THE WASHINGTON STATE BOARD OF EDUCATION

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

February 29, 2016

Board Members:

Happy Leap Day! I hope this packet finds you ready to engage in the work of getting all students college and career ready.

Enclosed is the board packet for the March 9-10 meeting in Renton. Remember that this meeting is on Wednesday and Thursday at the Puget Sound ESD 121, with a community forum on Tuesday evening. Remember, those of you who signed up to join us for the tour of the Boeing factory in Renton will also be joining us Tuesday morning.

The meeting will focus on several important topics related to our strategic plan. The Board will continue its discussions concerning the recently enacted federal law, the Every Student Succeeds Act (ESSA). The Board will discuss the feedback of the Achievement and Accountability Workgroup (AAW), and discuss different methodologies for setting performance improvement goals in reading, writing, science, and mathematics, among other factors. I am hopeful that this new law will allow states and communities to leverage positive change for schools and kids.

As promised, we have also assembled a panel of educational experts to advance our work on competency-based crediting. The SBE staff team has invested considerable time traveling across the state, engaging district officials and stakeholders on implementation issues surrounding the 24 credit diploma. Competency-based crediting policy options continue to be one of our most frequently asked questions. To explore this topic, we have invited a national expert from Achieve to share with us competency-based practices that other states use, and we have assembled a panel of practitioners from Washington to share knowledge about current practice, and ideas for advancing this work.

We are also pleased to be hosting Nate Gibbs-Bowling, this year's Teacher of the Year from Tacoma, for Lunch on Wednesday. Nate recently authorized a very widely distributed blog post entitled The Conversation I'm Tired of Not Having which was picked up by the Huffington Post and other major news outlets. It's a provocative read, and I commend it to you.

Our board meeting also coincides with the final scheduled days of this year's legislative session. We may be receiving updates about the final budget deal as we are finishing up on Thursday. Stay tuned and keep an eye on Parker's weekly bill update, in particular, and a possible agreement on charter schools impacting the Board's work.

Finally, some congratulations will be in order for our senior student member, Madaleine, who just received some exciting news about her post-secondary plans. She's excited to fill you in at the meeting!

I look forward to seeing you in Renton!

Ben Rarick, Executive Director

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Puget Sound Educational Service District
Cedar/Duwamish Room
800 Oakesdale Ave SW, Renton, WA 98057

March 9-10, 2016
AGENDA

The SBE will hold a community forum at the Renton Community Center at 5:30 p.m. on March 8. If a quorum of members are present, it will become a public meeting per RCW 42.30.030.
Goal 1.A.7.

Wednesday, March 9

8:00-8:15 a.m. **Call to Order**

- Pledge of Allegiance
- Announcements
- Welcome from Mr. John Welch, Superintendent, Puget Sound Educational Service District

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 January 13-14, 2016 Meeting **(*Action Item*)**

8:15-9:00 **Executive Director Update**

Goals 1.B.2, 2.A, 2.B, 3.A, 3.A, & 4.F.3

- NASBE Deeper Learning Stipend
- Update on Career Readiness Presentation to the Workforce Training and Education Coordinating Board
- Next Steps for the Statewide Indicators of Educational System Health
- Topics Submitted for the Strategic Plan
- 24-Credit Implementation Workshops and Next Steps
- *Bridge to College* Coursework – Issues with NCAA Approval
- Other

9:00-9:45	**Competency-based Learning for Career and College Readiness** **Goal 3.B** Ms. Alissa Peltzman, Vice President of State Policy & Implementation Support, Achieve
9:45-10:00	**Break**
10:00-11:30	**Competency-based Crediting in Washington High Schools** **Goals 3.A.1 & 3.B** Ms. Linda Drake, Director of College- and Career-Ready Initiatives Ms. Lillian Hunter, Director, OSPI Digital Learning Department Mr. Dave Sather, Principal, Lopez Island High School, Lopez Island School District Ms. Kathe Taylor, Assistant Superintendent, Teaching and Learning, OSPI
11:30-11:45	**Option One Basic Education Act Waiver** **Goal 4.B** Mr. Jack Archer, Director of Basic Education Oversight
11:45-12:00 p.m.	**Public Comment**
12:00-1:00	**Lunch & Teacher of the Year Recognition** Mr. Nathan Gibbs-Bowling, AP Social Studies Teacher, Tacoma Public Schools
1:00-2:15	**Update on the Work of the ESSA Accountability Workgroup** **Goal 2.A.4** Dr. Andrew Parr, Research and Data Manager
2:15–2:45	**Board Discussion**
2:45-3:00	**Break**
3:00-3:30	**Interpretive Statement on Calculation of Instructional Hours for BEA Compliance** **Goal 4.A.2** Mr. Jack Archer, Director of Basic Education Oversight
3:30-4:00	**Communication Plan Updates** Ms. Stefanie Randolph, Communications Manager
4:00-5:00	**Board Discussion**
5:00	**Adjourn**

Thursday, March 10

8:00-8:30 a.m.	**Implementing the 24-Credit Graduation Requirement from a Student's Perspective** **Goal 3.A.1** Ms. Madaleine Osmun, Student Board Member Mr. Baxter Hershman, Student Board Member

8:30-9:00	**Update on the 24-Credit Graduation Requirement Implementation Workshops** **Goals 3.A.1 & 3.A.2** Ms. Linda Drake, Director of College- and Career-Ready Initiatives Ms. Stefanie Randolph, Communications Manager
9:00-9:45	**Legislative Update & Discussion** Mr. Ben Rarick, Executive Director Mr. Jack Archer, Director of Basic Education Oversight
9:45-10:00	**Break**
10:00-11:30	**Education Data Spotlight: New Data on the Statewide Indicators of Educational System Health and Disaggregation of SBA Results** **Goal 1.C.1** Dr. Andrew Parr, Research and Data Manager Mr. Parker Teed, Data Analyst
11:30-11:45	**Board Discussion on Basic Education Act Waiver** **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**

1. Approval of Basic Education Act Waiver for Mary Walker School District **(*Action Required*)**
2. Approval of Temporary Waiver for College and Career Graduation Requirements for Port Angeles School District, Bremerton School District and Crescent School District **(*Action Required*)**
3. Approval of Letter Addressing Participation Rates for the Smarter Balanced Assessment **(*Action Required*)**
4. Approval of Letter to the National Collegiate Athletic Association Regarding Acceptance of the *Bridge to College* Transition Courses **(*Action Required*)**
5. Approval of Letter to the Achievement and Accountability Workgroup Regarding the Every Student Succeeds Act **(*Action Required*)**
6. Approval of the Memorandum of Understanding from the National Association of State Boards of Education for the Deeper Learning Project Stipend **(*Action Required*)**

3:00	**Adjourn**

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Education Service District 113, Mason and Lewis Room
6005 Tyee Drive SW, Tumwater, WA 98512

January 13-14, 2016

Minutes

Wednesday, January 13

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. Tre Maxie, Mr. Baxter Hershman, Ms. Judy Jennings and Ms. Madaleine Osmun (15)
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)
Absent:	Mr. Dan Plung (1)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:03 a.m. and administered the oath of office for Ms. MJ Bolt.

Consent Agenda

Motion made by Member Jennings to approve the consent agenda.
Motion seconded.
Member Koon requested the November 4-5, 2015 minutes be amended. Vice Chair Laverty moved the approval of the November minutes to the business items.
Motion made by Member Jennings to approve the December 18, 2015 minutes.
Motion seconded.
Motion carried.

Dr. Dana Anderson, Superintendent of ESD 113, welcomed the Board to the Olympia area and shared how the ESD 113's work aligns with SBE's policy work. Dr. Anderson thanked the Board for their partnership.

Executive Director Update & Board Discussion
Mr. Ben Rarick, Executive Director

Mr. Rarick reported the following:

- The revised board norms that were approved at the November meeting are available in the meeting packet for review.
- There will be a policy change in the next state assessment cycle with the math test now being offered to 10th graders. Districts will be allowed to offer it, but are not required. OSPI felt providing this flexibility might benefit certain populations of students, especially those in Advanced Placement classes, in completing the math assessment during their sophomore year as opposed to their junior year when other tests are also required.
- Superintendent Dorn received notification from the federal government regarding the state's noncompliance with the required 95 percent assessment participation for the purpose of federal accountability. Superintendent Dorn responded to the federal government with a series of actions that OSPI will implement with districts and schools that did not meet the participation requirements.
- SBE has partnered with the Learning First Alliance in a project that would produce positive news for the public education system. SBE and other stakeholders involved have agreed to a small financial commitment toward the partnership.
- The SBE will be hosting workshops around the state in February and March on implementing the 24-credit requirement for high school graduation.
- SBE hosted a successful evening community forum on January 12 at ESD 113.
    - Members commented that many conversations were regarding the frustrations of the collection of evidence process, and that more people are attending from all different backgrounds.

Mr. Teed, Mr. Parr and Ms. Drake provided an overview of their presentations at the December 2015 Washington Educational Research Association conference.

Ms. Mara Childs, former student board member, shared her experience of her first year in college and how she's adapting to the transition from high school to higher education.

Chair Muñoz-Colón invited Ms. Eleni Papadakis and Ms. Thew to join the Board at the meeting table. Ms. Papadakis and Ms. Thew introduced themselves.

Toward a Better Balance: Bolstering the Second "C" in College and Career Readiness
Mr. Robert Hull, Project Director of College, Career and Civic Reading, National Association of State Boards of Education (via web conferencing)
Mr. Francis Eberle, Deputy Executive Director, National Association of State Boards of Education (via web conferencing)

Mr. Eberle shared that the National Association of State Boards of Education (NASBE) has reviewed national data on post-secondary outcomes for students and found there is lack of focus on how to define career readiness. Mr. Eberle presented the findings and recommendations of NASBE's career readiness study group, and the Department of Labor's reports on what industry desires in employees.

Mr. Eberle presented the following:

- Current challenges in CTE/workforce alignment and recent policy actions nationwide impacting CTE
- Possible policy considerations
- Levels of education required for select careers and preparing non-college enrollees for success
- Data points on percentages of high school graduates who don't advance to a two- or four-year college
- Economic success for both employed college enrollees and non-college enrollees
- Factors cited as to why high school graduates elected not to attend college

Board members asked for clarification on whether the study group worked on defining career readiness. Mr. Eberle and Mr. Hull responded that the study group did not result in a definition; however, NASBE is working on defining dispositions that will make a student college, career and civically ready. The work will be outside of the study group and will focus on measuring dispositions and how to hold schools and students accountable. Mr. Hull stated that NASBE is working with various states, networks and small groups on this model, and that funding is available for states that want to be involved in the work.

Board members discussed the benefits of receiving the Deeper Learning Grant and what other partners they should partner with in defining career readiness in a K-12 system. Chair Muñoz-Colón asked Chair England from the Workforce Training and Coordinating Board and Superintendent Dorn for their partnership going forward in defining career readiness.

Career Readiness Discussion

Ms. Eleni Papadakis, Executive Director, Workforce Training and Education Coordinating Board
Mr. Perry England, Chair, Workforce Training and Education Coordinating Board
Ms. Amy Anderson, Member, Workforce Training and Education Coordinating Board
Ms. Beth Thew, Member, Workforce Training and Education Coordinating Board
Ms. Caitlyn Jekel, Workforce Innovation and Opportunity Act Liaison for the Washington State Labor Council

Members of the SBE and the Workforce Training and Education Coordinating Board joined together at the Board table to engage in a conversation about career readiness. Topics discussed are as follows:

- Career readiness is not limited to CTE, but is about helping young people achieve economic success
- Career readiness and applied learning needs to begin earlier at a younger age
- Getting students excited about career possibilities, especially the vulnerable and disenfranchised
- Importance of involving other stakeholders and employers in the conversation
- Adding "Civic" to Career and College Readiness is a helpful reminder of other purposes for educating students, and that it's not exclusively about being ready for gainful employment
- Shortage of qualified workers and the high number of positions unfilled
- The need to offer a variety of skills and not just those for popular high-paying jobs

- College and academics are a major focus at school, but little conversations about transitioning into the workforce
- False images of certain career fields
- Aligning what is being taught in schools with the workforce demand and what the appropriate role is for public education in providing those skills
- Implementation of assessing students on career readiness and how it will impact educators
- More conversations are needed on equity and providing access to career readiness for students affected by the opportunity gap
- The connection between state assessments and the work of defining and assessing career readiness

The next steps discussed are the following:

- Partnership among multiple agencies and other organizations across the state
- Expansion of career readiness to include civics
- How to measure success in the career readiness indicator
- Cultural shift in PreK-12 in bringing a career readiness focus to the school system
- What needs to be in place for kids in the opportunity gap

Joint Legislative Priority with Professional Educator Standards Board
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Jennifer Wallace, Executive Director, Professional Educator Standards Board

Mr. Archer reminded members that at its November meeting the Board discussed adoption of a two-part, joint legislative priority with the Professional Educator Standards Board (PESB) concerning teacher shortages. Due to time constraints, members were unable to discuss the second portion concerning the salary allocation model, and it was tabled to the January meeting.

Mr. Archer introduced the topic of the joint legislative priority to align the state's salary allocation model with the new system of professional credentialing of teachers. He provided background information on House Bill 2261 (2009 Session), Senate Bill 6109 (2015) and Senate Bill 6130 (2015) as it relates to salary allocation. Mr. Archer reminded members that the Board is asked to consider an approach to the state allocation for teacher salaries as a legislative priority, and not on a specific compensation proposal.

Ms. Wallace reported the House Bill 2261 is considered unfulfilled in the notion of an enhanced salary allocation model that aligns with state expectations for professional attainments of educators. She presented the current salary allocation model that is based on years of service, education level and clock hours for teachers. Ms. Wallace stated the reasons the model was originally considered to be well aligned with the continuum of educator development, and the reasons the licensure continuum no longer aligns with the model. Members reviewed the salary allocation model that emerged from the Quality Education Council's (QEC) Compensation Technical Working Group. Ms. Wallace noted that PESB's purpose in the work group was not to suggest certain salary amounts, but to provide feedback on the concept of a

new salary allocation model. The model retains the years of teaching experience, but also awards additional salary based on attainment of performance-based standards.

Board members discussed the salary controls in statute and clarified that the joint legislative priority would be for the structure of the salary allocation model and not for salary amounts.

Ms. Wallace requested the support of SBE for a salary allocation model based on demonstrated performance as a joint legislative priority.

Members were asked to take action on the proposed joint legislative priority during business items.

Public Comment

Ms. Wendy Rader-Konofalski, Washington Education Association
Ms. Rader-Konofalski provided board members with student testing bill of rights petitions signed by students, parents, educators and other community members. The petitions urge the Board to support a policy shift in removing graduations requirements from all high school standardized tests, reduce the number of tests and clarify the standardized test scores. The petitions also requested the test scores not be used to decide if students should be held back or be used to determine if students can take accelerated courses if their course work shows they are competent to do so. Parents and students should be allowed to opt out of any standardized tests without fear of repercussion to the student. Ms. Rader-Konofalski encouraged the Board to support closing achievement gaps through more teaching and learning time instead of the test practices, test retakes, and test alternatives that go with high-stakes testing. Achieving the new set of requirements in 24-credit implementation should be sufficient evidence of a student's qualifications to graduate.

Ms. Megan McClure, Parent
Ms. McClure is concerned because her son is terrified of testing and cries when it's time to take the test. Parents are concerned about the amount of time students have to take in preparing for testing. Ms. McClure feels her son is so busy trying to learn how to pass the test that he can't learn anything else. He's a smart student who is great at math, but panics once he's timed for testing and scores below standard even though he knows the materials. She asked the Board to adjust the standards, remove high-stakes testing and trust educators to decide when a child is ready to move on.

Ms. Raschelle Holland, Instructional/Data Coach and K-6 Math Specialist, Spokane
Ms. Holland is a parent, award-winning national board certified teacher and works in a high poverty school. Spokane Public Schools recently announced that all fourth and fifth graders that scored a level three or four on the SBAC may be enrolled in a new accelerated math program. Her school had a low number of students who scored a level three or four on the SBAC. The district created a video promoting the new accelerated math program showing only prominently white students from another school who had a high level of students that scored a level three or four. The achievement gap is widening because of these things and children are being filtered at a young age based on a single test. The test itself and the information received is not useful to educators and is showing to be invalid and unreliable.

Ms. Heidi Bennett, Parent
Ms. Bennett is an education advocate and her son recently completed the Running Start Program in Seattle. She proposed to the Board that Running Start be expanded to promote vocational and technical certifications offered by local community colleges and it be available to more high school students. Her proposal, similar to the successful College Bound program, would be open to any student and intended to be available as early as middle school. College preparation plans are not effective, too many students are assigned to one counselor and the majority of programs available to earn a certificate while in high school are located in areas too far for students to reach. There is also a stigma around a lot of CTE classes. Ms. Holland presented her proposal to the Board and stated conversations would be needed around cost, capacity, and possibly waivers to implement the proposal. She feels we need more kids thinking about careers in their schools, looking at technical degrees and utilizing community colleges.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning
Washington Roundtable recently adopted a goal to put forth effort to graduate 70 percent of Washington students who will have earned some kind of postsecondary credential. When discussing postsecondary credentials, Mr. Jeffries asked to include bachelor's degree, associate's transfer degrees, industry certification, and program completions. The majority of jobs in the state for a family wage will require one of those credentials. When looking at the data of graduates and non-graduates, we are not meeting our goal of students exiting high school who will earn postsecondary credentials. Mr. Jeffries feels the only way we can increase those numbers is to be intentional in focusing our efforts on the traditionally underserved populations of students.

Ms. Amy Liu, Policy Director, League of Education Voters
Ms. Liu said that without assessment data statewide, it's very difficult to identify gaps. The path that Washington is on leads to three statewide assessments in the four years of high school. Although it's a complicated issue, graduation rates in the state have increased since exit exams have been instituted.

Mr. James Boutin, National Board Certified Teacher, Tyee Campus (Highline Public Schools)
Ms. Boutin indicated he brought a group of educators and students from the Tyee Campus to discuss the responsibilities of using assessment data. He asked the Board to hear their stories as they provide public comment after him.

Ms. Rupika Madhavan, Teacher, Ace High School
Ms. Madhavan feels tests shouldn't be the only measure of student success. Making students and teachers feel like failures over one test is not ok. Ms. Madhavan feels she strives hard to work on curriculum that makes her students engaged, but finds that because of high stakes testing, most of her time is devoted to testing. The assessments limit a teacher's creativity and doesn't give the training needed for ELL students. Ms. Madhavan shared she's had ELL students that don't understand the questions for the math test and she was frustrated that she couldn't help them even though the student probably really knew the answer, but didn't understand it because it was in English.

Ms. Marilyn Fabian, Student, Tyee High School
Ms. Fabian feels the state tests make people feel less confident if they don't pass the test. This is why many students drop out of thigh school. There are many ELL students at her school and Ms. Fabian feels it's harder for them to comprehend what they're learning when English isn't their first language.

Mr. Jorge Alfaro, Student, Ace High School
Mr. Alfara feels mandatory state testing in unnecessary and sets barriers for ELL students. Spanish is his first language and he struggled his first few years in school in the United States. He started school in Washington in the fourth grade not knowing any English and was expected to pass the MSP exam at the end of that year. Mr. Alfara feels these tests could also be difficult for other ELL students that don't speak English fluently, especially when the results are linked to graduation.

Mr. Deangelo Cliftan, Student, Tyee Ace High School
Mr. Cliftan feels testing should not be a requirement for graduating high school because if you pass all your classes, you shouldn't have the one thing you don't pass stop you from graduating. He took the test last year and it was very stressful. Mr. Cliftan felt that all he could think about was the test and he didn't do his homework because he spent so much time studying for the test. When he received his test scores, they weren't as high as he hoped and he was discouraged because he didn't meet his goal. Some students just don't do well on tests and they become depressed and mad when they don't do well. Mr. Cliftan doesn't think state test scores should be connected to graduation requirements.

Mr. Luis Trejo, Student, Ace High School
Mr. Trejo feels standardized testing shouldn't be required for high school and it's not helpful to a student's learning. The curriculum taught is hard for students to understand and comprehend. Mr. Trejo feels the focus should be on the group of students not graduating because of the test and how that's impacting them.

Ms. Anna Hawryluk, Teacher, Ace High School
Ms. Hawryluk shared that she failed the math assessment when she took it in high school. Her parents paid for a tutor so she could retake the test, but she failed a second time. She was not set to graduate with her class even though she had a high GPA, but the legislature's decision during her senior year to delay linking graduation requirements to testing by one year allowed her to graduate on time. Ms. Hawryluk feels students should be rewarded for coming to school and working hard instead of punishing students for not passing a single test.

Ms. Maile Valu, School Counselor, Ace High School
Ms. Valu shared her experience with a student who was considering suicide. She sees the everyday pressures of the students to graduate and her day is spent hearing the struggles of our youth. They survive in unimaginable situations, but a lot of their time and energy spent is on worrying about high-stakes testing. Ms. Valu feels it's difficult to watch youth struggle with their self-worth and depression because of a score on a test. During testing time, a lot of counselors spent their days entering in student demographic information and troubleshooting the computers, but Ms. Valu would instead like to see that time spent supporting the

emotional and social needs of kids. She asked the Board to de-link high-stakes testing to graduation requirements.

Ms. Kris Blum, Director, New Market Skills Center
Ms. Blum thanked the Board for their work on equivalency credit. Skill centers are still struggling with inequities in earning equivalency credits, but work is being done to resolve it and OSPI is looking at another framework for equivalency credit. Ms. Blum thanked the Board for starting conversations around equivalency credit and leading the path on it. She asked that skills centers be partners included in the Board's discussion about defining career readiness.

Ms. Sabrina Burr, Education Advocate and Parent
Ms. Burr's daughter has had good elementary teachers and she's been actively involved in her daughter's education. She chose to opt her daughter out of testing last year and she realized that several weeks of her Individualized Education Plan (IEP) was not facilitated correctly. Ms. Burr feels her daughter was disrespected and made to cry. For her daughter, testing hasn't done anything to help. The weeks she lost in education due to testing is the same amount of time it takes schools to do gap closing. Ms. Burr feels these tests aren't doing anything for schools and we are failing our kids. Students are stressed out and hiding because of these tests that do nothing to help.

Ms. Rita Green, National Association for the Advancement of Colored People (NAACP)
Ms. Green feels high-stake testing should be eliminated and the denial of graduation be removed from these tests. While her daughter was in high school years ago, she took both the math WASL exam and the HSPE exam and did not pass. During this time, instead of being denied graduation, she was required to take a basic math class during her senior year. She tested at college level when she took the Compass exam and is currently attending graduate school out-of-state. Ms. Green feels her daughter has a successful future, but in today's standards, her daughter would have been a student denied graduation from high school. Exams are needed to gauge where students are and where additional instruction is needed to help reach the intended goal, but should not be used to determine graduation. Ms. Green feels if a student fulfills the graduation curriculum requirement, one test should not stop them from graduating.

Ms. James Hong, Vietnamese Friendship Association
Mr. Hong feels the OSPI data he's reviewed shows that many students with limited English don't graduate on time and he doesn't believe that's a result from lack of testing. Many refugee and immigrant students come to the United States as young adults and face obstacles because of the lack of support from teachers. Mr. Hong is concerned that testing exacerbates some of those challenges especially because of the language barriers.

Ms. Allison Sherry, Student, Shorewood High School
Ms. Sherry requested the Board delink high-stakes testing from graduation. Students are being tested too much with assessments and are also taking end-of-course exams scheduled to be linked to graduation beginning this year. Ms. Sherry feels the test preparation during class often involves random irrelevant lessons and using class time to prepare for the SBAC seems inappropriate. Teachers and students know that classroom grades are the best indicator of how a student is doing in class and assessments can be overly influenced by external factors.

Ms. Sherry has known students who get good grades, but have anxiety when taking the test and can't pass it. It's not fair that students are denied a diploma and deprived of weeks of instructional time in order to prepare for high stakes tests.

Data Spotlight and Board Discussion: Opportunity Gaps
Dr. Andrew Parr, Research and Data Manager
Mr. Parker Teed, Data Analyst
Mr. Tim Stensager, Special Assistant for Performance Management and Data Governance, OSPI

Dr. Parr reported that staff have been exploring the development of an Opportunity to Learn (OTL) Index for the purpose of identifying access and opportunity barriers. Members reviewed a table showing current ideas for the Index structure. The specific indicators in the table are grouped under four domains, which are major categories of opportunity gaps. The OTL Index would seek to identify the causes of the achievement gaps and proposing targeted reforms that have the potential to reduce achievement gaps by first reducing opportunity gaps. Dr. Parr shared the staff's vision of the OTL Index as an opportunity to compare the performance of Washington to peer states on key indicators as part of the SB 5491 work. Dr. Parr also suggested collaborative work with OSPI and other agencies on the development of an Opportunity or Equity tool for Washington districts and stakeholders.

Mr. Teed presented a partial list of possible OTL Index indicators and measures. The structure of the Index was influenced by staff discussion and research from the Annie E. Casey Foundation, KIDS Count Report, and EdWeek Quality Counts 2016 Report. Based on staff's exploration of similar research, the categories of Health and Behavior, Community, Access to Quality Instruction and Equitable Funding were created. Mr. Teed provided an overview of the OTL structure and the broad set of potential indicators.

Mr. Stensager presented data on earnings and unemployment rates by educational attainment and 2010 data on college participation rates for low income students by state. Mr. Stensager was asked by Superintendent Dorn a few years ago to develop a data dashboard as a tool to measure success. OSPI created their own performance indicators and aligned them with research-based predictors of postsecondary success. The indicators are reviewed by Superintendent Dorn three times a year to ensure work is leading directly to student success. Mr. Stensager provided members a tutorial of how to access the OSPI Performance Indicators and their delivery scheduled on the OSPI web site through interactive worksheets, charts and animations at state and district levels. Members reviewed various data samples pulled from the interactive worksheets.

Members felt the online tool provides a good opportunity for seeing a comprehensive connection between the different opportunities that impact achievement. Members would like to see OSPI provide data for each individual school instead of only districtwide averages.

Members provided the following feedback to staff on the OTL:

- Including cultural importance of education, family stability, student mobility and percentages of Adverse Childhood Experiences as indicators and measures
- Including other measures besides primarily poverty

- Determining if OTL measures are useful and actionable based on which level its reported
- Possibility of receiving data from other sources that have collected it previously
- How the OTL differs from the OSPI performance indicators tool
- Under the Equitable Funding category, including "The gap between percentage of population identified as special education and what the school district is receiving"
- Partnering with others that have influence over certain measures to create the OTL

Governor Inslee's Proposed 2016 Supplemental Budget
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer provided an overview of Governor Inslee's proposed 2016 supplemental budget. The following elements were included:

- What was added that impacts public schools
- What was not included that impacts public schools
- A comparison of the Governor's budget to Superintendent Dorn's budget request
- Proposed revenue for funding Governor Inslee's proposal on teacher salaries and mentoring to address the teacher shortage problem

Members discussed the district's reliance on local levies, the contempt fines of *McCleary*, and whether there is potential for progress to be made in full funding of basic education during this legislative session.

Board Discussion
Members reviewed the agenda for Thursday and discussed the following in preparation for business items. Members discussed replacing "teachers" with the word "educators" in the joint legislative priority document, and how soon the SBAC testing data will be available for the proposed August special board meeting for reviewing and establishing high school cut scores.

Superintendent Dorn brought attention to the language in the federal ESSA bill allowing local school districts to request other nationally recognized assessments in place of the statewide assessment, but that Washington state law requires the use of only one assessment system, which is the SBAC test. Also, the ESSA added new language to Highly Qualified for content-certified teachers. "Highly Effective" has now been required. OSPI plans to have discussions with districts about what it means and how it impacts teachers.

Members discussed concern regarding the PESB proposal for salary allocations and how the salary model proposed allows teachers to jump to a higher level of compensation without additional years of experience.

Required Action Districts Update
Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Mr. Michael Merrin, Assistant Superintendent, Office of Student and School Success, OSPI
Mr. Craig Shurick, Director of Operations, Office of Student and School Success, OSPI

Ms. Drake provided an overview of the Required Action District (RAD) process, what type of schools are designated and the Board's role. Members reviewed the Achievement Index data for Priority, RAD Cohort I and RAD Cohort II schools. Ms. Drake reported that the RAD process is effective and school performance of schools in the process showed general improving over a three year period of time. Former RADs have by in large maintained their improvement. For some schools, the targeted subgroups have shown more improvement than the All Students group, indicating that gaps are closing.

Mr. Merrin and Mr. Shurick presented updates for the 2015-2016 designated RAD schools, which included their demographics, 2012-2015 performance on state assessments and audit report recommendations. The districts included in the update were Soap Lake, Marysville, Tacoma, Yakima and Wellpinit. OSPI will continue to provide support to the districts, monitor their progress and report updates to the Board throughout the year.

Mr. John Adkins, Principal of Wellpinit, thanked the Board and OSPI for their support. He reported the district is very satisfied with the gains they are making in student achievement and provided an update on efforts they are continuing for implementing change.

Credit-based Graduation Requirements Waiver
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Julia Bamba, Principal, Gibson Ek High School
Ms. Paula Phelps, Executive Director of High Schools, Issaquah School District
Mr. David Berg, Learning Through Interest Coordinator, Gibson Ek High School

Mr. Archer reported that SBE received an application and required documentation for a request by Issaquah School District and Gibson Ek High School for a waiver of credit-based graduation requirements as authorized by WAC 180-18-055. 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. Issaquah School District requests the waiver for the 2016-17 through 2019-20 school years for a new high school called Gibson Ek. Students must apply to be enrolled in the school and students that need a smaller school community or an alternative learning experience were encouraged to apply.

Ms. Bamba presented Gibson Ek High School's vision, mission and academic design. Mr. Berg presented the school's competencies and learning goals and stated the district has received strong community support for an innovative school model.

Some members were concerned if students would still be receiving an education that meet standards to be career and college ready if the waiver was approved. Other members stated that the previous Big Picture schools have had good results, and appreciated the district's bravery in starting this new school.

Ms. Phelps spoke about the district's decision to close Tiger Mountain Community School and how it assisted in the design of Gibson Ek High School.

Members were asked to take action on the application during business items.

Meeting adjourned at 5:15 p.m.

Thursday, January 14

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. Tre Maxie, Mr. Baxter Hershman, Ms. Judy Jennings and Ms. Madaleine Osmun (14)
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)
Absent:	Mr. Dan Plung, Mr. Randy Dorn (2)

Call to Order
The meeting was called to order at 8:03 a.m. by Chair Muñoz-Colón.

Career Readiness from a Student's Perspective
Mr. Baxter Hershman, Student Board Member

Mr. Hershman presented definitions of both college readiness and career readiness as provided by outside sources. Common Core lines up with college readiness and is measurable. Career Readiness is made up of "soft skills" and is not as easy to measure or standardize. Mr. Hershman defined "soft skills", also known as 21 Century Skills, as an attribute acquired through doing and experiencing something. He indicated "hard skills" are the skills a person may list on their resume, but "soft skills" are attributes of a person's personality, customer service and other's impressions of yourself.

Mr. Hershman interviewed five recent high school graduates on their experience in receiving career preparation in high school and shared their responses to the Board. The graduates felt there was very little career preparation provided in high school. Students want general life and work skills and need help exploring their career options, especially with how to get there. Schools should remind students that a four-year university is not the only path, and career readiness is dependent on the career.

Mr. Hershman presented 2014-2015 unemployment rates for high school graduates and college graduates. He closed his presentation with the conclusion that high school insufficiently prepares students for careers and education and is based more around scores and numbers. The needs from students is for life skills and high school should provide more options for students to explore career choices and opportunities.

Every Student Succeeds Act: Briefing From Congress
Ms. Sarah Bolton, Education Policy Director, U.S. Senate Health, Education, Labor and Pensions Committee

Ms. Bolton provided a briefing on the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act, and key changes from the previous law to the new law. Ms. Bolton's briefing included the following:

- Background of getting the bill, under its previous name of No Child Left Behind Act, replaced and passed through both the Senate and House
- New requirements, programs, grants and restrictions
- Sections of the bill that remained the same and what was repealed or amended
- Implementation of the law and timelines

Every Student Succeeds Act: State Policy Implications
Dr. Gil Mendoza, Deputy Superintendent, OSPI
Dr. Alan Burke, Executive Director, WSSDA
Mr. Bill Keim, Executive Director, WASA
Mr. Scott Seaman, Director of High School Programs, AWSP
Ms. Sally NcNair, National/State Education Policy Coordinator, WEA

Panelists were asked to answer a series of questions that are posted on http://www.sbe.wa.gov/materials.php. Some of the common answers are as follows:

Question #1

- The role for the federal government in the rulemaking process
- Less federal oversight is beneficial
- The new bill is much more logical and balanced than NCLB
- Changes of leadership at the state and federal level, and how that will impact progress that's been made
- Concern for the amount of time that implementation will take
- Implementing the changes from the bill in a fair and equitable manner
- Working with stakeholders to create some consistent applications of collaborative venture
- Defining high expectations and doing what's best for kids and not adults
- No reduction in the amount of federally mandated tests
- Benefit of using more measures to assess schools and strong language in the bill focusing on a more well-rounded education
- The benefit to parents of the additional language on testing transparency.
- Concern about the assessment audits and getting a valid and reliable measure of indicators of school quality and student success

Question #2
All panelists stated they strongly believe that the leaders in Washington will continue to focus on disadvantaged students, keep high standards for kids and support struggling schools.

Question #3

- Developing the state plan is the core of the work this next year
- How to include the multiple outcome measures into the current Index

- Student feedback on what's working well in schools should be considered in how the plan is built
- Having a growth mind-set in how we work with school improvement and create enough flexibility to customize what works in specific communities
- Keeping in mind the challenges schools are facing economically and socially when creating the goals and indicators

Question #4

- School improvement should be intentionally seeking the best practices that are happening in the state
- Addressing the social and emotional needs of students
- Providing support that makes sense to Required Action Districts

Board members discussed the following:

- Unintended consequences of increasing local flexibility with less oversight from the federal government
- What the role of the U.S. Department of Education will be now in state policy
- Loss of culture in schools with high staff turnover
- The importance of growth as a measure in the accountability system
- The work needed to submit a new accountability plan to the federal government

Members were asked to take action on an ESSA resolution during business items.

Alternative Learning Experience Update
Ms. JoLynn Berge, Chief Financial Officer, OSPI
Mr. Dierk Meierbachtol, Special Assistant for Legal Affairs, OSPI

Mr. Meierbachtol reported that some former Washington charter schools have requested to join an alternative learning experience option due to the Supreme Court's decision finding the Charter Schools Law to be unconstitutional. In the wake of the ruling, Superintendent Dorn urged the Supreme Court to delay its final decision until the end of the school year, but the Supreme Court moved forward in finalizing its ruling in December 2015. Mr. Meierbachtol reported the Mary Walker School District offered to help design a program that could temporarily enable students to be served in the former charter schools for the remainder of the school year, pending legislative changes, using the OSPI's Alternative Learning Experience (ALE) finance rule. Mr. Meierbachtol summarized the rule that allows districts to receive funds for programs without using a typically seat-time methodology for accounting for those students. OSPI made minor temporary changes to their rules in order to accommodate the students of the seven former charter schools that elected to enroll in the Mary Walker School District. OSPI will pay the district an apportionment for claiming those students under authority of OSPI's rules, and the district is contracting with those former charter school operators to provide services to those students. Mr. Meierbachtol indicated there are some potential legal questions that could arise with Mary Walker School District operating a program in other school districts, and this change in rule is only a temporary solution to prevent an interruption of instructional time for this year. Mr. Meierbachtol gave an update on each of the nine former charter schools' current status as reported to OSPI.

Members were concerned about potential legal ramifications and how students from other districts being enrolled in Mary Walker School District will impact the Achievement Index data.

Public Comment

Ms. Phyllis Bunker Frank, Citizen Advocate and Former SBE Board Member
Ms. Frank expressed disappointment the High School and Beyond Plan and graduation requirements were not included in the Wednesday morning discussion on Career and College Readiness. Ms. Frank noted that the culminating project was, unfortunately, discontinued with the Legislature's passage of the 24-Credit Graduation Requirements. Ms. Frank asked the Board how much and in it what ways will they be keeping the High School and Beyond Plan as a focus? Regarding the opportunity gaps data spotlight presentation, she felt that learning time was a missing input that should be added. For the ESSA discussion, Ms. Frank is interested to know who will be looking at the funding for supplementary learning and summer learning and how they will come back to the districts to support learning around the year. Schools are losing money on reteaching and reviewing due to learning loss outside of the traditional school day and year. Ms. Frank feels that if we're asking for more money from the legislature, then we need to be accountable to how we are going to support supplemental learning over the summer and outside of the school year. She raised concern over the loss of funding for supplemental learning. She also raised concern on the financial cost of summer and outside-the-school-day learning loss.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning
Mr. Jeffies stated the United Stated Department of Education has already begun negotiated rule making and they specifically requested that, in addition to educators, that business leaders, civil rights organizations, advocacy organizations, parents and students and be part of the process. Mr. Jeffries requested the groups he previously mentioned be considered as strong stakeholders and that their opinions and thoughts are invited and valued. He opposes delinking assessment tests to graduation. Students have historically graduated with a diploma that didn't have the content needed to take advantage of the opportunities post graduation. Mr. Jeffries feels SBE has a strong voice in the conversation and it's absolutely necessary for the success of students that they be provided an education that prepares them for careers and college. The assessment tests are a necessary measure to ensure kids receive it.

Ms. Julia Warth, League Education Voters
Ms. Warth was excited to hear from both the ESSA panelist and the Board speak of their dedication to keeping high standards, closing gaps and using data to target resources. Our system is inadequate in supports it provides to students that are struggling and that face challenges. Ms. Warth feels eliminating the tests or reducing accountability will only hide the problem and not help students or help close gaps. We need to maintain high standards and use the data we have to provide schools and students with the supports they need to meet those high standards. Data should be leveraged to improve student learning earlier on. Ms. Warth feels students are going to face high-stake tests throughout their life and many employers require a technical skills test when applying for a job. We need to be preparing students for those experiences too. Ms. Warth looks forward to working with the Board on how we can

improve the use of assessment data to target support and better prepare students. She also looks forward towards further discussion about implementing ESSA.

Board Discussion

Impacts of ESSA and Implementation

Mr. Rarick stated there are impacts of the ESSA on the work of the Board. Members reviewed the reading and math performance improvement goals in WAC 180-105 adopted by the Board after the No Child Left Behind Act was adopted in 2002. Mr. Rarick stated these goals will need to be updated in response to the new federal law and for state law to be aligned with the implementation of ESSA. There is a requirement in state law that the Legislature be allowed to respond when the Board sets performance improvement goals. Mr. Rarick suggested members discuss the new structure through the spring and summer and possibly take action at the September meeting. This will depend on discussions of timelines with OSPI.

