111 (c)(4)(C) of the Every Student Succeeds Act (ESSA) requires the state plan to include the following.

> Establish a system of meaningfully differentiating, on an annual basis, all public schools in the State, which shall—
>
> (i) Be based on all indicators in the State's accountability system under subparagraph (B), for all students and for each of subgroup of students, consistent with the requirements of such subparagraph;
>
> (ii) With respect to the indicators described in clauses (i) through (iv) of subparagraph (B) afford—
>
> (I) substantial weight to each such indicator; and
>
> (II) in the aggregate, much greater weight than is afforded to the indicator or indicators utilized by the State and described in subparagraph (B)(v), in the aggregate; and
>
> (iii) Include differentiation of any such school in which any subgroup of students is consistently underperforming, as determined by the State, based on all indicators under subparagraph (B) and the system established under this subparagraph.

Proposed regulations further clarify the annual meaningful differentiation as follows.

> Each State must establish a system for meaningfully differentiating all public schools in the State each year. The system of annual meaningful differentiation must be based on all of the indicators in the State accountability system, for all students, and for each subgroup.

- Must include at least three levels of performance for schools on each indicator that are clear and understandable to the public, and set those performance levels in a way that is consistent with the school's attainment of the State's long-term goals and measurements.
- Provide information on each school's level of performance on each indicator in the accountability system separately and is included as part of LEA report cards
- Result in a single rating from among at least three distinct rating categories for each school, based on a school's level of performance on each indicator, to describe a school's summative performance and include such a rating as part of the description of the State's system for annual meaningful differentiation on LEA report
- Inform the State's methodology to identify schools for comprehensive and targeted support and improvement described.

Appendix D

Passage of the ESSA requires the OSPI to submit a new statewide accountability plan to replace the accountability requirements of the No Child Left Behind Act and Adequate Yearly Progress. The draft regulations developed by the USED include the provision that SEAs may include new accountability elements in the statewide system as they become available and are shown to be valid and reliable. This is consistent with current practice that requires the SEA to periodically review the accountability system for changes not previously described in the Accountability Workbook.

After the USED approval of the Washington accountability plan, the OSPI is expected to update the Accountability Workbook per the approved plan. Once the plan is approved, RCW and WAC should be scrutinized for the updates needed to be compatible with the ESSA and approved plan. It is anticipated that a number of RCWs and WACs will need to be updated to varying degrees (Table D1). While it is prudent to anticipate the possible updates, taking action on rule changing should occur after the USED approves the state plan.

Table D1: Shows the RCW and WAC that may require updating pending approval of the state plan required under the ESSA.

RCW or WAC	Explanation of Possible Changes
WAC 180-105-020	Technical Change: Update school and district improvement goals to reflect new assessments, grades tested, and ESSA.
WAC 180-105-060	Technical Change: Update minimum graduation rate goal to 66.667 percent to reflect the ESSA
RCW 28A.655.140	Technical Change: Update reference in (2)(c) from Washington assessment of student learning to the “statewide assessments.”
RCW 28A.657.020	Identification criteria for PLAs and Challenged schools – may need updating pending description of statewide accountability in ESSA state plan.
RCW 28A.657.030-105	Required action – may need updating pending description of statewide accountability in ESSA state plan.
WAC 180-17-020	RAD dates – this is a good opportunity to change dates to reflect practice, but changes are not necessarily required.
WAC 180-17-100	Guiding Principles on accountability framework - To me, looks OK but might wish to update to reflect the new set of principles (if adopted).
WAC 392-501-715	Technical Change: update reference to priority and focus schools – section (4) does not reference Former ELLs
WAC 392-501-715	Technical Changes as above: February 1 date should be changed to reflect reality, eliminate reference to ‘writing’, grad rate minimum shows as 60 percent for extended rate but should be increased to at least 66.667 percent for on-time rate.
WAC 392-501-715	ID process for RADs - may need updating pending description of statewide accountability in ESSA state plan.

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Option One BEA Waivers: Current Requests
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Should each of the requests presented for waiver of the basic education requirement of a minimum 180-day school year be approved? If not, for what reasons, with reference to the criteria in WAC 180-18-040, and what deficiencies are there in the application that could be corrected by the applicant district for re-submittal of the request at a subsequent board meeting?
Possible Board Action:	☒ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board is presented with three requests for Option One requests for waiver of the requirement of RCW 28A.150.220(2) for a minimum of 180 school days in the school year. The requests are from Auburn School District, Richland School District, and Tacoma School District. Auburn's request is for renewal of a waiver for the purpose of staff professional development. Richland's is a new request for purpose of parent-teacher conferences, because the number of days requested exceeds the number that may be waived through the expedited procedure for parent-teacher conferences under WAC 180-18-050(3). Tacoma's is a new request submitted under its designation as an Innovation Zone for a new high school to be opened in 2016-17 called the School of Industrial Design and Arts (IDEA). The request is similar to ones previously approved for the Tacoma School of the Arts and the Science and Math Institute.

OPTION ONE BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUESTS

Policy Considerations

Should each of the requests for waiver of the minimum 180-school day requirement for basic education be approved, based on the criteria for evaluation in WAC 180-18-040? If not, what are reasons, based on the criteria in the rule, for denial of the request?

Are there deficiencies in the application or documentation that the district might correct for resubmittal of the request at a subsequent board meeting under WAC 180-18-050(2)?

Background: Option One Waivers

The State Board of Education uses the term "Option One" to distinguish the 180-day waiver for which any district is eligible under RCW 28A.305.140 from the "Option Two" waiver for purposes of economy and efficiency available to no more than five small districts under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from basic education requirements including the 180-day requirement of RCW 28A.150.220 "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."

WACs 180-18-040 and 180-18-050, initially adopted 1995, implement this statute. WAC 180-18-040 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 180-day waiver for up to three years. There is no limit on the number of days that may be waived.

In 2012 the Board added subsections (2) and (3) to WAC 180-18-040 establishing criteria to evaluate the need for a new waiver and for continuation of an existing waiver for additional years.

WAC 180-18-050 sets out the procedures a district must follow in applying for an Option One waiver. In addition to the completed waiver application, the district must submit:

- An adopted resolution by the school board stating how the waiver will improve student achievement and attesting that the district will meet the minimum instructional hour requirement for basic education under the waiver plan;
- A proposed school calendar under the waiver plan.
- A summary of the district's collective bargaining agreement with the local education association stating the number of professional development days, late-start and early-release days, and the amount of other non-instruction time.

If the Board finds deficiencies in the waiver application or required documentation, the district may make corrections and seek approval of the request at a subsequent board meeting.

Summary of Current Option One Waiver Requests

Auburn requests waiver of three days for the 2016-17 school year to be used for a variety of staff activities to related to implementation of the district's Strategic Plan.

Auburn has had a series of one-year waivers for similar activities since at least the 2007-08 school year.[1] The Board approved requests for waivers of three school days in each year from 2012 through 2015, and of five days from 2007 through 2011.

As in the 2015 application, the present application states in item 1, on the purposes and goals of the proposed waiver plan, that

> In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

The request is for the 2016-17 school year. In response to a question from SBE staff, district staff stated that the new district superintendent has decided to extend the strategic plan for another year, and that the three school days continue to be needed within the 180-day calendar for implementation of school improvement plans under the 2013-16 District Strategic Improvement Plan. "The work of the 2015-16 waiver day plan," the application states, "aligns to the goals, objectives and strategies outlined in the 2013-16 District Strategic Improvement Plan."

The content of the present application is almost the same as last year's. It cites three overarching goals of the District Strategic Plan – Goal 1: Student Achievement; Goal2: Community Engagement, and Goal 3: Policies and Resource Management. The proposed three waiver days will address three purposes of Goal 1:

1. Refine the systematic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities;
2. Develop deep alignment of instructional practices in PK-12 across all content areas to the district's instructional framework and standards by grade level including the Common Core, Next Generation Science Standards, and CTE Industry Standards.
3. Strengthen parent and community engagement to address the needs of high-needs populations.

Each Auburn elementary, middle and high school is required to revise its school improvement plan over the three years of the Strategic Plan (extended to four in this proposal), with one-third of schools revising their plans each year.

Part B of the application, for renewal, lists in item 1 the activities conducted on the three waiver days in 2015-16 to implement strategic goals of student achievement and community engagement. In item 2 Auburn states that the 2015-16 waiver days were used for an array of training opportunities to "continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance essential for all students."

Student academic achievement, Auburn says, "continues to improve." The district provides detailed information on student assessment results, participation in high school honors, Advanced Placement, and Advanced CTE among "students from diverse heritage," and on the use of interventions to recapture credit toward graduation and accelerate student learning.

There are no reported changes in the waiver plan. "Waiver days will be dedicated to fully revising, aligning and implementing the individual school improvement plans in the context of the 2013-16 District Strategic Improvement Plan."

Richland requests waiver of seven days for parent-teacher conferences for first grade only. The district has a waiver of five days for two years granted in October 2015 under the expedited process in WAC 180-18-050 (3) for waivers requested for the sole purpose of parent-teacher conferences. That rule stipulates that a request for more than five days must be presented to the State Board under the regular Option One process for approval. The district explains, "This waiver is new for first grade and amends the existing waiver that provides for five full days for fall and spring conferences . . . The added two days for first grade only is the extent of the amendment and would be for the 2016-17 and 2017-18 school years only to align with the timelines of the current waiver."

In effect, then, Richland's Option One request replaces its previously parent-teacher conference waiver because the total number of days that would be waived adds to seven rather than the maximum five.

Under RCW 28A.150.220 (5), schools administering the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program for full-day kindergarten may use up to three days at the beginning of the year within the 180-day calendar for the Family Connections component of the program. The purpose of the Richland waiver request is to build on WaKIDS by meeting with parents of first-graders at the beginning of school as well.

> The 'First Grade Parent Connection' meeting will ensure parents and guardians have the opportunity to share information about their child that they feel is important for the teacher to know. . . Our experience following implementation of full-day kindergarten was that these conferences (required as part of the full-day kindergarten grant) were of great benefit to teachers and families. . . Teachers state they knew their students the first day instruction started and were able to maintain positive family connections throughout the year.

This is especially important, Richland says, for students from high-poverty households.

The specific goals of the waiver are (1) increase home-school partnerships; (2) decrease absenteeism rates and the absenteeism gap between low-income and non-low income students, and (3) decrease the percentage of behavior referrals and the gap in discipline referrals between low-income and non-low income students.

Evidence of the degree to which the goals of the waiver are being attained will include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, parent perception surveys, and annual, longitudinal data evaluating academic, behavioral, and attendance characteristics.

The district says that first-grade teachers will be engaging in similar training as kindergarten teachers to prepare for the Family Connections conferences with parents. "It is Richland's desire to maintain the momentum that has been generated in kindergarten by replicating at least some of what was good about our Full Day Kindergarten model."

Tacoma requests waiver of 10 days for a new high school, the School of Industrial Design and Arts (IDEA), scheduled to open this fall under the district's designation as an Innovation Zone under RCW 28A.630.081.

This statute, passed as E2SHB 1546 in 2011, directed the Office of the Superintendent of Public Instruction to develop a process for districts to apply to have one or more schools in the district designated as an innovation school, with a priority on schools focused on the arts, science, technology, engineering, and mathematics. The schools must form partnerships with the community, business, industry and higher education and use project-based learning. A group of schools sharing common interests can be designated an innovation zone. An innovation zone may include all schools within a

district. OSPI and the SBE are authorized to grant waivers to innovation schools and zones within the scope of their statutory authority, including under RCW 28A.305.140. The statute expires June 30, 2019.

The Board has granted 180-day waivers to Tacoma under this authority for two other schools, the Science and Math Institute (SAMI) and the Tacoma School of the Arts (SOTA). The district was granted a waiver of 20 days for the two schools in November 2012, and for 10 days in July 2015. As in the application for IDEA, the SAMI and SOTA waivers run through the 2017-18 school year.

The purpose of the waiver for IDEA, as for SAMI and SOTA, is to implement a modified calendar and schedule in which students would attend for 170 days, with a lengthened school day Monday to Thursday and a late start on Fridays. "Providing students with class periods equaling 90 minutes allows more in-depth study of learning objectives and provides more time for hands-on, project-based learning, including STEM and arts integration," the district says. Late-start Fridays would be devoted to teacher professional development on the DuFour Professional Learning Community model. The waiver would "continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-embedded professional development for faculty," Tacoma states. "Our schools have operated successfully on this model for several years."

Staff would note that the days proposed to be waived under the new Tacoma request are not explicitly for professional development of staff. Rather, the waiver would enable an alternative calendar with fewer but longer school days in which a shorter day would be used for professional development of staff. The late-start Fridays are within the 170 days on the proposed calendar. The district assures that it would meet the minimum instructional hour requirement for basic education under the waiver plan, which, staff would remind, applies by law to the district as a whole rather than to individual schools.

In item 3 of the application Tacoma lists the measurable goals of the waiver plan for student achievement in English Language Arts and Mathematics, success in passing 9th grade classes, and on-time graduation. The 2020 goal of 95 percent on-time graduation at IDEA compares with a district graduation rate of 82.6 percent in 2015. It points in item 4 to success by SOTA and SAMI in achieving results for graduation rates and state assessments.

[1] Historical data on 180-day waivers granted by the SBE are not available for years before 2007-08.

Summary Table of Option One Waiver Requests

School District	Number of Waiver Days Requested	Number of School Years Requested	Purpose of Waiver Request	School Days	Additional Work Days Without Students	New or Renewal Request
Auburn	3	1	Professional development	177	2	R
Richland	7	2	Parent-teacher conferences	163	0	N
Tacoma	10	2	Professional development	170	7	N

Action

The Board will consider whether to approve the requests for Option One waivers as presented in the district applications and summarized in this memo.

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.

AUBURN SCHOOL DISTRICT NO. 408 KING COUNTY, WASHINGTON

RESOLUTION NO. 1216

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution 1204 on May 26, 2015, requesting a renewal of the waiver from the minimum 180-day for the 2015-2016 school year; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.305.140, RCW 28A.655.180 (1), WAC 180-18-040 and WAC 180-18-050); and

WHEREAS, the purposes and goals of the previous waiver were met; and

WHEREAS, the Board of Directors of the Auburn School District have developed and adopted a new three-year (2013-2016) District Strategic Improvement Plan to address student academic achievement through restructuring initiatives, fully revised school improvement plans and data accountability; and

WHEREAS, the Board of Directors assures the Auburn School District will meet Total Instructional Hour Offering under RCW 28A.150.220(2)(a) for students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2016-17 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and RCW 28A.150.220(2)(b) for students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140, RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students kindergarten through grade twelve for the 2016-2017 school year.

Adopted at a regular open public meeting of the Board of Directors held on May 9, 2016, the following Directors being present and voting therefore:

AUBURN SCHOOL DISTRICT NO. 408

Secretary, Board of Directors

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	Auburn School District #408
Superintendent	Dr. Alan Spicciatti
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
Contact Person Information	
Name	Brendan Jeffreys
Title	Assisstant Director of Student Learning
Phone	253-931-4950
Email	bjeffreys@auburn.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
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	Three (3) Days
School Years	2016-2017 School Year
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	Two half days
Remaining number of half days in calendar	Two half days
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

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?

In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click here –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

The strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability or income level, achieves high standards of learning. Goals, objectives and strategies incorporated into the strategic improvement plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time and are prepared for career, college and success beyond high school.

The District Strategic Improvement Plan contains three over-arching goals.

Goal One—Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

Goal Two—Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Goal Three—Policies and Resource Management
Auburn School District polices and resources are aligned to the strategic improvement plan.

Under **Goal One – Student Achievement**, the following purposes of the strategic plan will be addressed using Waiver Days:

- **Refine the systematic assessment system** to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities (PLCs). This collaborative process provides teachers the opportunity to determine the instructional entry point, monitor student progress toward standard, refine instruction and personalize learning for students.

  - ✓ Engage in data disaggregation and analysis
  - ✓ Tailor and design Tiered Intervention opportunities
  - ✓ Continue restructuring and implementation of common formative and summative assessment systems by grade level including benchmark assessments (DIBELs, MAP, CBA/CBPAs…) and the College Board Assessment Suite (PSAT-8, PSAT, SAT)
  - ✓ Develop applications of technology use in assessment

- **Develop deep alignment of instructional practices** PK-12 across all content areas to our adopted Instructional Framework, Center for Educational Leadership's Five

Dimensions of Teaching (CEL 5D) and the appropriate standards by grade level and course including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Career and Technical Education (CTE) Industry Standards.

- ✓ Increase instructional rigor
- ✓ Strengthen our understanding
- ✓ Plan and implement culturally relevant instruction
- ✓ Increase the scope of accelerated program offerings
- ✓ Develop skills to apply the use of technology during instruction and for academic acceleration

- **Strengthen our parent and community engagement** to effectively address the unique needs of our high-needs populations which include socio-economically challenged, ethnically diverse groups, English Language Learners (ELL) and our special populations.

  - ✓ Strengthen parent communication to encourage parent/school partnerships
  - ✓ Provide on-going Parent Academy opportunities to strengthen parents' knowledge of successful navigation with their students through the PK-12 system
  - ✓ Develop applications of technology through 24/7 Blended Learning and parent resources

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 Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement, transformation and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development and decision making. The school board defines the "what" while allowing for the individual schools, departments and instructional staff to define the "how" needed to implement the best practices and available resources to address the learning needs of each student.

   All Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using current student assessment data and perceptual data.

   School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, departments and individual staff need the waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts within their schools.

   Click Here – SIP – School Improvement Plans
   Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
   Click here –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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.

The Auburn School District 2013-2016 Strategic Improvement Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools.

District Aspiration
The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

District Mission
In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision
The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

Goal 1: Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.
Objective 1
Professional Learning Communities will be employed with integrity to plan, monitor and adjust instruction to impact student learning.
Objective 2
All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.
Objective 3
The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.
Objective 4
Technology will be integral to administration and teaching and learning to prepare all students for career, college and life beyond high school.
Objective 5
The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

Goal 2: Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
Objective
All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

Goal 3: Policies and Resource Management
Auburn School District policies and resources are aligned to the strategic plan.
Objective
The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps and accelerate academic achievement for every student.

These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. Progress on the objectives are reported through a *dashboard* format to the school board three times each year. Cabinet members engage in review and as needed revisions to the scope of work designed for each objective. Support for changes in the scope of work that impact building level work are communicated to principals; staff is provided appropriate training and resources to ensure goals are achieved.

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 Auburn School District Board of Directors established our district focus and emphasis to be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged in at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals, and the superintendent's annual evaluation by the school board, are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

School Board Beliefs
A comprehensive public education is paramount. Effective leadership and high-quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:

- We believe every student can achieve high standards of learning
- We believe public schools are the foundation of good citizenship
- We believe in the responsible stewardship of resources
- We believe in sustainable community partnerships
- We believe in family and advocate involvement
- We believe public schools must value diversity
- We believe in safe and positive learning environments
- We believe in shared accountability for student success
- We believe in a culture of professional collaboration
- We believe in preparing students for success beyond high school

Click Here – School Board – Stated Goals for the District
Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click here –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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?

The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading and mathematics. The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP)

assessments in reading and mathematics are required for all grade three, five, six, seven, eight and nine students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute-long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big ideas of early literacy: *Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language and Comprehension*. Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

Click here **Description** – (DIBELS) Dynamic Indicators of Basic Early Literacy Skills
Click here **Dashboard** – Auburn School District DIBELS Progress Reports

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

Click here **Description** – (MAP) Measurement of Academic Progress
Click here **Dashboard** – Auburn School District MAP Progress Reports

Data from our DIBELS and MAP assessments is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. Dashboards are disaggregated by grade level and demographics. To assure district and school-level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter and spring assessment windows) during regularly scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student-level results are presented to the principals during principal cadre meetings and are used as a component of the principals' professional learning communities (PLC). Teachers have access to their student assessment results via the DIBELS and NWEA websites.

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?

   As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, "the district focus and emphasis will be the goals and objectives described in the three-year

2013-2016 Auburn School District Strategic Improvement Plan". All priorities, resources, activities, and initiatives engaged at both the district level and school level will align to this plan.

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

   The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a three-year 2013-2016 District Strategic Improvement Plan. The plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, K-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

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 negotiated agreement for September 1, 2015 through August 31, 2018 provides the following:

   District Designated Time –
   District designated time totals 58.5 hours per diem: 10.5 hours for district/building meetings, 7.0 hours for elementary report card/conference preparation or for secondary grading day, 28 hours for building determined days, 7.0 hours for individual determined day (occurs immediately after Labor Day) and 6.0 hours for principal determined time. District designated time is prorated based upon an employee's FTE status.

   Individual Responsibility Contract –
   Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours. Individual Responsibility hours are prorated based upon an employee's FTE status. Individual Responsibility Contract activities can be documented August 1 through July 31.

   The individual responsibilities are outlined below:

   A. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
   B. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
   C. Student assessments
   D. Classroom, lesson, and job preparation

E. Parent contacts

Commitment Stipend –
Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). Employees who are on Steps 0-3 of the SAM will receive a commitment stipend of ten per diem days plus an additional $100. Employees who are on Step 4 of the SAM will receive a commitment stipend of eleven per diem days. Employees who are on Steps 5-6 of the SAM will receive a commitment stipend of twelve per diem days. Employees who are on Steps 7 and above of the SAM will receive a commitment stipend of thirteen per diem days.

In addition to the above, a longevity commitment stipend of $1,750 for every staff member beyond year 16 to year 19 on the SAM in columns 1-9, $2,750 for every staff member from year 20 to year 24 on the SAM in columns 1-9, $3,750 for every staff member from year 25 to year 29 on the SAM in columns 1-9 and $4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

Click here **CBA** – 2013-2015 Collective Bargaining Agreement

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	2
Total	182

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	100%	X		X
2	100%	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.

The three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP), continuing transition and implementation of Common Core State Standards, Next Generation Science Standards, Twenty-four credit graduation requirements, Highly Capable Program requirements, new state assessments including Smarter Balanced Assessments (SBA),

kindergarten WA-KIDS assessments, and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district-directed activities take place during the last week in August. The teacher-directed activities take place the day after Labor Day in September.

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.

   During the 2015-2016 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 9, 2015, March 7, 2016, and May 9, 2016.

   The following describe the district strategic plan aligned waiver day activities conducted:

   Goal One—Student Achievement
   All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.
   - K-5 science curriculum training
   - K-5 writing curriculum training
   - SIP planning and implementation
   - Three seminars on Google Classroom / Drive/ Docs and assessments with Forms and Flubaroo
   - Technology integration in alignment with 1:1 rollout
   - PSAT Proctor training
   - TPEP/CEL 5D training
   - Review of student safety, transgender policies and anti bullying programs and procedures
   - Worked with math department to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra
   - Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
   - Developed weekly pre and post tests in ELA, Mathematics, and Science and progress monitoring plan
   - Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
   - Explored and practiced technology tools to help increasing effective teaching practices
   - The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
   - Reviewed student achievement data from formative and summative assessments
   - PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
   - Updated pacing schedules in ELA and Math

   Goal Two—Community Engagement
   All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
   - Communicated with parents / guardians regarding upcoming projects
   - Identified underachieving students and contacted parents
   - Made phone calls to arrange meetings to develop IEPs
   - Review parent input surveys and plan meaningful Family Community Connection opportunities
   - Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student.
   - Prepared materials to improve teacher-parent communication regarding student learning

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.

   In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement.

   The waiver days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for Tier 3 learners to become successful.

   District leadership has provided teachers and principals with on-going and focused professional development and training on "Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, preadvanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

   In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment and interventions, our student academic achievement continues to improve.

   Auburn School District students in grades three through five outperformed the state average in math and reading as assessed by Smarter Balanced in the spring of 2016. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6th Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 17.47% in at-risk readers and 20.5% increase in on-target readers was seen for a combined improvement average of 38.05%. For grades two through five winter DIBELS assessment for reading continued to improve with a 1.9% increase in on-target readers.

   At the middle school, grades 6, 7, and 8, SBA scores for spring 2015 showed a mixture of results in comparison to the state. Sixth grade scores in ELA for Auburn were 7.2% lower than the state average while math scores were 2% higher. In grade 7 ELA scores were 2.8% less than the state average. Math results for grade 7 were .7% higher than the state. Grade 8 ELA scores were 7.4% less than the state average. Math scores at grade 8 were 7.4% lower in Auburn than at the state level. Science scores for the Auburn School District decreased from 54.3% in 2014 to 42% in 2015.

2014 HSPE results showed a decrease in reading from 82.9% to 77.8% and a decrease in writing from 84.9% to 83.8%. State End of Course (EOC) Algebra scores increased from 75.1% to 76.4% and EOC Geometry decreased from 82.9% to 76.8%, meeting standard. HSPE and EOC's were not delivered to students in 14-15. HS SBA scores show 25.1% of students who took the test meeting standard for ELA and 18.7% for mathematics. Comparisons of 9th grade first semester credit completion to 2014 showed significant improvement in at-risk students from 13.35% (2013) to 9.2% (2016) and an increase in on-target population from 67.52% (2013) to 76.22% (2016) for a combined improvement of 12.85%. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw a 16.1% increase in diverse population participation from 2009-2010 to 2014-15; high school advanced placement courses had an 21% increase in diverse population enrollment from 2009-10 to 2015-2016; and high school honors courses had a 16.6% increase in diverse population enrollment from 2009-2010 to 2015-2016.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. Currently the Auburn School District has 394 students enrolled in 674 APEX on-line learning courses recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs, continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2015-2016 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboards are posted on the Auburn School District website at:
Click here **Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – 2009-2012 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – Auburn School District DIBELS Progress Reports
Click here **Dashboard** – MAP Reading and MAP Mathematics Progress Reports
Click here **Dashboards** – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

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.

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for implementation beginning September 2013. The work of the 2015-2016 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District "student

academic achievement." Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

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.

   Fidelity to the 2013-2016 District Strategic Improvement Plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 District Strategic Improvement Plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 District Strategic Improvement Plan implementation will be widely and regularly communicated to the school board, parents, our community and staff district-wide.

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.

   Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendars were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

   Click here - **Parent Calendar** for the 2015-2016 School Year. The 2016-2017 Parent Calendar will be made available to parents in August 2016
   Click here - **Proposed District Calendar** for the 2016-2017 School Year.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

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?

In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click here –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

The strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability or income level, achieves high standards of learning. Goals, objectives and strategies incorporated into the strategic improvement plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time and are prepared for career, college and success beyond high school.

The District Strategic Improvement Plan contains three over-arching goals.
Goal One—Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.
Goal Two—Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
Goal Three—Policies and Resource Management
Auburn School District polices and resources are aligned to the strategic improvement plan.

Under **Goal One – Student Achievement**, the following purposes of the strategic plan will be addressed using Waiver Days:

- **Refine the systematic assessment system** to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities (PLCs). This collaborative process provides teachers the opportunity to determine the instructional entry point, monitor student progress toward standard, refine instruction and personalize learning for students.

  - ✓ Engage in data disaggregation and analysis
  - ✓ Tailor and design Tiered Intervention opportunities
  - ✓ Continue restructuring and implementation of common formative and summative assessment systems by grade level including benchmark assessments (DIBELs, MAP, CBA/CBPAs…) and the College Board Assessment Suite (PSAT-8, PSAT, SAT)
  - ✓ Develop applications of technology use in assessment

- **Develop deep alignment of instructional practices** PK-12 across all content areas to our adopted Instructional Framework, Center for Educational Leadership's Five

Dimensions of Teaching (CEL 5D) and the appropriate standards by grade level and course including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Career and Technical Education (CTE) Industry Standards.

- ✓ Increase instructional rigor
- ✓ Strengthen our understanding
- ✓ Plan and implement culturally relevant instruction
- ✓ Increase the scope of accelerated program offerings
- ✓ Develop skills to apply the use of technology during instruction and for academic acceleration

- **Strengthen our parent and community engagement** to effectively address the unique needs of our high-needs populations which include socio-economically challenged, ethnically diverse groups, English Language Learners (ELL) and our special populations.

  - ✓ Strengthen parent communication to encourage parent/school partnerships
  - ✓ Provide on-going Parent Academy opportunities to strengthen parents' knowledge of successful navigation with their students through the PK-12 system
  - ✓ Develop applications of technology through 24/7 Blended Learning and parent resources

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 Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement, transformation and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development and decision making. The school board defines the "what" while allowing for the individual schools, departments and instructional staff to define the "how" needed to implement the best practices and available resources to address the learning needs of each student.

   All Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using current student assessment data and perceptual data.

   School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, departments and individual staff need the waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts within their schools.

   Click Here – SIP – School Improvement Plans
   Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
   Click here –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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.

The Auburn School District 2013-2016 Strategic Improvement Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools.

District Aspiration
The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

District Mission
In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision
The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

Goal 1: Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.
Objective 1
Professional Learning Communities will be employed with integrity to plan, monitor and adjust instruction to impact student learning.
Objective 2
All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.
Objective 3
The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.
Objective 4
Technology will be integral to administration and teaching and learning to prepare all students for career, college and life beyond high school.
Objective 5
The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

Goal 2: Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
Objective
All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

Goal 3: Policies and Resource Management
Auburn School District policies and resources are aligned to the strategic plan.
Objective
The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps and accelerate academic achievement for every student.

These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. Progress on the objectives are reported through a *dashboard* format to the school board three times each year. Cabinet members engage in review and as needed revisions to the scope of work designed for each objective. Support for changes in the scope of work that impact building level work are communicated to principals; staff is provided appropriate training and resources to ensure goals are achieved.

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 Auburn School District Board of Directors established our district focus and emphasis to be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged in at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals, and the superintendent's annual evaluation by the school board, are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

   School Board Beliefs
   A comprehensive public education is paramount. Effective leadership and high-quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:
   - We believe every student can achieve high standards of learning
   - We believe public schools are the foundation of good citizenship
   - We believe in the responsible stewardship of resources
   - We believe in sustainable community partnerships
   - We believe in family and advocate involvement
   - We believe public schools must value diversity
   - We believe in safe and positive learning environments
   - We believe in shared accountability for student success
   - We believe in a culture of professional collaboration
   - We believe in preparing students for success beyond high school

   Click Here – School Board – Stated Goals for the District
   Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
   Click here –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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?

   The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading and mathematics. The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

   The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP)

assessments in reading and mathematics are required for all grade three, five, six, seven, eight and nine students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute-long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big ideas of early literacy: *Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language and Comprehension*. Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

Click here **Description** – (DIBELS) Dynamic Indicators of Basic Early Literacy Skills
Click here **Dashboard** – Auburn School District DIBELS Progress Reports

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

Click here **Description** – (MAP) Measurement of Academic Progress
Click here **Dashboard** – Auburn School District MAP Progress Reports

Data from our DIBELS and MAP assessments is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. Dashboards are disaggregated by grade level and demographics. To assure district and school-level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter and spring assessment windows) during regularly scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student-level results are presented to the principals during principal cadre meetings and are used as a component of the principals' professional learning communities (PLC). Teachers have access to their student assessment results via the DIBELS and NWEA websites.

