

**November 9–10, 2011**

## **AGENDA**

### **Wednesday, November 9, 2011**

**8:30 a.m. Call to Order**

Pledge of Allegiance

Welcome – Dr. Twyla Barnes, Superintendent, ESD 112

Agenda Overview

**Consent Agenda**

The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special Board discussion or debate. A Board member; however, may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Private Schools (**Action Item**)
- Approval of September 14-15, 2011 Meeting Minutes (**Action Item**)
- Basic Education Compliance (**Action Item**)

**8:45 a.m. Strategic Plan Update**

Mr. Ben Rarick, Executive Director

Mr. Aaron Wyatt, Communications and Legislative Director

**9:00 a.m. BEA Waiver Criteria**

Ms. Sarah Rich, Research Director

**10:30 a.m. Break**

**10:45 a.m. Outreach and Feedback on Proposed SBE High School Graduation Requirements and Credit Definition Rules**

Dr. Kathe Taylor, Policy Director

Mr. Aaron Wyatt, Communications and Legislative Director

**11:30 a.m. Public Comment**

**12:00 p.m. Lunch and Teacher of the Year Recognition**

Mr. Mark Ray, Teacher of the Year, Skyview High School, Vancouver

**1:00 p.m. Public Hearing – Proposed Amendments to WAC 180-51-066 (High School Graduation Requirements) and WAC 180-51-050 (Definition of High School Credit)**

**1:30 p.m. Governance Draft Work Plan Discussion**  
Mr. Ben Rarick, Executive Director

**2:15 p.m. Common Core Standards Update and Impacts on Assessment Policy**  
Dr. Kathe Taylor, Policy Director  
Ms. Jessica Vavrus, Assistant Superintendent, OSPI

**3:30 p.m. Joint Discussion – With Professional Educator Standards Board**  
Mr. Ronald Mayberry, Principal, Internet Academy, Truman High School  
Ms. Sue Collins, Principal Owner, CollinsConsults

*“The impact of virtual learning on school funding, basic education regulations, and educator licensure and professional development practices.”*

**5:30 p.m. Joint Dinner with PESB Board and Student Musical Performance – Evergreen School District**  
Mr. Joel Karn, Director, Heritage High School Chamber Choir  
Students, Heritage High School Chamber Choir

**Thursday, November 10, 2011**

**8:00 a.m. Preparing Washington State Students**  
Mr. Matthew Spencer, Student Board Member

**8:15 a.m. Alternative Learning Experience – 2011 Session Issues**  
Mr. Ben Rarick, Executive Director

**9:00 a.m. Transitional Bilingual Formula Proposal and Legislative Update**  
Senator Joseph Zarelli, 18<sup>th</sup> Legislative District

**10:00 a.m. Break**

**10:15 a.m. State Transitional Bilingual Policy**  
Dr. Kathe Taylor, Policy Director  
Ms. Isabel Munoz-Colon, Program and Policy Advisor, Office for Education

**11:15 a.m. Washington STEM Center Partnerships**  
Ms. Julia Novy-Hildesley, Executive Director, Washington STEM  
Ms. Heidi Rhodes, Secondary Math Specialist, Evergreen Public Schools

**12:00 p.m. Lunch**

- 1:00 p.m. School Improvement Grant/Required Action District Update**  
Mr. Dan Newell, Assistant Superintendent, OSPI  
Ms. Erin Jones, Assistant Superintendent, OSPI  
Mr. Bill Mason, Director, School Improvement, OSPI
- 1:45 p.m. ESEA/NCLB Waivers and Discussion**  
Mr. Randy Dorn, Superintendent of Public Instruction, OSPI  
Ms. Sarah Rich, Research Director
- 2:45 p.m. Break**
- 3:00 p.m. Public Comment**
- 3:15 p.m. Business Items**
- Proposed Revision to SBE High School Graduation Requirements Rule WAC 180-51-066 with New Section WAC 180-51-067, and Credit Definition Rule WAC 180-51-050 (***Action Item***)
  - Waiver Criteria (***Action Item***)
  - 2012-2013 Meeting Dates/Locations (***Action Item***)
- 4:00 p.m. Adjourn**

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

November 9-10, 2011  
Educational Services District 112  
Vancouver, Washington

## MINUTES

### **Wednesday, November 9, 2011**

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer (14)

Members Absent: Mr. Jack Schuster (excused) (1)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Ashley Harris, Mr. Aaron Wyatt, Ms. Colleen Warren (7)

The meeting was called to order by Chair Vincent at 8:30 a.m.

Dr. Twyla Barnes, ESD 112 Superintendent, welcomed the Board to Vancouver and introduced her executive team. She gave an overview of the responsibilities of the ESD.

### **Consent Agenda**

**Motion** was made to approve the Consent Agenda:

- September 14-15, 2011 Board meeting minutes
- Basic Education Compliance of the state's 295 districts

**Motion** seconded

**Motion** carried

The private schools approval was moved to the Business Items on November 10, at the request of Ms. Frank.

### **Strategic Plan Update**

Mr. Ben Rarick, Executive Director

Mr. Aaron Wyatt, Communications and Legislative Director

At the September meeting, Chair Vincent instructed staff to begin a review of the 2011-2014 Strategic Plan. The proposed revisions to the Strategic Plan were included in the FYI packet for Members to review. Mr. Rarick provided a review of the work thus far and encouraged Members to consider the revisions prior to an anticipated January 2012 work session.

### **Waiver Criteria**

Ms. Sarah Rich, Research Director

In response to recurring concerns about 180-day waivers, staff has analyzed the 180-day waiver request process and recommends setting specific criteria and parameters around these types of waiver requests.

Ms. Rich gave an overview of the current options for waivers from the 180-day requirement. The options include:

- Option One is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. This option requires Board approval. There are currently 49 districts with Option One waivers for the 2011-12 school years and beyond, down from 66 districts in 2010-11.
- Option Two is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this Option in 2009. This waiver will expire after the 2011-12 school year.
- Option Three is a fast track process implemented in 2010 that allows districts meeting eligibility requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Thirty districts have Option Three waivers for school years 2011-12 and beyond, up from seven in school year 2010-11.
- Innovation Waivers are a result of HB1546. Statewide, up to 34 applications for designation as innovation schools/innovation zones will be approved by Educational Service Districts and the Office of Superintendent of Public Instruction. Two types of schools, zones, and programs are authorized in the legislation:
  - ✓ Those focused on the arts, science, technology, engineering, and mathematics.
  - ✓ Other innovative schools, zones, and models that implement instructional delivery methods that are engaging, rigorous, and culturally relevant at each grade.

A special Board meeting is scheduled for February 23, 2012, to review waiver requests that are included in the innovation applications. According to HB1546, the Board shall grant these waivers unless it is likely to decrease student achievement.

Three solutions were presented for discussion:

Solution A would eliminate Option One entirely and leave Options Two, Three, and Innovation waivers in place. The impact to the field would be that districts that have a persistently lowest-achieving school would not be eligible to apply for a waiver at all. These waivers cannot be renewed unless the district increased student achievement on state assessments in reading and mathematics for all grades tested, reduced the achievement gap for student subgroups; and improved on-time and extended high school graduation rates (only for districts containing high schools). For districts that do not meet these conditions, current WAC language indicates that they could apply for an Option One waiver, which under this solution would be eliminated. Therefore if this solution is selected, the SBE may want to revisit the conditions under which a district can renew their Option Three waiver. The language in WAC 180-18-050 would need to be edited to reflect the elimination of Option One. A further decision would be whether SBE intends to include parent teacher conferences as an acceptable use of a waiver day because it is not currently listed as acceptable under Option Three.

Pros: Solution A would tighten up the waiver criteria so that districts can only receive a maximum of three waiver days for specific activities. Districts seeking waivers for innovative schools can apply for a waiver through the innovation process.

Solution B would maintain all current waiver options but would cap the number of days available in Option One at five. Most of the current Option One waivers are for five or fewer days already, so this solution will have only a modest impact on future waivers.

Pros: Solution B would address the concerns that arise when districts present waiver requests for a significant number of days.

Solution C does not cap days for Option One. Other than the changes that are common to all solutions, as outlined above, there are no changes.

Pros: Solution C retains the greatest degree of local control for districts. Districts would have discretion to apply for as many waiver days as needed.

The review of Board input from July 2011 and September 2011 were presented as follows:

Topic	July Board Input	September Board Input
<b>Instructional Days</b> Should SBE cap the number of waiver days allowable under Option One?	Yes, cap at five days.	No cap as long as districts meet 1,000 instructional hours.
<b>Instructional Hours</b> Should SBE require districts applying for a waiver to provide evidence of 1,000 average hours and provide a calendar?	Yes.	Yes.
<b>Accountability</b> Should SBE require a Summary Report on implementation of past waiver days (agendas, amounts of time spent, how waiver days impacted student achievement)?	Yes, and require district staff to report to their local school boards.	Yes, and require district staff to report to their local schools boards.
<b>Conferences</b> Should districts be granted waivers for parent teacher conferences?	No clear consensus.	Yes.

Four recommended changes (regardless of the solutions above) were presented as follows:

1. Instructional Hours: Districts requesting any 180-day waiver will provide a school calendar and explanation of how they calculate 1,000 instructional hours.
2. Accountability: Districts will provide a summary report upon completion of a waiver to include agendas, amounts of time spent, and types of activities. Districts are required to report this information their school board.
3. Conference: Add language to Option Three rule to include parent/teacher conferences as an acceptable use of a waiver day.
4. To address potential cuts to the 180-day school year: Add language to the Option Three rule to reflect the motion language used for approval of Option One waivers if the Legislature reduces the number of school days. This would reduce the number of waiver days by the number of days a district reduces its school calendar.

The Members asked staff to bring criteria for approving waivers to the January 2012 meeting. The Board will review draft rules in January and may review and approve rules in March 2012.

**Outreach and Feedback on Proposed SBE High School Graduation Requirements and Credit Definition Rules**

Dr. Kathe Taylor, Policy Director  
Mr. Aaron Wyatt, Communications and Legislative Director

In November 2010, the Board approved Washington Career and College Ready Graduation Requirements. The framework reflected the Boards efforts to:

1. Prepare students for postsecondary education, gainful employment, and citizenship.

2. Prepare Washington students at levels comparable to students in other states.
3. Align better with entrance requirements at Washington's public postsecondary institutions.

The Board was asked to consider whether to take the first step in moving the state forward on this new framework by adopting changes to the graduation requirements rule, WAC 180-51-066 and to the definition of a credit rule, WAC 180-51-050. Only those changes determined by the Office of Superintendent of Public Instruction (OSPI) to have no fiscal cost were put forward. The changes determined by OSPI to have no fiscal cost assumed that the total credits (20) already required in rule for the Class of 2013 would remain the same, but would be reconfigured in the following ways:

- Increase English from 3 to 4 credits.
- Increase social studies from 2.5 to 3 credits, including .5 credits of civics.
- Reduce electives from 5.5 to 4 credits.
- Clarify that 2 credits of health and fitness means .5 credits of health and 1.5 credits of fitness.
- Make Washington State History and Government a noncredit requirement that must be satisfactorily completed.
- Add a "2 for 1" policy to allow students who take career and technical education equivalent courses to satisfy two graduation requirements while earning one credit.

In addition, OSPI determined that there would be no fiscal cost if the Board removed the 150 hour definition of a credit to permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.

An outreach campaign was implemented in September and October 2011 to maximize opportunity for input prior to the graduation requirements rule revision language vote. Staff contacted several publics, including the Washington State School Directors' Association (WSSDA) and school districts affected by the credit changes.

Staff consolidated feedback and shared the responses with Members before and during the meeting, allowing time for members to discuss the issues raised. Members also discussed feedback received during the regional WSSDA meetings held in September and October.

### **Public Comment**

#### **Dennis Kampe, Clark County Skills Center**

Mr. Kampe presented a two pathway proposal for high school graduation as follows:

1. Four-year College or University Pathway – the SBE proposed a pathway with a recommended title change from "Career and College Ready Pathway" to "Four-year College and University Pathway."
2. Community and Technical College and Technical Employment Pathway – a proposed additional pathway.

Mr. Kampe gave an overview of the credits listed for each pathway. He commended the Board for their work and asked them to consider the two pathways.

#### **Janet Quinn, Northshore School Board**

Ms. Quinn suggested that the Board reconsider the 2016 implementation timeline, as districts may need more time. Northshore School District has four high schools, including an alternative high school, and one of the high schools currently requires four credits of English. The others require three credits of English. While over 80 percent of Northshore students currently take a fourth credit of English, approximately 225 students do not. Making this a requirement is an unfunded mandate. Northshore currently spends over \$18 million annually on unfunded mandates, which represents about 10 percent of its budget. It is estimated that Northshore will lose another \$4 million, based on the Governor's budget. Ms. Quinn does not know what will

be the final straw that breaks the camel's back, but she believes the District is at the breaking point now. Northshore has amazing educators and the District is continually asking more of them and they respond. At some point they won't be able to do it anymore and that point is now. The District is struggling to hold on to opportunities for students as requirements increase and funding decreases, which the District can't continue to do. She urged the Board not to add another unfunded mandate, which is what this would be. Students need elective options as well.

Cari Pepper, Mountain View High School

Every decision made about education affects the classroom. Ms. Pepper believes in rigor for herself and her students. She gave an overview of her education and accomplishments in education. Her student population is diverse and requires significant intervention, yet with a cap of 34 students and class periods of 50-55 minutes, she has approximately over a minute with each student. Standardized testing conservatively takes over three weeks of classroom instruction time away. There is no more money for professional development; training and support for ELL and special education inclusion; and rigorous, up-to-date, engaging books and resources. The original language of CORE 24 was that no new mandates would be implemented without funding – there is no funding for this. Every decision made about education affects the classroom.

Ed Madden, Private Citizen

It is the paramount duty of the state to provide an education for all children. Mr. Madden thanked the Board for their important service. He discussed the SBE web page, including the responsibilities of the Board and the vision statement. The proposed pathway for graduation requirements disregards the mandate of the constitution. He suggested that the Board acknowledge that a college degree is not the only mode for success.

Marie Sullivan, Washington State School Directors' Association (WSSDA)

After the active conversation on waivers today, Ms. Sullivan is concerned about next steps. The public didn't get a chance to see materials until yesterday in the late afternoon. It's difficult to get districts to come and talk about waivers because of it. Before going any further on waivers, Ms. Sullivan asked the Board to consider a work session on waivers, invite districts to share their perspectives. She's not sure when more funding will be coming for K-12. Nobody knows where it's going to end up. There needs to be an understanding of what local levy districts can handle. She's concerned about adopting the four criteria for January waivers. There may be districts applying in January, so changing the rules now without letting them know what the Board is planning is a disservice to the districts. Consider the implications that changes would have for them.

Courtney Hoover, Vancouver School District

As a ten-year CTE teacher, Ms. Hoover has seen more and more infringements on electives. This needs to stop. We used to have full preparation pathways in the high schools. Students could take four years and levels of wood shop, video production, business and accounting, sciences, and English. Ms. Hoover took mythology as an English elective in her senior year in high school – not because it was required, but because it was something she was interested in. Students need the option to take up to four years of any subject if it is their passion, or even if they just want to see and make sure it is their passion. High school should be for exploring, taking electives, and deciding what career interests students. High school students also need to know that not everyone has to earn a degree from a university. There are many other ways to earn their way into a company and up a ladder. Ms. Hoover enjoys sharing with her students that she is a high school teacher without a degree. Although education is one field that is rare to get into without a degree, there are many fields that do not require it.



### Carol Sandison, Vancouver School District

As a biology teacher, Ms. Sandison sets up labs for 160 students on a daily basis in addition to teaching students. Due to budget cuts, more custodial work becomes the responsibility of the teachers, who are already overloaded with a larger numbers of students. There are a high number of students who don't know how to read and who are struggling, which makes it difficult to give all students the attention they deserve. All students need a well-balanced education and life, which isn't happening now. Ms. Sandison encouraged the Board to remember the technical fields as well when considering graduation requirements.

### Louis Watanabe, Coalition for Refugees and Immigrants

Mr. Watanabe referenced the letter sent to the Board before this meeting. He said that policy does not make education. If there are no resources to back up the need, it won't be successful. Can the Board do something with policies to make them more effective, such as a local option? Is there a way to certify individuals in the communities who teach their own language to their children? Is there a way to certify that in the district? Is there a way to provide more English language opportunities for students? He asked the Board to look at the big picture when talking about policies. There is little autonomy in the front lines making a difference for students. Mr. Watanabe referenced a book entitled "Creating Significant Learning Experiences," which asks 'what do we want our kids to learn and remember.' Clarification is needed to achieve successful students.

### Beth Ann Back, Clark County Skills Center

Ms. Back encouraged the Board to think about the comments made by Mr. Kampe in his public comment regarding the suggestion of a two pathway proposal for graduations requirements. It would allow for a much more well-rounded workforce. If and when the Board chooses to have the two pathways – how will it be communicated in the schools to ensure that the message is clear and concise?

### Teacher of the Year Recognition

Mark Ray was introduced as the 2012 Washington State Teacher of the Year. Mr. Ray is a teacher- librarian at Skyview High School in Vancouver. Mr. Ray has spent most of his 20 year career in the same district. He believes passionately that teachers must begin stepping into more leadership roles and embrace the risk of trying something new if we are to meet the educational imperative of educating a new type of student and create a truly 21<sup>st</sup> century school system. Mr. Ray answered questions from the Members and was congratulated on his accomplishments. He provided feedback from his colleagues who wanted to share their concerns.

### Public Hearing – Proposed Amendments to WAC 180-51-066 (High School Graduation Requirements) and WAC 180-51-050 (Definition of High School Credit)

Chair Jeff Vincent

At 1:00 p.m., public notice was given in accordance with the law for the State Board of Education to hold a public hearing regarding proposed revisions to SBE High School Graduation Requirements Rule WAC 180-51-066 with a new section WAC 180-51-067 and credit definition rule WAC 180-51-050.

### Public Hearing Comments

#### Ben Caldwell, Student, Vancouver School of Arts Academics (VSAA)

Mr. Caldwell said that writing is his world and has been an integral part of his life since the day he first picked up a book and began reading. Because of the joy of reading, he realized that there was no other way to continue the adventure of reading then by writing his own novels, stories, and poetry. Should students give up because there's nothing in math, chemistry, or English that speaks to them enough to keep trying? Hope, an artistic vision, a dream, an American dream drives the ambition of many students today. Mr.

Caldwell encouraged the Board to show these students what they've been missing. Students should be given the opportunity to experience art, to analyze it, to criticize it, to interact with it, to appreciate it, and most importantly – to create it. Each generation has a handful of artists that defines it and a sea of lost souls who never had the chance to express that fundamental part of themselves. He asked the Board not to let them go to waste. If the Board reduces the number of required elective credits for schools then it will never click for many students and they'll give up before they realize what they're made of and what they can be. If elective credits are reduced, less will be asked of students who can give so much more. More and more Mr. Caldwell's generation closes its ears, eyes, and mind to the education their teachers are presenting to them. They decide they can't learn, won't learn, or that they just don't care. Art classes are all about thinking outside the box, looking for relevance and meaning, thinking critically and existentially. Many students need this. They need fewer diagrams and more portraits, less assigned reading and more staged reading, fewer lectures and more discussion – this is how they learn. He asked the Board to please help the students.

Kaitlin Lee, Mountain View High School

Ms. Lee talked about the concerns of removing music credits. She gave examples of how music impacts students now and in the future. Students should be allowed to choose their classes to assist them in planning their future endeavors.

Wendy Rader-Konofalski, Washington Education Association (WEA)

If the Board can fund it, great; if not, don't take pieces of it and push them forward under the pretense that it won't have a cost to schools, students, and teachers or that the integrity of the whole proposal will not be unbalanced to the detriment of the arts, music, CTE, and the whole child. WEA has never opposed CORE 24, but it has always said that a new graduation requirements package will work only if fully funded as a full package and in addition to full and adequate funding for the current requirements. Moving forward with reforms even incrementally with no extra funding or resources fits into a long and unfortunate tendency in this state, which was concluded in our gradually becoming 47<sup>th</sup> in the nation in per pupil funding today. The stark reality is that billions of dollars have been cut out of an already underfunded basic education system. More will be cut this year. Counselors are being cut. After school programs, summer school programs, programs for the ELL students, math preparation are all being slashed; classes are larger than ever. Kids are in need of wraparound services more than ever before because of increased homelessness, unemployment in their families, loss of health care, and a sense of stability in their lives. We know that this is frustrating to the Board because it makes the goals of CORE 24 even more distant. Frustrated doesn't even begin to describe how our teachers and education support staff feel. WEA asks the Board to resist the temptation to piecemeal its plan because it will undermine the balance and integrity of the Board's vision. It means that if only English and social studies move forward then the arts, physical education, band, shop, and other subjects that the Board meant to put on equal footing, will not be, and the balance will be disrupted to the detriment of the whole child. What can we do now that doesn't cost money that could help our students' right now? Listen to teachers. They know what they are talking about, as Mark Ray and the other teachers who spoke today show.

Deborah Heart, Washington State School Directors' Association (WSSDA)

Ms. Heart spoke regarding the proposed rule change. In her capacity as President of the Washington State School Directors' Association, she has heard from directors across the state regarding the Board's proposed change to graduation requirement rules. It was an agenda item at all of the latest WSSDA regional meetings, during which directors expressed concern over the erroneously labeled "non-fiscal" impact. Bunker Frank, Connie Fletcher, Steve Del Porto, and Bob Hughes were also in attendance and can substantiate her testimony. Given the state of our economy and increasing budget cuts, public schools are making difficult choices at the expense of our children, who will experience fewer electives and enrichment programs as districts balance diminishing resources to meet federal and state edicts. Now is not the time to increase costs. She suggested that it is better to focus on efficiencies that will enhance student achievement rather than minimizing local governance. She recognizes that only a portion of districts

currently do not meet the proposed credit increases but stipulate that each of those districts will incur additional costs to implement the proposed changes. Goldendale School District currently requires 24 credits to graduate but only 3 in English. The District will have to hire additional certificated staff, encumbering between \$68,000 and \$72,000 per annum plus over \$10,000 for additional curriculum. The District already spends almost \$2,300 per student and cannot foresee from where additional monies may be allocated. As a Goldendale school director, this concerns her. As President of WSSDA, it concerns her to a greater degree. She implored the members of the Board, not to implement anything that will change credit requirements at this time. If however, the Board is compelled to adopt these requirements, she asked it to make them voluntary in nature rather than compulsory. This will allow local district flexibility.

Marie Sullivan, Washington State School Directors' Association (WSSDA)

WSSDA supports the WAC 180-51-050 but is not in support of the changes to the WAC 180-51-066. Ms. Sullivan asked the Board not to proceed. WSSDA heard about local impact and feedback from members at the regional meetings. WSSDA considers changes to be an unfunded mandate. Until we have a better sense of how much local levy dollars are available, the proposed rule changes should not move forward. Asking the question of how many would be impacted that don't have the local levy funds would have been a good question to ask. Some districts have a huge amount of mobility, which impacts students coming from other districts. She encouraged the Board, when working through the changes, to use the Concise Explanatory Statement. She asked the Board to consider carefully the change to the Washington State history requirement as voluntary.

Bob McMullen, Association of Washington School Principals (AWSP)

AWSP is concerned that the Board's proposed changes to the graduation requirements and credit definition rules will increase the underfunding impact upon Washington's schools and districts by further diminishing learning resources and adversely impacting education outcomes for children. For the last several years, Washington has not adequately supported public education, leaving districts with fund shrinkages that impact expected education delivery. More children have fewer teachers, counselors, specialists, and aides to assure all are learning. More children have fewer building administrators to assure schools are effective, caring and safe places. There are fewer and older materials from which to learn. Children have fewer opportunities for intervention and enrichment. There is a general agreement that enactment of the proposed graduation requirements and credit definition changes will be beneficial and are long overdue. The principals have stated that continued stalling of the graduation requirements changes is frustrating to everyone and needs to be pushed ahead; however they are facing the harsh realities of underfunding in their own building, unable to offer additional language courses to increasing numbers of students preparing for college entrance.

Bruce Caldwell, Washington Music Educators Association

Mr. Caldwell encouraged the Board to delay and provide further review of the proposed reduction in elective opportunities for students. Although music education will be negatively impacted by such a decision, the Washington Music Educators Association is concerned that student intellectual and personal growth in all areas can be impacted by a narrowing of the curriculum. The primary concern is that the elective program is already under fire in many districts that have graduation requirements above and beyond those imposed by the state. Those added requirements will ultimately be taken from the electives, thus diminishing the choices for students to select classes of particular interest to them and their future plans. It's important that the ultimate decision makes it clear that electives are inviolate and are truly available for the students to choose. It is very appropriate to require that students take electives, which might be beginning classes in a new subject to the student or advanced classes in an already studied area of special interest. It is inappropriate for the districts to take away electives in order to meet other requirements. That is not helping our students achieve their true individual potential. Mr. Caldwell encouraged the Board to delay the decision and re-examine the impact it could have on students, programs, and the future.

Wes Pruitt, Workforce Training and Education Coordinating Board

The proposed graduation requirements establish a career concentration as a default requirement and will provide the flexibility for students to prepare for their career of interest by concentrating in career and technical education coursework. Adoption of the two-for-one rule proposed by the Board will also assist students who intend to concentrate in Career and Technical Education coursework. The proposed new rules for the Culminating Project will provide students with an opportunity to apply their academic skills in a real world context and an opportunity to learn competencies needed in the work. The Workforce Board endorses the Board's proposal for requiring two credits of a career concentration in the college and career ready graduation requirements, the proposed two for one policy for career and technical education courses deemed equivalent to core academic courses and the proposed rules for the High School and Beyond Plan and the Culminating Project. The Legislature should re-prioritize state spending to accommodate the fiscal impacts of these new requirements.

Patty Wood, Kelso School Board

Ms. Wood asked the Board not to make a change to 180-51-066 at this time. This is an unfunded mandate and it will require districts to invest resources. None of us are opposed to a rigorous education system; philosophically she doesn't know anyone who doesn't want that. In reality, school districts are trying to get there. Her concern with this change is the narrowing of the definition of "core" and the diminishing opportunity for electives. Who is to say that this definition of "core" subjects is more relevant and critical to the success of our soon-to-be-released young citizens than another, such as a fourth year of English diagramming sentences and reading or a communications class in public speaking? She believes public education is the foundation of our society and the means by which we create our citizenry. The single most important service we can provide our students is to teach them how to think for themselves, how to acquire the skills and knowledge necessary to keep them relevant, engaged, and employed 15 years from now when the iPad is a relic and reading goggles take a new definition. She asked the Board not to narrow the options with short-sighted definitions of "core" and reduce our elective opportunity. She encouraged the Board not to implement a rule change to our graduation requirements.

Tim Knue, Washington Association of Career and Technical Education (WACTE)

Mr. Knue submitted a letter for the Board's information. Two years of conversation about graduation requirements and it looks like we're close to being finished. There's value in CTE courses for students who do not want a four-year degree. It's about timing, and Mr. Knue asked the Board to do whatever it can to support student choices. CTE is a college ready program and anything the Board can do to move forward with this will be appreciated.

Jana Carlisle, Partnership for Learning

Ms. Carlisle spoke on behalf of the Washington Roundtable and Partnership for Learning in support of the Board's moving forward now with the implementation of the high school graduation standards. Washington students are not prepared to compete with their counterparts nationally or internationally. This is evident in our NAEP, PISA, AP, and state standardized test scores and high two- and four- year college remediation rates. We import a high percentage of college graduates for many of our skilled family wage and technical jobs. Future education and family wage jobs are dependent on higher graduation rates and higher levels of career and college readiness skills among our graduates. Our young people require this strong foundation in order to have options after high school – whether apprenticeship, certificate, community college, or four-year college. Much of our current unemployment is attributable to a skills and jobs mismatch. It is called structural unemployment. The Washington Roundtable and Partnership for Learning urge the Board to take this first step – and it's only a first step – to implement the more rigorous graduation requirements. This is, and will remain, one of our key priorities. No more delays. Our kids need economic and education choices. This is not an either electives and CTE or higher graduation requirements decision. Districts can and have figured this out though it will and does necessitate working, scheduling, staffing, and delivering instruction and curriculum differently. We must work differently. It is possible to both raise the bar for students and

provide them with choices during and after they depart from secondary school. The Washington Roundtable and Partnership for Learning urge the Board to vote for students to have 21<sup>st</sup> century options.

Eric Withee, Stand for Children

Mr. Withee is in favor of increasing the graduation requirements and the removal of the 150 hour definition of a credit, which gives districts and students added flexibility in their preparation for post-secondary education. Stand for Children feels that competency is the most important marker of a student's ability to move on to a higher level of education, not necessarily the amount of time a student spends in class. Mr. Withee thanked the Board for its work in laying the groundwork for college and career readiness in Washington. The Board's continued push toward aligning graduation requirements with college entrance requirements has helped move Washington toward a system where all students leave high school prepared for the next level. He urged the Board to continue the push by implementing the no-cost increases to graduation requirements. The numbers are dismal in Washington State for college preparation. Twenty-eight percent of Hispanic students, 35 percent of Native American students, 41 percent of African Americans students, 50 percent of Caucasian students, and 61 percent of Asian American students are taking the courses needed to make them eligible for a public four-year school. In community colleges, over half of the students must take remedial classes at a cost of over \$18 million to those families who can least afford it and over \$65 million to an already financially anemic community college system. In the case of math, this does not account for the almost 30 percent of students who are not even taking math. These standards are really about preparing our students for the future that lies ahead of them and aligning our education system with economic reality in order to give students the best shot possible. In Washington, our economy is driven by technology and innovation; unfortunately our education system does not currently reflect this. By any measure, Washington is a leader in innovation. The Kauffmann Foundation New Economy Index placed Washington at number two of all states, behind only Massachusetts. The state is number one in the percentage of payroll going toward high technology jobs. Our economy is driven by a well-educated workforce. The problem is that this workforce is not our own children. Of 100 students entering grade nine, only 18 will complete a four-year degree within six years. Only half of our high school graduates move directly to college. Of the top ten high tech states, we rank last in both of these categories and well below even the national average. This is unacceptable. We cannot continue to watch our students fall through the cracks while we simultaneously bring tens of thousands of high skilled, technology driven workers into the state to fill the gap our education system has created. We cannot continue to lag behind the rest of the country in our high school requirements when there are amazing opportunities for our students' right in our back yard.

Lisa McFarlane, League of Education Voters (LEV)

McFarlane is testifying today in favor of passing the rule changes. LEV has fought for the last decade for the resources and reforms that schools need to provide ALL kids an excellent education. LEV's support for higher graduation requirements is unwavering. LEV has rented buses and brought the voice of parents, students, and community members to the Board meetings. LEV has testified alongside superintendents and school board members who have said this is the right thing to do. The Board has received 163 letters in support of this. Delay is not a strategy. The lion's share of districts did not wait for the state to get its act together on this issue because they saw it was in their students' best interests to better align high school graduation requirements with college entrance. Even Seattle, the largest district in the state (with a mountain of fiscal challenges) and a holdout by only requiring three years of English, supports raising graduation requirements in general and these rule changes in particular. The current construct is so bad for kids in Seattle that half of the high schools have raised their schools' graduation requirements. What is unconscionable is that the schools that have raised the bar are serving our higher income students and the schools with the lower bar are serving our most disadvantaged students. We all know that education is the fuel of growing healthy economies. We all know that increasing numbers of jobs will require a college degree or workforce credential. We hear a lot that not everyone needs to go to college. But, she urged the Board to consider the following:

- In 1970, 40 percent of the highest income quartile kids got a BA. In 2010, that number has doubled to 82 percent.
- In 1970, 6 percent of our lowest income kids had a BA. Forty years later, that number has risen only to 8 percent.

Not everyone has to go to college, but the rich have certainly figured out that their kids need to go to college.

#### Kevin Laverty, Mukilteo School Board

Mukilteo School Board is not in support of 180-51-066. The idea of raising standards has been out there for a period of time. We have not had the political will to have the conversation of funding and the help needed to move each child toward graduation and on to a meaningful career. He understands the Board's intention is not to create barriers; however, when reducing the flexibility and curriculum that local school districts have to provide a meaningful education to each child, flexibility is needed. This becomes an unfunded mandate. He asked the Board to allow districts the opportunity to get the students where they need to be for graduation. Focus needs to be placed on poverty to get those kids to where they need to be.

#### Mark Mansell, La Center School District

Dr. Mansell encouraged the Board to set the bar for districts. This is a very stressful issue for all districts. La Center School District took the challenge from the Board and moved forward. The District provided students the opportunity to continue with arts and set their own pathway. Not every district is at that same point. Mr. Mansell thanked the Board for setting the bar high.

The public hearing closed at 1:49 p.m.

#### **Governance Draft Work Plan Discussion**

Mr. Ben Rarick, Executive Director

Since September, the following developments have occurred:

1. Outreach to:
  - Stand for Children
  - Department of Early Learning
  - State Board for Community and Technical Colleges
  - Education Service Districts
  - Association of Washington State Principals
  - Washington Education Association
  - And others
2. Concept Development:
  - Website concept: indicator skeleton; concepts of interaction; back-end 'print and go' report structure
3. Technology:
  - What can we achieve with current resources?
  - What's an achievable goal?

Staff considered major concepts as follows:

1. Lead System Indicators:
  - Systems focus on key transition point indicators.
  - Limit to no more than three to five (less is more in this context).
  - Laser-like focus.
2. Foundation Indicators:
  - Detail metrics that build to the LSI.

- Example: What preconditions are necessary to support third grade literacy? (Affordable early care; basic skills inventory/K-readiness).
3. Performance Improvement Goals:
- Goals set to the indicators.
  - Term derives from SBE statute – obligation to set system goals.

Stages of the process are as follows:

- Stage One: design a blueprint.
- Stage two: develop indicators and establish goals.
- Stage three: convene stakeholders on system strategies.

Challenges include:

1. Technology – limits to what the SBE can achieve on its own. Site will initially be static until developer gets involved.
2. Legislative Session – funding reductions to SBE, coupled with the collective pre-occupation with events of session by stakeholders.
3. Naming Convention – is it a dashboard or a report card?

Discussion followed.

### **Common Core Standards and Impacts on Assessment Policy**

Dr. Kathe Taylor, Policy Director

Ms. Jessica Vavrus, Assistant Superintendent, OSPI

In preparation for implementation of Common Core State Standards (CCSS), Washington will need to consider several policy questions relative to graduation requirements and statewide assessments. At a minimum, the Board may elect to play a role in facilitating conversations about these issues in order to anticipate and be better informed about them.

The role of the Office of Superintendent of Public Instruction (OSPI) and state partners includes communication, coordination, and commitment. With the 2011 adoption of the CCSS in mathematics and English Language Arts, the state completed the first phase of its implementation strategy. OSPI has begun to build statewide capacity through Phase Two – development and alignment of resources and materials, while initiating Phase Three – teacher and leader professional development and classroom transition.

Phase Four – assessment of the CCSS – will begin in 2012-14 with a pilot of test items. Assessments aligned to the CCSS and administered in grades 3-8 and 11 should be ready for administration in 2014-15. The tests are designed to measure college and career readiness; cut scores will be set in August 2014 by the SMARTER Balanced Assessment Consortium (SBAC), a consortium of states to which Washington belongs. SBAC will also develop optional interim assessments that could be administered in grades 9 and 10 to provide feedback on student progress.

The introduction of a new assessment system brings with it a series of interesting policy questions, particularly at the high school level. Two fundamental questions are, “Will the new CCSS 11<sup>th</sup> grade assessments supplement or replace the state’s assessments in reading, writing, and math? Will proficiency on the new CCSS 11<sup>th</sup> grade assessments become a graduation requirement, and if so, what level of proficiency will be expected?” In 2015, the state assessment system in high school could include some or all of the assessments in the following table.

## 2015 High School State Assessments

Purpose	Level	English/Language Arts	Math	Science
Graduation	High school	HSPE in reading and writing	EOC in algebra and geometry	EOC in biology
		and/or		
Federal Accountability	11 <sup>th</sup> Grade	SBAC summative assessment	SBAC summative assessment	

Decisions about assessments will be driven by economic and academic considerations. For instance, the state will need to:

- Consider the cost of adding assessments, versus substituting new assessments for old ones.
- Consider the cost of aligning current state assessments to the new CCSS, if the current assessments are retained.
- Evaluate once again the advantages and disadvantages of summative vs. end-of-course assessments.
- Provide timely opportunities for remediation and retakes, should the 11<sup>th</sup> grade tests become a graduation requirement.

The state has been awarded grant money from the following sources to support implementation of the CCSS:

- Learning Forward/Sandler Foundation – transforming professional learning and implementing a common core initiative.
- Lumina/Hewlett/Gates Foundations – Common Core state standards and assessment: K-12/postsecondary alignment grants.

### **Joint Discussion – With Professional Educator Standards Board**

Mr. Ron Mayberry, Principal, Internet Academy, Truman High School

Mr. Mayberry gave an overview of the District's digital learning program, which offers both part-time and full-time learning. Discussion followed with clarifying questions.

### **Ms. Sue Collins, Principal Owner, Collins Consults**

Ms. Collins gave an overview of the main reason schools offer online learning, which includes:

- Credit recovery
- Access to unavailable courses
- Advancement
- Remediation
- Dual credit

The SBE and PESB Members gathered for dinner with a performance by the Heritage High School Chamber Choir, led by Mr. Joel Karn, Director.

### **Thursday, November 10, 2011**

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer (14)

Members Absent: Mr. Jack Schuster (excused) (1)



Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Ms. Kathe Taylor, Ms. Loy McColm, Ms. Ashley Harris, Mr. Aaron Wyatt, Ms. Colleen Warren (7)

### **Preparing Washington State Students**

Mr. Matthew Spencer, Student Board Member

Mr. Spencer gave an overview of his public school career, spotlighting his perspective on the qualities of a good teacher, which include being approachable, knowledgeable, empathetic, and interactive. He gave examples of where his teachers fit in these categories. Mr. Spencer graduated from Wellington Elementary School in 2007. His elementary school highlights included citizen of the year, patrol-man, Camp Casey, and Ancestor's Cultural Studies. Mr. Spencer graduated from junior high in 2010, where his highlights were: video production class, rockets and sludge, endangered species project, and yearbook design team. Mr. Spencer will graduate from high school in the class of 2013 and currently his highlights include biology capstone project, literary analysis, student Board Member of the SBE, and world history project. Teachers change the world one child at a time. Quality teachers impact students in the following way:

- Increase student involvement.
- Increase educational learning.
- Provide reliable, trustworthy outlets for students.
- Raise students' comfort levels in the classroom and school.

### **Alternative Learning Experience – 2011 Session Issues**

Mr. Ben Rarick, Executive Director

Alternative Learning Experience (ALE) programs are public school alternative options primarily characterized by learning activities that occur away from the regular public school classroom. Although ALE programs encompass a wide variety of program models, the one common characteristic of these programs is that they do not rely on a "seat time" model, whereas traditional public schools rely on a Bricks and Mortar setting and on seat time as the basis for defining full or part-time participation (and funding). ALE programs are delivered through a variety of flexibly structured models to meet the needs of students who might not otherwise succeed in a traditional setting. In ALE programs, the requirements for each child's program are established in a written student learning plan (WSLP), which must be developed and supervised by a public school teacher.

ALE students generally fall into the following three major categories of program offerings:

1. Digital or Online Learning Programs.
2. Parent Partnership Programs.
3. Contract-based Learning Programs.

The basic provisions of ESHB 2065 made several significant changes to ALE programs, but also left significant policy unresolved. It's anticipated that the Legislature will revisit some of these unresolved policy issues in the 2012 Legislative Session, providing an opportunity for the Board to help formulate ALE policy moving forward.

The seven policy principles are as follows:

1. Mixed model instructional programs: those that strategically integrate virtual and in-person instructional delivery models are the wave of the future. State policies should aid, not hinder, this trend.
2. It's important to develop some concept of basic education entitlement for virtual learners.

- Bricks and Mortar students are entitled to access 1,000 hours and at least 180 days. They are also entitled to a minimum staffing ratio of 46 certified instructional staff per 1,000 students. What is the ALE equivalent?
3. Virtual learning should be viewed as a complement to, rather than a replacement for, in-person instruction.
    - It should not be possible to progress through K-12 public schools without any in-person or real time instruction with a certified educator.
    - Difference between curriculum and instruction.
  4. Current school funding models, originally developed to fund Bricks and Mortar programs, need to be re-thought in the context of non-seat time-based programs. Misfits include:
    - Levy equalization.
    - School construction.
    - LAP funding.
    - Non-high funding.
  5. ALE programs are more effective in certain contexts.
    - Older students are better equipped to take advantage of independent learning models.
    - Certain subjects lend themselves to virtual delivery, others don't.
    - Students acquire certain interpersonal and communication skills in face-to-face situations.
  6. Home schooling is an excellent educational delivery model for certain families; however, in difficult economic times, the state cannot afford to subsidize them, at the expense of general education programs.
    - Parent partnership programs.
    - If these K-6 programs did not exist, would the parent send their child to public school?
  7. The different ALE program labels, online (including three sub-categories), parent partnerships, and alternative high schools are so broad, encompassing such a vast array of programs that they cease to be meaningful. A different vocabulary is needed.

### **Transitional Bilingual Formula Proposal and Legislative Update**

Senator Joseph Zarelli, 18<sup>th</sup> Legislative District

The statewide Transitional Bilingual Instruction Program (TBIP) was created by the Legislature in 1979 and is included in the Legislature's definition of basic education. Students are eligible for support in TBIP if they have a primary language other than English and their English language skills are sufficiently deficient or absent to impair learning. Initial assessment must be made by the district to identify eligible students. An individual annual reassessment must be made for a student to continue in the program.

Since school year 2005-06, the state has used the Washington Language Proficiency Test (WLPT-II) to measure students' English language proficiency in reading, writing, listening, and speaking. Students scoring at levels one through three are eligible for TBIP participation; level four students transition to the regular program of instruction.

State funding supports school staff and training intended to teach English to students in the public K-12 school system. State funding formulas provide enhanced funding to TBIP students above the basic education allocation. In school year 2010-11, this additional funding was \$901.46 per eligible bilingual students, net of 1.5 percent deduction for testing. Under the new prototypical funding formulas, beginning with school year 2011-12, the additional funding is expressed in hours per week.

Senator Zarelli talked about the bill and budget proviso that he sponsored during the 2011 Legislative Session to enable TBIP funding formula changes. The formula provides differential per-pupil funding, based on students' levels of English proficiency. It also provides bonus money to districts exiting students from the highest level of TBIP eligibility. If the changes in the formula are revenue neutral, the funding for the TBIP

does not change. Senator Zarelli noted that the introduction of bonuses could potentially divert funding away from students traditionally served by the TBIP. It is not clear whether the funding formula changes will address the concerns raised by the Quality Education Council's (QEC) TBIP Technical Work Group in 2010 about the need for more program accountability and for statewide teacher professional development to work more effectively with English Language Learners.

Legislators were aware that overall state resources were dwindling but wondered if something could be done within the funding structure to help. The change is not intended to be a budget cut but to begin as a fiscally neutral step. It is expected that in the next several years, expenditures for the program will increase if the change is successful. Any savings would be a result of long-term success helping students gain proficiency.

The budget proviso requires the Superintendent of Public Instruction to report to the Senate and House of Representatives Ways and Means Committees and Education Committees annually by December 31 of each year through 2018, regarding any measurable changes in proficiency, time in program, and transition experience. The formula restructure is intended to facilitate improved proficiency and results for students. The Legislature intends to monitor the results closely to ensure the restructure is having the desired effect.

Discussion followed.

### **State Transitional Bilingual Policy**

Dr. Kathe Taylor, Policy Director

Ms. Isabel Muñoz-Colón, Program and Policy Advisor, Office for Education, City of Seattle

The state has been exploring ways to improve support for English Language Learners (ELL) for several years. The Transitional Bilingual Instructional Program (TBIP) has been a primary point of focus, as evidenced by the following actions since 2009:

- The 2009 Legislature enacts Education Reform Bill. The 2010 Legislature specifies funding distribution formulas.
- The Quality Education Council (QEC) establishes the TBIP Technical Work Group. The Work Group makes recommendations in 2010.
- The QEC includes some TBIP recommendations in its report to the 2011 Legislature.
- The 2011 Legislature enacts TBIP funding formula changes.

In the 2011 appropriations bill, the Legislature directed OSPI to implement a new funding formula for the 2012-2013 school year scaled to provide more support to students requiring more intensive intervention. The new program will also provide up to two years of bonus funding upon exit from the bilingual program to facilitate successful transition to a standard program of education.

Ms. Muñoz-Colón reviewed recommendations from the QEC TBIP Technical Working Group, the Bilingual Education Advisory Committee, and draft recommendations from the Roadmap English Language Learners Policy and Data Work Groups. The Roadmap ELL Work Groups consist of regional experts from seven South King County school districts. The recommendations spoke to funding models for the Transitional Bilingual Education Program in general, and specifically to the new differentiated funding model. (The TBIP Technical Work Group recommendations from the December 2010 final report were included in the Agenda packet).

Discussion followed.

Further discussion with more data to consider will be included for the January 2012 Board meeting in Olympia.

## **Washington STEM Partnerships**

Ms. Julia Novy-Hildesley, Executive Director, Washington STEM

Ms. Heidi Rhodes, Secondary Math Specialist, Evergreen Public Schools

Washington STEM (science, technology, engineering, and mathematics) is a nonprofit organization created through the collaboration of business and philanthropic leaders to cultivate and spread breakthrough approaches in effective STEM teaching and learning so that students are prepared to succeed in the 21<sup>st</sup> century.