Mr. Rarick has requested OSPI and SBE collaborate in determining the processes for implementing ESSA. He also has invited Superintendent Dorn to add new members of his choice to the Achievement and Accountability Workgroup in order to begin discussions about ESSA work. Members felt it was important for OSPI and SBE to have a common message to the public in the process moving forward, and discussed sending a letter to Superintendent Dorn requesting partnership. Board members requested Mr. Rarick updated members on discussions with OSPI and progress being made.

Mr. Rarick stated it's unclear if there is a requirement to change the Achievement Index, but there are certain parts of the law that suggest opportunities to make changes. Members discussed the role of both SBE and OSPI in submitting and revising the accountability workbook for federal law. Members also discussed possible advocacy efforts to the Legislature regarding recommendations for a revised accountability system and creating a subcommittee of members to explore and identify those recommendations.

Career Readiness

Members discussed the following:

- The relationship between career and technical education (CTE) and career readiness
- The importance of career readiness and that it is hasn't been communicated well to students
- Pursuing NASBE's Deeper Learning Stipend
- The impact to school systems and educators of assessing students in being career ready once it's been defined
- The value of adding "Civic" to the definition of College and Career Ready
- Benefits of having all kids engaged in a culminating project or some alternative
- Need for teachers to be intentional in helping students become prepared for the workforce
- Only common and popular careers are emphasized in school and students should be exposed to a diverse range of careers throughout their K-12 experience
- Assessing students as career ready should not result in another assessment exam

Opportunity Gaps

Mr. Rarick reported that Mr. Stensager and the Washington Association of Nonprofits are engaged in similar projects around creating an Opportunity to Learn Index (OTL). He plans to recommend a partnership to both groups in forming a collaborative project for a district-level OTL.

Members were concerned about the amount of time and resources that will be needed for the Board to take on the several new projects. Mr. Rarick recommended delegating the Executive Committee to manage some portions of the work between bi-monthly board meetings.

Business Items

Motion made by Member Laverty to approve the location change from Gig Harbor to Everett for the March 8-9, 2017 board meeting.
Motion seconded.
Motion approved.
Member Hughes abstained.

Motion made by Member Bailey to approve a special board meeting for reviewing and establishing high school cut scores, including alternative assessment cut scores, on August 15, 2016.
Motion seconded.
Motion carried.

Motion made by Member Jennings to approve temporary waiver of graduation requirements for the following districts for the number of years and reasons requested in their applications to the Board:

- Clarkston School District
- Everett Public Schools
- Spokane Public Schools

Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the minutes from the November 4-5, 2015 board meeting.
Motion seconded.
Member Koon moved to amend the November 4-5, 2015 minutes as shown in Exhibit C.
Motion seconded.
Member Osmun commented the minutes on page nine of the board packet referenced that she was not taking any Advanced Placement classes this year in two different paragraphs and that was not correct.
On behalf of Member Osmun, Member Koon made a modification to her amendment to add the words “not to take as many” after “She elected” in the second sentence of page nine of the board packet and add the words “as many” before “AP classes this year” in the second to last paragraph of that section on page nine.

Motion seconded.
Motion carried.

Motion made by Member Koon to adopt "Align and Address Educator Compensation Systems with New Credentialing Policies and Address Educator Shortages" as a 2016 legislative priority, as shown in Exhibit A.
Motion seconded.
Mr. Teed stated the original exhibit document was amended to have the word "teacher" replaced with "educator" in the document title and in the last sentence of the document. Members discussed the value of the salary allocation model and if it helps teacher shortages to make more certification requirements.
Motion carried.

Motion made by Member Fletcher to approve the credit-based graduation requirements waiver for Issaquah School District for the 2016-17, 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.
Motion seconded.
Member Maxie requested the Board continue to receive updates of how the school is doing. Member Jennings was concerned the motion language implies the waiver is for the entire district and not exclusive to Gibson Ek High School.
Member Fletcher withdrew her motion.
Motion made by Member Fletcher to approve the credit-based graduation requirements waiver for Gibson Ek High School as requested by Issaquah School District for 2016-17, 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.
Motion seconded.
Motion carried.

Motion made by Member Bailey to adopt the Every Student Succeeds Act resolution, as shown in Exhibit B.
Motion seconded.
Motion carried.

Motion made by Member Laverty to approve staff drafting and filing a CR-101 for possible amendment to Chapter 180-105 Washington Administrative Code – Performance Improvement Goals.
Motion seconded.
Motion carried.

Board Discussion
Mr. Rarick recommended the Board expand the Achievement and Accountability Workgroup to include individuals OSPI would recommend and begin those conversations around implementation of the ESSA. Board members discussed writing a letter to OSPI from Chair Muñoz-Colón stating the recommendation, but decided to allow Mr. Rarick to meet with Superintendent Dorn first in the following weeks. Mr. Rarick will recommend next steps of action to Chair Muñoz-Colón based on his discussions with OSPI.

Chair Muñoz-Colón adjourned the meeting at 2:47 p.m.

Feedback Summary of the January 12, 2016 Community Forum

Thirty-two participants, plus six board members and seven staff, attended the January community forum in Tumwater.

Parents, educators, community leaders, and administrators attended the forum. The notes below are collected from board and staff members' notes and nine feedback forms. Many expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Washington's Education system:

- **<u>The system needs to focus on all kids</u>**
- **<u>Improve flexibility for individual students</u>**
- **<u>Work on system alignment</u>**
- **<u>Need consistent funding to support struggling kids</u>**
- **Need to improve trust on all levels**
- **Need sustained leadership**
- Don't just manage a bureaucracy: define and lead an education system culture
- Look at the intersection between public health, mental health, and education
- Identifying issues through data – if a school only has 20 students with FRL, those are the ones likely to not graduate

Opportunity and Achievement Gaps:

- **Provide more support to students, especially those who enter high school unprepared**
- Create alternatives
- Recognizing how trauma affects education

Assessments

- **Need alternatives to assessments**
- Assessment and remediation can create barriers to enrollment in other classes

School administration

- **<u>Need diversity in teacher staffing and equity in pay</u>**
- Need sustained leadership
- Need to address teacher attrition

High School and Beyond Plan

- It's a good tool

Feedback on Outreach Efforts

- **<u>Continue outreach to communities</u>**
- **<u>Look at community models to innovate</u>**
- Identify the services a community has for students in school
- Continue to reach out to kid advocates, not just education organizations

- Have State Board of Education members visit school board meetings
- Be more transparent
- It's still hard to find the community forum event information. Some were searching on the OSPI site.

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

Community Forum Feedback for the State Board of Education

The following was included in the packet at the request of Dr. Pete Bylsma.

Community Forum Feedback Form
January 12, 2016

Name __Pete Bylsma, Mukilteo School District___
Director, Assessment & Program Evaluation

What challenges to the education system do you observe?

- Balancing the high expectations for students and setting the bar at a realistic level so most students can graduate.
- Addressing the negative impact on school and student schedules and staffing levels that result from assessments that students must pass to graduate (especially for those who do not pass the first time).
- The accountability system has been driven by federal requirements that often have been invalid, but even though we have had more flexibility, there has been a reluctance to think in new ways and make changes to the status quo (e.g., keeping the same accountability requirements in place after losing the federal waiver, even when parts of the system that were required by the waiver do not make sense).
- Lack of input during the policymaking process from stakeholders who have expertise on the subject matter.
- OSPI focuses mainly on compliance and does not provide much help to the field.

What are your recommendations to the Board?

- Change the accountability and assessment systems to make it simpler and easier to understand, more transparent, more valid, and less onerous. Start by having a small group of informed stakeholders draft new blueprints with everything open for revision and using the above guiding principles. Then get feedback from a wider audience using an iterative process, refining the system as you go and using "impact" data to confirm the validity of the system. (This process was used when the original Achievement Index was created.) Resist the pressure to include so many things to appease all interest groups that the result is overly complex systems. Having simple but valid systems increase the likelihood that the information they provide will be used and useful.
- Make the following changes:
  1. Do not identify any Focus schools this year and change the process for identifying Focus schools. The current system that "stacks" all the subgroups together identifies schools mainly based on their student characteristics (i.e., large schools with significant populations of ELL and special education students, who by definition will be lower performers). This generates invalid results. If Focus schools are needed, identify low performing schools based on each subgroup. Exit Focus schools from this status if they do not meet the new criteria for identifying these schools (option B). **Do this as soon as possible** and start with a new set of schools that are labeled Focus based on the new criteria.
  2. Eliminate the use of Indistar for Priority and Focus schools. This system is cumbersome, uses too many indicators/criteria, and duplicates school improvement planning processes required by the district.
  3. Change the Achievement Index to include a Peer rating. This indicator was included in the original Index and was very useful, but it was eliminated based on federal requirements. Since these requirements are no longer in place, bring back this indicator. It should compare "like schools" to each other (this is similar to how mutual funds are evaluated). Use regression to control for the percentage of students in a schools that are low income, ELL, special ed, gifted, and mobile for sets of schools that serve the same grade band (e.g., elementary, middle, high, multiple bands). Adding a peer rating adds context to the evaluation and will decrease the index's correlation with school demographic characteristics.
  4. Create a district accountability system using the Achievement Index, and include financial data (current expenditures per weighted student) in the district peer analysis. (OSPI officials said it would create a district Index but they never did.) District accountability could also be based on the extent they meet the characteristics identified in research of effective districts (see OSPI document on this topic from 2004).

Having the district as a unit of analysis makes the entire system more transparent and accountable (schools within the district should not be able to get good ratings if they send their most challenging students to alternative schools, which would be included in a systemwide view).

5. Find a new way to measure growth on the Index rather than use student growth percentiles. SGPs are deceptive because they are a special form of norm-referenced system. It was selected for use without consideration of alternative models because it could be used with an assessment system that does not have a vertical scale. The Smarter Balanced system uses a vertical scale, so a different system can be designed that shows the amount of growth of individuals toward a fixed target (e.g., on grade level, being college ready), not just a comparison of students to others who have the same score.
6. Find more valid ways to measure ELL achievement and growth. This has been a problem for a long time, and it won't be easy to come up with an accurate measure. We need to take into consideration what level the student is in, how long a typical ELL student remains in each level, the time it takes to move from one level to the next, and how soon they exit based on when and at what level they started. This definitely requires informed stakeholders to be involved.
7. Report as many results as possible by the various subgroups to increase transparency, and expand reporting beyond what is required by law. For example, the state should post the ELA results for the 10th graders who took the Smarter Balanced assessments. Districts and schools can only access the results for their own district using a secure website that has restricted use, and there is no way to find out how the state, subgroups, or other schools/districts have performed on this assessment. Even though these results are used for graduation purposes, OSPI has not posted them on the Report Card because "they are not required for federal accountability."
8. Do not use 11th grade SBA results for schools and districts that have very high "non-participant" rates in accountability decisions – the results are not a true reflection of actual student performance.
9. Eliminate the required sanctions of Steps 1 and 2 (Choice and supplemental educational services) to free up Title I funds earlier in the process. These options have not proven to be effective remedies.
10. Eliminate the requirements related to Highly Qualified Teachers (HQT). This designation is invalid and the requirements are hard to meet in all situations (rural areas, small schools, special education)
11. Find a way to increase funding for homeless youth. McKinney-Vento funding is not enough, and Title I funds are sometimes tapped to fill the void.
12. Consider not requiring students to pass an assessment to graduate. The extra testing and many alternative routes impacts students' course-taking patterns, increases the testing burden at high schools that disrupts the daily schedule for an entire school and computer labs for weeks, and requires more staff and time to oversee and keep track of all the details. An alternative is to use the SAT, ACT, or a college placement exam (ASSET) as the required high school assessment. Students will take these more seriously, it saves them money, and will increase the number of students who consider college as a post-secondary option. To provide extra motivation, the diploma could indicate an "honor" rating upon graduation (e.g., with honor, magna cum laude) when students pass assessments at different levels. Those who did not pass would not get a diploma with this designation. Other states have moved to using college entrance exams as their high school assessment and have used differentiated diplomas rather than requiring a passing score on multiple tests. Those who do not pass could be required to take another course in that subject area. Earning 24 credits is enough of an academic requirement for students to meet.
13. Find a way to promote competency-based systems (e.g., standards-based grading, taking a proficiency exam to earn credit before taking a class). Perhaps have a statewide report card that differentiates content knowledge/skills from other important but non-content indicators, such as effort, participations, citizenship (Kentucky has done this).
14. Have the legislature provide additional funding to OSPI so it can take on more initiatives that will help the entire state as well as those needing it the most. Under-staffing of OSPI severely limits the agency's usefulness. OSPI is one of the lowest funded SEAs in the country on a per pupil basis.
15. Find ways to recruit more teachers of important world languages (e.g., Chinese, Arabic). Perhaps allow native speakers of these languages to teach even though they are not certificated.

The following community forum feedback was included in the packet at the request of Dr. Pete Bylsma.

Education Next

More on How States Should Navigate New Opportunities Under ESSA (Part 2 of 2)

January 7, 2016

Be More Creative About Evaluating Schools

by Linda Darling-Hammond

States should seize the possibilities for more innovative approaches to school improvement posed by the Every Student Succeeds Act (ESSA), which replaces a law much criticized for its heavy-handed federal role and for focusing schools heavily on teaching for low-level multiple-choice tests in reading and math to the neglect of other subject areas and higher-level skills. These consequences were most severe in low-income schools most vulnerable to the law's sanctions for failing to raise test scores. As a result, inequalities in access to a full, rich curriculum widened, while achievement dropped on measures assessing higher-order thinking skills, like the international PISA tests.

The new law encourages states to use multiple measures to evaluate student and school progress. If the goal is to ensure that students are truly college and career ready and that gaps in opportunities and outcomes are closed, these measures should include:

• **Outcome measures** that are more related to serious skill development and later life success than were the multiple-choice tests of the NCLB era, for example:

– completion of well-designed college and career preparatory courses of study;

– demonstration of college-readiness by passing AP, IB, or transferable college courses;

– 5-year as well as 4-year graduation rates, to encourage schools to keep, take back, and graduate students who fall behind or get off track;

– state assessments—used for information, not sanctions—that measure performance against new standards with fidelity, including the problem-solving, critical thinking, writing, and research skills they entail, and that are designed to be useful for informing instruction;

– progress on English language proficiency assessments;

– success on more challenging performance assessments, likely those widely used in high-achieving countries, such as the research projects, mathematical and computer models, and design solutions a growing number of schools require for graduation and more than 800 colleges now accept as evidence of readiness.

• **Measures of opportunities to learn**, for example:

– data on school resources (dollars, availability of technology, and qualified teachers);

– access to a full, rich curriculum (science, history / social studies, art, music, world languages, and physical education);

– data on school climate, student and teacher supports, and learning opportunities from student, teacher, and parent surveys.

• **Measures of student engagement**, for example:

– attendance and chronic absenteeism rates;

– suspension and expulsion rates.

Rather than relying only on a numerical index or an A-F grading system that would obscure the critical information needed for improvement, the measures above should be part of a dashboard that informs educators and the community about progress in each area and allows for analysis of what's working and where attention is needed. The data should be disaggregated by student group in order to assure progress and opportunities for all children, and to inform a process of continuous evaluation and improvement.

Accountability systems should no longer be dominated by a complex set of annual targets, labels, and sanctions, which inspire gaming, rather than efforts to meet students' needs. Those old rules created incentives for schools to keep or push out the high-need students who lower average scores. And the old "percent proficient" metric caused schools to focus on the "bubble kids"—those right below the proficiency benchmark—while ignoring others.

Unfortunately, the new law's prescriptive requirements for identifying the bottom 5 percent of Title I schools for intervention could lead states to assume they must replicate the old accountability metrics from No Child Left Behind (NCLB). However, there is room in the law for a better approach. A continuous improvement approach, like that adopted in California, would track progress on all of the measures in the dashboard, using scale scores to better measure growth and progress for all students, so that schools can continually assess and fine-tune their efforts.

As in California's CORE districts, a collaborative of ten districts that received a federal waiver under NCLB, the multiple measures can be weighted periodically—the new law requires a determination once every three years—to allow a calculation of which schools are most in need of assistance. CORE publishes no ranking or labelling of all schools, but instead takes a holistic approach to improving education across all the areas in the dashboard and providing assistance where it is most needed.

One school may be doing fine on test scores but working to reduce chronic absenteeism, while another may be working with a network of schools on improving supports for English language learners. Schools receive assistance based on their areas of need. Help can include targeted, high-quality professional development; curriculum improvements; additional time for student learning after school or in the summers; establishment of wraparound services, including community school models; redesign of schools to support personalization and more authentic work in classrooms and internships; or pairing of struggling schools with successful ones serving similar students.

All of these approaches have proved successful when well-implemented. The job of the CORE network of districts—and soon, the new California Collaborative for Educational Excellence—is to ensure that solid strategies are known, disseminated, and well implemented. Schools with the greatest need will get the most intensive assistance, but all schools will be expected to learn and improve each year.

This focus on continuous improvement will be enhanced by replacing the unstable and notoriously imprecise value-added measures derived from state test scores with approaches to teacher evaluation that integrate expert observations with closely related classroom-based measures of student learning, so that teachers can receive productive feedback. States will also benefit from

supporting Peer Assistance and Review models that identify teachers who are struggling, provide them with intensive, expert assistance from mentor teachers in their content areas, and make a timely judgment about continued employment that is grounded in useful evidence, intensive support, and due process. A new framework for assessing both teaching and schooling, grounded in the right measures, will support continuous improvement more effectively than the straitjackets of the past.

Linda Darling-Hammond is Charles E. Ducommun Professor of Education Emeritus at Stanford University and President of the Learning Policy Institute.

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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:

- The Board will hear an update on progress on the following initiatives:
  - Continued work on career readiness and next steps in support of Strategic Plan goal 1.B.2.
  - Work on the SB 5491 Indicators of Educational System Health in support of Strategic Plan goal 4.F.3.
  - Topics submitted for the Strategic Plan.
  - Competency-based framework and guidance to the field on implementing competency-based crediting policies in support of Strategic Plan goal 3.B.
  - 24-credit implementation workshops throughout the state in support of Strategic Plan goals 3.A and 3.B.
  - Progress on board priorities during the 2016 legislative session.
  - Three letters that the Board will consider for approval on March 10.

Possible Board Action:

- ☒ Review
- ☐ Approve
- ☐ Adopt
- ☐ Other

Materials Included in Packet:

- ☐ Memo
- ☐ Graphs / Graphics
- ☐ Third-Party Materials
- ☐ PowerPoint

Synopsis:

The Executive Director will update the Board on the following:

- Continued work on career readiness and next steps in support of Strategic Plan goal 1.B.2.
  - The Board's application for a Deeper Learning Project stipend from the National Association of State Boards of Education was approved. The amount is $15,000 over two years - $6,000 in the first year and $9,000 in the second year. The Board will consider approval of the Memorandum of Understanding (MOU). The application and MOU can be found in the business items section at the end of the board packet.

- Work on the SB 5491 Indicators of Educational System Health in support of Strategic Plan goal 4.F.3.
    - The next report to the Legislature on SB 5491 is due on December 1st, 2016. Staff are presenting data related to the Indicators of Educational System Health during the education data spotlight on March 10.
- Topics submitted for the Strategic Plan.
    - Members have submitted topical suggestions for the Strategic Plan and work going forward.
- Competency-based framework and guidance to the field on implementing competency-based crediting policies in support of Strategic Plan goal 3.B.
- 24-credit implementation workshops throughout the state in support of Strategic Plan goals 3.A and 3.B.
- Progress on board priorities during the 2016 legislative session.
- Three letters that the Board will consider for approval on March 10.
    - Letter to the Achievement and Accountability Workgroup Regarding the Every Student Succeeds Act in support of Strategic Plan goal 2.B.
    - Letter Addressing Participation Rates for the Smarter Balanced Assessment.
    - Letter to the National Collegiate Athletic Association Regarding Acceptance of the *Bridge to College* Transition Courses.

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Title:	Competency-based Learning for Career and College Readiness
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 could competency-based learning fit into a career and college-ready framework? • Are there gaps in state policy that need to be addressed to best support rigorous and aligned competency-based crediting? • What guidance would be useful for districts to implement competency-based crediting?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Third-Party Materials ☐ PowerPoint ☒ Draft guidance to districts
Synopsis:	The State Board of Education (SBE) will hear from a national expert and state educators with knowledge and experience with competency-based learning. Alissa Peltzman, Vice President for State Policy and Implementation Support for Achieve, and a panel of state educators will present and participate in Board discussion. The panel will include Kathe Taylor, Assistant Superintendent of Teaching and Learning, Lillian Hunter, Director of Digital Learning, and Dave Sather, Secondary Principal, Lopez Island School District. Guiding questions for panelists were: • What are the various ways, in addition to standardized tests, by which students can demonstrate competencies? • What are the issues for judging quality in a program involving online crediting?—What are some best practices and what are some pitfalls? • What are the policies or guidance gaps that would help districts expand quality opportunities for competency-based credit? The Board discussion with panelists will be used by staff to help develop guidance for districts to create and expand compentency-based crediting opportunities. A draft guidance document is included in this section of the packet, that was created with the help of a steering committee that included principals, guidance counselors, and OSPI staff.

Competency-Based Crediting Handbook 1.0:

An Implementation Guide for School Districts

March 2016

Introduction

Purpose and Organization

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.

Groundwork

The first section of this guide is intended to provide background information on critical issues and principles that form the basis for competency-based crediting. The groundwork section includes :

- The Importance of Competency-Based Crediting
    - 24-Credit Graduation Requirement Framework
    - Career and College Readiness
- The Legal Basis for Competency-Based Crediting

A Framework for Competency-Based Learning

An organizing framework is important for a common understanding of competency-based learning, and for identifying the best tools for implementation.

Key Framework Elements

The sections that follow the groundwork are organized into six framework elements needed for effective implementation of competency-based learning opportunities at the district level. These key elements are:

1. School Board Policy
2. Standards
3. Procedures
4. Assessment
5. Transcription

Frequently Asked Questions and Best Practices

Some districts around the state are already successfully implementing competency-based crediting. Other districts are just beginning to consider competency-based crediting. This section pulls together information from successful implementations as a model for replication, explicates pitfalls to avoid, and addresses common questions asked by districts about competency-based crediting.

Appendices

Materials and resources are provided as appendices in the toolkit. These materials may deepen understanding, address questions, and assist with implementation of the essential elements.

Definition of Competency-based Learning

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. Some or all of these strategies could be applied in a classroom and could simply be part of good instruction. When these strategies are applied partly or wholly outside of a traditional scheduled class and form the basis for the awarding of valid, rigorous high school credit—this is competency-learning for the purposes of this framework.

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.

Groundwork

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 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.

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. It engages students by

individualizing their learning and giving them ownership over their educational experience. Arguably, all students should have the opportunity to participate in competency-based learning, either incorporated into traditional classroom learning or as credit earned largely outside of a classroom.

The Legal Basis for Competency-Based Learning

SBE rule WAC 180-51-050 (see Appendix A) defines high school credit and eliminated the time basis for high school credit. This permits districts to offer competency credit. The rule does not dictate how districts should implement competency-based credit. The definition requires two elements:

1. A written district policy, and
2. Student demonstration of competency in state learning standards.

WAC 392-410-300 (see Appendix A) permits credit, including high school graduation credit, to be awarded 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." The "learning experiences" referred to in this rule could be competency-based learning. The rule specifies elements that should be in the written policy permitting the awarding of such credit.

Important Rules for Competency-Based Learning (see Appendix A):

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.

A Framework for Competency-Based Learning

Washington rules that apply to competency-based learning permit different kinds of competency-based learning, which we have organized according to the framework depicted below. Within this framework two types of competency-based learning are identified:

- Competency-based credit, and
- Equivalency course of study

"Competency-based credit"(CBC) is when a district awards credit for knowledge and skills a student demonstrates on a standardized test. The subject area for which the student receives credit is defined by state-adopted learning standards and the standardized test is 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.

(Note: work-based learning, credit for National Guard programs, and alternative learning experiences may also fall under the broad 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 Learning Framework:

	Competency-based Learning	
	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.
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.

Key Elements

School Board Policy

For districts to offer credit for competency-based learning, the district's school board must adopt district policy. The kind of policy adopted depends on the type of competency-based learning—whether it is CBC or equivalency course of study.

In 2010, the Washington State School Director's Association (WSSDA) created a model policy for Credit for Competency/Proficiency. The policy was designed for world languages, but could be used as a model for competency-based credit in other subjects. The WSSDA model policy 2409 and procedure 2409P are included as Appendix B in this memo. A district that seeks to award CBC (as depicted in the Framework), should adopt the WSSDA model policy or a similar policy.

If the credit awarded is an equivalency course of study as depicted in the Framework, then the school board policy should contain at least the elements outlined in WAC 392-410-300.

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 standards to avoid gaps in their learning that would hinder their educational progress.

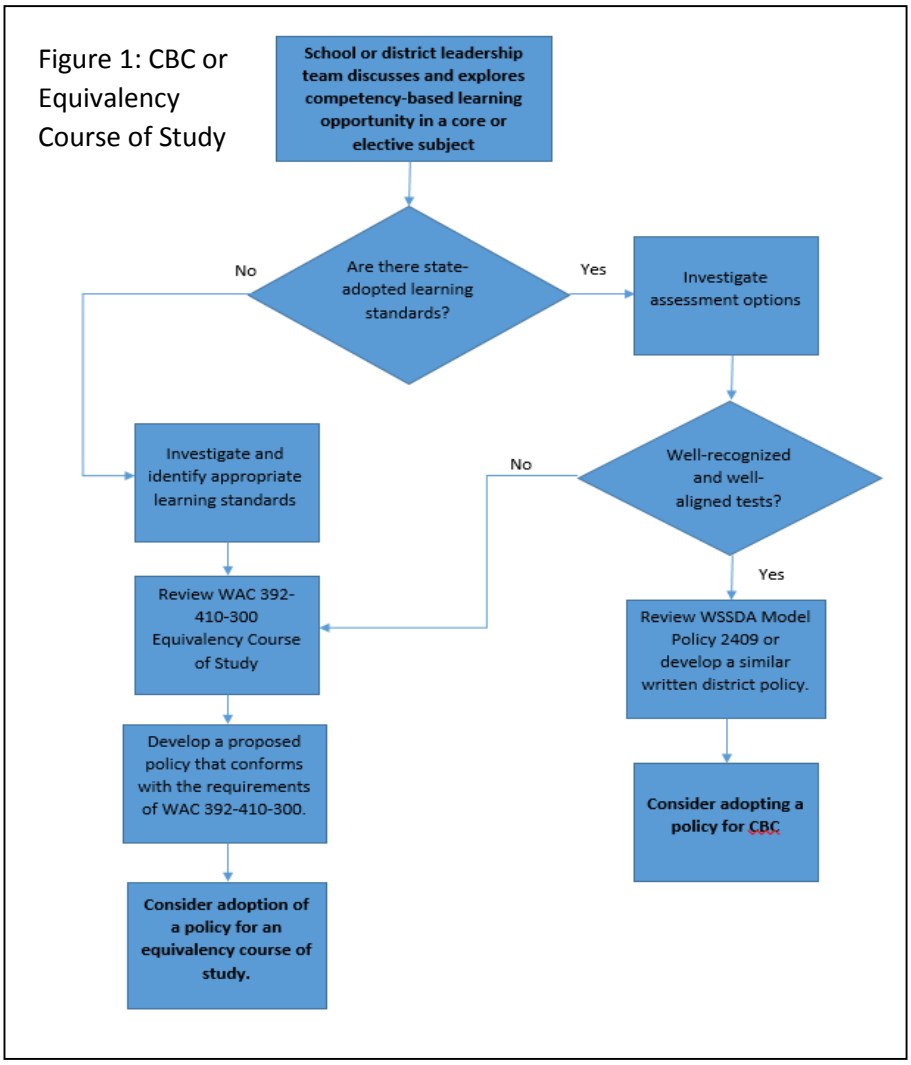
Procedures

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?

Figure 1: CBC or Equivalency Course of Study



- 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 392-410-050 specifies that the grade for a competency-based credit may either be a locally determined grade, or a "pass," "fail," or "no pass."

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):

> **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

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 and Examples of Best Practices

[Each best practices would be summarized on a single sheet that would include:

-Location: school/district
-Subject or subjects offered for competency-based credit
-A statement about the district policy
-A statement about standards covered
-A description of the procedure/process
-Assessments used
-How the credit is transcribed
-Issues—risks and how they were addressed
-Highlights
-Contact]

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.

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.

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 and 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 Algebra 2 might be 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).

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.

[Additional questions and answers will be added here].

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: WSSDA Model Policy and Procedures

Appendix C: Achieve Resources

Appendix D: Resources From Other States

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Title:	**Option One BEA Waiver Request**
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 the Option One request for waiver of the minimum 180-day school year requirement be approved, based on the criteria in WAC 180-18-040? Are there deficiencies in the application that may warrant resubmittal of the application, with corrections or additional information, for consideration at a subsequent meeting of the Board?
Possible Board Action:	☐ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board is presented with a request under RCW 28A.305.140 by Mary Walker School District for Option One waiver of the basic education program requirement of a minimum 180-day school year. The district requests waiver of three days for school years 2015-16, 2016-17, and 2017-18 for professional development of staff. In your packet you will find: • A memo summarizing the request by Mary Walker. • The district's waiver application with school board resolution. • A copy of WAC 180-18-040. • An evaluation worksheet.

OPTION ONE BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUEST

Policy Considerations

Does the request by Mary Walker School District for an Option One waiver of the minimum 180- day requirement warrant approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the rule, for denial of the request?

If the request is denied, what deficiencies in the application or required documentation are there that the district might correct for resubmittal at a subsequent board meeting under WAC 180-18-050(2)?

Background: Option One Waivers

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

WACs 180-18-040 and 180-18-050 implement this authority. 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 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 waiver request for up to three school years. There is no limit on the number of waiver days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver or the renewal of an existing one for additional years.

WAC 180-18-050 sets procedures a district must follow in requesting a waiver. In addition to the waiver application, the district must submit:

- A resolution adopted by the school board stating how the waiver will improve student achievement and attesting that the district will meet the minimum instructional hours for basic education under the waiver plan;
- A proposed school calendar under the waiver plan;
- A summary of the collective bargaining agreement with the local education association, providing information specified in the rule.

Summary of Current Option One Waiver Request

Mary Walker School District requests waiver of three days for the 2015-16, 2016-17, and 2017-18 school years for the purpose of staff development. Mary Walker is a district of about 500 enrollment in Spokane County. It operates an elementary, middle and high school, and two alternative schools.

The district presents the application as a renewal request, but it is properly treated as a new request, because Mary Walker did not have a waiver for the 2014-15 school year. Its previous waiver was an

"Option Three" granted in August 2011 for the 2011-12, 2012-13 and 2013-14, also of three days. Option Three was an expedited, pilot process that allowed districts meeting certain eligibility and other requirements to use up to three waiver days to implement specified innovative strategies. The Board eliminated the Option Three waiver by rule in November 2012. Some districts that had Option Three waivers have requested and been granted Option One waivers to replace them on their expiration.

Mary Walker states that the purpose of its proposed waiver plan is to provide three professional development days for all professional staff in the areas of AVID (Advancement via Individual Determination), differentiated instruction, and project-based learning. The stated goals for student achievement are for all students to meet or exceed-grade level standards in mathematics, reading and writing, and to increase literacy in all students. The district states that the specific, measurable, and attainable goals are that by the third year of the waiver, 90 percent of all students will increase their literacy, as measured by assessments, and that 90 percent of all students will be at grade-level standards on state assessments.

In item 4 of the application Mary Walker says that staff will use the waiver days for grade-level, course-level, or school-meetings to examine students' needs, interventions, and adjust personal learning plans. "Staff will collaborate" the district says, to continuously improve common performance tasks, content assessments, and common resources."

Because the first year of the requested waiver is the current year, and the school calendar designates September 1, October 5, and January 25 as In-Service days, the professional development activities proposed under the waiver application have already taken place for 2015-16. At staff request, the district has provided a description of the staff activities that took place on those three days on which students were not in attendance. That information is not part of the application, but staff will provide it in response to questions.

In item 5 the district lists state and local assessments that will be used to collect evidence of the degree to which the goals of the waiver for student achievement have been attained. Amplify is a software product for early childhood assessment in English and Spanish. DIBELS (Dynamic Indicators of Early Literacy Skills is a data system for measuring student growth in the early grades. DRA II is a formative reading assessment. RICC stands for Rapid Inquiry-Driven Change Cycle. According to Education Northwest, RICC is a method of teacher collaboration that "helps a school staff make swift and lasting improvement around a school-wide instructional challenge." Mary Walker says it is in its third year of measuring student progress through the RICC process.

In item 7 Mary Walker describes how teachers, administrators, parents and the community participated in development of the waiver plan. Monday late starts are used for staff to plan activities to be conducted on the waiver days.

In Part B Mary Walker describes how waiver days were used under the Option Three waiver that expired in 2013-14. The information is available for members' interest, but is not treated as a part of this application, as it is a new rather than renewal request.

Action

The Board will consider whether to approve the request of Mary Walker School District for an Option One waiver as presented in its application and summarized in this memo.

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

MARY WALKER SCHOOL DISTRICT NO. 207
Resolution No. 15-04 - AMENDED
2015-2016

180-DAY WAIVER RENEWAL REQUEST FOR 2015-2016, 2016-2017 AND 2017-2018 SCHOOL YEARS

WHEREAS, requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for three school years, 2015-2016, 2016-2017 and 2017-2018 (WAC 180-18-040);

WHEREAS, the Mary Walker School District No. 207 has established goals for making changes that will significantly increase student learning and individual achievement;

WHEREAS, the Mary Walker School District No. 207's goals include understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students;

WHEREAS, in order to achieve these goals, staff need additional non-student time which require whole staff release for collegial teaming, collaboration between staff of different buildings and/or grade levels, and individual time for district goal implementation;

WHEREAS, the Mary Walker School District No. 207 has 35 certificated employees and administrators, all of whom will participate in the strategies implemented under this waiver;

WHEREAS, the student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements;

WHEREAS, the district will use State standards and measures including results of the annual Measures of Student Progress assessment and the High School Proficiency Exam to determine the success and identification of expected benchmarks and results which will be outlined annually in the School Improvement Plan;

WHEREAS, the School Improvement Plan outlines activities designed to achieve the goals of the waiver and derived through analysis of multiple data sources and collaborative efforts with area school districts;

WHEREAS, the school district held a public hearing on this plan in the Mary Walker High School Library on July 20, 2015; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

THEREFORE, BE IT RESOLVED that the Board of Directors of the Mary Walker School District No. 207 hereby requests that the minimum 180-day school year requirement be waived for the Mary Walker School District No. 207 to allow up to three (3) waiver days in the 2015-2016, 2016-2017 and 2017-2018 school years for the purpose of enhancing the educational program, as well as for providing

more academic options for all students. During this time, students would not attend school, to allow all certificated staff to implement district instructional goals and to participate in collegial and collaborative activities – such as vertical teaming and curriculum alignment – between staff of different buildings, grade levels and/or area school districts which would require whole staff release.

AMENDED AND ADOPTED by the Board of Directors of Mary Walker School District No. 207, Stevens County, Washington, at Springdale, Washington this 17th day of February 2016.

ATTEST:

School Board Secretary

MARY WALKER SCHOOL DISTRICT NO. 207
***Board of Directors*:**

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.

*** CORRECTED ***

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	*Mary Walker School District No. 207*
Superintendent	*Kevin J. Jacka*
County	*Stevens*
Phone	*509-258-4534*
Mailing Address	*P.O. Box 159* *500 N. 4th Street* *Springdale, WA 99173-0159*
Contact Person Information	
Name	*Kevin J. Jacka*
Title	*Superintendent*
Phone	*509-258-4534*
Email	*kjacka@marywalker.org*
Application type:	
New Application or Renewal Application	*Renewal*
Is the request for all schools in the district?	
Yes or No	*Yes*
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	*3 per school year*
School Years	*2015-2016; 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	*We have reduced half-days from 9 to 3 over the course or previous waivers.*
Remaining number of half days in 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*

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?

   Purpose: To provide three (3) professional development days for all certificated staff, in the areas of AVID system-wide, differentiated instruction, and project-based learning.

   Goal #1: For all students will meet/attain grade level standards, or better, in math, reading and writing.

   Goal #2: To increase literacy in all students.

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.)

   Goal #1 in the School Improvement Plan is the same goal as Goal #1 in the Waiver.

   Goal #2 matches the strategy areas of system-wide AVID, the RICC process, K-12 and walk-through's by principals.

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.

   By the end of 2018 school year, 90% of students will increase their literacy.

   By the end of 2018 schoolyear, 90% of all students will be at grade level on the state assessments.

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.

   Grade level, course level or school level team meetings provide the pathway for professional development in reaching the goals.

   1) They use data to conduct a cycle of innovation around projects and ideas, to solve problems and continuously improve.

   2) They look at students' needs, interventions and adjust personal learning plans.

   3) Staff will collaborate to continuously improve common performance tasks, content assessments and content resources.

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?

    - *District created*
    - *Amplify*
    - *DIBELS*
    - *DRA II*
    - *SBAC*
    - *PSAT*
    - *SAT*
    - *RICC Assessments (Post / Pre)*

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?

    The RICC process is in its 3rd year, and continues to expand off the previous work, using AVID strategies, P-12, staff created assessments, leadership and grade level collaboration. That process is an example of how the Mary Walker School District will continue to connect first year to third year: Evaluation, Change, Create and Expand.

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

    Participation involvement in the development of waiver days is as follows:

    - *Staff, teachers and administrators use Monday late-starts to develop waiver day direction-based of all collaborations, sharing and needs.*
    - *Parent involvement is through Family Night Outs, surveys and School Board meetings.*
    - *Community involvement in the development is through School Board meetings, Chamber of Commerce involvement and surveys.*

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.

    Currently, the CBA expired on 8/31/2014. We continue to work off that CBA.
    - *Total certificated days = 180.*
    - *late 1-hour per week*
    - *early release days = 2*
    - *Parent – Teacher conferences*
    - *2 days*
    - *0 (zero) non-instruction days*

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	*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				
2				
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.

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.

   The waived days will be used for professional development to increase teacher and school leader effectiveness, increase collaboration time within the school district and within the PREP Consortium and comprehensive instructional strategies.

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.

   Of the four (4) goals stated in the previous waiver application plan …
   10.a. Increasing student achievement on state assessments in reading, mathematics and science for all grades tested.
   10.b. Reducing the achievement gap for student subgroups.
   10.c. Improving on-time and extended high school graduation rates (only for districts containing high schools.
   10.d. Other components of the approved plan.
   … parts of two (2) goals were not met: "Increasing student achievement on state assessments in reading, mathematics and science" – the middle school is in School Improvement Step 4 and middle school scores on state assessments declined / maintained over the three (3) years in improving in 2014. The high school is a 2015 School of Distinction and 2013 and 2014 School of Achievement.