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?

   As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, "the district focus and emphasis will be the goals and objectives described in the three-year

2013-2016 Auburn School District Strategic Improvement Plan". All priorities, resources, activities, and initiatives engaged at both the district level and school level will align to this plan.

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

   The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a three-year 2013-2016 District Strategic Improvement Plan. The plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, K-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

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 negotiated agreement for September 1, 2015 through August 31, 2018 provides the following:

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   District designated time totals 58.5 hours per diem: 10.5 hours for district/building meetings, 7.0 hours for elementary report card/conference preparation or for secondary grading day, 28 hours for building determined days, 7.0 hours for individual determined day (occurs immediately after Labor Day) and 6.0 hours for principal determined time. District designated time is prorated based upon an employee's FTE status.

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E. Parent contacts

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Click here **CBA** – 2013-2015 Collective Bargaining Agreement

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	2
Total	182

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	100%	X		X
2	100%	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.

The three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP), continuing transition and implementation of Common Core State Standards, Next Generation Science Standards, Twenty-four credit graduation requirements, Highly Capable Program requirements, new state assessments including Smarter Balanced Assessments (SBA),

kindergarten WA-KIDS assessments, and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district-directed activities take place during the last week in August. The teacher-directed activities take place the day after Labor Day in September.

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.

   During the 2015-2016 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 9, 2015, March 7, 2016, and May 9, 2016.

   The following describe the district strategic plan aligned waiver day activities conducted:

   Goal One—Student Achievement
   All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.
   - K-5 science curriculum training
   - K-5 writing curriculum training
   - SIP planning and implementation
   - Three seminars on Google Classroom / Drive/ Docs and assessments with Forms and Flubaroo
   - Technology integration in alignment with 1:1 rollout
   - PSAT Proctor training
   - TPEP/CEL 5D training
   - Review of student safety, transgender policies and anti bullying programs and procedures
   - Worked with math department to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra
   - Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
   - Developed weekly pre and post tests in ELA, Mathematics, and Science and progress monitoring plan
   - Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
   - Explored and practiced technology tools to help increasing effective teaching practices
   - The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
   - Reviewed student achievement data from formative and summative assessments
   - PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
   - Updated pacing schedules in ELA and Math

   Goal Two—Community Engagement
   All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
   - Communicated with parents / guardians regarding upcoming projects
   - Identified underachieving students and contacted parents
   - Made phone calls to arrange meetings to develop IEPs
   - Review parent input surveys and plan meaningful Family Community Connection opportunities
   - Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student.
   - Prepared materials to improve teacher-parent communication regarding student learning

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.

   In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement.

   The waiver days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for Tier 3 learners to become successful.

   District leadership has provided teachers and principals with on-going and focused professional development and training on "Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, preadvanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

   In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment and interventions, our student academic achievement continues to improve.

   Auburn School District students in grades three through five outperformed the state average in math and reading as assessed by Smarter Balanced in the spring of 2016. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6th Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 17.47% in at-risk readers and 20.5% increase in on-target readers was seen for a combined improvement average of 38.05%. For grades two through five winter DIBELS assessment for reading continued to improve with a 1.9% increase in on-target readers.

   At the middle school, grades 6, 7, and 8, SBA scores for spring 2015 showed a mixture of results in comparison to the state. Sixth grade scores in ELA for Auburn were 7.2% lower than the state average while math scores were 2% higher. In grade 7 ELA scores were 2.8% less than the state average. Math results for grade 7 were .7% higher than the state. Grade 8 ELA scores were 7.4% less than the state average. Math scores at grade 8 were 7.4% lower in Auburn than at the state level. Science scores for the Auburn School District decreased from 54.3% in 2014 to 42% in 2015.

2014 HSPE results showed a decrease in reading from 82.9% to 77.8% and a decrease in writing from 84.9% to 83.8%. State End of Course (EOC) Algebra scores increased from 75.1% to 76.4% and EOC Geometry decreased from 82.9% to 76.8%, meeting standard. HSPE and EOC's were not delivered to students in 14-15. HS SBA scores show 25.1% of students who took the test meeting standard for ELA and 18.7% for mathematics. Comparisons of 9th grade first semester credit completion to 2014 showed significant improvement in at-risk students from 13.35% (2013) to 9.2% (2016) and an increase in on-target population from 67.52% (2013) to 76.22% (2016) for a combined improvement of 12.85%. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw a 16.1% increase in diverse population participation from 2009-2010 to 2014-15; high school advanced placement courses had an 21% increase in diverse population enrollment from 2009-10 to 2015-2016; and high school honors courses had a 16.6% increase in diverse population enrollment from 2009-2010 to 2015-2016.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. Currently the Auburn School District has 394 students enrolled in 674 APEX on-line learning courses recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs, continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2015-2016 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboards are posted on the Auburn School District website at:
Click here **Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – 2009-2012 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – Auburn School District DIBELS Progress Reports
Click here **Dashboard** – MAP Reading and MAP Mathematics Progress Reports
Click here **Dashboards** – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

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.

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for implementation beginning September 2013. The work of the 2015-2016 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District "student

academic achievement." Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

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.

   Fidelity to the 2013-2016 District Strategic Improvement Plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 District Strategic Improvement Plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 District Strategic Improvement Plan implementation will be widely and regularly communicated to the school board, parents, our community and staff district-wide.

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.

   Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendars were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

   Click here - **Parent Calendar** for the 2015-2016 School Year. The 2016-2017 Parent Calendar will be made available to parents in August 2016
   Click here - **Proposed District Calendar** for the 2016-2017 School Year.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

RICHLAND
School District

Richland School District No. 400
Benton County
Richland, Washington

Resolution No. 822
Waiver of 180 Calendar Year for First Grade Conferences

WHEREAS: Family Connection Parent Conferences on the first two scheduled days of school have been proven to benefit teachers, parents, and students in Full Day Kindergarten; and

WHEREAS: Legislators and the Office of the State Superintendent of Public Instruction have recognized and approved the benefits of and the use of Kindergarten school days at the start of the school year for Family Connection Parent Conferences; and

WHEREAS: Fewer days of full-day parent conference cause less loss of quality learning time compared to more frequent half-day parent conferences; and

WHEREAS: Teachers, parents, and district staff recommend that first grade teachers, parents and students will benefit from Family Connection Conferences on the first two scheduled days of school, just like Kindergarten has benefited; and

WHEREAS: With these two days of first grade parent conferences on the first two days of school, the district will meet the minimum instructional hour requirement of RCW 28A.150.220(2) and WAC 180.16.200;

THEREFORE BE IT RESOLVED THAT: The Richland School Board requests a waiver of the 180-day calendar year for first grade students to allow two days of Family Connection Conferences at the start of the year.

Dated this 24th day of May, 2016.

RICHLAND SCHOOL DISTRICT No. 400
Board of Directors

Attest:
Secretary to the Board

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	Richland School District
Superintendent	Dr. Rick Schulte
County	Benton
Phone	509-967-6000
Mailing Address	615 Snow AVE Richland, WA. 99352
Contact Person Information	
Name	Mike Hansen
Title	Assistant Supt.
Phone	509-967-6003
Email	Mike.hansen@rsd.edu
Application type:	
New Application or Renewal Application	New Application Current approved application is attached
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	1st Grade only All ten RSD elementary schools
How many days are requested to be waived, and for which school years?	
Number of Days	7 days for first grade only
School Years	2016-17 and 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	None (Current waiver already accounts for this)
Remaining number of half days in calendar	1 conferences 1 Last Day of School
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

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?**

"First Grade Parent Connection Meetings"
Establishing a strong home/school partnership is important to the Richland School District. Fall and spring conferences focus primarily on student performance. The purpose of the August "First Grade Parent Connection" conference is to build on the home/school partnerships established as a result of WaKIDS. Specifically, the "First Grade Parent Connection" meeting will ensure parents/guardians have the opportunity to share information about their child that they feel is important for the teacher to know. Examples of information a parent might choose to share includes:

- Child's likes and dislikes
- Prior school experiences
- Strategies that work at home or school when addressing behavior
- Special circumstances at home that will help the teacher best support child
- Strategies for working with the child
- Special interests
- Etc.

Again, the purpose of the meeting is to ensure an uninterrupted 1-1 conversation between the family and the teacher BEFORE SCHOOL BEGINS about how to best support the individual needs of child. Our experience following full implementation of full day kindergarten was that these conferences (required as part of the full day kindergarten grant) were of great benefit to teachers and families. Teachers were able to learn about students and their families, welcome families into school, create stronger family connections which were vital to a successful start to the school year. Teacher state that they knew their students the first day instruction started and were able to maintain positive family connections throughout the year. This is especially important in poverty populations and Richland has seen a 50% increase in poverty over the last 10 years.

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.)**

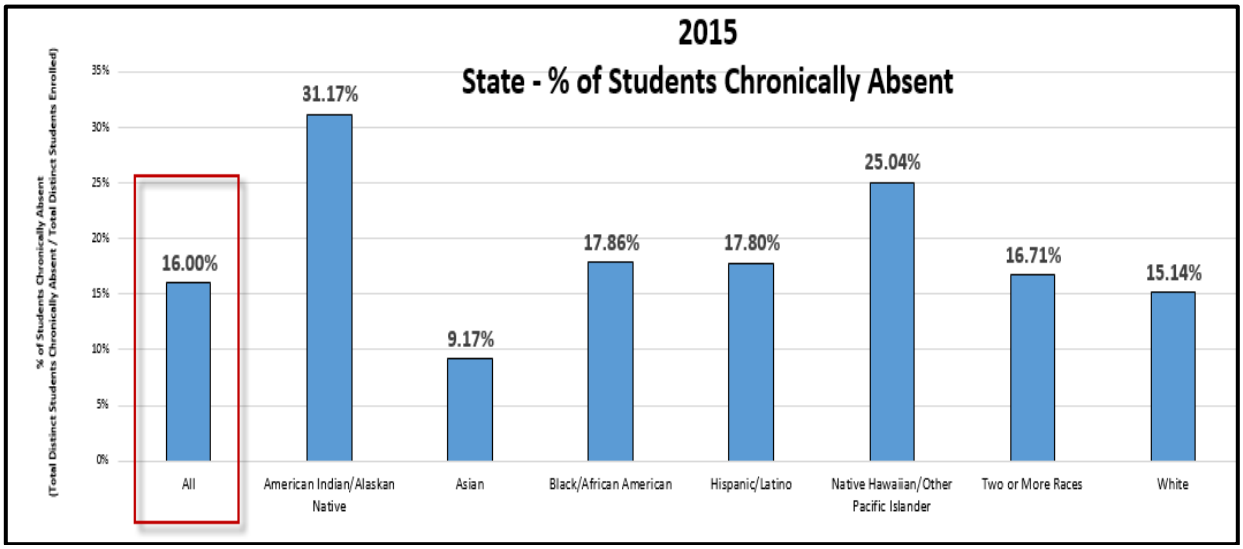
The Richland School District's Improvement Plan focuses on closing the achievement gap between poverty and non-poverty populations and as noted in #1 above it is the philosophy of the District that all families benefitted from these conferences as part of the requirement for WaKIDS and full day kindergarten. The District's goal is to maintain these positive family connections by replicating what was done in kindergarten last year. Keeping families and students engaged with the school has the potential to decrease discipline referrals as well as absenteeism.

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.**

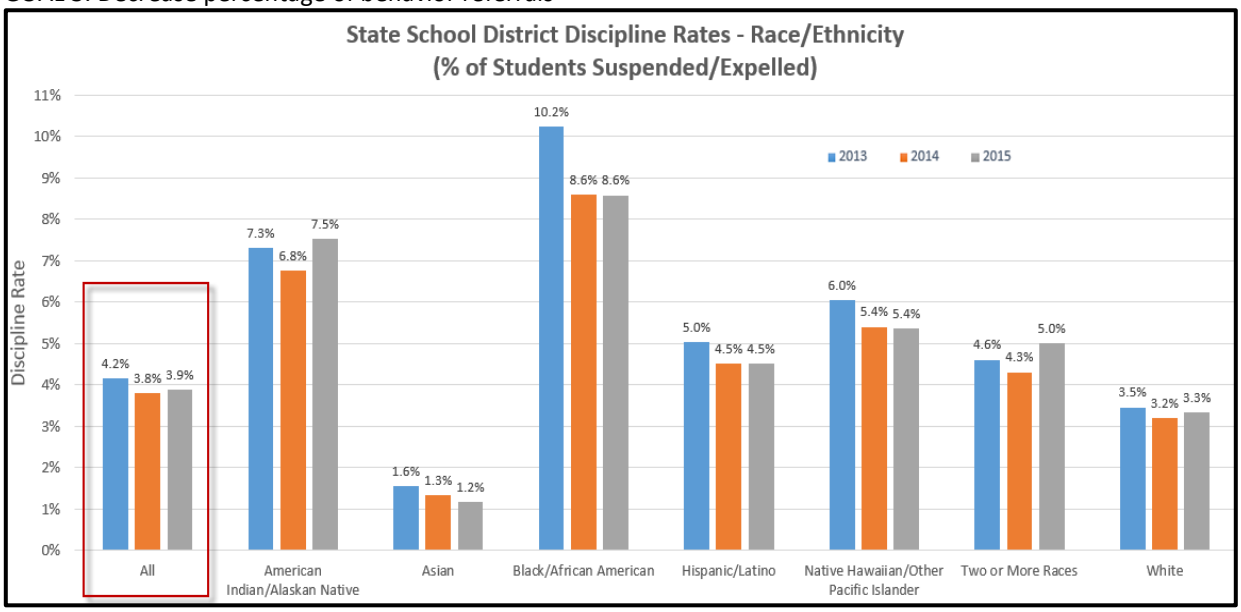
Longitudinal goals will be measured over time and include:

Goal 1: Increase in home/school partnerships as measured through the Action Team for Partnership (ATP) parent perception surveys.
Goal 2: Decrease the rate of absenteeism.
Goal 3: Decrease percentage of behavior referrals
Goal 4: Close the discipline referral gap between low-income and non-low income students.
Goal 5: Close the absenteeism gap between low-income and non low-income students.

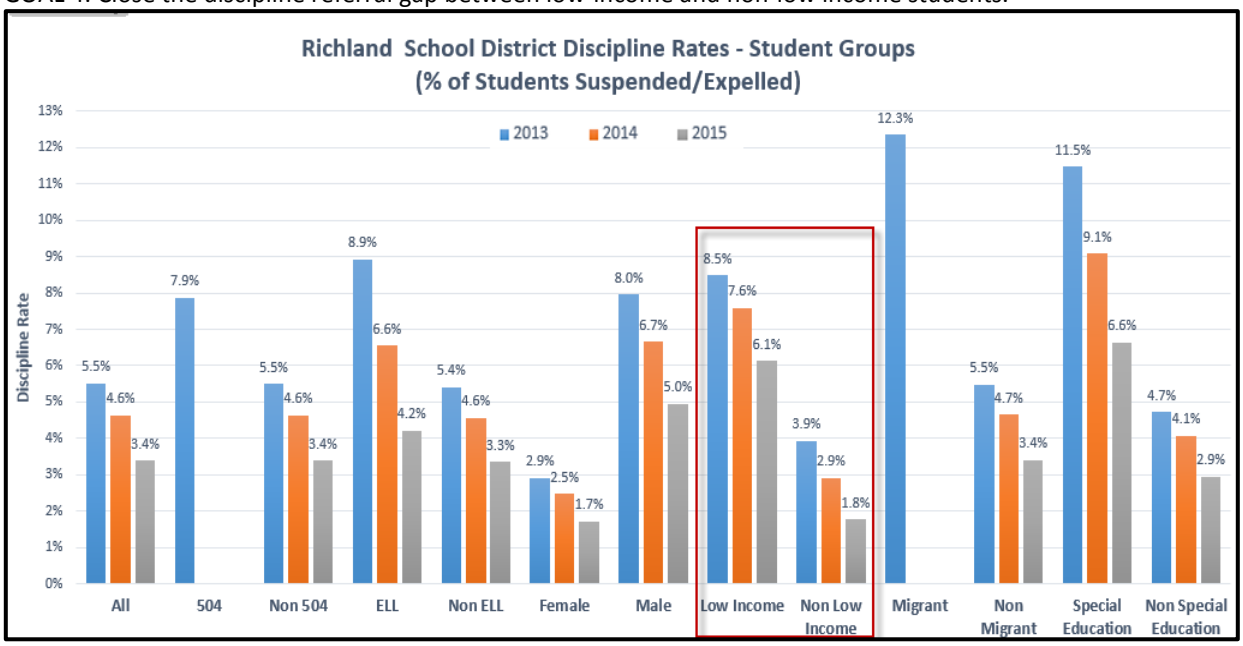
GOAL 2: Decrease the rate of absenteeism.



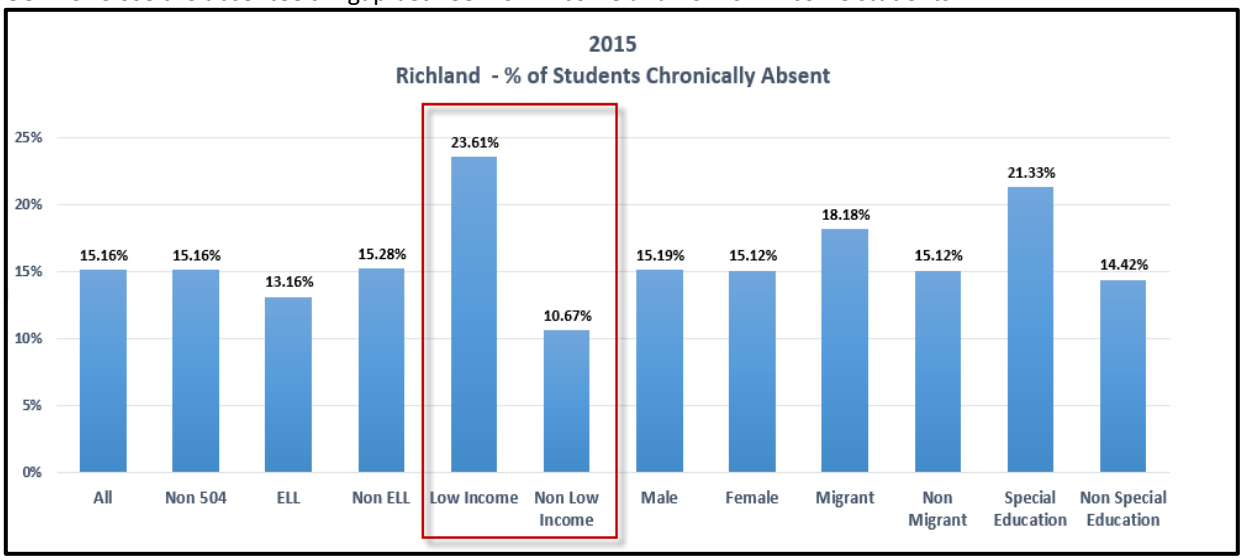
GOAL 3: Decrease percentage of behavior referrals



GOAL 4: Close the discipline referral gap between low-income and non-low income students.



GOAL 5: Close the absenteeism gap between low-income and non low-income students.



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.

In 2015-16, RSD transitioned 38 of 41 kindergarten classrooms from half-day to full day kindergarten (RSD transitioned 3 classrooms in 2013-14). Teachers reported stronger home/school partnerships, more frequent/open communication and increased family engagements as a result of the relationships formed during parent connection meetings. Additionally, to build on the RSD's goal of decreasing the achievement gap between non low-income and low-income students in the district, the 10 elementary schools have put into place "Action Teams for Partnership" and an "Action Team for Partnership Plan" (Based on the work of Dr. Joyce Epstein, Johns Hopkins University) for the purpose of increasing family/community engagement in schools and helping in district's birth-5 child-find efforts. Student social, emotional, and academic growth in kindergarten was significant in 2015-16 as a result of increased time AND stronger family/school partnerships that were established on day one. In order to fully see the

return on the investment of Full Day Kindergarten/WaKIDS, the district hopes to ensure strong home/school partnerships continue with established RSD families and build new relationships with new first grade families to the district.

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?**

   Grade level DIBELS data will be collected in the fall, winter and spring and benchmarked against past performance. Action Team for Partnership (ATP) parent perception surveys will also be conducted to account for parent perceptions. Longitudinal data evaluating academic, behavioral and attendance characteristics will be collected and reviewed annually (see #3 above).

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?**

   This waiver is new for first grade and amends the existing waiver that provides for five full days for fall and spring conferences and extends through the 2017-18 school year. The added two days for first grade only represents the extent of the amendment and would be for the 2016-17 and the 2017-18 school years only to align with the timelines of the current waiver. The current waiver is attached for reference.

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

   This request only involves first grade teachers (45 classrooms for 2016-17 are projected for 2016-17). Richland engaged kindergarten teachers in a workshop series to better prepare them for Full Day Kindergarten this year and the recommendation to provide the Family Connection Conferences for first grade teachers grew from the work done with kindergarten. First grade teachers are beginning a similar training series as Richland believes that building upon the work done with kindergarten teachers that resulted in significant gains for kindergarten students was ultimately going to roll up to first grade. It is Richland's desire to maintain the momentum that has been generated in kindergarten by replicating at least some of what was good about our Full Day Kindergarten model. The training for first grade teachers will be ongoing this spring, summer and fall and the Family Connection Conference was presented and discussed at a first grade training this spring with broad support.

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.**

   A. Professional Development Days = none that displace instructional time
   B. Full Instruction Days = 141
   C. Late Start/Early Release Days = 34
   D. 32 PLC Friday Early Release
   E. 2 Traditional Early Release Days (Last Day of School and Spring Conferences Wednesday)
   F. Parent-Teacher Conference Days = 5
   G. Other non-instruction days = none that displace instructional time

   Information from the collective bargaining agreement between the Richland School District and the Richland Education Association specific to this waiver request is attached. The entire collective bargaining agreement can be located here.

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

Student instructional days (as requested in application)	143

Waiver days (as requested in application)	7
Additional teacher work days without students	0
Total	180

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		X	
2	X		X	
3	X		X	
4				
5				
6				
7				
		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

Additional days are provided for teacher professional development needs and are determined at the building level. The additional waiver days are for first grade to conduct parent conferences the first two days of school in addition to the five days that are already approved under the waiver submitted for the three year period that began in the 2015-16 school year. This would provide seven conference days for conferences for first grade requiring the completion of the option I waiver.

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.

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.

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.

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.

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.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Resolution #2007

TACOMA SCHOOL DISTRICT NO. 10

Resolution for iDEA Innovation School

WHEREAS, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 on behalf of iDEA Innovation School is requesting a waiver for grades 9-10 of the minimum 180-day school year (WAC 180-16-215) for school years 2016-2017, 2017-2018; and

WHEREAS, the State Board of Education is authorized to approve a waiver of this requirement, conditional upon the district's providing adequate evidence that it is restructuring its educational programs; and

WHEREAS, the State of Washington requires districts to focus on the nine characteristics of high performing schools, which include "focused professional development, clear and shared vision and process and high levels of collaboration and communications;" and

WHEREAS, late arrival days will allow time for training on best instructional practices, instructional assessment strategies, analysis for test data, and will provide staff time to work on school improvement plans; ;and

WHEREAS, iDEA Innovation will meet the minimum instructional hour offering required by RCW 28A.150.220 (2) of 1080 hours.

WHEREAS, the students' school year for iDEA Innovation, Tacoma School District No. 10, shall consist of one hundred seventy (170) days; and

WHEREAS, the staff day shall begin fifteen (15) minutes before the opening and shall end fifteen (15) minutes after the close of school; and

WHEREAS, the Board of Directors endorses the accompanying documentation of the benefits to students provided by iDEA Innovation, Tacoma School District No. 10;

THEREFORE, be it resolved that the Board of Directors of Tacoma School District No. 10 request a two-year waiver (school years 2016-2017, 2017-2018) of ten school days each year from the State Board of Education for WAC 180-16-215 (the minimum 180-day school year) for Tacoma School District No. 10;

ADOPTED by the Board of Directors of Tacoma School District No. 10 at its regular meeting.

Be it therefore resolved by the Board of Directors for Tacoma Public Schools

We, the undersigned, strongly urge Congress to make this a legislative priority and reauthorized ESEA no later than the end of the next legislative session.

ADOPTED by the Board of Directors of the Tacoma School District No. 10, at a regular meeting on March 24th, 2016.

BOARD OF DIRECTORS:

ATTEST: Carla Santorno

Carla Santorno, Superintendent

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	Tacoma School District #10
Superintendent	Carla Santorno
County	Pierce
Phone	(253) 571-1011
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
Contact Person Information	
Name	Jon Ketler
Title	Principal / Director Industrial Design Engineering Arts (IDEA)
Phone	253-377-4010
Email	jketler@tacoma.k12.wa.us
Application type:	
New Application or Renewal Application	NEW
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Industrial Design Engineering Arts: Grades 9, 10
How many days are requested to be waived, and for which school years?	
Number of Days	10
School Years	2 school years: 2016-2017, 2017-2018
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	
Remaining number of half days in calendar	There will be a total of 1 half-day in the calendar.
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, the total instructional hours will be 1080.

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?

Tacoma Public School is beginning a new highschool in the fall of 2016, the School of Industrial Design Engineering and Arts (IDEA) as part of its work as an Innovation Zone (RCW 28A.630.081). The IDEA school is based on the success of the Tacoma School of the Arts (SOTA), which begun in 2001, and the Tacoma Science and Math Institute high school (SAMI), which begun in 2009. Like SOTA and SAMI, IDEA will operate on a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule equals the requirement of 1,080 hours of instructional time. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

The purpose of the new waiver is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-imbedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a new waiver for IDEA, which will open in 2016-2017 will follow the same model as SOTA and SAMI.

Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 6.5 hours Mondays to Thursdays, and initiating a late-arrival day with 5 student hours on Fridays.
2. Implement an alternate teacher workday schedule, lengthening the teacher day from 7.5 hours to 8.0 hours Monday to Friday.
3. Implement an alternate school-year calendar for teachers and students. The modified calendar includes 170 student days and equals 1080 hours of student instructional time.
4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, implementation of standards-based instruction & grading, best practices for the implementation of Common Core and Next Generation Science standards, and Project-Based Learning professional development.
5. Implement an alternative schedule for the first three days of school in order to start the school-year with an intensive student and teacher experience which focuses on our school community goals, (8 hours of student instruction per day)

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.)

Our School Improvement Plan will directly align to the four benchmarks identified in the Tacoma School District's Strategic Plan: Academic Excellence, Early Learning, Safety and Community Partnerships. The

strategies that will be identified in the SIP plan include imbedded school-site professional development for staff, and extended school days for students, which aligns to the Waiver Plan presented above. Our SIP goals for Academic Excellence will include measuring 9th grade success rates in academic classes, increasing success on mathetmatics SBAC exams, increasing success on the SBAC ELA exams, and partnering with local businesses. Our success in these areas depend on collaborative weekly professional development for staff and extended time in class for students.

Attachments:
Link to TPS District Strategic
Plan. http://www.tacoma.k12.wa.us/information/StrategicPlan/Pages/default.aspx

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.

Goal 1: English Language Arts

- By 2018, 50% or more of the IDEA students will meet standard in reading as measured by the SBAC.
    - In 2015, 23% of Tacoma Public School students met standard on the 11th grade ELA SBAC.

Goal 2: Mathematics

- By 2018, 50% or more of the IDEA students will meet standard in reading as measured by the SBAC.
    - In 2015, 9% of Tacoma Public School students met standard on the 11th grade Math SBAC.

Goal 3: 9th Grade Success

- By 2018, 10% or less of 9th grade students will be failing one or more classes.
    - The Tacoma Public Schools DIP goal is that 19% or less 9th grade students will be failing one or more classes by 2018.

Goal 4: On-Time Graduation

- By 2020, the on-time graduation rate at IDEA will increase to 95%.
    - In 2015, the on-time graduation rate of Tacoma Public Schools was 82.6%.

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.

Our proposed waiver will include a three-pronged approach: 1) Friday morning late-start professional development; 2) full-day teacher workshops; and 3) extended student time Mondays to Thursdays.

- Friday Morning Late-Start Professional Development provides weekly imbedded professional development time for teachers. We will utilize the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
- Full-Day Teacher Workshops provide intensive professional development in project-based curriculum design aligned with the Common Core state standards and Next Generation Science standards
- Extended Student Time lengthens each student day to 6.5 hours (Monday – Thursday), which increases class-time each day. Providing students with class periods equalling 90 minutes allows more

in-depth study of learning objectives and provides more time for hands-on project-based learning, including STEM- and arts-integration.

SOTA and SAMI have operated under a similar alternate calendar for the last 6+ years, each year achieving outstanding results as evidenced by high graduation rates (98% - 100%) and well above average HSPE and EOC scores. We are likely to meet our above-stated goals with a continuation of the Professional Learning Community work, project-based curriculum design, and increased daily class time for students included in the alternate calendar.

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?

    - Smarter Balance Exams
    - On-time Graduation Rate
    - 9th grade course success

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?

    Year 1 of the waiver will connect directly to Year 2 in that the alternate calendar will be identical in order to provide students, teachers and families consistency year-to-year.

    Teacher Professional Development will increase in rigor and focus with each year of the waiver. As a school that is just beginning, IDEA will first focus on establishing the PLCs and prject-based learning. Year 2 will be the continuation of the PLC work.

    Professional Development in Year 1 will focus on defining PLCs, developing norms of operation, defining power standards aligned to national standards (Common Core / Net Generation Science), and developing common formative assessments. PLC work in Year 2 will focus on revising common formative asssesments, investigating best teaching practices related to power standards, and addressing interventions for students who are not understanding the learning standards. Future years will focus on extended revision of lessons related to the power standards, increased use of common formative assessments, refining intervention activities, and developing extension activities for students who do understand.

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

This waiver and alternate calendar were written collaboratively by IDEA teachers and administrators Kristin Tinder, Jon Ketler, Zach Varnell, and Dana Raike. The committee presented documents to the IDEA staff for review. The work is based on what has been successful for other Tacoma Public Schools (SOTA, SAMI) as well as conversations with staff, students, parents, and the community.

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 Collective Bargaining Agreement (CBA) between the Tacoma Education Association (TEA) and Tacoma Public Schools (TPS) provides for up to seven optional days which may be used for professional development. These are defined as 2 building-directed days, 3 district-directed days and 2 individually-directed days.

Futher, the CBA addresses:

- Early Dismissal; The last day of school for students
- Conference Days; high school conferences may be flexibly scheduled
- School Year Calendar

http://www.tacoma.k12.wa.us/information/departments/hr/Bargaining%20Agreements/TEA%20Certificated%20Agreement.pdf

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

Student instructional days (as requested in application)	170
Waiver days (as requested in application)	0
Additional teacher work days without students	2
Total	172

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 (PRS)	100			X
2 (PRS)	100			X
3				
4				
5				
6				
7				
		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.