Washington STEM is a unique resource that is pulling together expertise, financial support, and creative thinking to improve STEM education. Currently the organization offers three levels of investment as follows:

- One-year: micro-investment entrepreneurial awards, given to educators who are pioneering breakthrough approaches to STEM teaching and learning.
- Three-year: mid-size portfolio investments. Bellevue School District is the only district awarded to date.
- Multi-year: learning networks intended to generate new knowledge, foster collaborative learning, and support struggling schools.

Washington STEM serves as a venture fund for improving STEM education through strategies that catalyze change and generate results:

- **Invest**: Through a portfolio of investments, Washington STEM identifies and spreads innovative and evidence-based effective STEM teaching and learning practices.
- **Generate**: With its funded partners, Washington STEM generates and shares new knowledge about how to improve STEM education.
- **Engage**: Through community engagement, Washington STEM expands and diversifies the network of partners working together to improve student success in STEM outcomes; including parents, educators, community leaders, and STEM professionals.
- **Advocate**: Washington STEM contributes its investment and community driven insights to advocate for and sustain improvements at scale through policy change.

Washington ranks first in concentration of jobs in STEM and in the creation of software companies. It ranks second on the 2010 New Economy index for innovation and entrepreneurship and fourth in the nation in technology-based corporations.

The total percentage of Washington jobs in 2018 that will be in STEM fields will be 8 percent, a 24 percent increase in STEM jobs by 2018. Washington will score above the national average in STEM jobs by seven points. Ninety-four percent of 2018 STEM jobs will require post-secondary education.

Washington's achievement gap in STEM is large and growing. In grade eight, Washington is:

- One of nine states where the Caucasian/African American gap is growing.
- One of seven states where the Caucasian/Hispanic gap is growing.
- One of eighteen states where the gap between low-poverty and high-poverty students is growing.

The ESD 112/Evergreen Public Schools Program was presented. The ESD 112 received a \$10,000 Entrepreneur Award for the program.

## **School Improvement Grant/Required Action District Update**

Mr. Dan Newell, Assistant Superintendent, OSPI

Ms. Erin Jones, Assistant Superintendent, OSPI

Mr. Bill Mason, Director, School Improvement, OSPI

Cohort I schools receiving School Improvement Grants (SIG, also known as Models of Equity and Excellence through Rapid Improvement and Turnaround (MERIT)) have shown gains on state assessments, and outpaced the state in five of six grades. One school also made AYP. There is significant progress in the nine characteristics of high-performing schools, with gains in 15 of 19 indicators.

Required Action Districts (RAD) and other MERIT schools have:

- Addressed all SIG requirements and audit/review recommendations through a 90 day planning process.
- Used data extensively for student placement and academic interventions; extending learning time and moving staff.
- Engaged communities, staff, and parents in meeting challenges of school turnaround.

A comparison of Tier I and Tier II achievement and demographic data was reviewed. Cohort I and II districts were also discussed.

The purpose of MERIT schools is to ensure schools/districts fully implement selected intervention so they substantially increase student achievement and exit improvement status. Staffing changes in MERIT schools include: 1) leadership changes, prior to year one; 2) staffing changes, after year one. The external assessment of progress is:

1. Areas of greatest growth:
  - Shared vision around student learning.
  - Support to students in need, personalized learning.
  - Effective leadership.
  - Collaboration and communication
2. Areas of challenge:
  - Improved instructional practice and assessment systems.
  - Rigorous teaching and learning.

The areas of focus for the federal requirements for turnaround and transformation models include:

- Teachers and leaders.
- Instructional and support strategies.
- Extended learning time and support.
- Governance.

The Cohort I progress on state assessments average change from 2010-2011 on reading and math were reviewed.

RAD – the first five months:

- Action plan and budget review.
- Professional development and technical assistance.
- Networking and making connections.
- District and school 90-day benchmark plans and rubrics.
- Liaison support and monitoring.

Examples of progress were reviewed in the following districts:

- Morton Junior/Senior High School
- Onalaska Middle School
- Lakeridge
- Soap Lake Middle School/High School

Projected federal funding for Cohort I and II was discussed.

## **ESEA/NCLB Waivers and Discussion**

Ms. Sarah Rich, Research Director

In September, Secretary of Education Arne Duncan announced that because Congress had not yet succeeded in reauthorizing ESEA, the U.S. Department of Education would begin to grant broad waivers to states from some of the most contentious ESEA requirements, in exchange for a series of reforms similar to the expectations within Race to the Top and the Obama administration's Blueprint for Reform, its 2010 policy recommendations for reauthorization. Washington State is deciding whether to pursue a waiver.

In October, the Senate Health, Education, Labor, and Pensions Committee held hearings on a reauthorization bill sponsored by the Committee Chair, Senator Tom Harkin, Democrat from Iowa, and Ranking Member Senator Michael Enzi, Republican from Wyoming. The bill will continue to be debated in Senate hearings. Senator Harkin believes it is possible that the bill could be approved by Congress before January 1, 2012, which would eliminate the need for state waivers to ESEA.

The U.S. Department of Education's intent is to provide relief from the less popular elements of ESEA, but is not intended as a retreat from accountability. The intent is that states build their own robust accountability systems. All states that meet the required principles would receive a waiver. Currently 42 states and territories have contacted the USDOE to express intent to apply.

The ESEA provisions that will be waived include:

- The 2014 deadline for all students to be proficient. Instead, states would set ambitious but achievable goals.
- Sanctions built in to school improvement steps, including corrective action, restructuring, school choice, and supplemental educational services; parental notification, and required set-asides for professional development. In the 2009-10 school year, according to OSPI, districts spent more than \$12 million on required sanctions including supplemental tutoring and public school choice. If Washington receives a waiver, districts would not be required to spend these funds on required sanctions but would still have the flexibility to do so.
- Lower poverty thresholds for establishing a Title I school-wide program.
- More flexibility in using federal funds for rural schools and greater transferability to move federal funds among programs.

States are required to meet the following four principles to receive a waiver:

1. College and career ready standards and assessments for all students.
2. State developed differentiated systems of recognition, accountability, and support.
3. Supporting effective instruction and leadership through educator evaluation.
4. States must reduce unnecessary burden of reporting and ensure that what states require directly impacts student achievement and is not duplicative.

## **Public Comment**

### **Marie Sullivan, Washington State School Directors' Association (WSSDA)**

The conversations this morning on Online learning – WSSDA thinks that online learning ought to be treated differently from ALE. WSSDA would like more conversation with the Board about online learning and ALE. She clarified that diplomas for online learning come from school districts. WSSDA is very interested on the transitional bilingual learning and hopes to work collaboratively with the Board. In September, Ms. Sullivan testified giving three suggestions. She commended staff for listening to the suggestions and following through with the suggestion of receiving feedback from districts. We don't know what will happen with budget changes this year.

Karen Madsen, Washington State School Directors' Association (WSSDA)

Ms. Madsen was a teacher for ten years, a school board member for 12 years, a member of the WSSDA Board for six years and a member of the Core 24 Implementation Task Force. After an extensive three-year review and public outreach, the Board approved Washington Career and College Ready Graduation Requirements in November 2010. Ms. Madsen reminded the Board of what was approved at that time. Proposed changes would go into effect for the graduating class of 2016, this year's 8<sup>th</sup> graders, which allows for five years to prepare, not to mention the full year since the Board signaled its intention to make these changes, which, in an ideal world, would have had each and every district getting to work on implementing them ahead of the requirement curve. Within the 20 credits required by the Board's graduation requirements, WAC 180-51-066, the credits and policy changes determined to have no fiscal cost included:

- Increase English from 3 credits to 4 credits. (More than 80 percent currently have, only 28 districts do not).
- Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093. (More than 80 percent currently have, only 27 do not).
- Note that only 12 districts would need to increase number of credits required in both.
- Decrease electives from 5.5 to 4 credits.
- Make successful completion of Washington State History and Government a non-credit requirement.
- Clarify that the 2 credits of health and fitness includes .5 credit of health and 1.5 credits of fitness. (Current academic learning requirements at grade 10 which include health benchmarks).
- Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.

Under the Board's high school credit definition WAC 180-51-050, SBE would remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit. She encouraged the Board members to search their hearts, and if these are not the right things to do for kids, then vote no. But if these changes are the right changes to make for kids, please, let's get going.

Wendy Rader-Konofalski, Washington Education Association (WEA)

Ms. Rader-Konofalski asked the Board to keep in mind that they are pushing a four year university graduation requirement for ALL students right at a time when cuts to higher education will make it harder than ever for students who are financially challenged to attain the dream of going to a four year university; both because of tuition increases and course availability. It is important to remember that students do not need four credits of English and three of Social Studies to get into any of our wonderful community or technical colleges from which they can then transfer to a four year university if they so choose. She applauded the success so far of the SIGs and RADs. WEA worked with the Board for many months to get language that we could all live with. It is gratifying to see that none of the worst expectations have come to pass. As WEA always testified, if there is funding, if there is collaboration with all stakeholders and the community, if there is good will, our educators would rise to the occasion and participate enthusiastically. But the conversation earlier today about what will happen when the funding is gone concerned her. Please do not think that without funding the successes gained when there was funding will continue. There was talk about things continuing, but if we have learned anything from this effort, it is that the funding is the key and by no means optional—it is what makes the innovation and successes possible. Without it, the Board can expect that the gains will not be able to be maintained with the best of intentions.

## **Business Items**

### **1. Rule Amendments/Adoption**

- **High School Graduation Requirements – Adoption of New Section WAC 180-51-067**

**Motion** was made to adopt new section WAC 180-51-067

**Motion** seconded

Discussion

**Motion** was made to amend proposed WAC 180-51-067 to add section (12) to read as follows:

*A school district may obtain a two year extension from the effective date for the implementation of the 4 credits of English and/or the 3 credits of social studies required under this rule upon the filing of a written resolution by the district's school board with the State Board of Education stating the district's intent to delay implementation of the increased English and/or Social Studies requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the State Board of Education shall maintain the English and Social Studies, credits in effect under WAC 180-51-066 for the period of the exemption.*

**Motion** seconded

Discussion

**Motion** was made to amend proposed WAC 180-51-067 to add section (12) to read as follows:

*A school district may obtain a two year extension from the effective date for the implementation of the 4 credits of English and/or the 3 credits of social studies required under this rule upon the filing of a written resolution by the district's school board with the State Board of Education stating the district's intent to delay implementation of the increased English and/or Social Studies requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the State Board of Education shall maintain the English, Social Studies, and elective credits in effect under WAC 180-51-066 for the period of the extension.*

**Motion** seconded

**Motion** carried with two nays: Steve Dal Porto and Bob Hughes.

**Motion** was made to amend the language in proposed New Section, WAC 180-51-067 as follows: In section (1), Paragraph 1, line 3: add "unless as otherwise provided in section (12),..."

**Motion** seconded

**Motion** carried

**Motion** was made to amend the proposed language in WAC 180-51-067 as follows: In section (4) b(i) to change "and" to "or".

**Motion** seconded



**Motion** carried

**Motion** was made to table consideration of the adoption of New Section WAC 180-51-067 until the March 2012 Board Meeting.

**Motion** seconded

**Motion** failed with seven nays: Mary Jean Ryan, Tre' Maxie, Kris Mayer, Jeff Vincent, Sheila Fox, Bernal Baca, Amy Bragdon.

**Motion** to adopt new section WAC 180-51-067 carried with 3 nays: Steve Dal Porto, Randy Dorn, Bob Hughes.

- High School Graduation Requirements – Adoption of proposed amendment to WAC 180-51-066

**Motion** was made to adopt the proposed amendment to WAC 180-51-066

**Motion** seconded

**Motion** carried with five nays: Bob Hughes, Steve Dal Porto, Connie Fletcher, Phyllis Frank, Randy Dorn.

- High School Graduation Definition – Adoption of proposed amendments to WAC 180-51-050

**Motion** was made to adopt the proposed amendments to WAC 180-51-050.

**Motion** seconded

**Motion** carried

## 2. 180 Day Waiver Criteria

**Motion** was made to direct staff to commence the rule making process proposing amendments to the waiver language in WAC 180-18-050 that would reduce the number of waiver days granted under the rule by each day a district reduces its school calendar in response to legislation reducing the number of school days currently required under state law.

**Motion** seconded

**Motion** carried

## 3. 2012-2013 Meeting Dates/Locations

**Motion** was made to move to approve the changes to the 2012-2013 meeting dates, as provided on page 225 of the Board Agenda, and the scheduling of a Special Board Meeting on February 23, 2012.

**Motion** seconded

**Motion** carried

## 4. Private Schools

**Motion** was made to approve Lake and Park School as a Private School for the 2011-2012 academic school year.

**Motion** seconded

**Motion** carried

The meeting was adjourned at 4:20 p.m. by Chair Vincent

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	<b>Private Schools</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Approval under RCW 28A.195.040 and Chapter 180-90 WAC	
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other:	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Private schools seeking SBE approval are required to submit an application to OSPI. Materials included in the application include: 1) State Standards Certificate of Compliance; 2) documents verifying that the school meets the criteria for approval established by statute and regulations.</p> <p>Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.</p> <p>Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.</p>	

# The Washington State Board of Education

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## PRIVATE SCHOOLS

### Summary

School: Lake and Park School  
Website/URL: <http://www.lakeandpark.com/>  
Location: Seattle  
Grades: K-5  
Enrollment: Projected at 31 FTE for 2011-12  
How old: Founded in 2003  
Curriculum: 1. Interactive, experiential curriculum.  
2. Themes across grades.  
3. Borrows heavily from the teachings of Fredrich Froebel.  
Why late? November is the last month approvals are allowed for current school year. School missed the previous submission deadline. This was their first submission (no previous application was rejected this year).  
Contact: Laura Moore – OSPI (360-725-6433)

### Policy Consideration

Basis for approval:

1. Certification of compliance – school agrees to comply with a variety of state and federal statutory requirements.
2. Administrative and staffing report – details staffing of schools and includes certificate information.
3. Instructional hours compliance report.
4. Health and Safety compliance report.
5. Fire safety report.
6. Copy of curriculum synopsis, and student/parent handbook.

### Expected Action

Approval of Lake and Park School.

# The Washington State Board of Education

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<b>Title:</b>	Basic Education Program Compliance	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	School districts are required to show compliance with the Basic Education entitlement requirements and the minimum high school graduation requirements. All 295 districts have submitted appropriate documentation to demonstrate compliance. Board Members are asked to certify that all districts are in compliance.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	This memo summarizes the process that districts use to certify that they are compliant with Basic Education requirements, including 180 half days, or its equivalent, for the Kindergarten program; at least 450 instructional hours for Kindergarten; 180 school days for students in grades 1-12; an average of 1,000 instructional hours in grades 1-12; and compliance with state graduation requirements. All districts certify that they are in compliance.	

## **BASIC EDUCATION PROGRAM COMPLIANCE BY SCHOOL DISTRICTS**

### **Background**

School districts are required to show compliance with the Basic Education entitlement requirements and the minimum high school graduation requirements.<sup>1</sup> School districts demonstrate compliance by submitting SPI Form 1497 to the State Board of Education by September 15 of each school year. The forms are submitted through iGrants, the Office of Superintendent of Public Instruction's electronic grants and reporting system.

The SBE must certify whether each school district is in compliance and provide that information to the Superintendent of Public Instruction (SPI). SPI will distribute the state's basic education allocation funding for the remainder of the 2011-12 school year and the beginning of the 2012-13 school year to all school districts certified by the SBE as in compliance with the Basic Education entitlement requirements.

Categories of Reporting for the 2011-12 School Year:

- **Kindergarten Minimum 180-Day School Year (RCW 28A.150.220) (WAC 180-16-200) (WAC 180-16-215)**  
The kindergarten program consists of no less than 180 half days, or the equivalent, per school year.
- **Kindergarten Total Instructional Hour Offering (RCW 28A.150.220)**  
The district makes available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours.
- **Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220)**  
The school year is accessible to all legally eligible students and consists of:  
At least 180 separate school days for students in Grades 1-12; or  
An appropriate number of school days based on a waiver approved by the SBE.
- **Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220)**  
The district makes available to students enrolled in grades 1-12 at least a district-wide annual average total instructional hour offering of one thousand hours.
- **State High School Graduation Minimum Requirements (RCW 28A.230.090) (WAC 180-51-061)**  
District high schools meet or exceed all state minimum graduation requirements.

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<sup>1</sup> WAC 180-16-191 through WAC 180-16-225, RCW 28A.150.220, and RCW 28A.150.250

### **Policy Consideration**

All of the 295 Washington State school districts have provided their compliance with the Basic Education entitlement requirements for the 2011-12 school year by submitting SPI Form 1497.

### **Expected Action**

The SBE will certify that all 295 school districts are in compliance with the Basic Education allocation entitlement requirements.

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	2011-2014 Strategic Plan Review	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>In the September meeting, Board Chair, Jeff Vincent, instructed staff to begin a review of the 2011-2014 strategic plan. The staff's proposed revisions to the Strategic Plan are included in the FYI packets. During the November meeting, the Executive Director will provide a brief review of the work thus far, and encourage Board members to consider the visions prior to an anticipated January 2012 work session.</p>	



# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	Basic Education Program Requirements: Review of Waiver Criteria	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Discussion will focus on a central question regarding 180-day waiver requests: which of the three options will Board Members select to move forward with revisions to the waiver process? Clear parameters and criteria for 180-day waivers will resolve ongoing Board Member concerns and provide transparent guidance to districts.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	This memo summarizes Board Member discussions from past SBE meetings regarding the 180-day waiver process. Three solutions are laid out and explained and Board Members are asked to select one so that staff can return in January with draft rules.	

## **BASIC EDUCATION PROGRAM REQUIREMENTS: REVIEW OF 180-DAY WAIVER CRITERIA**

### **Background**

In response to recurring concerns about 180-day waivers, staff has analyzed the 180-day waiver request process and recommends setting specific criteria and parameters around these types of waiver requests. With clearer expectations and limits, recurring Board Member concerns will be addressed and districts will have a clearer understanding of the Board's expectations.

### **Current Options for Waivers from the 180 Day Requirement**

SBE grants waivers from the required 180 days under four different options. Option Two waivers and Innovation waivers are specifically required by statute. Therefore this memorandum and the decision facing the SBE focuses on Option One and Option Three waivers over which the SBE has the greatest discretion.

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may request the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. There are currently 49 districts with Option One waivers for the 2011-12 school years and beyond, down from 66 districts in 2010-11.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process implemented in 2010 that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Thirty districts have Option Three waivers for school years 2011-12 and beyond, up from seven in school year 2010-11.
- **Innovation Waivers** are a result of House Bill 1546. Statewide, up to 34 applications for designation as innovation schools/innovation zones will be approved by Educational Service Districts and the Office of Superintendent of Public Instruction. Two types of schools, zones, and programs are authorized in the legislation: those focused on the arts, science, technology, engineering, and mathematics (A-STEM); and other innovative schools, zones, and models that implement instructional delivery methods that are engaging, rigorous, and culturally relevant at each grade. The SBE has scheduled a special meeting for February 23, 2012, to review waiver requests that are included in the innovation applications. According to HB1546, SBE shall grant these waivers unless it is likely to result in a decrease in student achievement. More information on these waivers can be found in the September 2011 Board packet.

Table A: Summary of Types of 180-day Waivers

Type of 180 Day Waiver	Purpose	Date Began	Authority	Limit of Days	Eligibility	Current # Districts Using
<b>Option 1</b> "Regular Request"	To implement local plan to provide for all students an effective education; designed to enhance the educational program for each student	1995	RCW 28A.305.140  WAC 180-18-050 (1) and (2)	No limit	All districts	49
<b>Option 2</b> "Economy and Efficiency"	For districts to operate a flexible calendar for purposes of economy and efficiency	2009; pilot expires 8/2014	RCW 28A.305.141	No limit	Up to two districts with fewer than 150 students, Up to three districts between 150 and 500 students	2 <150;  One between 150 and 500
<b>Option 3</b> "Fast Track"	Limited to specific activities outlined in WAC	2010	RCW 28A.305.140  WAC 180-18-050 (3)	Max of three	Only districts without a PLA*	30
<b>Innovation Waivers</b>		SY 2012-13	HB 1546	No limit	Competitive application process through OSPI and ESDs; up to 34 statewide.	None

\*Persistently Lowest Achieving school per annual list produced by OSPI.

## Summary

At the July and September 2011 Board meetings, Members provided input on specific criteria and parameters regarding 180-day waiver requests. The input and Member recommendations are presented in the form of three different choices for improving the waiver process. Members are asked to select a preferred choice so staff can move forward with draft rules for review in January.

While the application for a waiver is extensive and generates a significant amount of information on a given district, there are no formal criteria used to evaluate Option One waiver requests. RCW 28A.305.140 states: "The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for

each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program. The state board shall adopt criteria to evaluate the need for the waiver or waivers.” This statute states that SBE *may grant waivers*, but that the SBE *shall adopt criteria* to evaluate the need for the waiver. Due to the lack of formal criteria, it would be difficult for SBE to disapprove a waiver request without appearing to be arbitrary.

Additionally, staff is anticipating more requests for waivers from districts with the stated objective of improving student achievement but which also have an intentional side effect of saving the district money. On typical waiver days, transportation, child nutrition, and paraeducator staff may not be working and therefore may not be paid. Budget pressures are building in many districts, and waivers may be seen as an opportunity to cut costs while providing time for professional development and collaboration. Additional cuts in the special legislative session will likely increase this fiscal pressure on districts. While districts cannot use waiver days to furlough teaching staff, they can furlough teachers on additional paid days outside the 180 school days and shift collaboration time into newly acquired waiver days. In summary, approving waivers can sometimes have the consequence (either intended or unintended) of providing fiscal relief to school districts from funding cuts the Legislature has enacted.

### **Policy Consideration**

Given the above concerns, staff has outlined three choices for improving the waiver process. They are outlined as Solutions A through C below.

Common to all solutions above are several elements. First, language would be added to the Option Three rules to reflect the motion language the Board has used since March 2011 for the Option One waivers: “If a state law is enacted authorizing, or mandating that, a school district operate on less than the current statutory requirement of 180 school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its school calendar for that year below the current statutory requirement.” Adding this language to current rule language would bring Option Three waivers into alignment with Option One waivers in case of cuts to the school year.

Second, additional accountability would be built into the rule language to require districts to submit a summary report upon completion of an approved waiver to include agendas, amounts of time spent on specific activities, and a description of how waiver days impacted student achievement. Districts would also be required to report this information to their local school board.

Third, additional rule language would require districts to submit a calendar and demonstration of how they calculate the required 1,000 instructional hours prior to receiving a waiver.

Finally, add language to Option Three to include parent teacher conferences as an acceptable use of waiver days.

**Solution A:**

This solution would eliminate Option One entirely and leave Options Two, Three, and Innovation waivers in place. The impact to the field would be that districts that have a Persistently-Lowest Achieving school would not be eligible to apply for a waiver at all. These waivers cannot be renewed unless the district (i) increased student achievement on state assessments in reading and mathematics for all grades tested; (ii) reduced the achievement gap for student subgroups; (iii) improved on-time and extended high school graduation rates (only for districts containing high schools). For districts that do not meet these conditions, current WAC language indicates that they could apply for an Option One waiver, which under this solution would be eliminated. Therefore if this solution is selected, the SBE may want to revisit the conditions under which a district can renew their Option Three waiver. The language in WAC 180-18-050 would need to be edited to reflect the elimination of Option One. A further decision would be whether SBE intends to include parent teacher conferences as an acceptable use of a waiver day because it is not currently listed as acceptable under Option Three.

Pros: Solution A would tighten up the waiver criteria so that districts can only receive a maximum of three waiver days for specific activities. Districts seeking waivers for innovative schools can apply for a waiver through the innovation process.

**Solution B:**

This solution would maintain all current waiver options but would cap the number of days available in Option One at five. Most of the current Option One waivers are for five or fewer days already, so this solution will have only a modest impact on future waivers.

Pros: Solution B would address the concerns that arise when districts present waiver requests for a significant number of days.

**Solution C:**

This solution does not cap days for Option One. Other than the changes that are common to all solutions, as outlined above, there are no changes.

Pros: Solution C retains the greatest degree of local control for districts. Districts would have discretion to apply for as many waiver days as needed.

Table B: Summary of Solutions

	<b>Solution A</b>	<b>Solution B (July Input)</b>	<b>Solution C (Sept. Input)</b>
<b>Summary</b>	Eliminate Option One.  Keep Options Two, Three, and innovation.	Keep all Options.  Cap Option One at five days.	Keep all Options.  Do not cap Option One.
<b>RCW/WAC Changes</b>	Revise rules to eliminate Option One.  Add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.	Revise rules to cap Option One at five days.  Add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.	Add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.
<b>Instructional Days</b> Should SBE cap the number of waiver days allowable?	Option One eliminated.  Option Three already capped at three.	Five days maximum for Option One.  Option Three already capped at three.	No cap. Any number of days may be granted as long as the 1,000 instruction hours are protected.  Option Three already capped at three.

<sup>1</sup> Agendas, amounts of time spent, how waiver days impacted student achievement.

**Expected Action**

Board Members will be asked to pass a motion in support of Solution A, B, or C so that staff can return in January with draft rules to reflect those changes.

## Appendix A: RCW and WAC Language

### RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

### CHANGE IN 2011 (SEE 1546-S2.SL) [Innovation Waivers]

The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

#### Notes:

**Contingent expiration date -- 1992 c 141 § 302:** "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

**Severability -- 1985 c 349:** See note following RCW 28A.150.260.

### WAC 180-18-010

#### Purpose and authority.

(1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.

(2) The authority for this chapter is RCW 28A.305.140 and 28A.655.180(1).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130 (6). 02-18-056, § 180-18-010, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.140 and 28A.630.945. 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

### WAC 180-18-030

#### Waiver from total instructional hour requirements.

A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW 28A.305.140 and WAC 180-18-050 for up to three school years.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6), 28A.655.180. 07-20-030, § 180-18-030, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

#### **WAC 180-18-040**

##### **Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.**

(1) A district desiring to 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 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district 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 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district.

(3) 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 student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. 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. 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

#### **WAC 180-18-050**

##### **Procedure to obtain waiver.**

(1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 (1) and (3) shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.



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

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by 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. The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district is not eligible to develop and implement a plan under this section if:

(i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or

(ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC 180-18-040.

(c) A district shall involve staff, parents, and community members in the development of the plan.

(d) The plan can span a maximum of three school years.

(e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.

(f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.

(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

Scenario	Number of learning improvement days funded by state for a given school year	Maximum number of waived days allowed under this section for the same school year
A	0	3
B	1	2
C	2	1
D	3 or more	0

(h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:

- (i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;
- (ii) Reducing the achievement gap for student subgroups;
- (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:

- (i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;
- (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;
- (iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;
- (iv) Implement strategies designed to recruit, place, and retain effective staff;
- (v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;
- (vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;
- (viii) Institute a system for measuring changes in instructional practices resulting from professional development;
- (ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;
- (x) Develop teacher and school leader effectiveness;
- (xi) Implement a school-wide "response-to-intervention" model;
- (xii) Implement a new or revised instructional program;
- (xiii) Improve student transition from middle to high school through transition programs or freshman academies;
- (xiv) Develop comprehensive instructional strategies;
- (xv) Extend learning time and community oriented schools.

(j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.

(k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:

- (i) Members of the plan's development team;
- (ii) Dates and locations of public hearings;
- (iii) Number of school days to be waived and for which school years;
- (iv) Number of late-start and early-release days to be eliminated, if applicable;
- (v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;

- (vi) Description of how the plan aligns with the district and school improvement plans;
  - (vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;
  - (viii) Description of the innovative nature of the proposed strategies;
  - (ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and
  - (x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.
- (l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.
- (m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:
- (i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;
  - (ii) Reducing the achievement gap for student subgroups;
  - (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).
- (n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.
- (o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC 180-18-040(1) and subsections (1) and (2) of this section.

[Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130 (6), 28A.655.180. 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

### **RCW 28A.305.140**

**Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.**

**\*\*\* CHANGE IN 2011 \*\*\* (SEE 1546-S2.SL) \*\*\***

The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students

who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers. [1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

**Notes:**

**Contingent expiration date -- 1992 c 141 § 302:** "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

**Severability -- 1985 c 349:** See note following RCW 28A.150.260.

**RCW 28A.305.141**

***Waiver from one hundred eighty-day school year requirement – Criteria – Recommendation to the legislature. (Expires August 31, 2014).***

(1) In addition to waivers authorized under RCW 28A.305.140 and 28A.655.180, the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW 28A.150.220 and \*28A.150.250 to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours shall not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2014.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) The state board of education shall examine the waivers granted under this section and make a recommendation to the education committees of the legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or allowed to terminate. This recommendation should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. Such evidence includes, but is not limited to: Improved scores on the Washington assessment of student learning, results of the dynamic indicators of basic early literacy skills, student grades, and attendance.

(5) This section expires August 31, 2014.

## Appendix B: Conferences

### Why Waivers are Needed for Full-Day Parent-Teacher Conferences

SBE has approved waivers for full-day parent-teacher conferences since March 2007. Six waivers including parent teacher conferences were approved in July 2011, and nine more will be considered in September. Regardless, there continues to be confusion about whether districts need to seek waivers for parent-teacher conferences. The rationale for requiring waivers for full-day parent-teacher conferences lies in the definition of a school day, cited below.

**New definition of a school day (Effective on September 1, 2011).** *"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school. (RCW [28A.150.203](#))*

Under this definition, full-day parent-teacher conferences do not count toward the required 180 days because all students are not present on a parent-teacher conference day. While the definition does not specifically say all pupils, 'all' is implicit. If the language read 'some' pupils, then that would permit school schedules where some students are scheduled for fewer than 180 days and on any given day only some students are present (e.g. a calendar where all students attend four days and only students needing intervention attend on the fifth day of the week).

The confusion about parent-teacher conferences stems from the definition of an instructional hour: *"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals. (RCW [28A.150.205](#))*

Parent-teacher conferences are explicitly included in the definition of instructional hours and can be counted toward the required 1,000 hours of instruction. The definitions are related (instructional hours comprise a school day) but distinct (a school day must be available to all students). Information on the SBE website helps provide clarification and consistent messaging about this issue.

## Appendix C: Current Option One and Three Waivers

### Option One Waivers

District	# of Days	# of Years	Date Granted	Exp. Date
Auburn	5	1	9/15/2011	2011-12
Bainbridge - Elementary	4	3	9/15/2011	2013-14
Bainbridge - Secondary	2	3	9/15/2011	2013-14
Battle Ground	3	2	7/15/2010	2011-12
Bethel	2	3	3/10/2011	2013-14
Deer Park	4	3	9/15/2011	2013-14
Edmonds	5	3	3/10/2011	2013-14
Elma	3	3	5/14/2010	2012-13
Entiat	4	3	9/15/2011	2013-14
Federal Way	7	3	7/14/2011	2013-14
Granger	5	3	1/15/2009	2011-12
Granite Falls	2	2	5/14/2010	2011-12
Highline - Elementary	4	3	9/15/2011	2013-14
Highline - Secondary	2	3	9/15/2011	2013-14
Kettle Falls	4	3	9/15/2011	2013-14
Lake Quinault	4	3	5/12/2011	2013-14
Longview	3	3	5/12/2011	2013-14
Lopez Island	4	3	5/12/2011	2013-14
Medical Lake	4	3	9/15/2011	2013-14
Methow Valley	6	3	3/10/2011	2013-14
Monroe	4	3	3/10/2011	2013-14
Mount Baker	4	3	7/14/2011	2013-14
Mount Vernon	1	3	9/15/2011	2013-14
Mukilteo	2	3	8/25/2010	2012-13
Napavine	4	3	5/12/2011	2013-14
Nespelem	6	3	7/15/2010	2012-13
Newport	5	3	3/10/2011	2013-14
North Kitsap	5	3	9/15/2011	2013-14
Northshore	5	3	3/10/2011	2013-14
Oak Harbor	4	3	9/15/2011	2013-14
Okanogan	4	3	9/15/2011	2013-14
Omak	4	3	7/14/2011	2013-14
Onion Creek	5	3	5/12/2011	2013-14
Orient	4	3	5/12/2011	2013-14
Orondo	4	1	9/15/2011	2011-12
Oroville	3	3	7/14/2011	2013-14

District	# of Days	# of Years	Date Granted	Exp. Date
Othello	6	3	5/12/2011	2013-14
Riverside	6	1	7/14/2011	2011-12
Rosalia	2	3	5/14/2010	2012-13
Saint John-Endicott	5	1	5/12/2011	2011-12
Seattle	3	2	3/10/2011	2012-13
Seattle Elementary	3	2	3/10/2011	2012-13
Seattle Middle/High	1	2	3/10/2011	2012-13
Sedro Wooley	3	3	3/10/2011	2013-14
Sequim	4	3	7/14/2011	2013-14
Shoreline	5	3	3/10/2011	2013-14
South Bend	3	3	4/28/2006	2011-12
Sunnyside	7	3	9/15/2011	2013-14
Tacoma	2	1	7/14/2011	2011-12
Tacoma	varies by school	1	5/12/2011	2013-14
Thorp	2	1	9/15/2011	2011-12
Wahkiakum	4	3	9/15/2011	2013-14
Waitsburg	2	3	7/14/2011	2013-14
Zillah	7	3	5/12/2011	2013-14

**Option Three Waivers:**

District	# of Days	# of Years	Date Granted	Exp. Date
Adna	3	3	5/11/2011	2013-14
Arlington	3	3	6/14/2011	2013-14
Asotin-Anatone	2	3	6/2/2011	2013-14
Bellingham	3	3	8/25/2010	2012-13
Blaine	3	3	3/7/2011	2012-13
Cle Elum	3	3	5/11/2011	2013-14
Colfax	2	2	9/26/2010	2011-12
Colton	2	2	8/4/2011	2013-14
Columbia (Hunters)	3	2	8/4/2011	2012-13
Columbia (Walla)	3	3	8/16/2010	2012-13
Curlew	2	3	8/16/2010	2012-13
Davenport	2	3	8/25/2010	2012-13
Garfield	3	3	6/24/2011	2013-14
Kittitas	3	3	5/11/2011	2013-14
LaCrosse	1	1	6/24/2011	2011-12
Mary Walker	3	2	8/12/2011	2012-13
Naches Valley	2	3	4/25/2011	2013-14
Oakesdale	2	3	4/25/2011	2013-14
Ocean Beach	3	2	5/11/2011	2012-13
Olympia	3	3	6/30/2011	2013-14
Palouse	3	3	4/25/2011	2013-14



District	# of Days	# of Years	Date Granted	Exp. Date
Pomeroy	3	1	6/29/2011	2011-12
Port Angeles	2	3	8/12/2011	2013-14
Raymond	3	3	5/11/2011	2013-14
Reardan-Edwall	3	3	9/27/2010	2012-13
Selkirk	3	3	6/24/2011	2013-14
Sumner	3	3	8/9/2011	2013-14
Tahoma	3	3	3/21/2011	2013-14
Tekoa	2	2	8/4/2011	2012-13
Valley	3	3	6/24/2011	2013-14

# State Board of Education 180-Day Waivers



- Overview current types of waivers
- Review why waiver changes being considered
- Discuss input from previous Board meetings
- Staff is requesting a motion regarding:
  - Four recommended changes
  - Three proposed solutions
- Timeline: January will review draft rules; March review and approve rules

# Why Make Changes?



- Recurring Board Member concerns
- Currently rules for Option One focus on process, not review criteria
- Potential for more waiver requests due to funding pressures on districts

# Current Types of 180-day Waivers



Type of Waiver	Purpose	Date Began	Day Limit	Eligibility	Current # Districts
<b>Option 1 “Regular Request”</b>	To provide for all students an effective education; to enhance the educational program for each student	1995	No limit	All districts	49
<b>Option 2 “Economy and Efficiency”</b>	For districts to operate a flexible calendar for purposes of economy and efficiency	2009; pilot expires 8/2014	No limit	Up to 2 districts with <150 students, Up to 3 districts between 150 and 500 students	2 <150; 1 between 150 and 500
<b>Option 3 “Fast Track”</b>	Limited to specific activities outlined in WAC	2010	Max of 3	Only districts without a PLA*	30
<b>Innovation Waivers</b>	To allow for districts to implement innovative models in A-STEM; other models as well	SY 12-13	No limit	Competitive application process through OSPI and ESDs; max of 34	None yet--scheduled for February

# Review of Board Input



## Review of July and September Input

Topic	July Board Input	September Board Input
<b>Instructional Days</b> Should SBE cap the number of waiver days allowable under Option One?	Yes, cap at 5 days.	No cap as long as districts meet 1,000 instructional hours.
<b>Instructional Hours</b> Should SBE require districts applying for a waiver to provide evidence of 1,000 average hours and provide a calendar?	Yes.	Yes.
<b>Accountability</b> Should SBE require a Summary Report on implementation of past waiver days (agendas, amounts of time spent, how waiver days impacted student achievement)?	Yes, and require district staff to report to their local school boards.	Yes, and require district staff to report to their local school boards.
<b>Conferences</b> Should districts be granted waivers for parent teacher conferences?	No clear consensus.	Yes.

# Four Recommended Changes

(regardless of choice of Solution A, B, or C on next slide)



## 1. Instructional Hours:

Districts requesting any 180-day waiver will provide a school calendar and explanation of how they calculate 1,000 instructional hours.

## 2. Accountability:

Districts will provide a summary report upon completion of a waiver to include agendas, amounts of time spent, types of activities. Districts required to report this information to their school board.

## 3. Conferences:

Add language to Option Three rule to include parent teacher conferences as acceptable use of waiver day.

## 4. To Address Potential Cuts to the 180-day School Year:

Add language to Option Three rule to reflect the motion language used for approval of Option One waivers if Legislature reduces the number of school days. This would reduce the number of waiver days by the number of days a districts reduces its school calendar.

# Choose a Solution

	Solution A	Solution B (July)	Solution C (Sept)
<b>Summary</b>	<p>Eliminate Option One</p> <p>Keep Options Two, Three, and Innovation only</p>	<p>Keep all Options</p> <p>Cap Option One at 5 days</p>	<p>Keep all Options</p> <p>No cap on Option One; Any number of days may be granted as long as average of 1,000 instructional hours district-wide is maintained</p>
<b>Rule Changes</b> (as recommended on prior slide)	<p>Add language to rules:</p> <ol style="list-style-type: none"> <li>1. Districts seeking a waiver will submit a calendar and calculation of 1,000 hours;</li> <li>2. Districts submit summary report at end of waiver period;</li> <li>3. Add parent/teacher conference days to list of acceptable strategies in Option Three</li> <li>4. Reduce the number of waiver days granted if the Legislature reduces days below 180 (Options One and Three)</li> </ol>		
<b>Impact</b>	<p>Districts with a PLA are not eligible for an Option Three waiver (in 2011, 50 schools and 37 districts – 12.5% of districts), unless we remove the PLA restriction</p>	<p>Typical Option One waiver requests would still be allowed; of current 49 districts with Option One waivers, only 7 have more than 5 days</p>	<p>Of the three solutions, this offers districts the most local control</p>

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	Graduation Requirements Rule Revisions - Feedback	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	The feedback collected during the September and October outreach will be a consideration as the Board votes on whether to adopt the proposed rule changes to WAC 180-51-050 and WAC 180-51-066 at the November meeting.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>After an extensive three-year review and public outreach, SBE approved Washington Career and College Ready Graduation Requirements in November 2010. The framework reflected SBE's efforts to: 1) prepare students for postsecondary education, gainful employment and citizenship, as directed by RCW 28A.150.220; 2) prepare Washington students at levels comparable to students in other states; and 3) align better with entrance requirements at Washington's public postsecondary institutions. In November, SBE will consider whether to take the first step in moving the state forward on this change by adopting rule revisions determined by the Office of Superintendent of Public Instruction to have no fiscal cost. To maximize opportunity for input prior to the graduation requirements rule revision language vote, staff implemented a coordinated outreach campaign in September and October. Staff and Board Members contacted key publics (e.g. WSSDA and school districts affected by the credit changes) directly. Staff also developed and delivered communications through website and social media updates, newsletters, and partner websites and publications. Staff will summarize at the meeting the feedback received by the SBE office.</p>	



## **GRADUATION REQUIREMENTS RULE REVISIONS FEEDBACK**

### **BACKGROUND**

After an extensive three-year review and public outreach, the State Board of Education (SBE) approved Washington Career and College Ready Graduation Requirements in November 2010. This framework reflected SBE's efforts to:

- Prepare students for postsecondary education, gainful employment and citizenship (RCW 28A.150.220).
- Prepare Washington students at levels comparable to students in other states.
- Align better with entrance requirements at Washington's public postsecondary institutions.

SBE passed a resolution (Attachment A) that outlined its proposed timetable for initiating changes to the graduation requirements.

The Legislature gave the responsibility of preparing a fiscal analysis to the Office of Superintendent of Public Instruction (OSPI) and required SBE to present the graduation requirements changes to the Quality Education Council and education committees of the House and Senate<sup>1</sup>. During those presentations, per its November 2010 resolution, SBE signaled its intention to adopt rules for the graduating class of 2016 only for those changes determined by OSPI to have no fiscal cost.

Within the 20 credits required by SBE's graduation requirements WAC 180-51-066, the credits and policy changes determined to have no fiscal cost included:

- Increase English from 3 credits to 4 credits.
- Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093.
- Decrease electives from 5.5 to 4 credits.
- Make successful completion of Washington State History and Government a non-credit requirement.
- Clarify that the 2 credits of health and fitness includes .5 credit of health and 1.5 credits of fitness.
- Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.

Under SBE's high school credit definition WAC 180-51-050, SBE would:

- Substitute a non-time-based definition of a credit for the time-based 150 instructional hours.

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<sup>1</sup> RCW 28A.230.090. SBE made presentations to the Quality Education Council: December 21, 2010; House Education Committee, January 25, 2011; and Senate Early Learning and K-12 Education Committee: January 31, 2011

These proposed changes are included in Attachments B (changes with rationale) and C (changes as submitted to the Code Reviser).

The Board reviewed draft rule language at the September Board meeting, and decided to seek input on the proposed revisions. To this end, SBE staff:

1. Created a Washington State School Directors' Association (WSSDA) regional meeting information sheet for member outreach. SBE members and/or staff attended 10 of the 11 regional meetings to provide information and to seek feedback.
2. Added rule revision language to the "rules" and "graduation requirements" tabs on the website, as well as a link where visitors could provide input. Our website traffic was over 4,500 hits for October.
3. Created a graduation requirements link on the front page of the site to make it easier for visitors to find the proposed revisions and add input.
4. Delivered two messages within a span of two weeks to our Facebook fan page (over 500 views with over 535 followers) and Twitter sites (150+ followers).
5. Created two rule revision articles, one for the August newsletter and one for the October newsletter (distribution of over 5,000 per edition).
6. Contacted WSSDA directly with language to host on their website (which was added to the front page of the site, and also included in the print magazine delivered to WSSDA members).
7. Asked for input (via email) from Superintendents and Board members in districts that would have to add English and/or social studies credits to their graduation requirements.
8. Presented to the Association of Washington School Principals' Representative Council of High School Principals.

SBE members and staff collected feedback through September and October.

### **POLICY CONSIDERATION**

At the November meeting, staff will summarize the feedback received through correspondence or phone calls on the proposed graduation requirements rule changes. SBE members will also have opportunities at the meeting to share what they learned from their own outreach efforts, receive public comment, and conduct a formal public hearing.

### **EXPECTED ACTION**

The Board will consider adopting the proposed rule changes to WAC 180-51-050 and WAC 180-51-066 (resulting in a new rule, WAC 180-51-067), as a first step toward moving the state forward to a career and college ready set of graduation requirements.

**WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO APPROVE WASHINGTON  
STATE GRADUATION REQUIREMENTS:  
CAREER AND COLLEGE READY**

**As Approved November 10, 2010**

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21<sup>st</sup> century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that 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, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project of all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must approve and fund changes to graduation requirements that have state fiscal impact, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21<sup>st</sup> century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements. All students will be enrolled in a common pathway that will keep all postsecondary options open and will align with the Higher Education Coordinating Board's minimum four-year public college admission requirements unless students substitute courses according to their High School and Beyond Plans:

English: 4 credits  
Math: 3 credits  
Science, 2 labs: 3 credits  
Social Studies: 3 credits  
Health: .5 credit  
Occupational Education: 1 credit  
Fitness: 1.5 credits\*  
Arts: 2 credits\*\*  
World Languages: 2 credits\*  
Career Concentration: 2 credits\*  
Electives: 2 credits\*

\*Subjects that are asterisked have flexibility, either because of state law (e.g., students may be excused from fitness) or because the State Board of Education is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their High School and Beyond Plans. \*\*Only 1 credit may be substituted in arts.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the Culminating Project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no state fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credit changes would be made:

- Increase English from 3 to 4 credits
- Increase Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designate .5 credit of health (while retaining 1.5 credits of fitness)
- Decrease elective credits by 1.5

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.