   10.b. Achievement gaps are closing in the early grades as shown in their assessments, but there are dramatic gaps in Kindergarten.

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.

   The only change to previous waiver goals is 10.d. The PREP Consortium is not meeting for professional development days; those days will be district days.

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.

   Request is so important to provide professional development for teachers that don't exntend contracts above 180 days. Implementation and alignment of common core, new assessments (SBAC) and continued staff growth NEED time.

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.

   Parents, students and community participate through advisory committees, student-led conferences, parent involvement nights, AVID sight teams and open School Board meetings.

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.

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.]

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Teacher of the Year 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:	The Board will hear a presentation by Nathan Gibbs-Bowling, Washington's Teacher of the Year.

WASHINGTON TEACHER OF THE YEAR

The Board will host Washington Teacher of the Year, Mr. Nathan Gibbs-Bowling, for lunch on March 9.

Mr. Gibbs-Bowling's biography from the OSPI Teacher of the Year website:

Nathan is starting his 10th year of teaching in Tacoma. He currently teaches AP Government and Human Geography at Lincoln High. Nathan became a teacher because of his belief that education is perhaps the greatest transformational force for both individuals and communities. He strives as teacher to make the impossible become possible for his students. His students are actively engaged in the democratic process and pass the AP exam at a rate 3 times the district average.

As a colleague, Nathan challenges teachers to take up the mantel of leadership and embrace the opportunity to create real change that their profession affords. He reminds us that research shows students do best when great teachers are clustered together and is a strong advocated for high-quality, collaborative professional development. He insists that teachers, systems, and communities must create solutions that put students' needs above all else and is not shy about sharing these beliefs and convictions with statewide leaders.

Visitors to Nathan's classroom emerge awestruck by his knack for providing strong leadership and direction while letting the students do the majority of the talking. Much of his success can be attributed to his skill at relationship building which has its roots in his deep commitment to the community where he grew up and now teaches. He is a mentor for the College Success Foundation, his church adopted a school without a PTSA, and he's even a star announcer at athletic events. Nathan is so committed to his students that they have trouble shaking him even after graduation. He recently helped organize a fall alumni support tour where a group of teachers traveled to see Lincoln alumni who are now at college. "Even if I aced the test, he always saw room where I could do better," says former student Trang Tran. "He continuously pushed me to my limits, never allowing me to settle with what was good. He wanted great. This made me driven and determined to strive for greatness beyond what I even expected of myself. I worked harder, applied to schools that I never even dreamed of, and got more involved. I wanted to make him proud of me."

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Update on the ESSA Accountability Workgroup**
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:	The AAW was reconvened as the Every Student Succeeds Act (ESSA) Accountability Workgroup to develop the statewide accountability system for the ESSA state plan and to continue to inform the Board on other accountability issues. The SBE may wish to explore additional changes to the statewide accountability system that may now be permissible under the ESSA. Key Questions would include but not be limited to the following: 1. How should ambitious and achievable long term goals be set and for how many years? 2. What types of school quality and student success indicators should be added to the Index? 3. Should the identification of the lowest performing schools be based on a holistic measure, such as lowest Index rating?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The OSPI requested that the Achievement and Accountability Workgroup (AAW) reconvene as the ESSA Accountability Workgroup for the purpose of developing a statewide accountability system that will pass peer review and be approved by the USED. The ESSA Accountability Workgroup will explore current and new ideas on the topics of long term goals, performance indicators, system of school differentiation, identification of the lowest performing schools, accountability for student participation on statewide assessments, and other changes. The memo describes the current state of the Washington accountability system and frames new ideas in the context of the ESSA.

ESSA ACCOUNTABILITY WORKGROUP

Policy Considerations

The State Board of Education (SBE) is authorized to perform a number of tasks for the overarching purpose of developing a statewide accountability system to improve outcomes for students, for example, in RCW 28A.305.130 (Powers and Duties), RCW 28A.657 (Accountability System), and RCW 28A.655 (Academic Achievement and Accountability). These RCWs have been further defined in rules (WAC 180-105 and WAC 180-17).

Summary and Key Questions

The AAW was reconvened as the Every Student Succeeds Act (ESSA) Accountability Workgroup to develop the statewide accountability system for the ESSA required state plan and to continue to inform the Board on accountability issues. While much of the statewide accountability system was recently overhauled to reflect federal accountability flexibility, the SBE and OSPI may support additional changes that may now be permissible under the ESSA. Some key questions the ESSA Accountability Workgroup will be addressing and that the Board will want to consider providing input on are:

- On the topic of long-term goals, what should the endpoint goal be (for proficiency and graduation) and how many years should be provided to meet the endpoint goal?
- What measure or measures of school quality and student success should be added to the Index for differentiation, and how heavily should that indicator be weighted?
- Is the will of the Board to continue to support the identification of the Persistently Lowest Achieving schools based on proficiency rate or graduation rate, or make the identifications based on a holistic measure such as schools with the lowest Index rating?

Background

The Every Student Succeeds Act was signed into law in December 2015 and is the reauthorized Elementary and Secondary Education Act (ESEA), more recently referred to as the No Child Left Behind Act. The ESSA addresses many aspects of public school K-12 education for low performing student populations, such as students from low income families, students with a disability, English language learners, and others. The federal government provides supplemental funding to states to help cover the higher costs of educating certain student groups, and in return expects the states to follow regulations developed by the U.S. Department of Education (USED) for serving the above-cited student groups.

To continue to receive certain federal funding, the state education agency (OSPI) is required to submit a state plan to the USED for approval after being subjected to a peer review process. For Washington, the OSPI is charged with creating and submitting the state plan to the USED after consulting a wide range of stakeholders. To accomplish this large task, the OSPI created approximately a dozen workgroups to simultaneously create and develop components of the state plan. The OSPI requested that the Achievement and Accountability Workgroup (AAW) reconvene as the ESSA Accountability Workgroup for the purpose of developing a statewide state wide accountability system that will pass peer review, be approved by the USED, and inform the Board on other accountability issues.

Key Concepts Covered in this Memo

The ESSA Accountability Workgroup will serve the dual purpose of Informing the Board on accountability issues and craft the state accountability system for the ESSA state plan.

The state plan must establish ambitious long-term goals for proficiency on statewide assessments, graduation rates, and progress in achieving English language proficiency.

> ***How will the long-term goals form part of the new AYP? How do we replace AYP? Is it the Index rating? Is AYP a part of the Index?***

The state's system of annual school differentiation is the Achievement Index, which will need to include at least one measure of progress in achieving English language proficiency and at least one other measure of school quality/student success.

> ***How can we use the new ESSA landscape to address alternative schools?***
>
> ***Is there a desire or need to create a district-level analysis for informing or for accountability?***

The state must continue to identify low performing schools and low performing subgroups at schools but have flexibility in designing the methodology to make the identifications.

> ***How could or should the identification of low performing subgroups be changed so that student groups other than SWDs and ELLs are identified?***

Participation rate must be a factor in the accountability system and the state plan must explain how that will be accomplished.

> ***What can or should be done about participation rates?***

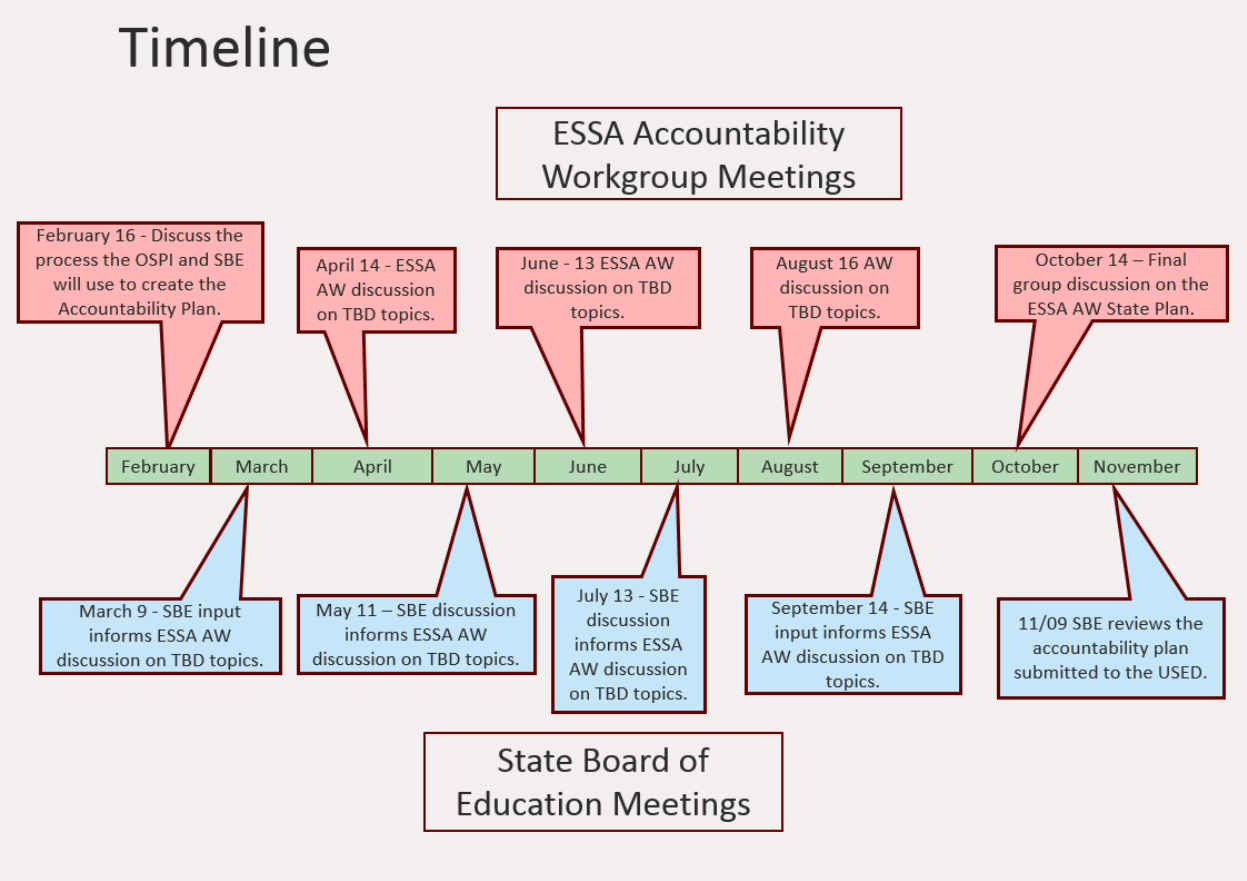
The AAW (hereinafter referred to as the ESSA Accountability Workgroup) met on February 16 to learn about their role in informing the OSPI state plan for the USED. After hearing the opening presentation by Dr. Gil Mendoza (OSPI) and Executive Director Ben Rarick, the ESSA AW heard presentations from the OSPI and SBE staff on the breadth of topics to be addressed in the state plan.

The ESSA Accountability Workgroup is scheduled to meet in person on four additional occasions to address elements of the accountability system and additional online meetings will be scheduled as necessary. The meetings are scheduled between the SBE meetings so that Board input can guide the workgroup's work plan (Figure 1).

State Plan Overview

Less than 10 percent of the ESSA document is attributable to the elements required in the state plan described under Title I, Section 1111. Of those approximately 40 pages, only four pages are devoted to explaining the elements of the statewide accountability system the OSPI must describe in the Washington state plan.

Figure 1 shows the ESSA Accountability Workgroup and the SBE meeting dates through November.



The ESSA Accountability Workgroup has been tasked with developing the statewide accountability system for the state plan. Section 1111 (c) (4) outlines the elements that must be described in the statewide accountability system. Fortunately, many of the elements recently enacted into state law conform to the requirements of the new ESSA, meaning that the accountability system described in state law can be included in the state plan to more closely align state and federal accountability. The elements or topics to be described in the state accountability plan include the following:

- Long-Term Goals
- Indicators
- Annual Meaningful Differentiation
- Identification of Schools
- Annual Measurement of Achievement – 95 Percent Participation
- Partial Attendance (0.5 Years in School)

Long-Term Goals

Under Section 1111(c)(4)(A) of the ESSA, the state must establish ambitious long-term goals and interim targets for the All Students group and the other student groups as under the ESEA. These long-term goals are considered to be analogous to the annual uniform bar developed for adequate yearly progress (AYP) and the annual measurable objectives (AMOs) developed under the Washington Flexibility Waiver

in 2012. There is little doubt that the state has considerable leeway is setting the ambitious long-term goals for:

- English/Language Arts (ELA), math, and science proficiency
- High school graduation rates
- Progress in achieving English language proficiency

Under RCW 28A.305.130 (http://app.leg.wa.gov/Rcw/default.aspx?cite=28A.305.130) the SBE shall adopt and revise performance improvement goals in English/Language Arts (ELA), science, and mathematics, by subject and grade level, as the Board deems appropriate to improve student learning. The goals shall not conflict with the requirements contained in Title I of the ESEA as amended and reauthorized. This means that the long-term goals established as part of the ESSA state plan will have direct impact on school and district improvement goals, so the goal-setting strategy must be carefully considered. Some aspects of goal-setting strategies and lessons learned from previous accountability systems are presented in Figure 2.

Figure 2 shows some goal setting strategies and lessons learned from previous accountability systems.

Goal Setting Strategy	Lessons Learned from AYP and Flexibility Waivers
The No Child Left Behind law required that all students, student groups, and schools attain 100 percent proficiency in a predetermined number of years.	The goal of 100 proficiency was shown to be unrealistic for many schools and resulted in nearly every school failing the AYP test in the most recent years. Some states lowered the rigor of their assessments for the purpose of showing more proficient students.
The goal of 100 percent proficiency by the 2013-14 school year was inflexible regardless of other circumstances.	When learning standards changed, assessments were required to change and states were required to conduct linking studies and develop transitional cut score plans to maintain the 2014 endpoint goal. Many would contend that resetting end goals and interim targets would have been the preferred alternative.
If a school did not meet the uniform bar (interim target), the school could demonstrate AYP through a Safe Harbor analysis.	Safe Harbor should be thought of as an analysis showing that students at the school were making improvements and making AYP in this manner provided relief for many schools over the years.
The AYP analysis was conjunctive, meaning that a school or district must meet the uniform bar for all content areas for all subgroups. Fail one cell and the entire school failed the AYP test.	Schools engaged in behaviors intended to enhance the learning of select students or groups of students for the sole purpose of helping a few meet the proficiency bar to make Safe Harbor. This became known as teaching the 'bubble kids.'
Important Considerations for Long-Term Goal Setting: Goals should be ambitious but must be **achievable**, which means less than 100 percent proficient and over an **adequate time** period. Further, the end goals and interim **targets should be reset** when required. Schools and districts should have **multiple pathways** to demonstrating adequate improvement and the overall test should be **compensatory** rather than conjunctive.	

Indicators

Section 1111 (c) (4) (B) of the ESSA requires the state to measure and report on different indicators for all reportable subgroups at school level. The ESSA requirements reflect two important shifts in accountability.

- Progress toward English language proficiency as an accountability element is shifted from Title III to Title I.
- Statewide accountability systems are now to include at least one valid and reliable measure of student success and school quality.

Figure 3 below shows the indicators that are required for the different school levels. These are the indicators that are used for the system of differentiation that is described in the next section.

Figure 3 shows the assessment system indicators required under ESSA by school level.

Indicator	Elementary Schools	Middle Schools	High Schools
Proficiency in ELA, math, and science	✓	✓	✓
Growth* in ELA and math	✓	✓	
Graduation Rate[+]			✓
Progress in English language proficiency	✓	✓	✓
Other measures of student success or school quality	✓	✓	✓
*Note: At the discretion of the state, another valid and reliable, statewide, academic measure may be substituted for growth. [+]Note: If the state wishes to report on the Extended (5-Year) graduation rate, the state must also report on the on-Time (4-Year) graduation rate.			

The shift of English language learner (EL) accountability and goal-setting to Title I and covered in the state plan creates perhaps the greatest challenges to the system. Some of the challenges include:

- On the issue of goal-setting, the system is unique for a couple of reasons:
    - As the students improve language fluency (which is the goal), they are removed from the group (reclassified), but the goal never resets
    - Language acquisition outcomes are impacted by home language, grade level at time of identification, and years of formal schooling, to name a few. How are these differences accounted for in goal setting and accountability?
- On the topics of accountability and goal setting, what measure(s) should be used?
    - Percent making a gain on the Washington English Language Proficiency Exam (WELPA) similar to the Title III AMAO 1
    - Percent being reclassified (exiting ELL services) like AMAO 2
    - Median gain on the WELPA (like that used for the English language acquisition award)
- Should different measures be used for different grade spans?

Similar questions and challenges could be put forth in the discussion on student success and school quality. Should the accountability system include multiple measures or different measures by grade span, and how heavily should these measures factor into a school differentiation system?

Annual Meaningful Differentiation

The state plan must describe the system that will meaningfully differentiate all public schools in the state that is based on all of the indicators described above. Further, the system of differentiation must assign substantial weight to the proficiency, growth, graduation, and progress in English language proficiency indictors to a much greater degree than the student success or school quality indicator.

In the spring of 2014, the SBE released the first version of the revised Achievement Index that included proficiency, growth model, and high school graduation measures. In addition, the spring 2016 Index version will include dual credit participation for high schools as a measure of College and Career Readiness (Figure 4). The heavy weighting of proficiency, growth, and graduation rate and the light weighting of the dual credit measure in the current Index would likely meet the requirements generally described in the ESSA.

The Achievement Index differentiates schools by computing an annual Index rating and a Composite Index rating for all public schools for which the required data is available. If measures of progress in English language proficiency and student success and school quality were included in a new Index version, the Index would likely meet the differentiation requirements described in the ESSA with little additional modifications.

Figure 4 shows the how the current Index design meets or does not meet school differentiation requirements of the ESSA.

School Level	ESSA Requirement	Current Index Design	Meets ESSA Requirement
All School Levels	Measure of proficiency on annual assessments	ELA, math, and science proficiency rates	✓
ES & MS	Growth measure and/or another valid and reliable academic indicator	Growth Model SGPs	✓
HS	Four-year adjusted cohort graduate rate, with discretion to use the extended-year adjusted cohort rate	Extended-year Adjusted Cohort Graduation Rate	✓
All School Levels	Progress in achieving English language proficiency	**NONE**	✗
ES & MS	One or more measures of student success or school quality	**NONE**	✗
HS		Dual Credit Participation	✓

If the SBE and the ESSA Accountability Workgroup opted to follow the recommended approach to change the Index as little as possible for the purpose of maintaining a high degree of year-to-year comparability, at a minimum, the Index would need to be revised in the following manner:

- Add a measure of progress in English language proficiency to the Index for all school levels.
- Add a measure of student success or school quality for elementary and middle schools.
- Adjust indicator weightings to accommodate the additional indicators.

However, the Board may wish to take this opportunity to communicate more to stakeholders about Washington schools by including multiple measures of English language proficiency and multiple measures of student success and school quality such as student motivation surveys, school staff surveys, parent engagement surveys, and measures of chronic absenteeism, for example.

Identification of Schools

Under Section 1111 (c) (4) (D) of the ESSA and based on the system of annual meaningful differentiation, the state plan must describe how the OSPI will identify schools for comprehensive or targeted improvement. At a minimum, the OSPI must identify the lowest performing five percent of Title I schools based on the system of differentiation (Index), high schools that graduate fewer that two-thirds of their students, and continuing Priority Schools for comprehensive support.

RCW 28A.657.020 (http://app.leg.wa.gov/RCW/default.aspx?cite=28A.657.020) specifies that the OSPI annually identify two groups of schools in need of supports. These two groups of schools comprise the persistently lowest achieving schools (PLAs) and challenged schools. The PLAs are to be identified on the basis of:

- The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined; and
- The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group
- The OSPI is to identify challenged schools in need of improvement that conforms to ESEA requirements and applies to both Title I and non-Title I schools.

At the end of RCW 28A.657.020, the OSPI is directed to use the approved Achievement Index to identify the schools if the USED approves the Index for such identifications. Further, WAC 180-17-100 (3)(c) (http://app.leg.wa.gov/wac/default.aspx?cite=180-17-100) states that the composite Achievement Index score should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the Superintendent of public instruction and the lists of persistently low-achieving schools as required under federal regulations.

The Board will want to consider how to identify the lowest performing schools in the state for comprehensive improvement. Current RCW outlines the identification methodology that conforms to no longer existing ESEA requirements, that being a stacked ranking based on reading and math proficiency rates over three years. However, RCW and WAC direct the OSPI to use the Index and more specifically the composite Index rating to identify the Persistently Lowest Achieving schools and the Challenged Schools in need of improvement when the Index is approved for statewide accountability.

Over the recent years, legislation has been enacted and rules written by the OSPI and SBE regarding the requirements for identifying schools for comprehensive improvement. A key decision for this task moving forward is to choose an approach leading to the identification of schools for improvement:

1. Will it be the Board recommendation to replace the now obsolete federal accountability requirements on identification methodology with those currently described in RCW and WACs, or
2. Will it be the Board recommendation to change the manner in which schools are to be identified and update RCWs and WACs to reflect the new methodologies?

Of course, there are advantages and disadvantages of any identification methodology used for the purpose of identifying the lowest performing schools (Figure 5). The question becomes, lowest performing based on what? Proficiency? Growth? Graduation Rate? Many would support the idea of identifying schools based on multiple factors to be sure the identifications are the most valid.

The ESSA allows states to identify additional statewide categories of schools, such as those triggering the Required Action District (RAD I) designation that is described in RCW 28A.657.030 and RAD II in RCW 28A.657.100 found at (http://app.leg.wa.gov/RCW/default.aspx?cite=28A.657.030) and http://app.leg.wa.gov/RCW/default.aspx?cite=28A.657.100. The Required Action specified in RCW is a

strong accountability element that should probably be included in the state plan. However, if the SBE were to recommend this approach, some updates to WAC 180-17 would probably be required.

Figure 5: shows the pros and cons for the current methodologies used to identify Priority and Focus Schools.

Current Identification Methodology	Lessons Learned	
	Pros	Cons
Most Priority Schools are identified due to a three-year average reading and math (combined) proficiency rate of less than 40 percent.	The identification methodology is easy to explain to parents and other stakeholders. The identification is simple and generally understandable. The threshold represents a rigid criterion-based floor that separates acceptable from unacceptable.	The methodology does not take into account other data, such as student growth percentiles. Schools may engage in self-serving strategies such as focusing on the "bubble students." The methodology discounts the importance or value of other content areas, such as science. Proficiency rates are strongly associated with school poverty rates.
Other Priority Schools are identified on the basis of a low three-year average graduation rate (less than 60 percent).	The identification methodology is easy to explain to parents and other stakeholders. The identification is simple and readily understandable.	LEAs and schools may engage in self-serving strategies by counseling out or transferring struggling students from their home schools to alternative school settings.
Some Priority Schools are identified on the basis of lowest Index rating.	The identification is understandable to most after a short explanation. The methodology considers all content area assessments. The identification methodology considers multiple key indicators. The Index design favors schools who are enhancing the learning of the Targeted Subgroup members.	The derivation of the Index rating is more complex and difficult to explain to many. It might be difficult to explain why a school with higher proficiency is identified while another school with lower proficiency is not identified. The Index rating is computed differently for high schools as compared to elementary and middle schools.
Most Focus Schools are identified due to a low performing subgroup based on the three-year average reading and math (combined) proficiency rates.	The identification is simple and understandable for most stakeholders.	The methodology identifies almost exclusively, the SWD and ELL groups. Does not pass the face validity test. The methodology does not factor in whether the group is improving outcomes.

Annual Measurement of Achievement

Under Section 1111 (c) (4) (E) of the ESSA, the statewide accountability system must report on at least 95 percent of the eligible student population and by subgroup. The state plan must explain how this participation requirement will factor into the statewide accountability system. Washington's current accountability design considers participation rates in several manners:

- Non-participants are considered non-proficient and this reduces the proficiency rate for a school and has the additional effect of reducing a school's Index rating.

- Schools with less than 95 percent participation are not eligible to be designated as an Exemplary school, the highest school rating.
- Schools with less than 95 percent participation on statewide assessments are not eligible for most of the Washington Achievement Awards.

Partial Attendance

Under Section 1111 (c) (4) (F) of the ESSA, a student's assessment outcomes may not be included in the system of school differentiation unless the student has attended the same school for at least half of the school year. Some discussion will occur around the issue of how "half of the school year" is to be defined for school accountability.

- Continuously enrolled for at least 90 days before the day the student begins testing (no break in enrollment is permitted), which is less inclusive.
- Enrolled for at least 90 days at the school before the day the student begins testing (a break in enrollment is permitted), which is more inclusive.

The use of continuously enrolled students only for school accountability was deemed to be the most fair for schools, as the methodology was intended to hold schools accountable only for the students who were at that school the entire year. The filter tended to mask the demonstrably lower performance of mobile students, who are also more likely to be a student of color and from a low income household. By changing this requirement, the USED is showing the desire for schools to be held accountable for more students, especially those from low income households.

The ESSA Accountability Workgroup will be looking for additional guidance on the manner in which to define half of the school year for schools operating under basic education waivers.

- How should the half of a school year be computed for schools operating under efficiency waivers?
- How should the half of a school year be computed for schools operating under a waiver of the 180 day requirement?

Action

No Board action is anticipated.

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

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Interpretive Statement on Calculation of Instructional Hours for BEA Compliance
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:	Is the proposed interpretive statement consistent with legislative intent? Does it provide clear advice to districts on calculation of district-wide average instructional hours for purposes of basic education compliance?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint Draft Interpretive Statement
Synopsis:	RCW 28A.150.220 (Basic education – Minimum instructional requirements – Program accessibility) requires school districts to make available to students minimum instructional offerings each school year of certain numbers of instructional hours, expressed as a district-wide annual average. This provision was last amended by Chapter 217, Laws of 2014 (E2SSB 6552). The SBE implemented this legislative change as amended WAC 180-16-200. Both before and after this change, questions had arisen from districts as to how the calculation of district-wide annual average instructional hours should be made, as different calculations are possible for any district. As assistance to districts with this question, the SBE proposes to issue an interpretive statement under RCW 34.05.230 (Interpetive and policy statements). An interpretive statement is advisory only, and does not have the force of law. The draft interpretive statement prepared for the March meeting seeks to be responsive to the issues raised by school districts and others, and to provide for a reasonable flexibility in the calculation that takes into account local circumstances and organizational choices, while retaining consistency with the intent of basic education law.

INTERPRETIVE STATEMENT
DISTRICT-WIDE ANNUAL AVERAGE INSTRUCTIONAL HOURS

The state has made a series of changes to minimum instructional hours for basic education:

- ESHB 2261 (2009 Legislative Session) increased instructional hour requirements from a district-wide annual average 1,000 instructional hours in grades 1-12 to 1,080 instructional hours in each of grades 7-12 and 1,000 instructional hours in grades 1-6, on an implementation schedule adopted by the Legislature.
- The 2013-15 operating budget act (2013 Legislative Session) implemented the instructional hour requirements of ESHB 2261, effective with the 2014-15 school year.
- E2SSB 6552 (2014 Legislative Session) revised the instructional hour requirements of ESHB 2261, as implemented in 2013, to a district-wide annual average 1,080 hours in grades 9-12 and a district-wide annual average 1,000 hours in grades 1-8, while providing that the whole may be calculated as a district-wide average over grades 1-12, effective with the 2015-16 school year.

Incorporating the change made by the 2014 legislation, RCW 28A.150.220 (Basic education – Minimum instructional requirements) now provides, in relevant part:

> (2) Each school district shall make available to students the following minimum instructional offering each school year:
>
> (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 2015-16 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;

The State Board of Education (SBE) implemented this provision as WAC 189-16-200, filed September 2014:

> **Total instructional hour requirement.**
>
> (1) Kindergarten total instructional hour requirement - Four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW 28A.150.315.
>
> (2) Grades 1-12 total instructional hour requirement - District-wide annual average of one thousand hours, increased beginning in the 2015-16 school year to:
>
> (a) At least a district-wide average of one thousand eighty instructional hours for students enrolled in grades nine through twelve and a district-wide annual average of one thousand instructional hours in grades one through eight; or
>
> (b) A district-wide annual average of one thousand twenty-seven instructional hours in grades one through twelve . . .

(3) For nonhigh school districts, a district-wide annual average of one thousand instructional hours in such grades as are offered by the district.

The change made by E2SSB 6552 in 2014 is significant not only for changing the number of instructional hours required by grade span, but for returning to a district-wide annual average in place of minimum required offerings in *each grade*.

This change, as made in the new law, has given rise to questions to the SBE from district personnel as to how to make the calculation of district-wide annual average instructional hours. Specifically, what does "district-wide annual average" mean in the context of an individual district?

"District-wide annual average" is not defined in current statute or rule. Nor was it defined in prior law. So the problem is not a new one; it has just gained more interest as the state has changed instructional hour requirements for basic education.

The SBE recognizes that there is more than one method for calculating a district-wide annual average of instructional hours offered by a district in any school year, and that different calculations, starting from the same data, may produce different results. For example, a district that operates one or more small alternative schools offering relatively fewer instructional hours may be unable to achieve a district-wide average of 1,027 hours in grades 1-12 in a straight calculation of average hours in the district by school. But that same district may be well able to show compliance if the calculation is made as the average of all the instructional hours offered by the district without regard to the schools that students attend.

To illustrate the variability of results by method of calculation, we offer the following example. Schools and enrollments are those of an actual Washington district. The instructional hours shown were chosen for illustrative purposes, but are well within the plausible.

Average by School		
	Student Count	**Inst. Hours**
School		
Alternative school	22	910
Jr.-Sr. High School	258	1,070
Elementary School	319	1,000
Total	599	2,980
District-Wide Annual Average		**993**

Weighted Average by Student Across Schools			
School	**Student Count**	**Inst. Hours**	**Total Inst. Hrs.**
Alternative school	22	910	20,020
Jr.-Sr. High School	258	1,070	276,060
Elementary School	319	1,000	319,000
Total	599	2,980	615,080
District-Wide Annual Average			**1,027**

In the first calculation the district falls short of meeting instructional hour requirements as established in RCW 28A.150.220 (2) and implemented by WAC 180-16-200. In the second, however, it achieves compliance.

The Board also recognizes that districts may differ in school organization and the choices they make in delivery of basic education services, based on local needs, circumstances, and educational philosophy, and that the choices they make should not be driven by a prescribed method of calculating instructional hours for basic education compliance, unless such method can be shown to reflect a specific legislative intent. The Board does not find in RCW 28A.150.200 a legislative intent prescribing or favoring a specific method of calculating district-wide annual instructional hours.

Given the many inquiries the Board has had on this subject, and the lack of a clear basis for rule adoption on it, the Board proposes issuing an interpretive statement under RCW 34.05.230 (Interpretive and policy statements) to offer guidance to districts in addressing this question.

An "interpretive statement" is a written expression of the opinion of an agency as to the meaning of a statute or other provision of law, of a court decision, or of an agency order. (RCW 28A.34.010 (8)) An interpretive statement is advisory only.

The Board advises that the following calculations of annual district-wide average are consistent with the intent of RCW 28A.150.220 and valid for assuring basic education program compliance under RCW 28A.150.250:

A. **Average of schools**. Average of annual instructional hours offered by each school operated by the school district.

B. **Weighted average by student across schools**. Average of all annual instructional hours offered to all students enrolled in the district, regardless of school attended.

The Board recognizes that there may be nuances to each of these methods, and that there may be other, mathematically valid methods consistent with the intent of basic education law. A school district may present other methods of calculating district-wide average instructional hours to the SBE before the beginning of the school year for its consideration in assuring basic education program compliance under RCW 28A.150.250.

Comments on this proposed interpretive statement may be addressed to:

Jack Archer
Director of Basic Education Oversight
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360-725-6035

RCW 28A.150.220

Basic education—Minimum instructional requirements—Program accessibility—Rules.

(1) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(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 2015-16 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

(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.

(3) The instructional program of basic education provided by each school district shall include:

(a) Instruction in the essential academic learning requirements under RCW 28A.655.070;

(b) Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, beginning with the graduating class of 2019 or as otherwise provided in RCW 28A.230.090. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages;

(d) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

(f) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020; and

(g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

(4) Nothing contained in this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

(5)(a) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school 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 school days per school year according to the implementation schedule under RCW 28A.150.315.

(b) Schools administering the Washington kindergarten inventory of developing skills may use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory.

(c) In the case of students who are graduating from high school, a school district may schedule the last five school days of the one hundred eighty day school year for noninstructional purposes including, but not limited to, the observance of graduation and early release from school upon the request of a student. All such students may be claimed as a full-time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260. Any hours scheduled by a school district for noninstructional purposes during the last five school days for such students shall count toward the instructional hours requirement in subsection (2)(a) of this section.

(6) Nothing in this section precludes a school district from enriching the instructional program of basic education, such as offering additional instruction or providing additional services, programs, or activities that the school district determines to be appropriate for the education of the school district's students.

(7) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

[2014 c 217 § 201; 2013 2nd sp.s. c 9 § 2; 2013 c 323 § 2; 2011 1st sp.s. c 27 § 1; 2009 c 548 § 104; 1993 c 371 § 2; (1995 c 77 § 1 and 1993 c 371 § 1 expired September 1, 2000); 1992 c 141 § 503; 1990 c 33 § 105; 1982 c 158 § 1; 1979 ex.s. c 250 § 1; 1977 ex.s. c 359 § 3. Formerly RCW 28A.58.754.]

WAC 180-16-200

Total instructional hour requirement.

(1) Kindergarten total instructional hour requirement - Four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW 28A.150.315.

(2) Grades 1-12 total instructional hour requirement - District-wide annual average of one thousand hours, increased beginning in the 2015-16 school year to:

(a) At least a district-wide average of one thousand eighty instructional hours for students enrolled in grades nine through twelve and a district-wide annual average of one thousand instructional hours in grades one through eight; or

(b) A district-wide annual average of one thousand twenty-seven instructional hours in grades one through twelve.

(3) For nonhigh school districts, a district-wide annual average of one thousand instructional hours in such grades as are offered by the district.

[Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-16-200, filed 9/8/14, effective 10/9/14. Statutory Authority: Chapter 28A.630 RCW. WSR 01-24-092, § 180-16-200, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-086, § 180-16-200, filed 10/4/95, effective 11/4/95. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-16-200, filed 1/19/94, effective 2/19/94. Statutory Authority: RCW 28A.150.220, 28A.320.200, 28A.150.260 and 1992 c 141. WSR 92-17-053, § 180-16-200, filed 8/17/92, effective 9/17/92. Statutory Authority: RCW 28A.150.220 and [28A.150.]260. WSR 92-05-047, § 180-16-200, filed 2/13/92, effective 3/15/92. Statutory Authority: RCW 28A.04.127 and 28A.41.140. WSR 86-21-020 (Order 15-86), § 180-16-200, filed 10/7/86. Statutory Authority: RCW 28A.58.754(6). WSR 84-11-043 (Order 2-84), § 180-16-200, filed 5/17/84. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. WSR 79-10-033 (Order 10-79), § 180-16-200, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-200, filed 6/5/78.]

RCW 34.05.010

Definitions.

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Adjudicative proceeding" means a proceeding before an agency in which an opportunity for hearing before that agency is required by statute or constitutional right before or after the entry of an order by the agency. Adjudicative proceedings also include all cases of licensing and rate making in which an application for a license or rate change is denied except as limited by RCW 66.08.150, or a license is revoked, suspended, or modified, or in which the granting of an application is contested by a person having standing to contest under the law.

(2) "Agency" means any state board, commission, department, institution of higher education, or officer, authorized by law to make rules or to conduct adjudicative proceedings, except those in the legislative or judicial branches, the governor, or the attorney general except to the extent otherwise required by law and any local governmental entity that may request the appointment of an administrative law judge under chapter 42.41 RCW.

(3) "Agency action" means licensing, the implementation or enforcement of a statute, the adoption or application of an agency rule or order, the imposition of sanctions, or the granting or withholding of benefits.

Agency action does not include an agency decision regarding (a) contracting or procurement of goods, services, public works, and the purchase, lease, or acquisition by any other means, including eminent domain, of real estate, as well as all activities necessarily related to those functions, or (b) determinations as to the sufficiency of a showing of interest filed in support of a representation petition, or mediation or conciliation of labor disputes or arbitration of labor disputes under a collective bargaining law or similar statute, or (c) any sale, lease, contract, or other proprietary decision in the management of public lands or real property interests, or (d) the granting of a license, franchise, or permission for the use of trademarks, symbols, and similar property owned or controlled by the agency.

(4) "Agency head" means the individual or body of individuals in whom the ultimate legal authority of the agency is vested by any provision of law. If the agency head is a body of individuals, a majority of those individuals constitutes the agency head.

(5) "Entry" of an order means the signing of the order by all persons who are to sign the order, as an official act indicating that the order is to be effective.

(6) "Filing" of a document that is required to be filed with an agency means delivery of the document to a place designated by the agency by rule for receipt of official documents, or in the absence of such designation, at the office of the agency head.

(7) "Institutions of higher education" are the University of Washington, Washington State University, Central Washington University, Eastern Washington University, Western Washington University, The Evergreen State College, the various community colleges, and the governing boards of each of the above, and the various colleges, divisions, departments, or offices authorized by the governing board of the institution involved to act for the institution, all of which are sometimes referred to in this chapter as "institutions."

(8) "Interpretive statement" means a written expression of the opinion of an agency, entitled an interpretive statement by the agency head or its designee, as to the meaning of a statute or other provision of law, of a court decision, or of an agency order.

(9)(a) "License" means a franchise, permit, certification, approval, registration, charter, or similar form of authorization required by law, but does not include (i) a license required solely

for revenue purposes, or (ii) a certification of an exclusive bargaining representative, or similar status, under a collective bargaining law or similar statute, or (iii) a license, franchise, or permission for use of trademarks, symbols, and similar property owned or controlled by the agency.

(b) "Licensing" includes the agency process respecting the issuance, denial, revocation, suspension, or modification of a license.

(10) "Mail" or "send," for purposes of any notice relating to rule making or policy or interpretive statements, means regular mail or electronic distribution, as provided in RCW 34.05.260. "Electronic distribution" or "electronically" means distribution by electronic mail or facsimile mail.

(11)(a) "Order," without further qualification, means a written statement of particular applicability that finally determines the legal rights, duties, privileges, immunities, or other legal interests of a specific person or persons.

(b) "Order of adoption" means the official written statement by which an agency adopts, amends, or repeals a rule.