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.

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.

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.

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.

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.

Part C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

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.]

WAC 180-18-050

Procedure to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted. [Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-050, 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, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-050, 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, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Career Readiness Discussion
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• How will the Board continue the collaboration with the Workforce Board to develop a shared definition of career readiness? • Are the Competency-Based Crediting Handbook and the career and college planning equivalency course of study useful concrete steps toward furthering career readiness for Washington students?
Possible Board Action:	☒ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will hear from members and staff concerning feedback from the Workforce Board on defining career readiness. The Board will also consider approval of: • A career and college planning equivalency course of study concept paper. • Competency-based Crediting Handbook. The Draft Competency-based Crediting Handbook and a concept paper for a career and college planning equivalency course of study, a Personal Pathway Exploration course, are included in this section of the Board packet.

CAREER READINESS DISCUSSION

Policy Considerations

At the July 2016 meeting the State Board of Education (SBE) will continue a discussion on career readiness, hear feedback from the Workforce Training and Education Coordinating Board, consider approval of a final *Competency-Based Crediting Handbook: An Implementation Guide for School Districts*, and consider a proposal to support development of new curricula for a competency-based credit opportunity, the Career & College Planning Equivalency Course of Study.

Key policy consideration are:

- How will the Board continue the collaboration with the Workforce Board to come to a shared definition of career readiness?
- Are the Competency-Based Crediting Handbook and the Career & College Planning Equivalency Course of Study useful concrete steps toward furthering career readiness for Washington students?

Summary of SBE Work on Career Readiness and Competency-Based Learning Over the Past Year

July 2015—This meeting was the Board's annual retreat where the SBE reexamined the Strategic Plan and started setting the Board's priorities for the 2015-2016 year. Meeting materials included briefs on career readiness and competency-based learning. The briefs start on **page 75** of the Board packet, and remain very good introductions to these two related topics: http://www.sbe.wa.gov/documents/BoardMeetings/2015/July/04StrategicPlanning.pdf The Board approved career readiness and competency-based learning as part of the work of the Board for 2015-2015.

November 2015—Mr. Tim Probst shared outcomes from the Employment Security Department's Career Readiness for a Working Washington program. Materials for the Board packet included an overview of some of the current work on career readiness being done in the state currently: http://www.sbe.wa.gov/documents/BoardMeetings/2015/Nov/06_CareerReadinessC.pdf

January 2016—The Board hosted a discussion on career readiness with representatives of the National Association of State Board of Education (NASBE) and representatives of the Workforce Board. Materials for the Board packet include examples of definitions of career readiness from Oregon and California: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Jan/04_CareerReadiness.pdf

March 2016—The Board approved the Deeper Learning grant from NASBE to support work on developing, with the Workforce Board, a statewide understanding of career readiness. The application starts on **page 191** of the packet: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/14_BusinessItems.pdf

The two-year grant supports facilitation of the development of a statewide understanding of career readiness, a self-audit of the state's strengths and weakness regarding career-readiness, including an examination of equity for traditionally underserved student groups, and recommendations for policies or law-making that support career-readiness.

Also at the March meeting, the Board received a presentation from Alissa Peltzman of Achieve, a national expert on competency-based learning, who shared some of what Achieve has learned and what other states are doing. The Board also heard from a panel of state educators who spoke on the topic.

May 2016—The Board discussion focused on identifying fundamental elements of career readiness . These were included in a letter to the Workforce Board to ask for the Workforce Board's reaction as a means of continuing the cross-board engagement. Materials prepared for the meeting: http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/030_CareerReadiness.pdf The letter to the Workforce Board: http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/MayExhibitC.pdf

Action

Members will discuss feedback from the Workforce Board on defining career readiness. The Board will also consider approval of:

- A Career & College Planning Equivalency Course of Study
- Competency-based Crediting Handbook.

The Draft Competency-based Crediting Handbook and a concept paper for a Career & College Planning Equivalency Course of Study are included in this section of the Board packet.

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

Career and College Planning Equivalency Course of Study Concept Paper

Washington law states that "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." Recent education policy changes in our state, including new state learning standards and assessments, have focused on improving a student's academic knowledge and skills. These changes are meaningful and worthwhile, but they are not enough to prepare all high school students for success in their postsecondary education and career. The goal is for every student to possess the skills, knowledge and dispositions to follow their individual life path and have equitable opportunities to access living-wage pathways.

The State Board of Education (SBE) encourages efforts to foster deeper learning to prepare students for career success and citizenship. The Board proposes supporting the development of an opportunity for high school students to earn credit while developing key knowledge and skills that will help them to successfully transition to their next steps in life and embark on habits of lifelong learning.

The SBE will work with the Office of the Superintendent of Public Instruction, the Workforce Board and other partners to identify three to six lead districts that will develop an equivalency course of study focused on career and college planning: **The Personal Pathway Exploration**. District will develop policies, procedures, and curricula for a course of study that is replicable by other districts. This course of study, like the culminating project that many districts retain as a graduation requirement, is meant to specifically address Goal Four of Basic Education:

> Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities (RCW 28A.150.210)

The Personal Pathway Exploration concept grows out of the High School and Beyond Plan (HSBP), a non-credit state graduation requirement for every student. The HSBP is a tool for students, parents, and teachers to guide students through high school. It is a personalized plan designed to help students set, visualize and work to achieve goals. By law, a HSBP must:

- Be a guide for a student's high school experience and course-taking, including the third credit of science, third credit of math, and personalized pathway requirements.
- Include a plan for postsecondary education and training.
- Be created by students in cooperation with parents or guardians and school staff.
- Be updated to accommodate the students changing interest or goals in high school.
- Include certificates of completion for any CTE course equivalencies completed by the student.

The Personal Pathway Exploration will meet all the requirements of a HSBP. In addition, the course will provide an opportunity for deeper learning and experience enabling the students to earn high school credit while providing them the opportunity to practice key career-ready skills.

Fundamental elements of the The Personal Pathway Exploration course are:

- Competency-based, project-based, and experiential learning
- Intentional fostering of career-ready skills such as
    - Time management
    - Goal-setting

    - Self-awareness
    - Persistency
    - Student-ownership of learning
- Identification of academic learning standards addressed
- Identification of assessments to be used
- A school board policy establishing an equivalency course of study focused on career and college planning that complies with WAC 392-410-300

Representatives from the SBE and partners agencies and organizations will form a steering committee to guide and review development of the course by the lead districts. The Personal Pathway Exploration courses will be developed by the lead districts during fall 2016. Outreach to other districts around the state will occur in spring 2017, with districts able to replicate the course in 2017-2018.

The Personal Pathway Exploration will provide an opportunity for students to earn credit largely outside of a regular school schedule. It is not intended as a class that replaces traditional classroom instruction, but an additional opportunity for valuable extended learning focused on the personalized plan for the student's own future.

Competency-Based Crediting Handbook 1.0:

An Implementation Guide for School Districts

July 2016

Introduction

Purpose

This handbook is designed to serve as a resource for school districts initiating and implementing policies and procedures for establishing competency-based crediting opportunities for students in accordance with Washington State law. This guide is targeted for district school board members, district administrators, and district leadership teams who are interested in implementing or expanding opportunities for competency-based credit in their district.

Definition of Terms

It is important to establish a common understanding of the term "competency-based learning" as it is used in this toolkit. "Competency-based learning" or "competency-based education" is characterized by the strategies listed in the box below. **Ideally, some or all of these strategies should be incorporated into every student-learning experience.**

Achieve's Definition of Competency-based pathways:

- Students advance upon demonstration of mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive rapid, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include the application and creation of knowledge.
- The process of reaching learning outcomes encourages students to develop skills and dispositions important for success in college, careers and citizenship.

From Achieve's Competency-Based Pathways Working Group, which met in 2012-2013 and was comprised of representative from 11 states, including Washington, and 11 state and national organizations.

While "competency-based learning" encompasses strategies that should be broadly employed throughout teaching and learning, "competency-based crediting" is a specific crediting opportunity. Competency-based crediting is an option for students to earn high school credit for performance on district-specified assessments that are clearly aligned to learning standards. In addition, students may be awarded credit for a variety of competency-based learning that takes place largely outside of traditional classroom instruction. These could include Alternative Learning Experience (ALE), Work-based Learning, and equivalency courses of study (Table 1 summarizes different types of credit-earning opportunities).

The Importance of Competency-based Learning

Washington state has the aspiration that all students who graduate from high school will be career- and college-ready—that they will be ready for whatever post-secondary pathway they wish to pursue. State statute specifies "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." (RCW 28A.230.090.) To help ensure that student learning is broad and deep enough support these aspirations, the state has adopted new learning standards and new 24-credit graduation requirements.

As the state transitions to these new requirements, competency-based credit may become a more important, and perhaps a more commonly accessed option for students. A core aspect of competency-based learning is that students acquire knowledge and skills, with the support of teachers, at their own pace unrelated to seat time. This de-linkage of credit acquisition to classroom time makes competency-based credit an attractive option for individualizing student learning. Competency-based learning may also be an important tool in keeping students on-track to becoming career and college ready, as well as on-track to graduate while maintaining career- and college-ready standards

Competency-based learning, at its best and as defined above, fosters the skills and dispositions important for success in college, careers and citizenship. It provides an opportunity for authentic, deeper learning by students that will build and reinforce critical skills and build mastery of learning standards. It engages students by individualizing their learning and giving them ownership over their educational experience.

Credit-earning Opportunities

Washington State rules and statute permit a range of credit-earning opportunities. Table 1 summarizes the ways that districts can offer students the opportunity for earning high school credit. Actual credit-earning opportunities provided by districts may fall into more than one catagory. For example, a learning experience could be credited through equivalency course of study and also be an alternative learning experience.

Table 1: Credit Opportunities

Credit Opportunity	Description	Funding	Rules, Statute	Resources/Comments
Traditional Instruction	Teaching and learning in a class taught by district staff, primarily in a school setting.	Claimed for state general apportionment	WAC 392-121-107	Credit awarded is usually aligned with a locally-specified number of instructional hours.
Alternative Learning Experiences (ALE)	Learning experiences that take place primarily away from school in an alternative setting.	Claimed for state general apportionment, in compliance with WAC 392-121-182	Chapter RCW 28A.232 WAC 392-121-182	ALE Common Questions Digital Learning Department Alternative Learning Experience webpage

Work-based Learning (WBL)	A wide range of activities and instructional strategies related to cooperative, skills center or state approved vocational education programming	If claimed for state general apportionment, must comply with WBL rules WAC 392-121-124	WAC 392-410-315	Worksite Learning Manual Work-based learning may be a component of ALE or Equivalency Course of Study, but Work-based Learning Credit must comply with WBL rules.
Equivalency Course of Study	Learning experiences that take place primarily away from school, or taught by non-district staff	If claimed for state general apportionment, must comply with ALE requirements WAC 392-121-182	WAC 392-410-300	Washington State Directors Association Model Policy and Procedure 2410 High School Graduation Requirements addresses the Equivalency Course of Study WAC in a section titled "Alternative Program"
Competency-Based Credit	Demonstration of skills and learning standards through student performance on a district-determined assessment or assessments.	If claimed for state general apportionment, must comply with ALE requirements, WAC 392-121-182	WAC 180-51-050 WAC 392-410-340	WSSDA Model Policy and Procedure 2409 for Competency/Proficiency Based Credit OSPI webpage on Competency Testing and Credits for World Languages
Running Start	Students in grades 11 and 12 attend certain institutions of higher education and receive both high school and college credit.	General allocation funds are split between the student's home district and the institution of higher education in compliance with RCW 28A.600.310 and WAC 392-269.	RCW 28A.600.310 WAC 392-269	Student earn high school credit for the college courses based on WAC 180-51-050 (1 high school credit for 3 semester or 5 quarter hours).
Online Learning	Online courses or online school programs	The course or program must meet the conditions in WAC	Chapter WAC 392-502 Chapter RCW 28A.250	Digital Learning Department website

		392-502-080. Programs that are also part of an ALE program must comply with ALE requirements, WAC 392-121-182		
National Guard high school programs	Students earn credit through National Guard high school career training or Washington National Guard Youth Challenge	Basic education and Career and Technical Education funds, if applicable, are allocated to the military, in compliance with WAC 392-410-320.	RCW 28A.150.310 WAC 392-410-320 WAC 392-410-327	
Courses taught by other institutions	Districts may award credit for courses from accredited or approved colleges or universities, or any other school or institution.	If claimed for state general apportionment, must comply with ALE requirements, WAC 392-121-182	WAC 392-410-340	
College in the High School	College courses taught in high school by high school faculty with oversight of a college	Students pay tuition. Some state subsidies are available for small and rural schools and low-income students.	Must comply with College in the High School rules in WAC Chapter 392.725	OSPI Dual Credit Program webpage Washington Student Achievement Council College Credit in High School webpage

Funding

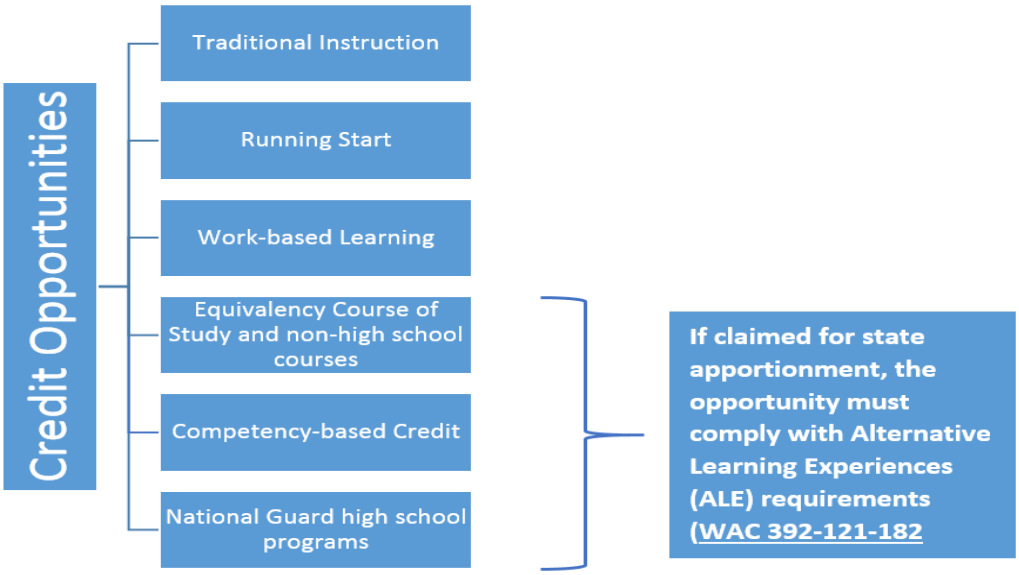
The funding available for support of credit for competency-based learning depends on the type of credit-earning opportunity being offered. All learning that is claimed for general apportionment and takes place largely outside of a school or a school schedule is likely to be considered ALE. An ALE course:

- Is delivered partly or fully outside of a regular classroom or schedule
- Is supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or under contract by the district
- Is provided in accordance with a written student learning plan

Figure 1 illustrates how several credit-earning opportunities can also be ALE. If the credit-earning opportunity takes place largely outside of school, but is not claimed for state apportionment, such as for

a competency-based crediting opportunity or an equivalency course of study opportunity, then the district must decide how to address associated costs. The cost could be covered by local or federal funds (subject to applicable federal requirements), or the cost could be covered by the student. Note: students may not be charged for courses claimed for state funding or for courses that are considered part of the student's basic education.

Figure 1 Credit-earning Opportunities and ALE.



Competency-based Credit and Equivalency Course of Study

Two major ways that credit may be offered are Competency-based credit, and Equivalency course of study. Table 2 below summarizes the differences and characteristics of these two credit opportunities. (Work-based learning, credit for National Guard programs, and ALE may also fall under the definition of competency-based learning or equivalency course of study, however, these learning experiences also have specific rules that apply. See WAC Chapter 392-410.)

"Competency-based credit"(CBC) is when a district awards credit for knowledge and skills a student demonstrates on a standardized test or other district-recognized assessment. The subject area for which the student receives credit is defined by state-adopted learning standards and the test must be aligned to these standards.

"Equivalency course of study" is the earning of high school credit, as permitted by WAC 392-410-300, for planned learning experiences conducted outside of a school or by educators who are not employed by a district.

Table 2: Competency-based Credit and Equivalency Course of Study

	Competency-based Credit (CBC)	Equivalency Course of Study

Basis for Credit	Existing knowledge and skills of the student as demonstrated by performance on a standardized test.	Knowledge and skills acquired through planned learning experiences approved by the district and monitored by the school.
Subject Areas	Core subjects with state learning standards.	Core subjects with state learning standards or non-core subjects with locally determined standards if there are no state-adopted learning standards for the subject.
Learning Standards	State learning standards.	State learning standards or locally determined standards if there are no state-adopted learning standards for the subject.
Assessment	Standardized test aligned to the specific learning standards.	Locally determined assessments that align to learning standards.
Rules	WAC 180-51-050 High school credit—Definition	WAC 392-410-300 Equivalency course of study—Credit for learning experiences conducted away from school or by persons not employed by the school district.
Policy	WSSDA Model Policy 2409 or a similar written district policy.	A written district policy that addresses at least the provisions specified in WAC 392-410-300.
Examples	• World Language credit for proficiency on a standardized test such as STAMP 4S. • Credit in Algebra 1 for proficiency on the Math Year 1 End-of-Course exam.	• Arts credit for musical lessons and performance outside of the school. • Credit for a non-district educational program such as Washington Aerospace Scholars.

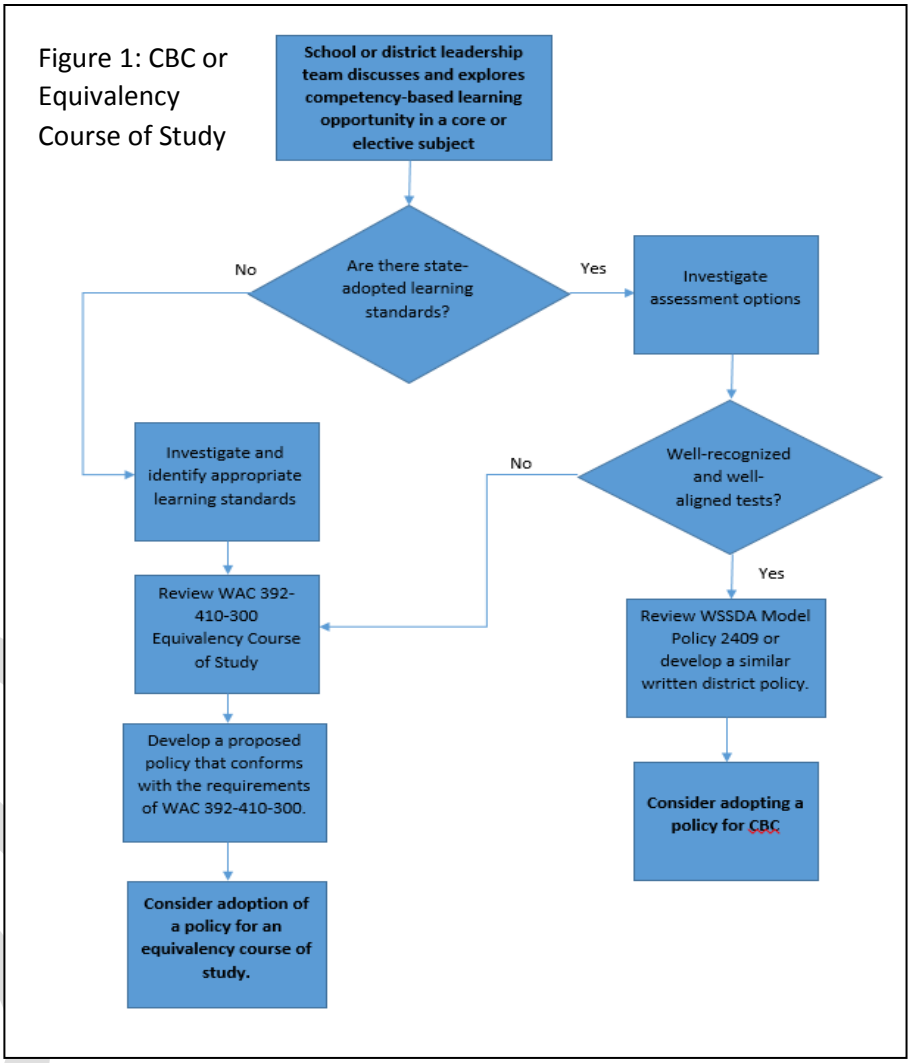
Standards

Washington State Learning Standards currently exist for the subject areas of English Language Arts, Math, Science, Social Studies, the Arts, Health and Fitness, Integrated Environmental and Sustainability Education, and World Language. CBC may be awarded in core subject areas for success on standardized tests aligned to the standards in the subject areas. Not all subjects have well-recognized standardized tests that are closely aligned to the learning standards, and CBC would not be possible for these subjects.

WAC 180-51-050 authorizes districts to determine learning standards in subject areas for which there are not state-adopted learning standards. In subjects for which there are no state-approved learning standards, or where state-adopted learning standards exist but not well-recognized, well-aligned tests, the type of competency-based learning that can be offered is an equivalency course of study.

In an equivalency course of study, the range of standards and the particular standards for which credit is awarded through competency-based learning should be approximately the same as would be addressed in a corresponding classroom-based course in the same subject. A school or district may offer credit for competency-based learning in an area where there is not a corresponding classroom-based course in the district, but great care should be taken that the expectations and scope of standards covered are fully worthy of high school credit. Students engaged in competency-based learning should be exposed to all the critical learning standards so they can seamlessly transition to their next educational experience and avoid gaps in their learning.

Figure 1: CBC or Equivalency Course of Study



Procedures

In establishing competency-based learning opportunities, one of the first steps is to identify which type of competency-based learning could apply. The flow chart in Figure 1 illustrates a process for considering a CBC or an equivalency course of study.

In establishing procedures, some key questions to consider are:

- Are students equitably offered the opportunity to earn competency-based credit?
- How transparent is the process and how will it be communicated to students and parents?
- How will the school or district track and monitor the progress of students engaged in earning competency-based credit?
- What supports are available to students and what personnel will it take to provide them?
- Who will monitor the student progress and direct students into supports when needed?
- How will the credit be transcribed? What graduation requirements and CADRs (College academic distribution requirements), if any, will it meet?

Assessment

Accurate, credible and useful student assessment information is essential to competency-based crediting. Assessment addresses the equity risk in a competency-based system, by allowing students to demonstrate their learning and holding the system accountable to providing the individualized learning for successful competency-based crediting. Assessments that support competency-based learning:

- Allow students to demonstrate their learning at their own point of readiness
- Contribute to student learning by encouraging students to apply and extend their knowledge
- Require students to actually demonstrate their learning
- Where possible, provide flexibility in how students demonstrate their learning (e.g. through a presentation, research paper, video, etc.)

Critical questions concerning assessment and competency-based credit are:

- What is "mastery" for a particular credit offering?
- What is the best assessment vehicles for students to demonstrate their skills and knowledge?
    - Assessments for competency credit need not be limited to standardized tests
    - Interim as well as summative assessments may be an important part of the assessment system for competency-based credit
- What level of achievement on the assessment constitutes a demonstration of mastery?

Transcription

WAC 392-415-050 specifies that the grade for a competency-based credit may either be a locally determined grade, or a "pass," "fail," or "no pass."

College and university admissions may treat a course with a "pass" grade differently than a course with a letter grade. If the competency credit being earned is for a course that is a college academic distribution requirement (CADR), a letter grade is probably preferable to a "pass" grade. CADRs are designated with a "B" course designation code on the high school transcript.

> **WAC 392-415-050 Grade reporting and calculation system.**
> (3) If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under WAC 392-415-070:
> (a) Determine locally the equivalent passing mark/grade as listed under subsection (1) of this section; or
> (b) Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

The standard transcript allows for course designations for students who earn credit through a competency test. The designation identifies whether it is a Local Competency Test ("L") or a National Competency Test ("N"). The OSPI Transcript FAQ defines each type of test (HS Transcript FAQ v.3.0 January 2016 OSPI – Student Information Page 40 of 52):

> **64. What is the Local Competency Test designation?**
>
> **Answer:** Use this designation when a student takes a Local Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (i.e., with a local teacher).
> Courses designated as a Local Competency Test cannot also be Running Start. Running Start students take actual courses and not competency based assessments.

65. What is the National Competency Test designation?

Answer: Use this designation when a student takes a National Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A National Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL).
Courses designated as a National Competency Test cannot also be Running Start. Running Start students take actual courses and not competency based assessments

Frequently Asked Questions

1. Can credit be awarded to students for passing state assessments?

Yes. A number of districts do this, most commonly for students who attempted but failed a course associated with an End-of-Course exam, but who score 'proficient' or higher on the exam. Typically, the student is awarded .5 credits.

Awarding credit for an established assessment that is well-aligned to state learning standards is a straight-forward example of competency-based crediting.

A written district policy that identifies the learning standards to be addressed and the assessment(s) that will allow students to demonstrate proficiency or mastery of those learning standards is needed for awarding competency-based crediting. The WSSDA has a model policy (Policy #2409) for competency-based crediting in World Languages that could be modified for other subjects.

2. Does an assessment used for competency-based credit need to be a summative test?

No. The assessment could be a summative test, but interim tests, a series of unit tests, or other formats that could include papers, presentations, videos, that allow the student to demonstrate mastery of a skill or set of knowledge could be an assessment that supports competency-based credit. Assessments should be a meaningful learning experience for students, provide rich information to educators so they can provide targeted support to students, and send students and parents clear signals about students' readiness for next steps. Assessments should address all learning standards for the course.

3. A student, because of transferring between schools or from a different state, failed to complete a full year of Algebra 1 or Geometry. The student is successful in Algebra 2 or Pre-calculus. Is the student required to complete the lower level math courses to meet graduation requirements, or could a district award competency-based credit for the missing math credit?

The district could have a policy to award credit for the missing math credit, with success in the higher level course constituting demonstration of mastery of the lower level content. It would be a best practice for districts to allow students who have been successful in their higher level math courses and would find a lower level math course repetitive and unchallenging to move forward in their math studies. However, the policy should address the definition of "success" (ie. a student who earns an "A" in the higher level course is different from a student who earns a "D") and should be carefully applied to ensure students avoid major gaps in their math knowledge.

4. Can districts award credit to students for educational trips?

Yes—but the district should consider the district's policy, the standards being addressed, and how the learning will be assessed. The plan for credit should be proactive, and for the expectations to be fully described and communicated to students. Students simply having the experience of an educational trip is not sufficient for credit. Demonstration of mastery needs to involve assessment that cover the full range and depth of learning standards for which credit is being awarded. The policy permitting such credit should comply with WAC 392-410-300 Equivalency course of study (see Appendix A). If the credit is being claimed for state apportionment, the course also needs to comply with ALE rules WAC 392-121-182.

5. Could a district award credit to a student who took a family trip over the summer that included educational activities?

Generally no—while such trips can been enriching for students, simply having the experience of an educational trip is not sufficient for credit.

6. Can a student be awarded more than one credit in one class? For example, in a Career and Technical Education course approved for course equivalency a student can meet two graduation requirements with one course; could they also earn two credits?

No. One credit should be awarded for one high school course. WAC 180-51-050 defines a high school credit. In high schools, earning a credit indicates successful completion of a course taught to state learning standards, or locally determined standards if there are no state learning standards for that subject.

There is not a minimum hour requirement associated with a high school course or high school credit. Districts have local control over the curricula, the design and the delivery of the class.

WAC 180-51-067 and WAC 180-51-068 articulates the "two for one policy," that allows student to earn two graduation requirements for one credit.

7. Can a district award credit for a High School and Beyond Plan?

Yes, a district could award credit for a High School and Beyond Plan, provided the district has the policies and procedures in place. Credit may be awarded for Advisory, which is a vehicle for work on high school and beyond planning. . As an example, some districts are awarding 0.25 credits per high school year for Advisory. Since there are no state-adopted learning standards for Advisory or for a High School and Beyond Plan, the local governing board or its designee should determine the learning standards for successful completion. Career Guidance Washington provides a program model design. WAC 180-51-068 specifies the requirements of High School and Beyond Plans.

The requirements of the High School and Beyond Plan within the 24-credit graduation requirements is specified in WAC 180-51-068:

> "(10) Each student shall have a high school and beyond plan to guide his or her high school experience, including plans for post-secondary education or training and career. The process for completing the high school and beyond plan is locally determined and designed to help students select course work and other activities that will best prepare them for their post-secondary

educational and career goals. Students shall create their high school and beyond plans in cooperation with parents/guardians and school staff. School staff shall work with students to update the plans during the years in which the plan is implemented in order to accommodate changing interests or goals."

8. Can a district award credit for a student participating in a sports team?

Yes, a district could award credit for participation in a sports team, provided the district has the policies and procedures in place. However, consideration must be given to the learning standards being met. Physical education courses align to both fitness and knowledge learning standards, and the policy and procedure for awarding credit for participation in a sports team should address how students will meet a full range of standards equivalent to a physical education course.

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Appendices

Appendix A: Rules on Competency Based Crediting

WAC 180-51-050
High school credit—Definition
As used in this chapter the term "high school credit shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4):

(a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or

(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

WAC 392-410-300
Equivalency course of study—Credit for learning experiences conducted away from school or by persons not employed by the school district.

(1) Credit, including high school graduation credit, may be granted for school planned or approved learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district.

(2) School planned or approved learning experiences such as, but not limited to, travel study, work study, private lessons, and educational programs sponsored by governmental agencies may be accepted for credit upon compliance with written policies established by the district.

(3) Written policies which permit the granting of credit for such out-of-school learning activities shall be adopted by the district board of directors and shall be available to students, parents, and the public upon request. Such policies shall include at least the following provisions:

(4) A proposal for approval of credit for such learning experiences shall be submitted to the personnel designated in the written policy for review, revision, and approval or disapproval prior to the experience and shall include at least the following information:

(a) Name of program or planned learning experience;

(b) Length of time for which approval is desired;

(c) Objectives of the program or planned learning experience;

(d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;

(e) Description of how credits shall be determined in accord with WAC 180-51-050(1);

(f) Content outline of the program and/or major learning activities and instructional materials to be used;

(g) Description of how student performance will be assessed;

(h) Qualifications of instructional personnel;

(i) Plans for evaluation of program; and

(j) How and by whom the student will be supervised.

(5) The reasons for approval or disapproval shall be communicated to the students and parents or guardians.