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Jeff Vincent, Chair

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Date

## DRAFT CHANGES TO WAC 180-51-066

Row	CHANGE	RATIONALE
1	Minimum <b>State subject and</b> credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2009 <del>2012</del> .	<ul style="list-style-type: none"> <li>• Shifts focus away from minimum.</li> <li>• Makes changes effective for graduating class of 2016.</li> </ul>
2	(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009 <del>2012</del> , for students who enter the ninth grade or begin the equivalent of a four-year high school program shall total twenty as listed <b>provided</b> below. <b>All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.</b>	<ul style="list-style-type: none"> <li>• Eliminates redundancy by making overall statements about alignment of credits with state learning standards, and content to be determined by the local district. Previously, these statements were included with each subject.</li> </ul>
3	(a) <del>Three</del> <b>Four English</b> credits ( <del>reading, writing, and communications</del> ) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.	<ul style="list-style-type: none"> <li>• Changes requirement from 3 to 4 credits.</li> <li>• Alignment now addressed by the overarching statement in (1).</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.655.061</a>) and does not need to be in rule; reference to WASL is outdated.</li> </ul>
4	(b) <del>Three</del> <b>mathematics</b> credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below: (Remainder of math portion of rule—(1)(b)(i-vii) remains the same)	<ul style="list-style-type: none"> <li>• Alignment now addressed by the overarching statement in (1).</li> </ul> <p>(Remainder of math portion of rule—(1)(b)(i-vii) remains the same)</p>
5	(c) <del>Two</del> <b>science</b> credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one <b>of the two credits must be a</b> in-laboratory science. <del>is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.</del>	<ul style="list-style-type: none"> <li>• Alignment now addressed by the overarching statement in (1).</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.655.061</a>) and does not need to be in rule.</li> <li>• Determination of content by local district already addressed in overarching statement in (1).</li> </ul> <p>Does <u>not</u> make the change to require biology because that change will need to be presented to the education committees during the 2012 Legislative Session, per <a href="#">28A.230.090</a>. Biology needs to be required to satisfy federal NCLB regulations regarding the use of end-of-course assessments.</p>
6	(d) <del>Two and one-half</del> <b>Three social studies</b> credits ( <b>2.5 credits prescribed courses, plus a .5 credit social</b>	<ul style="list-style-type: none"> <li>• Changes requirement from 2.5 to 3 credits.</li> </ul>

Row	CHANGE	RATIONALE
	<p><del>studies elective) and a noncredit requirement. that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW <a href="#">28A.230.095</a>). The social studies requirement shall consist of the following mandatory courses or equivalencies:</del></p>	<ul style="list-style-type: none"> <li>• Clarifies the number of prescribed and elective social studies credits and presence of a noncredit requirement.</li> <li>• Alignment now addressed by the overarching statement in (1).</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.230.095</a>) and does not need to be in rule.</li> </ul>
7	<p><del>(i) One credit shall be required in United States history. and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.</del></p>	<ul style="list-style-type: none"> <li>• The study of the US Constitution is in law (<a href="#">RCW 28A.230.170</a>) and does not need to be repeated in WAC.</li> <li>• The addition of a government-based civics requirement addresses the study of government.</li> </ul>
8	<p><del>(ii) Under the provisions of RCW <a href="#">28A.230.170</a> and <a href="#">28A.230.090</a>, one-half credit shall be required in Washington State history and government which shall include study of the Constitution of the state of Washington and is shall consider including encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript.</del></p> <p><b>Successful completion of Washington State history and government shall be required, subject to the provisions of <a href="#">RCW 28A.230.170</a>, <a href="#">RCW 28A.230.090</a>, and <a href="#">WAC 392.410.120</a>, and which shall include study of the Constitution of the state of Washington and is shall consider including encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript.</b></p>	<ul style="list-style-type: none"> <li>• "Successful completion" establishes that students must pass or meet proficiency.</li> <li>• Study of the Washington Constitution is in law (<a href="#">RCW 28A.230.170</a>) and does not need to be repeated in WAC.</li> <li>• The additional reference of WAC 392.410.120 acknowledges OSPI WAC providing guidance on Washington State history and government.</li> <li>• Clarifies that a notation of successful completion must be noted on the transcript.</li> <li>• SHB 1495, passed in 2005, strengthened the language of 28A.230.090 to say "shall consider including" information on the culture, history, and government.... instead of "is encouraged to." This change updates the rule and is the only instance where we are repeating statutory language in rule.</li> </ul>

Row	CHANGE	RATIONALE
9	<p><del>(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW <a href="#">28A.230.090</a>(4)).</del></p>	<ul style="list-style-type: none"> <li>• Already addressed in <a href="#">RCW 28A.230.090</a>.</li> </ul>
10	<p><del>(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.</del></p>	<ul style="list-style-type: none"> <li>• Study of US and Washington State Constitutions is required by law (<a href="#">RCW 28A.230.170</a>; <a href="#">28A.230.093</a>).</li> </ul>
11	<p><del>(C)</del> <b>(A) The Washington State history and government requirement may be waived by the principal for students who: 1) have successfully completed a state history and government course of study in another state; and 2) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under <a href="#">RCW 28A.230.170</a> shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.</b></p>	<ul style="list-style-type: none"> <li>• Clarifies the conditions for waiver of this requirement. Current statute (28A.230.060) allows for waivers for twelfth grade students transferring from other states; the Board's rule extends the waivers to eleventh grade students, as well, and to students who have successfully completed a state history and government course in another state.</li> </ul>
12	<p><del>(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.</del></p>	<ul style="list-style-type: none"> <li>• Circumstances for waiver of Washington State history and government are now outlined in section (ii) (A) above.</li> </ul>
13	<p>(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on <b>current contemporary world</b> problems</p>	<ul style="list-style-type: none"> <li>• Mirrors the use of "contemporary" in the first sentence and distinguishes "world problems" from "world history" or "world geography."</li> </ul>



Row	CHANGE	RATIONALE
	may be accepted as equivalencies.	
14	(iv) <b>One half-credit shall be required in civics, and include at a minimum the content listed in <a href="#">RCW 28A.230.093</a>.</b>	<ul style="list-style-type: none"> <li>• Responds to statutory requirement in <a href="#">RCW 28A.230.093</a> that requires SBE to require at least .5 credit of civics when it increases the number of course credits in social studies.</li> </ul>
15	(e) Two <b>health and fitness</b> credits ( <b>.5 credit health; 1.5 credits fitness</b> ) that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ( <a href="#">RCW 28A.230.095</a> ).	<ul style="list-style-type: none"> <li>• Specifies .5 credit of health and 1.5 credits of fitness.</li> <li>• Alignment now addressed by the overarching statement in (1), as is locally-determined content.</li> <li>• Assessment is addressed by law (<a href="#">RCW 28A.230.095</a>) and does not need to be in rule.</li> </ul>
16	(i) <del>The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC <a href="#">180-51-025</a>. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW <a href="#">28A.230.050</a>. Such excused students shall be required to substitute equivalency credits</del> <b>demonstrate proficiency/competency in the knowledge portion of the fitness requirement</b> , in accordance with <b>written district policy</b> . <del>policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.</del>	<ul style="list-style-type: none"> <li>• Limiting the fitness portion to course work does not allow for competency-based credit.</li> <li>• Locally-determined content already addressed in (1).</li> <li>• SBE has no authority to direct OSPI to develop "fitness outlines."</li> <li>• The only reference in statute to "equivalency credits" relates to Career and Technical Education (CTE) (<a href="#">RCW 28A.230.097</a>), and therefore may be confusing (What are equivalency credits?). The new language clarifies the requirement that excused students still must demonstrate proficiency in the knowledge portion of the fitness requirement.</li> </ul>
17	(ii) <del>"Directed athletics" shall be interpreted to include community-based organized athletics.</del>	<ul style="list-style-type: none"> <li>• The term "directed athletics" is used in <a href="#">RCW 28A.230.050</a>, along with a list of other categories that would enable students to be excused from the physical portion of the requirement. It is unclear why it is singled out for definition.</li> </ul>
18	(f) <del>One arts credit that at minimum is aligned with current essential academic learning requirements at</del>	<ul style="list-style-type: none"> <li>• Alignment now addressed by the overarching statement in (1).</li> </ul>

Row	CHANGE	RATIONALE
	<p><del>grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW <u>28A.230.095</u>). The essential content in this subject area may be satisfied in the visual or performing arts.</del></p>	<ul style="list-style-type: none"> <li>Assessment is addressed by law (<a href="#">RCW 28A.230.095</a>) and does not need to be in rule.</li> </ul>
19	<p>(g) One credit in <b>occupational education</b>. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as <del>proposed or adopted</del> <b>contained</b> in the career and technical education (CTE) program standards of the office of the superintendent of public instruction. <del>The assessment of achieved competence in this subject area is determined at the local district level</del></p> <p><b>(i) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.</b></p> <p><b>(ii) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.</b></p> <p><b>(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.</b></p>	<ul style="list-style-type: none"> <li>"Proposed or adopted" is not current language.</li> <li>Section g (I – iii) adds a "two for one" policy to provide greater flexibility for students to satisfy graduation requirements. Currently, students who take CTE-equivalent courses earn one credit, and they choose which credit (the CTE credit or the CTE-equivalent credit) to put on their transcripts. They do <u>not</u> satisfy two requirements. This policy would enable students to earn one credit and satisfy two requirements--both the CTE/Occupational Education requirement and its equivalent non CTE/Occupational Education requirement. The effect of this policy would be to free up an elective for the student.</li> </ul>
20	<p><del>(h) Five and one-half</del> <b>Four credits</b> of electives <del>Study in a world language other than English or study in a world culture may satisfy any or all of the required</del> <b>electives.</b> <del>The assessment of achieved competence in these subject areas is determined at the local district level.</del></p>	<ul style="list-style-type: none"> <li>Reduces elective credit requirement from 5.5 to 4.</li> <li>Identifying potential elective courses such as world language is unnecessary—districts determine electives.</li> </ul>

Row	CHANGE	RATIONALE
21	(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.	<ul style="list-style-type: none"> <li>No change</li> </ul>
22	(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.	<ul style="list-style-type: none"> <li>No change</li> </ul>
23	<del>(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student and Washington alternate assessment system shall determine attainment.</del>	<ul style="list-style-type: none"> <li>Already in statute (<a href="#">RCW 28A.655.061</a>).</li> </ul>
24	<del>(2) State board of education approved private schools under RCW <a href="#">28A.305.130</a>(5) may, but are not required to, align their curriculums with the state learning goals under RCW <a href="#">28A.150.210</a> or the essential academic learning requirements under RCW <a href="#">28A.655.070</a>.</del>	<ul style="list-style-type: none"> <li>Already in statute (<a href="#">RCW 28A.195.010</a>).</li> </ul>
25	<b>(k) Students who complete and pass all required international baccalaureate diploma programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW <a href="#">28A.230.090</a>, <a href="#">28A.230.170</a>, and <a href="#">28A.230</a>.</b>	<ul style="list-style-type: none"> <li>Calls attention to new law passed in 2011.</li> </ul>

#### DRAFT CHANGES TO WAC 180-51-050

Row	CHANGE	RATIONALE
1	High school credit — Definition.  As used in this chapter the term "high school credit" shall mean:	<ul style="list-style-type: none"> <li>No change</li> </ul>
2	(1) Grades nine through twelve or the equivalent of a four-year high school program, <del>and grades seven and eight under the provisions of</del> <b>or as otherwise provided in RCW <a href="#">28A.230.090</a> (4) and (5):</b>	<ul style="list-style-type: none"> <li>The current language is inconsistent with RCW <a href="#">28A.230.090</a>. A separate rule, WAC 180.51.030, clearly references RCW <a href="#">28A.230.090</a> for conditions to award high school credit for courses taken before attending high school.</li> </ul>
3	<del>(a) One hundred fifty hours of planned instructional activities approved by the district;</del> <b>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</b>	<ul style="list-style-type: none"> <li>Removes time-based requirement (per recommendation of Core 24 Implementation Task Force<sup>2</sup>).</li> <li>Clarifies that this non time-based definition is related to successful completion of <u>course work</u>.</li> </ul>

<sup>2</sup> <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

Row	CHANGE	RATIONALE
	<del>completion of that subject; or</del>	
4	(b) Satisfactory demonstration by a student of <del>proficiency/competency, as defined by written district policy, by a student of clearly identified competencies in the state's essential academic learning requirements (learning standards). established pursuant to a process defined in written district policy.</del> Districts are strongly advised to confirm with the higher education coordinating board that the award of <del>competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.</del>	<ul style="list-style-type: none"> <li>• Streamlines definition of competency-based credit.</li> <li>• Uses proficiency/competency because these words are often used interchangeably. The sample world language policy developed by WSSDA, OSPI, and SBE used this same convention.</li> <li>• By <u>not</u> using the words, "course work," creates a distinction between the non time-based definition and the proficiency/competency-based definition. Proficiency/Competency-based credit could be earned for knowledge or skills gained outside of a public school classroom setting.</li> </ul>
5	Sections 2-7 will remain the same.	<ul style="list-style-type: none"> <li>• No change</li> </ul>
6	<del>(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.</del>	<ul style="list-style-type: none"> <li>• Not aware of any authority requiring SBE to do this, and SBE has not been implementing this subsection for at least five years.</li> </ul>



AMENDATORY SECTION (Amending WSR 10-19-118, filed 9/21/10, effective 10/22/10)

**WAC 180-51-066 Minimum requirements for high school graduation--Students entering the ninth grade on or after July 1, 2009, through June 30, 2012.** (1) The statewide minimum subject areas and credits required for high school graduation (~~(, beginning July 1, 2009,~~) for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

- (A) Algebra 1 or integrated mathematics I;
- (B) Geometry or integrated mathematics II; and
- (C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III if all of the following requirements are met:

(A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

(D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or

guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b)(i) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(v) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated

mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).

(B) The study of the United States and Washington state



Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to

use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.

#### NEW SECTION

**WAC 180-51-067 State subject and credit requirements for high school graduation--Students entering the ninth grade on or after July 1, 2012.** The statewide subject areas and credits required for high school graduation, beginning July 1, 2012, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty as provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (d) through (g) of this subsection, the three mathematics credits required under this section must include:

- (i) Algebra 1 or integrated mathematics I;
- (ii) Geometry or integrated mathematics II; and
- (iii) Algebra 2 or integrated mathematics III.

(b) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, if all of the following requirements are met:

(i) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(iii) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(c) Courses in (a) and (b) of this subsection may be taken currently in the following combinations:

(i) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.

(d) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(e) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

- (i) Repeat the course(s) for credit in high school; or

(ii) Complete three credits of mathematics as follows:

(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(f) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(g) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(3) Two **science** credits, at least one of the two credits must be in laboratory science.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on

each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; and (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(7) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.

(8) Four credits of electives.

(9) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(10) Each student shall have a high school and beyond plan for

their high school experience, including what they expect to do the year following graduation.

(11) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

AMENDATORY SECTION (Amending WSR 05-19-105, filed 9/20/05, effective 10/21/05)

**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, ~~((and grades seven and eight under the provisions of))~~ or as otherwise provided in RCW 28A.230.090(4) ((and (5))):

(a) ~~((One hundred fifty hours of planned instructional activities approved by the district;))~~ 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 ((clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution))~~ proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of

OTS-4316.1

awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

~~((8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.))~~



awarding equivalency credit. When this subsection, college and university with credit completion courses with grades course work that an applicant below the 12th level by the college and the course work is deemed, awarding credit at grade nine through twelve as the equivalent of a 12-year high school program. See WAC 180-21-120.

(4) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (3) of this section. The policy shall apply uniformly to all high schools in the district.

(5) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the district's superintendent or designee in determining or not awarding credit based on the district's standards for recognition and acceptance of credits. The policy shall include an appeal procedure to the extent it is included reliance on the professional judgment of the district's superintendent or designee.

(6) A student who has earned a written release from their school district or enrolls in a high school completion program under subsection (1) of this section, the student has not reached age eighteen or whose date has not expired.

(7) The state board of education shall periodically review the state board of community and technical education and the higher education coordinating board of any school district that awards high school credit to determine what courses are eligible for this section.



# Outreach and Feedback on Rule Revisions to High School Graduation Requirements

**Kathe Taylor, Ph.D.  
Aaron Wyatt**

# Key Points for Today's Discussion

- Review proposed rule **A1** changes.
- Summarize district requirements in areas of proposed change.
- Overview SBE outreach efforts.
- Share feedback from field.

## Slide 2

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A1

Sounds strange. Could we change it to ...the following credits will change to:

Ashley.Harris, 9/9/2011

# Proposed Graduation Requirements Rule Changes for Graduating Class of 2016

Within the 20 credit framework already in rule, make the following changes to WAC 180-51-066:

- Increase English from 3 to 4 credits.
- Increase Social Studies from 2.5 to 3 credits; specify .5 credits of civics.
- Clarify that the 2 credits of health and fitness means .5 credits of health; 1.5 credits of fitness.
- Decrease elective credit requirements from 5.5 to 4.
- Make Washington State History and Government a non-credit requirement that must be successfully passed and note that the requirement has been met on the student transcript.
- Establish a “two for one” policy to enable students to take a CTE-equivalent course and satisfy two requirements while earning one credit.

Make the following policy change to WAC 180-51-050:

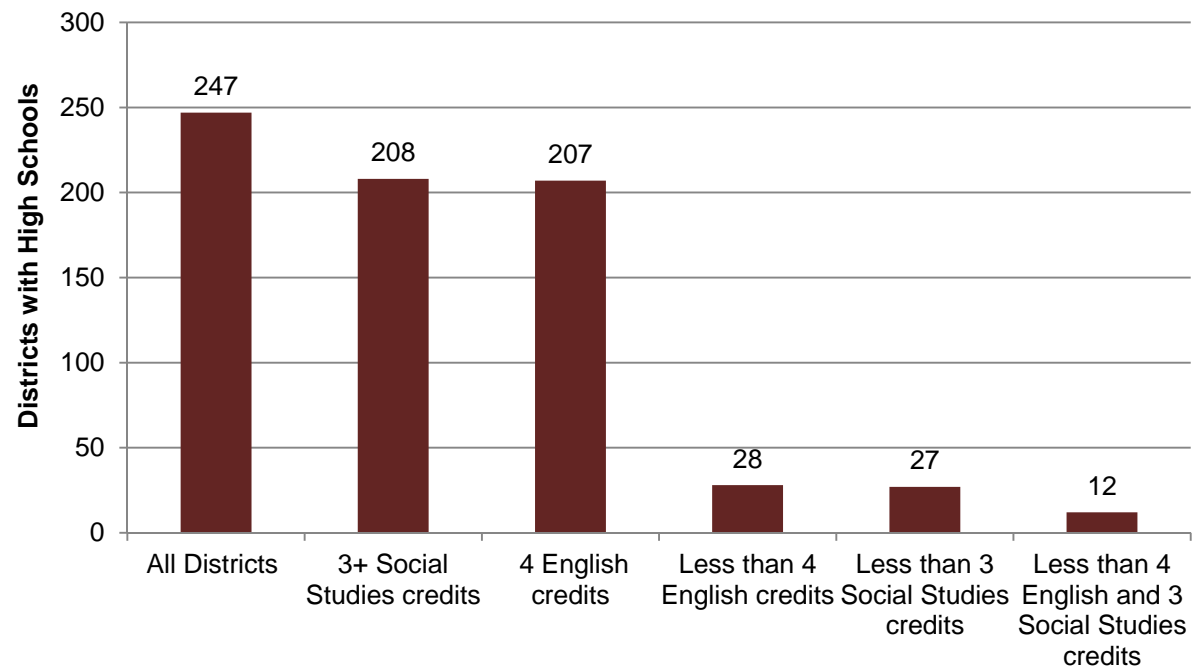
Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state’s subject area content expectations sufficiently to earn a credit.

# Most Districts Already Require 4 Credits of English & 3+ Credits of Social Studies

Districts With High Schools	Yes	No
Requiring 4 Credits of English	203 (82%)	44 (18%)
Requiring 3+ Credits of Social Studies	207 (84%)	40 (16%)

Note: Percentages calculated on the total number of districts with high schools (247)

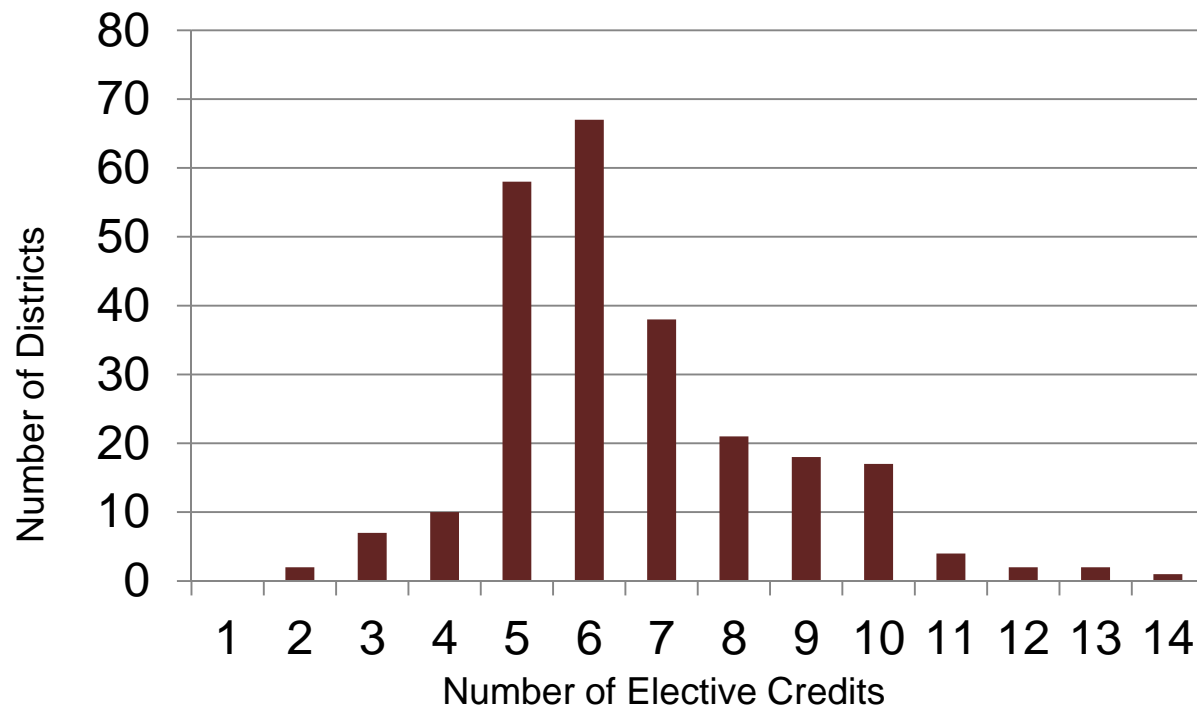
## 2011 Washington District Requirements



# District Elective Requirements Vary

Type of Change Districts Need to Make	# of Districts	Average Elective Credits 2012	Average Total Credits Requirements
Add .5 to 1 credit of English	28	6.8	22.3
Add .5 credit social studies	32	7.9	23.9
Add both	12	6.8	21

2012 District Elective Requirements



# Rule Revision Outreach and Feedback

## Outreach Initiatives. . .

- Website and social media updates.
- September and October Newsletter.
- Direct email to districts needing to add credits.
- Meeting with eastside Superintendents.
- Presentation to the Association of Washington School Principals' Representative Council of High School Principals.
- Washington State School Directors' Association (WSSDA) outreach.

## Feedback we received. . .



# OSPI Fiscal Analysis Presented to SBE

## November 9, 2010

OSPI has evaluated the following SBE options and determined that they do not have a fiscal cost if implemented:

- Within the current 20 credit framework, the following credits changes: A2
  - Increasing English from 3 to 4 credits.
  - Increasing Social Studies from 2.5 to 3 credits, including .5 credits of civics.
  - Designating .5 credits of health (while retaining 1.5 credits of fitness).
- Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
- Establish a “two for one” policy to enable students to take a CTE-equivalent course and satisfy two requirements.
- Make Washington State History and Government a non-credit requirement that must be successfully passed and noted met on the student transcript.

**Slide 7**

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**A2**

Sounds strange. Could we change it to ...the following credits will change to:

Ashley.Harris, 9/9/2011

# Changes to 180-51-50

Change	Rationale
High school credit — Definition.	(1) Grades nine through twelve or the equivalent of a four-year high school program, and <del>grades seven and eight under the provisions of</del> <b>or as otherwise provided in</b> RCW <a href="#">28A.230.090</a> (4) and <del>(5)</del> :
(1) Grades nine through twelve or the equivalent of a four-year high school program, and <del>grades seven and eight under the provisions of</del> <b>or as otherwise provided in</b> RCW <a href="#">28A.230.090</a> (4) and <del>(5)</del> :	(1) Grades nine through twelve or the equivalent of a four-year high school program, and <del>grades seven and eight under the provisions of</del> <b>or as otherwise provided in</b> RCW <a href="#">28A.230.090</a> (4) and <del>(5)</del> :

# Changes to 180-51-50

ROW	CHANGE
<p>(a) <del>One hundred fifty hours of planned instructional activities approved by the district;</del> <b>Successful completion, as defined by written district policy, of courses taught to the state’s essential academic learning requirements (learning standards).</b> <del>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;</del> or</p>	<ul style="list-style-type: none"> <li>Removes time-based requirement (per recommendation of Core 24 Implementation Task Force).</li> <li>Clarifies that this non time-based definition is related to successful completion of <u>course work</u>.</li> <li><b>Note: This language is different than the language SBE originally approved to replace the 150 hour language.</b></li> </ul>
<p>(b) <del>Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, by a student of clearly identified competencies in the state’s essential academic learning requirements (learning standards).</del> <del>established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.</del></p>	<ul style="list-style-type: none"> <li>Streamlines definition of competency-based credit.</li> <li>Uses proficiency/competency because these words are often used interchangeably. The sample world language policy developed by WSSDA, OSPI, and SBE used this same convention.</li> <li>By <u>not</u> using the words, “course work,” creates a distinction between the non time-based definition and the proficiency/competency-based definition. Proficiency/Competency-based credit could be earned for knowledge or skills gained outside of a public school classroom setting.</li> </ul>

# Changes to 180-51-50

Row	CHANGE
Sections 2-7 will remain the same.	<ul style="list-style-type: none"><li data-bbox="1369 477 1598 505">• No change</li></ul>
<del>(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.</del>	<ul style="list-style-type: none"><li data-bbox="1369 558 1919 699">• Not aware of any authority requiring SBE to do this, and SBE has not been implementing this subsection for at least five years.</li></ul>

## OSPI Press Release for Mark Ray, Teacher of the Year

Mark Ray, a teacher librarian at Skyview High School in Vancouver, was named Washington's 2012 Teacher of the Year at an awards ceremony today.

On behalf of State Superintendent Randy Dorn, Assistant Superintendent Dan Newell congratulated the nine Regional Teachers of the Year and announced the State Teacher of the Year at Experience Music Project | Science Fiction Museum and Hall of Fame. The event was hosted by EMP|SFM and the Charles Beresford Company.

Although unable to attend the event, Superintendent Dorn praised the group. "Mark and the 2012 Teachers of the Year represent our very best," he said. "They are highly skilled and they have high standards for their kids, but they also know that relationships count and that great teaching happens one kid at a time."

Program sponsors PEMCO Insurance, SMART Technologies, and Saxton Bradley, Inc. each donated cash awards, technology prizes and scholarships for classroom improvements for both Mark and the Regional Teachers of the Year.

For Mark, education is a family affair. Nearly 20 years into his career as a teacher librarian, he's spent most of them in the same district where his father taught and his mother served lunch.

Parents and colleagues describe Mark as transformational and credit his vision and enthusiasm for the success of projects as varied as redesigning classroom assessment to igniting an enthusiasm for research in the student body.

Mark's approach to working with students is based on a firm belief that there are many ways to say "yes" to a student and that even seemingly insignificant interactions can have an enormous impact on individual students. In addition to his work in the library and classrooms, Mark also coaches tennis at Skyview, where his nationally recognized "no cut" program welcomes students of all abilities.

Mark is an enthusiastic and creative partner. His efforts to empower teachers with technology and new communication skills are infused with a sense of urgency and possibility. Whether using Google Docs, Prezi or the pop culture phenomena of vampires, Mark is constantly reminding teachers that they have more control than they realize to dream and create new ways of engaging students.

"Every year, I can't wait to see what new techniques he has come up with to help kids understand research," said colleague Brenda McKinney. "From puppet to amazing Powerpoint skills, from in depth knowledge to saying it exactly how it is, Mark uses the stage of his media center to let kids know that research is accessible."

Mark also believes passionately that teachers must begin stepping into more leadership roles and embrace the risk of trying something new if we are to meet the educational imperative of educating a new type of student and create a truly 21st century school system.

## **PUBLIC HEARING STATEMENT**

(to be read aloud by Chair immediately preceding a public hearing)

**Public notice having been given in accordance with the law, the State Board of Education will hold a public hearing at this time regarding the following:**

***Proposed Revision to SBE High School Graduation Requirements Rule WAC 180-51-066 with New Section WAC 180-51-067 and Credit Definition Rule WAC 180-51-050.***

**If there are persons who wish to present their views on these matters, opportunity to do so will be provided at this time.**

**There are sign-up sheets on the agenda materials table for those who wish to present testimony.**

**On matters where there are several persons who wish to testify, we ask that your testimony be limited to information only with a maximum of TWO minutes allotted per individual.**

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After testimony, typically the Chair will thank people for their testimony and make a statement that **"the public hearing is now closed"**.

The following day, the Board will take action on adoption consideration. This is not a time to continue the public hearing. After a motion and a second have been made, the chair will do a roll call vote. (See attached roll call sheet).

## AMENDATORY SECTION

**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, (~~and grades seven and eight under the provisions of~~) or as otherwise provided in [RCW 28A.230.090](#)(4) (~~and (5)~~):

(a) (~~One hundred fifty hours of planned instructional activities approved by the district;~~) 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 (~~clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution~~) proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also [WAC 180-51-053](#))

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also [WAC 180-51-053](#))



(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

~~((8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.))~~

AMENDATORY SECTION

**WAC 180-51-066 Minimum requirements for high school graduation -- Students entering the ninth grade on or after July 1, 2009, through June 30, 2012.** (1) The statewide minimum subject areas and credits required for high school graduation(~~(, beginning July 1, 2009,))~~ for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

(A) Algebra 1 or integrated mathematics I;

(B) Geometry or integrated mathematics II; and

(C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III if all of the following requirements are met:

(A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

(D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that

the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in [RCW 28A.230.097](#) can be taken for credit instead of any of the mathematics courses set forth in (b)(i) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(v) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in [RCW 28A.230.090](#), may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and
- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the

provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;
- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ([RCW 28A.230.095](#)). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of [RCW 28A.230.170](#) and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors ([RCW 28A.230.090\(4\)](#)).

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under [RCW 28A.230.170](#) shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ([RCW 28A.230.095](#)).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under [WAC 180-51-025](#). Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under [RCW 28A.230.050](#). Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use ([RCW 28A.230.095](#)). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under [RCW 28A.305.130\(5\)](#) may, but are not required to, align their curriculums with the state learning goals under [RCW 28A.150.210](#) or the essential academic learning requirements under [RCW 28A.655.070](#).

NEW SECTION

**WAC 180-51-067 State subject and credit requirements for high school graduation -- Students entering the ninth grade on or after July 1, 2012.** The statewide subject areas and credits required for high school graduation, beginning July 1, 2012, for students who enter the ninth grade or begin the equivalent of a four-year high school program, **unless as otherwise provided in section (12)**, shall total twenty as provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (d) through (g) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) Algebra 2 or integrated mathematics III.

(b) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, if all of the following requirements are met:

(i) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(iii) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(c) Courses in (a) and (b) of this subsection may be taken currently in the following combinations:

(i) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.

(d) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in [RCW 28A.230.097](#) can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(e) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in [RCW 28A.230.090](#), may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Complete three credits of mathematics as follows:

(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and
- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(f) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:



- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(g) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of [WAC 180-51-050](#), shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;
- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(3) Two **science** credits, at least one of the two credits must be in laboratory science.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of [RCW 28A.230.170](#); [RCW 28A.230.090](#) and [WAC 392-410-120](#), and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; **and or** (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in [RCW 28A.230.093](#).

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under [RCW 28A.230.050](#). Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(7) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.

(8) Four credits of electives.

(9) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(10) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(11) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of [RCW 28A.230.090](#), 28A.230.170, and [chapter 28A.230 RCW](#).

(12) A school district may obtain a two year extension from the effective date for the implementation of the 4 credits of English and/or the 3 credits of social studies required under this rule upon the filing of a written resolution by the district's school board with the State Board of Education stating the district's intent to delay implementation of the increased English and/or social studies requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the State Board of Education shall maintain the English, social studies, and electives credits in effect under WAC 180-51-066 for the period of the extension.

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

## Governance as Effective P-13 Goals-Setting

### Overview & Policy Consideration

#### Background

During the September, 2011 Board meeting, Board Members heard some ideas from the Executive Director on how to transition the governance conversation from a discussion focused on *government* (the number and type of government entities and authority structures), to one initially focused on *effective* governance (effective planning and goal-setting for the system). The conversation in November will focus on a plan of action based on the ideas presented in September. Included in the presentation will be a more detailed concept overview, a proposed web-based framework for the work, a review of findings from stakeholder conversations on the topic, a tentative timeline, and a discussion of obstacles to successful implementation.

The vision for this project is framed by a number of factors. First, there is a perceived need, both within the system, as well as among key outside stakeholder groups, for a set of system goals which key system leaders and stakeholders can coalesce around. How does the educational system define success? What key data points – beyond the test scores printed in the newspaper for broad public consumption – do key educational policymakers track? What data frames their understanding of the system's needs, and also, therefore, their subsequent legislative or executive recommendations and actions? At present, it would appear that system leaders have goals which are related, but also in some cases meaningfully different; and in many cases, these differing goals are not necessarily the product of genuine ideological differences, but rather simply a reflection of fragmentation in planning and data. Key decision-makers see different data at different times, and what they see is driven more by happenstance (what meeting or conference they happened to attend) than by structured planning. In the absence of a shared data structure, therefore, their perceptions of the needs of the system are mostly framed by personal anecdotes and complaints (or praises) from key constituents.

To be clear, this is not evidence of incompetence or uncaring. Indeed, a lot of strategic goals-setting is already occurring at different layers in the system; much of it quite sophisticated. Rather, it is merely the fragmentation of the educational system reflecting itself in the planning and governance of that system. Left to its own devices, this is what will happen in government. But it is not necessarily what has to happen. Indeed, it is very difficult to conceive of a major business succeeding with this type of structure, but this is, to some extent, how we expect to produce success from the public educational system which expends roughly \$15 billion of resources each budgetary biennium. The State Board of Education, through 28A.305.035 (4)(a), has the responsibility to "Adopt and revise performance improvement goals... as the board deems appropriate to improve student learning," and perhaps, in the execution of this responsibility, the Board can provide a forum and structure (even if it can't produce complete unanimity) for establishing key educational success metrics for the system.

To meet this perceived need, what is proposed is a two-phase structure. Phase One would be the establishment of -- to use the statutorily term referenced above -- “performance improvement goals”. Those goals would be structured by *lead system indicators*, and *foundation indicators*.

**Lead system indicators** convey major system transition points or landmarks. To retain their importance, they should be few in number: perhaps as few as two or as many as five. They should be limited in number to convey a laser-like focus on their attainment, and to facilitate their casual memorization by key stakeholders. A measure of success of this effort would be if, in due time, any major P-13 policymaker can recite these by memory (e.g. “*we have three leading system indicators: 3<sup>rd</sup> grade literacy, graduation rates, and post-secondary attainment*”) and has immediate recall as to system performance on those indicators (“*on-time graduation rate was about 76 percent last year*”). The Board would have responsibility for establishing these indicators, and setting performance goals associated with them.

**Foundation indicators** are subordinate to lead system indicators, and reflect the reality that, for example, third grade literacy does not materialize on its own. What are the various preconditions necessary to achieve third grade literacy, and how can we monitor those preconditions? These might include the availability of quality and affordability of early care programs, the extent to which entering kindergarten students demonstrate basic phonemic awareness, or, the extent to which families read to their young children 20 minutes a day. These foundation indicators are driven, to some extent, by what can be measured, but the process can also be helpful in determining what *should* be measured in the future. Foundation indicators are also not as limited in number and scope. Each lead system indicators could have as many as five to ten and still achieve a sufficient level of overall focus.

What constitutes success for Phase One of the project? First, the goal in engaging stakeholders throughout the P-13 system is not to achieve complete agreement. That is probably impossible, and perhaps even undesirable. The goal is to establish a structure for the conversation about system goals, where, to the extent possible, unanimity is achieved, and to the extent not possible, a forum is provided to explore the disagreement. The process should embrace disagreement as part of the product, rather than making disagreement the reason why the product is never produced. In this way, the State Board of Education can exercise its strategic oversight role in setting forth a draft set of performance improvement goals, engaging stakeholders in a critique and refinement of those goals, and then ultimately setting forth those goals for stakeholders to both support and/or disagree with.

Another marker of success is stakeholder interaction. In order to be considered successful, the web-based tool must cultivate input and interaction from stakeholders, both in terms of the indicators chosen, as well as the goals set to each indicator. The tool would, at a minimum, include video vignettes from chosen experts to explicate the data, ‘comment’ technology that allows key stakeholders to contribute to each page (either support, criticism, or refinement), and a public comment feature that is separately accessed. Given the considerable momentum achieved through the development of *The People’s Plan* and other efforts, there appears to be no shortage of external stakeholders willing and able to meaningfully engage on this subject.

If Phase One is a discussion around “where are we going” as a system, phase Two could be viewed as a focus on “how do we get there.” Phase Two would build upon the Board’s strategic oversight roll to convene stakeholders in the identification of system strategies to achieve the goals that have been set out in Phase One. From a planning and timeline standpoint, Phase

Two would commence in the summer/fall of 2012. Each Leading System Indicator would be addressed by a subcommittee of the Board, with the purpose of developing system strategies to achieve the goals, in collaboration with key policymakers in the respective P-13 policymaking arenas. Given a variety of factors, however – the current economy and the corresponding demands of the upcoming legislative session on state agencies, the hard work and focus required to develop meaningful indicators in Phase One, the technological and financial obstacles to development the web tool in Phase One, and the relative uncertainty in the higher education governance arena – the parameters of Phase Two are necessarily evolving as we learn more from the challenges and successes of Phase One.

Included in the packet are several illustrative pages from a “mock up” of the web-based tool. All the included indicators and content are example ‘filler’ at this point, but the structure should help Members understand the vision of the tool in its complete form.

IMPROVING WASHINGTON STATE'S  
P-20 EDUCATION SYSTEM  
**Forward**



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## Forward P-13 Indicators

### 1. Third Grade Reading Scores

#### Foundation Indicators

1. Students served by evidenced-based early learning programs.
2. Average annual childcare costs.
3. Students participating in state-funded all-day Kindergarten.
4. WA Kids assessment scores.
5. Kindergarten students reading at grade level by spring quarter.

### 2. On-Time Graduation Rates

#### Foundation Indicators

1. Students completing 5 or more credits at the end of the freshmen year.
2. Dropout rates.
4. 11th grade Common Core assessment scores in reading.
5. 10th grade Biology end of course assessment scores.
6. Algebra I / Integrated I end of course assessment scores.
7. 11th grade NAEP scores

### 3. Postsecondary Attainment Rates

#### Foundation Indicators

1. Students enrolled in AP courses.
2. Students passing the AP exam(s).
3. Students participating in dual enrollment programs.

## Using this site

If you are reading this, you are well on your way to impacting education in Washington State.

We want you to engage with the data and explore the P-20 success benchmarks outlined herein. You will find videos, graphs, and text that will help explain where Washington's education system has been and where it needs to go.

Start by clicking on one of three goals, or visit our goal discussion board to jump right in.

Stay tuned for the publication of the 2012 report card (available in the third quarter of 2012).

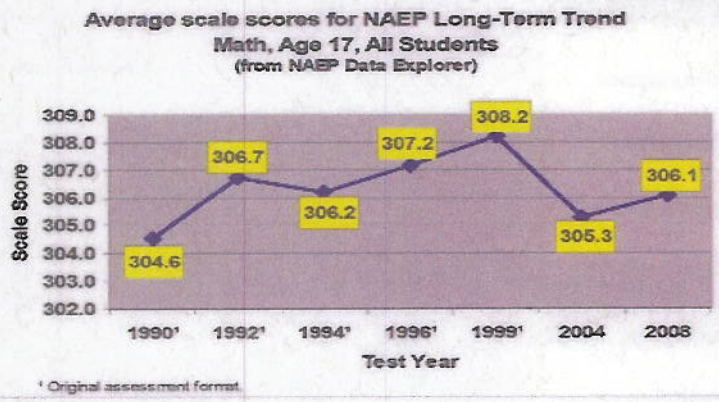




## 8th Grade NAEP Scores

August 12, 2016

[Leave a Comment](#)



The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.



Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

This entry was posted on August 12, 2016 at 10:25 a.m.

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### Comment by Representative Bruce Dammeier (Invited Commentator)

NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts.

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Name

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### Categories

- Third Grade Reading
- On-time Graduation
- Secondary Attainment

### Recent Posts

- A closer look at AP as an indicator for P-20 success.
- Superintendent Dorn comments on the state's rising graduation rates.
- Dropout rates remain stagnant in 2012. What can we do to improve?
- Dual enrollment programs suffer with budget cuts.

### Popular Keywords

forward education p-20 kindergarten NAEP dropouts sophomores assessments funding cuts middle school taxes transfers common core standards studying parents school boards superintendent required action basic education compliance technology college elementary school



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## 2016 Forward Report Card

### Third Grade Reading Scores

	Current Percentage or Number	2016 Goal	Change Since 2015	Change Since Baseline
Third Grade Reading MSP	62 percent	68 percent	+ 5 percent	+ 11 percent
Students Served in Evidenced-based Learning Programs	16,351	18,000	- 800	+ 100
Average Annual Childcare Costs	\$14,682	\$14,000	+ \$1,110	+ 2,236
Students in State-funded All-day Kindergarten	20,000	30,000	+ 1,500	+ 3,400
WA Kids Assessment Scores	58 percent	75 percent	- 3 percent	No Change
K Students Reading at Standard	78	78	No Change	No Change

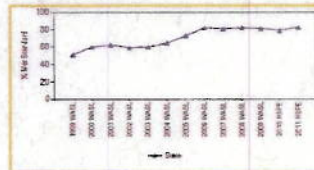
2016 saw a dramatic increase in third grade reading scores. Several factors, including statewide implementation of RTI, additional funding in reading instruction, and reduced K-3 class sizes likely contributed to the change.



### 2. On-Time Graduation Rates

	Current Percentage or Number	2016 Goal	Change Since 2015	Change Since Baseline
On Time Graduation Rate	86 percent	88 percent	+ 5 percent	+ 4 percent
Dropout Rate	18 percent	15 percent	- 3 percent	- 3 percent
11th Grade English / Language Art CCS Assessment	89 percent	93 percent	- 2 percent	- 3 percent
Biology End of Course Assessment	67 percent	75 percent	+ 5 percent	+ 15 percent
Algebra I / Integrated I End of Course Assessment	58 percent	75 percent	- 3 percent	No Change
Entering Sophomores with >5 credits	83 percent	87 percent	+ 8 percent	+ 11 percent
8th Grade Reading NAEP Scores	86 percent	93 percent	+ 2 percent	+ 4 percent

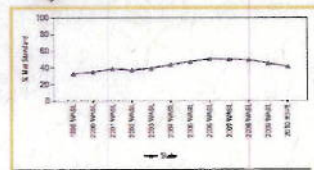
The increase in on-time graduation rates has been steady since 2009.



### 3. Postsecondary Attainment Rates

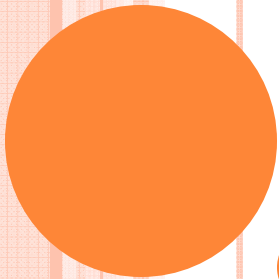
	Current Percentage or Number	2016 Goal	Change Since 2015	Change Since Baseline
Postsecondary Remediation Rates	47 percent	40 percent	+ 5 percent	- 9 percent
Students Enrolled in AP Courses	23 percent	21 percent	+ 3 percent	+ 7 percent
Students Passing the AP Exams	63 percent	75 percent	- 6 percent	+ 5 percent
Students in Dual Enrollment	13 percent	17 percent	No Change	No Change

2016 marked a decline in postsecondary remediation rates.









# **P-13 SYSTEM GOALS-SETTING**

**Ben Rarick**

**November 2011**

# DEVELOPMENTS SINCE SEPTEMBER

## ○ Outreach

- Stand for Children, Partnership for Learning
- DEL – Bette Hyde
- SBCTC – Charlie Earl
- ESDs, AWSP, WEA, others

## ○ Concept Development

- Web site concept
  - Indicator skeleton
  - Concepts of interaction
  - Back-end 'print and go' report structure

## ○ Technology

- What can we achieve with current resources? What's an achievable goal?



## MAJOR CONCEPTS

- Lead System Indicators
  - System focus on key transition point indicators
  - Limit to no more than 3-5 (less is more in this context)
  - Laser-like focus
- Foundation Indicators
  - Detail metrics that build to the LSI
  - Example: What preconditions are necessary to support 3<sup>rd</sup> grade literacy?
    - Affordable early care
    - Basic skills inventory/K-readiness



## MAJOR CONCEPTS (CONTINUED)

- Performance Improvement Goals
  - Goals set to the Indicators
  - Term derives from SBE statute - obligation to set system goals



# EXAMPLE PAGES

(refer to inserts)



## STAGES OF THE PROCESS

- STAGE 1 – Design blueprint.
- STAGE 2 – Develop Indicators and establish goals.
- STAGE 3 – Convene stakeholders on system strategies.



## CHALLENGES

- Technology – Limits to what SBE can achieve on its own. Site will initially be static (not dynamic) until developer gets involved
- Legislative Session – Funding reductions to SBE, coupled with the collective pre-occupation with events of session by stakeholders
- Naming convention – Is it a dashboard? A report card?





# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	Common Core Standards and Implications for Assessment Policy	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	In anticipation of the introduction of 11 <sup>th</sup> grade, college and career ready SMARTER Balanced Summative Assessments (SBAC) in 2014-15, the state will need to examine all high school assessments and determine their relationship to graduation requirements.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>In preparation for implementation of Common Core State Standards (CCSS) through the state's assessment system, Washington will need to consider several policy questions relative to graduation requirements. At a minimum, the State Board of Education (SBE) may elect to play a role in facilitating conversations about these issues in order to anticipate and be better informed about them. Following are some of the key questions that SBE could explore in greater detail in the coming months as the implications of the new standards and consortium commitments continue to develop:</p> <ol style="list-style-type: none"> <li>1. What role will 11<sup>th</sup> grade SBAC summative assessments play in state graduation requirements?</li> <li>2. If the SBAC summative tests become graduation requirements, does Washington need a different standard of proficiency for graduation than the cut score set for career and college readiness?</li> <li>3. Will the current state assessments in reading, writing, and mathematics continue to be administered along with the SBAC assessments, and will they continue to serve as graduation requirements? If so, what will the state need to do to align the current tests with the CCSS?</li> <li>4. What relationship will a career and college ready cut score on the 11<sup>th</sup> grade SBAC have to a student's ability to take college level, credit-bearing classes at a postsecondary institution?</li> </ol>	

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

## **COMMON CORE STATE STANDARDS AND IMPLICATIONS FOR ASSESSMENT POLICY**

### **Background**

With the 2011 adoption of the Common Core State Standards (CCSS) in mathematics and English Language Arts, the state completed the first phase of its implementation strategy,<sup>1</sup> The Office of Superintendent of Public Instruction (OSPI) has begun to build statewide capacity through phase two, development and alignment of resources and materials, while initiating phase three, teacher and leader professional development and classroom transition. The goal is for all English Language Arts and mathematics teachers to be prepared to teach to the new standards by September 2014.

The fourth phase, assessment of the CCSS, will begin in 2013-14 with a pilot of test items. Assessments aligned to the CCSS and administered in grades 3-8 and 11 should be ready for administration in 2014-15.

OSPI staff, Jessica Vavrus, will update the Board on the progress that the state has made on implementation since she last presented to the Board earlier this year.

The introduction of a new assessment system brings with it a series of interesting policy questions, particularly at the high school level. The high school summative test is intended to measure college and career readiness; cut scores will be set in August 2014 by the SMARTER Balanced Assessment Consortium (SBAC), which is a consortium of states to which Washington belongs. SBAC will also develop optional interim assessments that could be administered in grades 9 and 10 to provide feedback on student progress.

The goal of SBAC is to “ensure that all students leave high school prepared for post-secondary success in college or a career through increased student learning and improved teaching.”<sup>2</sup> In order to maintain membership in SBAC, Washington must agree to use SBAC’s tests as its federal accountability assessments. Whether to use proficiency on SBAC tests as a graduation requirement is left to the discretion of each consortium state.

### **Policy Consideration**

In preparation for Washington’s adoption of a new assessment system for CCSS, the state will need to consider several policy questions relative to graduation requirements. At a minimum, the State Board of Education (SBE) may elect to play an active role in facilitating conversations about these issues in order to anticipate and be better informed about them. This policy brief

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<sup>1</sup> <http://www.k12.wa.us/Corestandards/default.aspx#Timeline>

<sup>2</sup> <http://www.k12.wa.us/SMARTER/FAQ.aspx>

outlines some of the key questions that SBE could explore in greater detail as the implications of the new CCSS and SBAC commitments continue to develop.

**Current and Prospective State Assessment Requirements.** The following tables summarize Washington’s state summative student assessments and their relationship to graduation requirements.<sup>3</sup>

**Current Scenario for 2012-2015 Statewide Summative Assessments**

	Reading	Writing	Mathematics	Science
Grade 3	MSP		MSP	
Grade 4	MSP	MSP	MSP	
Grade 5	MSP		MSP	MSP
Grade 6	MSP		MSP	
Grade 7	MSP	MSP	MSP	
Grade 8	MSP		MSP	MSP
High School	HSPE	HSPE	HSPE or EOC (2012); EOC (1: 2013-14) EOC (2: 2015)	EOC (2015)

MSP= Measurements of Student Progress  
 HSPE=High School Proficiency Exams  
 EOC= End of Course

**Possible Alternate Scenario for 2015 Statewide Summative Assessments**

	English/Language Arts	Mathematics	Science
Grade 3	SBAC Test	SBAC Test	
Grade 4	SBAC Test	SBAC Test	
Grade 5	SBAC Test	SBAC Test	MSP
Grade 6	SBAC Test	SBAC Test	
Grade 7	SBAC Test	SBAC Test	
Grade 8	SBAC Test	SBAC Test	MSP
High School	HSPE	EOCs in Algebra and Geometry	EOC in biology
Grade 11	SBAC Test	SBAC Test	

and /or

SBAC Test=SMARTER Balanced Assessment Consortium

**State Assessment Requirements for Graduation 2012-2015**

	Reading HSPE	Writing HSPE	Math HSPE or EOC	Algebra EOC	Geometry EOC	Biology EOC
Class of 2012	x	x	x			
Class of 2013 and 2014	x	x		x Either Algebra or Geometry		
Class of 2015	x	x		x	x	x

<sup>3</sup> RCW 28A.655. Federal No Child Left Behind regulations require annual assessments in reading and math for students in grades 3-8 and high school. Students must also be tested annually in science in one elementary, middle and high school grade. <http://www.k12.wa.us/assessment/StateTesting/FAQ.aspx#2>

**Assessment Policy Questions.** The prospect of 11<sup>th</sup> grade SBAC Career and College Ready English Language Arts and Mathematics assessments in 2015 prompts the following questions:

1. What role will 11<sup>th</sup> grade SBAC summative assessments play in state graduation requirements?
2. If the SBAC summative tests become graduation requirements, does Washington need a different standard of proficiency for graduation than the cut score set for career and college readiness?
3. Will the current state assessments in reading, writing, and mathematics continue to be administered along with the SBAC assessments, and will they continue to serve as graduation requirements? If so, what will the state need to do to align the current tests with the CCSS?
4. What relationship will a career and college ready cut score on the 11<sup>th</sup> grade SBAC have to a student's ability to take college level, credit-bearing classes at a postsecondary institution?

The following table provides a brief synopsis of considerations related to each question.

Leading and Related Questions	Considerations
<p><b>1. What role will 11<sup>th</sup> grade SBAC summative assessments play in state graduation requirements?</b></p> <p>a. Does proficiency on 11<sup>th</sup> grade SBAC summative tests become an <u>additional</u> graduation requirement? Or,</p> <p>b. Does proficiency on 11<sup>th</sup> grade SBAC summative tests <u>replace</u> the state's current reading, writing and math assessment graduation requirements? Or,</p> <p>c. Does proficiency on 11<sup>th</sup> grade SBAC summative tests have <u>no role</u> in meeting state graduation requirements?</p>	<ul style="list-style-type: none"> <li>• <b>Opportunity to learn the standards assessed and to pursue retakes and alternatives:</b> If an 11<sup>th</sup> grade test is used for graduation, is there sufficient time prior to graduation for students to retest, or to complete state-approved alternatives? Students are likely to take HSPE and EOC assessments for the first time in 9<sup>th</sup> or 10<sup>th</sup> grades (or even prior to 9<sup>th</sup> grade), providing more time to participate in retakes and alternative assessments.</li> <li>• <b>Costs of maintaining current tests and adding SBAC:</b> If the current assessment structure is maintained, with the requisite costs of developing items, building tests, and scoring, any savings realized from the economy of scale attained through SBAC may be diluted.</li> <li>• <b>Assessment fatigue:</b> Expanding the assessment system places greater responsibility on students, schools, districts and the state.</li> </ul>
<p><b>2. If the SBAC summative tests become graduation requirements, does Washington need a different standard of proficiency for graduation than the cut score set for career and college readiness?</b></p>	<p>The SBAC consortium will set cut scores for college and career readiness, but the State Board of Education could potentially set a different cut score for graduation purposes. SBE would need to analyze the advantages and disadvantages of a differentiated cut score, and determine when (or whether) a proficiency standard for college and career readiness is synonymous with the standard for high school graduation.</p>

Leading and Related Questions	Considerations
<p><b>3. Will the current state assessments in reading, writing, and mathematics continue to be administered along with the SBAC assessments, and will they continue to serve as graduation requirements? If so, what will the state need to do to align the current tests with the CCSS?</b></p>	<p>Maintaining the current state assessments in addition to the SBAC assessments raises the issues of cost and assessment fatigue mentioned above. However, the move toward end-of-course assessments was a deliberate policy decision; moving back to summative assessments will require discussion about what the state stands to lose or gain. The question of which assessments will be used for graduation purposes is significant and relates to the questions raised above.</p> <p>If the current assessments are maintained, OSPI will need to align them with the CCSS, perhaps with the assistance of items taken from an item bank provided by SBAC. Security issues around the item bank would need to be explored.</p>
<p><b>4. What relationship will a career and college ready cut score on the 11<sup>th</sup> grade SBAC have to a student's ability to take college level, credit-bearing classes at a postsecondary institution?</b></p>	<p>State articulation agreements would help clearly identify the criteria needed to take college level, credit-bearing classes at postsecondary institutions, and could include criteria such as student SBAC performance, course-taking, grade point average, etc. SBE could collaborate with OSPI to convene and facilitate discussions with higher education.</p>

**Expected Action**

No action; for discussion purposes only.

# Common Core State Standards and Implications for Assessment Policy

Washington State  
Board of Education  
November 2011

Kathe Taylor, Ph.D.



# It's Spring, 2015

- What state assessments are high school students taking?

# 2015 High School State Assessments

Purpose	Level	English/ Language Arts	Math	Science
Graduation	High School	HSPE in Reading and Writing	EOC in Algebra and Geometry	EOC in Biology
		and/or		
Federal Accountability	11 <sup>th</sup> Grade	SBAC Summative Assessment	SBAC Summative Assessment	

Washington State  
Board of Education  
November 2011

*HSPE = High School Proficiency Exam*

*EOC = End of Course*

*SBAC = SMARTER Balanced Assessment Consortium*



# Will the SBAC Assessments Replace or Supplement Current High School Assessments?

Does proficiency on the SBAC college and career ready high school tests:

- Become an additional graduation requirement?
- Replace the current graduation assessment requirements?
- Have any role in graduation requirements?

# What Will SBAC Cut Scores Mean to Washington Students?

- SBAC will set a career and college ready cut score.
  - What will make students care about their performance on the test?
  - At what point would a career and college ready cut score be appropriate as a graduation requirement?

# Timing Of Decisions About Assessments Will Be Driven By Economic And Academic Considerations.

## 1. Economic Considerations:

- Cost of adding assessments adds urgency.
- Tests used for federal accountability must be aligned with state standards, and WA state standards are now CCSS.
- Three-year window before SBAC tests are ready for implementation

## 2. Academic Considerations:

- SBAC tests are summative, consistent with Reading and Writing HSPE. But Washington just moved to math and science EOCs.
- If SBAC tests become graduation requirements, state must consider opportunity to learn and provide for a retake process.
- Four-year window before first class taking SBAC tests will graduate (Class of 2016 students now in 8<sup>th</sup> grade).



# Common Core State Standards: A commitment to student success



Office of Superintendent of Public Instruction  
Randy I. Dorn, State Superintendent

# Washington's Common Core State Standards: Updates

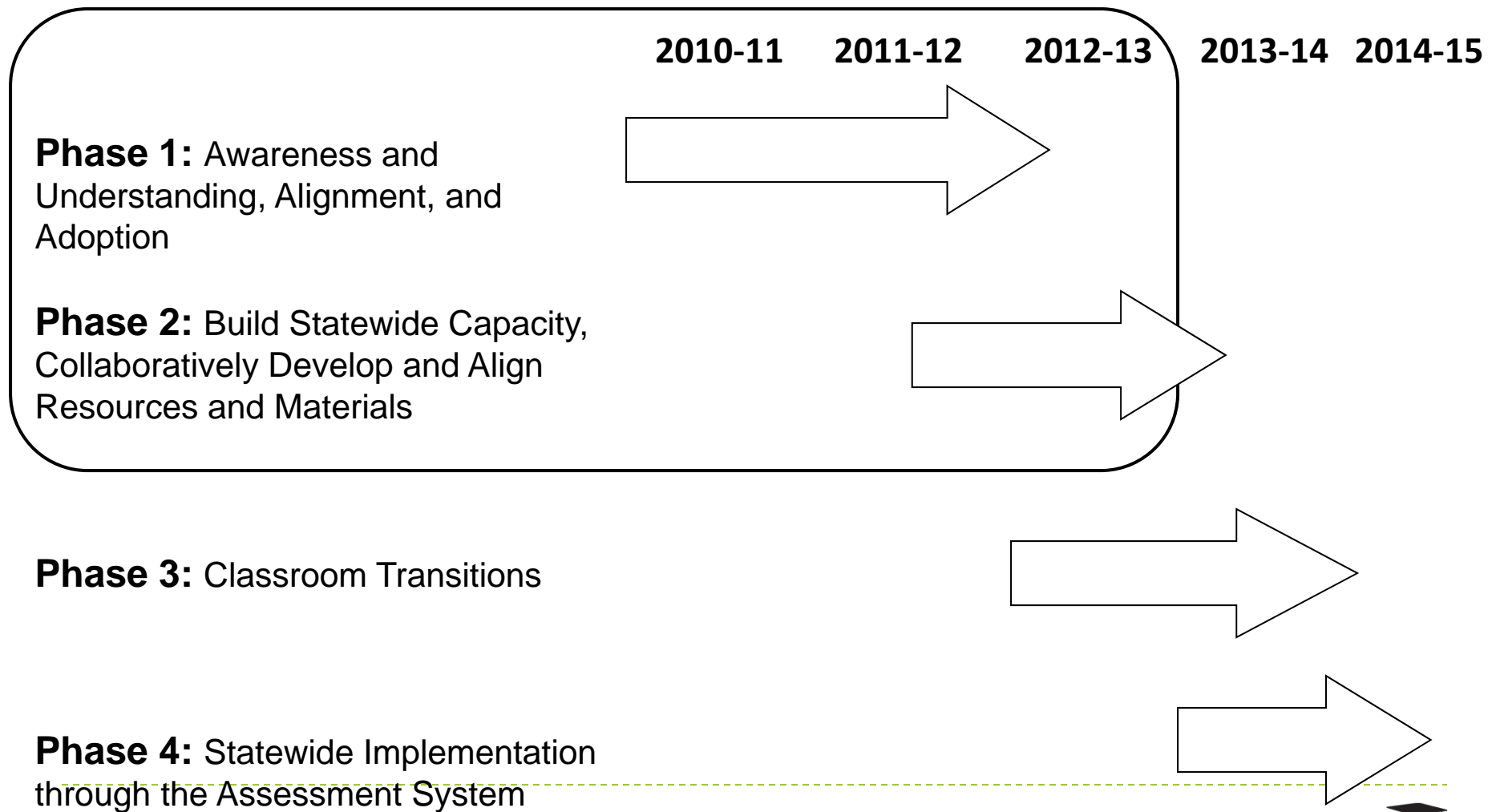
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- ▶ Our work since March 2011
- ▶ Building Washington's implementation infrastructure
- ▶ Considerations for implementation: state and local

# Focusing first on the foundation...

## Common Core Implementation State Timeline & Activities

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Since March 2011 – Our foundation...

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▶ **Adoption: July 20, 2011**

▶ **In-State Workgroups**


- ▶ Bias and Sensitivity Workgroup
- ▶ State Steering Committee
- ▶ Communications Advisory Team
- ▶ Content workgroups (OSPI/ESD partnership)
- ▶ Statewide Membership Organizations

▶ **CCSS Implementation Support Opportunities**

- ▶ **Learning Forward / Sandler Foundation** - “Transforming Professional Learning...Implementing Common Core” Initiative
- ▶ **Lumina/Hewlett/Gates Foundations** – “Common Core State Standards and Assessments: K-12/Postsecondary Alignment Grants”

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▶ **Intra-State Collaborations**



## **What's different?...Implementation**

- ▶ **Collaboration & Coordination**
- ▶ **Communication**
- ▶ **Commitment**

**“From the home, school, and community to the state...”**



# What's Different: Implementation through a Standards-Based Support and Development System

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- ▶ Core beliefs grounded in student and educator development
- ▶ Outcomes focused on enhanced teaching and learning, increased student and teacher engagement and growth
- ▶ Systems-approach
  - ▶ Learning cycle
  - ▶ Professional Learning Standards
  - ▶ Connected initiatives

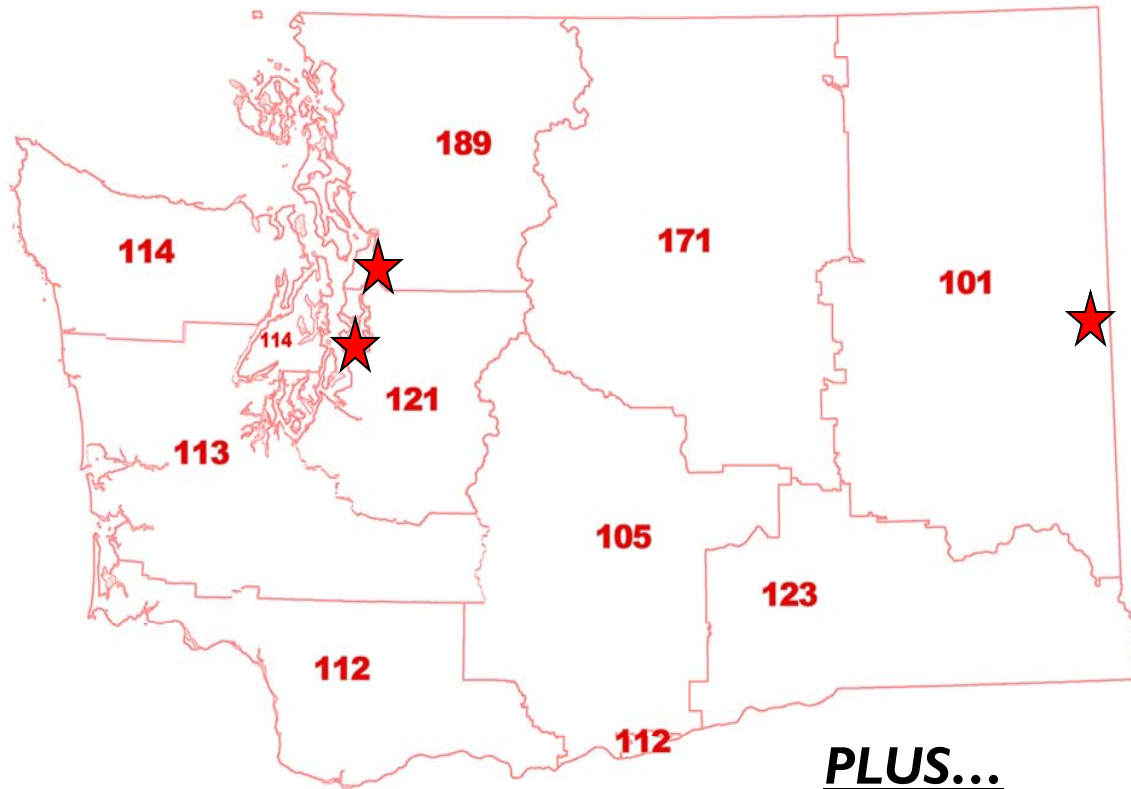
# A foundation for supporting CCSS implementation...

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## Learning Forward Standards for Professional Learning (formerly National Staff Development Council Standards)

Context	Learning Communities
	Leadership
	Resources
Processes	Data
	Learning Designs
	Implementation
Content	Outcomes

# Implementation Partnerships – To name a few...



**PLUS...**

Large School Districts

Higher Education

Statewide Content Associations



# The role of OSPI and state partners...

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## ▶ **Communication:**

- ▶ Key messages around...
  - ▶ Each phase of implementation
  - ▶ Bridging with current activities
  - ▶ Needs of school districts to support professional learning to state policy makers
- ▶ CCSS Legislative Report (Jan. 1, 2012)
- ▶ Toolkits for various audiences (spring 2012)
- ▶ Connections with CCSS Assessment System as it progresses (SMARTER Balanced Assessment Consortia - SBAC)

## ▶ **Coordination & Commitment:**

- ▶ ...of state professional learning partners
  - ▶ CCSS State Steering Committee & Workgroups
  - ▶ Identify and/or create resources to support the Phases of implementation
  - ▶ Establish structures to support Phases I and II
- ▶ ...in connection with SBAC assessment system

# Learning More...

## Statewide Transition & Implementation Supports

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- ▶ **Quarterly CCSS Webinar Series** (each builds on the previous):
    - ▶ System-focused implementation supports
    - ▶ Mathematics
    - ▶ English language arts
  
  - ▶ **CCSS Symposium for School District Leadership Teams**
    - ▶ November 1, 5 – 8 pm, Federal Way Public Schools – TODAY!
    - ▶ January 12, 5 – 8pm, Central Valley School District, Spokane
  
  - ▶ **CCSS Public Forum & Survey** (<http://www.surveygizmo.com/s3/635638/Washington-Common-Core-State-Standards>)
    - ▶ November 3, Spokane, ESD 101, 5-8pm
    - ▶ November 15, Tyee High School, Highline School District, 5-8pm
  
  - ▶ **Targeted work with regional and district leadership teams**
  
  - ▶ **Conference presentations throughout the year**
-

# Learning More...

## Statewide Transition & Implementation Supports

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### ▶ **OSPI CCSS Website**

- ▶ <http://k12.wa.us/CoreStandards/default.aspx>
- ▶ <http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx#Webinar>

### Includes...

- ▶ **Communication support materials**
- ▶ **3-year transition plans for ELA and Math**
- ▶ **Grade-level transition documents**
  - ▶ Aligned with current test maps
- ▶ **Other national / state resources**
  - ▶ Math and ELA-specific
  - ▶ Hunt Institute Video Series
  - ▶ National PTA – Parent Resource Guides



# Implementation Considerations

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- ▶ Changing roles of education partners
  - ▶ State
  - ▶ Regional
  - ▶ Local
- ▶ Current / waning school district capacities
- ▶ Tapping into and building statewide expertise

# Implementation Considerations: NASBE Lessons Learned & Policy Recommendations From National Experts (NASBE 9/9/11)

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1. The need to break down the siloes
2. The need to align the implementation of Common Core with human resource, fiscal, state accountability, parent and community engagement systems
3. The need for innovation and new emerging technologies
4. The need to ensure equity through the use of digital enterprise resource systems, which align curriculum and instruction, professional development and educator quality
5. The need to align the work



# Implementation Considerations: Lessons Learned from NASBE (NASBE 9/9/11)

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1. There is a critical need to institute state policies that support practice throughout the changing political and economic climate.
  2. Open communication among State Boards of Education, State Education Agency's, Governor's office, and legislators is vital to sustaining implementation efforts.
  3. State education leaders are actively seeking to partner with other states and share resources.
  4. Providing the platform to network and engage with other state education leaders is a significant value added opportunity.
  5. There is a strong need to continue to collaborate and provide quality resources and timely information.
-

# Implementation Considerations: Policy Recommendations For Professional Learning from Learning Forward (NASBE 9/9/11)

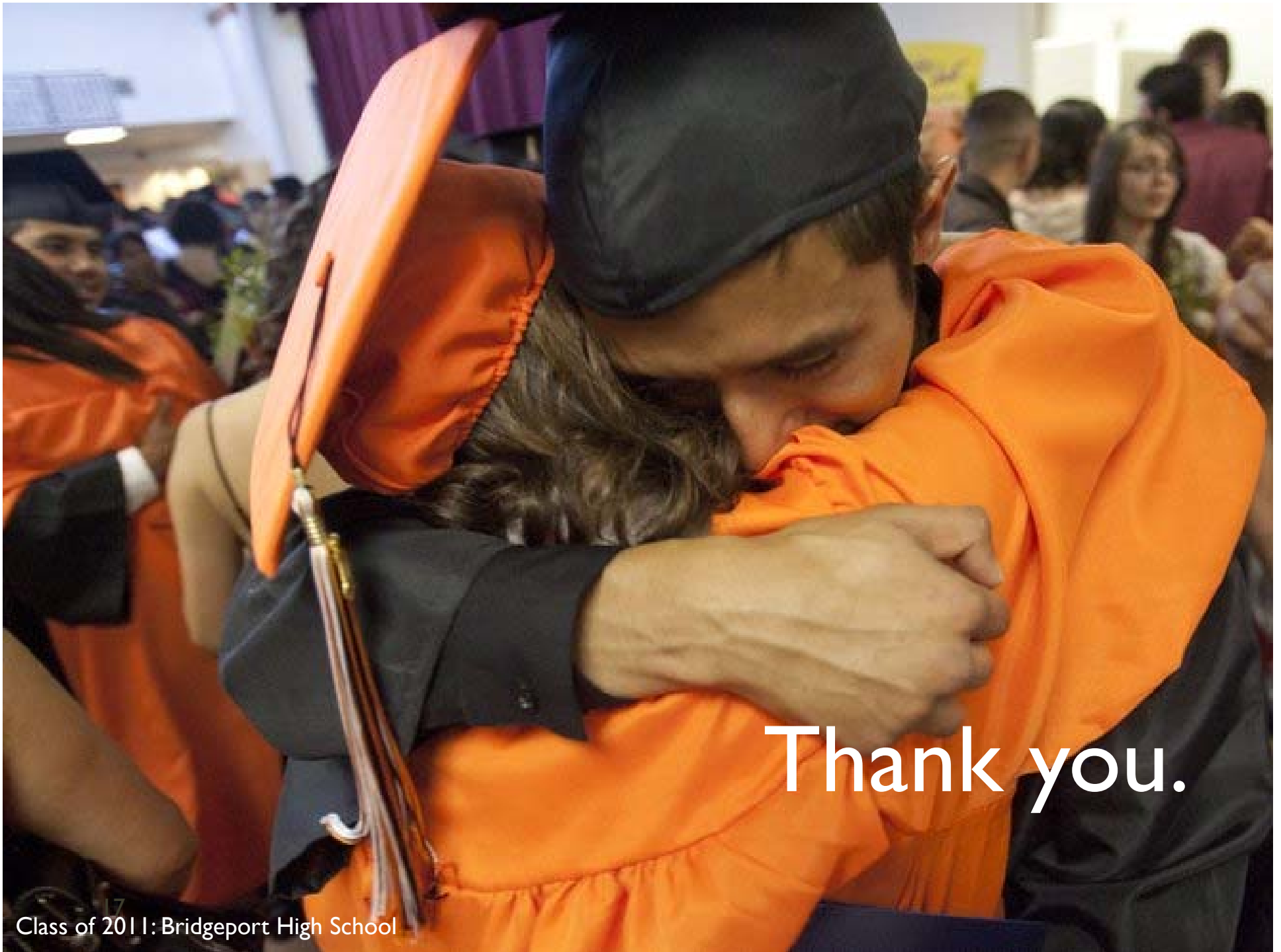
<b>Policy</b>	<b>From</b>	<b>To</b>
Capacity building	Needs focused Menu driven Academies, conferences etc.	CCS focused Targeted providers and partners
Re-licensure/recertification	Accumulating credits	Crediting change in practice (applying CCS)
Resources: time & funding	Adding time Locating new dollars	Reconfiguring time Focusing resources
Professional development requirements	Local decision	Requirement for accreditation, access to CCS resources, funding
Policy alignment	Individualized Professional Development Plan, School, PD, District	Consolidated and focused; team focused



# Further Considerations and Possible Solutions

(NASBE 9/9/11)

Considerations	Possible Solution
Increasing communication & outreach	<ul style="list-style-type: none"> <li>• Sponsor parent, teacher and educator summits</li> <li>• Invite legislators, governor's and other key stakeholders to board meetings</li> <li>• Op-eds, editorials, interviews, press releases, social networking sites, online communication portals</li> </ul>
Establishing curriculum aligned to standards	<ul style="list-style-type: none"> <li>• Establish criterion that districts must use to determine that curriculum is aligned to standards</li> <li>• Establish model curriculum</li> </ul>
Accountability measures	<ul style="list-style-type: none"> <li>• Evaluate the state's current accountability system and requirements</li> </ul>
Teacher preparation & higher education institutions	<ul style="list-style-type: none"> <li>• Engage with higher education boards, teacher licensing's boards and other stakeholders to ensure teachers are prepared to teach to CCSS</li> <li>• Vertical alignment of curriculum</li> </ul>



Thank you.


PROMISING PRACTICES  
IN ONLINE LEARNING

**Policy and Funding Frameworks  
for Online Learning**

Written by

**John Watson and Butch Gemin**  
Evergreen Consulting Associates

July 2009



# Policy and Funding Frameworks for Online Learning

In at least 44 states across the country, students are logging in to learn at all times of the day and night—accessing courses they might otherwise be unable to take, interacting with students they might otherwise never know, and working with highly qualified teachers they otherwise could not access. In these and countless other ways, online learning provides new and remarkable educational opportunities and student outcomes.

While the viability and popularity of online learning is gaining widespread acceptance, the policy needed to support its growth is lagging. The continued success and sustained growth of online learning requires state education policy frameworks to be adjusted. The issues are varied and sometimes complex, but as we delve into them, what emerges is quite interesting: by creating frameworks for online learning policy development, exciting possibilities arise for positive policy change that promotes reform and benefits education as a whole.

To lay the groundwork, though, it might be useful to consider why online learning is even worth the trouble. We'll also consider the kind of policy problems that have arisen as online learning has taken hold. What do strong policy and funding frameworks look like, and what specific benefits do they afford? Finally, which online learning policy and funding structures hold promise for all modes of learning?

## Online Learning Policy Challenges

Online learning continues to grow rapidly every year, with programs and states reporting annual growth rates of 15% to 50%. Yet many state policies are woefully behind this rapid growth. One typical policy with wide-ranging implications, for instance, is the way in which funding is linked to student attendance. Most states predicate student counts on the idea that the student is in a physical classroom and can be counted in a census-like fashion. In the online world, students are most often not in a physical classroom, and therefore the very language in such census exercises does not fit virtual learning, resulting in a lack of funding for online programs or the need to change accounting practices.

Education codes like this envision physical spaces: teachers at chalkboards in the front of a room; students at desks in schools they reach on yellow school buses; and buildings with lunchrooms,

libraries, and gyms. Indeed, education policy often addresses issues far from the subject of actual learning. Very little policy is tied directly to student achievement, and such policies are behind today's learning realities.

Online learning creates the challenge to update policy to address a new and exciting form of learning. At the same time, it presents the opportunity to upgrade policy to shift the focus to student achievement instead of inefficient proxies, such as seat time, or measures based solely on inputs, such as state content standards.

## Why Online Learning is Worth the Effort

Online learning presents exciting promise to students, which many educators now understand and support. Still, some policymakers may still not understand its value, and a quick review of what virtual learning offers our students is appropriate.

Online learning is—

***Largely public and democratically accessible:*** Of the estimated million enrollments in online learning, most are within a public education framework. Online learning is a remarkable opportunity for students to access high quality courseware and first-rate teachers—regardless of location or socio-economic status.

***Academically and demographically blind:*** Gone are the days when it was assumed online learning was only for gifted students. Today, many students who struggle in traditional classrooms find that they fare better online. You'll find successful learners in online ESOL and reading courses and in programs specifically for at-risk students. Why? In a word: flexibility. Online learning allows students to choose when, where, and at what pace they want to learn, so personalization is possible in ways that, before now, few educators or students could imagine.

***Engaging:*** The National Survey of Student Engagement<sup>1</sup> concluded that online teachers and course developers, compared to traditional educational approaches, may be more intentional about engaging students with themselves, with one another, and with the content precisely *because* they are online. Practitioners and developers of online learning tools are capitalizing on Web 2.0 tools and emerging approaches such as games and other interactive technologies to assist in the process of driving students into higher level thinking processes. For example, one game-based online course allows students capture their thought processes as they learn and visually manipulate their snippets of learning throughout multiple units of study, allowing them to make motivating connections, construct deeper and more varied learning paths, and extract significant meaning from the content.

***Social:*** It is a myth that students in online programs are socially handicapped. While many online students take the bulk of their courses through traditional venues, even students who take all classes online are typically involved in sports, clubs, lessons, churches, and community events. In fact, sports competitors or performers, for example, may choose online learning because it allows them to go further in their training or competition than the restrictive calendar and day-to-day schedule of

<sup>1</sup> *The National Survey of Student Engagement*, Indiana University Center for Postsecondary Research, 2008

traditional classrooms. Virtual schools have also worked intentionally to include socialization through online conferencing, meet-ups, field trips, clubs, and social gatherings. In addition, the online environment itself also has a way of engaging students who might otherwise be reluctant. Shy students, for instance, often find it easier to participate online, and the peer pressure that so often exists in classrooms is greatly reduced online.

**Rigorous:** Students who take an online course with the expectation that it will be easier quickly realize their mistake. Well-designed online courses are not condensed or easier versions of regular courses. They cover the same topics, and are aligned to the same state content standards, as all public school courses in the state. They require active participation and operate under supervision of state-certified teachers. They require students to take state assessments and to demonstrate mastery of topics. At the same time, because of the online interactions, games, teleconferences, and other elements, students may more readily process information in this environment.

**Highly teacher-facilitated:** While technology is clearly a big component of online learning, virtual schools are still centered on teaching and learning, which means teachers are far more important to students than the technology. The technology facilitates communication between teachers and students, delivery of content, assessment, and other key elements of education. It is still critical that the teacher possess the interpersonal skills that allow for a strong teacher-student working relationship. The relationship between student achievement and teacher quality, expectations, and care is well documented. The best online programs are built solidly on these principles, while the technology provides the necessary “invisible” support.

**Transformative:** Teachers who transition to online instruction often become the biggest evangelists for the medium because of the level of individualization in online learning. For the first time, teachers can truly help each student reach a level of mastery, rather than forcing students to move ahead when they aren’t ready, simply because the calendar dictates it. Indeed, the ability of online classes and schools to personalize learning is nothing short of transformative for all of public education.

## Dimensions of Online Programs: Understanding the significance for policymaking

In order to fully grasp the impact of poor or non-existent policies, it is important to understand the various dimensions of online learning. Programs vary widely in comprehensiveness, reach, delivery methods, locus of control, and more.



## THE DEFINING DIMENSIONS OF ONLINE PROGRAMS

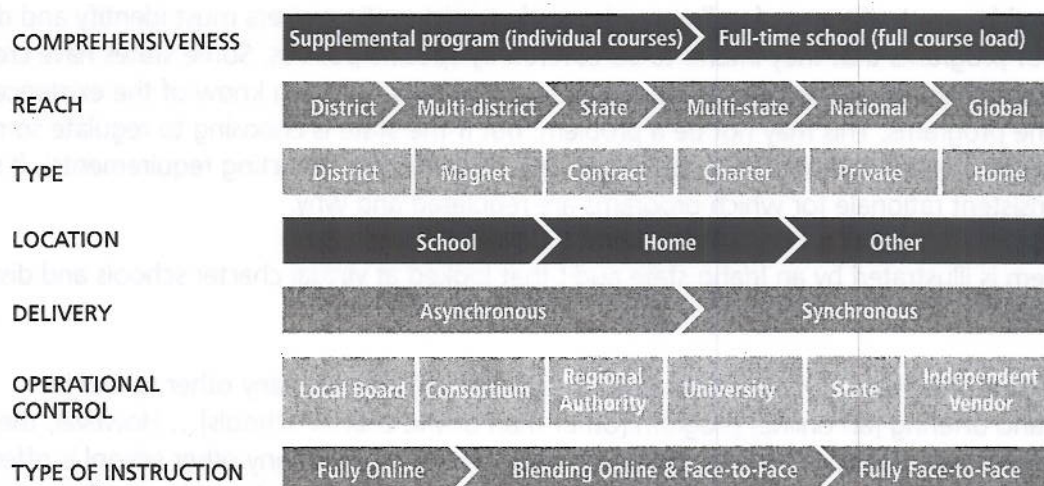


Figure 1: Defining dimensions of online programs. Figure adapted from Gregg Vanourek, *A Primer on Virtual Charter Schools: Mapping the Electronic Frontier*, Issue Brief for National Association of Charter School Authorizers, August 2006

Of the dimensions shown in Figure 1, four are particularly pertinent to policy issues:

- **Comprehensiveness:** Although programs may provide both full-time and supplemental options, most offer primarily one or the other. The way in which a program is funded and regulated rests largely on this variable because in most cases, supplemental programs do not directly generate funding based on the state education funding formula, while students enrolled in full-time online schools usually do.
- **Reach:** Several states draw a distinction between online programs that primarily serve students in their own districts, and programs that serve students across multiple districts, the entire state—or even beyond. Because funding for K-12 education in the United States has historically been structured around local control, education and policy leaders have never had to deal with questions like, “Who pays for the teacher’s salary if he or she teaches from another district or even another state?” or “Who gets the state’s per-pupil funding allotment—the district, the virtual learning provider, or some combination?” Questions that deal with reach typically center on issues such as teacher certification and reciprocity, variations in graduation requirements, portability of credits, meeting state standards and accreditation requirements.
- **Blended learning:** Schools may deliver instruction online, face-to-face, or in some kind of combination. An increasing number of schools are blending online and face-to-face learning, with implications for policymaking related to the location and financing of physical facilities, attendance, requirements for teachers, etc.
- **Location:** Since the beauty of online learning is directly related to its “any time, any place” flexibility, it is important to rethink policy as relates to attendance at a physical school. The establishment of physical facilities that might serve multiple districts also presents policy challenges related to funding, supervision of instruction, understanding who is ultimately responsible for student grades and progression, graduation requirements, and more.

## Defining Online Schools and Programs

Given the wide range of types of online programs that exist, policymakers must identify and define the types of programs that they intend to be covered by specific policies. Some states have created requirements for some online schools but not others, and may not even know of the existence of some online programs. This may not be a problem, but if the state is choosing to regulate some online programs and not others (even if the regulations are simply reporting requirements), it should have a consistent rationale for which programs are regulated and why.

The problem is illustrated by an Idaho state audit that looked at virtual charter schools and district programs:

Staff at the [Idaho] Department of Education are not aware of any other school in Idaho offering [an online] program [other than online charter schools]... However, the department does not have a process for determining whether any other school is offering a virtual program. Commission staff are also not aware of any other school offering virtual programs, but stated they would only be aware of a virtual program offered at a school they authorized...<sup>2</sup>

The Idaho legislature responded, in part, by creating a legal definition of virtual schools as "... a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the Internet in a distributed environment."<sup>3</sup>

Some states define the key elements of an online program as 1) students and teachers are geographically separated, and 2) instruction takes place using the Internet or other distributed technologies. For example, Wisconsin's Act 222 defines a virtual charter school as: "[A] charter school... in which all or a portion of the instruction is provided through... the Internet, and the pupils enrolled in and instructional staff employed by the school are geographically remote from each other."<sup>4</sup>

The Texas legislation that created the Virtual School Network provides a robust definition of "electronic courses" as courses in which:

1. Instruction and content are delivered primarily over the Internet;
2. A student and teacher are in different locations for a majority of the student's instructional period;
3. Most instructional activities take place in an online environment;
4. The online instructional activities are integral to the academic program;
5. Extensive communication between a student and a teacher and among students is emphasized; and
6. A student is not required to be located on the physical premises of a school district or open-enrollment charter school.<sup>5</sup>

<sup>2</sup> <http://www.legislature.idaho.gov/ope/publications/reports/r0702.pdf>

<sup>3</sup> 2008 Idaho House Bill 423, <http://www3.state.id.us/oasis/2008/H0423.html>

<sup>4</sup> <http://www.legis.state.wi.us/2007/data/acts/07Act222.pdf>

<sup>5</sup> <http://www.legis.state.tx.us/BillLookup/History.aspx?LegSess=80R&Bill=SB1788>

## The “Hybrid” Dilemma

The growth of the use of online resources in physical schools requires that policymakers not create policies that cover more schools than intended. Until recently, questions about how to define blended vs. online learning have not been clearly addressed. At what point does a course switch from being blended to online? What percentage of online learning marks the threshold that triggers online learning policy? Recent research and legislation have revealed the need to distinguish between schools that are 1) using the online environment to an extent that they should be subject to online policies, and 2) those schools that may be using the online environment, but not at this threshold level.

Because there is a continuum between programs that are fully Internet-based and operate with students and teachers at a distance and programs that are fully face-to-face, it is especially difficult to define the difference and set appropriate policy. Some state policies, such as in Indiana, define online or virtual schools based on a percentage of instruction delivered online (for example, less than 50% for virtual charter schools in Indiana). Tennessee’s online learning law, in contrast, states that virtual schools are those that provide a “significant portion” of instruction online, which leaves open to interpretation what a “significant” amount of instruction means.

The question of how to determine the percentage of content or instruction delivered online remains. If a student is reading paper-based text at a distance from the teacher, does this qualify as “online”? The answer seems to be “no,” but if so, this raises questions about situations in which a student reads text on a computer screen. Does the instruction count as online? What if she prints out the text and reads it offline—does that mean the instruction is not considered online? This issue is particularly challenging in lower grade levels, where students typically spend less time working online than their high school counterparts, and instead may be reading print materials, writing in a journal, or calculating math problems in a workbook. If these activities are assigned and graded by an online teacher, do these activities count as time online? The issues and questions are complex, so they’ve often been left unaddressed and, often, not even understood.

One approach to ensuring that physical classrooms using online resources are not covered by online learning policies is to explicitly exempt blended learning. Florida’s 2008 law takes this tack, stating: “A provider of digital or online content or curriculum that is used to supplement the instruction of students who are not enrolled in a virtual instruction program... is not required to meet the requirements of this section.” In this case, “this section” refers to the stipulations given to providers that touch on teacher certification, location of offices within the state, accreditation procedures, and other operational issues.

## First Principles

With so many issues and variables to consider, policymakers may benefit from establishing a set of first principles to guide debate and decisions. A set of foundational ideas may provide a touchstone for the potentially complex and heated debates that are likely to follow. Such a set of guiding statements might start with the commitment that all policy decisions should be made with the best interests of students in mind, and it may include ideas such as these that were established by the International Association for K-12 Online Learning (iNACOL), or those of the Trujillo Commission, which was established to assist policymakers in Colorado to respond to the state's audit of online schools. Quality online learning policy should:

- Begin with the premise that public education should include a variety of high quality learning options, including online learning
- Include both full-time and supplemental online opportunities
- Provide equal access to all students
- Facilitate a range of online learning opportunities
- Provide fair and sensible funding that allows online learning to expand with demand while maintaining state-of-the-art quality
- Provide reasonable oversight and reporting requirements to ensure quality
- Allow for thoughtful teacher licensure requirements so that students benefit from the best online instructors
- Advocate for valid research to ensure effective, research-based instructional and curricular practices
- Seek a balance between simultaneously providing oversight and ensuring a responsive ongoing policy refinement process to allow policy development to keep pace with emerging virtual learning developments
- Maintain teachers as the expert leaders and facilitators of learning, giving them responsibility for overseeing and managing student learning, and for ensuring academic progress and accountability
- Encourage and facilitate the involvement of parents, guardians, and mentors to increase accountability and support in the learning process
- Require high quality curricula, aligned with state and applicable district standards
- Address existing policies that do not fit or that hinder online learning progress and accessibility, including removing enrollment caps and artificial limits restricting student access to online courses
- Allow learning to transcend time- and place-related requirements and focus, instead, on successful student achievement
- Look for opportunities to address policy issues that may provide improvement or address gaps across all modes of education delivery<sup>6</sup>

Policymakers may add to the above list, eliminating or changing wording or emphasis. The list is not definitive, but creating a set of principles is a critically important first step.

<sup>6</sup>These statements are adapted from the first principles identified by the Trujillo Commission, whose report is available at <http://inacol.org/resources/docs/TrujilloCommissionOnlineEducationFinalReport-2-15-2007.pdf>, and from Every Student's Right to Online Learning Opportunity, published by the Advocacy and Issues Committee of the International Association for K-12 Online Learning.

## Legislative and Policy Themes

Once the first principles are established, they can be applied to the many issues that policymakers must address. This section divides online learning policy issues into five broad areas: funding, locus of control, operations and oversight, evaluation and reporting, and “other,” including “policies to avoid.” Most of the policies discussed below are state-level. The state is the key policy level for online learning because there is little national legislation that affects online learning (beyond the ways in which No Child Left Behind impacts all public schools), and the majority of large and influential online programs operate above a district level.

Specific examples are provided for some of the policy issues, highlighting decisions made by some states in each area of policy. These examples are not comprehensive but are meant to be illustrative.

### Funding

Funding is the single most important policy issue in online learning. Online schools are full-service public schools with many of the same costs as their brick-and-mortar counterparts, including salaries, benefits, initial training, and ongoing staff development. Online programs do not incur the same level of facilities and transportation costs as traditional districts, but they have significant technological components, with associated costs for hardware, bandwidth, and the like, which are critical to supporting the teaching and learning process. In addition, other costs, such as teacher travel for face-to-face training, telephone technology, and technical support, must be considered. Funding for online schools and, indeed for all learning, should facilitate quality learning while allowing for ongoing investment in research and innovation. A few states have elements of funding models that might be used by other states as a starting point in crafting their own funding models, including Florida, Idaho, Ohio, and Wyoming.

Few studies have compared the cost of online schools to traditional schools; those that have been done suggest that the cost of educating a student in an online environment is about the same as educating the same student in a brick-and-mortar school. Key considerations in funding of online programs include:

#### *Amount of funding*

Online schools should be funded within the range of brick-and-mortar school operating costs in each state. The study by school finance consulting group Augenblick, Palaich and Associates concluded, “The operating costs of online programs are about the same as the operating costs of a regular brick-and-mortar school.”<sup>7</sup>

For online schools that draw students from across the entire state, some argue that a single online base funding level (not including additional funding for special needs and similar student-specific situations) should be established within the range of brick-and-mortar school operating costs. Some states are considering a similar approach for all public schools, while others counter that this standardized approach doesn’t properly account for the costs of educating students from diverse communities.

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<sup>7</sup> Costs and Funding of Virtual Schools, Augenblick, Palaich and Associates, Inc. 2006

Kansas policy states, "...for each school year that a school district has a virtual school, the district is entitled to Virtual School State Aid. Virtual School State Aid is calculated by multiplying the number of full-time equivalent pupils enrolled in virtual school times 105.0 percent of the unweighted Base State Aid per Pupil (BSAPP)."\*

\* [http://skyways.lib.ks.us/ksleg/KLRD/2008ConfCommRpts/ccrb669\\_001\\_23.pdf](http://skyways.lib.ks.us/ksleg/KLRD/2008ConfCommRpts/ccrb669_001_23.pdf)

### *Accounting and Reporting*

Accounting and reporting should be freed from seat time and census dates. A common alternative is to fund based on equivalencies (i.e., the online course is deemed to be equivalent to the face-to-face course and is funded at the same level.)