(12) "Party to agency proceedings," or "party" in a context so indicating, means:

(a) A person to whom the agency action is specifically directed; or

(b) A person named as a party to the agency proceeding or allowed to intervene or participate as a party in the agency proceeding.

(13) "Party to judicial review or civil enforcement proceedings," or "party" in a context so indicating, means:

(a) A person who files a petition for a judicial review or civil enforcement proceeding; or

(b) A person named as a party in a judicial review or civil enforcement proceeding, or allowed to participate as a party in a judicial review or civil enforcement proceeding.

(14) "Person" means any individual, partnership, corporation, association, governmental subdivision or unit thereof, or public or private organization or entity of any character, and includes another agency.

(15) "Policy statement" means a written description of the current approach of an agency, entitled a policy statement by the agency head or its designee, to implementation of a statute or other provision of law, of a court decision, or of an agency order, including where appropriate the agency's current practice, procedure, or method of action based upon that approach.

(16) "Rule" means any agency order, directive, or regulation of general applicability (a) the violation of which subjects a person to a penalty or administrative sanction; (b) which establishes, alters, or revokes any procedure, practice, or requirement relating to agency hearings; (c) which establishes, alters, or revokes any qualification or requirement relating to the enjoyment of benefits or privileges conferred by law; (d) which establishes, alters, or revokes any qualifications or standards for the issuance, suspension, or revocation of licenses to pursue any commercial activity, trade, or profession; or (e) which establishes, alters, or revokes any mandatory standards for any product or material which must be met before distribution or sale. The term includes the amendment or repeal of a prior rule, but does not include (i) statements concerning only the internal management of an agency and not affecting private rights or procedures available to the public, (ii) declaratory rulings issued pursuant to RCW 34.05.240, (iii) traffic restrictions for motor vehicles, bicyclists, and pedestrians established by the secretary of transportation or his or her designee where notice of such restrictions is given by official traffic control devices, (iv) rules of institutions of higher education involving standards of admission, academic advancement, academic credit, graduation and the granting of degrees,

employment relationships, or fiscal processes, or (v) the determination and publication of updated nexus thresholds by the department of revenue in accordance with RCW 82.04.067.

(17) "Rules review committee" or "committee" means the joint administrative rules review committee created pursuant to RCW 34.05.610 for the purpose of selectively reviewing existing and proposed rules of state agencies.

(18) "Rule making" means the process for formulation and adoption of a rule.

(19) "Service," except as otherwise provided in this chapter, means posting in the United States mail, properly addressed, postage prepaid, or personal or electronic service. Service by mail is complete upon deposit in the United States mail. Agencies may, by rule, authorize service by electronic transmission, or by commercial parcel delivery company.

[2014 c 97 § 101; 2013 c 110 § 3; 2011 c 336 § 762; 1997 c 126 § 2; 1992 c 44 § 10; 1989 c 175 § 1; 1988 c 288 § 101; 1982 c 10 § 5. Prior: 1981 c 324 § 2; 1981 c 183 § 1; 1967 c 237 § 1; 1959 c 234 § 1. Formerly RCW 34.04.010.]

RCW 34.05.230

Interpretive and policy statements.

(1) An agency is encouraged to advise the public of its current opinions, approaches, and likely courses of action by means of interpretive or policy statements. Current interpretive and policy statements are advisory only. To better inform and involve the public, an agency is encouraged to convert long-standing interpretive and policy statements into rules.

(2) A person may petition an agency requesting the conversion of interpretive and policy statements into rules. Upon submission, the agency shall notify the joint administrative rules review committee of the petition. Within sixty days after submission of a petition, the agency shall either deny the petition in writing, stating its reasons for the denial, or initiate rule-making proceedings in accordance with this chapter.

(3) Each agency shall maintain a roster of interested persons, consisting of persons who have requested in writing to be notified of all interpretive and policy statements issued by that agency. Each agency shall update the roster periodically and eliminate persons who do not indicate a desire to continue on the roster. Whenever an agency issues an interpretive or policy statement, it shall send a copy of the statement to each person listed on the roster. The agency may charge a nominal fee to the interested person for this service.

(4) Whenever an agency issues an interpretive or policy statement, it shall submit to the code reviser for publication in the Washington State Register a statement describing the subject matter of the interpretive or policy statement, and listing the person at the agency from whom a copy of the interpretive or policy statement may be obtained.

[2004 c 31 § 3; 2001 c 25 § 1; 1997 c 409 § 202; 1996 c 206 § 12; 1995 c 403 § 702; 1988 c 288 § 203.]

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Communications 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:	
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	This section of the packet includes a copy of the State Board of Education communications plan and an update on communications projects and accomplishments of the past six months.

Communications Strategy

Vision

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

Communications Plan Executive Summary

The mission of the State Board of Education is to lead the development of state policy, provide system oversight, and advocate for student success. Communication plays an important role in fulfillment of the mission. Through this plan, the Board will be recognized as the leading source of education oversight information, policy perspective, and a valuable partner to education experts in Washington State.

This plan addresses the key goals of communication strategy at the Washington State Board of Education: clear communication with stakeholder groups on the policies and positions advocated by the Board, and easy access to resources for board members doing the important work of the State Board of Education. Communication about policies and positions will support the 2015-2018 Strategic Plan adopted by the Board in January 2015. Communication with board members will be improved through ongoing feedback processes and more responsive communication channels.

The Board's vision is of a high-quality education system that prepares all students for college, career, and life. This plan's purpose is to share that vision and a process to achieve it in plain, clear language with key stakeholder groups.

Background

Communication is key to the State Board of Education's strategic plan. Most sections of the Board's plan contain communication and outreach components. Regular communication with the public, and transparency of board deliberations, is key to pursuit of these goals.

Focus

Strategic Plan:

- Develop and support policies to close the achievement and opportunity gaps.
- Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
- Ensure that every student has the opportunity to meet career and college ready standards.
- Provide effective oversight of the K-12 system.
- Each of these goals in the SBE Strategic Plan contain regular measures of progress. This communications plan will incorporate regular communication of the measure reports to support the strategic plan. Convey information about SBE activity without contributing to information overload.

Positioning:

The Washington State Board of Education has the most comprehensive and authoritative perspective on what's best for the education system in Washington state.

Situational Analysis (as of /2016)

Strengths	Weaknesses
Clear strategic plan that aligns with statutory duties Board members can communicate about the board Public comment – we can be responsive to topics in public comment (Outreach) Social media accounts well-established Stakeholders appreciate email notifications Analysis We have some strong digital communication channels. The website has been greatly improved by Sarah Lane. We can continue to build on those improvements with usability testing and changes. Meeting materials have become more succinct We use communications best practices – create blog posts and create helpful informative short summaries to drive traffic to blog from email and social Written social media policy Improved highlights go out immediately Plain talked materials have excellent analytics We target audiences with information they want	No formal plans to use board members to communicate about board activities Small team – some outputs, such as video, take a lot of resources. Meeting materials are still sometimes heavy and long, even for policy partners. We don't always plain talk the materials after the fact to share them. Balancing communication with board members with communicating on behalf of the board A lot of effort and resources go into producing information for board, without a translation for stakeholder groups. Information must be simplified – let's plain talk more. Be sure to use channels in a cohesive way – schedule social posts. The website is too big. It's hard for users to find information. It's beginning to look outdated. We don't share much besides SBE news on social. It would be good to develop a strategy for sharing other items.
Opportunities	**Threats**
Good working relationships with several education groups Potential for broader community engagement We can establish communications channels in these orgs' regular newsletters, blogs, etc.	Audiences experiencing information overload Developing relationships with some education groups Legislative action to restructure SBE Misinformation about the board and its authority Complex subject matter – frequently oversimplified in earned media People can't always tell SBE from OSPI or SBCTC

Goals

- Produce regular updates on the Board's actions and positions in plain language.
- Improve the public's understanding of what SBE does.
- Improve transparency and professional relationships with audiences.
- Open channels for communication and outreach.
- Develop better working relationships with stakeholder groups.
- More usable website.

Objectives (how we achieve our communication goals)

Communicate on the board's Strategic Plan:

- Develop and support policies to close the achievement and opportunity gaps.
- Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
- Ensure that every student has the opportunity to meet career and college ready standards.
- Provide effective oversight of the K-12 system.

Tools:

- Blog posts
- Board meeting streaming
- Legislative session updates
- Data spotlights
- Research page updates
- 5491 Report/Educational System Health
- Resolutions
- Press releases

Communicate on Accountability

Recognition, accountability, and avenues to share best practices.

Tools:

- Achievement Index
- Data Spotlight
- Research page
- Press releases

Communicate on Board actions

Before, during, and after board meetings. Keep stakeholders in the loop. If they want to know what the board is doing, we will make it easy to find out.

Tools:

- Meeting agendas
- Highlights
- Live streaming of board meetings
- Blog posts
- Press releases

Outreach:

- School visits
- Partner with ed. partner orgs to identify opportunities.
- Regular outreach meetings
- Expanded invitation list for Community Forum
- Link to forum on SBE website and social
- Outreach events on calendars

Target Audience:

Several key audiences:

Administrators (school and district)
School boards
Teachers
Education partners
Students and families
Legislators

Methods:

Channels:

- Website
- Constant Contact
- Social Media
- Live Streaming
- Board member presentations
- Outreach

Create communication project plans as needed:

2015 Communications Projects:

- Smarter Balanced graduation score-setting
- Indicators of Educational System Health video
- Board meeting streaming testing: Periscope solution for 2016
- Diverse communities outreach
- Switch from Listserv to Constant Contact – better tracking and analytics

2016 Communications Projects:

- Legislative priorities
- Periscope streaming of board meetings
- Presentations and talking points for board members at WSSDA meetings
- Video strategy
- 24 credit graduation requirement outreach

Other topics as appropriate

- Opportunity and Achievement Gaps
- School funding
- CTE equivalencies
- Assessment alternatives
- Charter Schools (legislation-dependent)

Measurements

Analytics reports

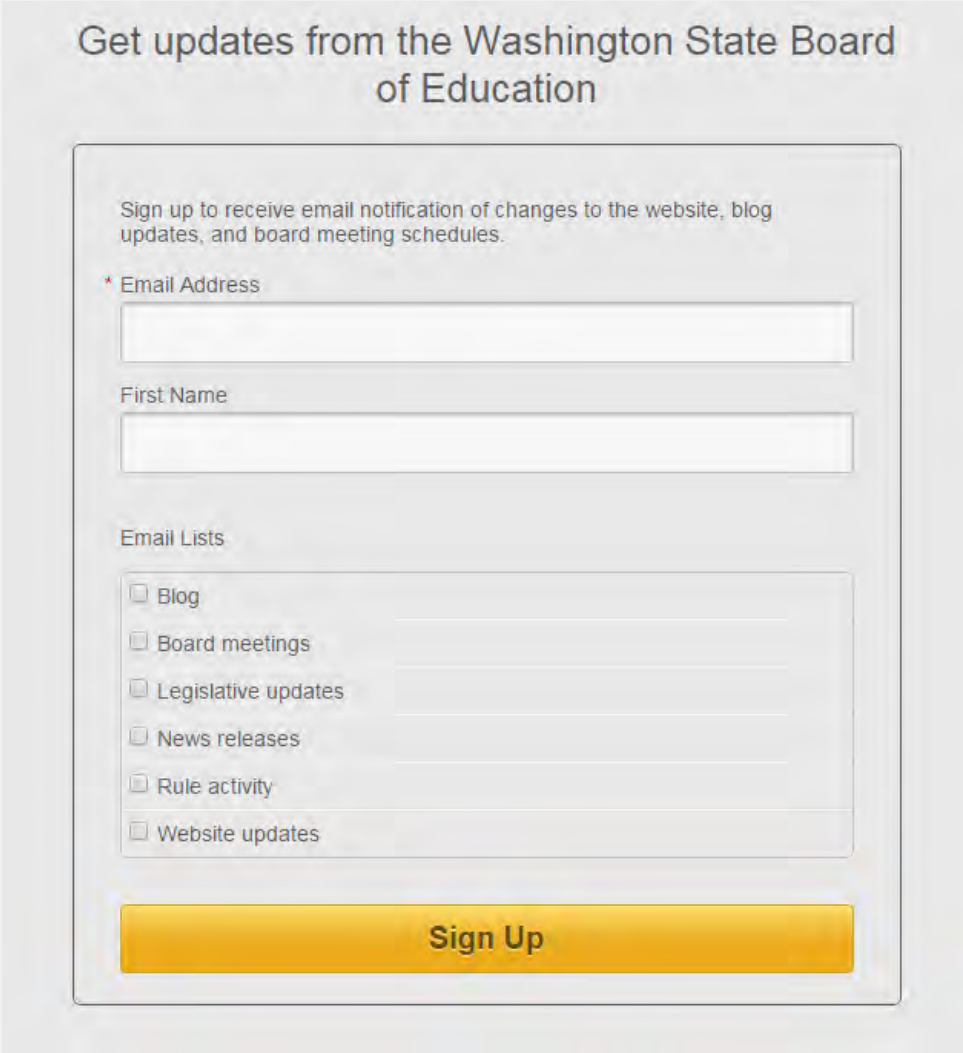
- Social media
- Constant Contact
- Website
- Blog posts
- Video

Media tracking
Surveys

Communications Update and Analytics

Stefanie Randolph, SBE Communications Manager

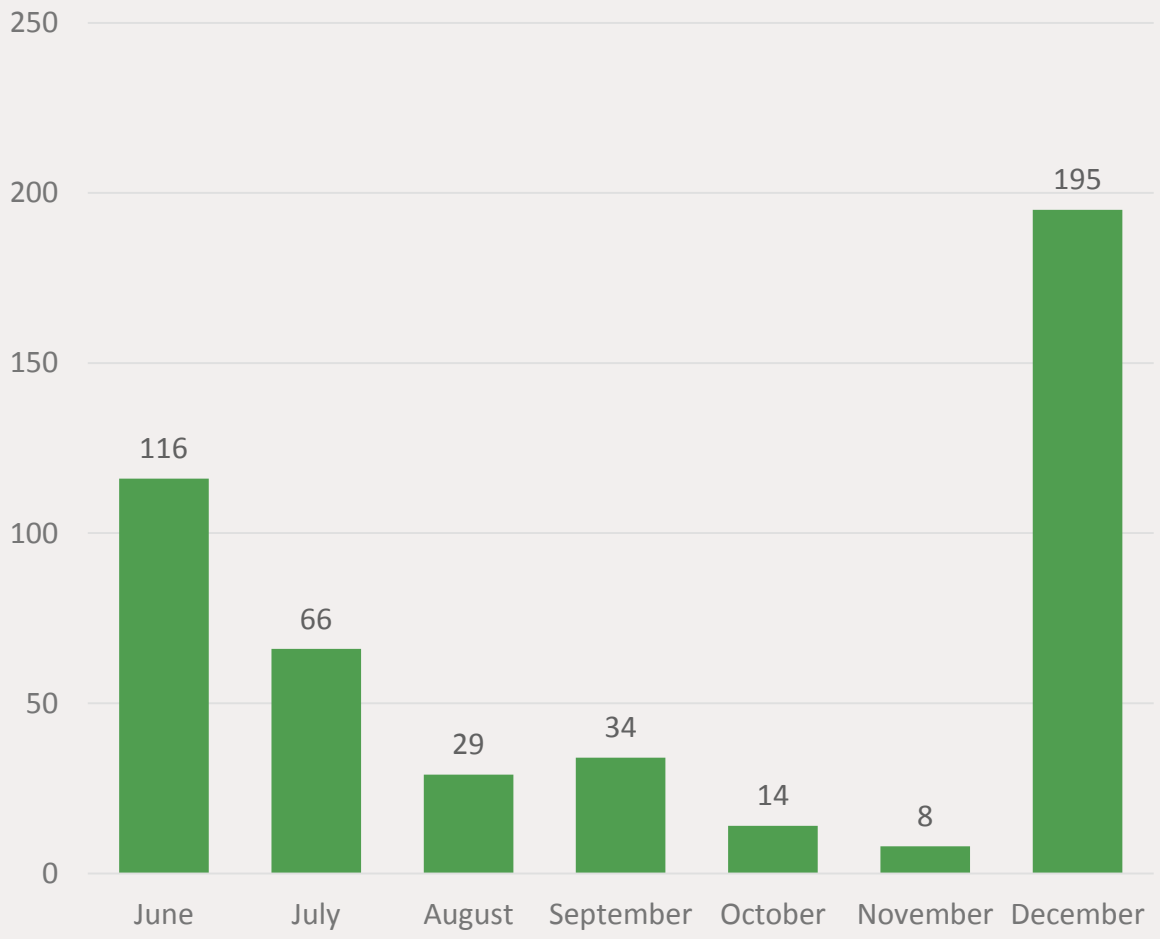
Constant Contact



We use Constant Contact to share:

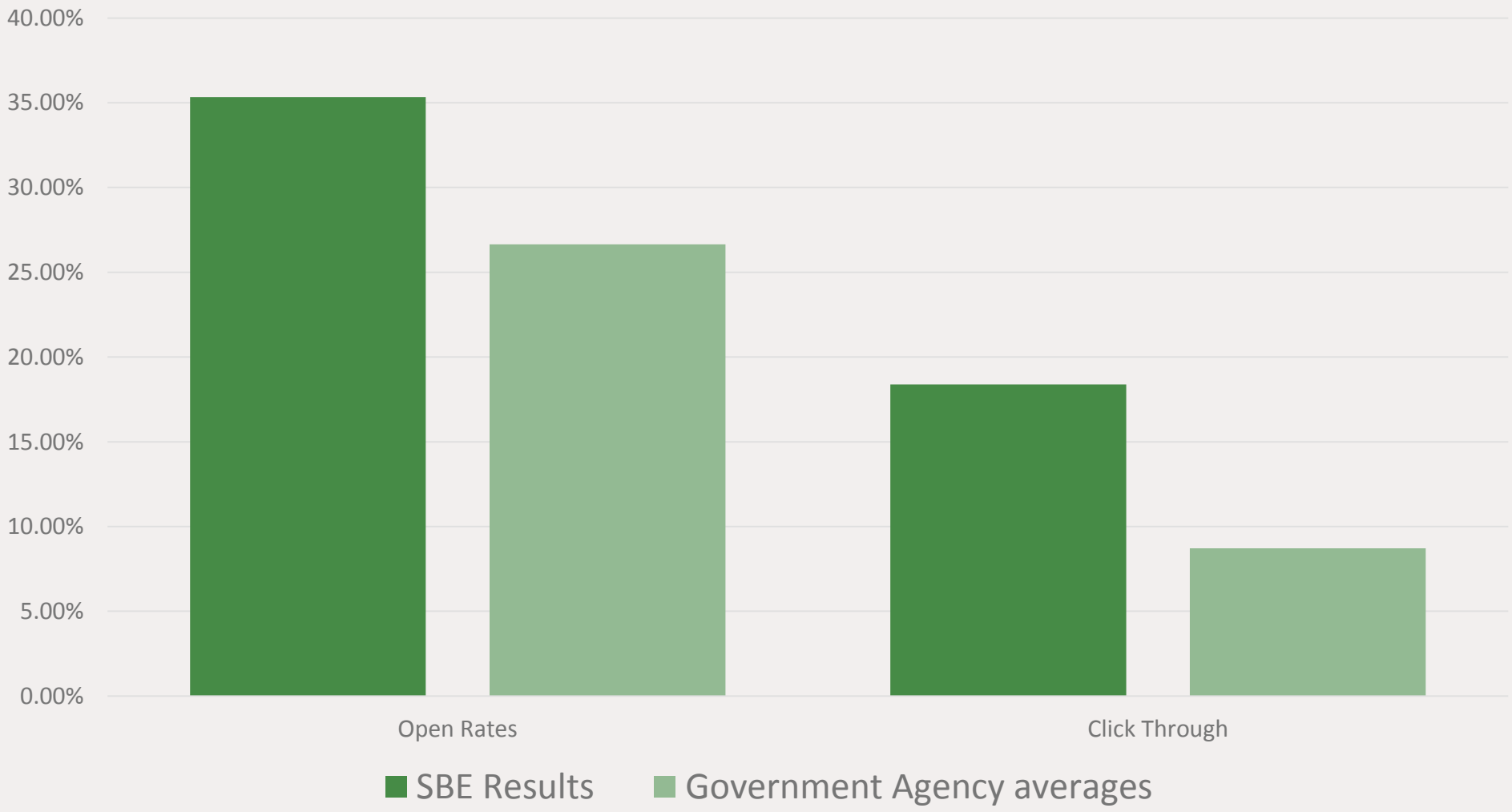
- Blog posts
- Videos
- Website updates
- Data and Research updates
- News Releases
- More!

New Subscribers

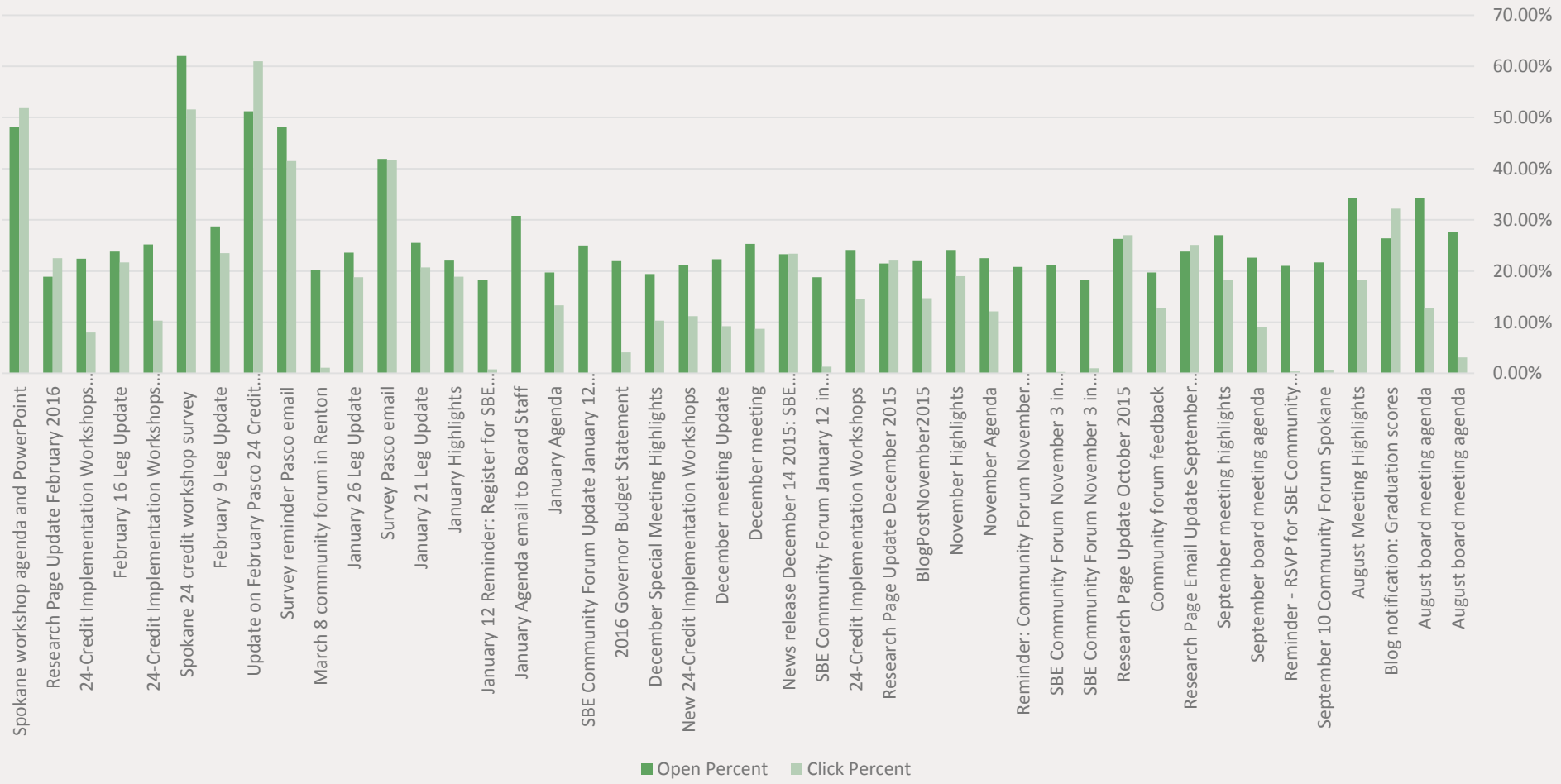


- First email to Listserv about switch to Constant Contact: June 2015
- Reminder email: September 2015
- End of ListServ: September 30, 2015
- December 24-credit graduation requirement workshops registrations = email signups
- Total subscribers: 5,506

Constant Contact: Open and Click rates



Constant Contact: since 7/2015



Smarter Balanced graduation scores

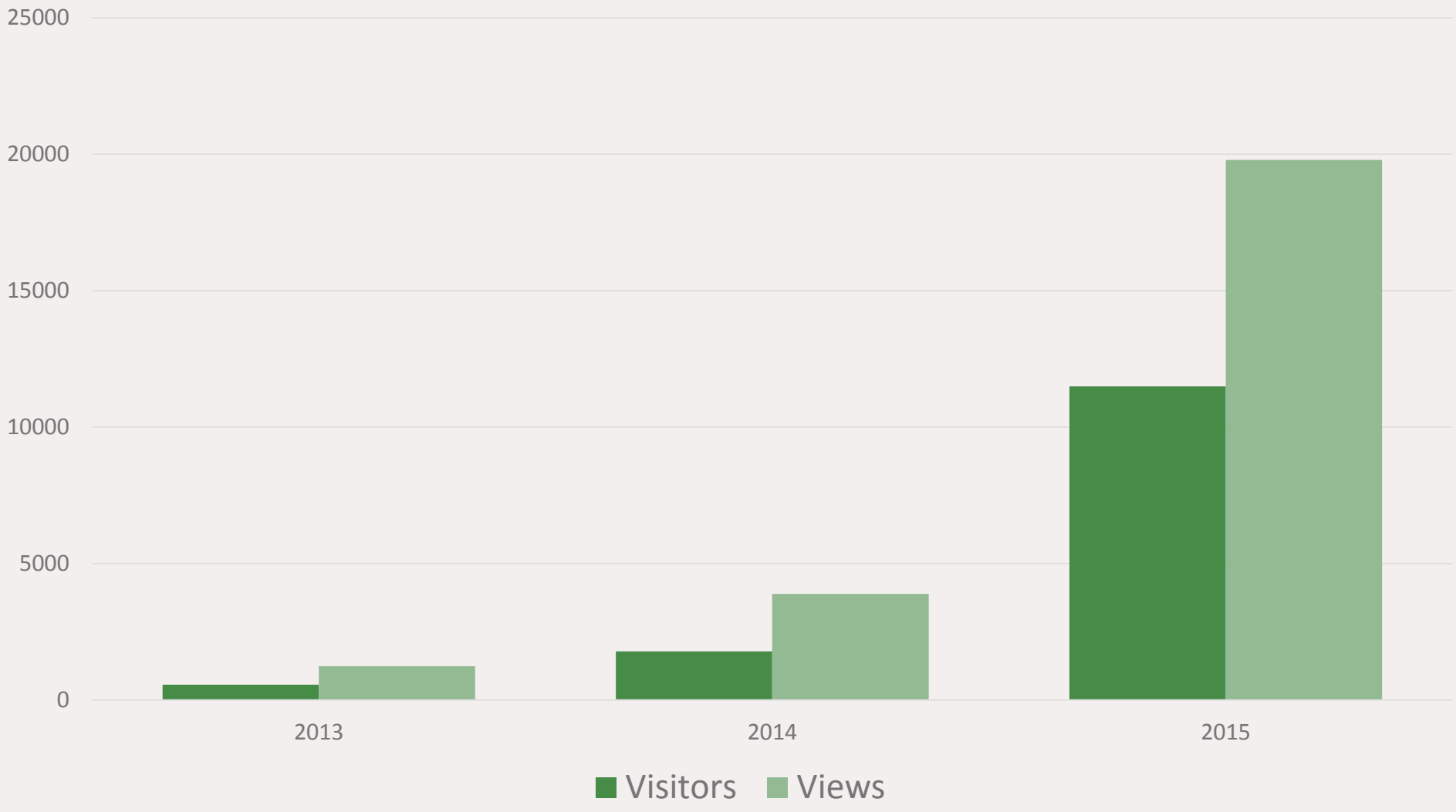
- Two blog posts
- Media coverage
  - Press conference
  - TVW coverage
  - Nine separate stories about board's action
- This chart of the scores was shared widely

Washington Minimum Graduation Score: 2548

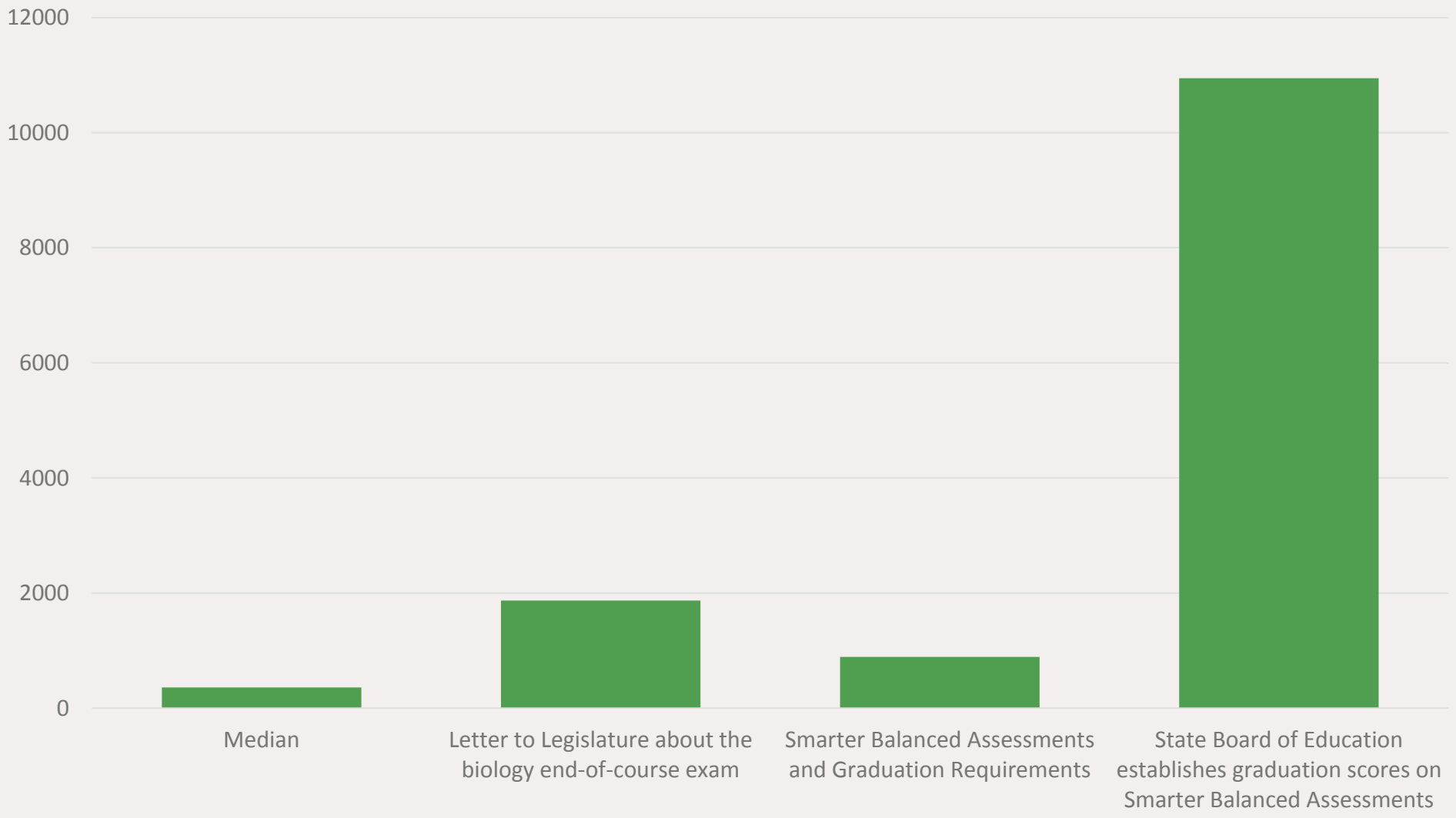
English Language Arts	2299-2492	2493-2582	2583-2681	2682-2795
	Level 1	**Level 2**	**Level 3**	**Level 4**
Math	2280-2542	2543-2627	2628-2717	2718-2862

Washington Minimum Graduation Score: 2595

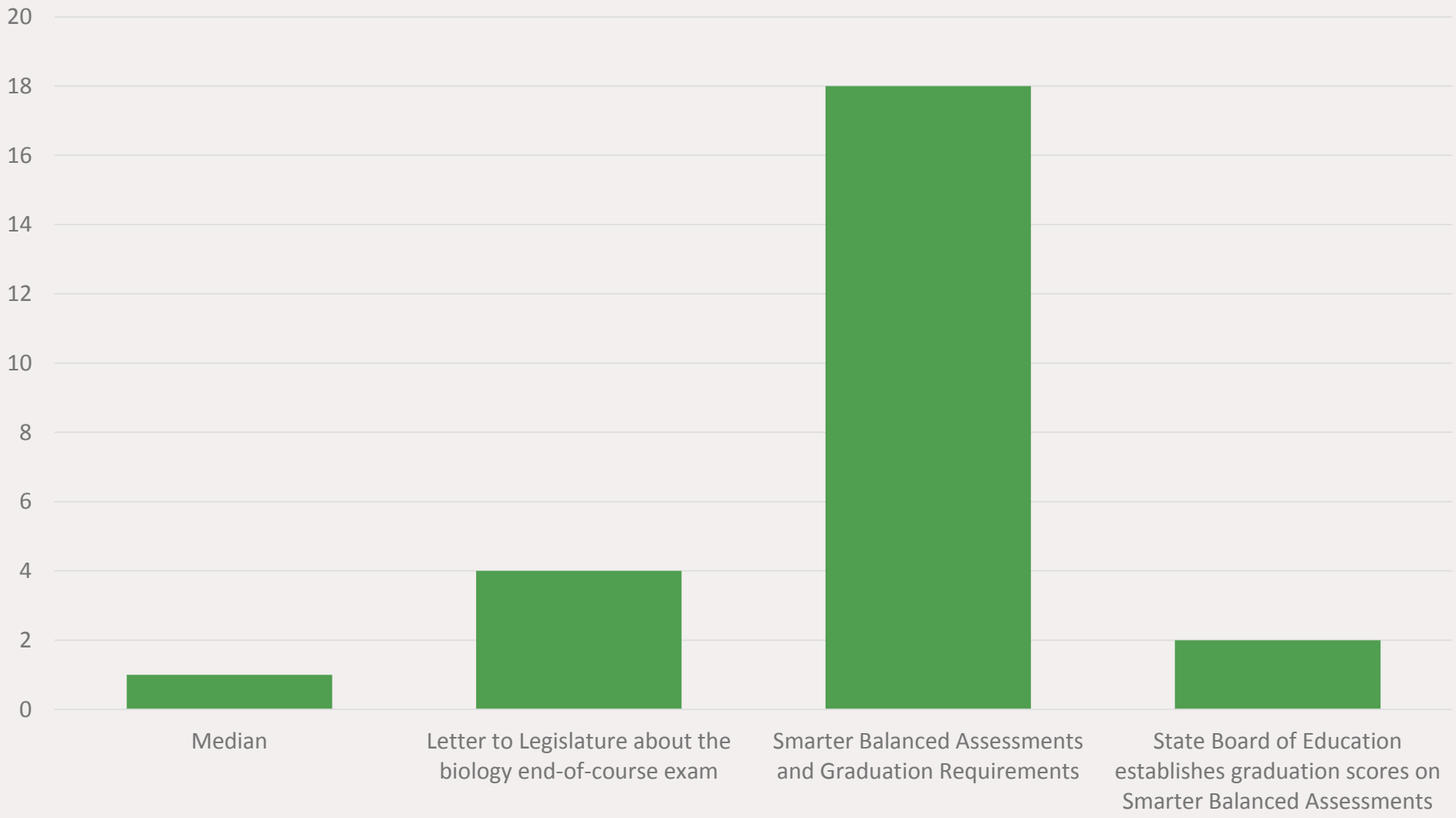
Sounding Board blog: annual performance



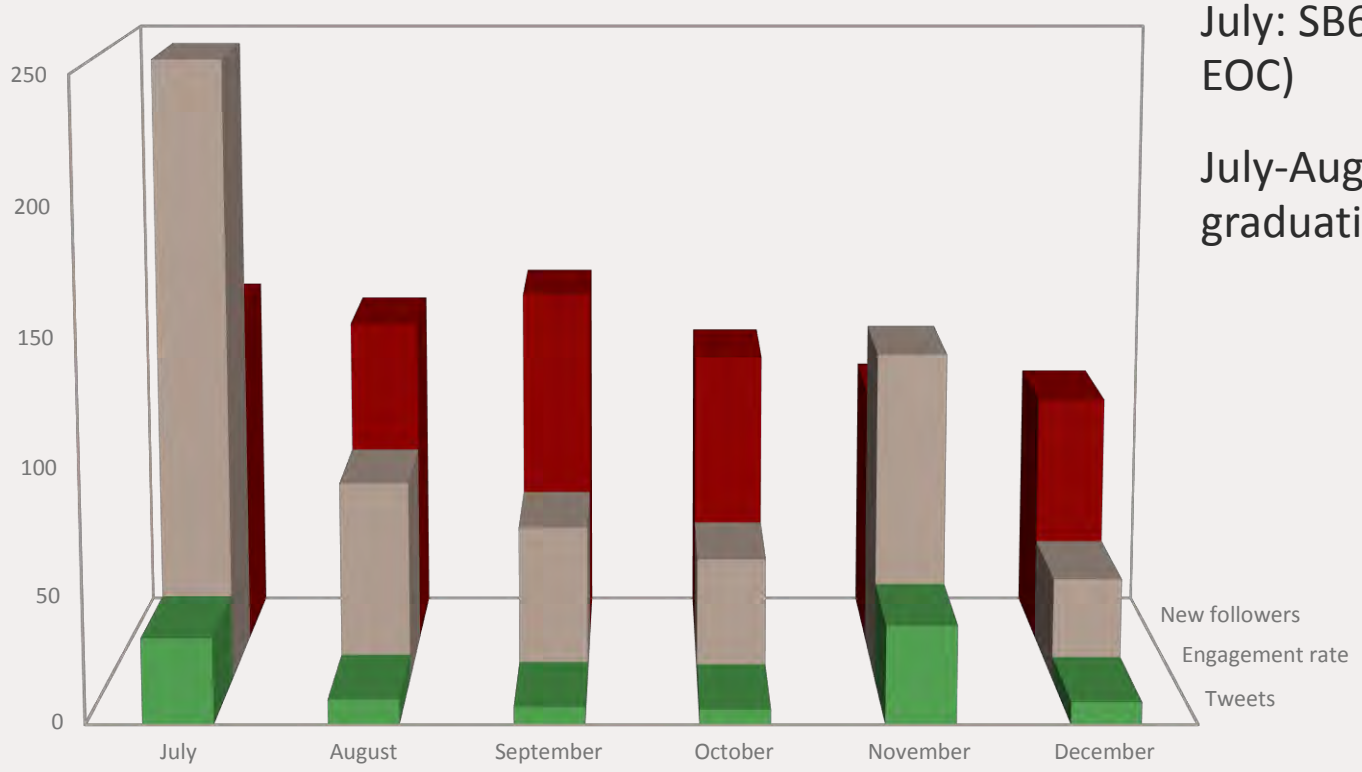
Top blog posts since 7/2015: Views



Comments on top posts since 7/2015



Social Media: Twitter

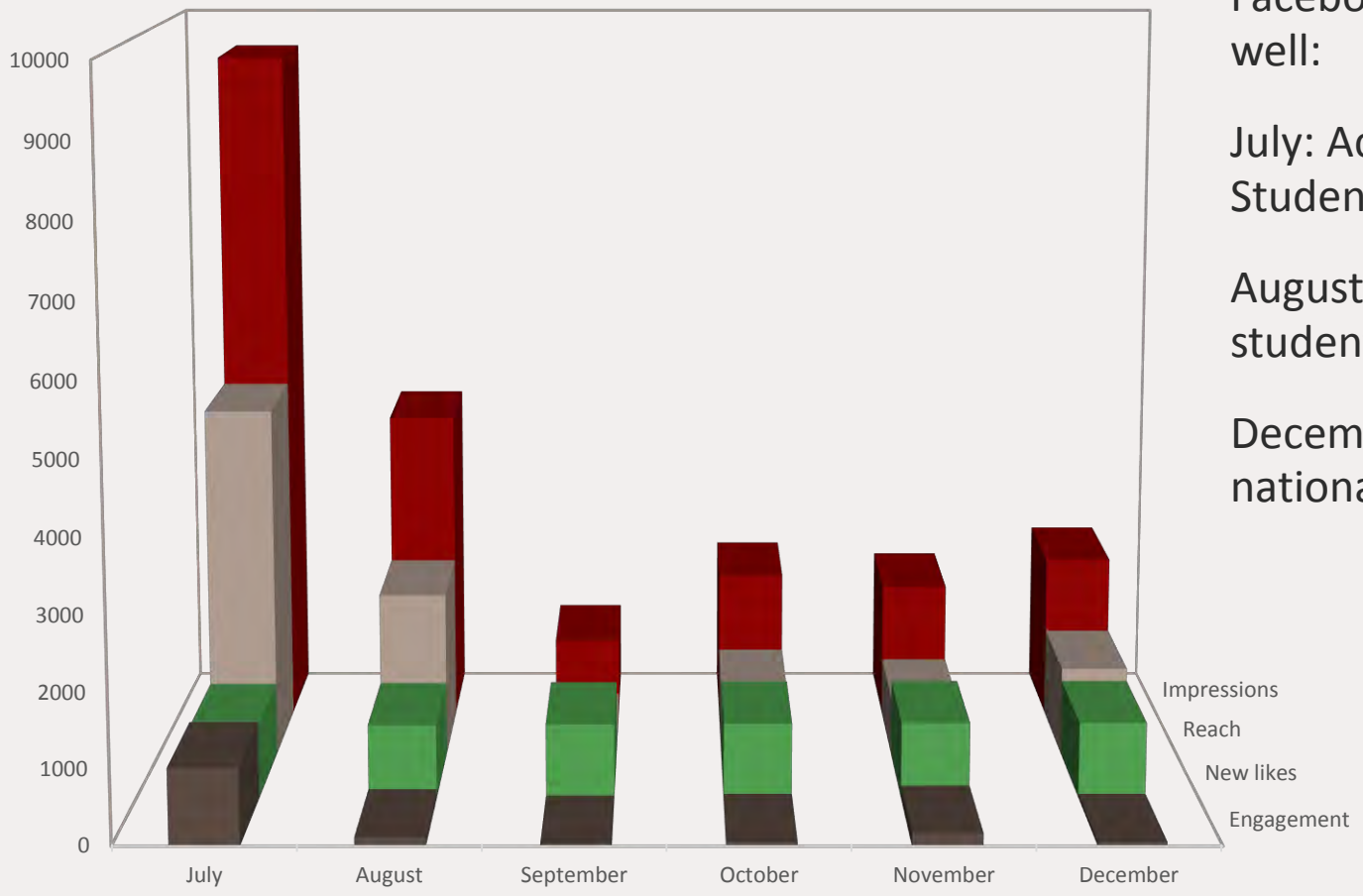


Twitter topics that performed well:

July: SB6145 (suspending BIO EOC)

July-August: Smarter Balanced graduation score-setting

Social Media: Facebook



Facebook topics that performed well:

July: Achievement Index Post, Student voices video, SB 6145

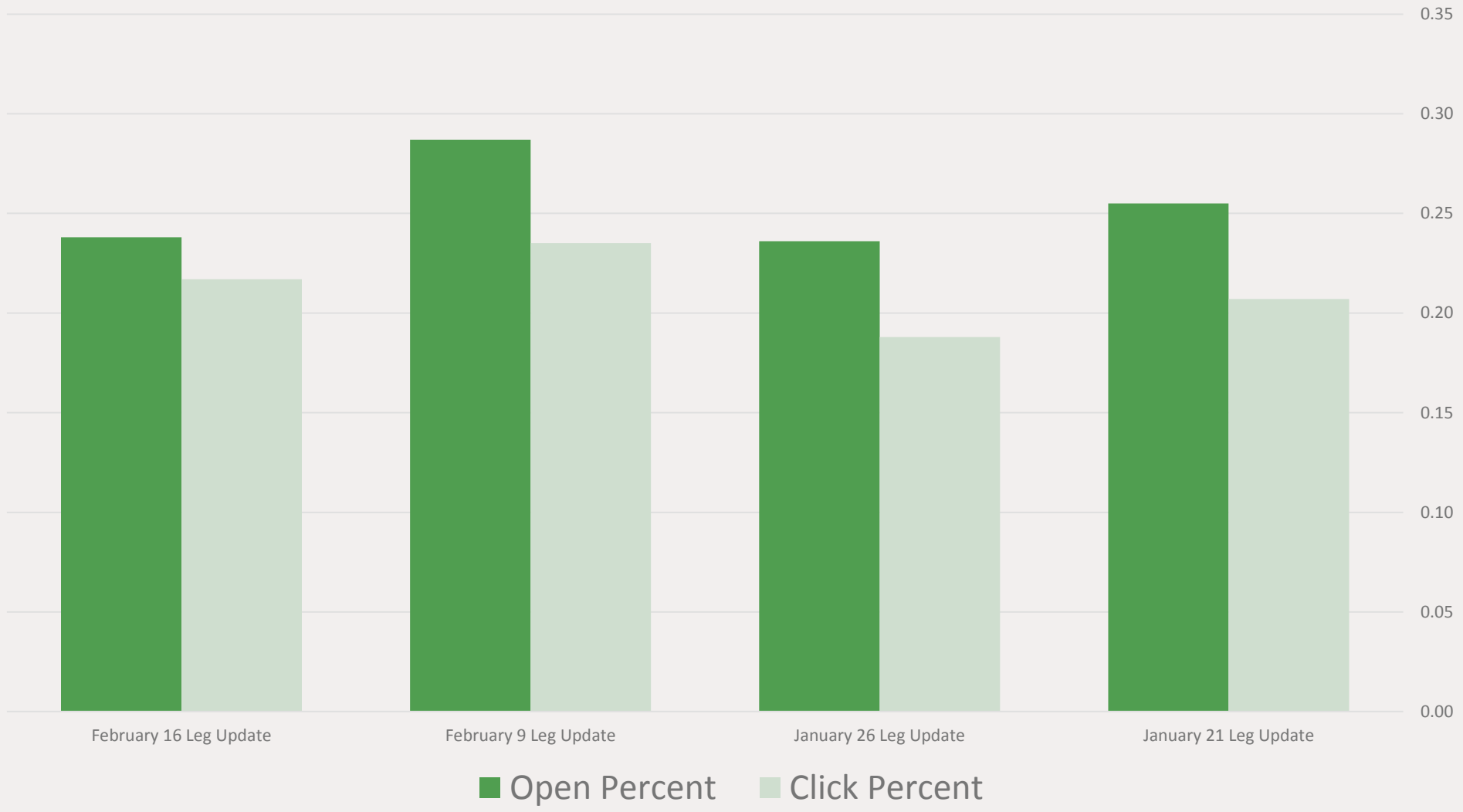
August: SBA score-setting, and student voices video

December: Kim Reykdal, finalist national counselor of the year

Washington State Learning First Alliance

WASHINGTON SCHOOLS WORK
Washington State Learning First Alliance

2016 Legislative Session Updates



Looking forward

Topics

- 24 credit graduation requirements
- Research and Data work
- Board actions
- Achievement Index

Projects

- March Regional WSSDA meetings
- Improve video viewership
- Periscope for meetings

2015 community forum meetings

FIVE Cities
217 Participants
NINE State Board Members
17 Pages of Feedback

Who Participated?
Superintendents
School board members
Teachers
Parents
Students
Community organizers
PTA members
Principals
School leaders
Legislative staff
Union officials
Counselors

2015 feedback:

Tacoma: March 38 participants	6 board members	• Improve parental engagement in schools • Recruit and train teachers who are culturally and linguistically representative of their students • Engage community in policy-making process • Incorporate suggestions for improving outreach to diverse communities
Pasco: May 37 participants	7 board members	• Concerns about Smarter Balanced Assessments • *McCleary* implementation • Expand early learning and expanded learning opportunities • Improve teacher retention
Seattle: July 75 participants	7 board members	• Engage families and community partners – they can also engage parents • Discipline is a whole-system issue and disproportionately affects students of color • Each district has opportunity gaps – evaluate barriers to opportunity • Align assessments with goals of the system. Offer options
Spokane: September 34 participants	7 board members	• Teach for career readiness • Credit retrieval is difficult when students fall behind • Work to better serve the needs of kids with diverse backgrounds • Communicate better about assessments with schools and public
Vancouver : November 33 participants	5 board members	• Districts are balancing scheduling, kids' medical situations, and more • Working to meet 24-credit graduation requirements • Teacher shortage – challenges with recruiting • Work to better serve needs of kids with diverse backgrounds • Recommend high standards on Smarter Balanced Assessments • Keep pushing on *McCleary*

2016 meetings

Tumwater: January
Renton: March
Yakima: May
Spokane: July
Stevenson: September
Vancouver: November

www.sbe.wa.gov

Questions?

Stefanie.Randolph@k12.wa.us

2015 community forum meetings

FIVE Cities

217 Participants

NINE State Board Members

17 Pages of Feedback

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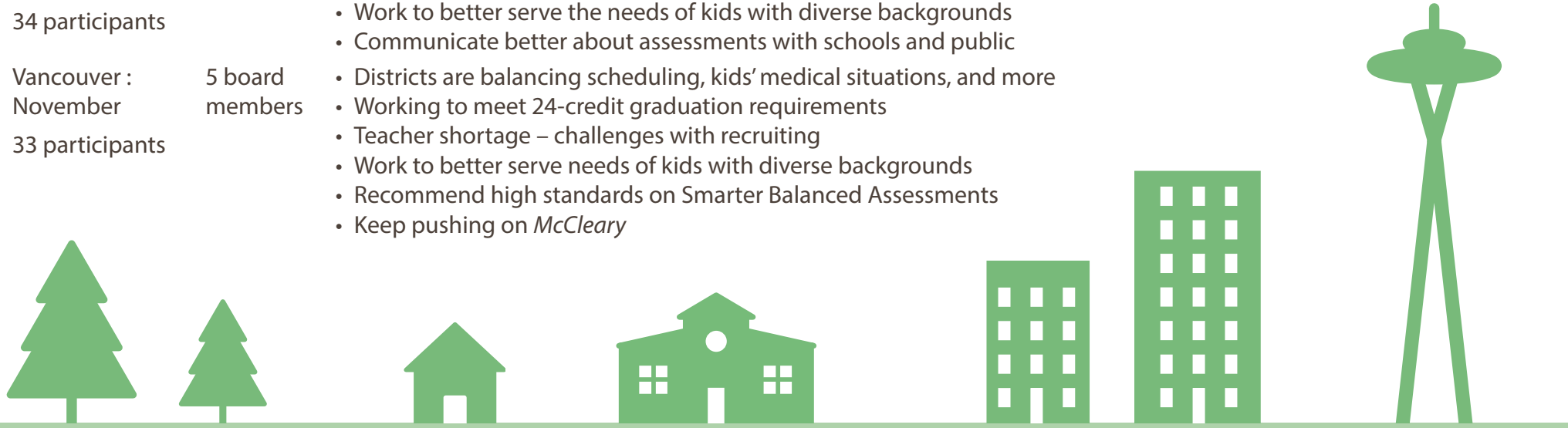

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www.sbe.wa.gov

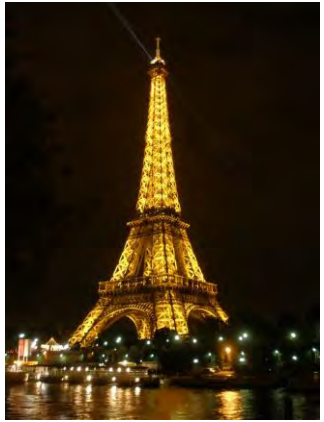
24-Credit Implementation

By Madaleine Osmun and Baxter Hershman

Baxter’s Student Update

Personal:

- Recently took a trip to Paris to visit a friend at NYU Paris
- Football is slowly starting to ramp up



School:

- Received a 4.0 gpa last semester
- I will be running for ASB President this coming April
- Senior year registration is right around the corner

Madaleine's Student Update

- Personal:
  - Found a job!
  - Will be attending BYU Provo next Fall
- District:
  - Meeting with District School Board
    - Present on importance of student perspective
- School:
  - Continues to make thoughtful improvements
    - Bell Schedule
    - Freshman Orientation
    - More Science Options
    - Integrating Competency Crediting for Language
  - Final update on Financial Literacy

Financial Literacy Update

- Teacher update:
  - Light bulb moments
    - Journals: Got personal insight to where students were
      - Dig deeper and reflect on themselves and their values
      - Power in writing things down, refer back to it
      - Organized, collegiate, safe place
      - KIDS LIKE TO WRITE THEIR THOUGHTS
    - Forward thinking
      - Planning to pay for school, car, home, etc.
- Class grew second semester
  - From approx 40 to 60 kids

Financial Literacy Update

- Student and public view:
  - Valuable information, appreciative of class
  - Handfuls of emails:
    - Why isn't this class mandated? How can we get involved? Wish we had it! Thank you!
- Suggestion to turn it into AP Econ:
  - Bad idea!
  - AP is more of a broad scope of economics
- Fin Lit is…
  - Personal, accessible for all
  - Provides time for reflection with slower paced class (the real world is a rude awakening)
  - Ample time is necessary

History of the Credit Requirement (2012-2017)

Credits in bold red denote a change from the previous year

Class of:	2012	2013	2014	2015	2016	2017
Entering 9th grade after July 1 of:	2008 See note (1)	2009	2010	2011	2012	2013
English	3	3	3	3	**4** See note (2)	4
Mathematics	2	**3**	3	3	3	3
		algebra 1 or integrated math 1				
		geometry or integrated math 2				
		algebra 2 or integrated math 3, or a 3rd credit of math other than algebra 2, see note (3)				
Science Including at least 1 lab	2	2	2	2	2	2
Social Studies	2.5	2.5	2.5	2.5	**3** See note (2)	3
	1 US history and government				1 US history	
	1 contemporary world history, geography, and problems (or an equivalent course)					
	.5 Washington State history and government, see note (4)				**.5** civics	
					.5 social studies elective	
Arts	1	1	1	1	1	1
Health and Fitness	2	2	2	2	Health **.5**	
	Students must earn credits unless excused per RCW 28A.230.050				Fitness **1.5**	
Occupational Education	1	1	1	1	1 See note (5)	1
Electives	5.5	5.5	5.5	5.5	**4**	4
Total Required Credits See note (6)	19	**20**	20	20	20	20
Non-credit Requirements	Culminating Project			As of the Class of 2015, the Culminating Project is no longer a state requirement		
	High School and Beyond Plan					
		Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments				
					Washington State history and government	

Madaleine's Schedule Lined up with 24 Credit Format

Subject	Number of Credits	Class of 2016 Sample
English	4	Honors English 9, Honors English 10, AP Language and Comp 11, English 12
Math	3	Algebra, Geometry, Algebra II/ Trig, Adv. Pre-Calc/AP Calculus A, AP Calculus B/C, AP Statistics
Science	3	Biology, Chemistry, Physics
Social Studies	3	AP European History, AP US History, AP Government and Politics
Arts	2	Civil Engineering, Pottery
World Language	2	German 1, German 2
Health and Fitness	2	Health and Fitness (.5), Advanced PE (.5), Weights
Career and Technical	1	Intro to Engineering and Design
Electives	4	Intro to Design and Marketing, Principles of Engineering, Study Hall

Attainable Transition From 20 Credits to 24 Credits

Interview Questions for Students

- Grade? Graduation class?
  - With more opportunity to take elective or Personalized Pathway Requirement courses, are you excited to take more courses that you choose?
  - How often have you spoken to a counselor, advisor, or trusted teacher about your High School and Beyond Plan?
- Have you talked with your parent about your High School and Beyond Plan?
- Have you earned any sort of competency-based credit?
- Does the increased number of credits needed to graduate concern you? If so, how?
- In your opinion, what should your school do to help alleviate some of your worries?
- What is the general feeling towards these new graduation requirements among your classmates?

Interviews- Current 8th Grader - Gig Harbor HS

Response from 8th Grader at Kopachuck MS and will attend Gig Harbor HS as a member of the class of 2020

- Excited about Personalized Pathway Requirement courses?
  - Yes, more of a choice that will allow students to enjoy school more
- Contact with counselor:
  - Once at the beginning of 8th grade but not since then
- Parental involvement in HSBP:
  - Yes, talked about high school but not beyond
- No competency based crediting.
- Does the increased number of credits needed to graduate concern you?
  - Not really, everyone is able to get them and many are already ahead of schedule having taken Spanish or Algebra in middle school

Interviews- Current 8th Grader - Gig Harbor HS

- In your opinion, what should your school do to help alleviate some of your worries?
  - Offer other ways to get credits; make it so that advanced classes are worth more credits than regular
- General feeling towards new graduation requirements among classmates:
  - No one talks about it. Personally did not know there was a change

Interviews- Current 8th Grader - Mt. Spokane HS

Responses from two 8th graders, graduating in 2020

- Excited about Personalized Pathway Requirement courses?
  - "No, I feel like there are actually less options now for my interests than there have been in the past—like creative writing and mythology which are no longer offered."
  - "Yes, I'm excited for IED because I like to build things and it will be cool to work on the 3D printer."
- Contact with counselor:
  - Once ever
- Parental involvement in HSBP:
  - Yes, I've already completed the 1st phase of my HSBP.
    - Helps me think about my future
    - Helpful to do this with parents, otherwise I would have been lost, unsure, and indecisive
- No competency-based crediting

Interviews- Current 8th Grader - Mt. Spokane HS

- Does the increased number of credits needed to graduate concern you?
  - No, I'm already a good enough student that I'm not worried about failing a class. I trust that my counselor with help me.
- In your opinion, what should your school do to help alleviate some of your worries?
  - Offer more zero classes and online classes.
  - More options for classes within one subject matter (ie. Science: Biology, IPS, Chemistry, Physics, APES, AP Bio). I don't think I'm ready to take AP classes, but I'm thinking I want to take 4 years of science.
- General feeling towards new graduation requirements among classmates:
  - It's fine. I'm fine with it.
  - I think most of them are worried for it. I think they doubt themselves.

Interview Questions for Parents of Current 8th Graders

- How confident are you in your school's ability to guide your child through 24-Credit implementation, ultimately to graduation?
- Are there any questions or concerns you have about this change in requirements?
- Do you feel that your child is prepared to take on the challenge of earning 24 credits?
- Is your child concerned about his or her success with the 24 credit framework?
- What are things you would like to see your district doing for your kids? What do you expect of them during this time of transition? Is your school reaching your expectations?

Interviews- Parent - Gig Harbor HS

- Confidence in your school's ability:
  - Fairly, there is doubt because it is still distant in the future and it has not been discussed
  - Feels like the responsibility will be put onto her as a parent
- Are there any questions or concerns you have about this change in requirements?
  - Yes, are there other classes that are outside of the past requirements or just an increase in number?
    - Worried if her student would have to take classes that are not his strong suit
    - 2 credits does not make a huge change but the difference is still there
- Do you feel that your child is prepared to take on the challenge of earning 24 credits?
  - Yes, her student will make the requirements work but there are other students that will push against it a little harder

Interviews- Parent - Gig Harbor HS

- Is your child concerned about his/her success?
  - No, he will meet the challenge
- What would you like to see your district doing for your kids? What do you expect of them during this time of transition?
  - To see more hands on learning experience
  - Not teaching to the test but teach to the student
  - More alternative methods
  - Communication
  - Checking in with her student in a way that is meaningful to him
- School is reaching expectations
  - Yes, but expectations are set to reality
  - Check with his IEP
  - It could be worse

Interviews- Parent - Mt. Spokane HS

- Confidence in your school's ability:
  - I'm confident it'll be fine for my child, not totally confident it'll be fine for everyone though.
  - The counsellors and principal are great so I am not concerned about their abilities!
- Are there any questions or concerns you have about this change in requirements?
  - I'm concerned that there are less choices, less room for fun and exploration and the kids have to decide early what they want to do with their lives.
  - What are they trying to accomplish with the extra credits? Smarter kids? I don't truly see the purpose.
- Do you feel that your child is prepared to take on the challenge of earning 24 credits?
  - Yes but at a cost. I believe hard work is very important but so is play time/ relaxing. This only makes them work harder.

Interviews- Parent - Mt. Spokane HS

- Is your child concerned about his/her success?
  - No.
- What would you like to see your district doing for your kids? What do you expect of them during this time of transition?
  - Good job of letting parents and students know about the changes and getting us registered.
  - I hope they really do come up with more zero hour classes or more online options.
  - I would like to see them change the number of classes to 7 or 8 still using block days.
  - Open communication and solutions that challenge the students but also show understanding of pressures placed on students.
- School is reaching expectations
  - They have proven to be very thoughtful and forward thinking in this process.

Interview Questions for Educators

- What is your district's plan for implementing 24 credit requirements?
- Are you implementing for the Class of 2019 or have they received a temporary waiver? Have the increased credit requirements already influenced your schedule, credit requirements, or school in some way?
- What sort of schedule does your school have? Do other schools in the district have different schedules?
- What are the challenges to implementation in your district?
- Does your school/district allow competency-based crediting? If so, in what subject areas and how? Mr. Nelson. Does your district allow competency-based crediting for world language?
- How many periods are in your school day (how is your school day structured)?
- Are you on a semester, trimester, or quarter term for the school year?
- Has your school changed its schedule to include more periods during the day or is your school planning on changing its schedule to have more periods during the day?
- How many credits does your school/district already require for graduation?

Interviews- Principal of Gig Harbor HS

- What is your district's plan for implementing 24 credit requirements?
  - Focusing early with Freshman
    - Implementing 7th hour class to make it so students do not have to fill their summer with school
    - Increased summer school to EARN credits, not just retrieve
- Are you implementing for the Class of 2019 or have they received a temporary waiver? Have the increased credit requirements already influenced your schedule, credit requirements, or school in some way?
  - Implementing on time
  - Only impact is 7th hour
    - No change in schedule
    - Students have not noticed

Interviews- Principal of Gig Harbor HS

- What sort of schedule does your school have? Do other schools in the district have different schedules?
  - 6 period day at all high schools
- What are the challenges to implementation in your district?
  - Budget increases in the area of staffing in the 7th period day
    - Money could be used elsewhere
- Does your school/district allow competency-based crediting? If so, in what subject areas and how?
  - We do “not”
    - Available but not a real option
    - We need more options
    - World Language

Interviews- Principal of Gig Harbor HS

- Are you on a semester, trimester, or quarter term for the school year?
  - Semester
- Has your school changed its schedule to include more periods during the day or is your school planning on changing its schedule to have more periods during the day?
  - No, however there is the 7th period but is disconnected from the school day
- How many credits does your school/district already require for graduation?
  - 22

Interviews- Superintendent of Peninsula SD

- Little more fortunate having started at 22 credits
  - Initially wanted to early adopt
  - 7th period and 0 period options
  - Internet academy
  - Summer programs
  - Software to determine students at risk of not graduating on time
  - Putting credit courses in 8th grade
    - Biology/Geometry in middle school
  - Dual-”Obligation/Requirement” classes
- We are on time
  - Credits already being at 22

Interviews- Superintendent of Peninsula SD

- World Language
  - Students received up to four full credits
  - PIA is a competency based program

Interviews- Principal of Mt. Spokane HS

- Implementing for the Class of 2020 with waiver
  - Already require 22 credits through 2019, then jump to 24 credits in 2020
  - Schedules still up in the air, still 6 periods and 2 semesters
- Current Schedule
  - Mead has access time imbedded in schedule
- Competency-Based Crediting
  - Currently none, but moving in that direction
- View on 24 credit
  - Majority can easily meet intent of it, not a large stretch

Monday	Tuesday [NAVY]	Wednesday [WILDCAT]	Thursday [CARDINAL]	Friday
53 minute periods.		80 minute block periods.		
1				1
	1	2	1	
2				2
3	2	3	3	3
4				4
	4	5	4	
5				5
6	5	6	6	6

Interviews- Principal of Mt. Spokane HS

- Biggest concern is credit retrieval:
  - Academic Enrichment
  - Helping students who need the most help
  - Don’t want to lose people, graduation rate could decline
  - Allows us to think creatively and flexibly
    - Credit retrieval class- Learning Opportunity Center
- Midnight Moment
  - Communicating new graduation requirements with parents and students
  - Asked 2020 counselor to head this up
  - Amazing tool to be shared later!

Interviews- Mt. Spokane Class of 2020 Counselor

- “I strongly believe ALL parents and students are aware of the new graduation requirements and here is why:”
  - 8 forms of active communication in addition to passive forms
    - Mailed postcard with map of how to graduate
    - Front loaded information to parents before registration night at big events
    - Several presentations
    - PResentations to 2 AVID classes
    - Phone calls home
    - Flyers sent home in social studies classes with invitation to registration night
    - Registration Night
      - 2/3rds of class of 2020 registered that night with parents and school staff
      - Only 3 students have not registered
    - Website tool!

Interviews- Mt. Spokane Class of 2020 Counselor

- Biggest concern is credit retrieval
  - Mt. Spokane's graduating class 2016
    - 97% are on track to graduate with 22 credits
    - Add 24 credit requirements and it drops to 72%
- Socio-economic problem
  - Need free/ reduced cost credit recovery
- PPWR
  - Kids don't know what they want to do- change minds
  - Get themselves in a jam
    - (ie. deciding college is the desired path too late to take 2 years of a language)
  - Students not able to access as many electives of choice/interest
  - Less well rounded
- HSBP Interactive Information Website
  - Created by Josh Cowart

The Tour

incomingcats.weebly.com

Highlights of Tool

- User Friendly
- Free
- Accessible
- Google Sheets allows counselors to organize students in various ways
- Ample Information to make educated decisions and goals independently
- Can be used with or without parental support

Conclusion

- Positive Feedback
  - Gig Harbor
    - Raises the bar for students
  - Mt. Spokane
    - Communicated new requirements well
    - Parents and students are confident that the school is supporting them in this transition
- Biggest Concerns
  - Mt. Spokane
    - Credit Retrieval
    - Narrowing options for kids
  - Gig Harbor
    - Budgeting for programs to help with credit retrieval
    - Providing enough options for students to earn/retrieve credits
    - Clear line of communication

Thank You

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Update on the 24-Credit Graduation Requirement Implementation Workshops
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 is the State Board of Education (SBE) communicating with and supporting districts as they implement the 24-Credit Graduation Requirements? • What are districts' concerns as they implement the new requirements?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint
Synopsis:	The SBE is conducting outreach to districts about the 24-Credit Career- and College-Ready Graduation Requirements. This outreach has included a series of workshops around the state. Staff will update the Board on the workshops, and the key concerns expressed by districts as they implement the new requirements. Included in this packet is an updated communication plan and a draft Frequently Asked Questions document based on questions asked at the workshops so far.

24 Credit Outreach

Strategic Goal 3.A.1 and 3.A.2

(Updated 2/29/2016)

Objective SBE executive director and director of career and college readiness initiatives will conduct three outreach sessions throughout Washington to receive feedback about implementing the 24 credit graduation requirements from superintendents, assistant superintendents, and school directors.	

Key Messages	• Regular communication with education partners
	• Learn more about the implementation of the 24 credit graduation requirements
	• Help districts by providing guidance about implementation
	  o Clarify policies
	  o Answer questions
	  o Provide additional information and links to resources

Audiences	Primary audiences: • School district superintendents • School district assistant superintendents • School district boards of directors • District administrators • School counselors
Key Information	• 24 credit graduation requirements have been implemented at some schools, in different ways • SBE has received more than 80 applications to delay the implementation of 24-credit framework for up to two years

Action Steps	• SBE will hold six 2.5-hour outreach sessions
	  o Pasco 2/02/2016
	  o Spokane 2/23/2016
	  o Tumwater 3/22/2016
	  o Puget Sound ESD 3/28/2016
	  o Shoreline (AM) 3/30/2016
	  o Shoreline (PM) 3/30/2016
	• Pre-workshop surveys to gauge topics of interest
	• Collection of FAQs to share results with participants and those unable to attend.

	• Additional educational partner organization meetings (director of career and college readiness initiatives will attend) o Meeting with Pierce County districts (10/15) o Washington State School Directors Association Conference (11/15) o Washington Educational Research Association Conference (12/15) o Association of Washington School Principals Innovation Workshop (2/16) o Washington State Counselors Association Conference (3/16) o OSPI Summer Conference (4/16)
Channels	• Online event • ESDs • Superintendents • Workforce board • WSSDA eclippings

Location	Date and time	Registered (as of 2/29/2016)
Pasco ESD 3918 West Court Street Pasco 99301	Tuesday, February 2 9:00 am - 11:30 am	99
Northeast Washington ESD 101 4202 South Regal Street Spokane, WA 99223	Tuesday, February 23 3:30 pm – 6:00 pm	51
Capital ESD 113 6005 Tyee Dr SW Tumwater, WA 98512	Tuesday, March 22 2:00 pm – 4:30 pm	57
Puget Sound ESD 800 Oakesdale Ave SW Renton, WA 98057-5221	Monday, March 28 1:00 pm – 3:30 pm	99
Shoreline Conference Center, Highlander Room 18560 1st Ave NE Shoreline, WA 98155	Wednesday, March 30 9:00 am – 11:30 am	22
Shoreline Conference Center, Highlander Room 18560 1st Ave NE Shoreline, WA 98155	Wednesday, March 30 1:00 pm – 3:30 pm	80

DRAFT FREQUENTLY ASKED QUESTIONS ABOUT THE IMPLEMENTATION OF 24-CREDIT GRADUATION REQUIREMENTS

The following are draft questions and answers based on the first two 24-credit implementation workshops. The first was held in Pasco on February 2, 2016 with 76 attendees and a dozen sites (districts or Educational Service Districts) participating in the meeting via K-20 video access. The second was held in Spokane with 38 attendees and five districts participating in the meeting via K-20 video access. This draft FAQ is based on questions that the participants asked and will be updated based on questions received at future workshops.

1. Are there seat-time requirements for earning a high school credit?

No. The Board adopted rules in November 2011 removing the seat-time requirement from the definition of a high school credit. The applicable rule is WAC 180-51-050.

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2. If seat time is not a requirement for earning a high school credit, does this mean we can give credit for Advisory regardless of the seat time?

Yes, credit can be given for Advisory regardless of seat time. Several districts are awarding 0.25 credits per high school year for Advisory.

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3. Do students earn double credit for Career and Technical Education (CTE) classes such as completion Drafting/CAD to earn one CTE credit and one credit of Geometry? Does the student earn two credits and meet two requirements?

No. Under the CTE "Two-for-One" policy, they may meet two graduation requirements by completing one class that is recognized by the district as a CTE equivalency, but students would receive only one credit.

(Under competency-based crediting it may be possible to earn more than one credit in one class, but competency-based crediting is a different policy and subject to different rules than CTE course equivalency.)

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4. If students meet two graduation requirements with only one CTE equivalency credit ("two-for-one"), do they still need to earn a total of 24 credits in order to graduate under the 24-credit graduation requirements?

Yes. Earning such credit will allow them more flexibility in their schedule but they will still need to earn 24 total credits.

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5. For high school credit to be granted for courses taught in middles school, is the middle school teacher required to be Highly Qualified and certified to teach high school?

No. Educators teaching outside of their endorsement is not a best practice but a high school endorsement is not a requirement. Highly Qualified has been eliminated under the new federal Every Student Succeeds Act.

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6. What does the National Collegiate Athletic Association (NCAA) define as lab science?

The NCAA does not explicitly define what a lab science is, but does identify courses that they accept as a lab science on their High School Portal.

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7. Which courses can be considered lab science?

Rules adopted by the State Board of Education, WAC 180-51-068, defines laboratory science:

> "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of section (3) may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

This definition allows districts flexibility in offering science laboratory courses. Laboratory courses do not need to be offered in a dedicated laboratory facility, but could also be conducted in a traditional classroom, outdoors, or in a combination of settings.

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8. Where can the Washington State School Directors Association model policy for the two credit waiver for individual students for "unusual circumstances" be found?

The Washington State School Directors Association provides a model policy through its policy and legal services department.

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9. Is the two credit waiver for individual students for "unusual circumstances" at the district's discretion? In other words, can the district choose not to have it, or choose to have it with more limiting "special circumstances?"

Yes. The Washington State School Directors Association provides a model policy but districts are not required to use the model policy. They may create their own or choose not to have a policy.

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10. Can a 6th grader take Algebra I or Spanish I and earn high school credit?

Yes. There is nothing to preclude a younger student from earning high school credit as long as high school standards are met. RCW 28A.230.090 (4) specifies circumstances under which a student may earn high school credit before high scool.

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11. Can a middle school student satisfy graduation requirements without earning high school credit?

Yes, in math and Washington state history. A student may take Algebra I prior to ninth grade but elect not to put the credit on his or her transcript. The student would still need to earn three credits of high school math, but the requirement to take Algebra I would have been met.

A student may take Washington state history prior to ninth grade but the district is not required to award high school credit. The student would meet the Washington state history graduation requirement. Washington state history is a non-credit graduation requirement, however districts may award credit for Washington state history if it is taught to high school learning standards.

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12. Can a district award credit for successful completion of state assessments? Could such a credit meet a graduation requirement (i.e. Algebra I or a credit in English)?

Yes, the definition of a high school credit allows for competency-based credit that could meet graduation requirements. The district would need a written policy and the test would need to align with high school learning standards for the subject.

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13. Will completion of a *Bridge-to-College* course count as meeting the testing requirement for high school graduation?

No, not under current law. However, there have been proposals in the Legislature to allow completion of a *Bridge-to-College* course as an assessment alternative.

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14. What if a student changes his or her mind about his or her career and education goals? How should that handled in the High School and Beyond Plan?

A best practice is to revisit the High School and Beyond Plan with each student at least once a year.

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15. Are the Personalized Pathway Requirements a sequence of three courses? Do students need to complete a sequence of three courses to meet the Personalized Pathway Requirements?

No. The student's Personalized Pathway Requirements need to align with the student's career and education goals, but the student's goals may change during high school. If a student changes his or her mind about their career and education goals, their next choice for a Personalized Pathway Requirement should align with their new goals. However, they do not need to start over with a new sequence of three courses. The purpose of the Personalized Pathway Requirement is for the student to have intentionality in their high school course choices.

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16. Are Personalized Pathway Requirements simply electives?

Personalized Pathway Requirements are similar to electives, but electives allow students to explore, while the Personalized Pathway Requirements are meant to relate to their education and career goals as expressed in their High School and Beyond Plan.

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17. If there is a sequence of courses and a student does not satisfactorily pass the course in the first semester but successfully completes the second semester, can the student earn credit for the first semester retroactively after completion of the second semester? Can a student "back-earn" credit?

If the district has a policy in place to award competency credit for previous courses in a course sequence, and success in the second semester demonstrates competency in the knowledge and skills aligned with the standards covered in the first semester, then yes.

If you have any questions about 24-credit graduation requirements, please contact Linda Drake at linda.drake@k12.wa.us

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us

Due to the Legislature's March 10 adjournment date, full materials for this section will not be available until the Board meeting. Staff will continuously update members on the progress of the legislative session.

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6195

64th Legislature
2016 Regular Session

Passed by the Senate February 16, 2016
Yeas 26 Nays 23

President of the Senate

Passed by the House February 18, 2016
Yeas 66 Nays 31

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6195** as passed by Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

Secretary of State
State of Washington

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6195

Passed Legislature - 2016 Regular Session

State of Washington 64th Legislature 2016 Regular Session

By Senate Ways & Means (originally sponsored by Senators Rivers, Rolfes, Litzow, and Billig)

READ FIRST TIME 02/09/16.

AN ACT Relating to basic education obligations; creating new sections; making appropriations; providing an expiration date; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** INTENT. During the past two biennia, the legislature has demonstrated its commitment to funding education through strong bipartisan support for funding its statutory formulas for: Pupil transportation; materials, supplies, and operating costs; full-day kindergarten; and class size reductions. In the 2015-2017 biennial budget, the legislature specifically increased funding to reduce class sizes in grades K-3. The legislature further included the previously scheduled 2017-2019 biennium completion of K-3 class size reduction funding in its adopted four-year budget outlook. The legislature has planned for and is fully committed to completing the scheduled phase in of K-3 class size reduction in the 2017-2019 biennium.

The state is fully committed to funding its program of basic education as defined in statute and to eliminating school district dependency on local levies for implementation of the state's program of basic education. It is the intent of the legislature to provide state funding for competitive salaries and benefits that are

sufficient to hire and retain competent certificated instructional staff, administrators, and classified staff. Additionally, the legislature intends to minimize any disruptive impact to school districts and taxpayers.