Appendix B: Links to Additional Resources

Achieve webpage on competency-based pathways: http://achieve.org/CBP

iNACOL, International Association for K-12 Online Learning, website: http://www.inacol.org/

U.S. Department of Education webpage on Competency-Based Learning or Personalized Learning: http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning

New Hampshire High School Transformation webpage: http://www.education.nh.gov/innovations/hs_redesign/index.htm

Ohio Department of Education Credit Flexibility webpage: http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan

CompetencyWorks website: http://www.competencyworks.org/about/who-we-are/

Innovation Lab Network, facilitated by the Council of Chief State Officers (CCSSO), online tool for guidance on implementing a competency-based system, Roadmap for Competency-based Systems: Leveraging Next Generation Technologies: http://www.nxgentechroadmap.com/

DRAFT

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Rule Amendments for CR-102
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Should the draft amendments to WAC 180-18-055 be approved for publication in the State Register with a CR-102 (Notice of Proposed Rules)? What changes, if any, should be made to the proposed amendments for approval for filing a CR-102? 2. Should the draft amendment to WAC 180-51-115 be approved for publication in the State Register with a CR-102? What changes, if any, should be made to the proposed amendment for approval for filing a CR-102?
Possible Board Action:	☐ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The SBE is presented with draft amendments to WAC 180-18-055 (Alternative high school graduation requirements) and WAC 180-51-115 (Procedures for granting high school graduation credits for students with special educational needs). The Board approved the filing of a CR-101 (Preposal Notice of Inquiry) for WAC 180-18-055 in May 2016. A CR-101 was filed for WAC 180-51-115 in August 2013. The Board is asked to approve publication of the draft rules, with any changes it may direct, and scheduling of public hearings. In your materials you will find, for WAC 180-18-055: • A memo on WAC 180-18-055 and the reasons presented for rule-making • The draft amendments • A summary of the changes made.by the draft amendments • A copy of WAC 180-18-055 • The CR-101 • A copy of the original filing of the rule in 1999 For WAC 180-51-115 you will find: • The draft amendment • The CR-101

DRAFT AMENDMENTS TO WAC 180-18-055

Policy Considerations

1. Does the Board approve the publishing of the proposed amendments to WAC 180-18-055 (Alternative high school graduation requirements) with CR-102 for public hearing?
2. What changes, if any, should be made in the proposed rule amendments for filing of the CR-102 for publishing in the State Register and scheduling of a public hearing?

The Rule-Making Process

At its May 2016 meeting the SBE approved the filing of a CR-101, Preproposal Statement of Inquiry, with the Office of the Code Reviser for WAC 180-18-055 (Alternative high school graduation requirements).

The CR-101 is the first step in the rule-making process under the state's Administrative Procedures Act, Chapter 34.05 RCW. The purpose of the CR-101 is to signal an agency's interest in engaging in rule-making on a subject, in order to provide greater public access to the process. The filing of a CR-101 does not require but only enables further action by an agency on an administrative rule.

At the July meeting members are presented with draft amendments to WAC 180-18-055 for consideration of the filing of the rule with a CR-102, Notice of Proposed Rule, for publication in the State Register and scheduling of a public hearing. The CR-102 must include, among other things, a title and description of the rule's purpose, citation of the statutory authority for adopting the rule, a short explanation of the rule and its anticipated effects, how and when persons may present their views on the rule, and when the agency intends to adopt it. The filing of a CR-102 does not require an agency to adopt a proposed rule.

Background: WAC 180-18-055

In April 1999 the SBE adopted WAC 180-18-055, Alternative high school graduation requirements. The rule authorizes the granting of a waiver by the Board of one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements). The SBE may grant the waiver for up to four years.

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements in order to support performance-based education.

Section 1 of WAC 180-18-055 declares:

> The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition [from a time and credit-based education system to a standards and performance-based system] with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

WAC 180-18-055 is alone among provisions of Chapter 180-18 WAC (Waivers for restructuring purposes) in authorizing individual schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and also in extending the opportunity to private schools.

The rule lists information that must be submitted with the waiver request. These include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan.
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

A district or school applying for the waiver must also provide documentation that the school is successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction. Once granted the waiver, the district or school must report annually to the SBE on "the progress and effects of implementing the waiver."

WAC 180-18-055 includes no criteria for evaluation of a request for waiver of graduation requirements. It does stipulate that the SBE may not grant the waiver unless the district or school shows that any proposed non-credit based graduation requirements meet minimum college core admission standards.

Waiver History

Until this year only two school districts, Highline and Federal Way, had sought and received waivers of Chapter 180-51 under this section. Highline/Big Picture High School received a waiver of four years in 2008. The Board approved requests for renewal of the waiver in March 2012 and again in March 2015. Federal Way secured a waiver of four years for Truman High School in 2009, but did not seek renewal of the waiver on its expiration in 2013.

This year the Board approved a request from Issaquah/Gibson Ek High School in January, and requests from Lake Chelan/Chelan School of Innovation and Methow Valley/ Independent Learning Center in May. All three of the schools approved for waiver this year are now or will be operated on the Big Picture Learning model that emphasizes personalized, competency-based learning. All three would replace credit requirements for high school graduation with demonstration of competencies through the Big Picture framework.

Waivers Granted under WAC 180-18-055

District	School	Date of Approval
Highline	Big Picture High School	November 2008
Federal Way	Truman High School	March 2009
Highline	Big Picture High School	March 2012
Highline	Big Picture High School	March 2015
Issaquah	Gibson Ek High School	January 2016
Lake Chelan	Chelan School of Innovation	May 2016
Methow Valley	Independent Learning Center	May 2016

Why Draft Rules for CR-102

In the CR-101 filed in May, the Board indicated some of the reasons for initiating possible rule-making on WAC 180-18-055:

1. The rule is out of date. It contains several obsolete references and statutory citations, and does not recognize the change in the definition of "high school credit" adopted by the Board as amended WAC 180-51-050 in 2011.
2. The requirements for application for the waiver lack clarity and specificity, and do not distinguish between information needed for consideration of an initial application and information needed for a renewal.
3. The rule includes no due date for submission of an application for consideration at a board meeting.
4. The rule includes no criteria for evaluation of waiver requests and for decisions whether to approve or deny a request.

There have been only minor amendments to WAC 180-18-055 since the initial filing, and none since 2004. The main substance of the rule is as it was on adoption in April 1999, though major changes have taken place since in graduation requirements, the nature and earning of a high school credit, assessments, and accountability. Staff are aware of no thorough review of the rule since its inception. That may be in part because there was for so long so little interest in the waiver among districts, and so little application activity. As apparent interest in the waiver increases, the Board may wish to examine the rule closely for possible amendment.

A draft amendment to WAC 189-18-055 and a summary of the amendment can be found following this memo. Changes in the draft amendment include:

- Striking the intent section as out-of-date and not needed.
- Limiting requests for the waiver to school districts, for specific high schools, while striking language permitting individual schools to request the waiver.
- Limiting the provisions of Chapter 180-51 WAC that may be waived to the sections establishing the graduation requirements for currently enrolled students, rather than all of the diverse sections of Chapter 180-51.
- Setting a due date for applications.
- Providing that a RAD district may not apply for a waiver under this section for a school that has been identified as a persistently lowest-achieving school.
- Amending for greater currency, clarity and specificity the required content of a waiver application, and adding required content for waiver renewals.
- Establishing criteria for evaluation of new and renewal waiver requests.

Action

The Board will consider approval of the filing of a CR-102, Notice of Proposed Rule-Making, and publication of the proposed rules, with a fiscal impact statement from OSPI, for public hearing in September.

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

WAC 180-18-055

Alternative high school graduation requirements.

~~(((1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.~~))

((~~(2)~~))(1) A school district((~~, or high school with permission of the district board of directors,~~)) or approved private high school((~~,~~)) desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver for a high school from one or more of the requirements of ((~~chapter 180-51~~)) WAC 180-51-067 or WAC 180-51-068.

((~~(3)~~)(2) The state board of education may grant the waiver for a period up to four school years.

((~~(4)~~(3) The ((~~waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:~~

~~(a) Identification of the requirements of chapter 180-51 WAC to be waived;~~

~~(b) Specific standards for increased student learning that the district or school expects to achieve;~~

~~(c) How the district or school plans to achieve the higher standards, including timelines for implementation;~~

~~(d) How the district or school plans to determine if the higher standards are met;~~

~~(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;~~

~~(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and~~

~~(g) Identification of the school years subject to the waiver~~.)) request for a waiver under this section must include a completed application, a resolution adopted by the district board of directors and signed by the board chair or president and the district superintendent, and any supplemental information and documentation as may be required by the state

board of education. The resolution must identify the provisions of WAC 180-51-067 or WAC 189-51-068 requested to be waived and the high school for which the provisions would be waived, and state the educational purposes for requesting that they be waived.

((~~(5)~~)) (4) The ((~~plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.~~)) state board of education will develop and post on its public web site an application form for use in requesting a waiver under this section. A completed application must provide at a minimum the following information:

(a) Identification of the specific provisions of WAC 180-51-067 or WAC 180-51-068 proposed to be waived;

(b) Identification of the high school and the school years for which the provisions would be waived;

(c) Identification and analysis of the indicators of student performance at the school at the school that motivate the request for the waiver;

(d) Identification and discussion of the educational purposes to be pursued under the waiver plan;

(e) Identification of the measurable goals for improved student achievement proposed to be attained under the waiver plan;

(f) An explanation of why waiver of the provisions named in (a) would increase the likelihood of reaching or making significant progress toward the goals over the term of the waiver plan;

(g) A description of the instructional plan to be used to reach the goals for improved student achievement;

(h) An explanation of why the successful implementation of the proposed instructional plan requires waiver of the provisions named in subsection (a).

(i) Identification of the measures and metrics that will be used to determine the degree to which the goals of the waiver for student achievement are being met and identify needs for any changes in the waiver plan;

(j) Evidence of support for the waiver plan by parents, teachers, administrators, classified employees;

(k) A description of how the district will keep parents and the community informed of any changes in implementation of the waiver plan and of profess toward meeting the goals of the waiver for student achievement.

The board resolution, completed application, and any supplemental materials must be submitted to the state board of

education in electronic form no later than forty (40) days prior to the meeting of the state board of education at which the request for the waiver will be considered.

~~((6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:~~

~~(a) The school has clear expectations for student learning;~~

~~(b) The graduation rate of the high school for the last three school years;~~

~~(c) Any follow-up employment data for the high school's graduate for the last three years;~~

~~(d) The college admission rate of the school's graduates the last three school years;~~

~~(e) Use of student portfolios to document student learning;~~

~~(f) Student scores on the high school Washington assessments of student learning;~~

~~(g) The level and types of family and parent involvement at the school;~~

~~(h) The school's annual performance report the last three school years; and~~

~~(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.~~))

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((~~(6)~~(5) A waiver granted under this section may be renewed on a request of the school district board of directors to the state board of education. Before submitting the renewal request, the school district must conduct at least one public meeting to evaluate and provide opportunity for public comment on the educational program that was implemented as a result of the original waiver. The renewal request to the state board shall include a description of the programs and activities implemented under the waiver plan, a description of any changes made in or proposed to the original waiver plan and the reasons for such changes, evidence that students in advanced placement or other postsecondary options programs have not been disadvantaged by the waiver, and a summary of the comments received at the public meeting or meetings. In addition to the requirements set forth in subsections (3) and (4) of this section, an application for renewal of a waiver shall include documentation that the school is making significant progress toward the goals for student achievement enumerated in the prior application, as demonstrated by indicators such as:

(a) Student performance on statewide assessments and any district- or school-based assessments of student learning;

(b) Adjusted five-year cohort graduation rate for the last three school years;

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(c) Any follow-up employment data for the school's graduates for the last three school years; and

(d) Participation in postsecondary education and training by the school's graduates during the last three school years.

((~~(7)~~)) (6) A waiver from one or more of the requirements of WAC ((~~180-51-060~~)) 180-51-067 or WAC 180-51-068 may be granted only if the district ((~~or school~~)) provides documentation ((~~and rationale~~)) that any noncredit~~-~~based graduation requirements that will replace the requirements of WAC 180-51-067 or WAC 180-51-068 in whole or in part ((~~180-51-060,~~)) will support the state's ((~~performance-based education system being implemented pursuant to RCW 28A.630.885,~~))essential academic learning requirements as developed and periodically revised by the superintendent of public instruction and ((~~the noncredit based requirements~~)) meet the ((~~minimum college core admissions standards~~)) college academic distribution requirements as ((~~accepted~~)) approved by the ((~~higher education coordinating board~~)) Washington student achievement council for students planning to attend a baccalaureate institution.

(7) A district that has been designated as a required action district by the state board of education under RCW 28A.657.030 may not request a waiver under this section for a school that has been identified by the superintendent of public instruction as a persistently lowest-achieving school under RCW 28A.657.020.

((~~(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.~~))

(8) The state board of education shall evaluate a request for a waiver under this section based on whether:

(a) The district has clearly set specific, quantifiable goals for improved student achievement to be attained through implementation of the waiver plan;

(b) The district has described in detail the instructional plan to be implemented to reach the goals for student achievement;

(c) The district has detailed the measures and metrics through which it will determine the extent to which the goals of the waiver are being attained;

(d) The district has provided a clear explanation, supported by research evidence or best practice, of why the proposed instructional plan is likely to be effective in achieving the specified goals for student achievement;

(e) The district has clearly explained why waiver of the specific provisions of WAC 180-51-067 and WAC 180-51-068 named in subsection 5(a) of this section is necessary for the successful implementation of the instructional plan;

(f) The district has submitted evidence to show that the instruction to be provided to students under the waiver plan is aligned with Washington state learning standards under RCW 28A.655.070; and

(g) The district has presented evidence of support for the waiver plan from parents, teachers, administrators, classified staff, and the community.

(9) In addition to the requirements of subsection (8) of this section, the state board of education shall evaluate a request for a renewal of a waiver under this section for additional years based on the following:

(a) The progress of the school to which the waiver applies in reaching the goals for student achievement set forth in the

prior application, as measured by the indicators identified in subsection 4(i) of this section;

(b) The five-year adjusted cohort graduation rate of the school for the last three years;

(c) Any available data on postsecondary employment and participation in postsecondary education by students who graduated or will graduate during the term of the current waiver;

(d) Performance by the school during the term of the current waiver on indicators in the Washington achievement index developed by the state board of education under RCW 28A.657.110; and

(e) Evidence of support from parents, teachers, district and school administrators, and the community for continuation of the waiver of the specified provisions of WAC 180-51-067 or WAC 180-51-068 for the additional years requested.

((~~(9)~~(10) The state board of education shall notify the state board for community and technical colleges, the ((~~higher education coordinating board~~)) Washington state achievement council and the council of presidents of any waiver granted under this section.

(((~~10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation~~

~~requirements have in fact completed state requirements for high school graduation in a nontraditional program.~~))

(11) (((~~Any)~~)) A ((~~school or~~)) district granted a waiver under this chapter shall report ((~~annually~~)) to the state board of education, in a form and manner to be determined by the board, no later than July 31 of each year, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.150.220 and 28A.305.140. WSR 04-23-006, § 180-18-055, 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, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

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Draft Amendment to WAC 180-18-055
Summary of Changes

- Strikes findings section (1).
- Subsection (1) -- Authorizes a school district only, for a high school, to apply for a waiver under this section. Strikes "or high school with permission of the district board of directors."
- (1) Amends to authorize waiver of WACs 180-51-067 and 180-51-068, which specify the graduation requirements applicable to currently enrolled students, rather than of all of Chapter 180-51 WAC (High school graduation requirements). Excludes, therefore, from eligibility for waiver sections of this chapter concerning, for example:
    - The authority for additional local standards for a high school diploma
    - The application of this chapter to private schools
    - Local district application of state standards
    - Standards for graduation for students age 21 or older
    - Notice to students, parents and guardians of graduation requirements
    - The definition of a high school credit
    - High school diploma programs in community colleges
- (3) Strikes and replaces language on the requirements for a waiver application. Requires the applicant district to submit an adopted resolution by the school board, signed by the chair or president and the superintendent, requesting the waiver. Specifies required content of the resolution.
- (4) Requires the SBE to post an application form for the waiver on its public web site. Strikes and replaces provisions on the required content of the waiver application. Requires the board resolution, completed application, and any supplemental materials to be submitted to the SBE at least 40 days before the board meeting at which the request will be considered.
- (5) Strikes and replaces provisions on requirements for renewal of a waiver granted under this section. Lists the additional required content of an application for renewal of an existing waiver.
- (6) Amends current language to provide that a waiver may be granted only if any noncredit graduation requirements that will replace current credit-based requirements support the state's essential academic learning requirements as developed by the superintendent of public instruction under current law, rather than "the state's performance-based education system being implemented" under a statute repealed in 2003.
- (6) Strikes and replaces obsolete references to the Higher Education Coordinating Board and minimum college core admissions standards.
- (7) Provides that a district that has been designated for Required Action by the SBE under RCW 28A.657.030 may not apply for a waiver under this section for a school that has been identified as a persistently lowest-achieving school.
- (8) Establishes criteria for board evaluation of waiver request under this section.
- (9) Establishes criteria for board evaluation of a request for renewal of a waiver.
- (11) Sets a July 31 date for the report that must be made annually by the district on the progress and effects of the waiver.

WAC 180-18-055

Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.150.220 and 28A.305.140. WSR 04-23-006, § 180-18-055, 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, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

PREPROPOSAL STATEMENT OF INQUIRY

CR-101 (June 2004)
(Implements RCW 34.05.310)
Do **NOT** use for expedited rule making

Agency: State Board of Education

Subject of possible rule making: WAC 180-18-055, Alternative high school graduation requirements. This WAC, originally filed May 1999, enables a school district, a high school with permission of the district board of directors, or an approved private school to apply to the State Board of Education for waiver of credit-based high school graduation requirements.

Statutes authorizing the agency to adopt rules on this subject: RCW 28A.150.220, RCW 28A.305.140, RCW 28A.230.090.

Reasons why rules on this subject may be needed and what they might accomplish: This WAC, last amended November 2004, contains obsolete citations to RCWs and WACs and other obsolete references. Other needs for amendment may include:

1. Refine and improve the application requirements in (4).
2. Better distinguish between information required for new applications and for renewal of existing waivers.
3. Establish a due date for applications in relation to the dates of regular board meetings.
4. Establish criteria for evaluation of waiver applications and decisions whether to approve a waiver request.
5. Specify the format and manner for the annual reports required to be submitted by a school or district under (11).

Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies:

Superintendent of Public Instruction. The SBE will seek comment from OSPI on any draft amendment to this WAC.

Process for developing new rule (check all that apply):

- ☐ Negotiated rule making
- ☐ Pilot rule making
- ☐ Agency study
- ☐ Other (describe)

How interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication:
(List names, addresses, telephone, fax numbers, and e-mail of persons to contact; describe meetings, other exchanges of information, etc.)

Jack Archer
Washington State Board of Education
600 Washington Street
Olympia, WA 98504
360-725-6035
jack.archer@k12.wa.us

DATE
June 10, 2016

NAME (TYPE OR PRINT)
Ben Rarick

SIGNATURE
Ben Rarick

TITLE
Executive Director

CODE REVISER USE ONLY

OFFICE OF THE CODE REVISER
STATE OF WASHINGTON
FILED

DATE: June 10, 2016
TIME: 3:21 PM

WSR 16-13-056

WSR 99-10-094

PERMANENT RULES

STATE BOARD OF EDUCATION

[Filed May 4, 1999, 3:58 p.m.]

Date of Adoption: April 8, 1999.

Purpose: Provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

Citation of Existing Rules Affected by this Order: Amending chapters 180-51 and 180-18 WAC.

Statutory Authority for Adoption: RCW 28A.230.090, 28A.305.140, 28A.600.010.

Adopted under notice filed as WSR 99-06-089 on March 2, 1999.

Changes Other than Editing from Proposed to Adopted Version: Amendments (see sections below).

Number of Sections Adopted in Order to Comply with Federal Statute: New 0, Amended 0, Repealed 0; Federal Rules or Standards: New 0, Amended 0, Repealed 0; or Recently Enacted State Statutes: New 0, Amended 0, Repealed 0.

Number of Sections Adopted at Request of a Nongovernmental Entity: New 0, Amended 0, Repealed 0.

Number of Sections Adopted on the Agency's Own Initiative: New 1, Amended 0, Repealed 0.

Number of Sections Adopted in Order to Clarify, Streamline, or Reform Agency Procedures: New 1, Amended 0, Repealed 0.

Number of Sections Adopted Using Negotiated Rule Making: New 1, Amended 0, Repealed 0; Pilot Rule Making: New 0, Amended 0, Repealed 0; or Other Alternative Rule Making: New 0, Amended 0, Repealed 0. Effective Date of Rule: Thirty-one days after filing.

May 4, 1999

Larry Davis

Executive Director

OTS-2733.3

NEW SECTION

WAC 180-18-055

Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district or high school, with permission of the

district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a

period up to four school years, or until any new graduation requirements the state board of education may adopt take effect, whichever comes first.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the state eleventh grade test the last three school years;

(g) Student scores on the secondary Washington assessment of student learning;

(h) The level and types of parent involvement at the school;

(i) The school's annual performance report the last three school years; and

(j) The level of student, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(6) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(7) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to college in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any waiver granted under this section.

(9) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation

requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(10) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[]

OTS-2734.1

NEW SECTION
WAC 180-51-107
Alternative high school graduation requirements.

Alternative high school graduation requirements may be established under WAC 180-18-055.

[]

PREPROPOSAL STATEMENT OF INQUIRY

CR-101 (June 2004)
(Implements RCW 34.05.310)
Do **NOT** use for expedited rule making

Agency: State Board of Education

Subject of possible rule making: Adoption of rules, or amendment of existing rules, necessary to establish a state accountability framework as specified in E2SSB 5329 (C159 L2013), and amendment of certain State Board of Education rules for increased clarity and alignment with current statute. Rules to be amended include: WAC 180-17 Accountability; WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs; WAC 180-51-001 Education reform vision; WAC 180-51-075 Social studies requirement—Mandatory courses—Equivalencies.

Statutes authorizing the agency to adopt rules on this subject: The statutory authority for rules on the state accountability framework is RCW 28A.657.110 as amended by Chapter 159, Laws of 2013; for the other rules, statutory authority is 28A.230.060, 28A.230.090, and 28A.230.170.

Reasons why rules on this subject may be needed and what they might accomplish: Rules on establishment of a state accountability framework are required by E2SSB 5329. In addition, some State Board of Education rules require amendment to clarify practice and align with current statute.

Identify other federal and state agencies that regulate this subject and the process coordinating the rule with these agencies: Aspects of the state accountability system are also regulated by the Office of the Superintendent of Public Instruction. State Board of Education staff will meet regularly with Office of the Superintendent of Public Instruction staff to coordinate rule-making.

Process for developing new rule (check all that apply):

- ☐ Negotiated rule making
- ☐ Pilot rule making
- ☐ Agency study
- ☒ Other (describe) The State Board of Education will solicit comment on proposed rules from school district boards of directors, education organizations, the Office of Superintendent of Public Instruction, parents, teachers and other interested parties. The State Board of Education and OSPI consults regularly with the Achievement and Accountability Workgroup composed of representatives of government agencies, educational associations and organizations, and the state ethnic commissions.

How interested parties can participate in the decision to adopt the new rule and formulation of the proposed rule before publication:
(List names, addresses, telephone, fax numbers, and e-mail of persons to contact; describe meetings, other exchanges of information, etc.)

Linda Drake, Senior Policy Analyst
Washington State Board of Education
Old Capitol Building, Room 253
P.O. Box 47206
Olympia, WA 98504
Interested parties are encouraged to submit comments in writing to linda.drake@k12.wa.us

DATE
08/06/2013

NAME (TYPE OR PRINT)
Ben Rarick

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Ben Rarick

TITLE
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STATE OF WASHINGTON
FILED

DATE: August 16, 2013
TIME: 2:14 PM

WSR 13-17-077

WAC 180-51-115

Procedures for granting high school graduation credits for students with special educational needs.

(1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures may provide for:

(a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty-one years of age;

(b) A special education program in accordance with chapter 28A.155 RCW if the student is eligible; and

(c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation~~.~~

(2) ~~Unless otherwise prohibited by federal or state special education laws, such procedures may not provide for exemption from the certificate of academic achievement graduation requirement under RCW 28A.655.060 (3)(c).~~Such procedures may not

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provide an exemption from a student's participation in the statewide assessment system.

[Statutory Authority: RCW 28A.230.090. WSR 07-07-051, § 180-51-115, filed 3/14/07, effective 4/14/07; WSR 00-19-108, § 180-51-115, filed 9/20/00, effective 10/21/00. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-115, filed 8/6/90, effective 9/6/90. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-115, filed 5/17/84.]

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Data Spotlight - Opportunity to Learn Index**
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	A draft Opportunity to Learn (OTL) Index was created to support the national and peer state comparisons required for the Statewide Indicators of Educational System Health. Some key questions you might consider in advance of the SBE meeting include: • Are the four broad opportunity categories (inputs) adequate? Should other broad categories be added or these be changed? • Are the number and types of measures assigned to the appropriate broad category? If not, how could or should the measures be reorganized? • What other measures could be included in the OTL to help explain differences in educational outcomes nationally and between the peer states?
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics / Other ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will see a presentation on a preliminary version of a state-level Opportunity to Learn Index. The OTL ranks all 50 states on a total of 20 measures. Four measures represent education outcomes and 16 measures represent some form of educational access or opportunity placed into four broad categories or indicators. • On the Educational Outcomes (outputs) indicator, Washington performs a little below the national average. • On the four Opportunity (inputs) indicators, individually and in combination, Washington performs marginally to well below the national average. Based on a handful of educational outputs, this preliminary OTL Index may be providing evidence that the educational system in Washington is not highly ranked nationally and may not be comparable to the peer states. Unlike previous work reported as part of the Statewide Indicators of Educational System Health, the reader can begin to make some high level inferences as to why the performance of Washington's students is a little below average.

The OTL memo and images are best viewed in the online color version.

OPPORTUNITY TO LEARN INDEX

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under RCW 28A.150.550. Section (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington. If comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the indicator in question.

The Opportunity to Learn (OTL) memo and images are best viewed in the online color version.

Summary

An Opportunity to Learn (OTL) Index was created to support the national and peer state comparisons required for the Statewide Indicators of Educational System Health specified in RCW 28A.150.550. The OTL ranks all 50 states on a total of 20 measures. Four measures represent education outcomes and 16 measures represent a form of educational access or opportunity placed into four broad categories.

Summary Table: Shows the ranking of Washington on the broad categories of the OTL Index.

Indicator Category	National Ranking	National Percentile Rank	Peer State Ranking
Educational Outcomes	32nd	36th	8th
Family and Health*	28th	44th	8th
Community*	28th	44th	8th
Education (K-12) Expenditure*	39th	22nd	7th
School*	43rd	14th	9th
Overall Opportunity	**40th**	**20th**	**9th**

*Note: These indicators are viewed as inputs that are statistically associated with or related to the education outcomes or outputs.

Based on the Educational Outcomes used here, this preliminary OTL provides evidence that the educational system in Washington is not highly ranked nationally and is not similar to the peer states. Unlike previous work reported as part of the Statewide Indicators of Educational System Health, the reader can begin to make some high level inferences as to why the performance of Washington's students is a little below average.

The OTL is presented here for the purpose of starting a discussion about the types of opportunity measures to collect and how to organize those measures into broader categories. Possible improvements for the measures are included at the end of each section.

Background Information and Organization of the Memo

In previous Board discussion, members articulated that additional information should be analyzed to provide the context needed to make the national and peer state comparisons required under state law. At the March 2016 board meeting, the Board heard a presentation on the Statewide Indicators of the Educational System showing that Washington is not on track to meet the state's ambitious goals, Washington is not highly ranked nationally on educational outcomes, and Washington's performance is generally not comparable to peer states. Board members posed a number of questions about these results, including the following.

- Can we identify the practices and structures utilized in states that have better educational outcomes and would we support or advocate for those practices in Washington?
- Are there social or economic frameworks in place in other states or regions that might be bolstering the education outcomes for those states?

To this end, staff developed a preliminary version of an Opportunity to Learn Index (OTL) for the purpose of comparing Washington's performance on various indicators to the peer states and nationally. The OTL is built on the premise that the family environment, community, school, and other factors related to educational spending contribute to the overall opportunities for educational success for children.

This memo is organized as follows.

- First, the reader is provided with an overview and brief description of the measures included in each of the OTL indicators.
- Second, the relative performance on the Educational Outcome indicator is provided.
- Then, the overall performance on the combination of the four opportunity indicators is described.
- Finally, each of the four opportunity indicators is described individually and the performance on each of the individual measures is provided.
- Appendix A at the end of this memo contains information about the methodology used to develop the OTL and many of the statistical calculations.

Statistical Terminology used in this Work

Individual measures that were vastly different from one another were transformed into **standard scores** (sometimes referred to as **z-scores**). The standard score specifies how far above or below the mean a given raw score is, in standard deviation units. The mean value is assigned a standard score of zero. A raw score above the mean converts to a positive standard score, while a raw score below the mean converts to a negative standard score. A standard score of -0.500 represents a raw score one-half of a standard deviation below the mean.

This work made extensive use of correlations and the **correlation coefficients** are reported here as the ***Pearson R*** value. Remember that correlations range from 0 to 1.00 and can be positive or negative.

It is important to remember that correlational research (like that here) **does not imply causality**. That is, we cannot say that low educational outcomes are a result of low educational spending, but we can say that states with lower educational outcomes tend to fund education at lower levels.

Results

This preliminary OTL Index combines 16 indicators into four broad categories into a single metric to quantify the relative opportunity for educational success in each state. The OTL also combines four additional indicators (educational outputs) into a single Education Outcome category that serves as an overall outcome measure. In this manner, the Educational Outcome measures can be regressed on the four categories of educational opportunity individually and in combination to assess or measure the strength of the statistical model.

The five broad categories of input and output measures are summarized below and are described in more detail in Table 1.