States that fund schools based on one or two census dates should consider using an alternative for online schools, to avoid the possibility of a student switching districts right before or after the count day and creating a situation where the district receiving funding for the student is not the district that does most of the teaching of that student. In fact, the census date approach is a prime example of a policy that bases funding on a variable completely unrelated to student achievement and therefore should be reconsidered for all modes of education—not just for online learning. As it is, funding is provided in relation to something that has no bearing whatsoever on student achievement.

An innovative option is to fund students based on outcomes. States that fund based on successful completion find that having defined benchmarks or milestones for incremental completion (for example, 50% and 100% complete) provides a more rational and predictable approach than "all or nothing."

The Florida Virtual School (FLVS) is an example of outcome-based funding, as the school does not receive funding until students successfully complete each course segment. Julie Young, FLVS CEO, notes,

"In our early days of development, we were highly influenced by a 1992 SCANS report [Secretary's Commission on Achieving Necessary Skills]. One quote we've returned to over and over again says, 'In our current system, time is the constant and achievement the variable. We have it backwards. Achievement should be the constant and time the variable.' As we continue to evolve, we keep this central focus on achievement as our guidepost for development."

In Michigan, the State Superintendent has provided 14 public school districts and public school academies (out of 838) with "seat time waivers" that allow a certain portion of the student population to take online courses in a "full time" status.\*

\* [http://www.michigan.gov/documents/mde/PA\\_212\\_of\\_2008\\_-\\_cyber\\_school\\_report\\_both\\_documents\\_v2\\_270919\\_7.pdf](http://www.michigan.gov/documents/mde/PA_212_of_2008_-_cyber_school_report_both_documents_v2_270919_7.pdf)

## *Student Participation Requirements*

If a state shifts funding to be based on outcomes, the issue of non-participation or truancy may come up because public schools are expected to know the status of their students. State law may set requirements for communications from students in order to make sure that they are actively participating in the online school.

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### EXAMPLES FROM THE STATES

Under Wisconsin's 222 (passed in 2008), "if a student fails to respond appropriately to a school assignment or directive from instructional staff within five school days, the virtual school must notify the student's parent or guardian. If a student fails to participate three times in a semester, he or she may be transferred to another school or program."<sup>\*</sup>

<sup>\*</sup> Wisconsin Legislative Reference Bureau, Legislative Brief 08-6 May 2008 VIRTUAL CHARTER SCHOOLS

## *From Line-Item to Sustainable*

State-led supplemental programs, which have traditionally been funded through line-item state appropriations, should be shifted to a sustainable funding source. A study by the Southern Regional Education Board estimated that a state virtual school needs \$4 million in funding for start-up and operational costs to serve 5,000 one-semester enrollments.<sup>8</sup> While the state legislature may find it cost-effective to fund start-up and early operating costs through appropriations, ultimately these programs can only meet growing demand if they are integrated into the regular per-pupil funding formula on a fractional or formula basis.<sup>9</sup>

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### EXAMPLES FROM THE STATES

The 2007 Joint Finance and Appropriations Committee of the Idaho Legislature approved a funding formula that allows the Idaho Digital Learning Academy (IDLA) to grow, predict, and plan for the future. IDLA is funded by a per-enrollment formula and a base appropriation, then adds in course registration fees and an additional base amount for every 5,000 course registrations. IDLA's funding is based on this formula, so it is automatically funded from the dollars appropriated for public schools, but it does not compete for per pupil funding.

## **Locus of Control**

Locus of control entails at least two issues:

1. At what level (district, state, charter, other) is online learning provided?
2. Can students and parents choose both supplemental and full-time online learning options?

Full-time online schools are often charter schools, but in some states such as Washington and Colorado, multi-district programs that are not charters offer a full online course load. Supplemental

<sup>8</sup> Southern Regional Education Board, 2006, Cost Guidelines for State Virtual Schools

<sup>9</sup> See for example the 2001 study by The CNA Corporation, Who Should Fund Virtual Schools, available at <http://www.cna.org/documents/VirtualSchools.pdf>

programs are often a state virtual school (such as in Michigan, Kentucky, Georgia, Florida, and other states), but in a few states, districts offer supplemental programs. Regardless of the types of entities offering online opportunities, the key considerations are:

1. Are students informed about online courses and schools?
2. Do students have the right to choose an online course or school, regardless of where they live? Alternatively, does the student's home district have the right to tell a student that the online school or course is not available to him or her?

States with the most growth in online learning are those that allow students to cross district lines and enroll in the state virtual school or a full-time online school operated by another district or charter school. This open enrollment allows online schools to achieve economy of scale and, most importantly, provides students the opportunity to access the school option that best meets their needs. Relatively few districts are large enough to sustain a full-time online school on their own at this point.

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#### EXAMPLES FROM THE STATES

The legislatures in Colorado (in 2007) and Wisconsin (in 2008) affirmed their support of online programs, including full-time programs that draw students from across the state, in laws that were passed after 1) a state audit of online programs (in Colorado) and 2) a lawsuit that resulted in a judgment that would have closed online schools in Wisconsin, if the legislature had not intervened by updating legislative language. In Colorado, funding for most students in physical schools varies by district, but all online students are funded at the same level (the state minimum). State education agencies and legislatures in Minnesota, Kansas, Pennsylvania, and Washington, among other states—all of which have substantial numbers of full-time online schools—have policies that support these schools. In Florida, students across the state enjoy a statutory right to choose online courses when these courses best meet the learning need. Florida K-20 Education Code (s.1002.20) states: "Parents of public school students may seek whatever public school choice options that are applicable to their students and are available... [including]... the Florida Virtual School."

## Operations and Oversight

While operations of online schools is not a primary policy issue, it can become one if states create operational requirements for online schools, as some have done, that go beyond standard requirements for all public schools, such as the requirement that online courses meet state content standards, and that teachers be licensed. Online school operations should not be subject to state micromanagement that threatens flexibility and innovation, but provisions specific to online learning may be appropriate.

In addition to operational issues, online schools often challenge states' oversight mechanisms. While full-time online schools are usually subject to the same provisions under NCLB as all public schools, the ways in which these provisions are enacted may not easily account for online schools. There are a number of issues related to oversight that need to be addressed. Following is an explanation of some key operational issues.



## *Professional Development*

Teachers often say that teaching online is very different from teaching in a physical classroom, and many online schools (but not many pre-service programs) provide specific professional development to help teachers make the transition. At the most basic level, teachers benefit tremendously from training that provides the necessary technical skills for communicating online, but more importantly they benefit from specific training in online pedagogy. Some states now mandate that online schools offer and/or require professional development in online teaching strategies.

### EXAMPLES FROM THE STATES

Wisconsin's 2008 online learning bill requires that as of July 1, 2010, public or charter online teachers must have completed at least 30 hours of professional development specific to online teaching. South Dakota requires that distance learning instructional staff must annually demonstrate proficiency in instruction using the distance learning provider's delivery system. Hawaii's 2008 online learning law calls for developing and establishing "a mentoring and training program for online teachers, collaborating with the University of Hawaii Department of Educational Technology as needed." The law also calls for the establishment of "an online training program to increase the number of highly qualified teachers, administrators, and paraprofessionals."

## *Teaching Across Boundaries*

Many policymakers recognize that online learning offers the opportunity to bring highly-qualified teachers to rural areas and other underserved regions within their states; this is one of the drivers behind the proliferation of state virtual schools. However, very few states have made the next logical observation that online teachers should not be restricted to teaching within state lines. While state content standards vary in some subjects, for many topics such as algebra there is simply not much variation by state. States could easily balance the supply of highly qualified teachers by creating reciprocity with other states—recognizing each other's certification of qualified online teachers. The result would be increased access for students who otherwise might not be able to easily take a course in a subject such as physics, chemistry, or a foreign language—online or otherwise. Although teacher reciprocity is found in some form in 37 states,<sup>10</sup> in most cases it requires that teachers take steps to obtain a license in the state in which they wish to teach and therefore does not properly address the needs of online teachers and the students they would serve.

### EXAMPLES FROM THE STATES

Oklahoma is one of the few states in which teachers of online courses may be certified in another state, or may be a faculty member at a postsecondary institution. In North Dakota, "all teachers... meet or exceed the qualifications and licensure requirements placed on the teachers by the state in which the course originates."\*

\* North Dakota House Bill 1491, passed in 2007

<sup>10</sup> Online Learning Policy and Practice Survey: A Survey of the States from Center for Digital Education

## *Accreditation*

Because online learning programs vary so widely, accrediting issues vary as well. For example, most state virtual schools do not fit the definition of actual schools, so the ways in which they can or should be accredited differ. In other cases, full-time online schools theoretically must follow the same accreditation practices as any other public school. As noted earlier, however, audits reveal that states and districts have been guilty of not following their own accreditation procedures when it comes to online learning opportunities.

Over the years, standards that are specific to accrediting online programs have been developed, though their application is not necessarily widespread or consistent. For those schools seeking an accreditation, the Commission on International Trans-Regional Accreditation (CITA) provides a formal process for doing so. Their standards address issues such as:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documentation and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

Clearly, these issues apply to any program of quality and are the same issues any accrediting agency might address. However, the language of the CITA accreditation process makes room for the specific needs of online programs.

Quality standards have been developed for K-12 online courses, teaching and programs. The International Association for K-12 Online Learning (iNACOL) and the Southern Regional Education Board (SREB) have both developed measurement tools to help administrators assess operational issues ranging from the quality of specific courses, teacher performance, professional development offerings and program quality. Individual states often have their own guidelines as well, such as Virginia where online courses are required to be “equivalent” to a course at a local school, taught by a licensed (or eligible and supervised) teacher, and approved by the school board.

### EXAMPLES FROM THE STATES

Kansas uses a state-controlled registration system that requires all online programs to register with the state, utilize a desktop audit, and submit to annual reporting measures in order to claim FTE funding for the students. In addition, Kansas includes site visits, personnel, and program requirements. Kansas has gone to great lengths to create a clear definition of a virtual school and to provide specific guidelines for their governance.

Washington includes governance for online learning within their policies for all “alternative learning experience” (ALE) programs. All ALE programs must be state accredited and, in order to receive FTE funding, must meet annual reporting requirements.

In Florida, the Florida Virtual School (FLVS) set its own standards early on and voluntarily sought, and was awarded, accreditation through CITA and the Southern Association of Colleges and Schools. FLVS also contracts with an external firm to conduct its own annual evaluations, and the program has submitted to other evaluations, such as a tax watchdog organization that conducted an audit of FLVS in order to assess the value of the program to Florida taxpayers, which concluded the virtual school was a better use of taxpayer dollars, providing academic results and a new model of accountability.

Senate Bill 215 in Colorado introduced new oversight measures, particularly for multi-district programs, which now must be state certified. The newly created Unit of Online Education, which was formed in 2007, created new statutory standards that now provide the foundation for the online accreditation process in the state. In Pennsylvania online learning is conducted primarily through charter schools, which are overseen by the Pennsylvania Department of Education's System of Cyber Charter Review.

## Evaluation and Reporting

### *Typical Measurements and Data Points*

Measurement of program effectiveness, like everything else in online learning, varies across the nation, not only in how evaluations are conducted but also in what data are being measured. Generally, evaluation and reporting focus on measuring student achievement as well as program effectiveness—including teaching, curriculum, administration, and support.

Full-time online schools can measure student achievement in a fairly straightforward manner because they are responsible for their students' state assessment scores. Part-time or supplemental programs don't typically administer state-mandated achievement tests; thus, the responsibility lies with the local district not only to administer the test, but also to validate and accept the credit being provided by the virtual program. For this reason, supplemental programs typically measure achievement through course completions, embedded final exams within the course, and built-in internal and/or external feedback mechanisms, such as parent and student surveys.

### *Possibilities and Promise*

While early practitioners of online learning understood fairly quickly the data advantages of the online environment, newcomers may just be catching on to the possibilities such real-time data gathering affords. Because online learning is almost entirely digital, we can now capture remarkably granular bits of information that tell us how and when students are succeeding or struggling in their coursework—right down to single components within a given lesson.

By paying attention to this kind of data, program managers can make quick and very specific intervention decisions. Impressively specific pieces of real-time data can be captured, such as time-, day-, and duration-specific login information, time to complete assignments, scores, online participation, and even a digital record of the students' work, comments to and from the teacher, and captured discussions during online collaborative sessions such as forums or web conferencing. Having immediate access to this kind of information is a potential goldmine for evaluators, who,

without this kind of data, had to make instructional, curricular and programmatic recommendations based on lagging data, such as last year's achievement scores. Achievement scores, while critical and certainly useful for ongoing development and decision making, don't tell the whole story. With online learning, students, teachers, and program administrators are leaving digital footprints on practically every activity they do in association with the program. Administrators, teachers, and developers are delving into the rich availability of this kind of immediate data to harness it for dynamic decision making, while researchers and evaluators can reach into far more specific areas of the teaching and learning process through the window afforded by such compelling data.

For example, because online schools tend to use the same course for numerous teachers, whether developed in-house or purchased from a provider, it is now possible for real apples-to-apples comparisons among teaching staff. While some may see this as intimidating, there are actually very positive outcomes when the data is used proactively. If, for instance, a team of teachers, using the same online biology course, is tracked, it is soon easy to distinguish genuine areas of strength and weakness. The ramifications for peer coaching, teaming, and informed professional development are all positive—and online teachers often find they benefit from the opportunity to receive such remarkably specific input to help them grow in their profession.

Course developers likewise benefit from such specific data gathering. If the data show that all students typically struggle with a given lesson or section of content, developers know with amazing specificity the areas where they need to re-develop, provide additional instructional tools, such as interactives, or work to clarify the directions.

The beauty of using the real-time data afforded by the online learning environment is that it facilitates the kind of rapid evaluation process necessary to a quickly emerging field of teaching and learning. The key for program administrators is to ensure that measurement tools are in place to capture data related to the specific goals of the program. If, for instance, the goal of the program is to increase opportunities for rural students, there must obviously be a way to ensure that the growth of rural student participation is reaching the percentage goals set by leadership.

Besides developing their own internal and/or external evaluation measures, virtual schools across the nation are evaluated by their states or districts in numerous ways. The state audits in Kansas, Colorado, Arizona, and Idaho, and others mentioned earlier, have provided input that continues to inform policy development. More states are developing specific guidelines for state-, district-, and charter-led virtual initiatives. Independent evaluations, such as the TaxWatch study in Florida,<sup>11</sup> have likewise provided useful third-party insights. The trick lies in providing enough guidelines to ensure quality and hold programs accountable to standards, while also providing enough leeway for individual programs to use the dynamic data available to them to make the best decisions for their specific student demographics. The move by some states towards measuring achievement on year-to-year growth models is welcome to many online program administrators who not only have the capability of tracking such data, but also see the value it represents in terms of providing a clearer picture of student achievement.

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<sup>11</sup> Florida TaxWatch Center for Educational Performance and Accountability, Final Report: A Comprehensive Assessment of Florida Virtual School, available at <http://www.floridataxwatch.org/resources/pdf/110507FinalReportFLVS.pdf>

## Policies to Avoid

States are laboratories of democracy, taking 50 different approaches to online learning from which we can pick and choose the best approaches. Clearly, if some policies are beneficial for increasing student opportunities and outcomes, others are not. Some ideas that have been tried by one or more states, and have proven to be restrictive or detrimental, include:

- **Requiring on-site or face-to-face instruction, thereby not allowing fully online schools.** There is evidence that online learning works as well or better than face-to-face instruction.<sup>12</sup> As online learning evolves in practice and is accepted as a viable option, there is no reason to limit access or create arbitrary attendance requirements that create barriers and negatively impact students and families.
- **Mandating enrollment cap limits on the number or type of students who can enroll in online schools or online courses.** This approach makes little logical sense—if online learning is beneficial for the first 5,000 students who choose it, why deny it to the next student? Alternatively, some states have created “pilot” programs that allow for a limited number of online schools under limited circumstances. In some states, these programs languish in pilot status for years. Pilot programs may have made sense a decade ago when online schools were in their infancy, but with more than a decade of experience and results to draw upon, and with demand growing annually, pilot status does not make sense and restricts opportunities.
- **Setting funding levels for online students well below funding of other students in the state.** Some states may believe they can save money through their online schools by arbitrarily setting the funding level below the state average. However, reducing funding for online students below the state minimum is unsupported by any cost studies or other evidence. It threatens quality and innovation in content, delivery, human capital and technology and prevents planning for a sustainable online future. It also penalizes students who choose online schools by making it highly likely that their educational experience is substandard. Low funding forces online schools to cut or restrict teachers, academic programs, technology, and student support services.

## Next Generation Legislation

With so many existing online learning policy approaches, it is impossible to suggest one-size-fits-all legislation. However, as legislators consider creating or amending education policy, they should focus on adequate funding, providing options to students, and creating policy that is not overly prescriptive. Key input measures, such as teacher credentialing, state standards alignment, and reporting of measures like completion rates and response times, are likely to hold true no matter the technology being used, or the balance of online, offline, or face-to-face instruction. Creating requirements outside of these few inputs, however, often threatens innovation by mandating an approach made obsolete by changes in educational practices. Next generation policymaking may include some of the following elements:

<sup>12</sup> US Department of Education, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, retrieved July 8, 2009, <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

1. **Define online schools and programs in a way that clarifies which are covered.**

Consider the differences between full-time and supplemental programs, and between single-district and multi-district programs.

2. **Provide adequate and sustainable funding that entails the following elements:**

- a. Fund a state-led, supplemental program that will benefit from economies of scale in offering online courses to districts across the state.
- b. Fund full-time schools at the same operational cost level, not including capital costs, as other schools in the state.
- c. Allow students to choose an online school that meets their needs, and allow funding to follow the student.

3. **Provide standards and monitoring expectations for online programs and/or program authorizers.**

All online programs and schools should be authorized by and answer to an oversight body with adequate knowledge of and experience in online learning to ensure that students are benefitting from a high-quality online experience. This oversight entity might also develop key definitions that would apply across online programs, such as successful course completion, enrollment, attendance, and at-risk, and create and impose penalties for programs that do not meet requirements.

4. **Create reporting requirements for online schools.**

Many states have little or no data on how many students are taking one or more online courses, how many online programs exist, and how those programs are operating. A few forward-looking states recognize that in order to maintain any oversight role they need to benchmark quality and collect data. A mechanism to track online programs and students is an apparent first-level policy requirement that a surprising number of states have yet to put into place.

Reporting and requirements work closely together, of course, and include oversight, data collection, and reporting. Each requires a similar set of data and processes that might include:

- Curriculum and assessment
- Supervising, evaluating, and training teachers
- Attendance and activity tracking in a course
- Communication and teacher response times
- Student support
- Awarding credit
- Funding
- Participation in state assessments
- Accessibility and provision of special education services

The state's approach to these policies should seek to find a balance between oversight and leaving room for flexibility and innovation, while remembering that the overarching method of full-time online program oversight should be the same as all other public schools.

## Conclusion: The role of online policy development in larger reform efforts

Online learning is clearly here to stay. It has spread rapidly throughout the country—and, indeed, throughout the world—as educators, parents, and policymakers have recognized the many ways in which it can increase educational achievement and improve educational outcomes. Students are increasingly choosing online learning options, for many of the same reasons that they choose to socialize, find information, listen to music, or watch videos online—because Internet-based options are often the best and most convenient for them.

Online learning may also be one of the truly transformative influences on all of education, because many online policy issues cannot be easily addressed without looking at education as a whole. Examples of these types of issues include:

- Funding based on educational attainment instead of seat time
- Student progression based on outcomes instead of social promotion
- Enhanced use of data throughout education
- Move to cross-curricular mastery of benchmarks vs. siloed mastery of standards, course by course
- More effective use of education's essential "human capital"—especially the development and deployment of excellent teachers

Ideally, the continuing evolution of high-quality but diverse online learning programs, together with development of thoughtful state policies, provides a laboratory to explore issues that benefit students in every learning environment.

The many intricate policy details and questions can be confusing, and certainly challenging to understand and explain. In fact, even when you find something that works in one state, there is no guarantee it will work everywhere. With so much local control and without national education standards, perhaps the best approach is to agree on promising frameworks for creating policy, and then leave it to states and districts to create policy specific to their needs within those frameworks.

There is, however, a simple litmus test for evaluating online learning policy. Good policy answers two key questions affirmatively:

- Does the policy hold promise for increasing student educational **opportunities**?
- Does the policy hold promise for improving student educational **outcomes**?

If the answer to both questions is yes, the policy is likely to be beneficial.

The state's approach to these policies would have to find a balance between oversight and leaving room for flexibility and innovation. With agreement on that the overarching method of full-time online program oversight should be the same as all other public schools.

## Conclusion: The role of online policy development in larger reform efforts

Online learning is only one of many important topics that affect the quality—and indeed, the future—of our state's education system. While policymakers have recognized the many ways in which it can impact educational achievement and success, educational leaders and students are increasingly choosing online learning options. In the future, it is likely that they will choose to enroll in an online program, rather than a traditional brick-and-mortar school, because of the flexibility and convenience it offers. As a result, it is important for policymakers to consider the best and most effective ways to regulate and oversee these programs.

Online learning is a new and exciting area of education, but it also presents unique challenges. Policymakers must ensure that the quality of education is maintained, while also allowing for innovation and growth in this field. This report provides a framework for developing effective online learning policies that address these challenges.

- Establish a clear regulatory framework for online learning programs, including standards for course quality and accreditation.
- Ensure that online learning programs are subject to the same oversight and accountability as traditional brick-and-mortar schools.
- Promote transparency and accountability in the development and delivery of online learning programs.
- Encourage innovation and growth in the online learning sector, while ensuring that quality standards are maintained.

By addressing these challenges, policymakers can ensure that the quality of education is maintained, while also allowing for innovation and growth in this field. This report provides a framework for developing effective online learning policies that address these challenges.

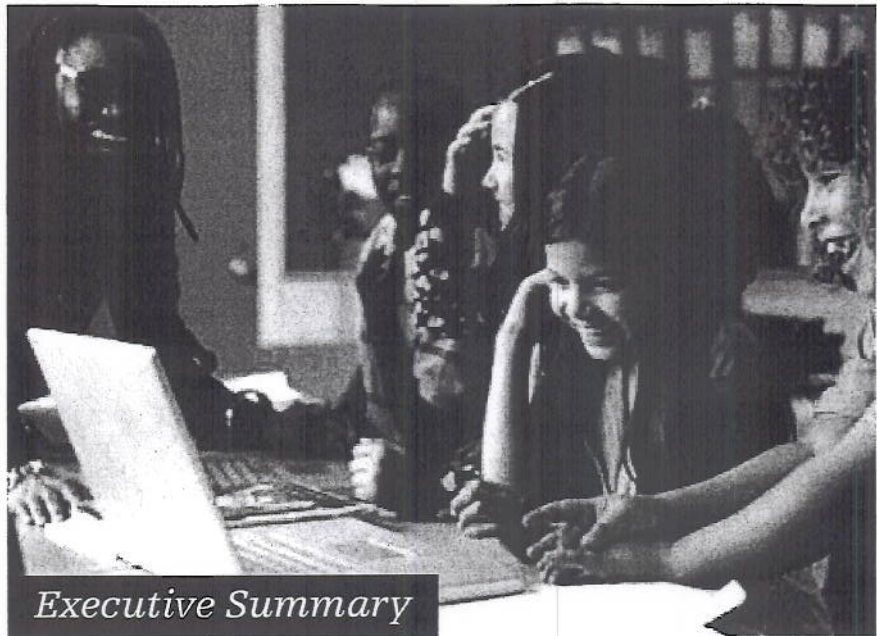
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By addressing these challenges, policymakers can ensure that the quality of education is maintained, while also allowing for innovation and growth in this field. This report provides a framework for developing effective online learning policies that address these challenges.

- Do not the policy will impact on existing or future educational opportunities?
- Do not the policy will impact on existing or future educational outcomes?

If the answer to both questions is no, the policy is likely to be beneficial.





## *Executive Summary*

# Cracking the Code: Synchronizing Policy and Practice for Performance-Based Learning

Written by:

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July 2011

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# Executive Summary

State policymakers are seeking ways to catalyze breakthrough innovations that produce excellence and equity. Performance-based learning is one of the keys to cracking the current structures and practices that are built into the educational code. This paper is designed to expedite state policy development.<sup>1</sup> Building upon the 2011 Competency-Based Learning Summit convened by the International Association for K–12 Online Learning (iNACOL) and the Council of Chief State School Officers (CCSSO), the following discussion explores how state policy can loosen the regulatory environment that is handcuffing the administrators and educators who are ready to move toward student-centered, competency-based models of learning.

## What Is Performance-Based Learning?

The Council of Chief State School Officers included performance-based learning as one of the six attributes of next generation learning. It is a powerful concept that mutually reinforces personalized learning and anytime, everywhere innovations. However, it is not enough to simply create seat-time waivers. Performance-based learning requires a new set of practices and policies that is riveted on student learning.

At the Competency-Based Learning Summit, participants fine-tuned a working definition of performance-based learning, described below:

<sup>1</sup> For more information about the Competency-Based Learning Summit, read “It’s Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit,” available at [www.inacol.org](http://www.inacol.org) or [www.ccsso.org](http://www.ccsso.org).

## A Note on Language

In this paper, we use the terms performance-based and competency-based interchangeably. Federal policy uses the term competency-based learning in *Race to the Top* and other programs. The Council of Chief State School Officers uses the term performance-based learning. Some leading states and districts refer to proficiency-based or standards-based learning. The hope is that as long as a shared working definition is used to drive policy, the variations in the descriptive term will not be a barrier.

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Competency-based efforts are certainly not a simple guarantee of high achievement. Like any service industry, only high-quality implementation will produce meaningful results. To ensure equitable results, all five elements of the definition must be implemented.

## Redesigning Policy for Performance-Based Learning

Just as there are multiple pathways for students to learn, there are multiple pathways for states to create room for innovation. States can start with enabling policy, such as seat-time waivers or “credit flex” policies. The most advanced states are working on comprehensive competency-based policy redesign, including:

- Require districts to offer competency-based credits so that students have competency-based options. Offer competency-based alternative schools and credit recovery.
- Provide support mechanisms. Education leaders will need opportunities to work with their colleagues or technical assistance providers to create competencies, train teachers, and establish information management systems.
- Establish quality-control mechanisms. To safeguard equity and to ensure that higher expectations for student learning are not compromised, states will want to design quality-

## Next Generation Learning

CCSSO has embraced next generation learning as one of the most important roles for state leadership for comprehensively reshaping the agenda for state education agencies. In partnership with seven states, CCSSO has defined next generation learning as rooted in six critical attributes:

- Personalizing learning
- Comprehensive systems of learning supports
- World-class knowledge and skills
- Performance-based learning
- Anytime, everywhere opportunities
- Authentic student voice

control mechanisms, including rubrics and formative evaluations, and provide supporting tools and resources such as samples of student work at each proficiency level.

- Expand learning options. Competency-based efforts immediately trigger demand by students for expanded learning options in the community, after school, and in online courses.
- Align higher education with K–12 competency-based efforts. Teacher training, college admissions, and streamlining budgets to support accelerated learning are all critical elements to creating a sustainable competency-based approach.

## A Policy Framework for Advancing a Performance-Based Education System

States must create space for organic development and expansion of innovations. Moving beyond the compliance-based policy model requires replacing it with a different set of design principles. Below are suggested next generation principles that provide a state policy framework.

- **Drive Policy by Student Learning Outcomes:** Focus on student learning and student learning outcomes. First and foremost, policies should be made to support the needs of students.
- **Guard High Academic Standards:** States will need to be vigilant to ensure that academic expectations do not slip, resulting in lower achievement for groups of students. Focus on equity with high expectations for all students.
- **Expand Student Options:** State policies should expand, not limit, the options that students have to reach learning outcomes.
- **Create Shared Vision:** Policy development cannot be top-down. It will be important to keep communication open, inviting stakeholders to contribute to the vision and the steps to get there.
- **Offer Districts and Schools Flexibility:** Be clear about desired outcomes and then provide incentives for educators to take different pathways to achieve the goal. Remove process rules and regulations in order to allow and encourage innovation.
- **Commit to Continuous Improvement:** Policy will need to evolve as we learn more about the dynamics of next generation learning, requiring ongoing improvement efforts.

In the following discussion, the role of state leadership is explored through four different angles. The policy framework is designed to provide insights into the leadership and organizational capacity required by state education agencies to manage next generation reform strategies.

### Synchronizing Policy and Practice

States have five critical roles in creating meaningful innovation space that will further advance policy changes: create innovation space, provide catalytic support and knowledge transfer, protect high standards, invest in communication and community engagement, and offer adaptive leadership.



## Integrating Next Generation Learning with Efforts to Improve Current System

State policy leaders will be challenged to bring the very different reform approaches—growth models of accountability from the student-level up, improved teaching, and transforming low-performing schools with a strong vision of next generation learning—together into a comprehensive approach.

## Collaborative State Leadership

The emerging policy issues require substantial analysis, creativity, and engagement of multiple stakeholders to develop viable alternatives to our traditional system. Although states can do it alone, by working collaboratively they can expedite the process, reduce the costs of poorly formed policies, and guard against being caught by surprise in unintended consequences. In addition, states that work together can create more cohesiveness in the policy environment, thereby allowing competency-based innovators to expand their ideas more easily.

## Emerging State Policy Issues

As states and performance-based innovators move forward, they quickly encounter the underlying assumptions defining the dynamics of the traditional education system. The following discussion lifts up a number of emerging state policy issues. How well and how quickly we tackle these issues will determine how rapidly the benefits of next generation learning are unleashed.

### **EMERGING ISSUE #1: Redefine the Carnegie Unit into Competencies**

The Common Core State Standards is opening new possibilities for competency-based models. States can play a critical role in helping districts and schools develop high-quality competencies and learning objectives.

### **EMERGING ISSUE #2: Personalized Learning**

State policymakers can facilitate conversations to redesign policy around personalized learning, including expanding access to online and blended learning, taking advantage of expanded learning opportunities, modularizing courses, rethinking school and district information systems around personalized learning plans for all students, and establishing guidelines for portability for highly mobile students.

### **EMERGING ISSUE #3: Student-Centered Accountability and Assessment Models**

Most states have designed accountability systems that involve grade-based and time-based testing windows. This poses a serious problem for competency-based learning models in which summative assessments should be triggered based on student mastery to validate their knowledge soon after they have mastered new competencies. Moving forward, states need to redesign accountability for student progress that supports teaching and learning on demand, with modularized assessments to validate proficiency throughout the year.

#### **EMERGING ISSUE #4: Learning Empowered by Technology**

Most state data systems are designed around compliance models for No Child Left Behind. The result is that district data systems have been designed in the same silos as compliance policies for reporting, rather than informing instruction. Students in a competency-based learning system should have access to meaningful data to see their progress in learning. In practical terms, at a minimum, this means an integration of student information systems, learning management systems, and analytics in a standards-based architecture supporting personalized learning plans. States will need to facilitate discussions on how to cost-effectively shape the necessary information systems.

#### **EMERGING ISSUE #5: Supporting Educators in the Transition to a Competency-Based System**

States will need to invest in efforts that engage the teaching workforce in exploring the possibilities in a competency-based model and participating in the decision to move forward. In addition, transitioning to a competency-based system raises several issues that will require states to revise state policies on standards for teacher expectations, the definition of highly qualified teacher, and job classifications to provide more flexibility for schools.

#### **EMERGING ISSUE #6: Financing a Competency-Based System**

Performance-based funding creates incentives for schools to respond and intervene quickly to students if they begin to disengage or become stuck academically. It also creates incentives to provide high-quality curriculum and the best learning opportunities to increase the rate at which students are learning. Some states may ultimately want to create incentives for schools and students within competency-based models to accrue the greater benefits of the innovation.

### **Conclusion**

State leadership is increasing its mission to transform what is possible for education systems. Competency-based learning is essential to cracking the code, unleashing next generation learning, and positioning the United States to out-innovate global competitors. State policies that set high expectations for students and unleash creativity in designing personalized learning will dramatically accelerate student outcomes at rates never before thought possible. It is state leadership that will be in the position to be the conductors of this transformation—synchronizing the innovations and policies into a vibrant education system where all of our children experience the joys of learning.

# National Standards for Quality Online Programs

Written by

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October 2009



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# National Standards for Quality Online Programs

## Introduction

The mission of the National Association for Quality Online Programs (NAQOP) is to ensure that students have access to a world-class education that is both effective and efficient. This document provides the framework for the program.

The document, the National Association for Quality Online Programs (NAQOP) is the first of a series of documents that will be published in the future. The document is a framework for the program and provides the foundation for the program. The document is a framework for the program and provides the foundation for the program. The document is a framework for the program and provides the foundation for the program.

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# National Standards for Quality Online Programs

## Introduction

The mission of the International Association for K-12 Online Learning, iNACOL, is to ensure all students have access to a world-class education and quality online learning opportunities that prepare them for a lifetime of success.

This document, the International Association for K-12 Online Learning's (iNACOL) *National Standards for Quality Online Programs*, is the third of iNACOL's online education standards, following the *National Standards of Quality for Online Courses* and *National Standards for Quality Online Teaching*. The standards in this document address what is needed for a quality online program, elements of which include quality course design and quality online teaching. However, this set of standards is more than the third of a series – it is intended that these Standards for Quality Online Programs provide the encompassing and over-arching set of standards program leaders need to assure a quality online program.

*National Standards for Quality Online Programs* is designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online program leadership, instruction, content, support services, and evaluation. The initiative began with a thorough literature review of existing online program standards, including accreditation standards, a cross-reference of standards, followed by a survey to iNACOL members and experts to ensure the efficacy of the standards adopted.

These guidelines should be implemented and monitored by each district or organization, as they reserve the right to apply the guidelines according to the best interest of the population for which they serve.

These standards start by addressing the foundation of the program: its mission, goals and objectives and its underlying beliefs and philosophy. Leadership is also addressed: the program's governance, the role of the governing body and how the relation between the governing body and organizational/program leadership work together to support the achievement of the mission.

Beyond the foundation of what the program has as its mission, goals and objectives, are the standards that address how the program operates, its teaching and learning standards and support standards. In this document, we have provided an overview of the most critical of the course design and teaching standards. In addition, a program needs to provide the support mechanisms

for student and teacher success in online courses. This document describes the necessary support standards needed for programs designed to supplement schools' course offerings as well as those programs designed for full-time students. For a fuller description of course design and teaching standards, please refer to iNACOL's *National Standards of Quality for Online Courses* and *National Standards for Quality Online Teaching*.

The *National Standards for Quality Online Programs* are identified on the following pages.

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98	98.1
99	99.1
100	100.1

## Rating Scale

- 5 Exemplary: a model of best practice as related to this criterion
- 4 Accomplished: excellent implementation; comparable to other examples
- 3 Promising: good implementation; however, somewhat lacking in depth or detail
- 2 Incomplete: partial implementation of this criterion; additional work needed; good start
- 1 Confusing: not obvious; more work needed; not a good example
- N/A Not Applicable

## Institutional Standards

Institutional standards address the organization's vision, mission, philosophy and beliefs. The institutional standards define those elements critical to creating the operational framework of the online program, including the governance, leadership, resources, and organizational commitment to meet the program's vision and mission.

A	<b>Mission statement — A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and buy-in from stakeholders is a critical component of a mission statement.</b>	Rating
✓	States the purpose of the organization. Is clear and concise in articulating who the organization is, what it does and whom it serves.	
✓	Indicates that online learning is the focus of the organization.	
✓	Demonstrates a commitment to measurable quality and accountability.	
✓	Reflects involvement of key stakeholders.	
✓	Is made available to the public.	
✓	Is reviewed periodically by program leadership.	

B	Governance — Governance is typically provided by a Board of Directors, an Advisory Board or a School Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff.	Rating
✓	Members are knowledgeable about K12 online learning and/or receive appropriate training after joining the governing board.	
✓	Supports the organization by securing necessary resources.	
✓	Fulfills the role defined for it in the by-laws of the institution.	
✓	Collaborates with program leadership to implement policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	
✓	The legal status of the online program is clearly defined with no ambiguities in ownership, control, or responsibility.	

C	Leadership - The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements.	Rating
✓	Is responsible for meeting the organization's annual goals and communicating these goals to its constituents.	
✓	Maintains a disciplined knowledge of its future with projections of income, expense, enrollment, and trends in its educational and business environment.	
✓	Provides a productive collaborative environment for learning and work, and the leadership necessary to plan both day-to-day operations and the long-term future of the online program.	
✓	Verifies that measures are in place to ensure quality, integrity and validity of information.	

<b>D</b>	<b>Planning — A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which defines annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance.</b>	Rating
Strategic plan		
✓	Is developed that addresses 3-5 years of actions and has been approved by the program's leadership and governance.	
✓	Is updated on a regular basis (at least every 3-5 years) and includes historical data, baseline information, trend data, and projections, allowing data-driven decision-making.	
✓	Addresses the requirements for resources that effectively and efficiently serve their students and faculty, including curriculum, technology, support, professional development, and fiscal viability.	
Organizational goals		
✓	Are aligned with the strategic plan.	
✓	Are updated annually based on past year's accomplishments.	
✓	Are shared and supported throughout the organization.	

<b>E</b>	<b>Organizational Staffing — A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management.</b>	Rating
✓	Sufficient professional, administrative and support staff are provided to carry out the mission and annual organizational goals	
✓	Ongoing training and support are provided to the staff to carry out the mission of the program.	
✓	Clearly defined roles and responsibilities are evident to create a collegial team to assure effective delivery of quality education.	
✓	Evaluations of staff and faculty occur on a regularly scheduled basis.	

F	<b>Organizational Commitment — In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it.</b>	Rating
✓	Activities and accomplishments of the organization are aligned to the mission statement.	
✓	Programs that function under the authority of another educational organization have a demonstrated commitment from the parent organization to support the implementation and ongoing operation of this program.	
✓	Sustainability of the program is articulated through strategic and operational planning and implemented through ongoing operations (e.g. commitment to sustainable funding, maintaining quality staff, and compliance with applicable educational statutes).	
✓	Is accredited by a recognized accrediting body.	

G	<b>Financial and Material Resources — A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices.</b>	Rating
✓	Are available to assure a quality educational experience in alignment with the organization’s mission statement.	
✓	Are managed in a responsible manner according to prescribed budget and accounting principles.	
✓	Are allocated in support of mission statement that demonstrates sustainability over time.	

H	<b>Equity and Access — A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs.</b>	Rating
✓	Policies clearly state eligibility requirements for the program.	
✓	Policies and practices are in place that provide accommodations for students with disabilities.	
✓	Ensures that students have equitable access to the program consistent with its mission and purposes.	

I	<b>Integrity and Accountability — In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes.</b>	Rating
✓	The online program discloses accurate information relating to its mission, accreditation, courses and programs, services, policies, fees, recruitment processes and incentives, and other factors considered important to prospective and current students and stakeholders.	
✓	The program results in learning appropriate to the rigor and breadth of the course, program, or diploma completion requirements.	



## Teaching and Learning Standards

Teaching and learning standards focus on how an online program develops or chooses its curricula; how the program's teachers deliver that curriculum to students; and how students' progress in the curriculum is assessed. The *iNACOL National Standards of Quality for Online Courses* focus on issues of curriculum and assessment at the individual course level, while the *iNACOL National Standards for Quality Online Teaching* focus on ensuring individual teacher quality. These standards assume that a quality online program meets those individual course and teacher standards and identifies the most critical aspects of those standards as well as a more comprehensive, "macro-level" set of standards to truly be considered a quality online program.

J	<b>Curriculum and Course Design — A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.</b>	Rating
✓	Has clearly stated and attainable educational goals	
✓	Is clear and coherent in its organization	
✓	Utilizes quality instructional materials and appropriate technology that enable and enrich student learning	
✓	Demonstrates rigorous course content	
✓	Provides for high-degree of interaction between teacher, learners, parents, and among learners themselves	
✓	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities	
✓	Meets requirements of appropriate state or national standards, including applicable end of course assessments	
✓	Meets requirements of accessibility for individuals with disabilities	
✓	Meets requirements of copyright and fair use	
✓	Is designed to accommodate different learning styles	
✓	Is designed with consideration for time and place limitations of students	

K	<b>Instruction — A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.</b>	<b>Rating</b>
✓	Is grounded in the program's mission, beliefs, and expectations for student learning	
✓	Is supported by research and best practice	
✓	Is continually refined based on assessment of stakeholders' needs	
✓	Is adaptable to best serve different student learning styles	
✓	Is sensitive to the cultural differences of students	
✓	Includes frequent teacher to student interaction, teacher to parent interaction, and fosters frequent student-to-student interaction	
✓	Is sensitive to time and place limitations of students	
✓	Faculty hold the required state certifications	
✓	Faculty are trained in and demonstrate competency in online instructional methodologies and learning technologies	
✓	Includes a process to monitor that the work and assessments are completed by the students registered for the course	

L	<b>Assessment of Student Performance — A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.</b>	<b>Rating</b>
✓	Enables students to monitor their own learning progress.	
✓	Enables teachers to adapt their instruction to meet learner needs.	
✓	Uses multiple methods to assess student performance.	
✓	Assesses a variety of types of student performance.	
✓	Uses formative assessments to inform instructional practice.	
✓	Informs ongoing course design and revisions.	
✓	Measures student attainment of the course's educational goals.	
✓	Provides for timely and frequent feedback about student progress.	

## Support Standards

Support standards address the organization's academic, administrative, guidance and technical services that are critical to meeting the needs of all participants in the online program.

M	<b>Faculty — A quality online program supports the faculty by providing opportunities for them to develop their professional skills through mentoring, professional development, and technical assistance.</b>	Rating
✓	Provides and encourages participation in induction and mentoring programs.	
✓	Provides regular feedback regarding teacher performance.	
✓	Provides a wide variety of professional development opportunities.	
✓	Provides timely, effective technical support.	

N	<b>Students — A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.</b>	Rating
✓	Provides an orientation to online learning technologies and successful online student practices.	
✓	Provides academic and administrative services to address their academic and developmental needs.	
✓	Provides support services for individual needs.	
✓	Provides access to learning and assessment content, instruction, technologies and resources.	
✓	Establishes standards for teacher to student communication.	
✓	Provides timely and meaningful assessment feedback.	
✓	Provides timely, effective technical support.	

O	<b>Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school.</b>	Rating
✓	Ensures academic advising is provided for students to meet requirements of the program and/or school.	
✓	Provides staff training in the unique student needs of online learning.	
✓	Provides tools and/or information to assist students in determining the appropriateness of specific courses for their academic needs.	
✓	Understands the network of services available to support online learning.	

P	<b>Organizational Support — A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online courses.</b>	Rating
✓	Provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff	
✓	Provides a work environment consisting of the resources, tools, and organizational policies that enables staff to implement the program's mission, beliefs and objectives.	

Q	Parents/Guardians — In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.	Rating
✓	Are provided information about the program, successful online student practices and supportive learning environments.	
✓	Receive timely responses from faculty and staff.	
✓	Receive critical information about student progress and are encouraged to communicate with faculty and administrators to best support the online learning student.	

## Evaluation Standards

A culture of continual program improvement is critical in becoming a quality online program and maintaining that status. Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. The cycle is completed by taking this information and developing concrete plans for program improvement.

R	<b>Program Evaluation — A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.</b>	Rating
✓	Conducts ongoing internal evaluations that include regularly collecting and analyzing data based on national, state, and/or program metrics.	
✓	Conducts ongoing internal evaluations that include using clearly articulated measures to evaluate its learners.	
✓	Conducts ongoing internal evaluations that include determining program success by measuring student achievement and satisfaction based on valid and reliable assessment techniques.	
✓	Conducts ongoing internal evaluations that include ensuring students participate in state or national standardized testing, as appropriate and evaluating results against state or national data.	
✓	Conducts ongoing internal evaluations that include consistently evaluating faculty to assure instructional quality, using clear, consistent policies, measures and procedures.	
✓	Conducts ongoing internal evaluations that include reviewing and evaluating courses to ensure quality, consistency with the curriculum, currency, and advancement of the student learning outcomes.	
✓	Conducts periodic external evaluations that include validating internal evaluation process and results.	
✓	Conducts periodic external evaluations that include independently assessing progress towards goals, mission and strategic plan of program.	
✓	Conducts periodic external evaluations that include informing an improvement plan for the online program.	
✓	Communicates evaluation results to program stakeholders.	

S	<b>Program Improvement — A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision.</b>	Rating
✓	Uses strategic, long-range and operational planning and evaluation to continuously improve its educational programs and services.	
✓	Uses data effectively to drive instructional and management decision-making.	
Is based on:		
✓	Advancement of the program's vision and mission.	
✓	Student achievement.	
✓	Internal and external evaluation.	
✓	Current research in the relevant areas.	
✓	Promising practices.	
Includes provisions for:		
✓	Beta testing and peer review.	
✓	Satisfaction surveys by students, parents, teachers and schools as appropriate.	
✓	Evaluation of curriculum and instruction as it relates to student achievement.	
✓	Regular online teacher performance evaluations.	
✓	Reviewing and updating policies and procedures.	
✓	Reviewing appropriateness, effectiveness and quality of teaching and learning technologies.	
✓	Regular online course reviews.	