The legislature finds that the lack of transparency in school district data regarding how districts use local levy funds limits its ability to make informed decisions concerning teacher compensation. Previous studies have analyzed market data for educator compensation and have provided recommendations on revisions to state allocation formulas, but these studies did not provide data and analysis of compensation paid by districts above basic education salary allocations above the statutory prototypical school model, the source of funding for this compensation, and the duties, uses, or categories for which that compensation is paid. This foundational data is necessary to inform the legislature's decisions.

NEW SECTION. **Sec. 2.** EDUCATION FUNDING TASK FORCE ESTABLISHED. (1) The education funding task force is established to continue the work of the governor's informal work group to review the data and analysis provided by the consultant retained under section 3 of this act and must make recommendations to the legislature on implementing the program of basic education as defined in statute.

(2) Using the data and analysis provided by the consultant and the previous body of work provided to the legislature, the task force must, at a minimum, make recommendations for compensation that is sufficient to hire and retain the staff funded under the statutory prototypical school funding model and an associated salary allocation model. The recommendations must also include provisions indicating whether:

(a) A system for future salary adjustments should be incorporated into the salary allocation model and if so, the method for providing the adjustment; and

(b) A local labor market adjustment formula should be incorporated into the salary allocation model and if so, the method for providing the adjustment. This must include considerations for rural and remote districts and districts with economic and distressing factors that affect recruitment and retention.

(3) The task force must review available information to determine whether additional state legislation is needed to help school

districts to support state-funded all-day kindergarten and class size reduction in kindergarten through third grade.

(4) The task force must review the report on addressing the problem of teacher shortages prepared by the professional educator standards board. The task force must make recommendations for improving or expanding existing educator recruitment and retention programs.

(5) The task force must also make recommendations regarding:

(a) Local maintenance and operation levies and local effort assistance;

(b) Local school district collective bargaining;

(c) Clarifying the distinction between services provided as part of the state's statutory program of basic education and services that may be provided as local enrichment;

(d) Required district reporting, accounting, and transparency of data and expenditures;

(e) The provision and funding method for school employee health benefits; and

(f) Sources of state revenue to support the state's statutory program of basic education.

(6) The task force consists of the following members:

(a) Eight legislators, with two members from each of the two largest caucuses of the senate appointed by the leaders of each of the two largest caucuses of the senate, and two members from each of the two largest caucuses of the house of representatives appointed by the speaker of the house of representatives; and

(b) The governor or the governor's designee as a nonvoting member to serve as facilitator.

(7) Recommendations of the task force require the affirmative vote of five of its members.

(8) Staff support for the task force must be provided by the house of representatives office of program research and senate committee services, with additional staff support provided by the office of financial management.

(9) Meetings of the task force shall comply with Joint Rule 10, Senate Rule 45, and House of Representatives Rule 24.

(10) The expenses of the task force must be paid jointly by the senate and the house of representatives. Task force expenditures are subject to approval by the senate facilities and operations committee

and the house of representatives executive rules committee, or their successor committees.

(11) The task force recommendations and any supporting legislation must be submitted to the legislature by January 9, 2017.

NEW SECTION. **Sec. 3.** ANALYSIS OF K-12 PUBLIC SCHOOL STAFF COMPENSATION. (1) In consultation with the education funding task force established in section 2 of this act, the Washington state institute for public policy shall contract for independent professional consulting services to:

(a) Collect K-12 public school staff total compensation data, and within that data, provide an analysis of compensation paid in addition to basic education salary allocations under the statutory prototypical school model, source of funding, and the duties, uses, or categories for which that compensation is paid;

(b) Identify market rate salaries that are comparable to each of the staff types in the prototypical school funding model; and

(c) Provide analysis regarding whether a local labor market adjustment formula should be implemented and if so which market adjustment factors and methods should be used.

(2) The superintendent of public instruction must collect, and school districts and other applicable local education agencies must provide, compensation data necessary to implement this section with sufficient time for the consultant to accomplish the work required by this section. Data must be in the format necessary to meet the needs of the consultant. The superintendent of public instruction must provide this information to the Washington state institute for public policy, the office of financial management, and the education funding task force, for use by the consultant and the task force.

(3) The consultant must provide an interim report to the education funding task force and the governor by September 1, 2016.

(4) The consultant's final data and analysis must be provided to the education funding task force and the governor by November 15, 2016.

NEW SECTION. **Sec. 4.** LOCAL LEVIES—LEGISLATIVE ACTION. Legislative action shall be taken by the end of the 2017 session to eliminate school district dependency on local levies for implementation of the state's program of basic education.

NEW SECTION. **Sec. 5.** APPROPRIATIONS. (1) The sum of two hundred fifty thousand dollars, or as much thereof as may be necessary, is appropriated for the fiscal year ending June 30, 2016, from the general fund to The Evergreen State College to fund the Washington state institute for public policy contract with independent professional consulting services as required in section 3 of this act.

(2) The sum of two hundred fifty thousand dollars, or as much thereof as may be necessary, is appropriated for the fiscal year ending June 30, 2017, from the general fund to The Evergreen State College to fund the Washington state institute for public policy contract with independent professional consulting services as required in section 3 of this act.

NEW SECTION. **Sec. 6.** EXPIRATION DATE. This act expires June 30, 2017.

NEW SECTION. **Sec. 7.** This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately.

--- END ---

E2SSB 6195, Relating to Basic Education Obligations, As Passed Legislature

Subject	Provisions
Education Funding Task Force (EFTF) -- Membership	• Eight legislators, two from each Senate and House legislative caucus • Governor or designee as non-voting member and facilitator
Education Funding Task Force -- Duties	• Review the data and analysis of K-12 staff compensation to be provided by a consultant. • Make recommendations on implementing the program of basic education as defined in statute.
Consultant study – Scope. The Washington State Institute (WSIPP) for Public Policy must contract with independent consultant to:	• Collect total compensation data from districts, provide analysis of compensation paid in addition to basic education salary allocations, the source of funding, and the duties and uses for which it is paid. • Identify market rate salaries comparable to each staff type in the prototypical school funding model. • Analyze whether a local labor marker adjustment should be implemented for salary compensation, and if so, how.
Consultant study -- Data reporting	• OSPI must collect and local districts must provide compensation data necessary for the consultant study in a timely way. • OSPI must provide the data to WSIPP, OFM, and the EFTF.
Consultant study – Due dates	• Interim report September 1, 2016 • Final data and analysis November 15, 2016

EFTF – Required recommendations on staff compensation	• Using data and analysis in the consultant study and prior studies, make recommendations for compensation sufficient to hire and retain staff funded by the state and an associated salary allocation model. Must recommend:
	  o A system for future salary adjustments should be included in the model, and if so, how.
	  o A local labor market adjustment should be included in the model, and if so, how.

EFTF -- Other required subjects for recommendation	• Local M&O levies and Local Effort Assistance • Clarifying the distinction between services provided as part of the state's statutory program of basic education and services that may be provided as a local enrichment • District reporting, accounting and transparency of expenditures • Provision and funding method for employee health benefits • Sources of state revenue to support the state's statutory program of basic education
EFTF – Other duties	• Determine whether additional legislation is needed to help districts support all-day kindergarten and K-3 class size reduction. • Review the PESB report on teacher shortages. Make recommendations on improving existing educator recruitment and retention efforts.
EFTF Report – Due date	Recommendations and any supporting recommendations must be submitted by January 9, 2017.
Legislative Action – Local Levies	"Legislative action must be taken by the end of the 2017 session to eliminate school district dependency on local levies for implementation of the state's program of basic education."

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Education Data Spotlight – Update on the Statewide Educational Indicators**
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:	After only two years into this work, none of the statewide indicators of the educational system are on track to meet the long-term goals. The legislation authorizing this work indicates that the legislature has high aspirations for the Washington educational system and the high aspirations are reflected in the ambitious long-term goals. After learning about the most recent analyses, the Board might wish to discuss resetting the long term goals for the 3rd Grade Literacy and 8th Grade High School Readiness indicators when the required data are available and in a manner compatible with state law. New data are presented on the deeper disaggregation of the Asian student group and the Hawaiian/Pacific Islander student group. After viewing these new data, the Board may wish to discuss whether: • this deeper disaggregation is appropriate for some of the indicators. • to include aspects of this information in the December 2016 report to educational committees of the legislature.
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	This memo is divided into two parts: • Part I presents new analyses for indicators not previously reported on (Post-Secondary Attainment) and updates to other indicators. • Part II presents a glimpse into the exploratory work of disaggregating ESEA student groups more deeply and how this might be used in analyzing the performance of student groups for the SBE's educational system health work.

EDUCATION DATA SPOTLIGHT

STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM

Policy Considerations

The State Board of Education (SBE) is authorized to monitor and report on the Statewide Indicators of the Educational System by ESSB 5491 of 2013 which comprises RCW 28A.150.550 that can be found at http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.150.550. The RCW specifies that if the indicators are not on track to meet predetermined goals, the SBE must recommend evidence based reforms targeted at addressing the indicator(s) in question.

This memo is divided into two parts:

- Part I presents new analyses for indicators not previously reported on (Post-Secondary Attainment) and updates to other indicators
- Part II presents a glimpse into the exploratory work of disaggregating ESEA student groups more deeply and how this might be used in analyzing the performance of student groups for the SBE's educational system health work.

Summary and Key Questions

New data on the Statewide Indicators of the Educational System are reported here. This update focuses on several key elements or questions:

- The Smarter Balanced Assessment (SBA) results were significantly lower than the Measures of Student Progress (MSP), upon which goals and annual targets were built for the 3rd and 8th grade indicators. Due to the implementation of new assessments, the resetting of the annual targets for these two measures would be justified.
- With the delivery of new data, annual target setting became possible for the Quality of High School Diploma indicator, and the indicator is not on track to meet system goals.
- The first year of data for the Post-Secondary Attainment indicator shows that approximately 42 percent of high school graduates are estimated to have earned a post-secondary credential or certificate by age 26.

Key questions that will need to be addressed are how and should annual targets be reset to reflect the shift from the Measures of Student Progress to the SBA system of assessments and be compatible with RCW 28A.150.550 (3)? Section 3 of the RCW states that the "The performance goal…may only be adjusted upward", so it may not be possible under current state law to align these long-term goals with those required under the Every Student Succeeds Act (ESSA).

However, the SBE staff believes it desirable to align these goals in some way to the long-term goals required to be established under the ESSA, but it may not be entirely appropriate to match the school-level goals required in the ESSA to the state-level goals specified in RCW 28A.150.550. Go to http://www.sbe.wa.gov/edsystemhealth.php to learn more about the goal-setting strategy used for the statewide indicators of the educational system health.

Part 1

Background and Results

The Board was last updated on the Statewide Indicators of the Educational System in November of 2014, and submitted the first biennial report to the education committees of the legislature on December 1, 2014. Since that time, additional data have been released by the Office of the Superintendent of Public Instruction (OSPI) and other data and analyses produced by the Educational Research and Data Center (ERDC) in support of this work.

RCW 28A.150.550 specifies the statewide indicators to be tracked and reported upon. However, Section 5 of the referenced RWC authorizes the SBE and partners to recommend revised measurements if necessary. It is the revised measurements described in the December 2013 initial report that are reported on here.

Figure 1 summarizes the most recent data for the Statewide Indicators of the Educational System, while the disaggregated data for multiple years are appended at the rear of this memo. The 3rd Grade Literacy and 8th Grade High School Readiness measures were not on target to meet goals based on the 2014 MSP results, but the target attainment is unknown due to the implementation of the SBA.

Figure 1 shows the status of each of the statewide indicators described in this memo.

Indicator	Most Recent Year	Measure (%)	Target (%)	Meeting Targets?	Improving?
Kindergarten Readiness	2015-16	44.2	51.8	NO	YES
3rd Grade Literacy*	2014-15	52.1	73.0 (to be reset)	New Baseline	Unknown
8th Grade High School Readiness*	2014-15	37.5	48.7 (to be reset)	New Baseline	Unknown
High School Graduation	2014-15	78.1	81.9	NO	YES
Quality of High School Diploma	2012-13	82.2	84.2	NO	NO
Post-Secondary Attainment+ and Workforce	2014	42	TBD	TBD	TBD

*Note: The performance data for the most recent year is based on the Smarter Balanced Assessment and the targets (not yet reset) are based on the Measures of Student Progress.
+Note: The Post-Secondary Attainment measure examines the graduating class of 2006 eight years later to measure the rate of attainment.
TBD = Toi Be Determined

Post-Secondary Attainment

The SBE recommended measure for this indicator is the percentage of high school graduates attaining a credential, certificate, or completing an apprenticeship prior to age 26. The ERDC conducted the initial analysis of this measure and estimated this percentage at approximately 42 percent (Figure 2). The ERDC report found at http://www.erdc.wa.gov/briefs/pdf/201507.pdf explains more about the analysis and states that this estimate understates the true and real percentage for the following reasons:

- Some degree completions are not reported by the National Student Clearinghouse and some students block their information from being reported
- Some graduates complete Federal apprenticeship programs or those based outside Washington. ERDC does not receive this information
- Private vocational school data are included for the most recent year only, so completions in this sector between 2006-07 and 2011-12 are not incorporated into this analysis, and
- Many credentials earned in medical and dental fields, including massage therapy, are represented in professional license data from the Department of Health. ERDC does not have access to this source.

To make this estimate, the ERDC examined the post-secondary educational outcomes for the class of 2006 because these graduates would be 26 years old (18 years old at graduation plus seven years of time for post-secondary attainment).

This recommended goal was aligned to that described by the Washington Student Achievement Council WSAC) Roadmap plan to increase educational attainment in Washington. The WSAC 2013 and 2015 Reports (http://www.wsac.wa.gov/2015-roadmap-update) provide evidence that post-secondary credential completion at an early (rather than later) age provides important long term benefits. So while post-secondary credential completion is important, it is even more important and beneficial to do so as a young adult than later in life. With this idea in mind, measuring the percentage of graduates completing a credential, certificate, or apprenticeship as a young adult (prior to age 26) is an excellent indicator.

Figure 2: shows the percent of students completing a credential, certificate, or apprenticeship before age 26.

Percent of High School Graduates Earning a Credential or Certificate by Age 26	**Class of 2006**
	Reported in Spring 2015
All Students	42%
Black / African American	29%
American Indian / Alaskan Native	23%
Asian	55%
Hispanic	24%
Pacific Islander	25%
White	44%
Two or More	39%
Students with Disabilities	11%
Limited English	25%
Low-Income	25%

High School Graduation

The On-Time (4-Year) Adjusted Cohort Graduation Rate (ACGR) for the class of 2015 increased from 77.2 percent in 2014 to 78.1 percent in 2015. The ACGR declined for a number of years prior to 2013 and appears to have bottomed out for the class graduating at the end of the 2012-13 school year. The graduation rates for all student groups increased (highlighted in pale green) over the two most recent years and for one-half of the students groups over the five most recent years (Figure 3).

Figure 3: shows the on-time graduation rates and changes for the five most recent years.

4-Yr Cohort Grad Rate	2010-11	2011-12	2012-13	2013-14	2014-15	2-Year Change*	5-Year Change*
All Students	**76.6%**	**77.2%**	**76.0%**	**77.2%**	**78.1%**	**0.8%**	**1.5%**
Black / African American	68.9%	66.9%	65.4%	67.8%	68.8%	**1.0%**	**-0.1%**
American Indian / Alaskan Native	62.2%	56.4%	52.5%	53.7%	56.4%	**2.7%**	**-5.8%**
Asian	84.9%	84.4%	84.1%	86.5%	87.8%	**1.2%**	**2.9%**
Hispanic Latino	67.6%	66.5%	65.6%	67.3%	69.6%	**2.3%**	**2.0%**
Native Hawaiian / Pacific Islander	66.9%	64.4%	62.3%	64.6%	67.0%	**2.4%**	**0.1%**
White	81.9%	80.2%	79.4%	80.5%	80.9%	**0.4%**	**-1.0%**
Two or More	73.6%	78.1%	76.2%	75.5%	77.9%	**2.4%**	**4.3%**
Students with Disabilities	59.6%	57.4%	54.4%	55.7%	57.9%	**2.2%**	**-1.7%**
Limited English	54.5%	53.8%	50.4%	53.7%	55.8%	**2.1%**	**1.3%**
Low-Income	68.5%	66.0%	64.6%	66.4%	68.0%	**1.6%**	**-0.5%**

*Note: 2-Year and 5-Year Change shown as percentage point change.

8th Grade High School Readiness

This is a measure of the percentage of 8th grade students who meet standard on all three content area assessments (ELA, math, and science) administered statewide to all 8th graders. In the 2013-14 school year, the state assessments were the Measures of Student Progress (MSPs), while the 2014-15 assessments comprised the Smarter Balanced (SBA) ELA, the SBA math, and the MSP in science.

The OSPI recently cautioned data users about directly comparing the MSP and the SBA assessment results as the assessments and learning standards differ in many ways. Because of the substantial differences, the OSPI made the decision to not complete a concordance, bridging, or linking study. The OSPI identified the 2015 SBA results as a new baseline from which to make annual comparisons. Due to the change in assessments, it would be justifiable to reset the long-term goal for this indicator. However, using the current goal-setting methodology described in the most recent report to the legislature, two years of data are required to set the baseline before annual targets can be established. The 2015-16 SBA results are expected to be reported by the OSPI in the fall 2016 prior to the delivery of the 2016 biennial report to the legislature, meaning that this report would include the reset baseline and could include a reset long-term goal for the indicator.

The Smarter Balanced Assessment Consortia (SBAC) anticipated and publicly reported that lower aggregate proficiency rates associated to the new assessments should be expected for all SBAC states. With this understanding, the Board should not be alarmed that the rates for all of the student groups for this measure declined in 2015. The rates, percentage point differences, and percent change for the MSP and SBA assessments over the two most recent are shown below (Figure 4).

The Board should not be particularly concerned about the decline of up to 10 percentage points for all of the student groups, as such a decline was generally expected. The more interesting aspect of Figure 4 is how the percent change varied (-12.6 to more than -47 percent) for each of the student groups. The shift from the MSPs to the SBAs have the appearance of negatively impacted some groups to a greater degree than other groups.

- The change for the White, Asian, and Two or More student groups declined the lowest of the groups (-12.6 to -18.3 percent).

- The changes for the Black, American Indian, Hispanic, and Pacific Islander groups were the largest of the race and ethnicity student groups (-22 to -30 percent).
- The greatest declines were for the students with a disability and the limited English proficient student groups with reductions of -44.7 and -47.1 percent, respectively.

The apparent disproportionate changes based on race and ethnicity may 'self-correct' after the 2016 assessment results. In fall 2015, the Board heard concerns from educators about the unavailability or ineffectiveness of accommodations provided to English language learners and to students with a disability. So it is possible that the larger declines for the latter two groups may have more to do with the delivery of online accommodations for certain students. Problems with the delivery of accommodations are expected to be resolved with the next SBA administration.

Figure 4: shows the changes in rates from the 2014 and 2015 statewide assessments as measured by the 8th grade High School Readiness indicator.

8th Grade High School Readiness	2013-14 MSP	2014-15 SBA	Difference*	Percent Change+
All Students	**46.9%**	**37.5%**	**-9.4**	**-20.0**
Black / African American	22.7%	16.6%	-6.1	-27.0
American Indian / Alaskan Native	19.1%	14.2%	-4.9	-25.7
Asian	69.7%	60.9%	-8.8	-12.6
Hispanic / Latino	28.7%	19.9%	-8.8	-30.6
Pacific Islander / Native Hawaiian	26.4%	20.5%	-5.9	-22.4
White	53.0%	43.3%	-9.7	-18.3
Two or More	48.8%	40.0%	-8.8	-18.1
Students with a Disability	6.9%	3.8%	-3.1	-44.7
Limited English	5.9%	3.1%	-2.8	-47.1
Low-Income	30.1%	21.4%	-8.7	-28.9

*Note: Difference shown is the 2015 SBA percent meeting standard minus the 2014 MSP percent meeting standard in percentage points. A decline of this type was expected by the OSPI and the SBE due to the change in assessment systems.
+Note: shows the percent change calculated as (SBA rate minus MSP rate)/MSP rate *100).

3rd Grade Literacy

In spring 2015, Washington replaced the 3rd grade reading MSP with the 3rd grade ELA SBA as the statewide assessment for federal accountability purposes. Again, the OSPI would caution data users about directly comparing the MSP and the SBA assessment results because the assessments and learning standards are so wildly different. Due to the differences, it would be justifiable to reset the long-term goal for this indicator, but using the current goal-setting methodology described in the most recent report to the legislature, two years of data are required to set the baseline before annual targets can be established. The 2015-16 SBA results are expected to be reported by the OSPI in the fall 2016 prior to the delivery of the 2016 biennial report to the legislature, meaning that this report would include the reset baseline and could include a reset long-term goal for the indicator.

As was the case for the 8th Grade High School Readiness indicator, lower aggregate proficiency rates associated to the new assessments were expected for all SBAC states. With this understanding, the Board should not be alarmed that the proficiency rates for all of the student groups for this measure

declined in 2015. The rates, percentage point differences, and percent change for the MSP and SBA assessments over the two most recent are shown below (Figure 5).

The percent change varied from -17.7 percent to approximately -48 percent for the student groups based on race and ethnicity. The shift from the MSPs to the SBAs appear to have negatively impacted some student groups to a greater degree than other groups, but another year of assessment results is really needed to establish the new baselines and to better understand the factors related to the possible disproportionate changes.

Figure 5: shows the changes in rates from the 2014 and 2015 statewide assessments as measured by the 3rd Grade Literacy indicator.

3rd Grade Literacy	2013-14 MSP	2014-15 SBA	Difference*	Percent Change+
All Students	**72.0%**	**52.1%**	**-17.9**	**-27.6**
Black / African American	57.3%	34.2%	-23.1	-40.3
American Indian / Alaskan Native	49.7%	25.9%	-23.8	-47.9
Asian	84.6%	69.5%	-15.0	-17.7
Hispanic / Latino	57.9%	33.8%	-24.1	-41.6
Native Hawaiian / Pacific Islander	56.8%	31.6%	-25.2	-44.4
White	77.8%	59.9%	-17.9	-23.0
Two or More	73.7%	54.6%	-19.1	-25.9
Students with a Disability	37.8%	26.7%	-11.1	-29.4
Limited English	44.6%	19.2%	-25.4	-57.0
Low-Income	59.6%	36.0%	-23.6	-39.6

*Note: Difference shown is the 2015 SBA percent meeting standard minus the 2014 MSP percent meeting standard in percentage points. A decline of this type was expected by the OSPI and the SBE due to the change in assessment systems.
+Note: shows the percent change calculated as (SBA rate minus MSP rate)/MSP rate *100).

For some time, stakeholder groups and state commissions advocated for the deeper disaggregation of the ESEA subgroups to identify the underperformance of student groups that are masked by overall group performance. This is central to the idea included in the SBE Strategic Plan Goal 1.A.1. to analyze achievement and opportunity gaps through deeper disaggregation of student demographic data. To this end, a deeper disaggregation of the Asian student group performance on the 3rd Grade Literacy indicator was conducted for the 2014-15 SBA ELA statewide assessment (Figure 6). Additional disaggregation for the SBA math and for the Native Hawaiian and Pacific Islander student groups form the second part of this memo.

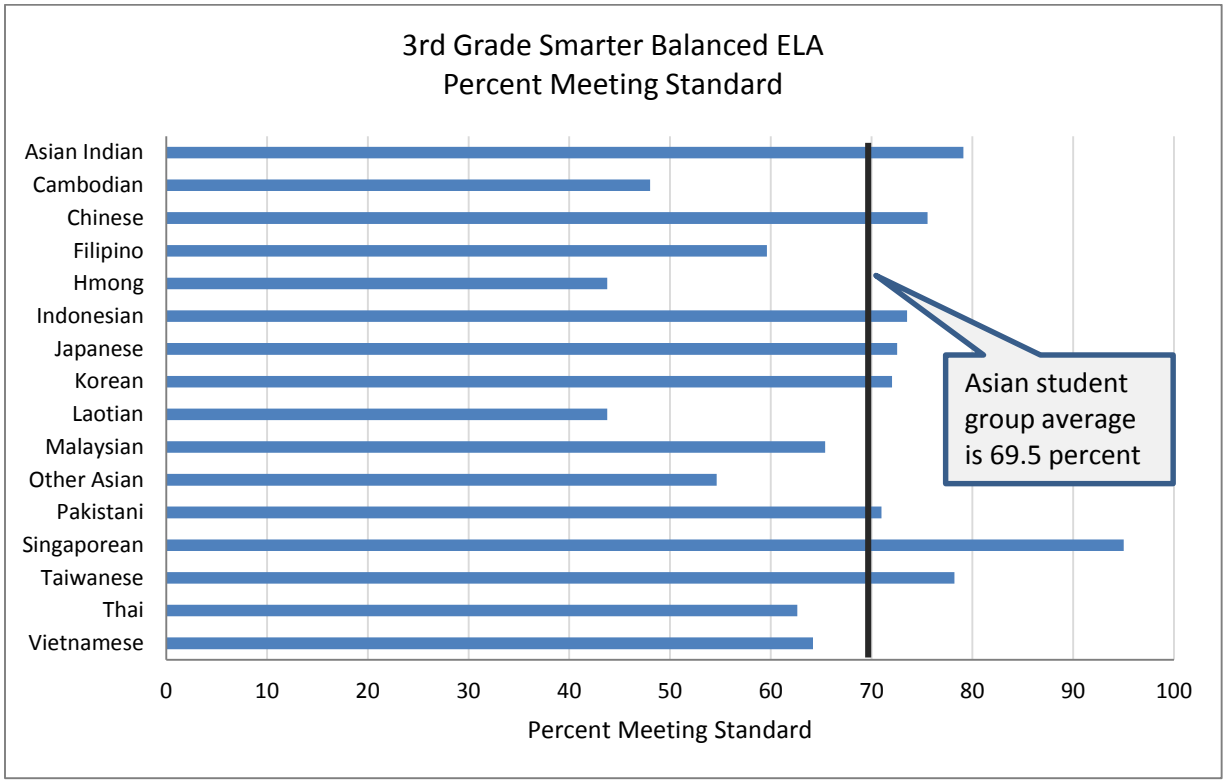
The deeper disaggregated data does exactly what was intended, to identify low performing student groups whose group underperformance is masked by the higher performance of other student groups. As a way to introduce Part II of this memo, a few general comments regarding the performance of Asian students (Figure 6) include the following:

- Nearly 70 percent of the 3rd grade students aggregated into the Asian student group met standard on the SBA in ELA.
- The lower performance of the Southeast Asian ethnicities on the continent (Cambodian, Hmong, Laotian, Malaysian, Thai, and Vietnamese) is masked.
- The East Asian ethnicities (Chinese, Japanese, Korean, Singaporean, and Taiwanese) perform at a higher-than-average level.

- The performance of the Island nations (Philippines and Indonesia) is mixed.
- The performance of the South Asian ethnicities (Pakistani and Asian Indian) are average and above average respectively.

Please review Part II of this memo to learn more about how deeper disaggregation of the statewide indicators dissect the performance of the ESEA Asian and Hawaiian/Pacific Islander student groups.

Figure 6: shows the performance of the Asian student group on the 3rd grade SBA ELA by reportable Asian ethnicities.



Action

No Board action is anticipated.

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

Part II

Executive Summary

This memo is a preliminary exploration of how staff could report more deeply disaggregated state-level data in the Indicators of Educational System Health report. Staff are attempting to show, at the state level, that there are various levels of performance among ethnic student groups that are masked within the federal race/ethnicity groups. These groups have differing levels of need or support which may inform evidence-based reforms that the Board is charged to recommend to the Legislature under SB 5491.

Background on the Data Requested

On request of SBE staff, OSPI Student Information provided SBE staff with a file that contains deeper disaggregation of 2015 Smarter Balanced and Biology EOC results for the ethnic groups that comprise the Asian, Pacific Islander, and Native American federal race/ethnicity groups.

When the student counts in the more deeply disaggregated ethnic groups are summed, the data show an inflated count of students greater than the total of the federal race/ethnicity group. This is due to some students being counted multiple times because they identified with more than one ethnic group. Although state averages for the Asian and Pacific Islander groups were included in the charts, the average performance of the deeply disaggregated ethnic groups are not necessarily comparable because some of the students may have self-identified as the Two or More Races federal race/ethnicity group. Data are duplicated among ethnic groups at this level of deeper disaggregation.

Notes on the Data

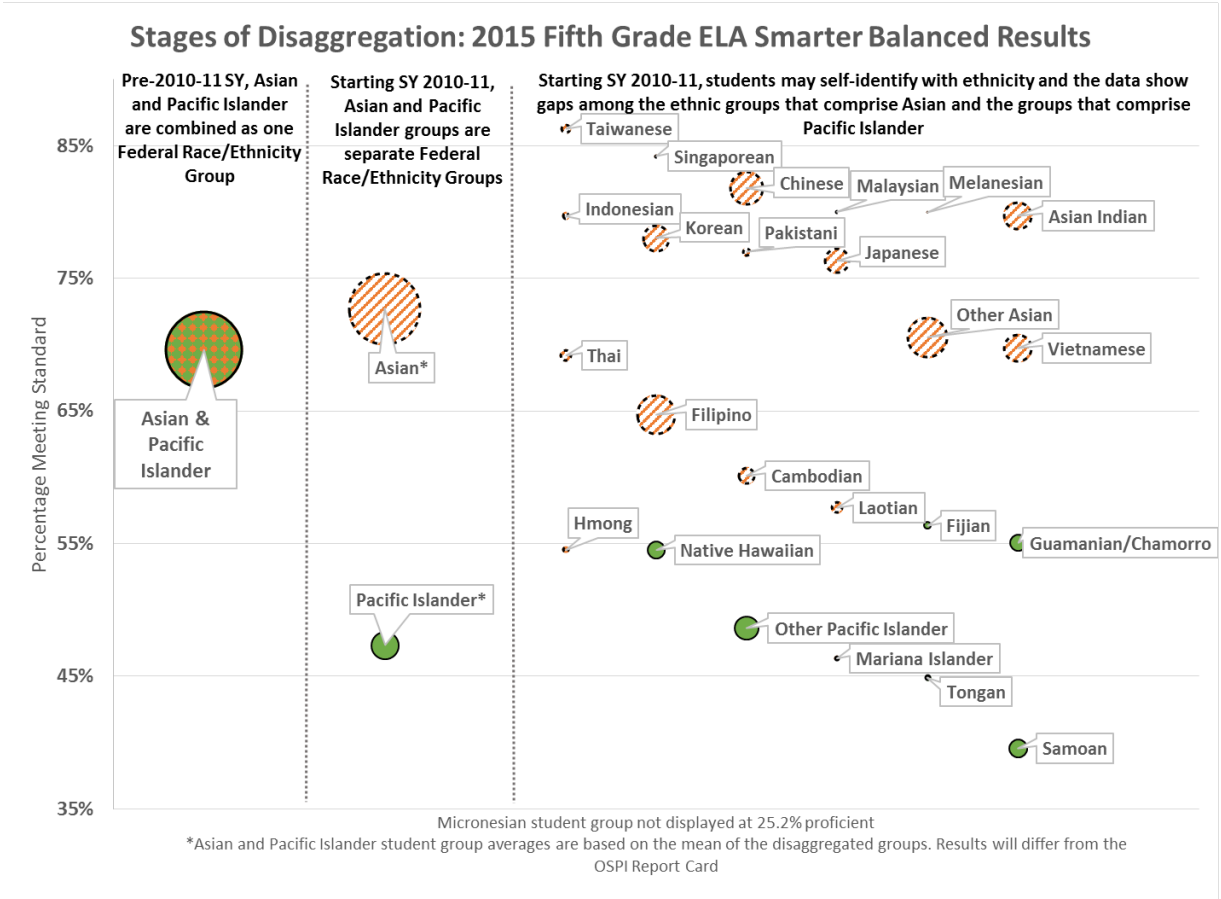
This work is a preliminary exploration of deeper disaggregation of ethnic group data. The following are notes on the complexity of the data:

- The students represented in the file self-identified with one or more federal race/ethnicity groups and one or more ethnic groups (i.e. Singaporean, Micronesian, Taiwanese, et cetera).
- Some of the students may have identified as more than one ethnic group but only one federal race/ethnicity group (i.e. student self-identified with Asian comprised of Chinese and Laotian but did not self-identify with federal race/ethnicity groups other than Asian).
- Other students in the file may have identified as one or more ethnic groups and more than one federal race/ethnicity group (i.e. student self-identified with Pakistani and Hmong ethnic groupings but also identified as the Two or More Races federal race/ethnicity grouping).
- When interpreting these data it is important to consider that the sample size is relatively low for some of the student groups. In the charts, the groups with relatively low sample sizes have been indicated with an asterisk to advise caution when generalizing about the performance of the student group.

Brief History of Disaggregation

The original Elementary and Secondary Education Act (ESEA) of 1965 was part of President Lyndon B. Johnson's "War on Poverty." The original ESEA focused on a disaggregation comparing low-income to non-low-income students. Data analysis by the U.S. Department of Education showed that there were considerable gaps in student outcomes between low income students and their peers. Since 1977, the Department of Education collected aggregated student data based on five race/ethnicity groups. These groups were American Indian or Alaska Native, Asian and Pacific Islander, Black or African American, Hispanic, and White.

Numerous revisions were made to the ESEA but, for the purposes of the discussion of deeper disaggregation, fast-forward to the No Child Left Behind Act (NCLB) of 2001 under President George W. Bush. NCLB required annual testing, expanded public reporting of student assessment and demographic results on state-monitored report cards. The comparability afforded by the assessment results and the disaggregation by major race/ethnicity groupings illuminated achievement gaps among student groups. In 2007, the Department of Education revised its guidance on collection and reporting to disaggregate the Asian and Pacific Islander student group into an Asian student group separate from the Pacific Islander student group and created a new group – Two or More Races. Also, students were allowed to self-identify with several ethnicity groups that make up the aggregated federal race/ethnicity groups. By the 2010-2011 school year, Washington implemented the new guidance on federal race/ethnicity groups. Within Washington in 2013-2014, the State Board of Education in collaboration with the Office of Superintendent of Public Instruction began reporting Current-ELL student group performance separately from Former-ELL student group performance in the Washington Achievement Index.



Findings and Charts

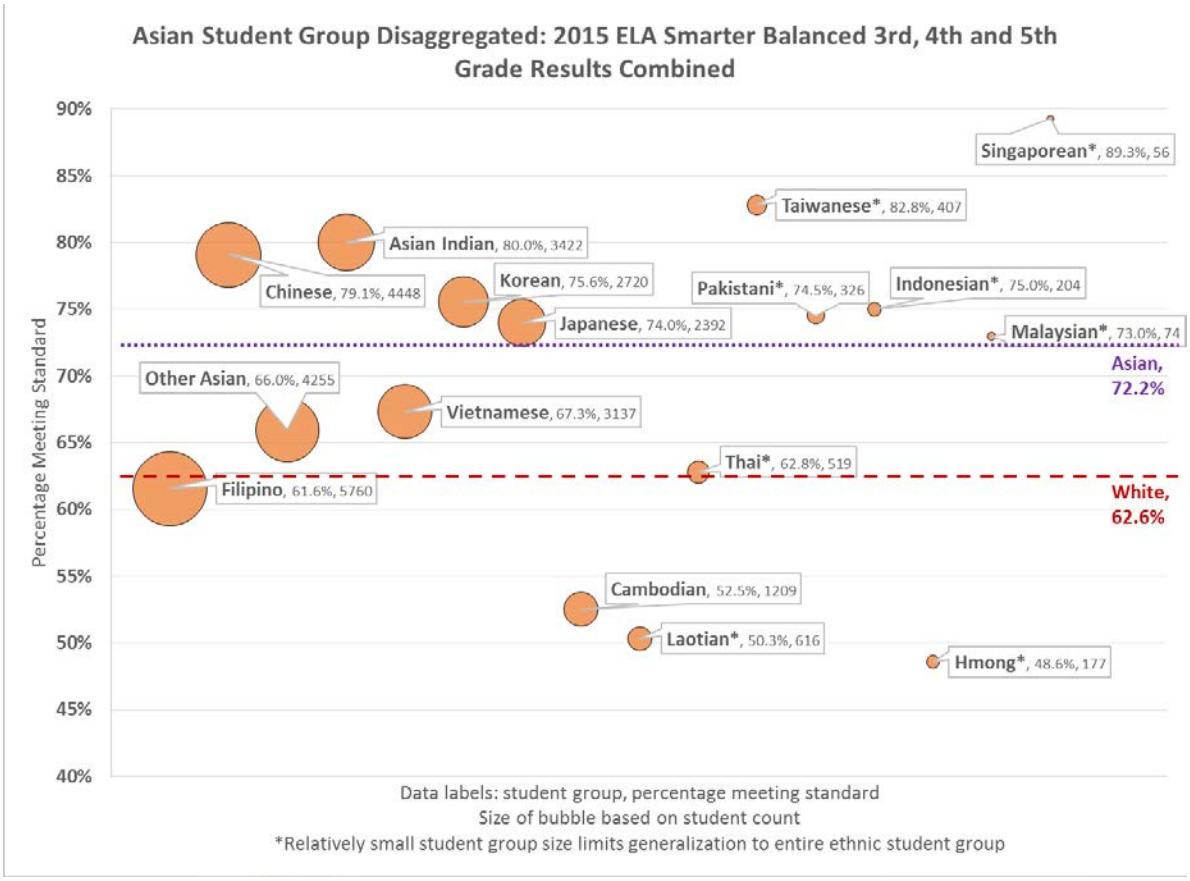
The following charts show that there are considerable differences in performance among ethnic groups that comprise the Asian, Pacific Islander and, for some students, the Two or More Races federal race/ethnicity groups. There is closer performance between the federal race/ethnicity groups of Asian and White in reading than in math, and even closer performance in science. However, the gaps among the more deeply disaggregated ethnic groups are present at all grade levels and, in general, the ethnic groups maintain similar gaps relative to one another regardless of content area or grade level. The performance of the ethnic groups is most widely distributed for math and science and the results for English Language Arts show somewhat less disparate gaps among ethnic groups. Staff analyzed all of the grade levels available in the data, but for the purpose of brevity, included only selected charts in this memo and presentation.