- The **Family and Health** category is meant to examine access to health care, parental awareness or guidance, and overall health of the child. However, the category may also be capturing elements of poverty and chronic absenteeism. The combination of the four measures is a very good predictor of Education Outcomes as indicated by a moderately strong and positive correlation coefficient (R = 0.695). In other words, as overall health and parental guidance increases, educational outcomes tend to increase.
- The **Community** category is designed to measure the access to early learning and to quantify the characteristics of the neighborhood framed in poverty status and safety. When combined, the four variables are a good predictor of the Education Outcomes and this is indicated by a moderate and positive correlation coefficient (R = 0.559). The correlation coefficient shows that states with higher percentages of children living in safe neighborhoods in lower poverty areas that have good access to early childhood education are associated with higher educational outcomes.
- The **Educational (K-12) Expenditures** category is intended to characterize the impacts of educational funding on the educational outcomes. The measures are meant to capture the level to which schools are funded and the degree of equitable funding. The variables yielded a weak to moderate and positive correlation coefficient (R = 0.400) with the Education Outcomes. The analysis shows that states with higher educational funding and more equitable distribution of school funds are associated with higher educational outcomes.
- The **School** category is intended to be a measure of the impacts of school characteristics on the educational outcomes. The combination of measures is meant to capture information about schools that are partly under the control of schools and districts. The variables yielded a strong and negative correlation coefficient (R = -0.731) with the Education Outcomes. The inclusion of race/ethnicity demographics means that the combination of measures are most likely capturing some components or elements of poverty. The correlation coefficient shows that states with higher student to staff ratios, higher percentages of students in the targeted subgroup (Native Americans, Black, Hispanic, and Pacific Islanders), and teachers with greater concerns about unexcused absences are associated with lower educational outcomes.
- The **Educational Outcomes** category measures reading and math scores in the 4th and 8th grade, high school engagement and graduation, and postsecondary education engagement.
- The **Overall Opportunity** category is the combination of the **Health and Family, Community, Educational Expenditures, and Schools** categories.

Table 1: Summary of indicators for the OTL Index.

Family and Health	Community	Educational (K-12) Expenditures	School	Educational Outcomes
Percent of children whose parents had predictive concerns about their development 2012	Percent of 3 and 4 year olds attending preschool 2012-14	Regionally adjusted per pupil expenditures in 2013	Student to teacher ratio	Percent of children scoring at or above proficient on the 2015 NAEP Reading and Math
Percent of children in excellent or very good health 2011-12	Percent of eligible children in kindergarten 2012-14	McLoone Index 2013, a measure of equitable funding	Student to teacher aide or para-professional ratio	Adjusted Cohort Graduation Rate in 2014
Percent of children with health insurance	Percent of children not living in high poverty areas 2009-2013	Percent of district funds derived locally 2013-14	Percent of students who are Hispanic, Black, Pacific islander or Native American	Percent of teens 16-19 who are attending school or working
Birth rate not to teen mothers 2013	Percent of children who live in safe communities 2012	Percent of taxable resources spent on education 2013	Percent of teachers who believe tardiness and class skipping are a problem at their school	Percent of young adults 18-24 who are enrolled in or completed college 2013

A simple regression analysis shows that the Overall Opportunity measure accounts for approximately 56.7 percent of the variance found in the Educational Outcomes indicator. The amount of the variance explained by a similarly designed multiple regression model increases to approximately 59.4 percent. In other words, approximately 40 percent of the variance found the Educational Outcomes is explained by other measures not included in the statistical model. An example of a measure likely to contribute to the model is access to effective educators, but while the measure may be comparable within states, the measure most likely is not comparable between all 50 states.

The idea behind this type of work is to maximize the amount of variance in the dependent variable accounted for by the independent variables. In other words, higher percentages of variance accounted for translates to stronger statistical models and a better understanding of the relationship between educational opportunity and outcomes. One of the next steps of this work would be to examine and include other measures that would increase the strength of the statistical model.

Educational Outcomes

The OTL Index ranking for all 50 states for the Educational outcomes is shown on Figure 1. The educational outcome measures are briefly described in Table 1 and in more detail in Appendix A. The educational outcomes included here are meant to capture a view of student academic performance in elementary and middle school, high school engagement and graduation, and post-secondary engagement in education.

In a general sense, the Education Outcomes are highest or best in the New England states, relatively high in the upper Mississippi Valley, and lowest in the southern and southwestern states. For the combination of outcome measures, Washington ranks 32nd out of the 50 states which means that 31

states performed better than Washington on the combination of outcomes. The table embedded in Figure 1 shows Washington ranks near the bottom (8th out of nine) of the peer states for the peer state comparison.

Figure 1: Shows the relative ranking of the 50 states on the combination of four education outcome measures.

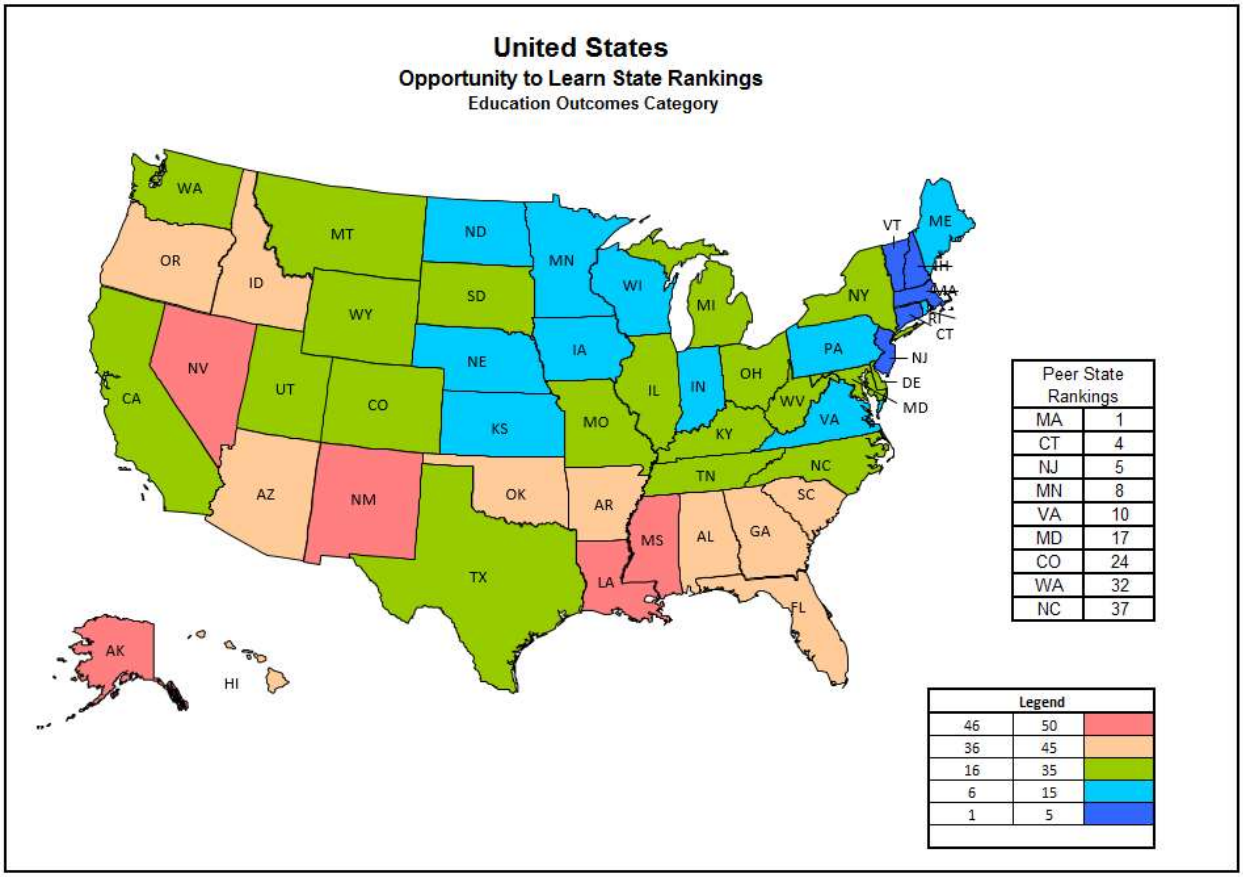


Table 2: Shows the standard scores for the measures comprising the Educational Outcome Indicator.

Education Outcome Indicator (Measures)	Standard Score	Interpretation of Standard Score
Percent of children scoring at or above proficient on the NAEP Reading and Math (combined) in 2015	0.89824	This value is well above the national average.
Adjusted Cohort Graduation Rate in 2014	-0.75583	These values are marginally to well below the national averages.
Percent of teens 16-19 who are attending school or working	-0.47895	
Percent of young adults 18-24 who are enrolled in or completed college 2013	-0.60432	
Summary of the Four Measures	-0.23521	This value is a little lower than the national average.

Washington children performed almost a full standard deviation higher than the national average on the NAEP outcome measure, but performed below average on the high school engagement, graduation, and post-secondary measures (Table 2). In contrast, Massachusetts, Connecticut, and New Jersey scored above the national average and higher than Washington on all the outcome measures. Each of these three peer states have summarized values more than a standard deviation higher than the national average and each state is ranked in the top five of the 50 states.

The Adjusted Cohort Graduation Rate (ACGR) is often used in national comparisons because the calculation is consistent across the country. However, the reported ACGR does not take into account the different graduation requirements from one state to another and does not factor in the different diploma types between states. An improved measure might include a graduation measure composed of a combination of graduation rate, graduation requirements (credits and assessment), and diploma options.

The measure of the percentage of teens (16 to 19 years old) who are attending school or working may not be the optimal measure of high school engagement for the following reasons.

- A positive outcome would be indicated for a student who dropped out of high school and is working at a low-wage unskilled job. This is not viewed as a positive outcome, but would be indicated as such.
- A negative outcome would be indicated for a 17 year-old student who graduated early and might be taking a 'lag-year' to explore the most appropriate post-secondary options. This is not necessarily a negative outcome but it may present in that manner.

Overall Educational Opportunity

When the four educational outcome measures are considered in combination, the analysis shows that the educational outcomes for Washington are lower than desired (36th percentile nationally) and lower than most peer states. The next step would be to look at other aspects of all 50 states in hopes of identifying conditions or factors that exist in other states that may be contributing to or associated with higher educational outcomes.

When the four broad categories of educational opportunity are combined, Washington ranks 40th out of the 50 states (Figure 2). This means that Washington is in the bottom quartile nationally with respect to educational opportunity based on the measures described earlier. On the combination of indicators and measures, Washington's performance is the lowest of the peer states.

The New England states (shown in shades of blue and dark blue on Figure 2) and some Midwestern states are the highest ranked based on the combination of the four broad categories of opportunity measures. The southwest, southern, and western states are characterized by lower overall opportunity measures.

Of the four broad categories of opportunity measures, Washington performs a little below the national average on the School (K-12) Expenditure indicator and substantially lower than the national average on the School indicator. Washington scores near the national average on the Family and Health indicator and the Community indicator (Table 3). In contrast, Connecticut, Massachusetts, and New Jersey perform well above the national average on each of the four broad categories and are among the highest ranked nationally.

Figure 2: Shows the relative ranking of the 50 United States on the overall Opportunity to Learn.

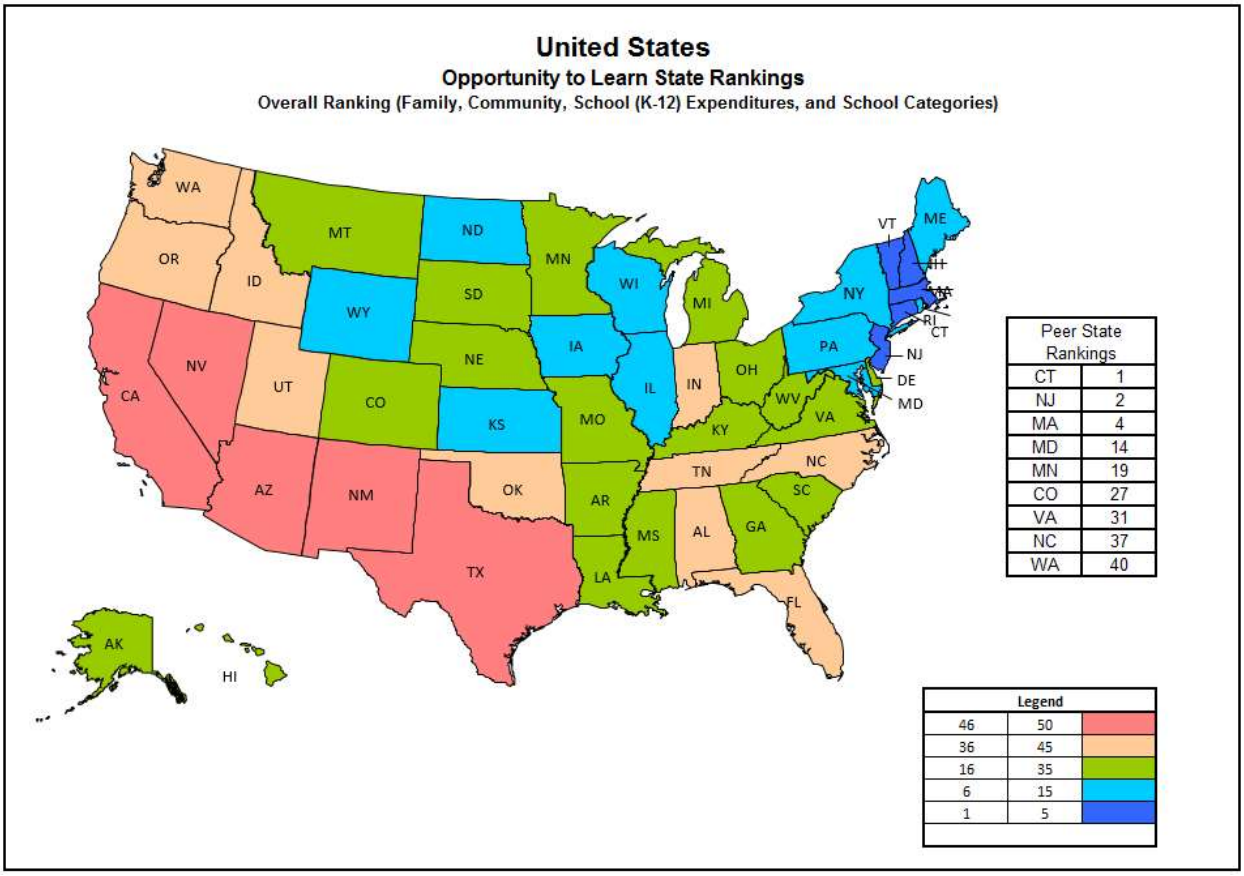


Table 3: Shows the standard scores for Washington for the four broad categories of opportunity indicators and the educational outcome indicator.

Indicator	Average of Standardized Values	Interpretation of Standardized Values	National Ranking[+]
Education Outcomes	-0.23521	A little lower than the national average.	32
Family and Health*	-0.00706	Approximately the same as the national average.	28
Community*	-0.09172		28
School (K-12) Expenditures*	-0.36202	A little lower than the national average.	39
Schools*	-0.70497	Substantially lower than the national average	43
Summary of Opportunity Measures*	-0.29145	A little lower than the national average.	40

*Note: These indicators are viewed as inputs that are statistically associated with or related to the education outcomes or outputs.

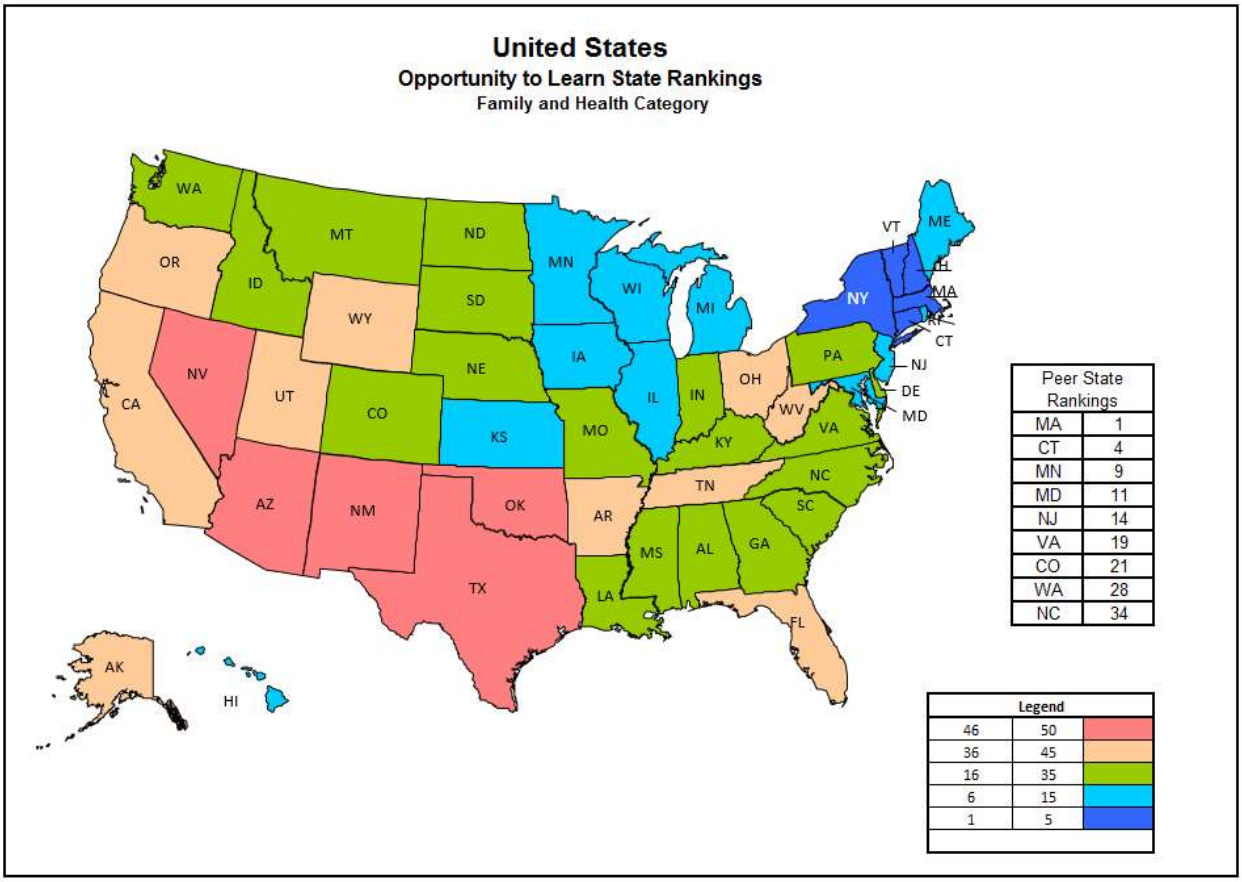
[+]Note: The highest ranked state is ranked as 1 and the lowest ranked state is ranked as 50.

Family and Health Opportunities

The Family and Health indicator is meant to measure the quality and engagement of parents or guardians. Three of the measures capture the engagement of the parents or guardians in recognizing the possible need for special needs screening, and the parents' ability to rear a physically healthy child. The fourth measure captures the ability of young adults to develop healthy perspectives later in life through the prevention of or reduced incidences of teen pregnancy. The underlying premise of this indicator is that healthy children making good choices in life will have better opportunities for educational success.

The Family and Health category showed a moderately strong and positive correlation to the educational outcome measures, which supports the underlying premise. The highest performing states on this combination of measures are in the Northeast and upper Midwest, while the lowest performing states are in the South and Southwest. For the Family and Health measures, Washington ranked 28th out of the 50 states and ranked 8th of the nine peer states (Figure 3). When it comes to health and well-being, Washington children are average when compared nationally but are not necessarily comparable to the peer states.

Figure 3: Shows the relative ranking of the 50 states on the Family opportunity indicator.



Washington students performed below the national average on the percent of children whose parents had concerns about the development of their child and the percent of children who were in good or excellent health. Washington students were above the national average on the percent of children with health insurance and on the measure of teen mother birthrate. In combination, the four measures are nearly identical to the national average.

Table 4: Shows the standard scores for the measures included in the Family and Health indicator.

Family and Health Indicator (Measures)	Standardized Measure	Interpretation of the Standardized Values
Percent of children whose parents had predictive concerns about their development 2011-12	-0.36685	The negative values are a little below the national average and the positive values are a little higher than the national average. The summarized value is nearly identical to the national average.
Percent of children who are in excellent or very good health 2011-12	-0.60573	
Percent of children with health insurance	0.27243	
Birth rate not to teen mothers 2013	0.67190	
Summary of the Four Measures	-0.00706	

Interpreting the meaning of the measure of the percent of children whose parents had predictive concerns about their development in 2011-12 is not entirely obvious for the following reasons. If the value for this measure is on the higher side, at least two interpretations are possible.

1. Many young children with a disability might be expected to have in lower educational outcomes.
2. The parents are well informed on the topic of young child development and seek screening and services. With the early support, educational outcomes might be expected to be on the higher side.

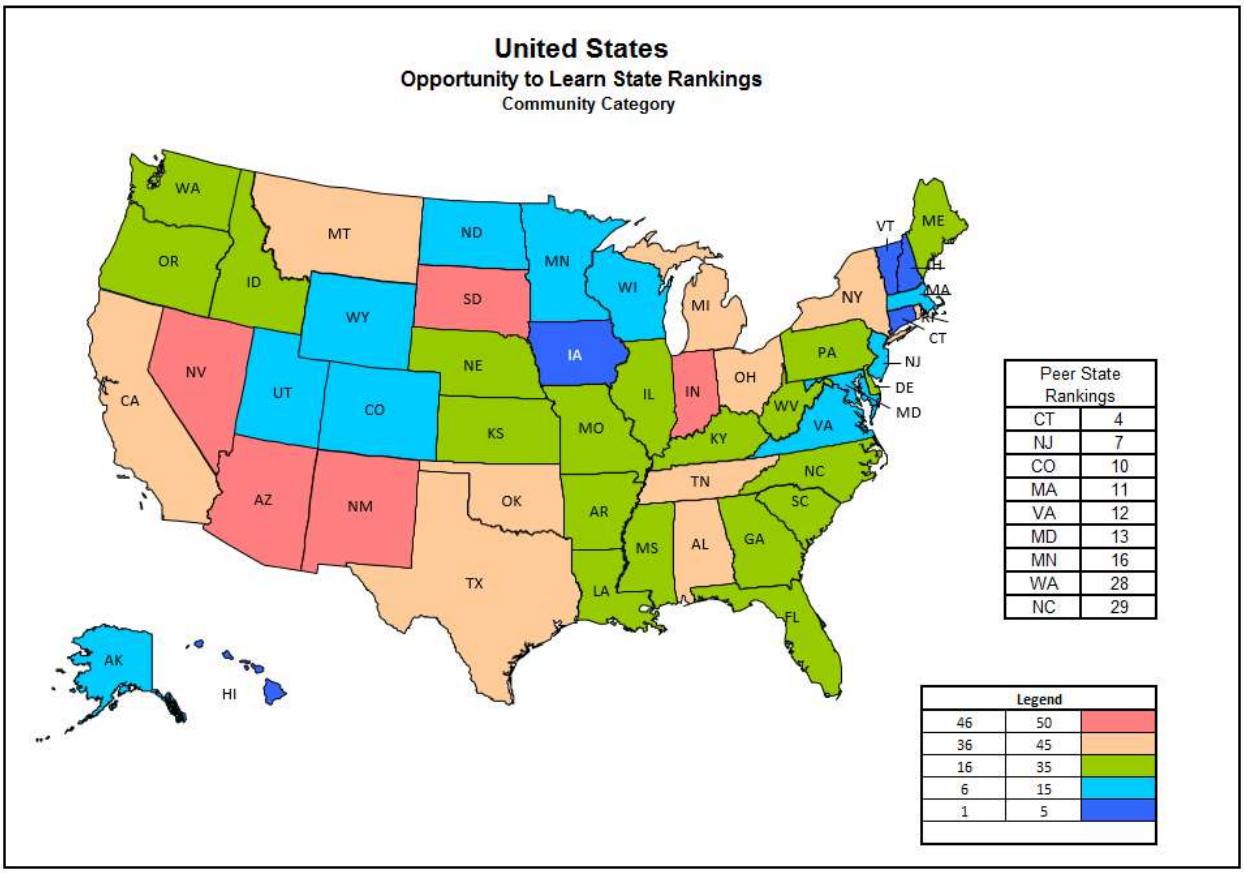
So it is possible that the same higher-than-average values for the measure might be associated with opposing outcomes. The measure has a weak and negative correlation to educational outcomes, which means that bullet one from above is how one might interpret the result. However, the measure in included in the category based on the premise of bullet two. Some reconsideration of the measure in the category will be given.

Community

The Community indicator is designed to quantify the access to and enrollment in early learning and to quantify the general characteristics of neighborhoods across the state framed in poverty status and safety. Two separate measures reflect the percent of children enrolled in early childhood education programs and enrolled in kindergarten. The two other measures quantify the percent of children not living in high poverty areas and the percent living in safe communities. The premise here is that parents will enroll their children in early learning opportunities where available and that children living in healthy environments will experience greater educational opportunities.

The combination of measures showed a moderate and positive correlation (R = 0.498) with the Education Outcomes, which supports the underlying premise. The highest performers on this measure are in the New England area, the upper Midwest, and some Mountain West states. The lowest performers are in the South, Southwest, and a handful of Ohio Valley states. Washington ranked 28th out of the 50 states and ranked 8th of the nine peer states (Figure 4). For the Community measures representing early learning opportunities and community wealth and safety, Washington was average when compared nationally but performed lower than most of the peer states.

Figure 4: Shows the relative ranking of the 50 states on the Community opportunity indicator.



Washington performed lower than the national average on the early learning opportunities, average for the percent of children living in safe communities, and well above average on the percent of children not living in high poverty areas. Washington performed much lower than Connecticut, Massachusetts, and New Jersey on the percentages of children enrolled in preschool and kindergarten. However, Washington performed significantly higher than Connecticut, New Jersey, and Massachusetts on the measures of the percentages of children not living in high poverty areas and living in safe communities. Even though the children living in Connecticut, New Jersey, and Massachusetts face greater out-of-school challenges, they perform better on the educational outcome measures.

Table 5: Shows the standard scores for the measures included in the Community Indicator.

Community Indicator	Standard Score	Interpretation of Standard Score
Percent of 3 and 4 year-olds attending preschool 2012-14	-0.79560	Substantially and a little lower than the national average.
Percent of eligible children in kindergarten 2012-14	-0.43204	
Percent of children not living in high poverty areas 2009-13	0.80507	Substantially higher than the national average.
Percent of children who live in safe communities 2011-12	0.05569	Similar to the national average
Summary of Measures	-0.09172	

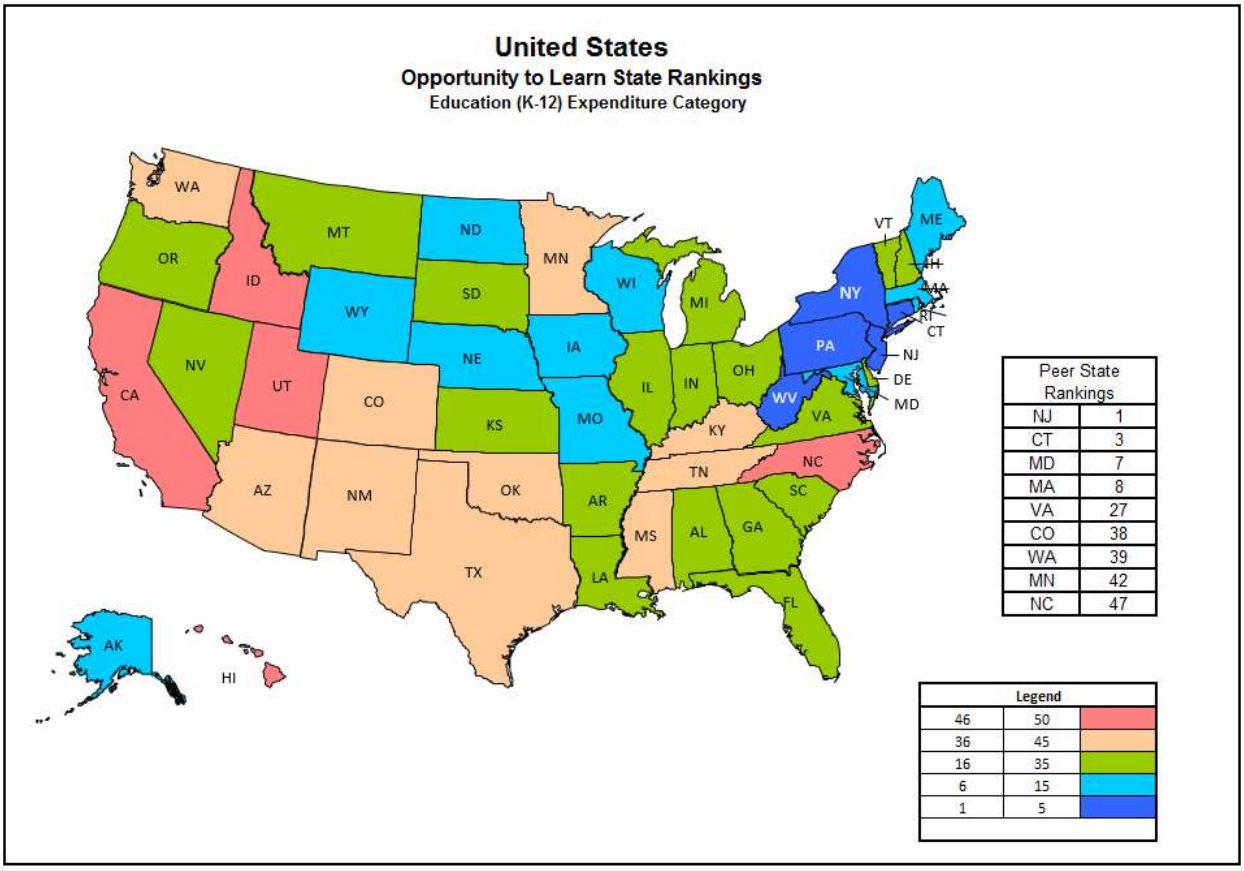
The measure of the percent of eligible children enrolled in kindergarten was shown to have a moderate to weak and negative correlation to educational outcomes, which was a curious finding. The premise for including the measure in the category was that educational outcomes would he higher in a state when more children were enrolled in kindergarten, but just the opposite was indicated. States with higher rates of kindergarten enrollment tended to have lower educational outcomes. The decision to include this measure in the category will be re-evaluated.

A moderately strong correlation coefficient (R = 0.700) was indicated for the percent of children not living in high poverty areas and the percent of children who live in safe communities, but this would be expected. It is debatable whether the two metrics are measuring the same thing because not all poor communities are unsafe. As an example, large proportions of some southern states may be viewed as poor but are otherwise safe and nurturing environments for the most part. For this reason, both of the metrics were retained in the category, at least for the time being.

Education Expenditures

The Educational (K-12) Expenditure measures were designed to establish the relationship (if any) of K-12 educational expenditures and educational outcomes. The regionally adjusted per pupil expenditures was the only measure to individually indicate a significant correlation to the educational outcomes, but the combination of the four school expenditure measures showed a moderate and positive correlation (R = 0.400) to the combined Education Outcomes measure.

Figure 5: Shows the relative ranking of the 50 states on the Education (K-12) Expenditure indicator.



The highest performing states on the K-12 expenditure indicator are in lower and upper New England and in the middle to upper Midwest. The lowest performing states are in the South and West. Washington ranked 39th out of the 50 states and ranked 7th of the nine peer states (Figure 5). For the K-12 school expenditure measures, Washington was below average when compared nationally and performed better than only two of the peer states.