# National Standards of Quality for Online Programs<sup>1</sup>

## Online Program Self-Evaluation Form

	<p><b>5 Exemplary:</b> a model of best practice as related to this criterion</p> <p><b>4 Accomplished:</b> excellent implementation; comparable to other examples</p> <p><b>3 Promising:</b> good implementation; however, somewhat lacking in depth or detail</p> <p><b>2 Incomplete:</b> partial implementation of this criterion; additional work needed; good start</p> <p><b>1 Confusing:</b> not obvious; more work needed; not a good example</p> <p><b>N/A Not Applicable:</b> Some standards may not apply to all types of programs</p>	5 - Exemplary	4 - Accomplished	3 - Promising	2 - Incomplete	1 - Confusing	N/A
A	Mission statement — A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and buy-in from stakeholders is a critical component of a mission statement.						
✓	States the purpose of the organization. Is clear and concise in articulating who the organization is, what it does and whom it serves.	5	4	3	2	1	N/A
✓	Indicates that online learning is the focus of the organization.	5	4	3	2	1	N/A
✓	Demonstrates a commitment to measurable quality and accountability.	5	4	3	2	1	N/A
✓	Reflects involvement of key stakeholders.	5	4	3	2	1	N/A
✓	Is made available to the public.	5	4	3	2	1	N/A
✓	Is reviewed periodically by program leadership.	5	4	3	2	1	N/A
	Comments/Evidence:						

INSTITUTIONAL

<sup>1</sup> Graf, David & Caines, Maisie. (2000). WebCT Exemplary Course Project Scoring Rubric. Retrieved June 23, 2009 from: <http://www.webct.com/Communities/library/iteminformation?source=browse&objectID=4367802>

# National Standards of Quality for Online Programs Online Program Self-Evaluation Form

Item	1 - Not at all	2	3	4	5 - Fully
1. Reviewed periodically by program leadership	1	2	3	4	5
2. Made available to the public	1	2	3	4	5
3. Reflects requirements of any state or other regulatory agency	1	2	3	4	5
4. Provides a clear, concise, and accurate description of the program	1	2	3	4	5
5. Indicates that online learning is the focus of the organization	1	2	3	4	5
6. Indicates a commitment to the standards of the industry	1	2	3	4	5
7. Indicates that online learning is the focus of the organization	1	2	3	4	5
8. Indicates the purpose of the organization, its core values, and its mission	1	2	3	4	5
9. Indicates that online learning is the focus of the organization	1	2	3	4	5
10. Indicates that online learning is the focus of the organization	1	2	3	4	5
11. Indicates that online learning is the focus of the organization	1	2	3	4	5
12. Indicates that online learning is the focus of the organization	1	2	3	4	5
13. Indicates that online learning is the focus of the organization	1	2	3	4	5
14. Indicates that online learning is the focus of the organization	1	2	3	4	5
15. Indicates that online learning is the focus of the organization	1	2	3	4	5
16. Indicates that online learning is the focus of the organization	1	2	3	4	5
17. Indicates that online learning is the focus of the organization	1	2	3	4	5
18. Indicates that online learning is the focus of the organization	1	2	3	4	5
19. Indicates that online learning is the focus of the organization	1	2	3	4	5
20. Indicates that online learning is the focus of the organization	1	2	3	4	5

1. Get David's Email Alerts (2000) Web: [www.davidson.edu/online/online.html](http://www.davidson.edu/online/online.html)  
 June 25, 2008 from [Davidson@Davidson.edu](mailto:Davidson@Davidson.edu) - PowerSchool  
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VERSION 2

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# National Standards for Quality Online Teaching

October 2011

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iNACOL organized a committee of experts with various backgrounds in the field of K-12 online learning to take the lead in refreshing the iNACOL National Standards for Quality Online Courses, Version 2. They are representatives from educational organizations that share an interest in online education and believe that it is important that students have access to the highest quality online teachers.

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# National Standards for Quality Online Teaching

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## Introduction

The mission of the International Association for K-12 Online Learning (iNACOL) is to ensure all students have access to a world-class education and quality online learning opportunities that prepare them for a lifetime of success. *National Standards for Quality Online Teaching* is designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching.

The original initiative in Version 1 of the standards began with a thorough literature review of the existing online teaching quality standards, then conducted a cross-reference of standards, followed by a survey completed by representatives of the iNACOL network to ensure the efficacy of the standards adopted. As a result of the research review, iNACOL chose to fully endorse the work of the Southern Regional Education Board (SREB) *Standards for Quality Online Teaching and Online Teaching Evaluation for State Virtual Schools* as a comprehensive set of criteria. The standards as identified by SREB were already in use by sixteen SREB states; they proved to be the most comprehensive among those reviewed and included guidelines set forth in the other criteria from the literature review.

iNACOL organized a team of experts consisting of online teachers, professional developers, instructional designers, researchers, course developers, and administrators to review these new standards and the new literature on the topic. They determined that there was a need to refresh Version 1 of the iNACOL standards. The same process was used in developing Version 2 of the standards, in addition to having Version 1 as a starting point in the development of the new version.

Over the past three years, iNACOL has received feedback from organizations using these standards for the development of professional development and evaluation of online teachers. In this new version of the standards, the indicators have been divided between what the online teachers should know and understand and what the online teachers should be able to do for evaluation purposes.

These guidelines should be implemented and monitored by each district or organization, as they reserve the right to apply the guidelines according to the best interest of the population for which they serve.

The National Standards for Quality Online Teaching are identified on the following pages:

## Rating Scale

- 0 Absent—component is missing
- 1 Unsatisfactory—needs significant improvement
- 2 Somewhat satisfactory—needs targeted improvements
- 3 Satisfactory—discretionary improvement needed
- 4 Very satisfactory—no improvement needed

## Standard A

The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands the current best practices and strategies for online teaching and learning and their implementation in online education.	The online teacher is able to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students.	
The online teacher knows and understands the role of online learning in preparing students for the global community they live in, both now and in the future.	The online teacher is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens.	
The online teacher knows and understands the instructional delivery continuum (e.g., fully online to blended to face-to-face).	[This indicator can only be evaluated in the context of instructor(s) having the ability to modify the course.] The online teacher is able to construct flexible, digital, and interactive learning experiences that are useful in a variety of delivery modes.	
The online teacher knows and understands the need for continuing to update academic knowledge, pedagogy, and skills.	The online teacher is able to meet the state's professional teaching standards or has academic credentials in the field in which he or she is teaching.	
The online teacher knows and understands the subject area and age group they are teaching.	The online teacher is able to provide evidence of credentials in the field of study to be taught.	
The online teacher knows and understands the professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession, as well as to their online school and community.		

## Standard B

The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.	The online teacher is able to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs.	
The online teacher knows and understands the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.	The online teacher is able to effectively use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources.	
The online teacher knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction.	The online teacher is able to use communication technologies in a variety of mediums and contexts for teaching and learning.	
The online teacher knows and understands basic troubleshooting skills and the responsibility to address basic technical issues online students may have.	The online teacher is able to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.).	
The online teacher knows and understands the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning.	The online teacher is able to identify and explore new tools and test their applicability to their content areas and students.	

## Standard C

The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands the techniques and applications of online instructional strategies, based on current research and practice (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).	The online teacher is able to use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).	
The online teacher knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.	The online teacher is able to facilitate and monitor appropriate interaction among students.	
The online teacher knows and understands the techniques for developing a community among the participants.	The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.	
The online teacher knows and understands the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.	The online teacher is able to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction.	
The online teacher knows and understands techniques to adjust communications to diverse perspectives.	The online teacher is able to respond appropriately to the diverse backgrounds and learning needs of the students.	
The online teacher knows and understands differentiated instruction based on students' learning styles.	The online teacher is able to use differentiated strategies in conveying ideas and information, and is able to assist students in assimilating information to gain understanding and knowledge.	



Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner.	The online teacher is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion.	
The online teacher knows and understands the participation in an online course from a student-centered approach.	The online teacher is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom.	
The online teacher knows and understands the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.	The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities.	

## Standard D

The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.	The online teacher is able to use effective communication skills with students.	
The online teacher knows and understands techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.	The online teacher is able to provide prompt feedback, communicate high expectations, and respect diverse talents and learning styles.	

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.	The online teacher is able to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students.	
The online teacher knows and understands the need to define the terms of class interaction for both teacher and students.	The online teacher is able to establish and provide clear expectations of class interaction for both teacher and students.	
The online teacher knows and understands the need to define the assessment criteria for the course.	The online teacher is able to provide a clear explanation of the assessment criteria for the course to students.	
The online teacher knows and understands the need to provide clear expectations for teacher response time to student queries.	The online teacher is able to provide a clear explanation of the expectations of teacher response time to student queries.	
The online teacher knows and understands the need to establish criteria for appropriate online behavior for both teacher and students.	The online teacher is able to establish and implement criteria for appropriate online behavior for both teacher and students.	
The online teacher knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions.	The online teacher is able to use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners.	
The online teacher knows and understands a variety of methods and tools to reach and engage students who are struggling.	The online teacher is able to use a variety of methods and tools to reach and engage students who are struggling.	
The online teacher knows and understands the process for aligning teacher and student expectations for the course, in general.	The online teacher is able to orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course.	

# Standard E

The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.	The online teacher is able to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason.	
The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty.	The online teacher is able to identify the risks and intervene in incidents of academic dishonesty for students.	
The online teacher knows and understands resources and techniques for implementing Acceptable Use Policies (AUP).	The online teacher is able to model and comply with intellectual property policies and fair use standards and reinforce their use with students.	
The online teacher knows and understands techniques for recognizing and addressing the inappropriate use of electronically accessed data or information.	The online teacher is able to provide resources for students related to intellectual property and plagiarism.	
The online teacher knows and understands privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.	The online teacher is able to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students.	

# Standard F

The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.	The online teacher is able to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources.	
The online teacher knows and understands that students have varied talents and skills and make appropriate accommodations designed to include all students.	The online teacher is able to address learning styles, needs for accommodations, and create multiple paths to address diverse learning styles and abilities.	
The online teacher knows and understands appropriate tools and technologies to make accommodations to meet student needs.	The online teacher is able to use appropriate tools and technologies to make accommodations to meet student needs.	
The online teacher knows and understands how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.	The online teacher is able to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs.	
The online teacher knows and understands options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.	The online teacher is able to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.	
The online teacher knows and understands the process for connecting with local support personnel to verify student's IEP requirements or 504 accommodations needed for student success.	The online teacher is able to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student's IEP or 504 accommodations, and work in collaboration with others to address student needs.	
The online teacher knows and understands the diversity of student learning needs, languages, and backgrounds.	The online teacher is able to demonstrate awareness of different learning preferences, diversity, and universal design principles.	

## Standard G

The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
<p>The online teacher knows and understands adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.</p>	<p>The online teacher is able to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.</p>	
<p>The online teacher knows and understands the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.</p>	<p>The online teacher is able to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.</p>	
<p>The online teacher knows and understands multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.</p>	<p>The online teacher is able to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability.</p>	

## Standard H

The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) are part of the evaluation process.	The online teacher is able to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments.	
The online teacher knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.	The online teacher is able to create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience.	
The online teacher knows and understands the relationships between the assignments, assessments, and standards-based learning goals.	The online teacher is able to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals.	

# Standard I

The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands techniques to plan individualized instruction incorporating student data.	The online teacher is able to use student data to plan instruction.	
The online teacher knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.	The online teacher is able to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.	
The online teacher knows and understands how instruction is based on assessment data.	The online teacher is able to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance.	
The online teacher knows and understands the importance of self-reflection or assessment of teaching effectiveness.	The online teacher is able to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews).	
The online teacher knows and understands varied assessment strategies that address levels of ability through a variety of alternative interventions.	The online teacher is able to address levels of ability through a variety of alternative interventions.	
The online teacher knows and understands the use of effective learning strategies data for an individual student to formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based).	The online teacher is able to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.	
The online teacher knows and understands the process for maintaining records of relevant communications.		

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands effective time management strategies.	The online teacher is able to provide consistent feedback and course materials in a timely manner, and use online tool functionality to improve instructional efficiency.	
The online teacher knows and understands online course management tasks.	The online teacher is able to track student enrollments, communication logs, attendance records, etc.	
The online teacher knows and understands ways for teacher and students to assess student readiness for course content and method of delivery.	The online teacher is able to employ ways to assess student readiness for course content and method of delivery.	
The online teacher knows and understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.	The online teacher is able to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.	
The online teacher knows and understands the importance of student self-assessment.	The online teacher is able to create opportunities for student self-assessment within courses.	
The online teacher knows and understands the role of student empowerment in online learning.	The online teacher is able to empower students to independently define short- and long-term learning goals and monitor their personal progress.	



# Standard J

The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.

Teacher Knowledge and Understanding	Teacher Abilities	Rating
The online teacher knows and understands the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.	The online teacher is able to engage in professional development activities and collaboration beyond school.	
The online teacher knows and understands the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.	The online teacher is able to provide ongoing communication with parents or guardians concerning student learning.	

# Instructional Design

The following section outlines standards for instructional design skills for the online teacher of record, where applicable. These standards are considered optional, as instructional design does not always fall under online teaching responsibilities.

## Standard K

The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

Teacher Knowledge and Understanding	Rating
The online teacher knows and understands critical digital literacies and 21st century skills.	
The online teacher knows and understands appropriate use of technologies to enhance learning.	
Teacher Abilities	
The online teacher is able to modify and add content and assessment, using an online Learning Management System (LMS).	
The online teacher is able to create and modify engaging content and appropriate assessments in an online environment.	
The online teacher is able to incorporate multimedia and visual resources into an online module.	
The online teacher is able to use and incorporate subject-specific and developmentally appropriate software in an online learning module.	
The online teacher is able to review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis.	
The online teacher is able to create assignments, projects, and assessments that are aligned with students' different visual, auditory, and hands-on ways of learning.	
The online teacher is able to arrange media and content to help transfer knowledge most effectively in the online environment.	

## Speakers for the Annual State Board of Education and Professional Educator Standards Board Meeting

### Sue Collins:

With over 35 years in education and technology, Sue Collins possesses extensive experience. Her career began as a classroom teacher, and was followed thereafter with time spent as a district science coordinator, state IT director for the Office of Superintendent of Public Instruction, developer for education initiatives at both Apple Computer and Compaq, and more. Sue is well-known for her ability to bridge education, technology, and policy.

### Ron Mayberry:

As principal of the Internet Academy and the Career Academy at Federal Way, Ron Mayberry has valuable insights into the future of learning opportunities in the digital world. He employs that expertise both in his profession and as President of the WACOL - Washington Coalition of Online Learning, and as a Board Member for WALA - Washington Association of Learning Alternatives.

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	<b>Student Presentation – The Impact of SBE’s Graduation Requirements Framework</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington’s student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington’s students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues. In his first presentation to the Board, student Board member Matthew Spencer will discuss the impact of his experiences in public school.</p>	

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

## STUDENT PRESENTATION

### BACKGROUND

Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below:

### **Presentation Topics** (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K-High School).
2. One or two good ideas to improve K-12 education.
3. How the Board's work on: \_\_\_\_\_ (you pick) has impacted, or will impact K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Before and after: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2011.11.10	Matthew	1
2012.01.XX	Jared	4
2012.03.XX	Matthew	2
2012.05.XX	Jared	5
2012.09.XX	Matthew	3
2012.11.XX	New Student C	1
2013.01.XX	Matthew	4
2013.03.XX	New Student C	2
2013.05.XX	Matthew	5
2013.09.XX	New Student C	3

### POLICY CONSIDERATION

None

### EXPECTED ACTION

None

# My Public School Career

*Matthew Spencer*

*SBE Meeting November 9<sup>th</sup>-10<sup>th</sup>*

*2011*

*Vancouver, Washington*



# Qualities of a Good Teacher

- Approachable
- Knowledgeable
- Empathetic
- Interactive



*<http://technorati.com/lifestyle/article/teacher-appreciation-week>*



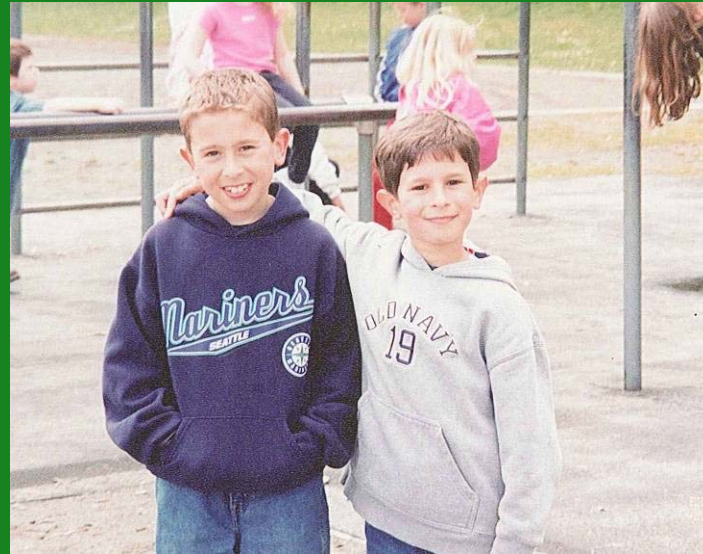
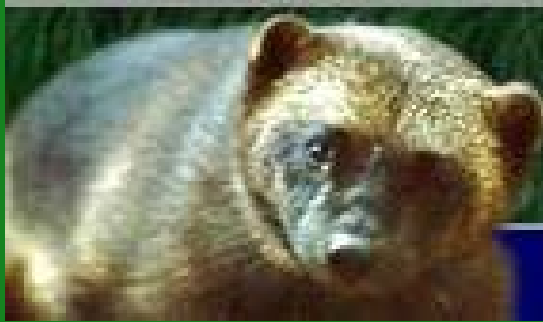
# My Successful Teachers

<u>Approachable</u>	<u>Knowledgeable</u>	<u>Empathetic</u>	<u>Interactive</u>
<i>Mr. Boyd-</i> Patrol Advisor & 6 <sup>th</sup> grade science	<i>Ms. Vincent-</i> 7 <sup>th</sup> Grade Science Teacher	<i>Ms. Sage-</i> 3 <sup>rd</sup> Grade Elementary School Teacher	<i>Mr. Farnus-</i> Organized and Overlooked Camp Casey
<i>Mr. Sander-</i> Junior High Video Production's	<i>Ms. Babienko-</i> 10 <sup>th</sup> Grade English Teacher	<i>Mr. D-</i> Wellington Elementary Principal 00'-06'	<i>Mr. Luth-</i> 9 <sup>th</sup> Grade Science Teacher
<i>Ms. Puckett-</i> WHS principal 2010	<i>Mr. O'Hair-</i> AP World History Teacher	<i>Mr. Myette-</i> Yearbook Design Team	<i>Ms. Law-</i> 10 <sup>th</sup> Grade Biomedical Science





# Elementary Years



*Pictures: Top Left- Entrance to my Elementary school. Bottom Left- Mascot. Right- Jeffrey [my older brother], and I at recess*

*Wellington Elementary School*

*Graduating Class of 2007*



# Elementary Highlights



*Picture: Speaking at 6<sup>th</sup> grade graduation in 2007*

- Citizen of the Year- Mr. D
- Patrol-man- Mr. Boyd
- Camp Casey- Mr. Farnus
- Ancestor's Cultural Studies- Ms. Sage



# Junior High Years



*Pictures: Top left- Entrance to my Junior High. Bottom Left- mascot. Right- My last day of Junior High*

*Leota Junior High School*

*Graduating Class of 2010*



# Junior High Highlights



- Video Production Class- Mr. Sander
- Rockets and Sludge- Mr. Luth
- Endangered Species Project- Ms. Vincent
- Yearbook Design Team- Mr. Myette

*My third and Final National Junior Honor Society  
Induction in 9<sup>th</sup> grade*



# High School Years



*Pictures: Top-  
Woodinville High  
School 2011. Bottom  
Left- Mascot. Bottom  
Right- "sugggy day"  
@ WHS.*



*Woodinville High School  
Graduating Class of 2013*



# High School Highlights

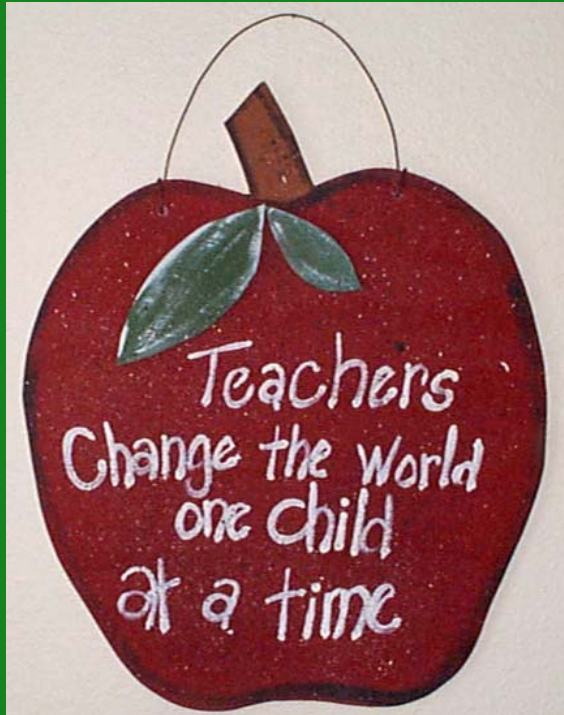
- Biology Capstone Project- Ms. Law
- Literary Analysis- Ms. Babienko
- Involvement with SBE- Ms. Puckett
- World History Project- Mr. O'Hair



*10<sup>th</sup> grade Junior Varsity Basketball  
Picture*



# Quality Teachers Impact



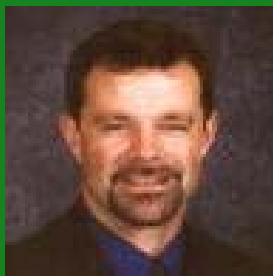
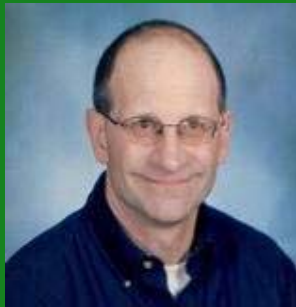
<http://sfabiny.wikispaces.com>

- Increase student involvement
- Increase educational learning
- Provide reliable, trustworthy outlets for students
- Raise students' comfort levels in the classroom and school



# Essential Question

How do we get more teachers like...





## Alternative Learning Experience Programs

### Overview and Policy Consideration

#### Background

Alternative Learning Experience (ALE) programs are public school alternative options that are primarily characterized by learning activities that occur away from the regular public school classroom. Although ALE programs encompass a wide variety of program models, the one common characteristic of these programs is that they do not rely on a “seat time” model. Whereas traditional public schools rely on a bricks-and-mortar setting, and rely on “seat time” as the basis for defining full or part-time participation (and funding), ALE programs are delivered through a variety of flexibly structured models to meet the needs of students who might not otherwise succeed in a traditional setting. In ALE programs, the requirements for each child’s program are established in a written student learning plan (WSLP), which must be developed and supervised by a public school teacher.

Although statutorily, ALE programs are different than home-based instruction (what is typically referred to as “home schooling”), the differences are sometimes not immediately obvious in practice, particularly in the early grades. In theory, an ALE program is a public school learning experience, which is planned and supervised by a public school teacher, while home-based education is planned and supervised under the authority of the parent, not the school district. In practice, families who might otherwise home school their children often find public school ALE programs to be an attractive option, particularly if the extent of oversight and interaction required by the supervising district is minimal, and their participation offers significant financial benefits (subsidy for textbooks, supplies, and educational “experiences” - such as music lessons - that they may otherwise pay for out-of-pocket).<sup>1</sup> By contrast, in other types of ALE programs, particularly in the upper grades, the differences with home schooling are much clearer. Many of the more rigorous credit retrieval and alternative high school programs involve a combination of weekly face-to-face instructional requirements, and a self-directed curriculum, which is often virtually delivered, and which students work through on their own flexible schedule. These programs often also incorporate significant counseling components. Indeed, part of the challenge of analyzing ALE programs is the breadth of program experiences encompassed by the term. It may be so broad as to have lost its usefulness as a category.

Alternative Learning Experience program enrollment has increased significantly over time. Although ALE enrollment was inconsistently reported prior to 1995, ALE enrollment has been estimated at about 5,000 full-time equivalent (FTE) students in 1995. By contrast, as shown in the chart below, ALE enrollments in the 2010-11 school year exceeded 34,600 student FTEs.

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<sup>1</sup> The provisions of SHB 2065 from the 2011 legislative session have imposed tighter controls on the form those subsidies can take, and will presumably mitigate some of the existing financial incentives driving participation.

<b>Total ALE Program Enrollment for the 2010-11 School Year</b>		
<b>Type of Program</b>	<b>Total FTE by Program</b>	<b>Total Headcount by Program</b>
Contract Based	11,231.94	12,515.52
Digital/Online	8,972.45	11,248.98
Online Contract Base	984.51	1,256.83
Online Parent/Partner	96.31	116.44
Parent Partnership	13,376.98	15,053.64
<b>Grand Total</b>	<b>34,662.20</b>	<b>40,191.42</b>

Alternative Learning Experience students generally fall into three major categories of program offerings: digital and online programs, parent partnerships, and contract-based learning programs. OSPI also maintains three separate sub-categories of online programs: Online – contract-based, Online-parent/partner, and Digital/online.

Digital or Online Learning Programs.

Digital, online learning programs are defined and authorized in RCW 28A.150.262. Students in these programs often enroll as non-resident students in school districts that offer multi-district programs or partner with private virtual education providers, such as *Washington Virtual Academies (WAVA)* or *Insight Schools*. Not all online programs qualify as ALE, however. Many schools offer online learning courses, but claim enrollment for only the hours the student is in an on-site classroom. Online learning only becomes an ALE program if the school district is using the time the student engages in this away-from-school learning as part of the FTE claimed for funding. There are about 10,053 student FTEs in these programs as of November, 2011.

Parent Partnership Programs.

Parent partnership programs offer a significant role for parents in the development and provision of public education, and tend to concentrate in the earlier grades. Prior to the 2010 Legislative Session, these programs had not been specifically defined or authorized in statute. Many students in parent partnership programs may have been receiving home-based instruction prior to enrolling in the ALE program. However, parent partnerships are not home-based instruction because the school district is ultimately responsible for student learning, not the parent. Although there are a variety of different program models in the parent partnership category, with districts requiring varying degrees of in-person contact time, all programs operate outside the standard seat-time requirements for funding required in the non-ALE setting. There are about 15,053 student FTEs in these programs as of November 2011.

Contract-based Learning Programs.

Contract-based learning is usually limited to secondary students, and is often used for credit retrieval or credit acceleration. Although contracting education is specifically authorized under RCW 28A.150.305, contract-based ALE programs are not specifically defined or authorized in statute. Many alternative middle and high schools offer some form of contract-based learning, as do a smaller number of comprehensive high schools; however, not all alternative high schools are ALE programs. Many contract-based programs offer flexibly-structured programs for students not succeeding in a general education high school format. There are about 12,515 student FTEs in these programs as of November 2011.

### **Alternative Learning Experience Program Enrollment – by Category**

<b>Total ALE Program Enrollment - by Program Type, Over Time</b>								
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Digital/Online FTE	-	125	250	375	500	647	795	942
Parent-Partnership FTE	2,774	3,582	4,390	5,198	5,820	6,441	7,063	7,684
Contract-Based FTE	2,774	4,726	6,679	8,632	8,649	8,666	8,683	8,699
<b>Total ALE Student FTE</b>	<b>5,547</b>	<b>8,158</b>	<b>10,769</b>	<b>13,380</b>	<b>14,385</b>	<b>15,389</b>	<b>16,394</b>	<b>17,398</b>
<i>(continued)</i>	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Digital/Online FTE	1,089	1,263	1,437	3,108	5,666	7,887	8,612	10,053
Parent-Partnership FTE	8,306	8,927	10,237	8,165	8,783	9,674	11,985	13,376
Contract-Based FTE	8,716	8,733	8,914	7,969	6,885	6,744	7,343	11,232
<b>Total ALE Student FTE</b>	<b>18,403</b>	<b>19,407</b>	<b>20,587</b>	<b>19,242</b>	<b>21,334</b>	<b>24,305</b>	<b>27,940</b>	<b>34,661</b>

A number of studies of ALE programs in Washington have been done. The earliest known report on ALE was conducted by the Office of Superintendent of Public Instruction (OSPI) in 1999. It provides a review of ALE programs prior to mainstream use of the Internet as a tool for distance learning. It also shows the impact of making ALE programs available in grades K-8 (previously, the programs were restricted to grades 9-12). Additionally, the Joint Legislative Audit and Review Committee (JLARC) did an extensive review of all ALE programs in 2005, including analysis of the use of parent stipends. The OSPI performed a study in December of 2009, analyzing just the digital and online aspects of ALE.

Up until the 2010-11 school year, Alternative Learning Experience student FTEs were funded at the same general apportionment rate as non-ALE students. Total funding provided for ALE programs was estimated at approximately \$150 million during the 2009-10 school year. The funding impacts of Engrossed Substitute House Bill 2065 (Chapter 34, Laws of 2011) will soon be known as school year 2010-11 financial statements close in the late fall.

#### **Policy Consideration**

The provisions ESHB 2065 made several significant changes to ALE programs, but also left significant policy unresolved. It seems nearly certain that the Legislature will revisit some of these unresolved policy issues in the 2012 Legislative Session, providing an opportunity for the State Board of Education to help formulate ALE policy moving forward.

The basic provisions ESHB 2065 were as follows:

- Required an aggregate 15 percent reduction in funding for Alternative Learning Experience (ALE) programs and tasked the Office of Superintendent of Public Instruction with determining the methodology for achieving those reductions. Required that no particular ALE program shall take less than a 10 percent reduction or more than a 20 percent reduction.
- Changed the statutory definition of online courses to specify that "at least half" of the instruction is provided remotely, via the Internet or other computer-based method.
- Prohibited school districts from paying so-called "parent stipends" for ALE programs, or cash subsidies for parents to spend on educational program supplies, materials, and experiences.

- Limits state funding, beginning in the 2012-13 school year, for ALE online programs to those approved by the Superintendent of Public Instruction.
- Exempts school districts from minimum staffing requirements for certificated instructional staff for that portion of the student population participating in ALE programs.

Although ESHB 2065 made several significant changes, its passage left key issues unresolved, and also revealed additional policy issues worth consideration. Those would include, at a minimum, the following:

- By exempting ALE programs from the minimum 46 certificated instructional staff per 1,000 staffing requirement applicable to the rest of the bricks-and-mortar system, the Legislature exempted ALE programs from a key component of basic education minimum compliance without replacing it with a suitable alternative. How ALE programs fit in the context of basic education minimum compliance standards (including 1,000 hours and 180 days of minimum contact-time instruction, as well as the aforementioned staffing requirements) remains a key unresolved issue. It is technically possible at this point for a student to enroll in an ALE public school program as a kindergarten student, progress through the entire K-12 system, and never receive any face-to-face instruction from a certified educator. In this context, what is an ALE student's right to minimum basic education *instruction* (as opposed to access to an online *curriculum* that they work through independently, or with a parent/guardian), and how does that fit with what students in the non-ALE realm receive?
- Because practice has significantly outpaced policy in ALE over the past decade, there are several components of the funding formulas that seem incongruous in the context of ALE, yet persist.

For example, students enrolled in ALE programs count equally in the determination of "unhoused students" for the purposes of determining state matching grant eligibility for school facilities funding, even though ALE students are, by definition, not in school buildings for the vast majority of their educational program.

Similarly, levy lid and equalization formulas count students – and the funding they accrue – in the determination of local levy authority, and ultimately (though indirectly) the amount of levy equalization a district may receive. Because many of these students are non-resident, they arguably have little relationship to the local tax paying community and could be seen, therefore, to be inflating the amount local school districts can raise, and, by extension, local tax payers are paying.

The small school enhancement factors in the general apportionment formula also, somewhat counter-intuitively, incorporate ALE students. These factors were presumably intended to compensate for the diseconomies of scale associated with educating a small number of students in a bricks-and-mortar setting, yet, by virtue of legislation passed during the 2009 session, districts can now qualify for small school funding with ALE student enrollments at the high school level.

Yet another example comes from the state's primary mechanism for distributing funding for struggling students: the Learning Assistance Program. The LAP program distributes funding on the basis of free and reduced price lunch eligibility rates in a district. Yet, to a significant degree, ALE students don't purchase school lunch, and therefore, generally don't fill out the eligibility paperwork. If one assumes that ALE students can also be

struggling and are therefore also entitled to additional remedial services as a result, then the formula should consider incorporating a method that also effectively estimates needs in the ALE student population.

These and other examples – the determination of the special education enrollment cap using non-resident students is another example – reflect a funding and regulatory system that has as its basis the bricks-and-mortar delivery system. As forms of virtual learning expand over the next decade, this system will surely need to adapt in a variety of ways.

# **ALTERNATIVE LEARNING EXPERIENCE PROGRAMS**

**2011 SESSION - PROPOSED SBE POLICY PRINCIPLES**

Ben Rarick

November 2011

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# POLICY PRINCIPLE NUMBER 1

- ✘ Mixed model instructional programs – those that strategically integrate virtual and in-person instructional delivery models – are the wave of the future. State policies should aid, not hinder, this trend.

## POLICY PRINCIPLE NUMBER 2

- ✘ It is important to develop some concept of basic education entitlement for virtual learners.
  - + Bricks & Mortar students are entitled to access 1,000 hours, and at least 180 days. They are also entitled to a minimum staffing ratio of 46 cert. instructional staff per 1,000 students. What is the ALE equivalent?



## POLICY PRINCIPLE NUMBER 3

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- ✘ Virtual learning should be viewed as a complement to, rather than a replacement for, in-person instruction.
  - + It should not be possible to progress through K-12 public schools without any in-person or “real time” instruction with a certified educator.
  - + Difference between *curriculum* and *instruction*

# POLICY PRINCIPLE NUMBER 4

- ✘ Current school funding models – originally developed to fund bricks-and-mortar programs – need to be re-thought in the context of non-seat time-based programs.

Misfits include:

- + Levy equalization
- + School construction
- + LAP funding
- + Non-high funding

# POLICY PRINCIPLE NUMBER 5

- ✘ ALE programs are more effective in certain contexts.
  - ✘ AGE – older students are better equipped to take advantage of independent learning models
  - ✘ SUBJECT – certain subjects lend themselves to virtual delivery, others don't.
    - ✘ Foreign language courses versus speech, drama, physical fitness and other inherently interactive courses.
  - ✘ NEED – Students acquire certain interpersonal and communication skills in face-to-face situations

# POLICY PRINCIPLE NUMBER 6

- ✘ Home schooling is an excellent educational delivery model for certain families; however, in difficult economic times, the state cannot afford to subsidize them, at the expense of general education programs.
  - + Parent Partnership programs
  - + If these K-6 programs did not exist, would the parent send their child to public school?

# POLICY PRINCIPLE NUMBER 7

- ✘ The different ALE program labels – online (including 3 sub-categories), parent partnerships, and alternative high schools – are so broad, encompassing such a vast array of programs, that they cease to be meaningful. A different vocabulary is needed.

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	State Transitional Bilingual Policy	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Strategic oversight to provide direction for state accountability of the Transitional Bilingual Instructional Program is an issue the Board may want to explore in greater depth. What is the best way to reward/incentivize districts for their successes in helping English Language Learners develop English language skills, and to increase program accountability?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Senator Zarelli will speak to the bill and budget proviso that he sponsored during the 2011 Legislative Session to enable Transitional Bilingual Instructional Program (TBIP) funding formula changes. The formula provides differential per-pupil funding, based on students' levels of English proficiency. It also provides "bonus" money to districts exiting students from the highest level of TBIP eligibility. To the extent that the changes in the formula are revenue neutral—i.e., funding for the TBIP does not change—introduction of bonuses could potentially divert funding away from students traditionally served by the TBIP. While it is reasonable to expect that English Language Learners transitioning from the TBIP program will continue to need academic support, whether basic education funds can be used in this way is a policy and legal question yet to be determined. The Quality Education Council will be reviewing these issues. It is also not clear whether the funding formula changes will address the concerns raised by the Quality Education Council's TBIP Technical Work Group in 2010 about the need for more program accountability and for statewide teacher professional development to work more effectively with English Language Learners. Isabel Muñoz-Colón will speak to these issues from her expert perspective as former chair of the TBIP Technical Work Group and from her current role as Program and Policy Advisor for English Language Learner and Family Support in the city of Seattle's Office for Education.</p>	

## STATE TRANSITIONAL BILINGUAL POLICY

### Background

Over the past several years, Washington has reviewed its Transitional Bilingual Instructional Program (TBIP) under the auspices of the Quality Education Council (QEC), established by the Legislature in 2009 to “recommend and inform the ongoing implementation by the Legislature of an evolving program of basic education and the financing necessary to support such program.” The QEC established a TBIP Technical Work Group to review and make recommendations about the program. In addition, the state has commissioned several studies to recommend effective practices for working with English Language Learners,<sup>1</sup> and the Center for Strengthening the Teaching Profession, in collaboration with the University of Washington, produced a policy brief with recommendations for supporting teachers of English Language Learners.<sup>2</sup>

This background summary provides a chronology of the events that have taken place since 2009.

**2009 Legislature enacts Education Reform Bill; 2010 Legislature specifies funding distribution formulas.** The 2009 Legislature’s education reform bill<sup>3</sup> created the QEC and at the same time built a general funding structure for the Transitional Bilingual Instruction Program (TBIP). The following year, the 2010 Legislature specified that:

The minimum allocation for each level of prototypical school shall provide resources to provide, on a statewide average, 4.778 hours per week in extra instruction with fifteen transitional bilingual instruction program students per week.<sup>4</sup>

**Quality Education Council establishes TBIP Technical Work Group; Work Group makes recommendations in 2010.** The TBIP Technical Work Group summarized state English Language Learner (ELL) demographic and performance data and research on key components of effective ELL programs. It also recommended a statewide accountability system and funding formula changes.

Specifically, the Work Group recommended the development of an accountability system to identify districts that are underperforming and those making significant improvements in ELL performance. The system would include: 1) technical assistance support for struggling districts,

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<sup>1</sup> [Effective Practices for English Language Learners and their Implementation in Washington Schools](#). November 2009. Education Northwest; [What Teachers Should Know About Instruction for English Language Learners](#). November 1, 2008. Northwest Regional Educational Laboratory.

<sup>2</sup> [Supporting Teachers of English Language Learners](#). 2009. Center for Strengthening the Teaching Profession.

<sup>3</sup> [ESHB 2261](#)

<sup>4</sup> [SHB 2776](#)

and 2) sanctions for districts that did not improve academic achievement among ELLs. The Work Group also recommended:

- Assigning the Office of Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), and other key stakeholders to develop the new accountability system.
- Adding two state-level FTEs to increase guidance, technical assistance, and professional development opportunities and monitor school districts on a three-year cycle.

The Work Group recommended a new funding model baseline formula that would increase the hours of funded instruction per week from 4.778 to 8 hours to provide more instructional time during the school day, instructional coaching time for teachers, family engagement opportunities, and extended day and year opportunities. Total costs would increase from \$83 million to \$139 million, based on a recommended increase in the total allocation per student from \$898 to \$1,689.<sup>5</sup> The Executive Summary of the Work Group's December 2010 Final Report is included in Attachment A.

**Quality Education Council includes some TBIP recommendations in its report to the 2011 Legislature.** In its January 2011 report to the Legislature<sup>6</sup> the QEC made the following recommendation.

- The Legislature and OSPI should support the strengthening of the Transitional Bilingual Instructional Program (TBIP) based on recommendations of the TBIP Working Group:
- a) OSPI should report TBIP student performance data through the online school report card.<sup>7</sup>
  - b) The Legislature should support the use of a multi-state assessment system for measuring student success in the TBIP.
  - c) The Legislature should direct OSPI to develop a system for monitoring program quality, and providing technical assistance, performance incentives and/or sanctions based on student achievement outcome measures and best practices.

**2011 Legislature enacts TBIP funding formula changes.** The 2011 Legislature made two changes that could have a profound impact on the TBIP. It did not change the minimum allocation for each level of prototypical school from the statewide average of 4.778 hours per week to the eight hours per week recommended by the TBIP Work Group. Instead, the Legislature added a provision to an education funding bill sponsored by Senators Murray and Zarelli to say:

To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the headcount number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide resources to provide, on a statewide average, 4.7780 hours per week in extra instruction with fifteen transitional bilingual instruction program students per teacher. Notwithstanding other provisions of this

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<sup>5</sup> Transitional Bilingual Instruction Program Technical Working Group Recommendations. Isabel Muñoz-Colón. November 16, 2010.

<sup>6</sup> [Quality Education Council Report to the Legislature](#). January 15, 2011.

<sup>7</sup> State TBIP student performance data on the World Language Proficiency Test (WLPT-II) is now included on the OSPI school report card.



subsection (1), the actual per-student allocation may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention, as detailed in the omnibus appropriations act.<sup>8</sup>

Then, in the appropriations bill<sup>9</sup>, the Legislature directed OSPI to implement a new funding formula for the 2012-13 school year that is “scaled to provide more support to students requiring more intensive intervention.” The new program will also provide up to two years of bonus funding upon exit from the bilingual program to facilitate successful transition to a standard program of education.

The bill specifies the differential per-pupil amounts, and is based on the students’ demonstrated level of English proficiency, as judged by performance on the World Language Proficiency Test (WLPT-II). Students are exited from the TBIP after Level 3 (advanced). The bill would set per-pupil funding for students:

- With Level 2 (Intermediate) proficiency at the same level as would have been provided statewide prior to establishing differential per-pupil amounts.
- With Level 1 (Beginning/Advanced Beginning) proficiency at a higher percentage (125 percent of Level 2).
- With Level 3 (Advanced) proficiency at a lower percentage (75 percent of Level 2).

The bill also provides for up to two years of bonus funding, payable to the district that exits the student, for the length of time the student remains enrolled in the exiting district. Each bonus year would be funded at 100 percent of Level 2. The following table summarizes the new funding formula<sup>10</sup>.

	Percentage of Current Formula	Translated to Hours of Instruction	Translated to Per Pupil Amount
Level 1	125%	5.973	\$1,122
Level 2	100%	4.778	\$898
Level 3	75%	3.584	\$673
Exit Year 1	100%	4.778	\$898
Exit Year 2	100%	4.778	\$898

In 2009-2010, the vast majority of students tested on the WLPT-II statewide scored at Level 3.<sup>11</sup>

Level	Number of ELL Scored	Percentage of Total Tested
1	1,887	2
2	18,400	21
3	52,206	61

<sup>8</sup> [ESSB 5919](#), section 2 (10)(b)

<sup>9</sup> [HB 1087](#), section 514

<sup>10</sup> Table from PowerPoint presentation to QEC October 26, 2011 prepared by Kelci Karl-Robinson

<sup>11</sup> [Educating English Language Learners in Washington State, 2009-10](#). OSPI Report to Legislature, p. 27. Percentages were calculated based on the total students tested: 85,951.

4	11,078 (exited)	13
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**Impact on districts.** Each district would be impacted differently by these changes. Some will receive a larger allocation from the state; others will receive less. The following table provides a snapshot of the ways some districts would be affected. The left, shaded side of the table shows the allocations under the current formula. The right side of the table illustrates how the allocations would change under the new formula, depending on the number of students at each level. Level 4 (transitional) is considered a “bonus year.” Under the current formula, students who reach Level 4 are no longer eligible for language support services.

**Impact of New TBIP Funding Formula\***

CURRENT TBIP FORMULA			NEW TBIP FORMULA					
District	# ELL students	Total Allocation	# ELL Level 1: \$1,122	# ELL Level 2: \$898	# ELL Level 3: \$673	# ELL Level 4: \$898	Total Allocation	Impact on Allocation
A	849	1,136,694	12	197	641	434	1,395,683	258,989
B	1179	1,408,980	22	257	901	476	1,599,777	190,797
C	2877	2,952,621	55	603	2219	558	2,911,291	(41,330)
D	4579	4,221,648	279	1516	2784	346	4,025,653	(195,995)

\*Based on actual district ELL populations

Note: Dollar amounts listed under each ELL Proficiency Level represent the funding per student at that level, based on the new formula. Districts used for the purpose of illustration include Lake Washington (A), Bellevue (B), Highline (C), Pasco (D)

The next table uses this same data but illustrates the percentage of English Language Learners in Levels 1-4 in each of the districts cited.

**Percentage of English Language Learners in Levels 1-4 in Sample Districts\***

District	# ELL including Level 4	#ELL Level 1	% ELL Level 1	# ELL Level 2	% ELL Level 2	# ELL Level 3	% ELL Level 3	# ELL Level 4	% ELL Level 4	Impact on Allocation
A	1284	12	0.9	197	15.3	641	50.0	434	34.0	↑
B	1656	22	1.3	257	15.5	901	54.4	476	28.7	↑
C	3435	55	1.6	603	17.5	2219	64.6	558	16.2	↓
D	4925	279	5.6	1516	30.8	2784	56.5	346	7.0	↓

\*Based on actual district ELL populations

Whether a district would experience an increase or decrease in allocation depends upon the proportion of TBIP students that it has at the various levels of English Language Proficiency. Because few students are in Level 1, districts with proportionally large numbers of students that have exited to Level 4 (transitional) are more likely to see an increase. Currently, districts receive no TBIP funding for students who have exited to Level 4.

**QEC charged with reporting to Legislature.** The QEC was charged to examine the revised funding model and provide a report to the education and fiscal committees by December 1, 2011 that includes recommendations for:

- Changing the prototypical school funding model for TBIP to align with the revised model.
- Reconcile the revised model with statutory requirements for categorical funding of the TBIP that is restricted to students eligible for and enrolled in that program.

- Clarifying the elements of the TBIP that fall under the definition of basic education and the impact of the revised model on them and on school districts.