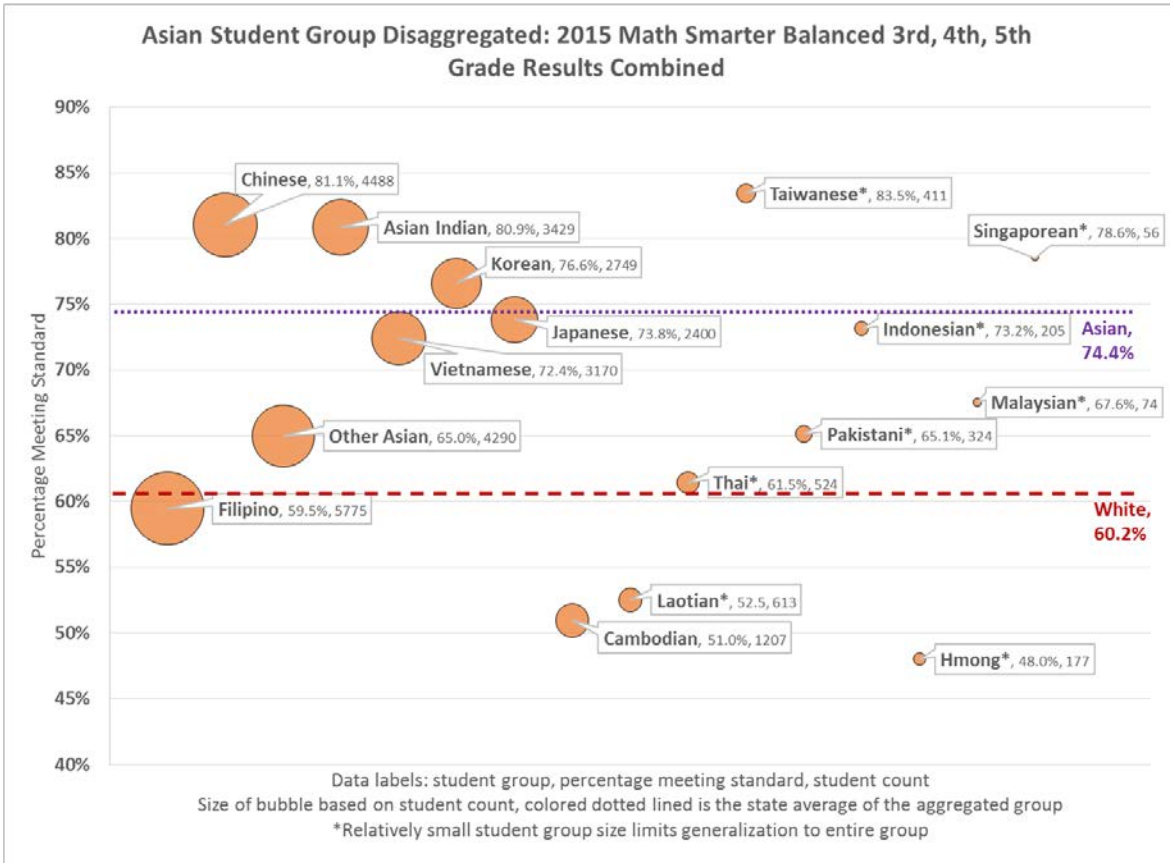
The main takeaway from these charts is that there are considerable gaps among ethnic groups and those differences are masked when the data are aggregated to the level of the federal race/ethnicity groups. This indicates that the student groups require differing levels of support and resources. In regards to potential inclusion of this deeper disaggregation of data in the Indicators of Educational System Health report, these data could inform the Board's recommendations of evidence-based reforms as required under Senate Bill 5491. This is a preliminary exploration of deeper disaggregation of data and staff are looking for feedback from the Board and stakeholders as to how the data may be used.

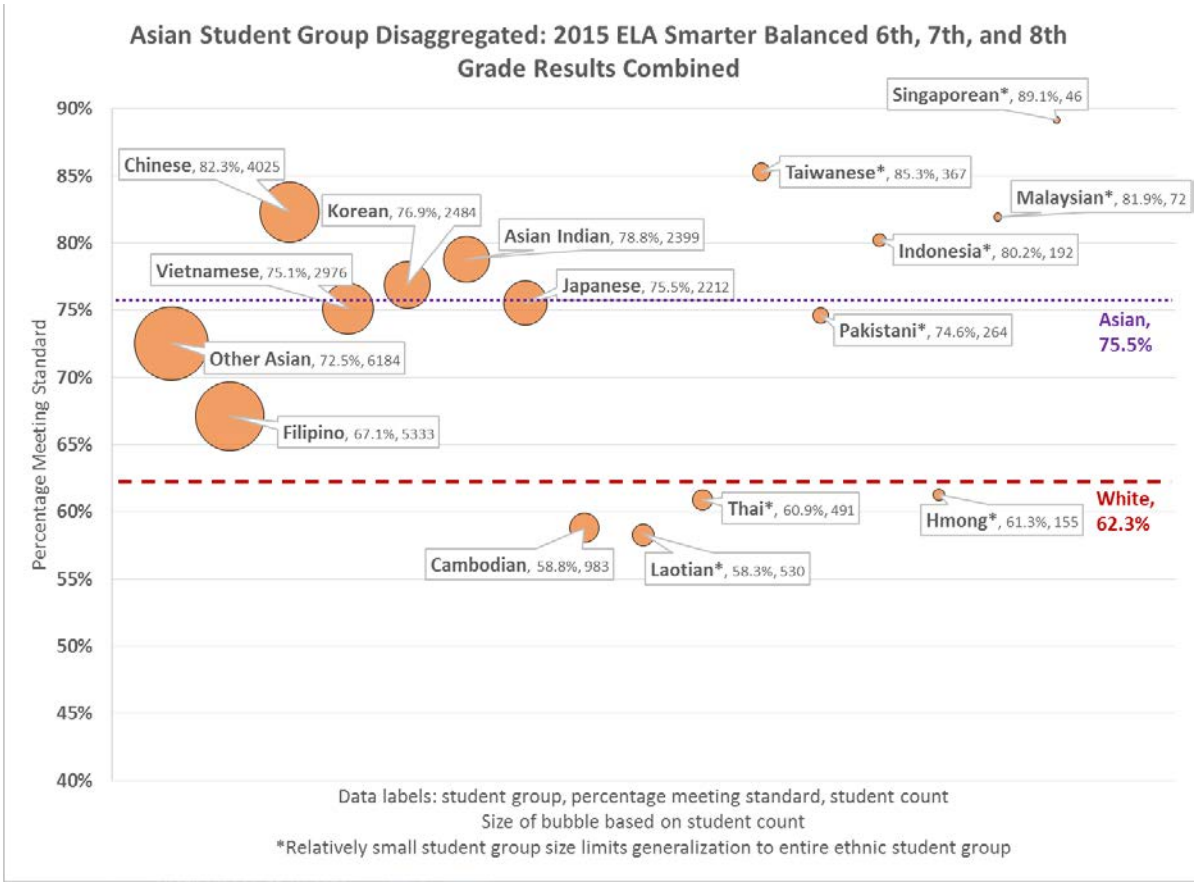
Methodology and Chart Guide

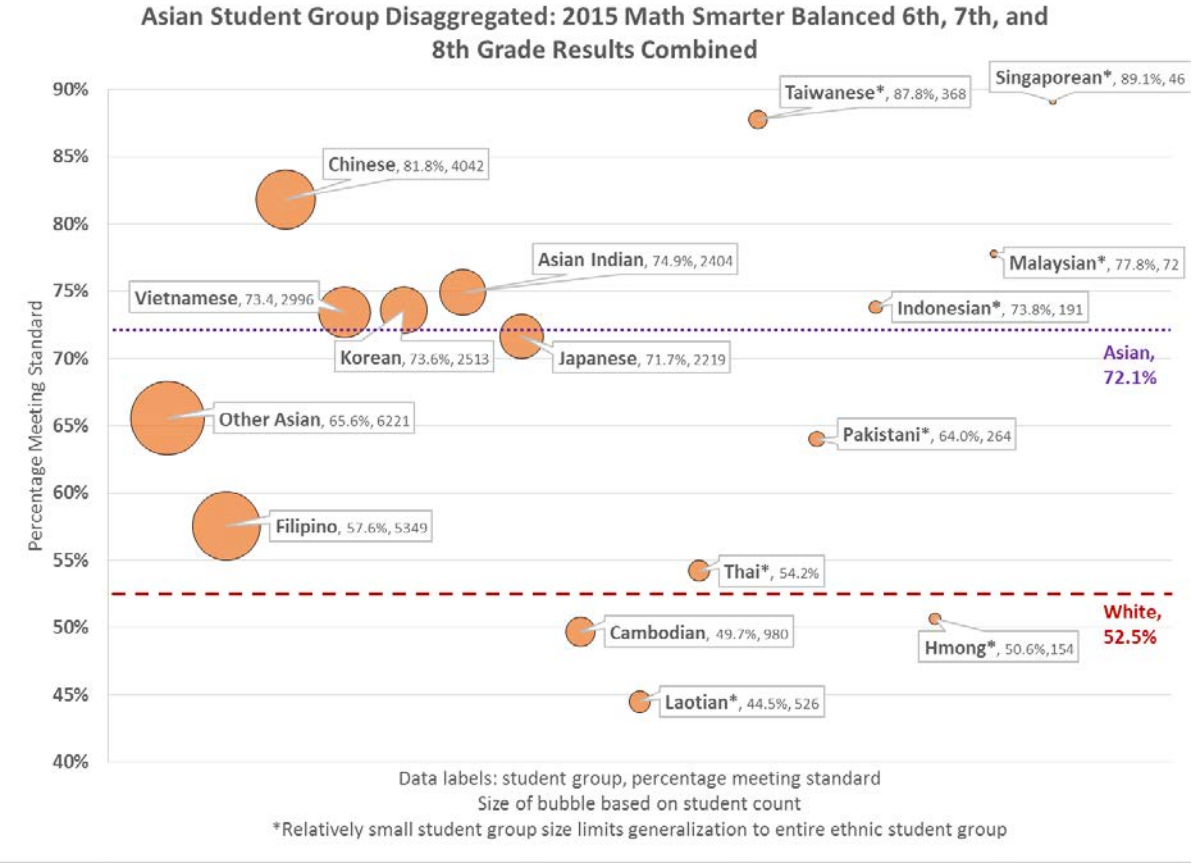
Data were analyzed at all grade levels and for the charts shown here, combined to form grade three, four, and five grade bands and six, seven, and eight grade bands. This choice was made to increase sample size to minimize challenges with interpretation of results from small sample sizes. These results were plotted to show:

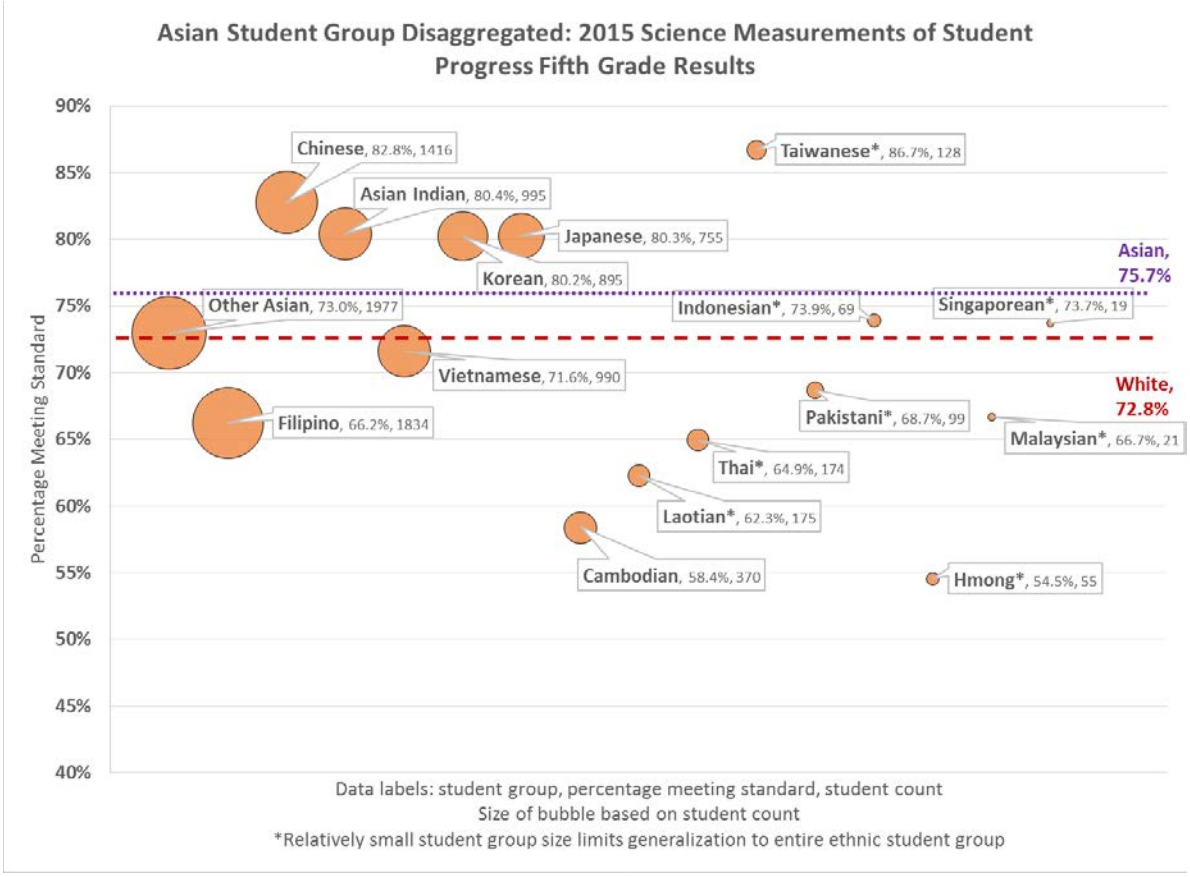
- Performance level on the Y-axis.
- The X-axis is an ordering of largest student ethnicity group to smallest. The intervals between groups are not representative of differences in size besides a simple largest to smallest order.
- Size of bubbles are relative to other bubbles on same chart. It should be noted that the size of Asian student group bubbles should not be compared to the size of Pacific Islander student group bubbles across charts as they are only relative to other bubbles on the same chart.
- Dotted, colored lines representing the state average at the listed grade levels for the Asian and white federal race/ethnicity groups were added to the Asian student group disaggregation charts. The lines were not added to the Pacific Islander student group disaggregation charts because the state average of the Pacific Islander federal race/ethnicity group was considerably lower than the mean that would result from averaging the deeper disaggregated ethnicity groups. Some of the students in the deeper disaggregation may have been part of the Two or More Races federal race/ethnicity student group. It is also possible that some higher-performing Pacific Islander students identified with multiple Pacific Islander groups, thus raising the average of the deeper disaggregated ethnicity groups through duplication. However, these hypotheses cannot be confirmed with the state aggregated data file.

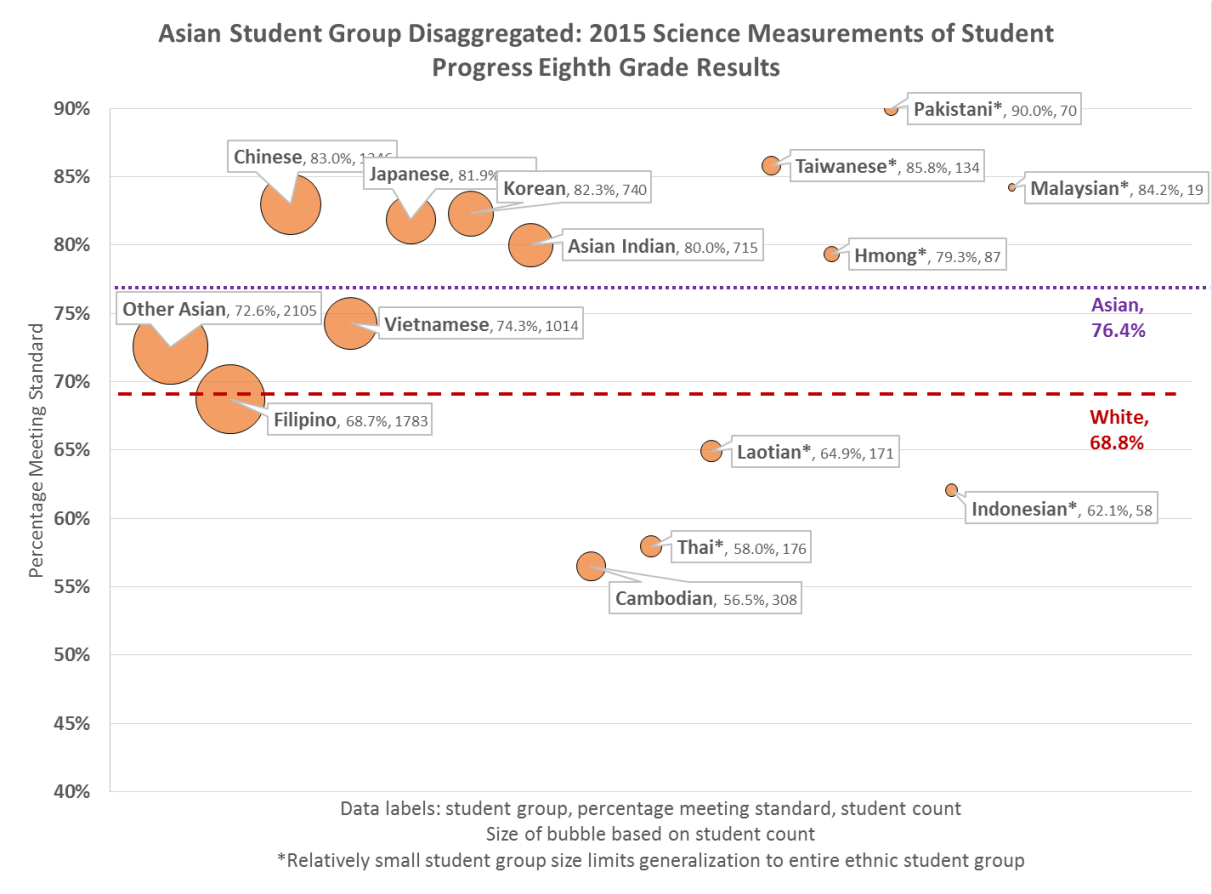

Asian Student Group Disaggregated: 2015 ELA Smarter Balanced 3rd, 4th and 5th Grade Results Combined
Percentage Meeting Standard
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
Singaporean*, 89.3%, 56
Taiwanese*, 82.8%, 407
Asian Indian, 80.0%, 3422
Chinese, 79.1%, 4448
Korean, 75.6%, 2720
Pakistani*, 74.5%, 326
Indonesian*, 75.0%, 204
Japanese, 74.0%, 2392
Malaysian*, 73.0%, 74
Asian, 72.2%
Other Asian, 66.0%, 4255
Vietnamese, 67.3%, 3137
Thai*, 62.8%, 519
Filipino, 61.6%, 5760
White, 62.6%
Cambodian, 52.5%, 1209
Laotian*, 50.3%, 616
Hmong*, 48.6%, 177
Data labels: student group, percentage meeting standard
Size of bubble based on student count
*Relatively small student group size limits generalization to entire ethnic student group

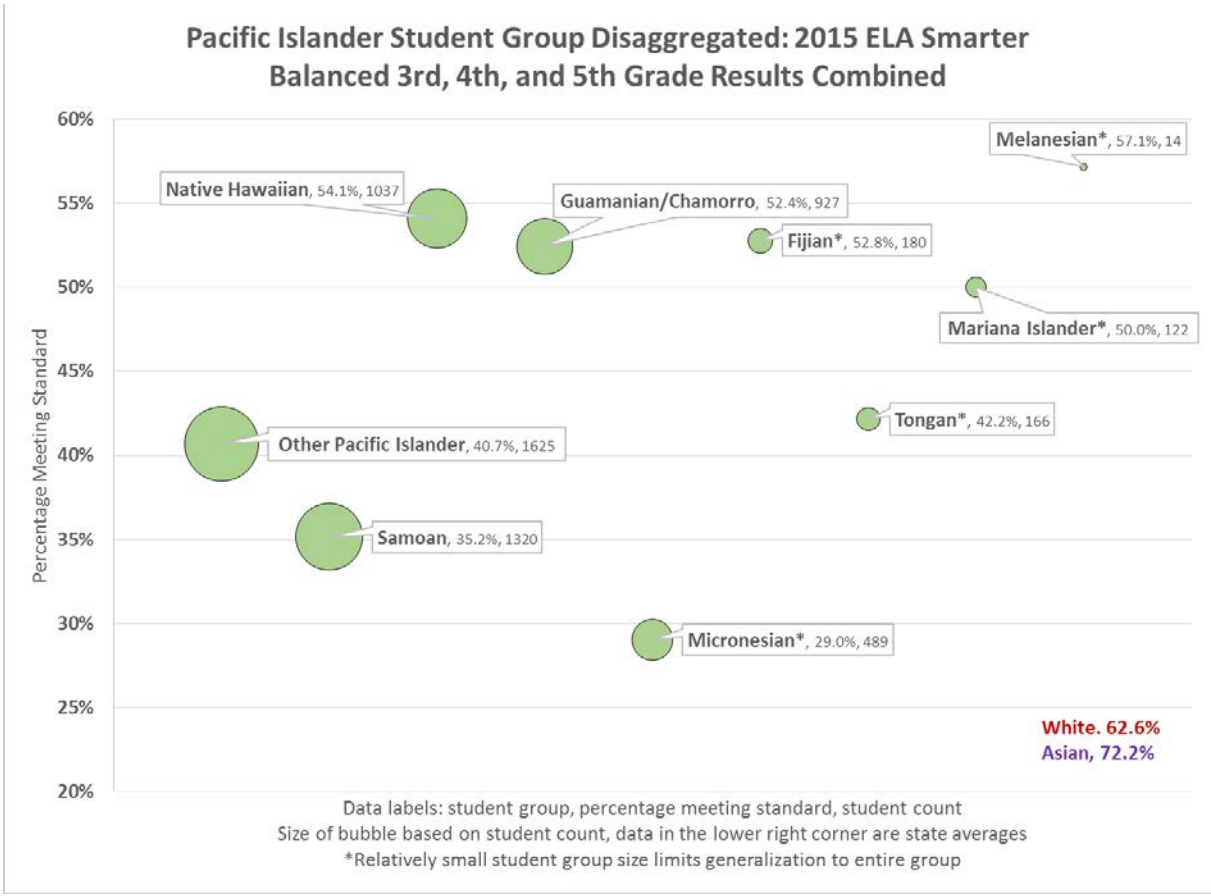

Asian Student Group Disaggregated: 2015 Math Smarter Balanced 3rd, 4th, 5th Grade Results Combined
Percentage Meeting Standard
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
Chinese, 81.1%, 4488
Taiwanese*, 83.5%, 411
Asian Indian, 80.9%, 3429
Singaporean*, 78.6%, 56
Korean, 76.6%, 2749
Japanese, 73.8%, 2400
Indonesian*, 73.2%, 205
Asian, 74.4%
Vietnamese, 72.4%, 3170
Malaysian*, 67.6%, 74
Other Asian, 65.0%, 4290
Pakistani*, 65.1%, 324
Thai*, 61.5%, 524
Filipino, 59.5%, 5775
White, 60.2%
Laotian*, 52.5, 613
Cambodian, 51.0%, 1207
Hmong*, 48.0%, 177
Data labels: student group, percentage meeting standard, student count
Size of bubble based on student count, colored dotted lined is the state average of the aggregated group
*Relatively small student group size limits generalization to entire group

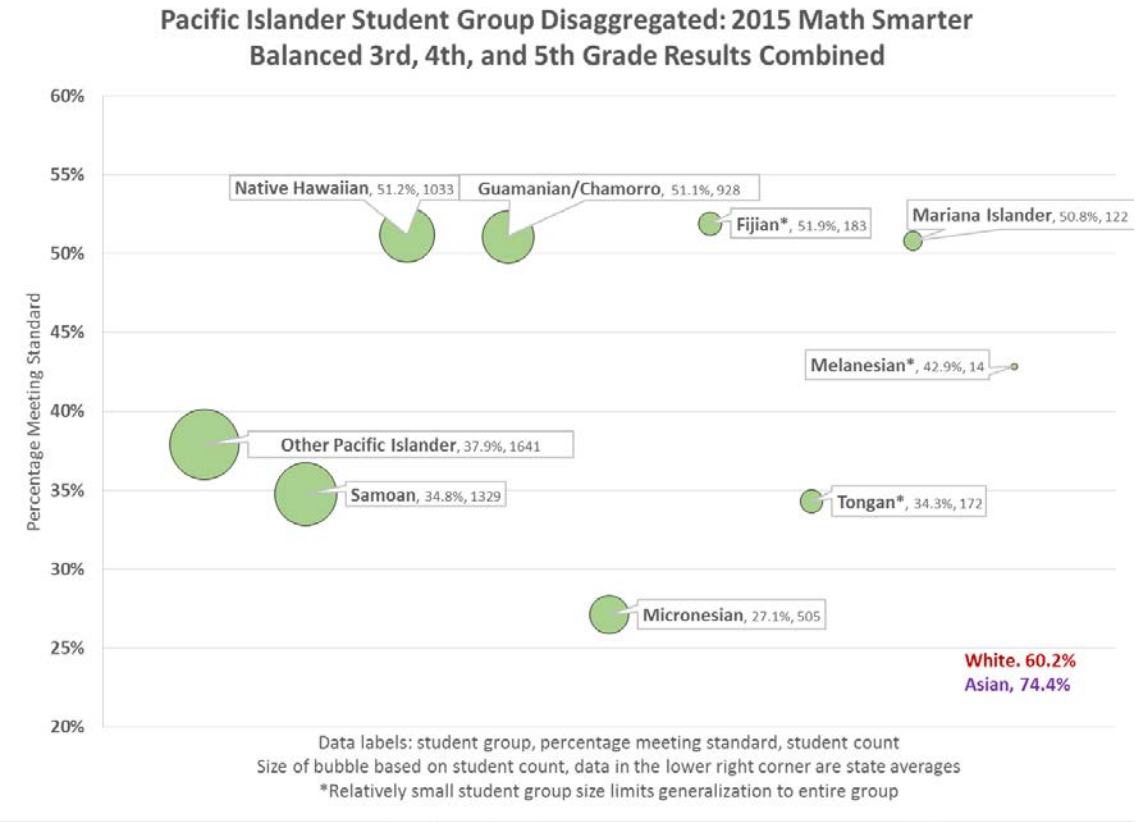

Asian Student Group Disaggregated: 2015 ELA Smarter Balanced 6th, 7th, and 8th Grade Results Combined
Percentage Meeting Standard
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
Singaporean*, 89.1%, 46
Chinese, 82.3%, 4025
Taiwanese*, 85.3%, 367
Malaysian*, 81.9%, 72
Korean, 76.9%, 2484
Asian Indian, 78.8%, 2399
Indonesia*, 80.2%, 192
Vietnamese, 75.1%, 2976
Japanese, 75.5%, 2212
Pakistani*, 74.6%, 264
Asian, 75.5%
Other Asian, 72.5%, 6184
Filipino, 67.1%, 5333
Thai*, 60.9%, 491
Hmong*, 61.3%, 155
White, 62.3%
Cambodian, 58.8%, 983
Laotian*, 58.3%, 530
Data labels: student group, percentage meeting standard, student count
Size of bubble based on student count
*Relatively small student group size limits generalization to entire ethnic student group


Asian Student Group Disaggregated: 2015 Math Smarter Balanced 6th, 7th, and 8th Grade Results Combined
Percentage Meeting Standard
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
Taiwanese*, 87.8%, 368
Singaporean*, 89.1%, 46
Chinese, 81.8%, 4042
Asian Indian, 74.9%, 2404
Malaysian*, 77.8%, 72
Vietnamese, 73.4, 2996
Indonesian*, 73.8%, 191
Korean, 73.6%, 2513
Japanese, 71.7%, 2219
Asian, 72.1%
Other Asian, 65.6%, 6221
Pakistani*, 64.0%, 264
Filipino, 57.6%, 5349
Thai*, 54.2%
White, 52.5%
Cambodian, 49.7%, 980
Hmong*, 50.6%,154
Laotian*, 44.5%, 526
Data labels: student group, percentage meeting standard
Size of bubble based on student count
*Relatively small student group size limits generalization to entire ethnic student group


Asian Student Group Disaggregated: 2015 Science Measurements of Student Progress Fifth Grade Results
Percentage Meeting Standard
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
Chinese, 82.8%, 1416
Taiwanese*, 86.7%, 128
Asian Indian, 80.4%, 995
Japanese, 80.3%, 755
Korean, 80.2%, 895
Asian, 75.7%
Other Asian, 73.0%, 1977
Indonesian*, 73.9%, 69
Singaporean*, 73.7%, 19
Vietnamese, 71.6%, 990
White, 72.8%
Pakistani*, 68.7%, 99
Filipino, 66.2%, 1834
Malaysian*, 66.7%, 21
Thai*, 64.9%, 174
Laotian*, 62.3%, 175
Cambodian, 58.4%, 370
Hmong*, 54.5%, 55
Data labels: student group, percentage meeting standard, student count
Size of bubble based on student count
*Relatively small student group size limits generalization to entire ethnic student group


Asian Student Group Disaggregated: 2015 Science Measurements of Student Progress Eighth Grade Results
Percentage Meeting Standard
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
Pakistani*, 90.0%, 70
Chinese, 83.0%,
Japanese, 81.9%
Korean, 82.3%, 740
Taiwanese*, 85.8%, 134
Malaysian*, 84.2%, 19
Asian Indian, 80.0%, 715
Hmong*, 79.3%, 87
Other Asian, 72.6%, 2105
Vietnamese, 74.3%, 1014
Asian, 76.4%
Filipino, 68.7%, 1783
White, 68.8%
Laotian*, 64.9%, 171
Indonesian*, 62.1%, 58
Thai*, 58.0%, 176
Cambodian, 56.5%, 308
Data labels: student group, percentage meeting standard, student count
Size of bubble based on student count
*Relatively small student group size limits generalization to entire ethnic student group


Pacific Islander Student Group Disaggregated: 2015 ELA Smarter Balanced 3rd, 4th, and 5th Grade Results Combined
Percentage Meeting Standard
60%
55%
50%
45%
40%
35%
30%
25%
20%
Melanesian*, 57.1%, 14
Native Hawaiian, 54.1%, 1037
Guamanian/Chamorro, 52.4%, 927
Fijian*, 52.8%, 180
Mariana Islander*, 50.0%, 122
Tongan*, 42.2%, 166
Other Pacific Islander, 40.7%, 1625
Samoan, 35.2%, 1320
Micronesian*, 29.0%, 489
White. 62.6%
Asian, 72.2%
Data labels: student group, percentage meeting standard, student count
Size of bubble based on student count, data in the lower right corner are state averages
*Relatively small student group size limits generalization to entire group


Pacific Islander Student Group Disaggregated: 2015 Math Smarter Balanced 3rd, 4th, and 5th Grade Results Combined
Percentage Meeting Standard
60%
55%
50%
45%
40%
35%
30%
25%
20%
Native Hawaiian, 51.2%, 1033
Guamanian/Chamorro, 51.1%, 928
Fijian*, 51.9%, 183
Mariana Islander, 50.8%, 122
Melanesian*, 42.9%, 14
Other Pacific Islander, 37.9%, 1641
Samoan, 34.8%, 1329
Tongan*, 34.3%, 172
Micronesian, 27.1%, 505
White. 60.2%
Asian, 74.4%
Data labels: student group, percentage meeting standard, student count
Size of bubble based on student count, data in the lower right corner are state averages
*Relatively small student group size limits generalization to entire group

Potential for Future Work

Initial responses to this exploratory work on deeper disaggregation have been very enthusiastic. The results were shared at the 2015 Washington Educational Research Association conference and with advocates from Asian and Pacific Islander communities. Stakeholders have been excited to see this data as they had not seen Washington assessment data disaggregated beyond the federal race/ethnicity student groups. These data have the potential to be used in research that examines the gaps among ethnic groups that are masked in the aggregated federal race/ethnicity student groups. The data are useful at the state-level because there are enough students from each ethnic group that the data can be reported without being suppressed. However, there are a number of challenges to reporting the data at the ESD-, district-, or school-level due to federal suppression requirements.

Staff have explored these data from the perspective of potential inclusion of deeper disaggregation in the Indicators of Educational System Health report that includes the potential for evidence-based reforms to improve student group performance. This preliminary exploration of how disaggregated data could be used to close achievement and opportunity gaps at the state level by examining ethnic group performance at a greater level of detail than the aggregate federal race/ethnicity student groups.

Staff are soliciting feedback from the Board and education stakeholders on how these data can best be used in the Indicators of Educational System Health. The following are the suggestions from stakeholders on how to expand this analysis in the future and may be available in current data systems:

- Examine regional concentrations of student demographics or performance results by region (i.e. district- or ESD-level analysis to determine areas of need in the state).
- Link the data to early childhood program participation data via the Educational Research Data Center.
- Examine home language of students (potentially available for English Language Learner students).
- Examine the performance differences of the more deeply disaggregated student groups by program status (ELL/Non-ELL, SPED/Non-SPED, and FRL/Non-FRL) to understand if the groups' performance is a proxy for poverty or other program status.
- Examine the gender gap for the disaggregated ethnic groups.
- Examine the higher-level course-taking patterns for the ethnic groups.

The following are data that stakeholders would like to see but are unlikely to be available:

- Investigate whether there are data relating to cultural education programs (i.e. music, dance, cuisine, language, history education relating to the ethnicity groups).
- Investigate whether there are data on the number of generations that a student's family has been in the United States.

If you have questions, suggestions, or ideas for future work regarding Part II, deeper disaggregation of student data for potential inclusion in the Indicators of Educational System Health report, of this memo please contact parker.teed@k12.wa.us

Appendix A

The Kindergarten Readiness Indicator is the percent of kindergarten students who are characterized as kindergarten ready by demonstrating the characteristics of entering kindergarteners on all six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). Only a subset of the kindergarten population participates in the WaKIDS.

Table A1: shows the performance the Kindergarten Readiness Indicator by student group.

Kindergarten Readiness	2012-13	2013-14	2014-15	2015-16	2015-16 Target	Difference 2015-16*
All Students	**37.2%**	**40.8%**	**39.5%**	**44.2%**	**51.8%**	**-7.6%**
Black / African American	41.3%	38.7%	39.3%	41.2%	51.4%	-10.2%
American Indian / Alaskan Native	30.2%	36.0%	34.4%	35.2%	46.6%	-11.4%
Asian	42.1%	45.0%	43.2%	51.5%	54.0%	-2.5%
Hispanic / Latino	23.9%	25.4%	25.1%	31.1%	42.6%	-11.5%
Native Hawaiian / Pacific Islander	30.4%	30.4%	30.2%	33.9%	45.3%	-11.4%
White	50.3%	51.7%	48.5%	50.5%	59.6%	-9.1%
Two or More	45.3%	47.6%	46.5%	49.4%	57.0%	-7.6%
Students with a Disability	16.2%	18.7%	17.4%	19.8%	35.5%	-15.7%
Limited English	19.0%	20.3%	21.0%	27.8%	39.1%	-11.3%
Low-Income	30.1%	32.3%	30.6%	33.7%	46.4%	-12.7%

*Note: Difference shown in percentage points.

The 3rd Grade Literacy Indicator is the percent of students who meet standard on the 3rd Grade SBA ELA. The performance difference between 2014 and 2015 was discussed earlier in this memo and is not addressed here because of the full implementation of the SBA.

Table A2: shows the performance the 3rd Grade Literacy Indicator by student group.

3rd Grade Literacy	**2009-10 MSP**	**2010-11 MSP**	**2011-12 MSP**	**2012-13 MSP**	**2013-14 MSP**	**2014-15 SBA**
All Students	**72.1%**	**73.1%**	**68.8%**	**73.1%**	**72.0%**	**52.1%**
Black / African American	58.6%	61.7%	54.9%	59.1%	57.3%	34.2%
American Indian / Alaskan Native	54.9%	55.8%	52.1%	52.8%	49.7%	25.9%
Asian	80.5%	82.2%	78.9%	83.1%	84.6%	69.6%
Hispanic / Latino	52.0%	57.4%	52.1%	57.2%	57.9%	33.8%
Native Hawaiian / Pacific Islander	63.1%	62.0%	53.3%	62.9%	56.8%	31.6%
White	78.6%	78.7%	75.0%	79.4%	77.8%	59.9%
Two or More		76.7%	71.7%	75.9%	73.7%	54.6%
Students with a Disability	41.3%	41.8%	37.7%	37.4%	37.8%	26.7%
Limited English	30.3%	36.8%	28.7%	41.4%	44.6%	19.2%
Low-Income	59.5%	61.9%	56.6%	61.4%	59.6%	36.0%

The 8th Grade High School Readiness Indicator is the percentage of 8th grade students who meet standard on all three 8th grade assessments (SBA ELA, SBA math, and MSP science). The performance difference between 2014 and 2015 was discussed earlier in this memo and is not addressed here because of the full implementation of the SBA.

Table A3: shows the performance on the 8th Grade High School Readiness Indicator by subgroup.

8th Grade High School Readiness	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
All Students	**42.0%**	**45.8%**	**43.8%**	**46.9%**	**37.5%**
Black / African American	21.4%	23.5%	22.3%	22.7%	16.6%
American Indian / Alaskan Native	19.8%	21.4%	20.7%	19.1%	14.2%
Asian	58.5%	64.3%	63.4%	69.7%	60.9%
Hispanic / Latino	23.0%	27.1%	25.6%	28.7%	19.9%
Pacific Islander / Native Hawaiian	24.4%	23.4%	23.0%	26.4%	20.5%
White	48.2%	52.0%	50.1%	53.0%	43.3%
Two or More	42.0%	47.5%	45.7%	48.8%	40.0%
Students with a Disability	4.9%	5.7%	5.2%	6.9%	3.8%
Limited English	3.1%	4.4%	4.5%	5.9%	3.1%
Low-Income	25.6%	29.6%	27.9%	30.1%	21.4%

The High School Graduation Indicator reports the On-Time (4-Year) Adjusted Cohort Graduation Rate.

Table A4: shows the performance on the High School Graduation Indicator by subgroup.

4-Yr Cohort Grad Rate	2010-11	2011-12	2012-13	2013-14	2014-15	Target 2014-15	Difference 2014-15
All Students	**76.6%**	**77.2%**	**76.0%**	**77.2%**	**78.1%**	**81.9%**	**-3.8%**
Black / African American	68.9%	66.9%	65.4%	67.8%	68.8%	74.8%	-6.0%
American Indian / Alaskan Native	62.2%	56.4%	52.5%	53.7%	56.4%	68.0%	-11.6%
Asian	84.9%	84.4%	84.1%	86.5%	87.8%	87.9%	-0.2%
Hispanic / Latino	67.6%	66.5%	65.6%	67.3%	69.6%	74.1%	-4.5%
Native Hawaiian / Pacific Islander	66.9%	64.4%	62.3%	64.6%	67.0%	73.0%	-6.0%
White	81.9%	80.2%	79.4%	80.5%	80.9%	85.1%	-4.2%
Two or More	73.6%	78.1%	76.2%	75.5%	77.9%	81.0%	-3.1%
Students with a Disability	59.6%	57.4%	54.4%	55.7%	57.9%	67.4%	-9.5%
Limited English	54.5%	53.8%	50.4%	53.7%	55.8%	64.0%	-8.2%
Low-Income	68.5%	66.0%	64.6%	66.4%	68.0%	74.3%	-6.3%

*Note: Difference shown in percentage points.