These measures appear to show that Washington distributes educational funds in an equitable manner, but does not fund education to a level similar to high performing peer states. For the most part, the higher performing peer states allocate a higher percentage of tax revenues to education and this likely contributes to significantly higher per pupil funding.

Table 6: Shows the standard scores for the measures used for the School Expenditure indicator.

Education (K-12) Expenditures	Standard Score	Interpretation of Standard Score
Regionally adjusted per pupil expenditures in 2013	-0.83364	All of the measures are substantially lower than the national average, except for the McLoone Index measure, which is substantially higher than the national average.
McLoone Index 2013, a measure of equitable funding. Actual spending as a percent of the amount to bring all students to the median spending level.	0.99554	
Percent of district funds derived locally 2013-14	-0.56476	
Percent of taxable resources spent on education 2013	-1.04522	
Summary of Measures	-0.36202	

The McLoone Index value is a ratio of the total amount spent on pupils below the median to the amount that would be needed to raise all students to the median per pupil expenditure in the state. The index defines perfect equity as a situation in which every district below the state median (of per pupil expenditures) spends at least as much as median. The McLoone Index ranges from zero to 1.0, with 1.0 representing perfectly equitable statewide funding. An index of at least 0.95 is considered desirable.

- When the districts below the state median spend far less than the state median, the McLoone Index approaches zero and indicates large inequities.
- When districts below the state median make per pupil expenditures near the state median, the McLoone Index approaches one and indicates greater funding equity.

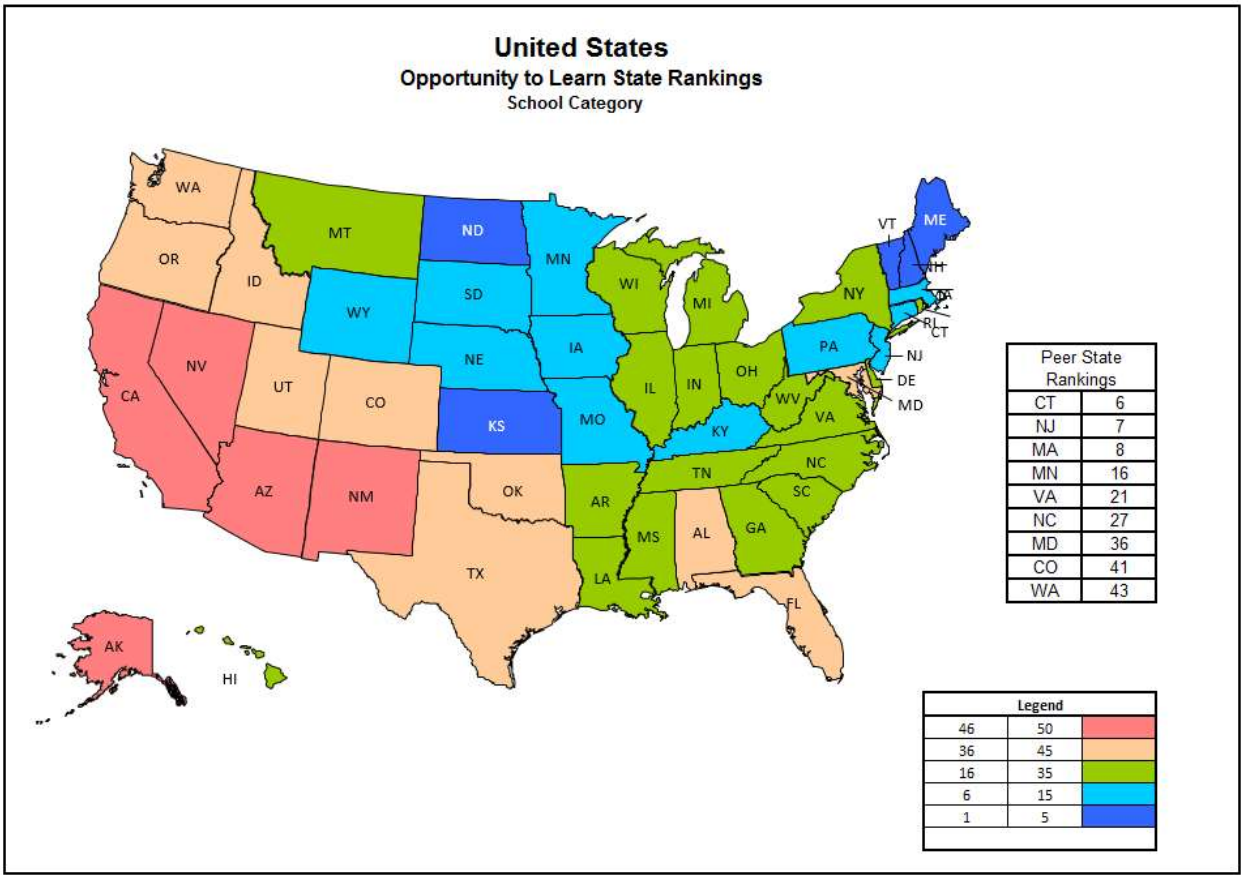
There are negligible correlations between the McLoone Index and each of the educational outcome measures, meaning that there is little systematic relationship between equitable spending at the state level and educational outcomes.

School

The School category is meant to capture the impact of certain school conditions and design on the Education Outcomes. Two measures provide insight to the average level of staffing at schools within a state, another measure captures the average diversity of the schools, and the final measure examines the degree to which unexcused absences, tardiness, and the skipping of classes impact student outcomes. The premise here is that better staffed schools can put policies in place to increase student engagement and a more positive school environment will support greater educational opportunities.

The combination of measures showed a strong and negative correlation (*R* = -0.731) with the Education Outcomes, which supports the underlying premise. The highest performers on this measure are in the New England states and the Midwest. The lowest performers are in the South, Southwest, and the West. Washington ranked 43rd out of the 50 states and ranked at the bottom of the nine peer states (Figure 6). For the combination of School measures representing school staffing, school demographics, and student engagement, Washington is well below average when compared nationally and performed the lowest of the peer states.

Figure 6: Shows the relative ranking of the 50 states on the School indicator.



The School measures are framed differently than some of the other measures in that positive standard scores tend to be more indicative of lower performance; hence the strong and negative correlation coefficient. For example:

- The standard scores (Table 7) of more than one standard deviation for the student to teacher ratio and the student to aide ratio means the average student to teacher/aide ratios in Washington are substantially higher than the national averages.
- The percentage of teachers who perceive unexcused absences as a problem for their students is also higher than the national average, which also is a negative correlate to student outcomes

On this indicator, a negative standard score is desired as lower values are correlated with higher student performance. The positive standard score (Summary of Measures, Table 7) for Washington means Washington's contribution from Schools in the model (student to teacher/aide ratios and unexcused absence problems) works against higher educational performance.

Table 7: Shows the standard scores for the measures used for the School category.

School Category	Standard Score	Interpretation of Standard Score
Student to teacher ratio	1.17014	Substantially higher than the national average.
Student to teacher aide or paraprofessional ratio	1.66346	
Percent of students who are Hispanic, Black, Pacific islander or Native American	-0.30645	Marginally lower than the national average.
Percent of teachers who believe tardiness and class skipping are a problem at their school	0.29277	Marginally higher than the national average.
Summary of Measures*	0.70498	

*Note: For this indicator, a negative standard scores are desired as negative scores are indicative of more favorable outcomes; lower student to teacher/aide ratios and fewer negative impacts from unexcused absences.

Are the student to teacher ratio and the student to aide ratio measuring the same thing? The correlation coefficient (R = 0.605) was moderate to strong and positive for the average student to teacher and student to aide (or paraprofessional) ratios. Because the correlation was not excessively high, both measures were retained in the category. However, if another measure were to be identified for the category, the student to aide ratio might be discarded or could be averaged with the student to teacher ratio.

Are the student to teacher and student to aide ratios a proxy for the per pupil expenditures? The correlation coefficients were moderate to strong and negative for the average per pupil expenditures and student to teacher ratio (R = -0.627) and for the student to aide ratio (R = -0.630). Because the correlations are not excessively strong, per pupil expenditures do not appear to be capturing the same variance as the student to teacher and student to aide ratios. However, it is clear that lower per pupil spending is associated with greater student to teacher ratios.

Is the average school diversity a proxy for neighborhood poverty and safety? The correlation coefficients were examined for the average percent of targeted subgroups at a school, the percent of children not living in a high poverty neighborhood, and the percent of children living in a safe neighborhood. There is a strong negative correlation (R = -0.777) between the percent of targeted subgroups at schools and percent of children living is safe communities. The combination of the three measures is likely capturing elements of poverty, as many students of color reside in relatively high poverty and unsafe neighborhoods. Given the concerns here, some consideration will be given to changing this broad category in a yet-to-be determined manner.

Action

No Board action is anticipated.

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

Appendix A

Technical Information

The preliminary OTL Index combines 16 indicators in four broad categories into a single metric to quantify the relative opportunity for educational success in each state. The OTL combines four additional indicators into a single Educational category that serves as an overall Education Outcomes measure. This first iteration of an OTL Index is meant to be straightforward and simple by design, as evidenced by the small number of measures and categories that are equally weighted.

The methodology allows the user the opportunity to compute correlation coefficients individually and collectively for the input and output measures. Correlation coefficients (Pearson *R*) were computed for all measures used in this OTL Index version and it is important to note that not all measures meet the statistical significance test (Table A1), but this would be expected. However, when the individual measures are aggregated to the broad categories or indicators, appreciable correlation coefficients are reported and that is the goal for this type of work.

The OTL Index:

- Places an equal number of measures in each category so that no one measure carries more weight than another
- Transforms each measure to a standardized score so that the comparison of each measure to other measures is made possible and, measures can be combined and averaged.
- The generation of standard scores did not include a step to eliminate the impact of outliers, which means that some biasing might be possible. However, any biasing would be diminished through the averaging of multiple measures.

This methodology simply compares the results of any given measure to all of the 50 states without consideration of whether the performance is adequate in any manner. For example, South Carolina has the highest percentage of eligible children in kindergarten (83.0 percent) and the national average is approximately 77 percent. So, South Carolina achieves the highest standard score (1.965) for this measure but most would agree that 100 percent kindergarten enrollment would be more desirable. In this manner, less than that which is desired might be misconstrued as the 'best.' So, this work should be viewed as comparative or normative-based, not criterion-based as some other research work.

Multiple Regression

Multivariate linear regression was conducted to determine the strength of the statistical model. The analysis regressed Educational Outcomes on the Family & Health, Community, School, and Educational (K-12) Expenditure categories. The analysis produced a significant ANOVA result ($F = 18.904$, $p < 0.001$) and two of the indicators (Family and Health and School) were significant predictors. Approximately 59.4 percent of the variance found in the dependent variable was accounted for in the model.

The regression model predicted an Educational outcome score of -0.39926, which is a little lower than the 50-state average. Washington's performance (residual) was 0.16405 standard deviation units higher than the predicted score. One could readily interpret these analyses as follows:

- Washington's performance on the individual OTL opportunity indicators is mostly below the national average and very low rated when considered in combination.
- The low OTL opportunity measures would lead one to anticipate that Washington's performance on the education outcomes should also be very low.

- But Washington's performance on the education outcomes is a little lower than the national average, meaning that Washington students are performing better than predicted.

Table A1: Shows the correlation coefficient (Pearson *R*) between each of the opportunity (input) measures and the educational outcome measures

Indicator Category	Label	Measure	Correlation to Educational Outcomes
Family & Health (FH) CM = 0.559** EX = 0.381** SC = -0.628** ED = 0.695**	FH 1	Percent of children whose parents had predictive concerns about their development 2011-12	ED 1 = -0.374** ED 2 = -0.134 ED 3 = -0.321* ED 4 = 0.012
	FH 2	Percent of children who are in excellent or very good health 2011-12	ED 1 = 0.541** ED 2 = 0.392** ED 3 = 0.462** ED 4 = 0.312*
	FH 3	Percent of children with health insurance	ED 1 = 0.226 ED 2 = 0.395** ED 3 = 0.394** ED 4 = 0.677**
	FH 4	Birth rate not to teen mothers 2013	ED 1 = 0.717** ED 2 = 0.242 ED 3 = 0.605** ED 4 = 0.732**
Community (CM) FM = 0.559** EX = 0.271 SC = -0.525** ED = 0.498**	CM 1	Percent of 3 and 4 year olds attending preschool 2012-14	ED 1 = 0.302* ED 2 = 0.251 ED 3 = 0.284* ED 4 = 0.668**
	CM 2	Percent of eligible children in kindergarten 2012-14	ED 1 = -0.290* ED 2 = -0.318* ED 3 = -0.467** ED 4 = -0.169
	CM 3	Percent of children not living in high poverty areas 2009-13	ED 1 = 0.597** ED 2 = 0.347* ED 3 = 0.520** ED 4 = 0.268
	CM 4	Percent of children who live in safe communities 2011-12	ED 1 = 0.455** ED 2 = 0.344* ED 3 = 0.416** ED 4 = 0.013
Expenditures for Schools (EX) FM = 0.381** CM = 0.271 SC = -0.484**	EX 1	Regionally adjusted per pupil expenditures in 2013	ED 1 = 0.321* ED 2 = 0.217 ED 3 = 0.402** ED 4 = 0.379**
	EX 2	McLoone Index 2013, a measure of equitable funding. Actual spending as a percent of the amount needed to bring all students to the median spending level.	ED 1 = -0.265 ED 2 = -0.212 ED 3 = -0.237

ED = 0.400**			ED 4 = -0.207
	EX 3	Percent of district funds derived locally 2013-14	ED 1 = 0.304* ED 2 = 0.245 ED 3 = 0.189 ED 4 = 0.363**
	EX 4	Percent of taxable resources spent on education 2013	ED 1 = 0.215 ED 2 = 0.234 ED 3 = 0.258 ED 4 = 0.328*
School FM = -0.628** CM = -0.525** EX = -0.484** ED = -0.731**	SC 1	Student to teacher ratio	ED 1 = -0.230 ED 2 = -0.484** ED 3 = -0.357* ED 4 = -0.337**
	SC 2	Student to teacher aide or paraprofessional ratio	ED 1 = -0.498** ED 2 = -0.332* ED 3 = -0.491** ED 4 = -0.428**
	SC 3	Percent of students who are Hispanic, Black, Pacific islander or Native American	ED 1 = -0.579** ED 2 = -0.469** ED 3 = -0.557** ED 4 = -0.265
	SC 4	Percent of teachers who believe tardiness and class skipping are a problem at their school	ED 1 = -0.336* ED 2 = -0.535** ED 3 = -0.364** ED 4 = -0.528**
Education (ED) FM = 0.695** CM = 0.498** EX = 0.400** SC = -0.731**	ED 1	Percent of children scoring at or above proficient on the NAEP Reading and Math (combined) in 2015	FM = 0.517** CM = 0.538** EX = 0.296* SC = -0.575**
	ED 2	Adjusted Cohort Graduation Rate in 2014	FM = 0.417** CM = 0.315* EX = 0.252 SC = -0.637**
	ED 3	Percent of teens 16-19 who are attending school or working	FM = 0.531** CM = 0.381** EX = 0.317* SC = -0.619**
	ED 4	Percent of young adults 18-24 who are enrolled in or completed college 2013	FM = 0.807** CM = 0.394** EX = 0.443** SC = -0.559**
**Note: Correlation is significant at the 0.01 level (2-tailed). *Note: Correlation is significant at the 0.05 level (2-tailed).			

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Student Presentation**
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ 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. In his presentation to the Board, Student Representative Baxter Hershman will present on the role of sports in education.

The Role of Sports in Education

By Baxter Hershman

Student Update

- I have completed my junior year of high school
  - The first of the “lasts” have started
  - It is summer
- Officially, I have been on the board for a year
- I am now the Senior Rep.

Extracurricular vs Physical Education

Non-Academic Pros

Teaches students the ethics of hard work

- Many students are “paper champions”

Specific to “neighborhood” sports: provides a sense of self-independence and the ability to negotiate

Creates a place for students to express themselves

Can help lower childhood obesity

Deters students from engaging in illegal behavior

Sports can teach lessons that school cannot

Non-Academic Cons

- High injury rates
  - High medical costs
  - In relation to students: takes longer to recover from a concussions
- Financial hardship on families
- Sport specialization
  - Puts too much pressure on the student

Student Connection

HAWKS NEST
TIDES
7
44
3
2
31

TIDES
61

National and State Standards

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Current Policy

RCW 28A.230.095: schools are required to have assessments to ensure that students have an understanding of the subject

RCW 28A.230.050: students may be excused from physical education requirements for variety of reasons, one of which is directed athletics

WAC 180-51-068: students are required to have 2 health and fitness credits (.5 health and 1.5 fitness)

WAC 180-51-025: the content of fitness courses can be determined locally

Washington Health and Fitness Standards (p. 105-114)

No federal regulations regarding hours of required recess or physical activity

Current Systems

State requirements are based off of health and fitness credits

- .5 Health
- 1.5 Fitness

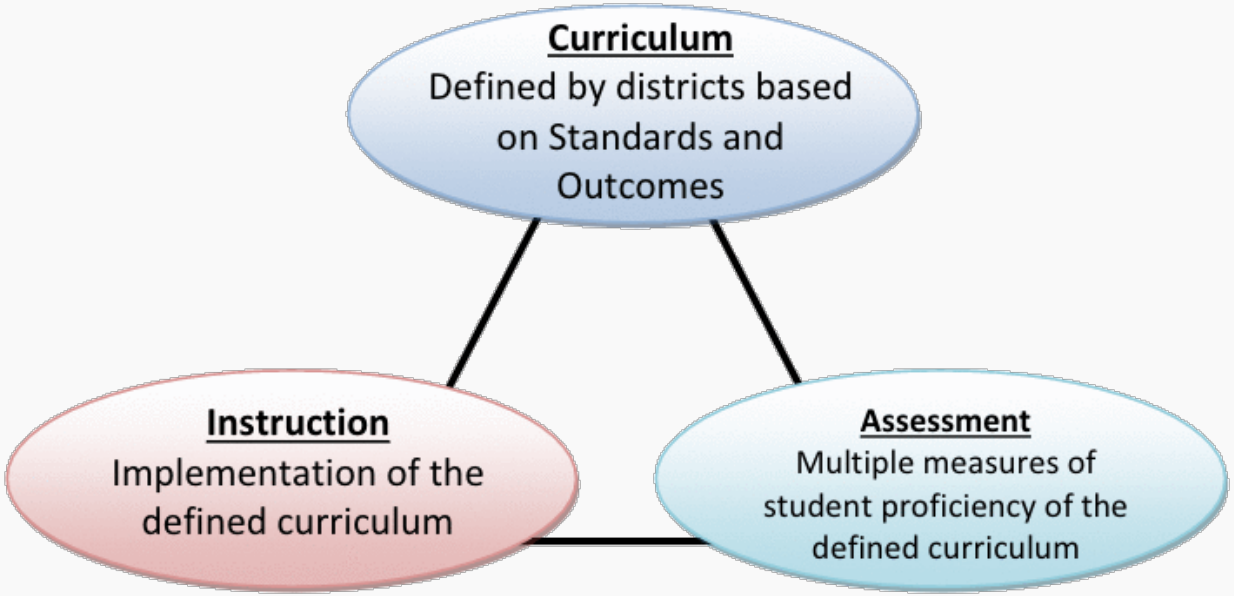
Extracurricular sports offered throughout the state

Competency based credit is allowed

Effects on School Climate and Culture

- Effect varies depending on sport and performance
  - Can be both positive and negative
- Frequent social topic among students
- Strengthens school pride and spirit
- Allows students to associate school with “fun”

Relations to Education



Correlation between hours of physical activity and academic achievement

Center for Disease Control (p. 16-19)

Conclusion

Sports play a big role in schools

There is a large possibility for competency based-crediting

- Current policy seems friendly to do so

Positive relation to academic performance and level of physical activity

Soft skills are able to taught in a way that cannot be captured in a traditional school setting

Thank you

Questions?

Example Agenda

3 nights lodging, 2 ½ days at facility

Tuesday, September 13
Dress: Informal

8:00-10:00 a.m.	Team Building Exercises
10:00-12:30 p.m.	Group Activity – Whole Board
12:30-1:00	Lunch
1:00-1:30	Travel to Site Visit
1:30-3:00	Site Visit at Wind River Middle School
3:00-3:30	Travel back to Skamania Lodge
3:30-5:00	Break into Smaller Group Activities
6:30	Board Annual Dinner at Skamania Lodge

Wednesday, September 14
Dress: Informal

8:00-10:00 a.m.	Presentation from Kristen Amundson, NASBE Executive Director
10:00-1:00 p.m.	Board Discussion with Lunch
1:00-5:00	Strategic Plan Discussion – Three Big Buckets

Thursday, September 15
Dress: Business

8:00-12:00 p.m.	Staff Presentations and Discussions • Executive Committee Elections • Public Comment • Adoption of Next Year's Priorities
12:00-12:30 p.m.	Lunch
12:30-1:30	Business Items
1:30	Adjourn

Wind River Middle School

Along the route:

18 min

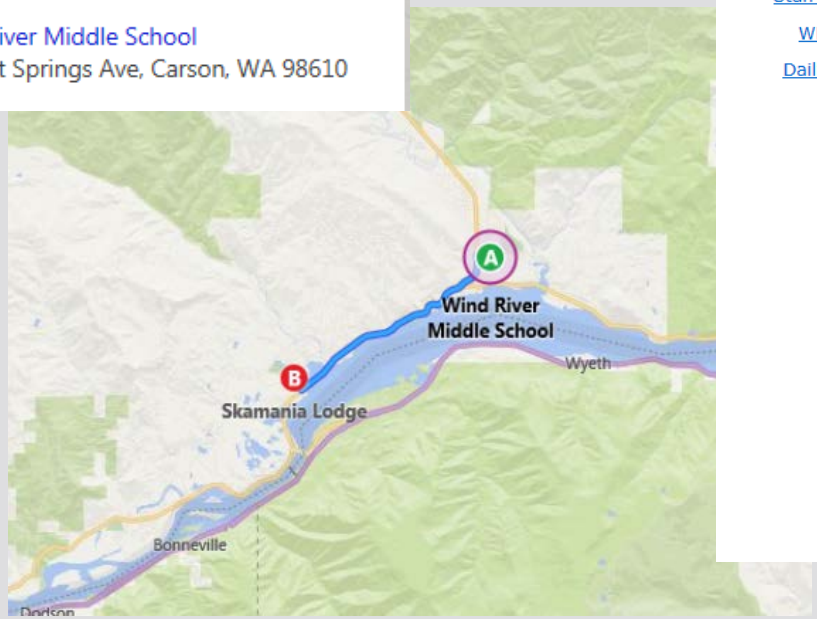
Light traffic 6.2 mi

15 min without traffic

Via Wind River Rd, WA-14

Print

A Wind River Middle School
441 Hot Springs Ave, Carson, WA 98610



STEVENSON-CARSON SCHOOL DISTRICT

WRMS Royals

Library/Lab Booking System

WRMS Athletics

WRMS MOODLE

Supply List

Skyward Family

WRMS calendar

Staff directory

WRMS map

Daily Bulletin

Welcome to Wind River Middle School

by Sarah Marino, Principal

Wind River Middle School draws its students from the communities of Stevenson, Carson, Home Valley, Hemlock, Stabler and a variety of outlying areas. Students enter WRMS as seventh graders and transition to the high school as ninth graders.

Wind River Middle School provides the full range of supplementary programs for students. These include special education, a learning assistance program, and an extracurricular activities program. It is my belief that our staff members are the key to student success at Wind River. They are dedicated and caring educators who are willing to give of their time and energy above and beyond the call of duty.

Middle school children have special needs. Among these are social, emotional, physical and academic concerns. Because these needs can not always be met within the classroom we believe that our students require a support system. We want children to be confident and to succeed.

The aim of our advisory program, entitled Home Base, is to insure that our middle school students have the support and the opportunity to succeed.Home Base allows students to get to know at least one adult staff member well. It is this staff member's job to "watch over" his or her charges for the duration of their stay at Wind River. The purposes of Home Base are many and varied, but the basic purpose is to give students someone upon whom they can call in times of need.

Sarah Marino, WRMS Principal
marinos@scsd.k12.wa.us
Phone: (509) 427-5631

Executive Committee Election

This year's Nomination Lead: Bob Hughes

Positions Open:

Member At-Large
Currently filled by Peter Maier – Eligible to be Re-elected

Member At-Large
Currently Filled by Connie Fletcher - Not Eligible to be Re-elected

Member At-Large in place of the Immediate Past Chair
Currently filled by Judy Jennings – Eligible to be Re-elected

Call for Nominations will be sent by Member Hughes.

Deadline to Submit Nominations: August 25

- Facts & Figures Review for Retreat -

Intent to follow same format (w/ accompanying video)

Facts and Figures of 2015

BEN RARICK
EXECUTIVE DIRECTOR

JULY 2015

Overview of this facts and figures presentation

- Summary of board authority, accomplishments, composition, and meetings
- Review of waiver data
- Review of 2015 legislative advocacy and Strategic Plan progress
- Review of communications data (news, website, social media)
- Summary of community forum attendance
- Review of budget data and what staff are proud of

Kristen Amundson

Executive Director
National Association of State Boards of Education

From the NASBE website:

The Hon. Kristen Amundson brings more than two decades of experience as a policymaker to NASBE. She represented the 44th District in the Virginia General Assembly from 1999 to 2009. During that time, she was a member of Virginia's P–16 Council and the Southern Regional Education Board (SREB). Before her election to the General Assembly, Amundson—a former teacher—served for nearly a decade on the Fairfax County, Va., School Board, including two years as its chairwoman. Most recently, she was the senior vice president for external affairs at Education Sector, an independent think tank. She writes frequently on education issues and has been published in *The Washington Post* and the *Richmond Times-Dispatch*, among others.

Topics she could share at the SBE September Meeting:

- How the Role of SBE will Change or Could Change with ESSA Implementation
- Where SBE Should be Looking for the Future
- What Other States are Doing as a Result of ESSA
- Avoiding the Pitfalls, but Make Meaningful Advancements for Students

2016 Board Retreat
Three "Buckets" Theme

Long-term Goal-setting and Achievement Index Revisions

Stitching together secondary and post-secondary transitions for all students system-wide

Relationship with the new state superintendent, *McCleary*, Legislative landscaping shift, possible governance proposals and the Board's role in it all, etc.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Board Discussion of 180-Day Waivers
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Should the Board advocate for changes in the statute authorizing it to grant waivers of basic education requirements and related statutes? 2. Should the Board undertake a review of present rules governing waivers of the basic education requirement of a minimum 180-day school year to identify any changes that may be warranted? 3. Should the Board review its internal procedures for evaluation and approval or denial of requests for 180-day waivers?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board has set aside time on the agenda for discussion of current statutes, rules and procedures related to 180-day waivers, and whether there may be need for changes. In your packet you will find: • A staff memo providing background on current statutes and rules governing 180-day waivers, and identifying possible questions for board discussion. • RCW 28A.305.140 (Waivers from provisions of RCW 28A.150.200 through RCW 28A.150.220 authorized) • The section of the 1985 act of the Legislature delegating authority to the State Board of Education to grant waivers of basic education statutes, now codified as RCW 28A.305.140. • WSR 95-20-054, the 1995 SBE rules filing establishing Chapter 180-18 WAC (Waivers for Restructuring Purposes).

WAIVERS OF THE MINIMUM 180-DAY REQUIREMENT FOR BASIC EDUCATION
DISCUSSION DOCUMENT

Policy Considerations

Should the Board initiate a review of the rules governing 180-day waivers? If so, in what manner and on what schedule should that review take place?

Should the Board advocate for legislative changes in statutes related to waivers of basic education requirements, including on the need for 180-day waivers for full-day parent-teacher conferences?

The Basic Education Requirement

RCW 28A.150.220(5) provides that "Each school district's kindergarten through twelfth grade educational program . . . shall consist of a minimum of one hundred eighty days per school year in such grades as are conducted by a school district, and one hundred eighty half days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty days per school year" on full phase-in of full-day kindergarten under law. Exceptions were enacted in 1979 for the last five days of the school year for graduating seniors, and in 2013 for the first three days for kindergartners participating in the Washington Inventory of Developing Skills (WaKIDS) program.

As of 2014, 29 states and the District of Columbia required a minimum 180 days of instruction. Twelve states had various other requirements for minimum days in a school year.[1]

The Authorizing Statute

RCW 28A.305.140 authorizes the State Board of Education to "grant waivers to school districts from the provisions of RCW 28A.150.200 through RCW 28A.150.220 on the basis that such waiver or waivers are necessary to:

> (a) Implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program;

As the text makes clear, the reach of this authority to waive basic education provisions goes far beyond the 180-day requirement. It covers:

- RCW 28A.150.200. Program of Basic Education
- RCW 28A.150.203. Definitions. (Including "school day.")
- RCW 28A.150.205. Definition. ("Instructional hour.")
- RCW 28A.150.210. Basic education – Goals of school districts
- RCW 28A.150.211. Values and traits recognized.
- RCW 28A.150.220. Basic education—Minimum instructional requirements—Program accessibility—Rules.

RCW 28A.305.140 dates to enactment of ESSB 3235 (C 349 L 85), An act relating to educational excellence, in 1985. (Included in your packet.) The language shown above on the Board's current authority to grant waivers is unchanged from that of the original act (aside from the recodification of the

RCW's). A walk through the statutory history finds remarkably little amendment to the statute over the 31 years since its enactment. Legislation in 2011 and 2012 added temporary authority for the Board to grant waivers for an innovation school or innovation zone (E2SHB 1546) and for collaborative schools (ESHB 2799), respectively. There has been no other substantive change to the law.

Questions for discussion

1. Should the Board advocate for clarifying the purpose of basic education waivers under the statute?
2. Should the Board advocate for narrowing the scope of waiver authority delegated to it by the statute?

The Rules

WAC 180-18-040 and WAC 180-18-050 implement the authority delegated by RCW 28A.305.140 to grant waivers of the minimum 180-day requirement. Elaborating on the language of the statute, WAC 180-18-040 provides that

> (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. . . .

A summary of WACs 180-18-040 and 180-18-050 can be found in the standard memo on current Option One waiver requests included in your packet. We'll highlight some specific provisions in this discussion.

Chapter 180-18 WAC, Waivers for Restructuring Purposes, dates back to 1995. The rule was adopted by the Board in August of that year and filed as WSR 95-20-054. (Included in your packet.) The purpose of the new chapter was conceived very broadly as "*to establish policies and procedures and to facilitate and support school districts in their educational improvement efforts*." Cited as statutory authority were RCW 28A.305.140, a 1955 statute requiring districts to enforce rules prescribed by the SPI, and a statute since recodified as RCW 28A.655.180 that essentially duplicates RCW 28A.305.140.