At the October 26, 2011 QEC meeting, the Council clarified that the revised funding model should be revenue neutral to the TBIP program, meaning that the bonus year funding should not be taken from the TBIP program. The QEC members also “clarified that the bonus year funding would not begin until the 2013-14 school year.” The QEC will address the technical aspects of implementing the new funding model and its implications for basic education and is in the process of formulating its recommendations. The QEC has requested feedback from the SBE on these recommendations and on all of the proposed changes overall.<sup>12</sup>

### **Policy Consideration**

The funding formula changes were made to strengthen the TBIP. However, the new policy may have unintended consequences. The formula provides “bonus” money by diverting funding away from students traditionally served by the TBIP. The QEC is currently considering a recommendation that would require new money to pay for the bonus program.

It is reasonable to expect that English Language Learners transitioning from the TBIP program will continue to need academic support. The stated purpose<sup>13</sup> for the bonus is to “facilitate successful transition to a standard program of education;” consequently, the bonus money follows the student. However, the bill contains no explicit directive as to how the bonus funds are intended to be used.

One additional effect of the bonus may be to reward or incentivize districts for helping students achieve English Language Proficiency except, the bill stipulates that the districts which provided the support may not access the bonus money if the exited students transfer to another district.

In either case, as illustrated in the table presented earlier in this document, there will be clear district “winners” and “losers” as a result of the formula funding changes.

The Board will have the opportunity to hear from Senator Zarelli and will be able to talk with him about his rationale for the bonus funding and how he hopes it will benefit students.

The TBIP Technical Work Group also sought to strengthen the TBIP when it called for the need for more program accountability and for statewide teacher professional development to work more effectively with English Language Learners. Isabel Muñoz-Colón will speak to these issues from her expert perspective as former chair of the TBIP Technical Work Group that advised the QEC and from her current role as Program and Policy Advisor for English Language Learner and Family Support in the City of Seattle’s Office for Education.

Strategic oversight to provide direction for state accountability of the Transitional Bilingual Instructional Program is an issue the Board may want to explore in greater depth. Specifically, what is the best way to:

- reward/incentivize districts for their successes in helping English Language Learners develop English language skills
- increase program accountability?

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<sup>12</sup> TBIP Revised Funding Formula. Quality Education Council. Kelci Karl-Robinson

<sup>13</sup> 2ESHB 1087

**Expected Action**

No action expected; for discussion purposes only.

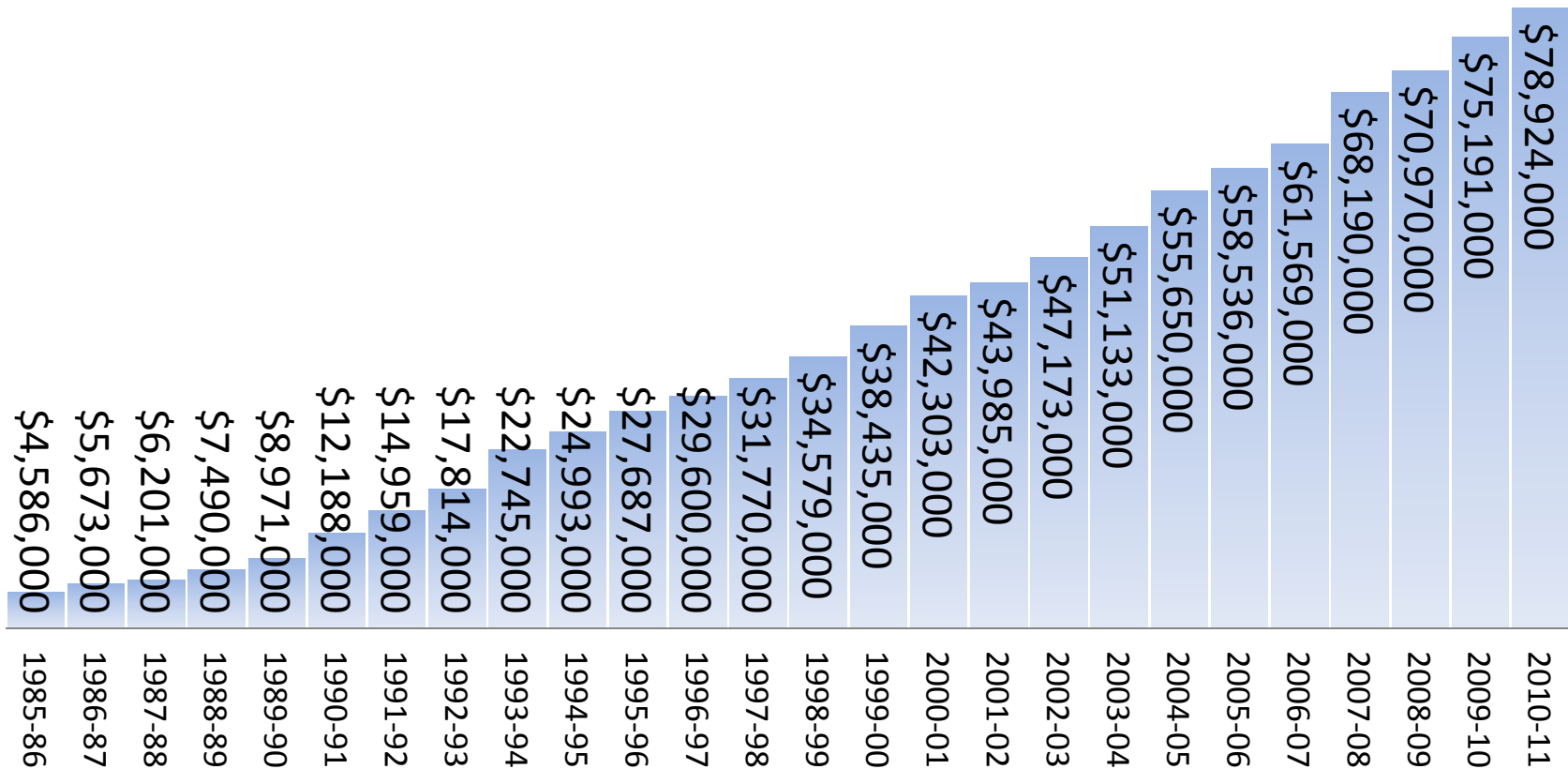
2011 Legislative Session  
Funding Formula Restructure

**Transitional Bilingual  
Instructional Program (TBIP)  
and  
English Language Learners (ELL)**

# Transitional Bilingual Instructional Program (TBIP)

- The statewide Transitional Bilingual Instruction Program (TBIP) was created by the Legislature in 1979.
- The TBIP is included in the Legislature's definition of basic education.
- State funding supports school staff and training intended to teach English to students in the public K–12 school system.
- State funding formulas provide enhanced funding for TBIP students above the basic education allocation.
- In school year 2010-11, this additional funding was \$901.46 per eligible bilingual student, net of 1.5% deduction for testing.
- Under the new prototypical funding formulas, beginning with school year 2011-12, the additional funding is expressed in hours per week (4.7780 hours per week per student).

# State Funding for TBIP



In school year 1989-90, there were 19,364 TBIP students (2.5% of total students) and state funding was \$9.0 million. For school year 2010-11, it was expected there would be 89,918 TBIP students (9.0% of total students) and state funding would be \$78.9 million.

# Eligibility & Testing

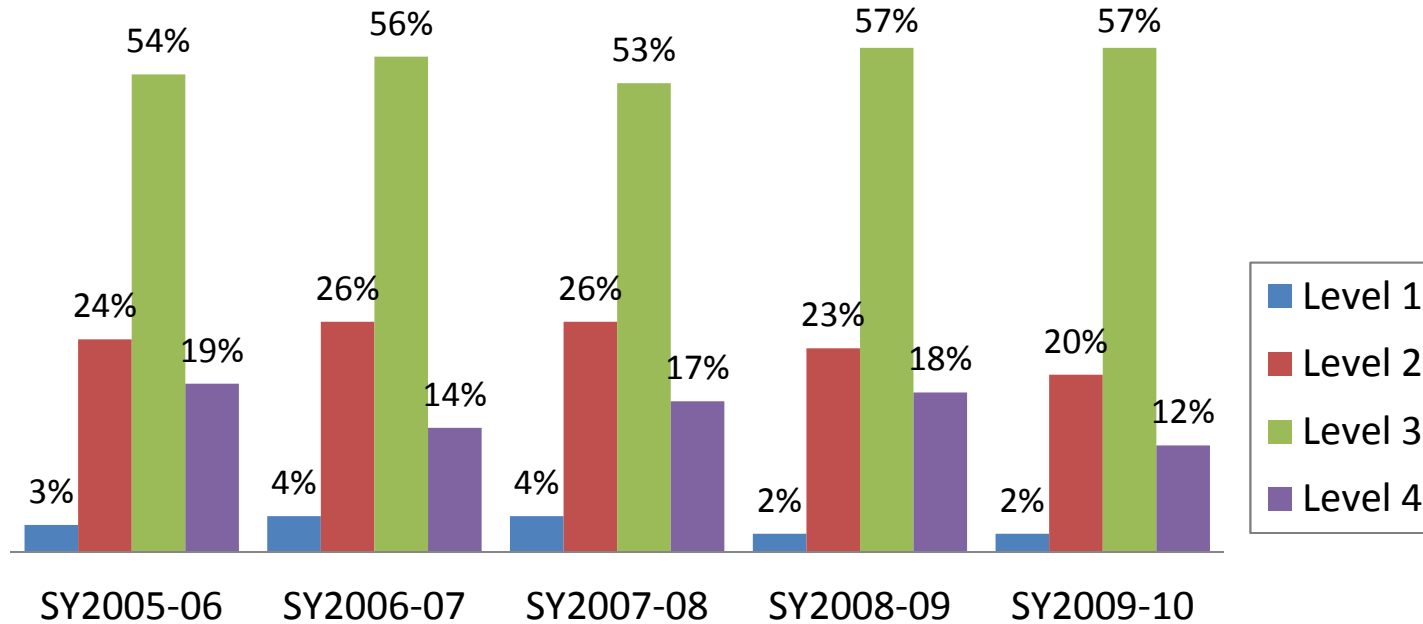
- Under the transitional bilingual instructional program, eligible students have a primary language other than English and their English language skills are sufficiently deficient or absent to impair learning.
- Initial assessment must be made by the district to identify eligible students.
- An individual annual reassessment must be made for a student to continue in the program.



# Eligibility (continued)

- Since school year 2005-06, the state has used the Washington Language Proficiency Test (WLPT-II) to measure students' English language proficiency in reading, writing, listening, and speaking.
- The WLPT-II categorizes four levels of English language proficiency:
  - Level 1—Beginning (minimal or no English language proficiency)
  - Level 2—Intermediate
  - Level 3—Advanced
  - Level 4—Transitional (proficient enough to be instructed in an English-only program)
- Student scoring at Levels 1 through 3 are eligible for TBIP participation; Level 4 students transition to the regular program of instruction.

# WLPT-II Proficiency Levels



Source: "Educating English Language Learners in Washington State, 2009-10" Report to the Legislature, January 2011. Office of the Superintendent of Public Instruction.

During the 2011 session, Legislators were concerned about data showing a relatively high proportion of students at Level 3 from school year to school year. Based on the data, it appeared a number of students were "plateaued" at Level 3. Also of concern was a decline in the percentage of students successfully gaining proficiency (Level 4).

# TBIP Students by Time in Program

(SY2009-10)

Time in Program	Total Served	Exited ELL Students*	% of Exited Students
Less than 1 Year	14,276	785	6.8%
1 to < 2 Years	22,976	3,098	26.8%
2 to < 3 Years	17,418	2,986	25.8%
3 to < 4 Years	12,381	1,797	15.5%
4 to < 5 Years	7,978	761	6.6%
5 to < 6 Years	6,502	654	5.6%
6+ Years	9,938	1,499	12.9%
Total	91,469	11,580	100.0%

Source: "Educating English Language Learners in Washington State, 2009–10" Report to the Legislature, January 2011. Office of the Superintendent of Public Instruction.

\*Number of exited ELLs is a combined count of: transitioned (Level 4), graduated, dropped-out, special education and unknown reasons. Waived students are excluded.

Legislators were also concerned that – as of school year 2009-10 – over sixteen thousands students had spent over 5 years in the program.

# Staffing

- In the 2009–10 school year, 2,642 staff provided instruction in TBIP.
- Those providing instructional services to ELLs included 1,678 instructional aides and 964 teachers.
- 64% of staff providing instructional services were instructional aides; 36% were teachers.

Staff & Student Ratios (SY 2009-10)	Teachers	Aides	All
<b>Total Staff</b>	<b>964</b>	<b>1,678</b>	<b>2,642</b>
<b>Staff FTE</b>	<b>529</b>	<b>583</b>	<b>1,113</b>
Student / Staff Ratio <i>Based on total students served and total staff</i>	95	55	35
Student / Staff Ratio <i>Based on avg. number of students funded and FTE staff</i>	160	145	76

Source: "Educating English Language Learners in Washington State, 2009–10" Report to the Legislature, January 2011. Office of the Superintendent of Public Instruction.

# Academic Performance

- ELLs are required to take the Washington's statewide academic assessments, the Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE).
- As expected, there is a strong relationship between English language proficiency and academic performance.
- There is a significant achievement gap between ELL students and all Washington's students in academic performance on standardized math, science, reading, and writing assessments. Even ELL students scoring at Level 4 fall behind all students statewide, with the percentage meeting academic standards 17 percent lower in reading, 15 percent in math, 10 percent in writing, and 25 percent in science.
- Legislators were looking for a way to help students gain proficiency more quickly and receive support transitioning to general programs of instruction.

# Can a Change to Funding Approach Help?

- Legislators were aware that overall state resources were dwindling but wondered if something could be done within the funding structure to help.
- The change is not intended to be a budget cut but to begin as a fiscally-neutral step. In fact, it is expected that, in the next several years, expenditures for the program will increase if the change is successful.
- Any savings would be a result of long-term success helping students gain proficiency.
- Members also realized that proficiency tests would have to be carefully monitored to prevent the unintended consequence of encouraging students being exited from the program prematurely.

# Modifications to Funding Formula

- Rather than providing the same funding for students at every level of proficiency, provide more funding to low-proficiency students and less funding to higher-proficiency students.
- In addition, add up to two years of funding upon exiting to assist with transition back to general instruction (bonus funding).

	Percentage of Current Formula	Translated to Hours of Instruction	Translated to Per Pupil Amount*
Level 1	125%	5.973	\$1,122
Level 2	100%	4.778	\$898
Level 3	75%	3.584	\$673
Level 4 (Exit Year 1)	100%	4.778	\$898
Level 4 (Exit Year 2)	100%	4.778	\$898

\*Per pupil amount based on SY11-12, subject to change

# Goals

- Provide more funding for less-proficient students,
- Provide financial incentive to districts to help students move from Level 3 to full proficiency,
- Assist students with the transition to regular program of instruction.

Currently, Learning Assistance Program funds are determined by overall Free- or Reduced-Price Lunch rates and are not increased if students move from the TBIP to a situation where they would benefit from LAP-like assistance.



# Role of Quality Education Council

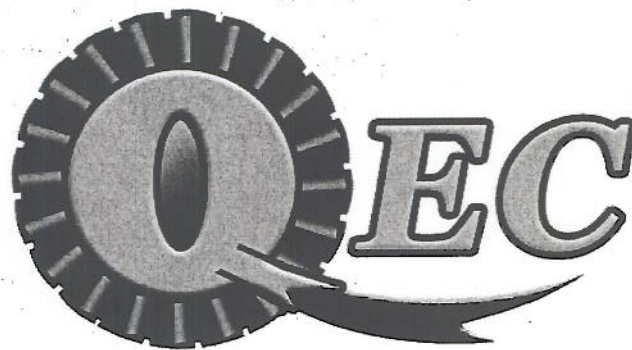
- Budget proviso assigned some tasks to the QEC in preparing for changing to the new formula in school year 2012-13.
- Excerpt from budget bill, 2ESHB 1087, Section 514 (5)(d):
  - (d) The quality education council shall examine the revised funding model developed under this subsection and provide a report to the education and fiscal committees of the legislature by December 1, 2011, that includes recommendations for:
    - (i) Changing the prototypical school funding formula for the transitional bilingual program to align with the revised model in an accurate and transparent manner;
    - (ii) Reconciling the revised model with statutory requirements for categorical funding of the transitional bilingual instructional program that is restricted to students eligible for and enrolled in that program;
    - (iii) Clarifying the elements of the transitional bilingual instructional program that fall under the definition of basic education and the impact of the revised model on them; and
    - (iv) The extent that the disparate financial impact of the revised model on different school districts should be addressed and options for addressing it.

# Follow Up

- The budget proviso also requires the superintendent of public instruction to report to the Senate and House of Representatives Ways and Means Committees and Education Committees annually by December 31st of each year, through 2018, regarding any measurable changes in proficiency, time-in-program, and transition experience.
- The formula restructure is intended to facilitate improved proficiency and results for students. The Legislature intends to monitor the results closely to ensure the restructure is having the desired effect.

# **Transitional Bilingual Instruction Program Technical Working Group Recommendations**

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**Quality Education Council**

**Final Report  
December 2010**

# Transitional Bilingual Instruction Program Report

## Executive Summary

The Legislature has directed the Quality Education Council (QEC) to recommend funding formulas consistent with its new definition of basic education. The 2010 Legislature specifically directed the QEC to recommend programs that close the achievement gap and improve graduation rates. Since our state's 91,000 English language learners (ELLs) have consistently lower graduation rates than their peers, the QEC convened the Transitional Bilingual Instruction Program (TBIP) Technical Work Group to identify best practices and effective programs that serve ELLs, and the level of funding needed to implement them. The TBIP Technical Work Group recommends:

### 1. Development and Implementation of a Statewide Accountability System

The TBIP Technical Work Group recommends the development of an accountability system, based on meaningful performance indicators, to identify districts that are underperforming, and to direct assistance to them, and to identify those districts where there is significant improvement. The accountability system should include sanctions for districts that do not improve academic achievement among ELLs.

### 2. Funding for Technical Assistance and Monitoring at the State Level

The TBIP Technical Work Group also recommends an additional two FTE be funded at the state level to increase guidance, technical assistance, and professional development opportunities, and to monitor districts on a three year cycle. The cost for two additional OSPI staff to monitor districts and provide technical assistance would be approximately \$291,000 per year.

### 3. Funding Formula Model Linked to Best Practice

The TBIP Technical Work Group recommends increasing the number of hours of TBIP instruction and teacher coaching from 4.778 to 8 hours a week. This will fund additional instructional time with students, coaching for teachers with ELLs in their classrooms, and extended day or summer programs. Using the assumptions below and the 2009-10 teacher average salary, the total is approximately \$139 million. This is an increase of \$55 million from the original assumption of 4.778 hours. The per pupil allocation would increase from about \$885.43 per student to \$1,505.14 per student.

Assumption	Original Assumption (4.778 hours)	Recommended Assumption (8 hours)
Number of ELLs	91,000	91,000
Hours per week	4.778	8
Teacher average salary	\$29,100	\$29,100
Total cost	\$139 million	\$194 million
Per pupil allocation	\$885.43	\$1,505.14

## *Transitional Bilingual Instruction Program Report*

**TBIP Funding Formula Model**

School Elements	Elementary	Middle	High
<b>School Characteristics</b>			
School Configuration	K-3/4-6	7-8	9-12
Prototypical Size	400	432	600
Class Size	25.3/27	28.53	28.74
Number of Core Teachers	17.75	18.17	25.05
State Average Percent ELL	12.6%	5.8%	4.6%
# of ELLs	50.21	25.06	27.60
<b>TBIP Instructional Staffing</b>			
<b>TBIP Instructional Staff</b> (instruction, teacher coaches, parent engagement)	<b>1.071</b>	<b>0.535</b>	<b>0.589</b>
<b>Current Allocation</b>	<b>.669</b>	<b>.344</b>	<b>.368</b>
<b>Increase in TBIP Instructional Staffing</b>	<b>.402</b>	<b>.201</b>	<b>.221</b>

The group also recommended an increase in the allocation for materials, supplies, and operating costs (MSOC) for professional development, curriculum, administrative and supply costs associated with serving ELLs. The following table shows the incremental increase in each of the MSOC categories. The total cost of the enhanced MSOC is \$17 million. Adding the cost of staffing, the total per pupil allocation for ELLs would be \$1,690.05.

**Per Student Materials, Supplies, and Operating Costs**

Category	New Basic Education Allocation	TBIP Incremental Increase
Professional Development	\$18.98	\$21.81
Curriculum & textbooks (Including assessments and online curriculum)	\$122.17	\$90.00
Technology	\$113.80	\$0.00
Security and Central Admin.	\$106.12	\$21.22
Other Supplies and Library Materials	\$259.39	\$51.88
Utilities and Insurance	\$309.21	\$0.00
Facility Maintenance	\$153.18	\$0.00
<b>Total</b>	<b>\$1,082.85</b>	<b>\$184.91</b>

The TBIP Work Group also assumed that teachers in schools serving ELLs need professional development on English language development strategies. The Work Group assumed that all TBIP-funded teachers would receive training each year. They also assumed that at least a third of all core teachers in each prototypical school would receive similar training. The table below illustrates how many staff and how much funding would be provided in a prototype school. The total cost for providing professional development days for just the TBIP-funded staff would be approximately \$3.9 million. Providing professional development for a third of teachers in schools that serve ELLs would cost approximately \$34 million.

# **Transitional Bilingual Instruction Program Report**

## **Professional Development In-service Costs**

School Elements	Elementary	Middle	High
Professional Development Days	5	5	5
TBIP Funded Staff	1.071	0.534	0.589
Cost per day for teachers	\$391.96	\$391.96	\$391.96
<b>TBIP Staff Cost for Professional Development</b>	<b>\$419.79</b>	<b>\$209.70</b>	<b>\$230.87</b>
Number of Core Teachers	17.75	18.17	25.05
% of General Education Teachers provided PD	33%	33%	33%
# of General Education Teacher provided PD	5.858	5.996	8.267
<b>General Education Teachers Cost for PD</b>	<b>\$2,296.13</b>	<b>\$2,350.22</b>	<b>\$3,240.37</b>
<b>Total Costs per prototype</b>	<b>\$4,395.10</b>	<b>\$3,398.72</b>	<b>\$4,394.71</b>

# ***Transitional Bilingual Instruction Program Report***

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## **Executive Summary**

The Legislature has directed the Quality Education Council (QEC) to recommend funding formulas consistent with its new definition of basic education. The 2010 Legislature specifically directed the QEC to recommend programs that close the achievement gap and improve graduation rates. Since our state's 91,000 English language learners (ELLs) have consistently lower graduation rates than their peers, the QEC convened the Transitional Bilingual Instruction Program (TBIP) Technical Work Group to identify best practices and effective programs that serve ELLs, and the level of funding needed to implement them. The TBIP Technical Work Group recommends:

### **1. Development and Implementation of a Statewide Accountability System**

The TBIP Technical Work Group recommends the development of an accountability system, based on meaningful performance indicators, to identify districts that are underperforming, and to direct assistance to them, and to identify those districts where there is significant improvement. The accountability system should include sanctions for districts that do not improve academic achievement among ELLs.

### **2. Funding for Technical Assistance and Monitoring at the State Level**

The TBIP Technical Work Group also recommends an additional two FTE be funded at the state level to increase guidance, technical assistance, and professional development opportunities, and to monitor districts on a three year cycle. The cost for two additional OSPI staff to monitor districts and provide technical assistance would be approximately \$291,000 per year.

### **3. Funding Formula Model Linked to Best Practice**

The TBIP Technical Work Group recommends increasing the number of hours of TBIP instruction and teacher coaching from 4.778 to 8 hours a week. This will fund additional instructional time with students, coaching for teachers with ELLs in their classrooms, and extended day or summer programs. Using the assumptions below and the 2009-10 teacher average salary, the total is approximately \$139 million. This is an increase of \$55 million from the original assumption of 4.778 hours. The per pupil allocation would increase from about \$885.43 per student to \$1,505.14 per student.

## *Transitional Bilingual Instruction Program Report*

**TBIP Funding Formula Model**

School Elements	Elementary	Middle	High
<b>School Characteristics</b>			
School Configuration	K-3/4-6	7-8	9-12
Prototypical Size	400	432	600
Class Size	25.3/27	28.53	28.74
Number of Core Teachers	17.75	18.17	25.05
State Average Percent ELL	12.6%	5.8%	4.6%
# of ELLs	50.21	25.06	27.60
<b>TBIP Instructional Staffing</b>			
<b>TBIP Instructional Staff</b> (instruction, teacher coaches, parent engagement)	<b>1.071</b>	<b>0.535</b>	<b>0.589</b>
<b>Current Allocation</b>	<b>.669</b>	<b>.344</b>	<b>.368</b>
<b>Increase in TBIP Instructional Staffing</b>	<b>.402</b>	<b>.201</b>	<b>.221</b>

The group also recommended an increase in the allocation for materials, supplies, and operating costs (MSOC) for professional development, curriculum, administrative and supply costs associated with serving ELLs. The following table shows the incremental increase in each of the MSOC categories. The total cost of the enhanced MSOC is \$17 million. Adding the cost of staffing, the total per pupil allocation for ELLs would be \$1,690.05.

**Per Student Materials, Supplies, and Operating Costs**

Category	New Basic Education Allocation	TBIP Incremental Increase
Professional Development	\$18.98	\$21.81
Curriculum & textbooks (Including assessments and online curriculum)	\$122.17	\$90.00
Technology	\$113.80	\$0.00
Security and Central Admin.	\$106.12	\$21.22
Other Supplies and Library Materials	\$259.39	\$51.88
Utilities and Insurance	\$309.21	\$0.00
Facility Maintenance	\$153.18	\$0.00
<b>Total</b>	<b>\$1,082.85</b>	<b>\$184.91</b>

The TBIP Work Group also assumed that teachers in schools serving ELLs need professional development on English language development strategies. The Work Group assumed that all TBIP-funded teachers would receive training each year. They also assumed that at least a third of all core teachers in each prototypical school would receive similar training. The table below illustrates how many staff and how much funding would be provided in a prototype school. The total cost for providing professional development days for just the TBIP-funded staff would be approximately \$3.9 million. Providing professional development for a third of teachers in schools that serve ELLs would cost approximately \$34 million.



# Transitional Bilingual Instruction Program Report

## Professional Development In-service Costs

School Elements	Elementary	Middle	High
Professional Development Days	5	5	5
TBIP Funded Staff	1.071	0.534	0.589
Cost per day for teachers	\$391.96	\$391.96	\$391.96
<b>TBIP Staff Cost for Professional Development</b>	<b>\$419.79</b>	<b>\$209.70</b>	<b>\$230.87</b>
Number of Core Teachers	17.75	18.17	25.05
% of General Education Teachers provided PD	33%	33%	33%
# of General Education Teacher provided PD	5.858	5.996	8.267
General Education Teachers Cost for PD	\$2,296.13	\$2,350.22	\$3,240.37
<b>Total Costs per prototype</b>	<b>\$4,395.10</b>	<b>\$3,398.72</b>	<b>\$4,394.71</b>

# State Transitional Bilingual Policy

Washington  
State Board  
of Education

Kathe Taylor, Ph.D



# Transitional Bilingual Instructional Program (TBIP)

- Serves students who score at Levels 1, 2, and 3 on the Washington Language Proficiency Test (WLPT-II)

Proficiency Level	Number of Students	Percent of Students
Level 1—Beginner	1,863	2.3%
Level 2—Intermediate	18,192	22.1%
Level 3—Advanced	51,489	62.5%
Level 4—Transitional	10,775	13.1%

Source: TBIP Technical Working Group Recommendations Final Report. December 2010. p. 7

# System Oversight Role for State Board of Education

- The TBIP Technical Working Group\* recommended to the QEC:
  - Assign the OSPI, the SBE, and other key stakeholders to develop a new accountability system to identify districts that are underperforming and those making significant improvements in ELL performance.
- What is the best way to reward/incentivize districts for their successes in helping ELLs develop language skills? To increase program accountability?

\*Transitional Bilingual Instruction Program Technical Working Group Recommendations. Final Report. December 2010.

# TBIP Funding Formula Changes

- Intended to strengthen TBIP program.
- Provide differential per-pupil funding, based on levels of English proficiency.
- Districts would receive more money for students in Level 1; less money for students in Level 3.
- Districts would also receive “bonus” funds for students who exit to Level 4 (currently not funded by TBIP).

Transitional Bilingual Instruction Program Technical Working Group Recommendations. Final Report. December 2010.

# Policy Question: What are the implications of these funding changes for districts?

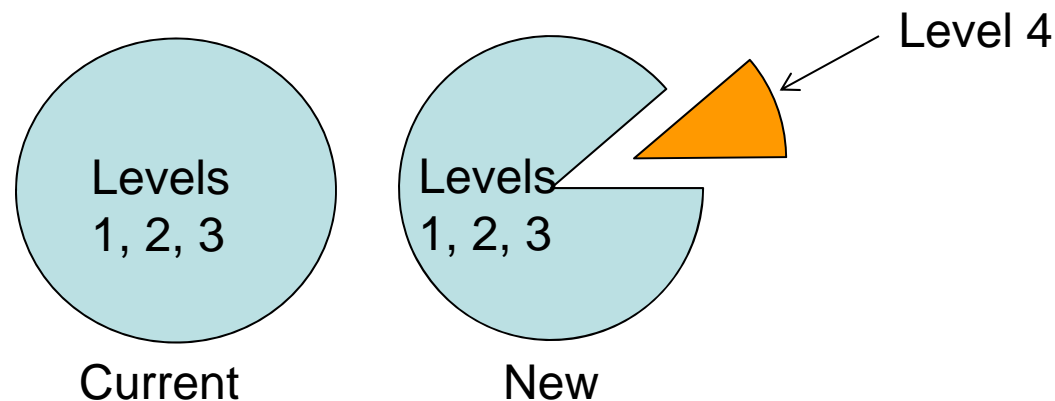
Percentage of ELLs in Levels 1-4 in Sample Districts

Dist.	# ELL with Level 4	# ELL Level 1	% ELL Level 1	# ELL Level 2	% ELL Level 2	# ELL Level 3	% ELL Level 3	# ELL Level 4	% ELL Level 4	Impact on Allocation
A	1284	12	0.9	197	15.3	641	50.0	434	34.0	↑
B	1656	22	1.3	257	15.5	901	54.4	476	28.7	↑
C	3435	55	1.6	603	17.5	2219	64.6	558	16.2	↓
D	4925	279	5.6	1516	30.8	2784	56.5	346	7.0	↓

.Based on QEC staff calculations; Table is on page 195 of memo

# Policy Question: What are the implications of these funding changes for students?

- If funding to TBIP does not change (revenue neutral), money could be diverted from Level 1, 2, 3 students to serve Level 4.



- QEC recommended against taking money for the bonus year from the TBIP at its October 26, 2011 meeting.

Transitional Bilingual Instruction Program Technical Working Group Recommendations. Final Report. December 2010.

# Policy Question: If funding is provided for Level 4 (transitional) students, what should that funding support?

Purpose of bonus is to “facilitate successful transition to a standard program of education.”

- Money follows the student.
- No direction as to how the money is to be used.

Transitional Bilingual Instruction Program Technical Working Group Recommendations. Final Report. December 2010.



# Considerations for Proposed Transitional Bilingual Instructional Program Funding Formula

Isabel Muñoz-Colón  
City of Seattle's Office for Education

# TBIP Funding Formula Technical Working Group

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- ▶ Considered the following options for differentiating funding to better match ELLs needs:
  - ▶ Proficiency Levels: Level 1 ELLs need more intensive services than Level 3, and therefore need more funding.
  - ▶ Grade Spans: High school ELLs need more support than elementary ELLs and therefore need more funding.
  - ▶ Combination of Proficiency Level and Grade Span: Level 1 high school students had a greater need for intensive services than Level 1 kindergarten students.

# TBIP Funding Formula Technical Working Group

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- ▶ **Group opted to not recommend differentiated model because:**
  - ▶ Administrative burden of accounting for students at each proficiency level outweigh benefits of trying to differentiate funding.
  - ▶ Actual numbers of Level 1 and 2 students was small relative to those in Level 3, therefore, it did not make sense to capture them in a separate formula.
  - ▶ Other local and federal funding could be used to support high needs students.

# Expert Input into Recommendations

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- ▶ **OSPI's Bilingual Education Advisory Council (BEAC)**
  - ▶ Represent a cross section of large and small districts from across the state
  - ▶ Wrote a report outlining their recommendations for improving services for ELL students in WA State
- ▶ **Roadmap ELL Policy and Data Work Groups**
  - ▶ Regional experts (33 members) from seven South King County School Districts, staffed by OneAmerica of Seattle
  - ▶ Preliminary recommendations that will be shared with BEAC, OSPI, and Quality Education Council

# Recommendation From BEAC and Roadmap ELL Working Groups

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- ▶ **Maintain TBIP Funding Formula Technical Working Group recommendations.**
  - ▶ Require SBE, OSPI and other key stakeholders to create an accountability system that holds districts accountable to the performance of ELLs.
  - ▶ Increase instructional support for ELLs from 4.778 hours to 8 hours.
  - ▶ Provide PD for ELL specialists and general education teachers and administrators.

**Note:** Bilingual Education Advisory Council (BEAC)

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# Draft Recommendation from Roadmap ELL Working Groups

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- ▶ If Legislature decides to move forward with new differentiated model:
  - ▶ Characterize new funding model as addressing programmatic needs of students and not as an accountability system.
  - ▶ Delay implementation of new funding model until the 2013-14 school year in order to understand impact of new English language proficiency assessment on distribution of students across levels.

# Draft Recommendation from Roadmap ELL Work Group

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- ▶ Calculate cost neutral conversion from the old to the new funding formula based on current definition of eligible ELL students – Level 1, Level 2, and Level 3.
- ▶ Count Level 4 funding as additional resources for transitioned ELLs and expanded legal definition of TBIP to included Level 4.
- ▶ Drive funding out based on placement and annual assessments data collected at the beginning of the school year to ensure that all Level 1 and 2 students are captured.

# Draft Recommendation from Roadmap ELL Work Group

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- ▶ Require QEC to develop new prototypical targets for differentiated funding model based on proficiency levels.
- ▶ **Require that SBE, OSPI, and key stakeholders develop and recommend to the Legislature a new TBIP accountability system that includes outcomes for current and exited ELL students.**



# Questions

# Contact Information

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Isabel Munoz-Colon, Policy and Program Advisor  
Office for Education, City of Seattle

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Marissa Beach, Staff to CCER ELL Working Groups  
OneAmerica

[marissa@weareoneamerica.org](mailto:marissa@weareoneamerica.org)

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	<b>Washington STEM Partnerships</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	How can Washington STEM work with the state to scale up innovative and evidence-based STEM teaching and learning practices to improve science achievement?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Washington STEM is a nonprofit organization created through the collaboration of business and philanthropic leaders to “cultivate and spread breakthrough approaches in effective STEM (science, technology engineering and mathematics) teaching and learning so that students are prepared to succeed in the 21<sup>st</sup> century.” The organization’s first Executive Director, Julia Novy-Hildesley, hired in 2011, will share the vision for Washington STEM, how it is supporting and promoting achievement in STEM-related fields, and how it is collaborating with an array of partners (including the state) to support state STEM-related directions. For instance, Washington STEM staff helped shape Washington’s successful application to be a lead partner state in the development of the Next Generation Science Standards. The Lead Partner States will guide a national team to write standards based on the <i>Framework for K-12 Science Education</i> developed by the National Research Council, and will also work together to develop plans for adoption, implementation, and transition that can be considered by other states.</p> <p>Washington STEM is a unique Washington resource that is pulling together expertise, financial support, and creative thinking to improve STEM education. Currently, Washington STEM offers three levels of investment:</p> <ul style="list-style-type: none"> <li>• One-year, “micro-investment” entrepreneurial awards (given to educators who are “pioneering breakthrough approaches to STEM teaching and learning).</li> <li>• Three-year, “mid-size” portfolio investments (Bellevue School District is the only school district awarded to date).</li> <li>• Multi-year learning networks intended to “generate new knowledge, foster collaborative learning, and support struggling schools.”</li> </ul>	

**Washington STEM** is a nonprofit organization created to cultivate and spread breakthrough approaches in effective STEM (science, technology, engineering, and mathematics) teaching and learning so that students are prepared to succeed in the 21st century.

Washington STEM mobilizes education, business, and civic leaders to advocate for and implement STEM programs that dramatically improve learning outcomes, create pathways for rewarding family-wage STEM careers, and prepare all students for success in today's science and technology-rich society.

Washington STEM will deploy a catalytic investment strategy to ensure all students—particularly those who have been historically underserved—are proficient in STEM disciplines. Investments will result in widespread implementation of instructional experiences that build conceptual and factual knowledge and are engaging and challenging to students of diverse backgrounds and cultures.

Washington STEM was conceived by business and philanthropic leaders throughout the state, with the support and input of education, civic, community, and industry stakeholders. Over an 18-month design period, the organization gathered input from over 500 state residents, including students, parents, education stakeholders, community groups, business leaders, minority group leaders, and elected officials, and consulted experts from across the nation to study national and local STEM education initiatives. Washington STEM has used the best of these ideas to create a plan that brings the most promising practices, programs, and policies to the forefront.

Lead funders Microsoft, the Boeing Company, the Bill & Melinda Gates Foundation, and McKinstry, among others, have already collectively committed nearly \$20 million in financial support to Washington STEM.

Washington STEM serves as a venture fund for improving STEM education through strategies that catalyze change and generate results:

- **INVEST:** Through a portfolio of investments, Washington STEM identifies and spreads innovative and evidence-based effective STEM teaching and learning practices.
- **GENERATE:** With our funded partners, Washington STEM generates and shares new knowledge about how to improve STEM education.
- **ENGAGE:** Through community engagement, Washington STEM expands and diversifies the network of partners working together to improve student success in STEM outcomes, including parents, educators, community leaders, and STEM professionals.
- **ADVOCATE:** Washington STEM contributes its investment and community-driven insights to advocate for and sustain improvements at scale through policy change.

## BOARD OF DIRECTORS

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Chief Executive Officer, McKinstry

**Vice President: Brad Smith**

Senior Vice President & General Counsel,  
Microsoft Corporation

**Treasurer: Elson Floyd**

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Superintendent, Renton Public Schools

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Communications Director

**Solynn McCurdy**

Community Engagement Director

**Amanda Fankhauser**

Program Manager

**Kori Dunaway**

Business & Development Manager

**Jill Vickers**

Office Manager & Executive Assistant

## FACT SHEET

While Washington is home to institutions that have revolutionized the way people around our state and the world collaborate, cure diseases, and conserve our farmlands, far too many young people leave our PK-12 public schools unprepared to fully engage in our STEM-rich society. Previous attempts to improve STEM education and outcomes at scale have fallen short due to a variety of reasons, including the lack of instructional time, an insufficient supply of effective STEM teachers, the absence of curricula that are both rigorous and inspiring, low public demand for improvements and the absence of a statewide network accelerating the discovery and sharing of promising practices.

The following facts about Washington illustrate the disconnect between our state's economic prowess, driven in large part by STEM industries and the human capacity to innovate, and our state's lagging education outcomes, and indicate the substantial need for Washington STEM's leadership and services in our state and our country.

- ❖ Washington state is a national leader for innovation, entrepreneurship, research, and high-tech industries ranking second in the nation for innovation, first for creation of new software companies, and seventh for receipt of R&D expenditures.
- ❖ Washington ranks fourth in the country in technology-based corporations, but falls to 46th when it comes to participation in science and engineering graduate programs.
- ❖ By 2018, 67 percent of jobs in Washington are projected to require some form of post-secondary education. Nearly one-quarter of projected job openings statewide through 2012 that require a bachelor's degree will be in computer science, engineering and life sciences, combined. Less than five percent of post-secondary STEM degrees are earned by students of color.
- ❖ Washington ranks 46th in the nation in terms of the likelihood of a student being enrolled in college by age 19. Less than half of high school students have even completed the necessary credits to apply to a Washington state four-year college. Lack of math courses is the biggest barrier to college for most students: only 21 percent of students had the needed math credits compared to 64 percent in English.
- ❖ Among Washington's community college students, roughly 52 percent are in remedial, non-credit-bearing courses, most often in math. Remediation rates are even higher for students of color. In 2005-06, Washington state spent \$17.2 million to remediate recent high school graduates in two-year community and technical colleges.
- ❖ University STEM teacher preparation programs in Washington are not producing enough teachers to meet the projected rise in demand in coming years, or to allow districts and administrators to hire selectively.
- ❖ Washington's fourth grade teachers report spending less than 20 minutes per week teaching science, the lowest instructional time in the country.

## FACT SHEET

- ❖ Only 44 percent of Washington's fourth-graders and 36 percent of eighth-graders scored proficient or above in math on the 2009 National Assessment of Educational Progress. Just 29 and 33 percent, respectively, scored that well in science.
- ❖ On the eighth-grade national tests, Washington is one of nine states in which the White-African American gap is growing, and one of seven states in which the White-Hispanic gap is growing. The gap in math achievement between Washington's low-income and higher-income students is the 12th largest in the nation.
- ❖ On a recent international assessment of 15-year olds' competencies and problem-solving skills administered in 65 countries around the world, US students ranked 31st in math (below international average), 23rd in science (roughly at international average) and 17th in reading (above international average).
- ❖ Highlights of the national results in science show that only 34 percent of fourth-graders, 30 percent of eighth-graders, and 21 percent of 12th-graders performed at or above the proficient level, demonstrating competency over challenging subject matter.



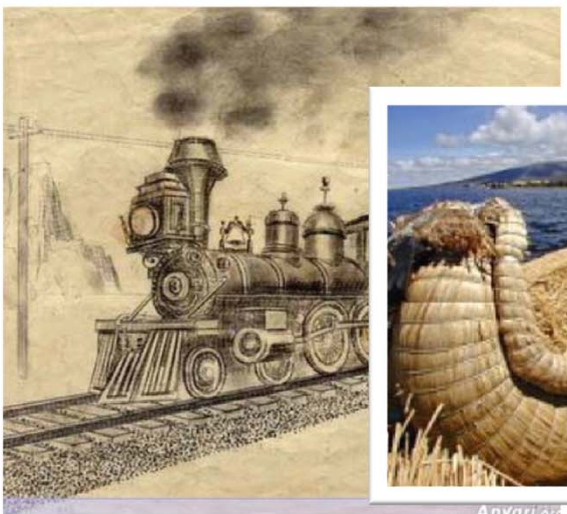
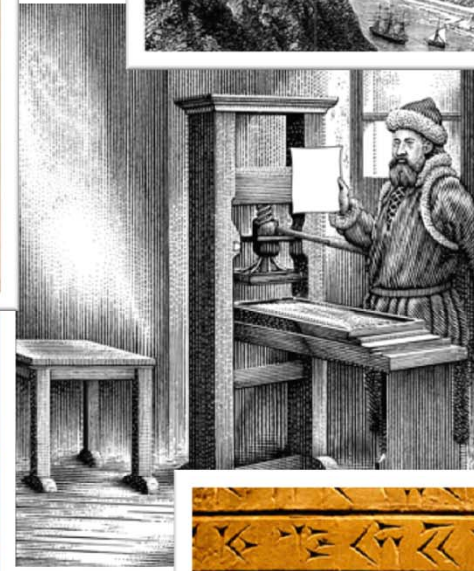
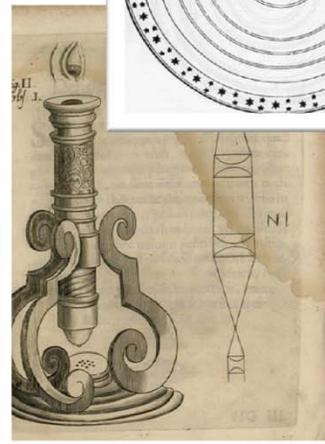
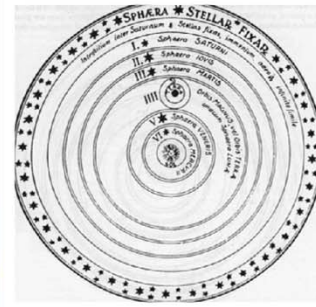
WASHINGTON  
 **STEM**  
ADVANCING SCIENCE, TECHNOLOGY,  
ENGINEERING AND MATH EDUCATION



**WHY STEM? WHY NOW?**



# WHY STEM? WHY NOW?



STEM

PASSPORT TO  
OPPORTUNITY

## STEM ECONOMY IN WASHINGTON TODAY

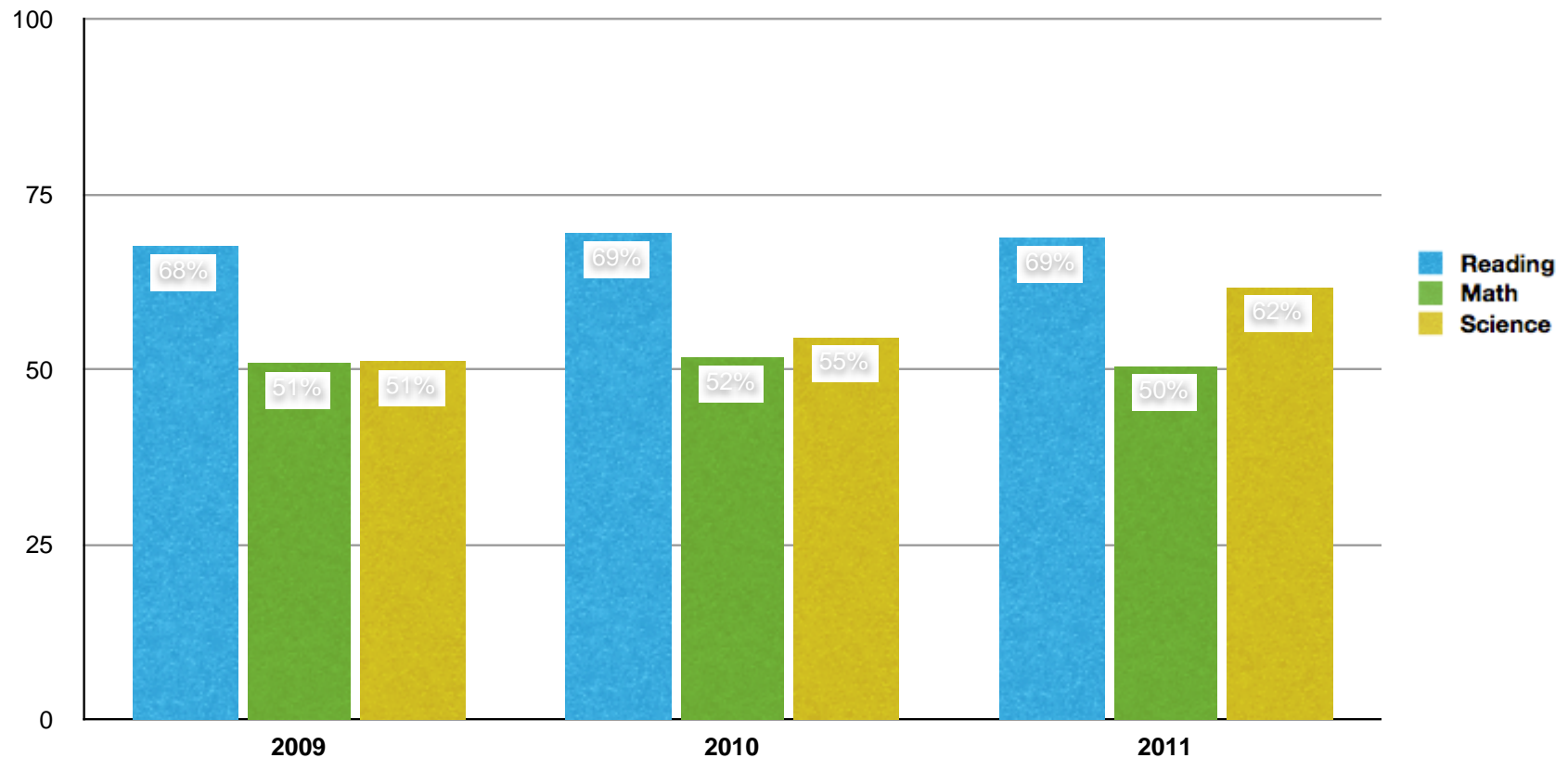
- 1<sup>st</sup>** Washington's rank in concentration of jobs in STEM
- 1<sup>st</sup>** Washington's rank in the creation of software companies
- 2<sup>nd</sup>** Washington's rank on the 2010 "New Economy" index for innovation and entrepreneurship
- 4<sup>th</sup>** Washington's rank in the nation in technology-based corporations

## STEM JOBS IN WASHINGTON 2018

- 8%** Total percentage of Washington jobs in 2018 that will be in STEM fields
- 24%** The increase in STEM jobs by 2018
- 7** Points Washington will score above the national average in STEM jobs
- 94%** Total percentage of 2018 STEM jobs that will require post-secondary education

# JUST HALF OF 8<sup>TH</sup> GRADERS MEET STATE STANDARDS IN MATH.

Percentage of Washington's 8<sup>th</sup> Graders Meeting State Standards by Year and Subject



Source: OSPI Washington State Report Card

## WASHINGTON'S ACHIEVEMENT GAP IN STEM IS LARGE AND GROWING.

In 8th grade math, Washington is:

**1 of 9** states where the White / African American gap is growing

**1 of 7** states where the White / Hispanic gap is growing

**1 of 18** states where the gap between low-poverty and high-poverty students is growing

“Our **mismatch** between the skills required for available jobs and individuals with those skills is **growing faster than all but one other state, Delaware.**”

- *Sen. Rosemary McAuliffe and Ed Lazowska, Bill & Melinda Gates Chair in Computer Science & Engineering at the University of Washington*

**WASHINGTON STEM**





Washington STEM is a nonprofit venture fund for innovation, equity, and excellence in STEM education.