The Quality of High School Diploma shows the percentage of recent high school graduates who did not take remedial coursework in college.

Table A5. Shows the performance on the Quality of High School Diploma Indicator by subgroup.

Quality of High School Diploma	2010-11	2011-12	2012-13	2012-13 Target	Difference 2012-13*
All Students	**81.9%**	**84.0%**	**82.2%**	**84.2%**	**-1.9**
Black / African American	77.4%	77.6%	73.9%	79.1%	-5.2
American Indian / Alaskan Native	83.1%	83.0%	82.0%	84.3%	-2.3
Asian	82.1%	83.7%	82.6%	84.1%	-1.5
Hispanic / Latino	76.2%	78.1%	74.6%	78.8%	-4.1
Native Hawaiian / Pacific Islander	83.9%	86.1%	81.3%	86.1%	-4.8
White	83.2%	85.6%	84.4%	85.5%	-1.1
Two or More		84.9%	82.0%	86.0%	-4.0
Students with a Disability	83.7%	86.2%	82.3%	86.0%	-3.8
Limited English	72.6%	85.6%	80.7%	80.6%	0.1
Low-Income	80.0%	83.2%	80.7%	82.9%	-2.3

*Note: Difference shown in percentage points.

In addition to measuring the percentage of high school graduates attaining a credential, certificate, or completing an apprenticeship prior to age 26 (described in Part I of this memo), the Post-Secondary Attainment Indicator also measures the percentage of recent high school graduates who are enrolled in post-secondary education, training, or are employed in the workforce during the 2nd and 4th quarters.

Table A6: shows the performance on the secondary measure of the percentage of graduates who are engaged in employed or engaged in post-secondary education.

Post-Secondary Enrollment and Employment	Class of 2011		Class of 2012		Class of 2013	
	Reporting Year 2012		Reporting Year 2013		Reporting Year 2014	
	2nd Quarter	4th Quarter	2nd Quarter	4th Quarter	2nd Quarter	4th Quarter
All Students	**76.7%**	**75.9%**	**73.7%**	**75.8%**	**76.3%**	**76.9%**
Black / African American	70.7%	68.0%	68.3%	71.2%	73.4%	74.2%
American Indian / Alaskan Native	60.0%	57.0%	58.0%	60.7%	59.0%	61.9%
Asian	82.5%	81.6%	80.6%	82.5%	83.7%	84.9%
Hispanic / Latino	62.8%	62.9%	64.6%	68.7%	67.2%	69.5%
Native Hawaiian / Pacific Islander	57.5%	58.0%	57.5%	63.4%	64.6%	62.8%
White	77.6%	76.8%	75.8%	77.4%	78.1%	78.3%
Two or More			72.8%	74.9%	76.0%	76.5%
Students with a Disability	53.2%	50.9%	45.4%	48.8%	48.1%	50.4%
Limited English	59.1%	60.4%	52.9%	60.9%	56.1%	60.1%
Low-Income	66.1%	65.2%	64.7%	68.0%	67.1%	68.7%

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding the data tables comprising Appendix A.

Tab #16: Business Items

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 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:

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

PORT ANGELES SCHOOL DISTRICT

Agenda Item Details

Meeting	Dec 10, 2015 - PASD Board of Directors Regular Meeting
Category	13. Action Items
Subject	13.03 Approval of Waiver for Core 24 - Dr. Gerald Gabbard
Access	Public
Type	Action
Recommended Action	It is recommended that the Board of Directors approve the Core 24 Waiver as presented.

Public Content

Principal Jeff Clark is asking the Board to approve a resolution permitting Port Angeles School District to apply for a two-year waiver to the State Board of Education from the Core 24 requirements for graduation. This information was first shared with the board by Assistant Superintendent, Gerald Gabbard, on November 12, 2015 at the board meeting at Stevens Middle School. The administration is asking the board to approve this recommendation to pursue the waiver application. The application is attached.

GradReqWaiver6552App.pdf (98 KB) 13.03.mp3 (262 KB)

Administrative Content

Executive Content

Motion & Voting

It is recommended that the Board of Directors approve the Core 24 Waiver as presented.

Motion by Sarah M Methner, second by Susan Shotthafer.
Final Resolution: Motion Carries
Yea: Cindy S Kelly, Sarah M Methner, Joshua Jones, Susan Shotthafer

Attest this 10th Day of December, 2015:

Marc Jackson, Ed.D.
Superintendent of Schools
Port Angeles School District #121

Cindy Kelly
President, Board of Directors
Port Angeles School District #121

PORT ANGELES SCHOOL DISTRICT NO. 121
Clallam County, Washington

RESOLUTION NO.
1516-06

A RESOLUTION of the Board of Directors of Port Angeles School District No. 121, Clallam County of Washington State, requesting a temporary waiver from new graduation credit requirements from the Washington State Board of Education, allowing the District to maintain a 22.5 credit graduation requirement for the graduating classes of 2019 and 2020, instead of 24 credits;

WHEREAS, the State Board of Education has directed school districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014, originally known as CORE 24 and now entitled "Career and College Ready Graduation Requirements;" and

WHEREAS, the Board of Directors of the Port Angeles School District No. 121 is preparing to make program changes to support implementation of Core 24, but needs more time to explore available options (such as scheduling changes), which will permit effective implementation of the changes while still allowing students the flexibility to explore electives and CTE offerings and meet the new graduation requirements; and

WHEREAS, the Board of Directors of the Port Angeles School District No. 121 has researched specific impediments preventing implementation of the Career and College Ready Graduation Requirements, beginning with the graduating class of 2019, and identified impediments such as that our current students are able to earn 6.5 credits per school year within the 6-period day schedule, but if they participate in our music program, there is no flexibility within the schedule to allow them to explore CTE. We have begun to discuss possible organizational changes in light of CORE 24, but more time is needed to collect information on options and develop a plan for implementation.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Port Angeles School District No. 121, that the Port Angeles School District is requesting a temporary waiver of the new graduation requirement of 24 credits for the graduating classes of 2019 and 2020, allowing the District to maintain the graduation requirement of 22.5 credits for these classes.

ADOPTED by the Board of Directors of Port Angeles School District #121, Clallam County, Washington, at the regular meeting thereof held this 28th day of January 2016.

PORT ANGELES SCHOOL DISTRICT NO. 121,
A municipal corporation of the State of Washington

President

Vice President

Board Member

Board Member

Board Member

ATTEST:

Secretary of the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district Port Angeles School District #121

2. Contact information

Name and title	Dr. Marc Jackson, Superintendent
Telephone	360-457-8575
E-mail address	mjackson@portangelesschools.org

3. Date of application. 1/7/2016

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 Port Angeles School District is prepared to make program changes to support implementation of Core 24, but more time is needed to explore the available options (such as scheduling changes) to implement the change in the most effective way that still allows students the flexibility to explore electives and CTE offerings while meeting the 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.

Currently, students are able to earn 6.5 credits per school year within the 6-period day schedule, but if the student participates in our band, orchestra, or choral music program (for example) there is no flexibility within the schedule to allow them to explore CTE. We have begun to discuss possible organizational changes in light of Core 24, but more time is needed to collect information on options and develop a plan for implementation.

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.

The district will form a task force charged with the purpose of developing an implementation plan and identifying organizational structural changes that will best support students in meeting the new graduation requirements while protecting student choice and the diversity of programming (CTE, for example) that is a strength of our district and community.

BREMERTON SCHOOL DISTRICT 100-C
Administration Building
134 Marion Avenue No.
Bremerton, Washington 98312

Resolution 2015/2016-15
State Board of Education Waiver 24-Credit Minimum Requirement

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

NOW, THEREFORE, be it resolved that the Board of Directors, Bremerton School District 100-C, hereby petitions the State Board of Education for a two-year waiver of the minimum 24-credit requirement to begin with the class of 2021 instead of 2019.

The foregoing resolution was adopted this 18th day of February, 2016, at the regular meeting of the Board of Directors of the Bremerton School District and duly recorded in the minutes of said meeting.

J. David Rubie, President, Board of Directors

ATTEST:

Aaron A. Leavell, Secretary, Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. **Name of district:** Bremerton School District

2. **Contact information**

Name and title	Lynn Caddell, Assistant Superintendent
Telephone	360-473-1006
E-mail address	lynn.caddell@bremertonschools.org

3. **Date of application:** 2/19/2016

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:**

We have one comprehensive high school in the district (Bremerton High School). B.H.S. is currently on a 6 period bell schedule which offers students a total of 24 credit opportunities in four years. Under the new graduation requirements, students cannot fail a single course without jeopardizing on-time graduation. Our original plan to move towards an "alternating-day block schedule" that will allow 28-32 credit opportunities has run into a few obstacles that will take additional time to overcome. First, we are going to need to reach a contractual agreement with the teachers union around several issues relating to the change of schedule. The potential for increased class size in order to help offset the additional cost of the schedule is a primary concern. In addition, a schedule that offers this many increased credit opportunities will have staffing and curriculum sequencing issues that will require additional time for us to resolve.

In short, we are asking for the waiver to have more time to analyze and overcome the challenges that a vastly different instructional day is presenting to us.

5. **Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019:**

- Increased cost;
- Bargaining issues regarding preps, class size and plan time;
- Curriculum sequencing for courses that may no longer be a full school year under a block schedule. This has potential implications for Advanced Placement courses, World Language courses, math, ELA and science readiness courses;
- School start and end times and associated bargaining and transportation issues;
- Completing a Professional Development Plan for effective teaching in a block schedule system.

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:

We have established a task force with representation of multiple content areas and administration in order to work through the issues listed under #5. In addition, we will soon open bargaining sessions to attempt to address potential contractual issues. Updates are being given regularly at the district cabinet level.

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.

CRESCENT SCHOOL DISTRICT 313
CLALLAM COUNTY, WASHINGTON

RESOLUTION 1-16

State Board of Education Waiver 24-Credit Minimum Requirement

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

THEREFORE, be it resolved that the Crescent School District Board of Directors hereby petitions the State Board of Education for a two-year waiver of the minimum 24-credit requirement to begin with the class of 2021 instead of 2019.

The foregoing resolution was **adopted this 25th day of February, 2016**, at the regular meeting of the Board of Directors of the Crescent School District and duly recorded in the minutes of said meeting.

ADOPTED FEBRUARY 25, 2016

Trisha Haggerty, Chairperson

Sandra Criss

Dara Peppard

Susan Hopper

Ann Chang

ATTEST:

Dr. Clayton Mork, Secretary

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district **Crescent School District #313**

2. Contact information

   Name and title **Clayton Mork, Ed.D. - Superintendent**

   Telephone **360-928-3311 x1004**

   E-mail address claym@crescent.wednet.edu

3. Date of application **February 5, 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.

   In order gain some degree of flexibility to judge whether a given student should be granted a diploma even if he fell short of the new 24 credit requirement. Also, we are implementing systemic attendance and academic RTI service model and we need more time to get it up and running full speed.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

   There are some challenges in a small high school such as ours (60 Ss) in being able to provide opportunities for every student to get all the classes they need. We are looking at alternative master schedule models, teaching assignments and the use of support/classified personnel to help make ends meet.

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.

1) **Adopt master schedule that permits students to earn 24 credits in 4 years and be prepared for post-secondary endeavors**
2) **Provide staff PD on new CCR requirements**
3) **Continue to communicate expectations and closely monitor and support students toward achieving all CCR goals**

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.

NASBE
National Association of State Boards of Education

Memorandum of Understanding
Between the Washington State Board of Education and the
National Association of State Boards of Education

2016 Stipend Award

I. PARTIES

This Memorandum of Understanding (MOU) is entered into by the Washington State Board of Education (SBE) and the National Association of State Boards of Education (NASBE) pertaining to the organizations' partnership to strengthen the work of the SBE in 2016-17 related to Deeper Learning. The funding is granted directly from NASBE and is provided for through the William and Flora Hewlett Foundation.

II. PURPOSE

The purpose of this MOU is to outline the work, expectations, compensation and general provisions attached to the stipend award.

III. THE STATE BOARD'S SCOPE OF WORK

- The scope of work by the SBE required by this MOU is outlined in the attached documents and remain as they were submitted by the SBE.
- State board members and appropriate staff will participate in regular conference calls with NASBE staff and attend appropriate convenings of awardees.
- The SBE shall submit an interim report by October 15th of each grant year and a yearly final report by March 15th of each grant year, the form of which will be provided by NASBE.

IV. NASBE's ROLE AND RESPONSIBILITIES

NASBE staff members will provide support for state's project activities above and beyond routine stipend monitoring. NASBE activities for this project are as follows:

- Facilitating regular conference calls between the state board and NASBE staff.
- Providing technical support for the development of stipend applications and overall implementation.
- Facilitating connections with experts.
- Facilitating an in-state policy workshop to provide guidance and coordination to state's board of education to improve the quality and effectiveness of work plans, evaluation strategies, and collaborative activities with other agencies and organizations.
- Supporting ongoing opportunities to foster networking, communication, coordination, and collaboration.
- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period.

V. COMMUNICATIONS

- NASBE will issue an official press release announcing stipend awardees upon the completion of the application/MOU process, and dispersal of stipend funds. NASBE Director of Communications will work with state liaisons on dissemination to appropriate state media, trade press, and other stakeholder. State-issued press releases must be coordinated with the NASBE Director of Communications.
- A primary goal for NASBE is to highlight the work of each stipend state, and to share state's experiences and lessons with the NASBE member network, and the public. This will be accomplished in a variety of ways including via published reports, case studies (State Innovations), commentary, and social media.

VI. TERMS AND CONDITIONS

- The work performed under this MOU shall be subject to all the terms and conditions outlined in this document.
- Neither party shall perform, provide, or request any service or materials that is unlawful, or is to be used in any unlawful manner, or which could be found offensive or which might otherwise be detrimental to the interests of either party.
- NASBE and the SBE are independent entities bound in the relationship of contractor and subcontractor respectively. The work hereunder shall be performed in accordance with generally accepted professional standards.
- As part of this agreement, NASBE and the SBE will jointly determine the tasks, timelines, outcomes and resources related to the work.
- In the event that the SBE fails to commence services or, having commenced the services abandons them in part or in whole, or fails to complete the work to the satisfaction of NASBE, then NASBE reserves the right to cancel or terminate this agreement and the SBE will turn over to NASBE the products completed as of the date of cancellation as well as any unexpended funds.
- This MOU shall not be subject to any special conditions unless such special conditions are specifically identified in this agreement or its attachments.
- All terms and conditions of this MOU are herein set out and no other conditions, promises, or representations have been made. The parties' concurrence with the terms and conditions set forth above shall be evidenced by the signatures of their respective agents as set forth below.

VII. COMPENSATION AND TERMS OF PAYMENT

- The total compensation amount under this MOU is $6,000 which will be paid within 30 days of the joint signing of this MOU and an additional $9,000 subsequently to fulfill the demand for year 2 activities.
- The SBE shall maintain and make available upon request, all relevant financial and accounting records and evidence pertaining to this agreement in accordance with generally accepted accounting principles.

VIII. DATES

This MOU will commence on the date of its signing and end on December 31, 2017.

IX. CANCELLATION

- Cancellation of the Agreement by NASBE may be for (1) default by the SBE, or (2) lack of further need for the service by NASBE. Default is defined as the failure of the agency to fulfill the obligations of this agreement. In case of default by the SBE, NASBE may cancel this agreement immediately and procure the services from other sources. In the event NASBE no longer needs the services specified in this agreement due to program changes, changes in funding, or other reasons, NASBE may cancel the MOU by giving the SBE written notice of such cancellation thirty (30) days prior to the date of cancellation.
- The SBE has the right to cancel this agreement. In the event the agency decides to terminate this agreement, it can do so by giving NASBE written notice thirty (30) days prior to the date of the intended cancellation date. Unexpended funds shall be returned to NASBE prior to the stated cancellation date.

X. RESPONSIBLE PERSONS AND CONTACT INFORMATION

National Association of State Boards of Education

Executive Management
Kristen Amundson
Executive Director
kristena@nasbe.org
703.684.4000 ext. 1112

Finance
Laura Morrison
Director of Finance and Human Resources
lauram@nasbe.org
703.684.4000 ext. 1103

Project Oversight
Robert Hull
Director, Center for College, Career, and Civic Readiness
roberth@nasbe.org
703.684.4000 ext. 4837

Project Liaison
Ace Parsi
Deeper Learning Project Director
acep@nasbe.org
703-740-4823

State Board of Education

Linda Drake
Director of Career and College Readiness Initiatives
linda.drake@k12.wa.us
360-725-6028

Isabel Muñoz-Colón
Chair, Washington State Board of Education
sbe@k12.wa.us
360-725-6027

XI. SIGNATURES

_____ _____

Isabel Muñoz-Colón Date
Chair
Washington State Board of Education

_____ _____

Kristen Amundson Date
Executive Director
National Association of State Boards of Education

NASBE

National Association of State Boards of Education

Deeper Learning: Delivering on College, Career, and Civic Success

Introduction

The National Association of State Boards of Education (NASBE) seeks applicants for a two year stipend under the Deeper Learning project, *Delivering on College, Career, and Civic Success*, which furthers its mission to strengthen policy making of state boards of education to ensure all students graduate high school with the knowledge, skills, and dispositions necessary to succeed in college, career, and civic life. The project is funded through the generous support of the William and Flora Hewlett Foundation.

Eligibility

Applicants are limited to state boards of education. Preference will be given to members of NASBE; however, all state boards are encouraged to apply.

Deadline

Wednesday, February 3, 2016 to acep@nasbe.org

Contact Information

For technical assistance with submitting this application, please contact Ace Parsi, NASBE Deeper Learning Project Director (acep@nasbe.org or 703-740-4823).

Background

Research and surveys of postsecondary faculty, employers, and civic leaders highlight a common trend: success in today's world requires students to not only master academic content, but also master essential competencies such as critical thinking, problem solving, effective communication, collaboration, and self-awareness and regulation. As NASBE's 2015 Education Leaders' Report about deeper learning policies and practices, *Deeper Learning: Policies for a 21st Century Education*, highlights, these competencies can be found in classrooms across the country and have been embedded within high quality learning and teaching practice for decades; the difference now is that current college, career, and civic readiness calls for all, not some, students to excel in these competencies. States across the country are moving boldly to ensure policies—ranging from how teachers are prepared to the results schools are held accountable to—that support these competencies are taken to scale. This opportunity is designed to increase state capacity to consider and act on policies that enable deeper learning for students across the state.

Key Relevant Publications

Deeper Learning: Policies for a 21st Century Education

NASBE Deeper Learning Study Group Report: The Learner and Learning: 2014 and Beyond

Innovation in Action: State Pathways for Advancing Student-Centered Learning

Timeline

Optional Bidder's Webinar: 3PM (EST), Wednesday, January 13th, 2016
Application deadline: Wednesday, February 3, 2016
Phone interviews for final candidates: Week of February 8th, 2016
Award date: February 15, 2016
Stipend duration: 21 months
Stipend start and ending dates: February 14, 2016-December 31, 2017

Stipend Parameters

Stipends ranging from $6,000 to $9,000 per year for two years will be awarded to 4 to 6 states as merited by application approval.

Application Components

The application will guide you through the completion of four components:

1. General Information
2. Readiness
3. Project Description
4. Purposes and Activities
5. Budget and Narrative

Strategies

Each stipend award will differ in its particular focus and attention. Under its deeper learning project, NASBE awards stipends in an effort to foster the use of these strategies:

1. **Deeper Learning Gap Analysis**: Identifying and analyzing the state's current strengths and weaknesses in supporting deeper learning as a means to advance awareness and policy action.
2. **Work Sessions on Deeper Learning Policy Review:** Facilitating meetings either among the state board of education or between state board of education members and other key stakeholders to identify actions necessary for policy development, alignment, and implementation that support student deeper learning.
3. **Communicating Effectively**: Promoting effective communication to inform the public and key stakeholders, ensure transparency, provide an avenue for feedback, and help build support and buy-in for policies that lead to deeper learning.
4. **Strengthening Partnerships:** Strengthening partnerships to provide a wide variety of support, including expertise, consensus building, joint communications and outreach to key stakeholders to inform and strengthen policies leading to deeper learning.

NASBE Support

NASBE will provide substantial support for states' project activities above and beyond routine stipend monitoring. Support for this project includes:

- Technical support for the development of stipend applications and overall implementation including through a January optional bidder's conference.
- Resources to grantees to conduct self-audit of state policy strengths and weaknesses in empowering schools and educators to facilitate deeper learning.
- Ongoing opportunities to foster networking, communication, coordination, and collaboration through connections with experts, peers, and NASBE staff working on similar issues.
- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period

Selection Considerations

1. *Readiness and Commitment*: Demonstration of board and state readiness and commitment for policy work in the area as documented in the application:
    a. Application approved by a state board vote prior to (or scheduled no later than two weeks after) the finalist phone interviews.
    b. Willingness to engage in professional learning related to the goals identified in application.
    c. The designation of a state board member liaison
2. *Equity:* The extent to which the board's consideration accounts for accommodations and considerations necessary to address the needs of traditionally disadvantaged students such as high poverty students, English Language Learners, students of color, and students with disabilities.
3. *Alignment*: The extent to which alignment is achieved between:

a. purposes and work plan components
b. previous related work and proposed stipend activities
c. state capacity and reasonable and realistic stipend activities

4. *Impact*: The extent to which activities measurably impact the board's policy making actions.

NASBE strives to serve all of its members and in so doing, reserves the right to consider equitable distribution of stipends among its regions.

Application Procedures

1. Submit the application by the deadline to acep@nasbe.org.
2. Demonstrate the commitment of the state board with the signature of the chair or vice chair
3. If selected as a finalist, participate in a phone interview with NASBE staff during the specified window.

STATE STIPEND APPLICATION

Deeper Learning: Delivering on College, Career, and Civic Success

GENERAL INFORMATION

1. State

Washington State

2. Name, Title, Phone and Email of State Liaison:

Linda Drake, Director of Career and College Readiness Initiatives, 360-725-6028, linda.drake@k12.wa.us

3. Name, Phone and Email of the lead State Board of Education member (if different from above):

Chair Isabel Muñoz-Colón, 360-725-6027, sbe@k12.wa.us

4. Is your state board a member of NASBE?

✓ Yes
☐ No

5. Date of State Board Vote on Application

The Board was informed of and voiced support for this work on career readiness during its January 13, 2016 board meeting. The Board's executive committee has been apprised of the application's development. The minutes of the January 13, 2016 board meeting note the Board's approval of moving forward with this work.

Demonstration of Commitment – Signature of the Chair of the Washington State Board of Education

APPLICATION QUESTIONS

1. *Needs*: Describe the top three specific needs of your state related to this issue.

1. **Shared Definition of Career Readiness:** Promote and raise understanding of Career Readiness across state education agencies by developing a common definition and memorandum of understanding. The work will begin with the State Board of Education (WA-SBE), Workforce Training and Education Coordinating Board, and Office of Superintendent of Public Instruction and expand collaboration to other partners as needed. The Board will work with peer agencies to identify gaps between current policy and policies that would promote acquisition of the skills and competencies necessary for students to be career ready. In alignment with the Board's 2015-2018 Strategic Plan Goal 1, the understanding will be developed with a lens on equity and with action to close achievement and opportunity gaps. A shared understanding of career readiness will lead to policies that promote opportunities for all Washington students to become career ready.

2. **Develop Roadmap of Implementation:** Align existing and future policy work across agencies to support a common understanding of Career Readiness. This work may lead to modification of state law, the state educational accountability system, and to College and Career Readiness initiatives that apply to all students, not simply students in Career Technical Education programs. During this policy work, the Board will intentionally examine how the policies can close opportunity and achievement gaps among the student groups in Washington State.

3. **Inform ESSA Policy Work:** Explore career readiness measures that are possible for inclusion in the state accountability system that complies with requirements of the Every Student Succeeds Act. WA-SBE staff will explore expanded career readiness measures for inclusion in the Achievement Index, used for state- and federal-level school accountability. Staff will also examine career readiness in the Indicators of Educational System Health, a set of measures ranging from early learning to post-secondary engagement that are used to update the Washington Legislature on educational system progress and recommend evidence-based reforms. Both the Achievement Index and Indicators of Educational System Health data are disaggregated by federal race/ethnicity student groups and the Former-ELL student group. The data are used in analysis of achievement and opportunity gaps, to recognize schools via the Washington Achievement Awards, and to identify Challenged Schools in Need of Improvement for state-sponsored required school improvement action.

2. *Previous Activities*: Briefly describe the significant activities of your state related to this issue?

During the January 2016 board meeting, the Board held a session on career readiness that involved the following: 1) an Adobe Connect presentation by NASBE staff Francis Eberle and Robert Hull on career readiness; 2) a board-to-board meeting between the WA-SBE and Washington's Workforce Training and Education Coordinating Board, and 3) a student board member presented on interviews of recent high school graduates on their experience with career readiness preparation in the high school and how it can be improved.

The Board has elevated the importance of career readiness in multiple parts of its 2015-2018 Strategic Plan.

The WA-SBE has long been an advocate and champion of College and Career Readiness for all of the children in Washington. In the 2015 legislative session, the Board was successful in its efforts to raise the state graduation requirements from 20 to 24 credits. The 24-credit framework is designed to provide the opportunity for students to be successful in a full range of postsecondary options.

The Board sets graduation cut scores for the state exit exam, which for English Language Arts and math are the Smarter Balanced assessments. The Board has grappled with the meaningfulness of the second "C" in "College and Career Readiness" as it relates to setting graduation cut scores and is eager to explore this topic further.

In the Indicators of Educational System Health, a set of measures developed by the SBE and multiple peer agencies at the behest of the Legislature, there is a measure of postsecondary engagement. This measure includes the percentage of recent high school graduates in college, employed, or in career training programs. The Board is responsible for goal setting on this measure and recommending evidence-based reforms to the Legislature to improve the postsecondary engagement, including career readiness, of high school students.

In the Achievement Index, the dataset component of the state accountability system, the Board has included a Career and College Readiness indicator. This indicator currently only includes graduation rate and Dual Credit participation, with plans to include Industry Certification. However, the staff and Board have been actively exploring career readiness measures that can be fairly and accurately measured across schools in the state.

3. *Equity*: Discuss how your project will account for the accommodations and considerations necessary to address the needs of traditionally disadvantaged students such as high poverty students, English Language Learners, students of color, and students with disabilities.

The Board regularly holds community forums at its board meetings that usually draw 40-80 participants, including students, community members, equity advocates, superintendents, and legislators. The Board also recently held a Diverse Communities Roundtable with approximately 60 participants from equity-focused organizations. The Board also receives public comments at each board meetings, from advocacy organizations with equity agendas as well as concerned members of the public. The Board will foster opportunities to listen to input and experiences from traditionally disadvantaged groups regarding career readiness at it engages in the Deeper Learning Project work. The self-audit of strengths and weaknesses of career readiness and competency-based crediting in Washington will help the Board to identify gaps in readiness and close them. The lessons learned from this project will result in action through possible rule-making, legislative action, and development of policy. These changes will seek to close gaps among student groups in career readiness.

4. *Capacity*: Describe the state board's capacity to accomplish the activities in this proposal. (In addition to financial and human resources, consider state experience in related areas, knowledge and interests of state board members, public will and interest, and other stakeholder expertise and capacity.)

The Board began work on defining Career Readiness in 2015 and began exploring how to align the policy work of state agencies to a shared definition. Board members have voiced strong support for this work as have members of the public. The Legislature has proposed bills during the 2016 legislative session to promote career readiness. Based on board member and stakeholder feedback, the time seems ripe for further work on career readiness. As a result of the career readiness session at the January 2016 board meeting, the Workforce Training and Education Coordinating Board and the Superintendent of Public Instruction are willing to partner with us on this important work.

The Board has the financial and human resources capacity to produce memos and presentations on the topic, invite peer agency representatives and experts to our regularly scheduled board meetings, and engage in communications outreach surrounding the topic. This stipend would allow the Board to engage in this work on career readiness through state-wide convenings, engage staff and board members in professional development opportunities to delve deeper into career readiness, and would allow the Board to engage in a broader outreach campaign that would reach more stakeholders around our large and diverse state.

The staff of the board has expertise on the subject, including the Director of Career and College Readiness Initiatives. All staff members have been engaged in the topic, are knowledgeable of 21st century skills or competencies, and are committed to Career and College Readiness.

PROJECT DESCRIPTION

1. The recent passage of the Every Student Succeeds Act (ESSA) ushered in a new era of education policy making where significant levels of authority returns to the states. ESSA empowers states to take the next leap in educational innovation on both individual issues such as assessments and accountability, as well as issues that cut across multiple policy areas such as competency-based education and blended learning. Through the deeper learning stipend, NASBE will help states advance increased levels of rigorous learning that students will need to succeed in college, career, and civic life. With this in mind, identify one FOCUS AREA you will be addressing by deleting the other options.

E. Coherent Systems Supporting Deeper Learning- this area is intended to bring greater coherence across the Pre-K-12 and postsecondary and workforce systems. Activities under this focus area can include state board strategic planning, policy audits across the Pre-K-12 and post-secondary systems, stakeholder meetings, adopting Memorandums of Understanding between Pre-K-12 and postsecondary systems, and aligning statewide data systems (Examples of states' work in this area include New England Secondary School Consortium states securing a pledge from over 60 New England institutions of higher education endorsing proficiency-based approaches to instruction, assessment, reporting, and graduation and the Tennessee SBE's adoption of new standards for work-based learning that connects students' K-12 experiences with workforce opportunities).

2. Briefly describe the proposed project. (250 words or less)

This work will engage a statewide partnership to develop a common definition of "Career Readiness" in the context of a broader definition of "Career and College Readiness." The Board will partner with the Workforce Training and Education Coordinating Board, Office of Superintendent of Public Instruction, and other peer agencies or organizations. The Board will host three meetings at rental facilities with invited representatives. Five members of the Board and staff will travel to a state that is leading the way on competency-based crediting and career readiness, possibly New Hampshire. Based on the self-audit analysis of the state's strengths and weaknesses regarding career readiness and the identification of potential actionable policy work, staff will make recommendations to the Board for possible rule-making or legislative action.

The Board is committed to working with NASBE staff and stakeholders within the state and nationally to share the results of this project.

The project will involve research by staff that culminates in the following deliverables:

- A written report to the Board on defining or understanding career readiness, its supporting competencies, analysis of equity and opportunity regarding career readiness, and potential measures of career readiness;
- Staff presentation followed by a panel of peer agency representatives or experts;
- Communications outreach materials;
- A self-audit of the state's strengths and weaknesses regarding career readiness and competency-based crediting, including consideration of equity for traditionally underserved student groups;
- A definition of "career readiness" documented in a memorandum; and,
- A list of recommendations for rule-making, legislative action, and state policies.

3. BUDGET

Line Item	Amount	Description
Personnel	**N/A**	**Existing WA-SBE staff will be assigned to this project.**
Consulting Services and Professional Fees	**N/A**	**No consultants will be used.**
Conferences, Conventions, and Meetings (facilities, food etc.)	**$8055**	**The following are meeting expenses for three meetings (two before the trip to a peer state and one after) with relevant Washington state agency or educational association representatives (15 people total attending the event) to work on career readiness and competency-based crediting:** • **Meeting space** based on rates at SeaTac airport conference center ($800 x 3 meetings = $2400) • **Catering** based on rates at SeaTac airport conference center ($500 x 3 meetings = $1500) • **Flights** for attendees from Eastern Washington ($250 x 4 people x 3 meetings = $3000) • **Mileage reimbursement** for attendees who are not flying ($35 x 11 people x 3 meetings = $1155)
Publications and Communications Vehicles	**N/A**	**Existing SBE resources will be used.**
Travel	**$6936**	**The following are travel expenses for a three-day trip for five people (board members and staff) to a peer state that is leading with competency-based crediting and career readiness to learn about successful competency-based crediting from state education officials. The following are based on travel to New Hampshire but the state of choice maybe subject to change:** • **Minivan rental** per day ($50 x3 days= $150) • **Airport parking** in SeaTac Airport ($11 x 3 days x 5 people = $165) • **Parking in peer state** ($40 x 2 cars x 3 days = $240) • **Mileage reimbursement** for driving to SeaTac airport ($35 roundtrip x 5 people = $175 • **Checked baggage** ($25 x 5 people = $125) • **Hotel** based on NH rates ($95 x 5 people x 2 nights = $950) • **Food** based on NH rates ($64 x 5 people x 3 days = $960) • **Airfare** based on NH rates ($834.20 x 5 people = $4171)
Other:	**N/A**	

Other:	**N/A**	
TOTAL	**$14,991**	**$8055 of this amount would cover the costs associated with three meetings of state agency or organization representatives to develop a career readiness definition or memorandum of understanding and either a list of recommendations for possible rule-making or legislative action. The remaining $6936 of this amount would cover the costs associated with sending five members of a team to a leading state to learn about successful competency-based crediting and career readiness.**

CHARTING THE WORK

Utilize one to three of the following charts and fill in as instructed here:

1. FOCUS AREA: Copy the bolded heading of the "Focus Area" identified above. This will be *the same* for every chart.
2. STRATEGY: Copy the bolded area from the "Strategies" section above. Please use a new chart for each new strategy (up to three strategies in total), so this line will be different for every chart.
3. GOAL: Include a goal that summarizes the intended outcome from your activity or activities and incorporates the language of your Focus Area and your Strategy.
4. ACTIVITIES: Complete the chart with activities, dates, people, outcomes and measures of success in the appropriate places.

Required Components: Be sure to include these requirements in appropriate places:

- Commit to a minimum of one policy action by the state board on a directly-related issue.
- Identify a liaison who communicates with the NASBE project director at least every other month.

CHART ONE					
FOCUS AREA: Coherent Systems Supporting Deeper Learning					
STRATEGY: Strengthening Partnerships					
GOAL: Establish a definition or memorandum of understanding of career readiness among relevant peer agencies, including the Workforce Training Board.					
Activities	**Begin Date**	**End Date**	**Person Responsible**	**Outcome and Measures of Success**	**Connections to Other Purposes**
The Board will build on its partnership with peer agencies by hosting three meetings at a rented facility with invited representatives. Two meetings will take place in the first year of grant and one meeting in the second year of the grant after visiting a peer state that is leading in career readiness and competency-based crediting.	2/14/16	12/13/17	Linda Drake, Parker Teed	Buy-in and agreement from the Workforce Training Board. Creation of the definition or memorandum of understanding.	
Attain buy-in and agreement on a definition of Career Readiness from the Workforce Training Board and Superintendent of Public Instruction. Workforce Training Board members attended the January 2016 WA-SBE meeting to initiate this work. The state Superintendent of Public Instruction was also present.	2/14/16	12/13/17	Linda Drake; Parker Teed	Buy-in and agreement from the Workforce Training Board.	
Staff prepare a memo to the Board that is based on research into the definition of career readiness and its supporting competencies. Competency-based crediting research may also be addressed in this memo.	2/14/16	9/1/17	Linda Drake; Parker Teed	Sharing the analysis with the Board and relevant stakeholders.	

CHART TWO

FOCUS AREA: Coherent Systems Supporting Deeper Learning

STRATEGY: Work Sessions on Deeper Learning Policy Review

GOAL: Complete a list of recommendations to the Board on possible rule-making or legislative action to support career readiness and competency-based crediting.

Activities	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Other Purposes
The Board will build on its partnership with peer agencies by hosting three meetings at the SeaTac airport with invited representatives.	2/14/16	12/13/17	Ben Rarick	Completion of a list of recommendations to the Board on possible rule-making or legislative action. Action taken.	Interagency alignment.
Explore additional indicators of career readiness for inclusion in the Washington Achievement Index, the state's accountability system, as allowed under the Every Student Succeeds Act.	2/14/16	12/13/17	Andrew Parr, Parker Teed	Consideration by the Board of additional indicators for the Index.	

CHART THREE					
FOCUS AREA: Coherent Systems Supporting Deeper Learning					
STRATEGY: Deeper Learning Gap Analysis					
GOAL: Conduct a self-audit of the state's strengths and weaknesses regarding career readiness and competency-based crediting, including consideration of equity for traditionally underserved student groups. Share the results of this self-audit with the Board and relevant stakeholder groups. Share lessons learned on competency-based crediting from a trip to another state that is taking a lead on competency-based crediting					
Activities	**Begin Date**	**End Date**	**Person Responsible**	**Outcome and Measures of Success**	**Connections to Other Purposes**
Five staff or members of the Board will travel to a state that is leading on career readiness and competency-based crediting to meet with state officials. This will take place after the first two meetings with peer agencies in Washington and before the third meeting.	8/1/16	10/31/17	Linda Drake; Parker Teed	Completion of summary of information learned during visit to a leading state. Intended outcome is integrating successful competency-based crediting practices into Washington's system.	Informs the Board's work on competency-based crediting in support of career readiness. Learn from a leading state on how to close gaps in equity among student groups regarding career readiness.
Staff will work on a self-audit of the state's strengths and weaknesses regarding career readiness and competency-based crediting, including consideration of equity for traditionally underserved student groups.	2/14/16	12/13/17	Andrew Parr; Parker Teed	Completion of self-audit; identification of gaps and equity issues.	

THE WASHINGTON STATE BOARD OF EDUCATION

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

DRAFT

March 10, 2016

TO: Members of the Every Student Succeeds Act (ESSA) Accountability Workgroup

FROM: State Board of Education (SBE)

RE: Input on the Statewide Accountability System for the ESSA State Plan

The SBE appreciates your initial input on the statewide accountability system for the ESSA state plan and your willingness to devote your time and expertise to this workgroup. Your feedback will be instrumental in developing a unified state and federal accountability system. The SBE will be seeking input on other topics integral to the accountability system to be included in the ESSA state plan, but is first seeking input on these three important topics.

Focusing questions for the April ESSA Accountability Workgroup meeting:

1. English Language Learners
   In measuring progress in English language proficiency for establishing long term goals and for the system of school differentiation, what measure(s) should be used?

2. Student Success and School Quality
   In using valid and reliable measures of student success and school quality (other than test scores) for the system of school differentiation, what measure(s) should be used?
   a. Survey data – student, parent, and or staff
   b. Other data – exclusionary discipline, chronic absenteeism, dual credit participation, other?
3. Long term Goals
   In establishing ambitious and achievable long term goals for the statewide accountability plan and per RCW 28A.305.130 (4) (a), adopted by rule in WAC 180-105-020, and learning from Adequate Yearly Progress that 100 percent proficiency is an unrealistic goal, what goal setting approach should be used?