Reflecting the expansiveness of RCW 28A.305.140, Chapter 180-18 as originally adopted brought a broad swathe of basic education requirements into its embrace for waiver. These included:

- WAC 180-18-030 -- Waivers from total program hour offerings, teacher contact hours requirements, and self-study requirements.
- WAC 180-180-040 – Waivers from minimum one hundred eighty-day school year requirement and student-teacher ratio requirement.

WAC 180-18-030 remains, reduced to waiver of the instructional hours requirements in RCW 28A.150.220. The waivers of the other requirements originally called out here and in WAC 180-18-040 no longer exist because over time the requirements were eliminated.

WAC 180-18-050 set out requirements to obtain a waiver of these provisions of law, much of the content surviving in existing rule. WAC 180-18-060 established procedures for renewal of waivers, none of which survives.

Amendments to Chapter 180-18 WAC over most of its history were a relative few. Only a few of those could be seen as major.

- WSR 01-24-092[2] (December 2001) amended WAC 180-18-030 to eliminate waivers of program hour offerings and classroom teacher contact hours to align waiver rules with statutory changes.

- WSR 04-04-093 (February 2004) provided that local restructuring plans for waivers under WACs 180-18-030 and 180-18-040 may consist of school improvement plans under WAC 180-16-220, implementing the No Child Left Behind Act.
- WSR 07-20-030 (September 2007) added significant language WACs 180-18-030 and 180-18-040 to express that the purpose of waivers to minimum instructional hours, school days and other BEA requirements is to improve student achievement. No such intent was stated in the original rules. The Board also repealed WAC 180-18-060 on procedures for renewal of a waiver.
- WSR 10-10-007 (April 2010) created a new, "Option Three" pilot waiver, not needing approval by the Board, that granted relief of up to three days from the 180-day requirement for purposes explicitly tied to improving student achievement, reducing achievement gaps, and implementing innovative instructional strategies. The waiver required reporting to the Board on outcomes at the conclusion of the three-year waiver term. The "fast-track" waiver was not to continue beyond the 2017-18 school year.

The SBE Review: 2011-2012

The Board last conducted a review of waiver statutes and rules in 2011 and 2012, culminating in adoption of WSR 12-24-049 in November 2012. The staff work and board discussion were far too extensive, diverse and nuanced to do justice to it in a short memo. Here we'll confine ourselves to highlighting some of the findings and options for change presented at board meetings, followed by a look at the rule amendments ultimately filed.

A memo prepared for the May 2011 board meeting listed "recurring concerns" expressed by board members about Option One waivers, including:

- The growing number of waivers requested, including for parent-teacher conferences
- Previous waivers have not resulted in increased student achievement
- Some applications are for too many waiver days
- The unclear relationships between waiver days requested, local collective bargaining contracts, and varying district resources.

Possible changes called out included:

- Cap the number of waiver days for professional development and collaboration, with requests over the cap examined in more depth by the Board.
- Increase the allowable number of days in the Option Three "fast-track" waiver.
- Give staff authority to replace half-day parent-teacher conferences with full-day conferences when there is no net effect on instructional time.
- More clearly define the criteria used to approve waivers. (There were no criteria in rule.)
- Set clear expectations about collective bargaining agreements and mandatory and optional teacher time.
- Establish expectations for increased student achievement when districts return renewal waivers.

For the July 2011 meeting a group of board members[3] synthesized concerns expressed by members and suggested a list of possible responses. The options included, for example:

- Direct staff to draft rules to establish accountability for student time, acceptable caps on waiver days, and/or acceptable activities for waiver days.
- Require more stringent accountability for from districts requesting renewal of a waiver.
- Cap the number of waiver days at three, five, or some other specified number.
- Cap the number of waiver days plus additional teacher days without students.

- Require districts to provide evidence that they provide the required instructional hours for basic education and describe how they calculate their hours.
- Advocate for a change in the legal definition of a school day to be inclusive of parent-teacher conferences, so as to eliminate the need for waivers for this purpose.

After continued board discussion, staff presented recommendations at the November 2011 meeting that spanned, for example, (1) building accountability into rule language to require districts to submit a summary report to the SBE and the local school board on completion of an approved waiver, to include the amounts of time spent on specified activities and how waiver days impacted student achievement; (2) requiring districts to submit a calendar and demonstrate how they calculated the required instructional hours as a condition of receiving a waiver, and (3) a menu of options for eliminating or retaining Option One waivers and capping the number of allowable waiver days.

In response to direction from members in November, staff presented a set of waiver principles and recommendations at the January 2012 meeting. The principles were:

1. The SBE's role is not to define basic education minimums. The Legislature has that role and responsibility. The SBE's role is to grant selected exceptions from those minimums.
2. Waivers should not be granted to back-fill legislative reductions to Learning Improvement Days or make up for other state budget constraints.
3. Waivers should be granted to districts in response to local circumstances, as defined in criteria, and not for activities that all districts need to conduct. To grant waivers for universal purposes is to re-define basic education.

Recommendations included:

- Eliminate the "regular," Option One waiver and merge it with a revised Option Three.
- Place into rule a prescribed list of criteria for waivers, some of which were already represented in the application but were not used for evaluation and had no impact on waiver decisions.
- Advocate to the Legislature to clarify whether a school day is inclusive of full-day parent-teacher conferences and restore funding for professional development time for teachers that had been eliminated in the budget shortfalls occasioned by the Great Recession.

Alternatives posed included (a) retaining Option One with criteria and a cap on days and (b) effectively leaving current board practices as is.

The Board did not act on these or alternative recommendations at the January 2012 meeting. Discussion continued at subsequent meetings, with new or variations of previous options offered. Seven recommendations were presented at the May meeting. They included:

1. Continue to approve waiver requests for full-day parent-teacher conferences.
2. Condense Option Three into Option One.
3. Establish specified criteria for Option One waivers. A committee of SBE members should review each application against a rubric and provide a recommendation to the Board as a whole.
4. Cap Option One waivers at five days.
5. Create a new type of waiver for innovation with a higher bar for approval and more rigorous criteria for renewal.
6. Establish criteria to review and approve Option Two waivers for "economy and efficiency," so far deliberately absent from our discussion.

7. Advocate to the Legislature for changes including:
    a. Clarify whether a school day is inclusive of full-day parent-teacher conferences.
    b. Provide ample and reliable state funding for professional development time for certificated staff.
    c. Define a minimum school day in terms of instructional hours or minutes.

The Case of Parent-Teacher Conferences

We pause here in our narrative to discuss the special challenge that's been posed for Board rules and procedures by parent-teacher conferences. The subject to some degree continues to be a source of confusion for district personnel, who have received conflicting advice over the years on the need for waivers, as well as for members. It compels revisiting in any discussion of possible changes to statutes and rules in this area.

The memos prepared for the board review in 2011-12 retain great value in this context, as the issue was never far from the forefront, and the legal issues remain the same. The task of rule-making on waivers, staff explained in May 2012, "is complicated by conflicting statutes."

> Districts are required by law to provide *both* 180 school days and an average [then] of 1,000 instructional hours. Whether full day parent teacher conferences should be considered a school day has been the subject of ongoing analysis and debate. . .
>
> For the past several years, SBE has been clear that full-day parent teacher conferences do not constitute a school day. RCW 28A.150.203 states: "'School day' means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school." Full-day parent-teacher conferences do not count toward the required 180 days because all students are not present on these days. While the definition does not specifically say all pupils, "all" is implicit. If the language is read to mean "some" pupils, that would permit school schedules where some students are scheduled for fewer than 180 days on any given day and only some students are present. . .
>
> The confusion about parent-teacher conferences also stems from the definition of an instructional hour. RCW 28A.150.205 states, "'Instructional hours' means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, **and teacher/parent-guardian conferences** that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.[4]

Thus while parent-teacher conferences are explicitly within the definition of instructional hours, school days are defined without relation to instructional hours or any other unit of time. This leaves to legal interpretation whether a full school day used for parent-teacher conferences within a 180-day calendar requires a waiver from the SBE of the minimum BEA requirement for school days.

Staff presented to the Board on the continuing issue of parent-teacher conferences, basic education requirements, and basic education waivers for discussion of legislative priorities in September 2015. (See pp. 41-42).

The 2012 Waiver Rules

The rules approved for publishing in July 2012, heard in September, adopted in November, and filed as WSR 12-24-049 made the following changes to WACs 180-18-040 and 180-18-050:

- Eliminated the Option Three "fast-track" waiver.
- Adopted criteria for evaluation of the need for an Option One waiver, in accordance with RCW 28A.305.140, with separate and additional criteria for renewal of a waiver.
- Extended the time for receipt of an Option One application from 50 days before the board meeting at which it will be considered to 40 days.
- Made various technical corrections to these two sections of rule.
- Created a new waiver for the sole purpose of full-day parent-teacher conferences, with an expedited procedure in which applications are reviewed at staff level only, and the applicant district is notified that the requirements for the waiver have been met and the waiver granted.
- Adopted criteria for evaluation of requests for Option Two "economy and efficiency" waivers.

Questions for Discussion

The Board has operated under these rules for waiver procedures, evaluation and approval for the last three and one-half years. Questions for discussion, with the hindsight of experience, might include:

1. What are the strengths and weaknesses of current rules on 180-day waivers? Are there improvements that could be made for clarity, relevance and more effective evaluation of waiver requests? If so, what might some of them be?
2. Are the procedures set out in WAC 180-18-050 (3) for requests for waivers for full-day parent-teacher conferences both effective and appropriate? Should they be changed? Should the Board again advocate for legislative clarification of whether 180-day waivers are needed for parent-teacher conferences?
3. Should the Board initiate a review of current rules on waivers? If so, in what manner might such a review proceed?
4. Is the Board satisfied with present procedures for review of and decisions on waiver requests at board meetings? If not, what are some possible options for change?

Action

No action is requested at this meeting.

[1] Julie Rowland, "Number of Instructional Days/Hours in the School Year," Education Commission of the States. Denver, Colo. October 2014.

[2] WSR means "Washington State Register." The numbers that follow identify the filing of a new or amended rules with the Office of the Code Reviser, a legislative agency.

[3] The members synthesizing concerns and suggesting options in July 2011 were Members Bragdon, Frank, Mayer, Hughes and Schuster.

[4] SBE, "Basic Education Program Requirements: Review of 180-Day Criteria and Recommendation," May 2012.

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

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized. (*Effective until June 30, 2019.*)

(1) The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to:

(a) Implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program;

(b) Implement an innovation school or innovation zone designated under RCW 28A.630.081; or

(c) Implement a collaborative schools for innovation and success pilot project approved under RCW 28A.630.104.

(2) The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[2012 c 53 § 8; 2011 c 260 § 8; 1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

NOTES:

Findings—Intent—Expiration date—2012 c 53: See RCW 28A.630.101 and 28A.630.109.

Findings—Intent—2011 c 260: See note following RCW 28A.630.080.

Expiration date—2011 c 260: See RCW 28A.630.089.

Contingent expiration date—1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability—1985 c 349: See note following RCW 28A.150.260.

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized. (*Effective June 30, 2019.*)

The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

and the waiver is limited to those individual teachers approved in the local plan for educational excellence. The state board of education shall develop criteria to evaluate the need for the waiver. Granting of the waiver shall depend upon verification that: (a) The students' classroom instructional time will not be reduced; and (b) the teacher's expertise is critical to the success of the local plan for excellence.

NEW SECTION. Sec. 6. A new section is added to chapter 28A.04 RCW to read as follows:

The state board of education may grant waivers to school districts from the provisions of RCW 28A.58.750 through 28A.58.754 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

NEW SECTION. Sec. 7. A new section is added to chapter 28A.58 RCW to read as follows:

School boards may by separate contract with certificated instructional and classified staff provide supplemental compensation for additional days or additional duties as set forth in the bargaining agreement or agreements as negotiated between the district and the respective bargaining representatives, if the district does not incur obligations for the supplements beyond the current school year and if such supplements do not cause the state to incur any present or future funding obligations. Additional days for certificated instructional staff and classified staff shall be those days beyond their respective work year. Such separate contracts shall be subject to the collective bargaining provisions of chapters 41.59 and 41.56 RCW. Such supplemental compensation shall not be deemed an increase in salary or compensation for purposes of RCW 28A.58.095. Separate contracts shall be subject to the provision of RCW 28A.67.074, shall not exceed one year, and if not renewed shall not constitute adverse change in accordance with RCW 28A.58.450 through RCW 28A.58.515.

NEW SECTION. Sec. 8. (1) The sum of one hundred thousand dollars, or as much thereof as may be necessary, is appropriated for the biennium ending June 30, 1987, from the general fund to the superintendent of public instruction for the purposes of section 2 of this act.

(2) The sum of one hundred thousand dollars, or as much thereof as may be necessary, is appropriated for the biennium ending June 30, 1987, from the general fund to the superintendent of public instruction for the purposes of section 4 of this act.

Washington State Register

OCTOBER 18, 1995

OLYMPIA, WASHINGTON

ISSUE 95-20

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shoreline environment redesignation from conservancy to rural are modified. The boundary is as follows: Either 200 feet from the ordinary high water of the Snoqualmie River or along the designated line of the floodway as determined by the FEMA Federal Insurance Rate Map - May 16, 1995 revision, whichever is greater.

Number of Sections Adopted in Order to Comply with Federal Statute: New 0, amended 0, repealed 0; Federal Rules or Standards: New 0, amended 0, repealed 0; or Recently Enacted State Statutes: New 0, amended 0, repealed 0.

Number of Sections Adopted at Request of a Nongovernmental Entity: New 0, amended 0, repealed 0.

Number of Sections Adopted on the Agency's own Initiative: New 0, amended 0, repealed 0.

Number of Sections Adopted in Order to Clarify, Streamline, or Reform Agency Procedures: New 0, amended 0, repealed 0.

Number of Sections Adopted using Negotiated Rule Making: New 0, amended 0, repealed 0; Pilot Rule Making: New 0, amended 0, repealed 0; or Other Alternative Rule Making: New 0, amended 1, repealed 0.

Effective Date of Rule: Thirty-one days after filing.

September 29, 1995
Terry Husseman
for Mary Riveland
Director

AMENDATORY SECTION (Amending Order 90-52, filed 1/23/91, effective 2/23/91)

WAC 173-19-250 King County. King County master program approved July 8, 1976. Revision approved November 22, 1976. Revision approved June 30, 1978. Revision approved July 5, 1979. Revision approved September 23, 1981. Revision approved February 9, 1982. Revision approved March 14, 1984. Revision approved June 18, 1985. Revision approved January 22, 1991. Revision approved September 29, 1995.

WSR 95-20-054
PERMANENT RULES
STATE BOARD OF EDUCATION
[Filed October 2, 1995, 3:56 p.m.]

Date of Adoption: September 22, 1995.

Purpose: Establishing new waiver policies and procedures and reduce paperwork for school districts and to streamline the waiver request process.

Statutory Authority for Adoption: Chapter 28A.630 RCW, chapter 208, Laws of 1995.

Adopted under notice filed as WSR 95-16-113 on August 1, 1995.

Changes Other than Editing from Proposed to Adopted Version: The nonregulatory position statement of proposed WAC 180-18-030 i.e., the last four sentences of subsection (b) were deleted.

Number of Sections Adopted in Order to Comply with Federal Statute: New 0, amended 0, repealed 0; Federal Rules or Standards: New 0, amended 0, repealed 0; or Recently Enacted State Statutes: New 0, amended 0, repealed 0.

Number of Sections Adopted at Request of a Nongovernmental Entity: New 0, amended 0, repealed 0.

Number of Sections Adopted on the Agency's own Initiative: New 7, amended 0, repealed 0.

Number of Sections Adopted in Order to Clarify, Streamline, or Reform Agency Procedures: New 7, amended 0, repealed 0.

Number of Sections Adopted using Negotiated Rule Making: New 0, amended 0, repealed 0; Pilot Rule Making: New 0, amended 0, repealed 0; or Other Alternative Rule Making: New 0, amended 0, repealed 0.

Effective Date of Rule: Thirty-one days after filing.

October 2, 1995
Larry Davis
Executive Director

PERMANENT

Chapter 180-18 WAC
WAIVERS FOR RESTRUCTURING PURPOSES

NEW SECTION

WAC 180-18-010 Authority. The authority for this chapter is RCW 28A.305.140, 28A.600.010, and 28A.630.-945 which authorizes the state board of education to adopt rules that implement and ensure compliance with the basic program of education requirements and such related requirements as may be established by the state board of education.

NEW SECTION

WAC 180-18-020 Purpose. The purpose of this chapter is to establish policies and procedures and to facilitate and support school districts in their educational improvement efforts.

NEW SECTION

WAC 180-18-030 Waivers from total program hour offerings, teacher contact hours requirements, and self-study requirements. (1) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the total program hour offerings requirements and basic skills/work skills percentages/instructional hours requirements pursuant to RCW 28A.150.200 through 28A.150.220 and WAC 180-16-200 (2) through (6). If a school district intends to waive total program hour offerings requirements under this subsection, it shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours, and to students enrolled in grades one through twelve at least a district-wide annual average total instructional hour offering of one thousand hours. The state board of education shall grant said initial waiver requests pursuant to RCW 28A.305.140 and WAC 180-18-050 for three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the classroom teacher contact hours requirement pursuant to RCW 28A.-

305.140 and WAC 180-16-205(5). In the event that a district develops an educational excellence component(s) which consists of less than the twenty-five hours of average teacher contact and the district determines but for the inclusion of this component(s) that it would meet the twenty-five-hour average teacher contact requirement, the district may apply for a waiver of the inclusion of this component(s) within the calculations. The state board of education shall grant said initial waiver request pursuant to RCW 28A.305.-140 and WAC 180-18-050 for three school years.

(3) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the self-study requirements pursuant to RCW 28A.305.140 and WAC 180-53-070 (1) through (3). The state board of education shall grant said initial waiver requests pursuant to RCW 28A.305.-140 and WAC 180-18-050 for three school years.

PERMANENT

NEW SECTION

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement. (1) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance 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.150.220(5) and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings 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 initial waiver requests for up to three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance 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 student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

NEW SECTION

WAC 180-18-050 Local restructuring plan requirements to obtain waiver. (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more schools which consists of at least the following information:

(a) Identification of the requirements to be waived;

(b) Specific standards for increased student learning that the district expects to achieve;

(c) How the district plans to achieve the higher standards, including timelines for implementation;

(d) How the district plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan; and

(f) Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least thirty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

NEW SECTION

WAC 180-18-060 Waiver renewal procedure. (1) Waiver requests related to WAC 180-18-030 which are granted by the state board of education pursuant to WAC 180-18-030 and 180-18-050 shall be renewed every three years upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational programs that were implemented as a result of the waivers. The request to the state board of education shall include information regarding the activities and programs implemented as a result of the waivers, whether higher standards for students are being achieved, and a summary of the comments received at the public meeting or meetings.

(2) Waiver requests related to WAC 180-18-040 which are granted by the state board of education pursuant to WAC 180-18-030 and 180-18-050 may be renewed every three years upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational programs that were implemented as a result of the waivers. The request to the state board of education shall include information regarding the activities and programs implemented as a result of the waivers, whether higher standards for students are being achieved, and a summary of the comments received at the public meeting or meetings.

NEW SECTION

WAC 180-18-080 Alternative waiver application procedure. In lieu of the waiver application procedures under WAC 180-18-030, 180-18-040, and 180-18-050, a school district may request the waivers listed in WAC 180-18-030 and 180-18-040 through the application for entitlement to basic education funding, Form SPI M-808.

Centralia
SCHOOL DISTRICT #401
"Building a Legacy of Learning"

Resolution #2016-08

Temporary Two-Year Waiver from High School Graduation Requirements

WHEREAS, the Washington State Legislature passed E2SSB 6552 which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Centralia School District currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24 credit requirement; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a substantial amount of study and planning revolved around the consideration of resources, and time to implement effectively; and

WHEREAS, the Board of Directors of the Centralia School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014; and

WHEREAS, WAC 180-51-068 requires that the application waiver be accompanied by a resolution adopted by the district board of directors; and

NOW, THEREFORE, BE IT RESOLVED that the Centralia School District Board of Directors in accordance with RCW 28A.230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

DATED THIS 27th day of April 2016.

BOARD OF DIRECTORS
CENTRALIA SCHOOL DISTRICT NO. 401

Secretary

Resolution Certification

I, Mark Davalos, Secretary of the Board of Directors of Centralia Joint School District No. 401, Lewis and Thurston Counties, Washington, do hereby certify that the foregoing constitutes a true and correct copy of Resolution No. 2016-08 of such Board of Directors duly adopted at the regular meeting thereof held on the 27th day of April 2016.

Mark A Davalos

Mark Davalos, Secretary

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district – ***Centralia School District***

2. Contact information

   Name and title – ***Mark Davalos, Superintendent/Josue Lowe, Principal CHS***

   Telephone – ***(360) 330-7600***

   E-mail address – ***mdavalos@centralia.wednet.edu/jlowe@centralia.wednet.edu***

3. Date of application – ***March 2016***

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.

   Centralia School District is requesting a waiver to delay implementation of career and college ready graduation requirements to allow more time to implement a comprehensive solution providing for increased credit opportunities for our students.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   The specific impediments currently influencing our decision to apply for this waiver are staffing needs, classroom space and comprehensive professional development for PPR implementation, a possible change in the format of the CHS master/bell schedule and budgetary implications.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

   _____ Class of 2020

   __***XXX***_ 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 following represent areas the new graduation requirements impact the Centralia School District along with a brief explanation of implementation plans:

   1. ***Bell Schedule Review:*** *We have formed a new committee, Class of 2019, tasked with reviewing block periods, trimesters, and hybrid schedules. One of the committee's goal is to select the best bell schedule to ensure all students can pursue their personalized pathway while receiving an equitable opportunity to earn 24 credits.*

2. ***Personal Pathway Requirement (PPR) Troubleshooting:*** *Over the next two years we are making logistical and philosophical changes to our fall & spring parent conferences allowing us to coordinate meaningful meetings with 1000+ students, their parents/guardians, teachers, counselors, and their advisory teacher. We are also implementing use of High School & Beyond module in My School Data to track the more complex PPR.*

3. ***New Course Offerings:*** *Our research as shown that some of the early adopters of the new graduation requirements have created 30-40 new courses in a single year. Our site leadership team and Instructional Materials Review Committee (IMRC) is looking at the process needed to review and adopt courses in order to meet this unusual demand.*

4. ***Communication:*** *This waiver will allow us to improve the communication to students, parents, teachers, and community about the new graduation requirements and their impact. One proposal to improve communication is to use the first week of school to communicate with grade levels about the new graduation requirements, reinforce schoolwide rules, procedures, and routines.*

5. ***Aligning Advisory Curriculum:*** *We have created an advisory (NAV/TSI) committee that is in the process of updating our curriculum for our advisory course to reflect the requirements and spirit behind the new graduation requirements.*

6. ***Facility Needs:*** *Our District is looking to run a bond in February that would allow us to house more teachers that would be needed for the new graduation requirements. We have also applied for the K-12 STEM Grant Program proposing to build a CSD STEM building. This potential building would also help relieve pressure on our existing facility as we currently do not have enough classroom space to accommodate the additional needs of increased science courses. This waiver is an essential first step to this process to make sure we can run and pass a bond to update our 45+ year old buildings.*

7. ***Staffing Needs:*** *The increase of Science and Foreign Language requirements are two examples of where we will need to increase our staffing. We are currently developing curriculum for a pilot Earth Science with the intent of employing a teacher full-time to teach Earth Science. This waiver allows us a couple years to implement and troubleshoot these courses before they will be high stakes courses for students.*

8. ***Budget Impacts:*** *This waiver is essential to gain a greater understanding and develop a plan of the many possible budget impacts of this requirement. The possible budget impacts are significant, for example, curriculum and materials for new courses, additional staffing, consequences of master schedule changes, student management systems, professional development, etc. As decisions are made in all of the various areas we will develop a master budget impact document to assist with decision making.*

9. ***Professional Development:*** *There will be professional development needs as decisions are made. Needs might include: training for best practices for teaching longer class periods, technology (student management program) training, content training for new courses being taught, etc.*

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.

RESOLUTION #5798

We, the undersigned Board of Directors of Evergreen School District No. 114, Clark County Washington, do hereby 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 2021 instead of the graduating class of 2019.

Evergreen School District 114
Board of Directors

Attest:

Secretary, Board of Directors
March 22, 2016

THE WASHINGTON STATE BOARD OF EDUCATION

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

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 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.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
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

   Evergreen School District No. 114

2. Contact information

   Name and title **Bill Oman, Executive Director of Secondary Education**

   Telephone **360 604 4035**

   E-mail address Willam.Oman@evergreenps.org

3. Date of application.

   February 25, 2016

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.

   Evergreen Public Schools is working on improving the flexibility and responsiveness of the high school schedule in order to allow all students personalized pathways in meeting the career and college ready graduation requirements. Our focus will include the exploration of expanding credit opportunities for 8th-graders, redesigning our academy interventions, and utilizing technology, specifically our one-to-one initiative, LIFT, to allow students access to online and blended supplemental coursework.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   In the fall of 2015, we held 14 public meetings with students, staff, parents, and community members to educate them on the career and college ready graduation requirement and to seek their input. This was followed up with a survey of all stakeholders where a district committee, comprised of teachers and administrators, examined the survey results. Finally, a recommendation was made to the Board of Directors to move from a six-period semester schedule to a seven-period semester schedule in order to best support students achieving the new graduation requirements. We have been unsuccessful, however, in bargaining this change with our local association.

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.

Starting with next year's 8th-graders (Class of 2021) we are expanding courses to be taken for high school credit to include science. Currently, they may earn credit in physics, algebra or above algebra level math, and world languages. Through our iQ Academy, we are exploring expanding the model into the comprehensive high schools in order to offer additional classes for initial credit. In this model, students would have their regular six-period class load and a seventh period accessed online. Starting in 2017, every 6th-12th grade student in Evergreen Public Schools will have their own device and will be able to access that online class at home as well as during school.

High Schools in our district will start almost an hour later next year at 8:40 a.m. This shift is supported by research. The later start time will allow for additional course offerings starting at the current start time for students at-risk due to credit deficiencies.

Currently, our high schools operate academies that are designed to serve as an intervention for at-risk students. They have been successful as is evident in our 83% 4-year cohort graduation rate. The new start time, as well as the one-to-one device adds a level of flexibility to this intervention. Evergreen Public Schools has a team of high school principals, administrators, and teachers examining ways to redesign the intervention in order to personalize the experience and engage even more students into their education.

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.

2200 Williams Blvd. Richland, WA 99354 ~ 509-946-0602

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 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 si granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

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Linda Drake
Research Director
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 private school: Liberty Christian School of the Tri-Cities

2. Contact information:

James Cochran, Superintendent

509-946-0602

jcochran@libertychristian.net

3. Date of application: June 6, 2016

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.

   Liberty Christian School needs additional time to plan, staff, and resource the course offerings and schedule to meet full implementation of the new graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   Although Liberty's high school program is designed to meet the current state graduation requirements, our students are also required to take an additional 4 credits in religious courses. The new graduation requirements will result in our students needing 28 credits to graduate from our school. This presents a significant increase and necessitates a thorough review of our course offerings, scheduling and staffing needs.

   The implementation of the career and college ready graduation requirements will also be impacted by the need for comprehensive professional development, budgetary implications, and time needed to develop and implement the Personal Pathway Plan.

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.

Liberty Christian School is in the conceptualization phase of developing the Personal Pathway Program which will help us to identify course, schedule and staffing needs. Once the concept is outlined, we can begin to provide appropriate professional development for instructional staff to better understand student options and requirements and begin implementation.

The increase in CTE and other elective requirements will also impact the budget in the areas of staffing, curriculum and materials, professional development and technology. We will use the additional time to research the best possible solutions to the above needs in order to develop scope, schedule and budget for the new requirements. This will allow us to efficiently and effectively communicate the changes with our families.

Additionally, administration will use the extended time to explore and implement different scheduling options that provide an increase in opportunity for students as well as provide instructional strategies that produce successful students.

Liberty already has a strategic plan in place for developing a comprehensive college/career center. We have introduced a new course on college and career exploration and are working to implement material from OSPI college and career readiness handbook for grades 8th -12th. Personal Pathway plans are being developed for every incoming 9th grader and individual graduation plans are in place for all enrolled students in grades 9-12.

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.

Liberty CHRISTIAN SCHOOL

2200 Williams Blvd. Richland, WA 99354 ~ 509-946-0602

RESOLUTION TO REQUEST A TEMPORARY WAIVER
FROM HIGH SCHOOL GRADUATION REQUIREMENTS
UNDER CHAPTER 217, LAWS OF 2014

WHEREAS, Liberty Christian School of the Tri-Cities will submit a resolution to the Washington State Board of Education delaying the implementation of the career and college ready graduation requirements directed by Chapter 217. Laws o12014 E2SSB 6552; and

WHEREAS, the SBE allows for districts to apply for a temporary waiver (up to two years) in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and

WHEREAS, Liberty Christian School of the Tri-Cities is seeking additional time to plan and communicate the changes in requirements;

NOW, THEREFORE BE IT RESOLVED, the Board of Directors of Liberty Christian School of the Tri-Cities hereby approves the application for a temporary, two-year waiver in implementing the revised career and college ready high school graduation requirements for freshmen entering high school in 2015 and 2016 (Graduating classes of 2019 and 2020, respectively).

Adopted this 19th day of May, 2016.

Tom Anderson, Board Chair

Greg Koller, Vice-Chair

Mindy Frankenfield, Treasurer

Judy Koglin, Board Member

Korey Barber, Board Member

Val Bauermeister, Board Member

Bruce Groth, Board Member

James Cochran, Superintendent

ATTEST:

Kelsey Hawk, Secretary

Liberty Christian School provides a Biblically-based education marked by academic excellence in a nurturing atmosphere. Students are encouraged to develop a personal relationship with Jesus Christ and live committed Christian lives.

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district **Tenino School District**
2. Contact information

   Name and title- **Joanne Mabbott**
   Telephone- **360-264-3408**
   E-mail address- **mabbottj@tenino.k12.wa.us**

3. Date of application. **04/18/2016**

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 Tenino School District is in process of adding college and career pathways and exploring ways of providing opportunities for remediation and credit recovery for students who struggle. Because our district operates on limited funds, it is essential that we implement options which are both effective and economical. The additional time provided by this waiver would allow us to develop reliable data from which to base our final implementation plan.**

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Barriers to implementation include:

- **The current master schedule allows for 24 credits over 4 years of HS**
- **Lack of transportation for students to attend a zero or after school period**
- **An improving, but significant student failure rate**
- **Lack of efficient yet cost-effective resource for credit recovery**

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

X 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 Tenino School District will take the following actions during the period of the waiver:

- **Continue to enhance career and college pathway offerings**
- **Pilot the use of FuelEd on-line courses for credit recovery and additional credit opportunities**
- **Implement a transitional Algebra I program to provide additional support for students struggling in this area**
- **Investigate alternative master schedule models to provide additional learning and credit opportunities**

BOARD OF DIRECTORS
CASEY SCHIEWE
JEFF COPELAND
KEVIN FELTUS

TENINO
SCHOOL DISTRICT
LEARNING TODAY, LEADING TOMORROW

BOARD OF DIRECTORS
TAMMY SCHRODER
RYAN HILTON
SUPERINTENDENT
JOE BELMONTE

RESOLUTION NUMBER 04:2015-2016
REQUESTING GRADUATION REQUIREMENTS WAIVER of CORE 24

A RESOLUTION of the Board of Directors of the Tenino School District No. 402, Thurston County, State of Washington, requesting a graduation credit waiver from the Washington State Board of Education allowing the district to maintain a 22 credit graduation requirement for Tenino High School for the graduation 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 Tenino School District No. 402 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 the Tenino School District No. 402, that the Tenino 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 requirements of 22 credits for Tenino High School;

ADOPTED by the Board of Directors of the Tenino School District No. 402, Thurston County, Washington, at the regular meeting thereof held this 23rd day of May 2016.

ATTEST:

Secretary to the Board

Chairperson

Director

Director

Director

Director

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

June 28, 2016

TO: Washington State Board of Education

FROM: Dan Newell, Assistant Superintendent, Secondary Education & Student Support
Laura Moore, Project Specialist, Private Education

RE: Approval of Schools for 2016–17 School Year

Alger Learning Center
We are recommending approval of Alger Learning Center for the 2016-17 school year. In May of this this year, OSPI transmitted a letter to Alger Learning Center identifying major deviations from the standards set forth in RCW 28A.195 and WAC 180-90. The letter noted that students at the school did not appear to be in attendance full time as required under WAC 180-90-160(1)(b). In addition, the letter stated that it did not appear that Alger Learning Center was offering a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education. For these reasons, we did not make a recommendation regarding Alger Learning Center's application for consideration at the Board's May 2016 meeting.

Following our identification of major deviations, Alger Learning Center provided OSPI copies of school policies, which, if followed, we believe will mitigate the major deviations we identified. (Copies of OSPI's April 29, 2016, letter to Alger Learning Center and the school's relevant policies are attached to this memorandum.)

Saddle Mountain School
We are recommending approval, with reservation, of Saddle Mountain School for the 2016-17 school year. In May, OSPI transmitted a letter to Saddle Mountain School identifying major deviations from the standards set forth in RCW 28A.195 and WAC 180-90. In the letter, we found that for a six-month period in 2015, all of the school's students were enrolled for less than six months, and many for less than two months. We also concluded that Saddle Mountain School allows students to receive credit for 20- to 30-minute appointments instead of actually engaging in a program of 1,000 hours of educational activity. For these reasons, we did not make a recommendation regarding Saddle Mountain School's application for consideration at the Board's May 2016 meeting.

Following our identification of major deviations, Saddle Mountain School provided OSPI documentation, including a "Compliance Narrative Report."

Based on this documentation, and for the reasons discussed below, OSPI recommends, with reservation, the approval of Saddle Mountain School. (Copies of OSPI's May 2016 letter to Saddle Mountain School and the school's responsive documentation are attached to this memorandum.)

A. The reservation is that OSPI received information asserting that Saddle Mountain School was not offering a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education. In response, OSPI requested a list of the students enrolled at the school between May and November 2015. Although the list the school provided in response contained approximately 70 names, none of the students on the list attended the school for six months. When OSPI determined this to be a major deviation, the school asserted for the first time that it had additional students during the May through November 2015 time-period; however, the school did not provide a list of student names or other enrollment information to support that assertion. OSPI believes its requests for information were clear, and we have concerns regarding the accuracy and completeness of the information the school has provided. In any event, the attendance records the school provided show no students who attended the school for six months, which is now required under the State Board of Education's amended rules at WAC 180-90-141(1)(a).

B. Nevertheless, OSPI's recommendation is based on the school's assurances in its June 14, 2016, Compliance Narrative Report that all state standards are met for the 2016-17 school year. Our understanding is that, under WAC 180-90, these assurances are sufficient for the State Board of Education's approval here.

C. In the past, OSPI has expressed concerns to the Board about whether Saddle Mountain School provides a program of education that students actually attend. The documentation the school has provided, however, indicates that, in June 2016, the school adopted a new attendance policy requiring attendance or an excused absence. Accordingly, OSPI's recommendation is also based on this action by the school to modify its policy to require actual student attendance for at least six months.

D. Based on information provided to OSPI, Saddle Mountain School enrolled almost exclusively adults during a six-month period of 2015. And the school issued high school diplomas to at least 60 adults. While the conferring of high school diplomas on adults does not appear to be a deviation from the standards set forth in RCW 28A.195 or WAC 180-90, OSPI is deeply concerned with this practice. For the following reasons, we do not believe approval by the State Board of Education can grant private schools the legal authority to issue high school diplomas to adults over the age of 18.

    1. The Legislature granted authority to the state community college system to deliver adult education, *i.e.* education to students 18 years of age and over or who hold a high school diploma or certificate. RCW 28B.50.020(2); RCW 28B.50.030(1) (definition of "adult education"). In furtherance of this, the

Legislature also authorized community and technical colleges to issue high school diplomas or certificates to their students. RCW 28B.50.535.

2. At the same time, common school districts are authorized to provide basic education to adults between eighteen and twenty-one years of age. RCW 28A.150.220(5)(a). School districts may also conduct a program of adult education when acting "in behalf" of a college district and with the permission of the State Board of Education and State Board for Community and Technical Colleges. RCW 28B.50.250. Common school districts have authority to issue high school diplomas to adults in these limited circumstances.

3. The State Board of Education does have statutory authority related to the education of adults, but it is similarly limited and does not pertain to private schools. WAC 180-72, relating to "adult education," demonstrates this. The Board is the agency responsible for adopting high school graduation requirements. Consistent with that authority, the Board has cited two statutes as its authority to adopt WAC 180-72: RCW 28A.230.090 (granting authority to the Board to adopt high school graduation requirements) and RCW 28B.50.535 (granting authority to community colleges to issue high school diplomas). WAC 180-72-050 and -060, in turn, implement another source of authority, RCW 28B.50.250, which, as noted above, authorizes the Board to permit common school districts to conduct a program in adult education "in behalf" of community and technical colleges.

4. Saddle Mountain School has suggested that, because RCW 28A.225.220(1) grants authority to school districts to allow adults to attend school, private schools, too, should be authorized to do so. But that statute provides no basis to conclude that *the Board* can approve a private school's issuance of high school diplomas to adults in the absence of a statute explicitly granting such authority to the Board. Indeed, we note that RCW 28A.225.220(1) simply allows school districts to agree with adults to attend school. It says nothing about districts conferring high school diplomas on those adults.

In our view, the Board cannot approve private schools to grant high school diplomas on adults. Therefore, private schools such as Saddle Mountain School have no legal authority to issue diplomas to adult students. Given the legal and public policy importance of this question, we encourage the Board to specify whether it concurs in this interpretation of the law.

Attachments:
April 29, 2016, Letter to John Lackey, Alger Learning Center
2016 Adopted Policies of Alger Learning Center
May 6, 2016, Letter to Phyllis Magden, Saddle Mountain School
Compliance Narrative Report for Saddle Mountain School
2016 Adopted Policies for Saddle Mountain School

APPROVAL OF PRIVATE SCHOOLS FOR 2016–17

Policy Consideration

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC at the July 13-14, 2016, Washington State Board of Education meeting.

Summary

Approval of Private Schools for the 2016–17 School Year.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2016-17 school year.

We are requesting approval of Goldendale SDA School on initial approval. Goldendale SDA School was an approved private school; approval was removed for failure to provide evidence of student enrollment and current staff. A staff member was to submit the initial application for this year prior to the March deadline, but left without completing the forms or notifying administration that the application had not been filed.

Attached is a memo regarding the approvals of Alger Learning Center and Saddle Mountain School

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Mona Bailey • Kevin Laverty • Lindsey Salinas • Bob Hughes • Dr. Daniel Plung • Baxter Hershman • MJ Bolt
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Randy Dorn, *Superintendent of Public Instruction*

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Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Amazing Grace Christian School Dr. David-Paul Zimmerman 10056 Renton Ave S Seattle WA 98178-2255 206.723.5526	P-6	24	185	0	King
Alger Learning Center **See attached** John Lackey 121 Alder Drive Sedro-Woolley WA 98284-8862 360.595.2630	K-12	0	3	15	Whatcom
American's Child Montessori Linda Kebely 14340 NE 21st Bellevue WA 98007-3721 425.641.5437	P-2	60	15	0	King
Bellarmine Preparatory School Cindy Davis 2300 S Washington St Tacoma WA 98405-1399 253.752.7701	9-12	0	900	0	Pierce
Bridgeway Christian Academy Roxann Rose 858 W Smith Rd Bellingham WA 98226-9613 360.384.6500	K-5	0	28	0	Whatcom
Community Christian Academy Richard Graham 4706 Park Center Ave NE Lacey WA 98516-5338 360.493.2223	P-8	60	195	0	Thurston
Countryside SDA Elementary School Phyllis Radu 12107 W Seven Mile Rd Spokane WA 99224-9315 509.466.8982	1-8	0	9	0	Spokane
Cowlitz School at the Confluence Cindie Furman 408 A Craig Rd (Mail: PO Box 509 Packwood 98361-0509) Packwood WA 98361 360.464.2311	7-12	0	3	0	Lewis

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Crestview Christian School Melissa Wallen 1601 W Valley Rd Moses Lake WA 98837-1466 509.765.4632	K-9	0	40	0	Grant
Discovery Depot Montessori Schoolhouse Constance Falconer 5550 Tracyton Blvd (Mail: 7333 Tracyton Blvd Bremerton 98311-9036) Bremerton WA 98311-2386 360.337.1400	P-1	20	8	0	Kitsap
Eastside Academy—Redmond Toni Esparza 9900 Willows Rd NE Redmond WA 98052-2531 425.895.2415	9-12	0	24	0	King
Explorations Academy/Global Community Institute Abram Dickerson 1701 Ellis St Suite 215 (Mail: PO Box 3014 Bellingham 98227-3014) Bellingham WA 98225-4617 360.671.8085	8-12	0	20	0	Whatcom
Five Acre School Autumn Piontek-Walsh 515 Lotzgesell Rd Sequim WA 98382-8072 360.681.7255	P-6	24	60	0	Clallam
Goldendale Adventist School Initial—See tab sheet LeAnn Paredes 47 Bickleton Highway (Mail: PO Box 0241 Bickleton 98620-0241) Bickleton WA 98620 509.250.3193	P-8	6	12	0	Klickitat
Greater Trinity Christian Learning Academy Dr. Paul Stoot, Sr. 11229 4th Ave W Everett WA 98204-4928 425.267.9689	P-1	25	25	0	Snohomish

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Harrah Community Christian School Marie Wegmuller 50 Dane Ave (Mail: PO Box 100 Harrah 98933-0068) Harrah WA 98933 509.848.2418	P-8	10	35	0	Yakima
Living Wisdom School of Seattle Susan McGinnis 2000 NE Perkins Way (Mail: 20715 Larch Way #18 Lynnwood 98036-6854) Shoreline WA 98155-4033 425.772.9862	P-8	27	25	0	King
Monroe Montessori School Thea Heineman 733 Village Way Monroe WA 98272-2171 360.794.4622	P-6	75	25	0	Snohomish
Nature Nurtures Fam School Nicole Peters 1930 Karen Fraizer Rd SE (Mail: PO Box 509 Packwood 98361-0509) Olympia WA 98501-3244 360.709.9769	P-6	10	15	0	Thurston
Northwest Free School Lara Pederson Randolph 1427 Queen Ave NE Renton WA 98056-3340 425.228.0345	K-8	0	3	0	King
Perkins School Barry Wright 9005 Roosevelt Way NE Seattle WA 98115-3030 206.526.8217	K-5	0	90	0	King
Poulsbo SDA School Susan Schilt 1700 Lincoln Rd NE Suite 1 Poulsbo WA 98370-8549 360.779.6290	1-8	0	21	0	Kitsap

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Praise Christian Academy Dr. Cheryl Baker 1022 SW 151st St Burien WA 98166-1840 206.779.9163	K-12	0	3	0	King
Renton Preparatory Christian School Dr. David-Paul Zimmerman 200 Mill Ave S Suite 100 Renton WA 98057-2175 206.723.5526	6-12	0	165	0	King
Sacred Heart School David Burroughs 9450 14th St Clyde Hill WA 98004-3497 425.451.1773	P-8	16	370	0	King
Saddle Mountain School **See attached** Phyllis Magden 2451 W Bench Rd Othello WA 99344-8901 509.760.3321	4-12	0	50	50	Adams
Seabury School—Middle School Campus Sandra Wollum 925 Court C (Mail: 1801 53rd St NE Tacoma 98422-1916) Tacoma WA 98402-3603 253.604.0042	6-8	0	26	0	Pierce
Seattle Girls School Rafael del Castillo 2706 S Jackson St Seattle WA 98144-2442 206.709.2228	5-8	0	124	0	King
Sound View Education dba Sterling West Seattle Campus Myron Gracey 9205 3rd Ave SW Seattle WA 9816-3106 206.214.1011	3-12	0	18	0	King
Spokane Windsong School Breann Treffry 4225 W Fremont Rd Spokane WA 99224-5254 509.326.6638	K-5	0	52	0	Spokane

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Charles School Dr. Tom Connolly 4515 N Alberta St Spokane WA 99205-1598 509.327.9575	P-8	59	190	0	Spokane
St. Joseph's School Sr. Olga Cano 600 Saint Joseph Pl Wenatchee WA 98801-6299 509.663.2644	P-5	55	165	0	Chelan
Tacoma Waldorf School Melissa Turner 2710 N Madison Tacoma WA 98407-5230 253.383.8711	P-5	27	35	0	Pierce
Three Tree Montessori Thomas Rzegocki 220 SW 160th St Burien WA 98166-3026 206.242.5100	P-6	116	76	0	King
West Seattle Montessori School Angela Sears Ximenes 11215 16th Ave SW (Mail: 10241 California Ave SW Seattle 98146) Seattle WA 98146-3564 206.935.0427	P-8	60	100	0	King

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

April 29, 2016

John Lackey
Alger Learning Center
121 Alder Drive
Sedro Woolley, Washington 98284-8862

Dear Mr. Lackey,

After careful review of the Alger Learning Center's application for the 2016-2017 school year and the correspondence and documentation you have provided to OSPI since November 2015, we are writing to inform you that we have identified major deviations from RCW 28A.195 and WAC 180-90. For that reason, OSPI will not transmit a recommendation regarding the Alger Learning Center's application to the State Board of Education for consideration at its May 2016 meeting. As explained below, OSPI will transmit a recommendation to the State Board of Education for consideration at the July State Board meeting, which will provide your school the opportunity to respond to this letter.

> Under WAC 180-90, major deviation means a variance from the standards established in WAC 180-90 which may impact the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160. Based on information you provided in response to inquiries from this office and information obtained from your website, we have identified major deviations. Documentation you provided demonstrates that many students are enrolled for as little as one day prior to the award of a high school diploma. Other students were enrolled for three months or less before award of a high school diploma. You acknowledge that Alger Learning Center changes transcripts issued by transfer students' previous schools, by changing failing grades to passing grades and thereafter awarding partial credit and high school diplomas, all without providing additional instruction. Alger Learning Center has a policy that provides for the award of a high school diploma to transfer students without first receiving the student's transcript in order to verify that the student earned sufficient credits at their previous school to meet minimum graduation requirements. The school's policy also provides for the award of credit for prior learning or experience even where transcripts do not exist, based on student interviews and without providing additional instruction. Alger Learning Center awards credit toward high school graduation for courses that do not align with the State Board of Education's graduation requirements—such as, for example, awarding credit to students for watching television programs prior to their enrollment at Alger instead of providing instruction to the students in a required history course. Your website states that attendance is "appointment based," indicating that the school has no fixed attendance requirement.

WAC 180-90-160(1)(b) requires that "on each school day, pupils enrolled and in attendance at the school are engaged in educational activity planned by and under the direction of the school; and that pupils are provided a total instructional hour offering" of 1,000 instructional

hours. WAC 180-90-141(1)(a) further states that student attendance is required in the school's physical facilities for six consecutive calendar months.

Under RCW 28A.195.010(7), approved private schools must have a curriculum that includes instruction of the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.

We have concluded that Alger Learning Center's program deviates from these standards because the school does not require that its pupils are enrolled, in attendance, and engaged in educational activity planned by and under the direction of the school for a minimum of 1,000 instructional hours for six consecutive months in the school's physical facilities. The school's practices relating to changing other schools' transcripts to replace failing grades with passing grades, without additional instruction, deviates from the requirement to provide educational activity to students. In addition, in light of the school's practices for awarding credit, it does not appear that the school offers a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education.

In light of these deviations, we will not transmit a recommendation to the State Board of Education for consideration at the Board's May meeting. The school may respond to this letter following the process described in WAC 180-90-130(5), by submitting a narrative report indicating whether you agree with our findings, and any proposed remedial action. If the school submits a response, we will transmit a recommendation and the school's response to the State Board of Education.

In order to move your school forward for consideration at the State Board of Education's July meeting, the school will need to submit its narrative report to the Office of the Superintendent of Public Instruction no later than June 14, 2016.

Sincerely,

Laura Moore, Project Specialist
Private Education

C: Linda Drake, State Board of Education

Alger Learning Center
& Independence High School

121 Alder Dr. Sedro-Woolley, WA 98284
1-800-595-2630, fax: 360-595-1141
email: freedom@independent-learning.com
www.independent-learning.com

School Board of Directors

Policy and Procedures for Granting Credit for Experiential Learning

(Original policy adopted, 04/01/2004; last amended, 06/14/2016)

Credit, including high school graduation credit, may be granted for school planned or approved learning experiences, which may be primarily conducted away from the facilities operated by the school, or conducted primarily by individuals not employed by the school.

School planned or approved learning experiences such as, but not limited to, travel study, work study, private lessons, and educational programs sponsored by governmental agencies may be accepted for credit upon compliance with written policy.

School board policy that permits the granting of credit for such out-of-school learning activities is hereby adopted by the school board of directors and shall be available to students, parents, and the public upon request. These policies include the following provisions:

(1) No credits shall be awarded for experiential learning that took place prior to enrollment in the Alger Learning Center.

(2) A proposal for approval of credit for experiential learning activities shall be submitted to the director or his designee for review, revision, and approval or disapproval prior to the experience, and shall include the following information:

(a) Name of the program or planned learning experience;
(b) Length of time for which approval is desired;
(c) Objectives of the program or planned learning experience;
(d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
(e) Description of how credits shall be determined in accord with WAC 180-51-050(1);
(f) Content outline of the program and/or major learning activities and instructional materials to be used;
(g) Description of how student performance will be assessed;
(h) Qualifications of instructional personnel;
(i) Plans for evaluation of the program; and
(j) How and by whom the student will be supervised.

(3) The reasons for approval or disapproval of the experiential learning proposal shall be communicated to the students and parents or guardians.

Alger Learning Center
& Independence High School

121 Alder Dr. Sedro-Woolley, WA 98284
1-800-595-2630, fax: 360-595-1141
email: freedom@independent-learning.com
www.independent-learning.com

School Board of Directors

Policy Regarding the Awarding of Diplomas

(Adopted, 04/01/2004; last amended, 06/14/2016)

(1) Diplomas shall be issued when the graduation requirements have been met, subject to the following conditions and exceptions:

(a) No diploma shall be issued to any transfer student prior to their transcripts being obtained from previous schools attended. If official transcripts cannot be attained, or are unobtainable for any reason, the diploma may be issued at such time that the student completes the graduation requirements through coursework at the Alger Learning Center.

(b) No diploma shall be issued before full payment of any and all outstanding tuition, enrollment, graduation, or other fees have been paid in full.

(2) Any diploma not bearing the signatures of both the director and a School Board member and the official embossed or stamped seal of the Alger Learning Center & Independence High School shall be invalid.

(3) Additional original copies of student diplomas will not be produced or disseminated except in extraordinary cases (*e.g.*, the diploma was lost, damaged or destroyed).

(a) Graduates requesting a replacement diploma shall explain the circumstances necessitating the request, and pay a $50 fee for the replacement.

(b) Photocopies of the original diploma, stamped "Copy" may be made available at no cost to the graduate.

Alger Learning Center
& Independence High School

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1-800-595-2630, fax: 360-595-1141
email: freedom@independent-learning.com
www.independent-learning.com

School Board of Directors

Policy Regarding Enrollment, Attendance, & Course Offerings

(Adopted, 06/14/2016)

In the Alger Learning Center's regular attendance-based school program, enrollment shall require a minimum of 180 days of instruction each school year, and the school shall make available to students the following minimum instructional offering each school year: for students enrolled in grades one through twelve, an annual average of at least one thousand eighty instructional hours for students enrolled in grades nine through twelve, and at least one thousand instructional hours for students in grades one through eight; for students enrolled in kindergarten, at least four hundred fifty instructional hours.

The school's administration shall require that students be enrolled in the attendance-based program for at least six consecutive calendar months in the school's physical facilities.

In the school's homeschool extension program, enrollment shall require a minimum monthly average of one hour per week of contact with a certified teacher, or other school employee under the supervision of a certified teacher.

The school's curriculum shall include instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC.

All decisions of policy, philosophy, selection of books, teaching material, curriculum, except as provided for in subsection (7) of RCW 28A.195.010), school rules and administration, or other matters not specifically referred to in that statute, shall be the responsibility of the administration and administrators of the school.

Alger Learning Center
& Independence High School

121 Alder Dr. Sedro-Woolley, WA 98284
1-800-595-2630, fax: 360-595-1141
email: freedom@independent-learning.com
www.independent-learning.com

School Board of Directors

Policy on Transfer Credits and Transcripts

(Adopted, 06/14/2016)

When a student transfers from another school or program, the Registrar, or other school employee designated with the responsibility, shall transfer any and all credits earned at the previous school(s) exactly as they appear on the incoming student's transcript.

No grades may be removed or changed, and no credit added for passing grades earned prior to the end of the term, if the overall grade was an F or W. All grades of F and W will be recorded on the Alger transcript exactly as they appear on the incoming transcript.

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

May 6, 2016

Phyllis Magden
Saddle Mountain School
2451 West Bench Road
Othello, Washington 99344-8901

Dear Ms. Magden,

After careful review of Saddle Mountain School's 2016-2017 year application and the correspondence and documentation you have provided to OSPI since January 2014, we are writing to inform you that we have identified major deviations from RCW 28A.195 and WAC 180-90. For that reason, OSPI will not transmit a recommendation regarding Saddle Mountain School's application to the State Board of Education for consideration at its May 2016 meeting. As explained below, OSPI will transmit a recommendation to the State Board of Education for consideration at the July State Board meeting, which will provide your school the opportunity to respond to this letter.

Under WAC 180-90, major deviation means a variance from the standards established in WAC 180-90 which may impact the ability of the school to provide an educational program that substantially complies with the minimum standards set forth in WAC 180-90-160. Based on information you provided in response to inquiries from this office, we have identified major deviations. Documentation you provided demonstrates that during a six month period in 2015, all of the school's students were enrolled for less than six months. Many of the students were enrolled for less than two months. In addition, you provided OSPI with a statement in January 2014 that, although the school offers educational activity for the required minimum of 1,000 annual hours, school policy allows students to receive 20 to 30 minute appointments instead of actually engaging in a program of 1,000 hours of educational activity.

The State Board of Education amended its private school rules effective December 1, 2015, to expressly require student attendance in a private school's physical facilities for six consecutive calendar months. WAC 180-90-160(1)(b) requires that "on each school day, pupils enrolled and in attendance at the school are engaged in educational activity planned by and under the direction of the school; and that pupils are provided a total instructional hour offering" of 1,000 instructional hours. WAC 180-90-141(1)(a) further states that student attendance is required in the school's physical facilities for six consecutive calendar months.

We have concluded that Saddle Mountain School's program deviates from these standards because the school does not require that its pupils are enrolled, in attendance for six consecutive months in the school's physical facilities, and engaged in

a program of educational activity planned by and under the direction of the school for a total instructional hour offering of 1,000 instructional hours.

Separately, we note that OSPI continues to believe that the State Board of Education has no authority to approve adult education programs operated by private schools. RCW 28B.50.250. Instead, the community and technical college system alone operates high school diploma programs for adults. RCW 28B.50.020 (2); WAC 180-51-053 (relating to community college high school diploma programs). OSPI intends to encourage the State Board to specify that it does not have authority to approve a private school's program that issues high school diplomas to adults over the age of 18.

In light of Saddle Mountain School's major deviations from WAC 180-90-141(1)(a) and WAC 180-90-160(1)(b), we will not transmit a recommendation to the State Board of Education for consideration at the Board's May meeting. The school may respond to this letter following the process described in WAC 180-90-130(5), by submitting a narrative report indicating whether you agree with our findings, and any proposed remedial action. If the school submits a response, we will transmit a recommendation and the school's response to the State Board of Education. In the recommendation, we will suggest that any State Board decision on your application should address OSPI's assessment that the State Board does not have authority to approve diploma-conferring adult education programs.

In order to move your school forward for consideration at the State Board of Education's July meeting, the school will need to submit its narrative report to the Office of the Superintendent of Public Instruction no later than June 14, 2016.

Sincerely,

Laura Moore, Project Specialist
Private Education

C: Linda Drake, State Board of Education

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

June 1, 2016

( ) Action Required
(X) Informational

MEMORANDUM NO. 032-16M ASSESSMENT AND STUDENT INFORMATION

TO: Educational Service District Superintendents
School District Superintendents
High School Building Principals
School District Assessment Coordinators

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: Graduation Alternatives NEW SAT Scores

CONTACT: Michael Middleton, Director
Select Assessments/Business Enterprises
Assessment and Student Information
360-725-6434, michael.middleton@k12.wa.us
Agency TTY: 360-664-3631

As shared with District Test Coordinators on May 30 and in February, the College Board initiated a new SAT test form in March 2016. The introduction of the new SAT form, with new cut scores, created the need for the Office of Superintendent of Public Instruction (OSPI) to develop a crosswalk (translation) between the newly reported scores and the scores established and reported on the previous SAT form so students can utilize and submit the new scores in the Graduation Alternatives application to fulfil their graduation requirements this year.

Earlier this month College Board released a concordance table to assist with this crosswalk effort. OSPI recently concluded review and technical discussions associated with the information detailed in the concordance table. The following crosswalk table presents the cut scores established for the new SAT form, which are to be used when submitting SAT forms in the Graduation Alternatives application. The scores listed below address all three content areas required of Class of 2016 students.

Content	Old SAT (prior to March 2016)	New SAT (March 2016 or later)
Reading	350	19
Writing	380	22
Mathematics	390	430

There are three things to note with the new SAT scores, all of which pertain to the state's transition from separate reading and writing assessments to an English language arts (ELA) assessment:

(1) The needed scores from new reports will be found under the title "Test Scores" (seen on Attachment 1).
(2) The new SAT reading and writing components have new score formats (no more than a two-digit score where previously a three-digit was reported).
(3) The new SAT reading and writing scores apply only to Class of 2016 students; for Class of 2017 and beyond, OSPI is developing a proposal for setting an ELA score for SAT (and ACT).

Submitting in the Graduation Alternatives Application

The Graduation Alternatives application is being programmed to accept both the OLD SAT (taken prior to March 2016) and associated scores, and the NEW SAT (taken March 2016 or later) and associated scores. The system will be able to accept the new SAT forms by June 2.

All SAT submissions beginning May 27, will be audited to ensure proper completion including:

- Only students listed as 12th grade submitting the NEW SAT scores
- Appropriate scores used with SAT test selected
- Proper score report documentation aligned with the scores/selected test

For additional information regarding the NEW SAT form and where to find content scores, please reference Attachment 1.

Please contact the Graduation Alternatives office at graduation.alternatives@k12.wa.us or call the Graduation Alternatives hotline at 360-725-6393 with any questions.

K–12 EDUCATION

Gil Mendoza, Ed.D.
Deputy Superintendent

ASSESSMENT & STUDENT INFORMATION

Robin G. Munson, Ph.D.
Assistant Superintendent

Michael Middleton, Director
Select Assessments and Business Enterprises

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200

Attachment 1

Your Evidence-Based Reading and Writing Score

380 | 160 to 760

Your Nationally Representative **18th** Sample Percentile

160 — 760

Your scores indicate you are close to being on track for college readiness, but you need to continue to strengthen your skills.

Let's get you back on track, so you won't have to take noncredit courses in college. You have free, personalized recommendations waiting for you on khanacademy.org/sat

Your Total Score

860 | 320 to 1520

Your Nationally Representative **28th** Sample Percentile

Keep in mind, the PSAT/NMSQT® and SAT are on the same scale.

Your score shows you how you would have scored that day on the SAT®.[1] How well you do depends on what you do next!

Your Math Score

480 | 160 to 760

Your Nationally Representative **47th** Sample Percentile

160 — 760

You are on track for college readiness.

Stay on track and continue your progress. Start now with your free, personalized recommendations waiting for you on khanacademy.org/sat

The College and Career Readiness Benchmark

Reaching your grade-level Benchmark means that you are likely on track to be ready to succeed in select first-year, credit-bearing college courses

Need to strengthen skills | Approaching Benchmark | Meets or exceeds Benchmark

*The red, yellow, and green ranges in the test scores and subscores reflect your areas of strengths and weaknesses compared to the typical performance of students in your grade

Test Scores 8 to 38 range*

18 Reading (8 — 38)

20 Writing and Language (8 — 38)

24.0 Math (8 — 38)

8 23 38

Cross-Test Scores 8 to 38 range

19 Analysis in History/Social Studies

18 Analysis in Science

When you take tests more than once, your scores may differ slightly upon each testing occasion. This expected variation is considered your score range, and reflects the range your scores will likely fall in upon retesting. For the PSAT/NMSQT®, these ranges are approximately:

Total: Your score ± 40 points.
Section: Your score ± 30 points.
Test Scores and Cross-Test Scores: Your score ± 3 points.
Subscores: Your score ± 2 points.

Remember that you will receive scores in the same areas when you take the SAT.

1. Beginning in March 2016

Subscores 1 to 15 range*

6 Command of Evidence (1 — 15)

7 Words in Context (1 — 15)

6 Expression of Ideas (1 — 15)

8 Standard English Conventions (1 — 15)

9 Heart of Algebra (1 — 15)

8 Problem Solving and Data Analysis (1 — 15)

7 Passport to Advanced Math (1 — 15)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Ima B. Student

John F. Kennedy High School, 123456, 2015, Grade 10, I.D. #24068907