## INVESTMENTS & REACH TO DATE

- **\$2.6** Million Investments
- **300** Teachers
- **11,000** Students
- *Across Washington*

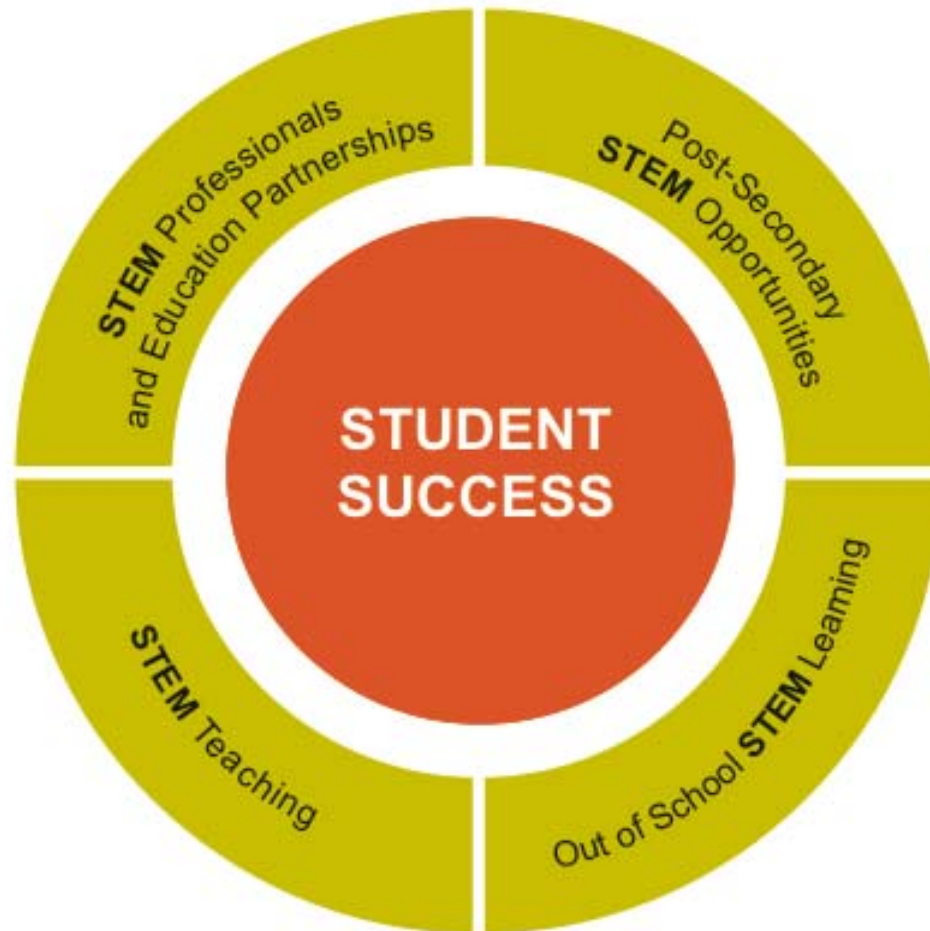


## STUDENT SUCCESS

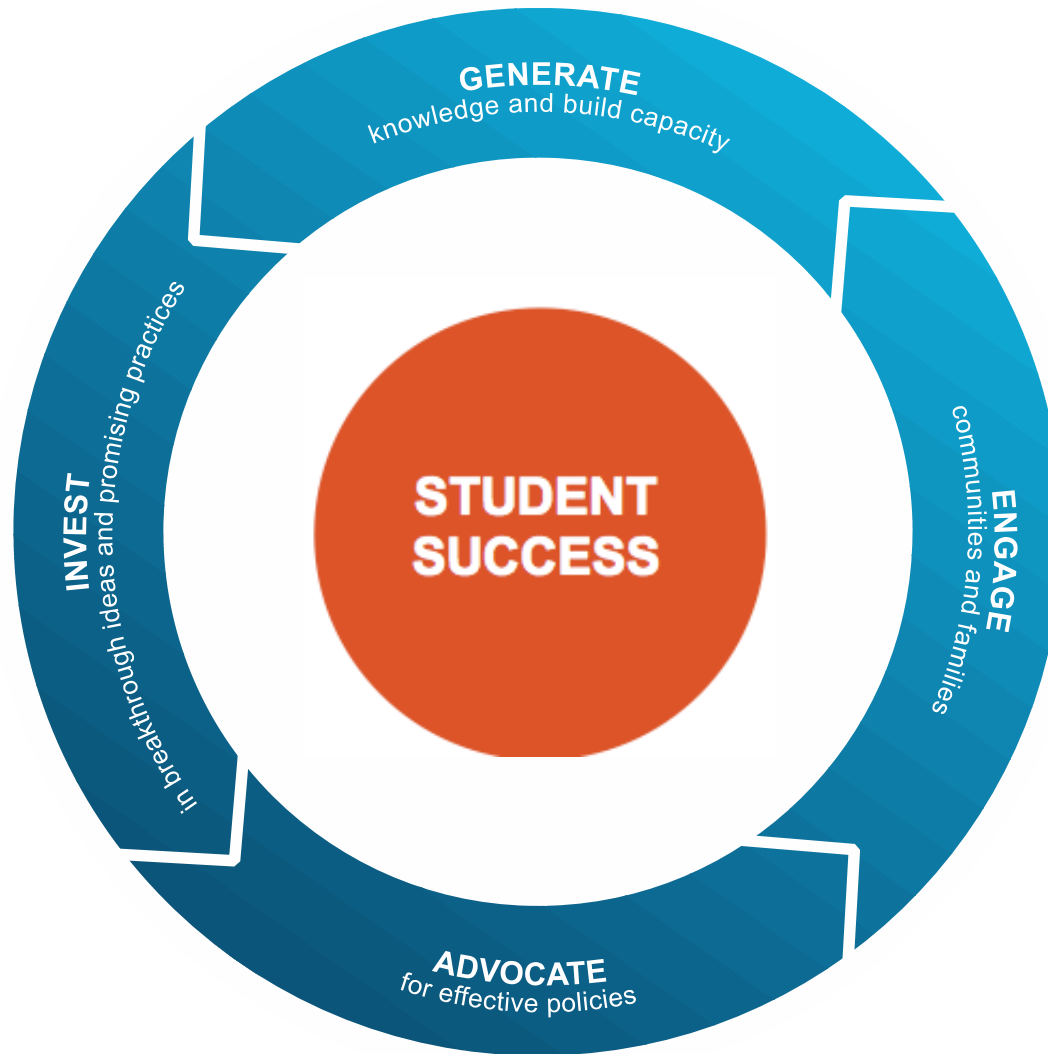
- STEM literacy
- Post-secondary education or training in STEM
- Entry into STEM workforce



## FOUR LEVERS FOR CHANGE



# FOUR STRATEGIES



**STEM IN ACTION**

## MESA

*Preparing underserved students to succeed*



## ESD 112

### *Supporting Washington's transition to Common Core*

#### Heidi Rhodes

Secondary Math Specialist  
Evergreen Public Schools



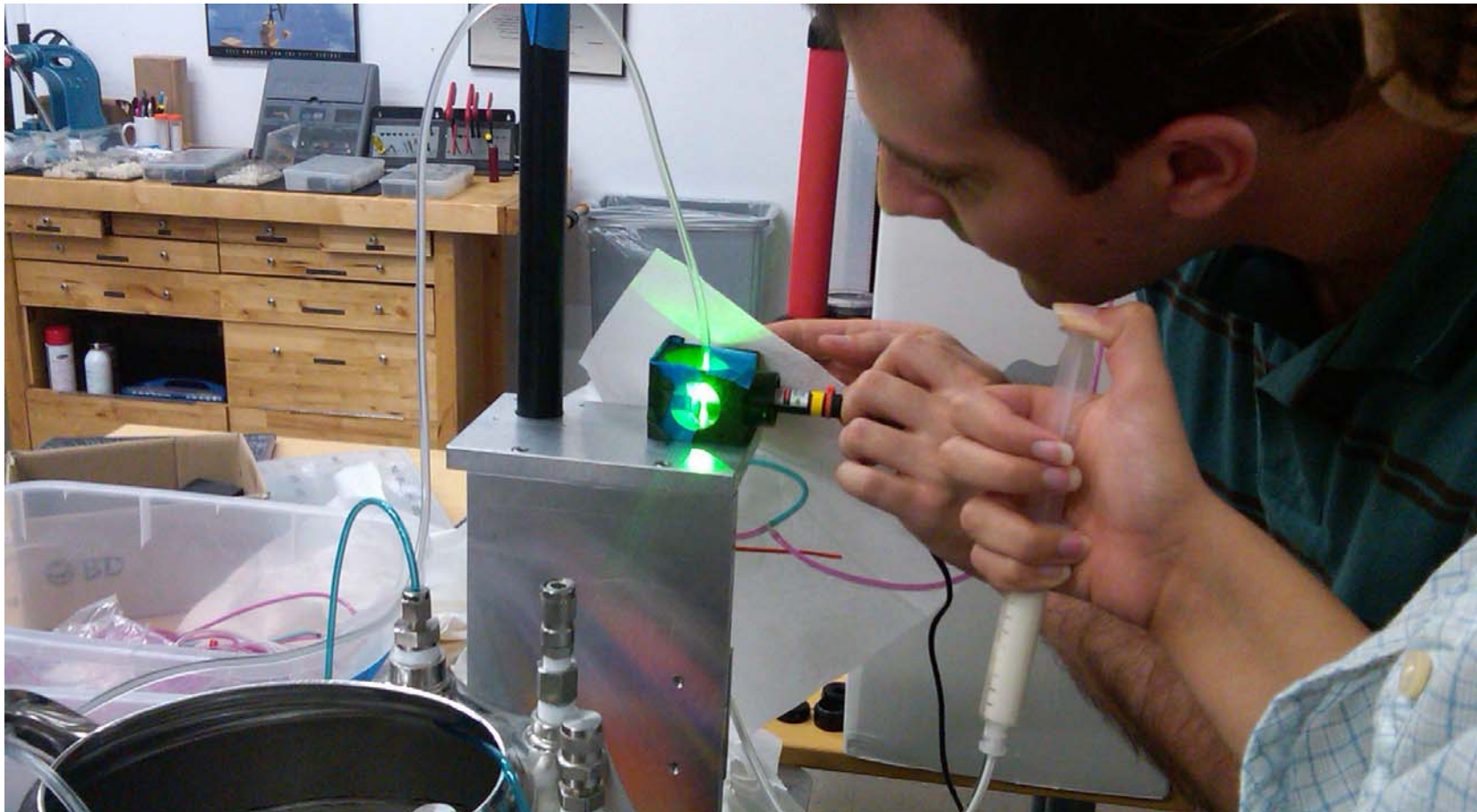
#### ESD 112 - \$10,000 Entrepreneur Award

- 30 school districts & 23 private schools in Southwest Washington
- 43% Poverty
- 28% Minority
- *Reaching over 2,000 students*



## CLEVELAND HIGH SCHOOL

*Connecting students with real world experiences  
and STEM careers*



# NEXT GENERATION SCIENCE STANDARDS

*Partnering with the state to lead the nation*



CURRENT PHASE

Standards development is underway!

Learn more about the standards development process

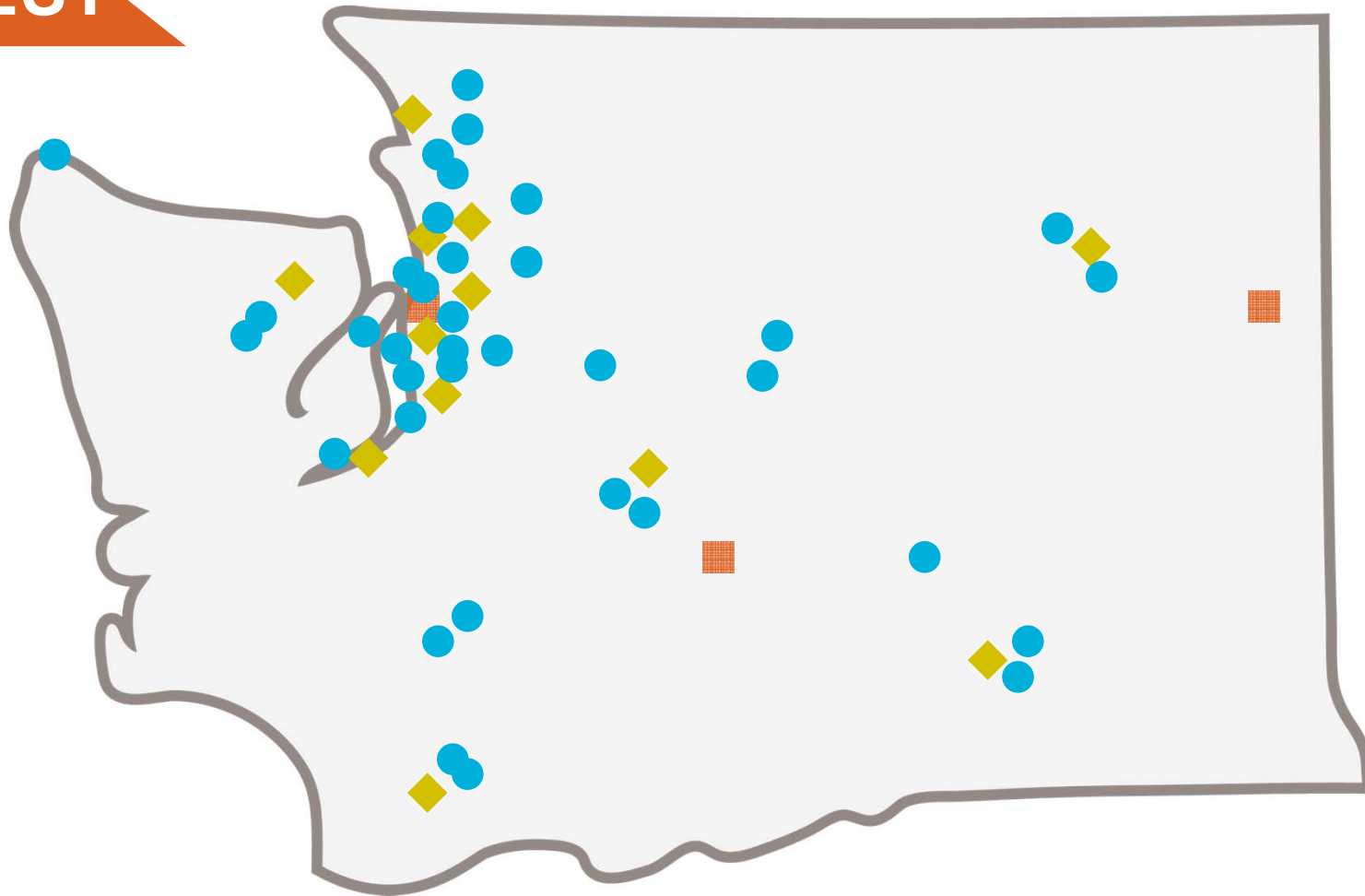
*Roll over the arrows to the right to see upcoming development phases*

1

2

3

INVEST

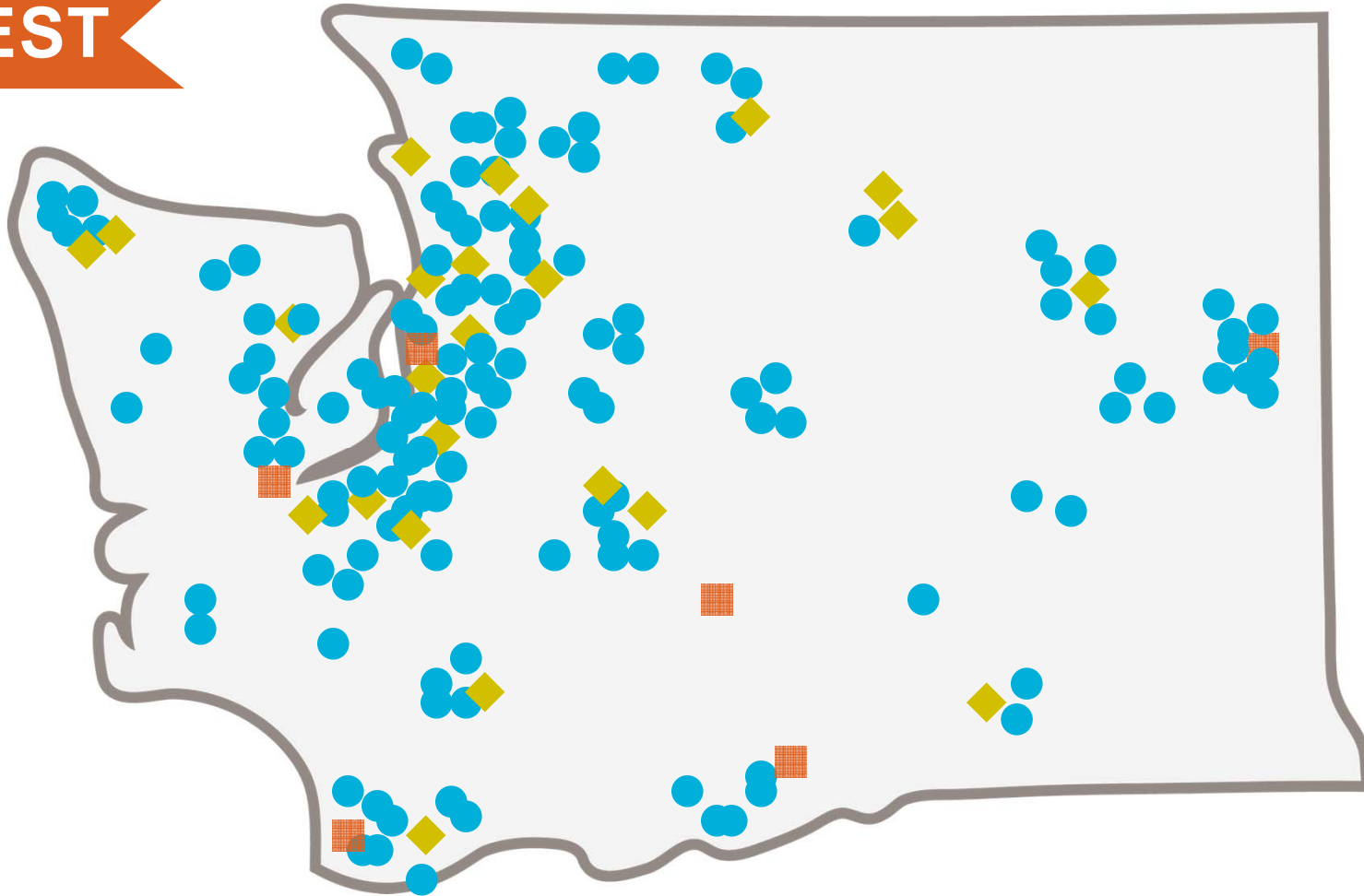


● Inaugural Entrepreneurial Awards

■ Emerging Learning Networks

◆ Portfolio Awards

INVEST

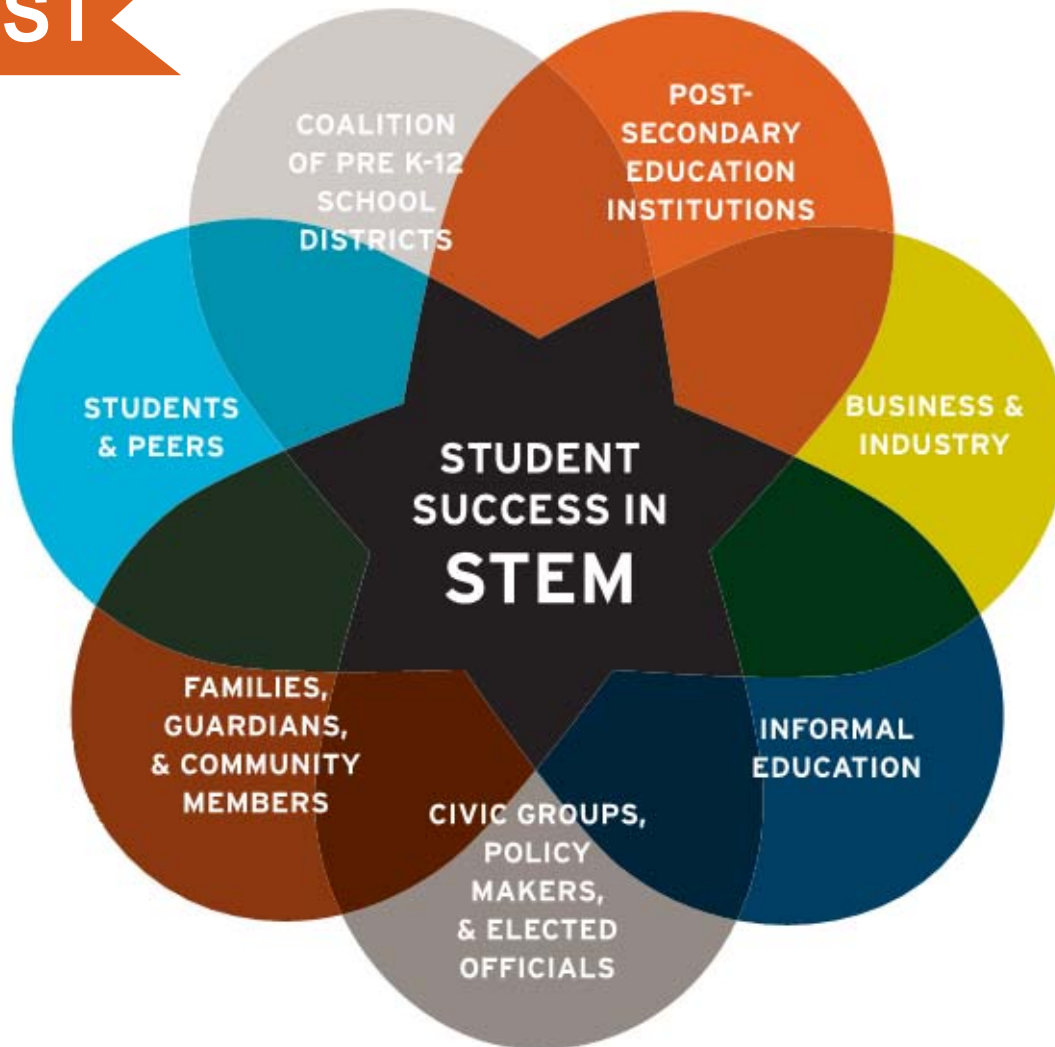


● Inaugural Entrepreneurial Awards

■ Emerging Learning Networks

◆ Portfolio Awards

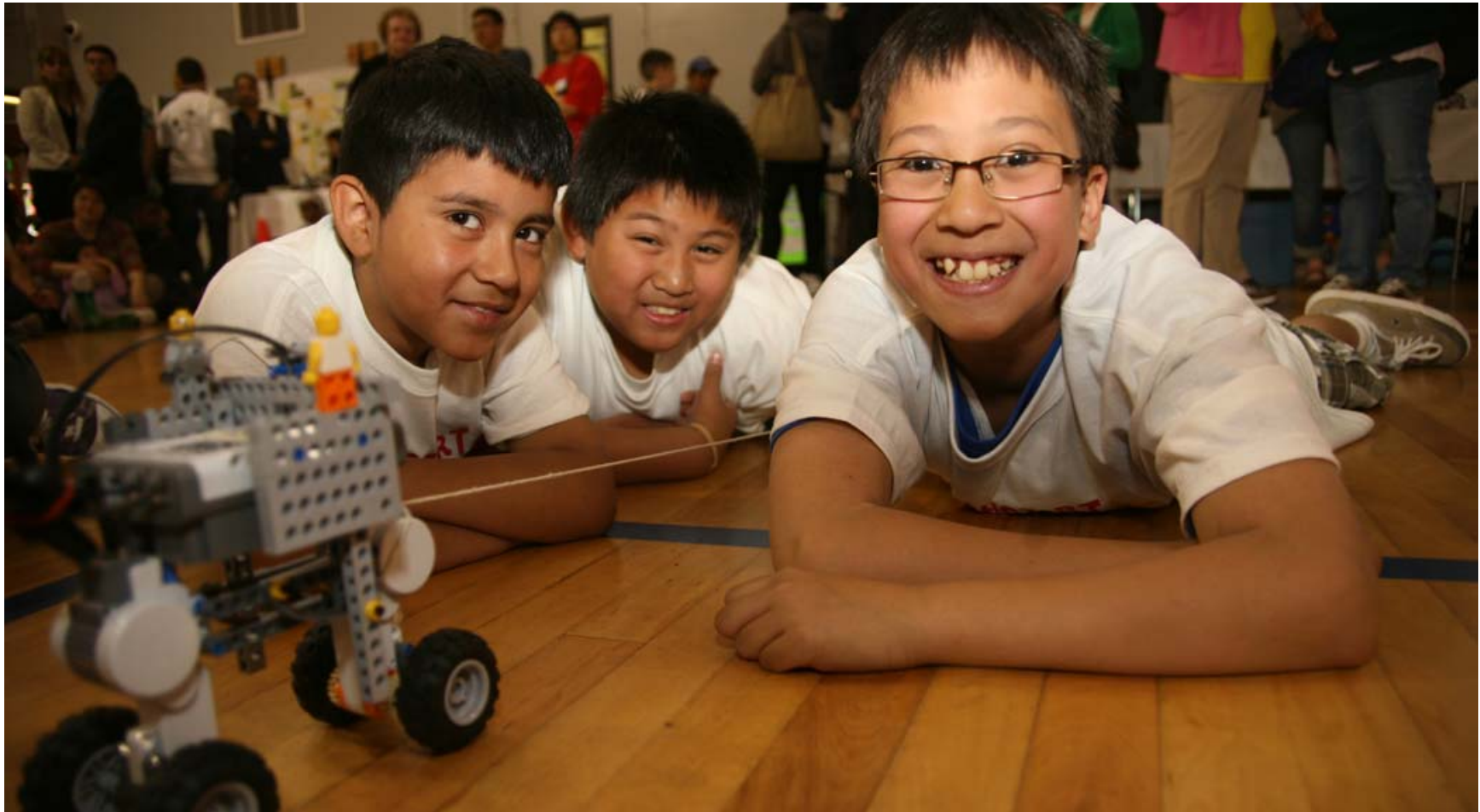
INVEST



## Learning Networks

- Place-based investment for community-driven plan
- Engages schools, nonprofits, businesses, and others to drive innovation

GENERATE > ENGAGE >  
ADVOCATE



21<sup>st</sup> century

STEM

education

ONWARD!

## Julia Novy-Hildesley

Chief Executive Officer

[julia@washingtonstem.org](mailto:julia@washingtonstem.org)

[www.washingtonstem.org](http://www.washingtonstem.org)

Join Washington STEM on  
**Facebook** and follow the  
work on our **blog**!







WASHINGTON  
 **STEM**  
ADVANCING SCIENCE, TECHNOLOGY,  
ENGINEERING AND MATH EDUCATION





Julia Novy-Hildesley  
Chief Executive Officer

**EDUCATION:**

Stanford University: Bachelor of Science in Human Biology, Minor in African Studies

Sussex University, Institute for Development Studies: Master of Philosophy in International Development

**HONORS:**

Named a Young Global Leader by the World Economic Forum in 2010

Fellow of the Donella Meadows Leadership Fellows Program

One of *Portland Business Journal's* 2008 "Forty leading business people under the age of 40"

Featured in *Oregon Business Magazine's* 2005 "50 Great Leaders for Oregon"

Julia Novy-Hildesley is the Chief Executive Officer of Washington STEM. With an inspiring board and staff team, she drives the strategic vision of the organization, devoted to creating young people prepared for work, life and citizenship in the 21<sup>st</sup> century.

Julia's past and current work is unified by a theme of forging multi-stakeholder partnerships to test new models and extend proven approaches to unleashing innovation. She is the former executive director of the Lemelson Foundation, a private philanthropy dedicated to catalyzing invention and innovation through educational and investment strategies. During her tenure, the foundation expanded its focus on STEM education among underserved communities in the United States, launched an international program, doubled its annual grantmaking, and initiated creative investment strategies.

Prior to the Lemelson Foundation, Julia served as director of the World Wildlife Fund's Pacific office where she spearheaded the organization's public outreach on the West Coast. She also lectured at Stanford University's Law School, and in the earth sciences, anthropological sciences, and human biology departments.

Julia was named a Young Global Leader by the World Economic Forum in 2010. That year, she served as a topic leader for the Clinton Global Initiative (CGI) annual meeting, designing the "Market-based Solutions" track. She is also fellow of the Donella Meadows Leadership Fellows Program, and was selected as one of *Portland Business Journal's* 2008 "Forty leading business people under the age of 40," as well as *Oregon Business Magazine's* 2005 "50 Great Leaders for Oregon."

Julia has lived and conducted research in Madagascar, Tanzania, Bolivia, French Polynesia, and other developing countries. She has consulted for a range of governmental organizations, including the World Bank, United States Agency for International Development (USAID), and the U.K. Department for International Development, as well as non-governmental organizations and private sector partners.

She has served on several boards, including the editorial board of Massachusetts Institute of Technology's *Innovations Journal*, Harvard University's Women's Leadership board, and Portland State University's Engineering and Technology Management Board. Her writing has been published in *Innovations Journal*, the *Journal of Ethnopharmacology*, *GOOD* magazine, *Sustainable Business Oregon*, and *Far Eastern Economic Review*.

A Fulbright and Marshall scholar, Julia pursued her undergraduate degree at Stanford University and her master's at Sussex University, where she studied international development. Julia speaks French, Spanish, and Kiswahili.

**ABOUT WASHINGTON STEM**

Washington STEM is a nonprofit organization that aims to advance innovation, equity, and excellence in science, technology, engineering and mathematics (STEM) education in Washington State.

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	Elementary and Secondary Education Act Waivers	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Key discussion includes: what are the benefits and drawbacks to pursuing a waiver from the Elementary and Secondary Education Act? How close is Washington to deciding whether to pursue a waiver?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>In September, Secretary of Education Arne Duncan announced that because Congress had not yet succeeded in reauthorizing ESEA, the U.S. Department of Education would begin to grant broad waivers to states from some of the most contentious ESEA requirements, in exchange for a series of reforms similar to the expectations within Race to the Top and the Obama administration's Blueprint for Reform, its 2010 policy recommendations for reauthorization. Washington State is in the process of deciding whether to pursue a waiver.</p>	

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## ELEMENTARY AND SECONDARY EDUCATION ACT WAIVERS

### Background

Congress has attempted to reauthorize the Elementary and Secondary Education Act (ESEA) since it expired in 2007. Reauthorization efforts heated up in the spring of 2010, and at that time the Obama administration released its Blueprint for Reform, which is their policy recommendation for reauthorization. In September 2011, Secretary of Education Arne Duncan announced that because Congress had not yet succeeded in reauthorizing ESEA, the U.S. Department of Education would begin to grant waivers to states from some of the most contentious ESEA requirements, in exchange for a series of reforms similar to the expectations within Race to the Top and the Blueprint for Reform.

Washington State is in the process of deciding whether to pursue a waiver.

In October, the Senate Health, Education, Labor, and Pensions Committee held hearings on a reauthorization bill sponsored by the committee Chairman, Senator Tom Harkin, Democrat from Iowa and Ranking Member Senator Michael Enzi, Republican from Wyoming. The bill will continue to be debated in Senate hearings. Senator Harkin said that he believes it is possible that the bill could be approved by Congress before January 1, 2012, which would eliminate the need for state waivers to ESEA.

### Summary

The U.S. Department of Education (USDOE) has communicated with states that their intent is to provide relief from the less popular elements of ESEA, but is not intended as a retreat from accountability. The intent is that states build their own robust accountability systems. This is not a competitive process, so all states that meet the required principles would receive a waiver. As of this writing, 42 states and territories have contacted USDOE to express intent to apply. This statement of intent is not binding but does indicate that the majority of states are interested.

States intending to apply by November 14, 2011	Colorado, Florida, Georgia, Indiana, Kentucky, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Tennessee, Vermont, Wisconsin
States intending to apply by mid-February, 2012	Arkansas, Arizona, Connecticut, D.C., Delaware, Hawaii, Idaho, Illinois, Iowa, Kansas, Maine, Maryland, Missouri, Nevada, New Hampshire, New York, Ohio, Oregon, Puerto Rico, Rhode Island, South Carolina, Utah, Virginia, Washington

The ESEA provisions that will be waived include:

- The 2014 deadline for all students to be proficient. Instead, states would set ‘ambitious but achievable’ goals.
- Sanctions built in to school improvement ‘steps’, including corrective action, restructuring, school choice, and supplemental educational services (SES, also referred to as tutoring), parental notification, and required set-asides for professional development. In the 2009-10 school year, according to OSPI, districts spent more than \$12 million on required sanctions including supplemental tutoring (\$10.7 million) and public school choice (\$1.7 million). If Washington receives a waiver, districts would not be required to spend these funds on required sanctions but would still have the flexibility to do so.
- Lower poverty thresholds for establishing a Title I school-wide program (versus focused assistance).
- More flexibility in using federal funds for rural schools and greater transferability to move federal funds among programs.

States are required to meet four principles to receive a waiver:

Principles	Washington Readiness
<p><b>1. College and career ready standards and assessments for all students</b></p> <ul style="list-style-type: none"> <li>• Adopt college and career ready standards and assessments for all students in language arts and math.</li> <li>• Adopt new English Language Proficiency standards.</li> <li>• Articulate a plan for implementing new standards by 2013-14 school year, including how all students, including English Language Learners and students with disabilities, will access the learning aligned to standards.</li> <li>• Transition to new assessments and assess in grades 3-8 and at least once in high school by 2014-15. Include a student growth measure.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adoption of Common Core State Standards (CCSS).</li> <li>✓ New English Language proficiency standards.</li> <li>✓ Implementation plan for CCSS.</li> <li>✓ New assessment system via participation in the Smarter Balanced Assessment Consortium (SBAC).</li> <li>✓ Participation in SBAC will meet the requirement of a student growth measure.</li> </ul>
<p><b>2. State-Developed, Differentiated Systems of Recognition, Accountability, and Support</b></p> <p>a) Design accountability system promoting career- and college readiness:</p> <ul style="list-style-type: none"> <li>• Use multiple measures, including assessments and graduation rates.</li> <li>• Recognize student growth and school progress.</li> <li>• Align accountability with capacity-building efforts.</li> <li>• Provide interventions focused on lowest-performing schools and schools with the largest gaps (see CCSSO accountability principles).</li> <li>• Plan for implementation by 2012-13.</li> <li>• Report annually college going and college</li> </ul>	<p>The Index:</p> <ul style="list-style-type: none"> <li>✓ Already includes multiple measures including assessments and graduation rates.</li> <li>✓ Already measures school progress (Improvement).</li> <li>✗ Index needs data disaggregated by race/ethnicity, special education and English Language Learner status, as well as student growth.</li> <li>✓ College going and college-credit accumulation rates for all students and subgroups –</li> </ul>

<p>credit-accumulation rates for all students and subgroups in each district and high school.</p> <p>b) Three new options for annual measurable objectives:</p> <ul style="list-style-type: none"> <li>• Annual increments toward reducing achievement gap within six years.</li> <li>• Equal increments with result of 100 percent proficiency by 2020.</li> <li>• Or other ambitious but achievable goals.</li> </ul> <p>c) Reward schools for highest performance and high progress.</p> <p>d) Identify Priority Schools - lowest performing 5 percent of Title I schools - and implement interventions beginning 2012-13. SIG schools must still use one of four SIG turnaround models; however other Priority schools may use other turnaround strategies.</p> <p>e) Identify Focus Schools – 10 percent lowest Title I schools with largest gaps, lowest performing subgroups, or low graduation rates. States must require rigorous interventions by 2012-13.</p> <p>f) Incentives and support for other Title I schools for continuous improvement.</p>	<p>provided by ERDC.</p> <ul style="list-style-type: none"> <li>✗ Identify new annual measurable objectives to replace 100 percent proficient by 2014.</li> <li>✗ State accountability system to identify Priority, Focus, Reward schools.</li> <li>✗ System of interventions focused on Priority and Focus schools – presumably state-funded.</li> <li>✗ Rapid implementation timeline by 12-13 – major funding challenge.</li> <li>✗ Incentives and support for continuous improvement (similar language to HB 6696).</li> </ul>
<p><b>3. Supporting Effective Instruction and Leadership through Educator Evaluation</b></p> <ul style="list-style-type: none"> <li>• That is used for continual improvement of instruction.</li> <li>• Meaningfully differentiates performance using at least three levels.</li> <li>• Use multiple valid measures including student growth as a significant factor.</li> <li>• Provide timely, clear, and useful feedback to guide PD.</li> <li>• Inform personnel decisions.</li> </ul>	<p>Teacher Principal Evaluation Pilot is a starting point:</p> <ul style="list-style-type: none"> <li>✓ Differentiates using at least three levels.</li> <li>✗ Uses student growth as a significant factor.</li> <li>✗ Evaluations provide feedback to guide professional development and inform personnel decisions.</li> </ul>
<p>4. States must reduce unnecessary burden of reporting. Ensure that what states require directly impacts student achievement and is not duplicative.</p> <p>States must engage stakeholders (teachers, students parents, organizations representing ELLs and disabilities, etc.) as they develop their application.</p>	<ul style="list-style-type: none"> <li>✓ Washington has recently reviewed reporting requirements as required under state law.</li> <li>✗ Outreach strategy to include teachers, students, parents, organizations representing students with disabilities and English Language Learners.</li> </ul>

## **Policy Consideration**

Key policy considerations include:

- What are the benefits and drawbacks to applying for a waiver from the Elementary and Secondary Education Act?
- Will Washington State pursue a waiver?
- How will the Achievement Index be modified to make it the single state and federal accountability tool as envisioned in House Bills 2261 and 6696?
- With or without the waiver, how will SBE and OSPI build a state accountability system that provides a unified system of support for challenged schools, aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions (as charged in HB 6696)?
- How can Washington build a state accountability system that provides increasing levels of support to challenged schools in the current fiscal climate?
- What impact will the 2012 presidential election have on the waiver process?

## **Expected Action**

No action; for discussion only.

## Appendix A: Relevant Legislation

### House Bill 2261

NEW SECTION. Sec. 503. A new section is added to chapter 28A.305 RCW to read as follows:

(1) The state board of education shall continue to refine the development of an accountability framework that creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The state board of education shall develop an accountability index to identify schools and districts for recognition and for additional state support. The index shall be based on criteria that are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. The index shall be developed in such a way as to be easily understood by both employees within the schools and districts, as well as parents and community members. It is the legislature's intent that the index provide feedback to schools and districts to self-assess their progress, and enable the identification of schools with exemplary student performance and those that need assistance to overcome challenges in order to achieve exemplary student performance. Once the accountability index has identified schools that need additional help, a more thorough analysis will be done to analyze specific conditions in the district including but not limited to the level of state resources a school or school district receives in support of the basic education system, achievement gaps for different groups of students, and community support.

### House Bill 6696

#### PART I

#### ACCOUNTABILITY FRAMEWORK

NEW SECTION. Sec. 101. The legislature finds that it is the state's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.

The office of the superintendent of public instruction is responsible for developing and implementing the accountability tools to build district capacity and working within federal and state guidelines. The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support. For a specific group of challenged schools, defined as persistently lowest-achieving schools, and their districts, it is necessary to provide a required action process that creates a partnership between the state and local district to target funds and assistance to turn around the identified lowest-achieving schools.

Phase I of this accountability system will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps using the state board of education's accountability index. The state board of education shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used



to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also target the lowest five percent of persistently lowest-achieving schools defined under federal guidelines to provide federal funds and federal intervention models through a voluntary option in 2010, and for those who do not volunteer and have not improved student achievement, a required action process beginning in 2011.

Phase II of this accountability system will work toward implementing the state board of education's accountability index for identification of schools in need of improvement, including those that are not Title I schools, and the use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently lowest-achieving schools will continue to be used.

# Renewal Debate, Side by Side

The bill reauthorizing the Elementary and Secondary Education Act approved by the Senate education committee contrasts with current law and with the Obama administration's vision for overhauling the No Child Left Behind Act. It also contrasts with various pieces of legislation introduced in the U.S. House of Representatives.

	Current Law	Senate Bill (Harkin-Enzi)	Obama Administration Waiver Plan	House Legislation
STANDARDS	<ul style="list-style-type: none"> <li>Requires states to adopt standards in reading, math, and science.</li> </ul>	<ul style="list-style-type: none"> <li>Requires states to demonstrate they have college- and career-ready standards in math, reading, and science, but would not require them to join the Common Core State Standards Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>Requires states to craft college- and career-ready standards in math and reading, either by joining the Common Core State Standards Initiative or by having the state's university system approve them.</li> </ul>	<ul style="list-style-type: none"> <li>No details yet.</li> </ul>
ACCOUNTABILITY	<ul style="list-style-type: none"> <li>Requires annual testing in grades 3-8 and once in high school.</li> <li>Requires schools to make adequate yearly progress toward performance targets, with the goal of bringing 100 percent of students to proficiency in math and reading by 2014.</li> <li>Sanctions schools for failing to make AYP for at least two years in a row.</li> <li>Requires achievement targets for subgroups of students, such as racial minorities, students with disabilities, and English-language learners.</li> </ul>	<ul style="list-style-type: none"> <li>Would keep annual testing in grades 3-8 and once in high school, but scrap AYP.</li> <li>Would require disaggregation of data by subgroup, but wouldn't require achievement targets to be set by subgroup (though this could be resurrected during Senate floor action).</li> <li>Would not require any federally approved interventions for any other schools besides those in the School Improvement Grant program.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps annual testing in place but allows states to scrap AYP and design their own differentiated accountability system, with their own student-achievement goals.</li> <li>Retains requirement to disaggregate data and set achievement targets by subgroup.</li> </ul>	<ul style="list-style-type: none"> <li>No details yet.</li> </ul>
TEACHERS	<ul style="list-style-type: none"> <li>Requires 100 percent of teachers to be "highly qualified," which includes having a college degree and license in the subject taught.</li> </ul>	<ul style="list-style-type: none"> <li>Would let states decide how to evaluate teachers, but would require states that want Teacher Incentive Fund grants to craft evaluations based at least in part on student growth.</li> </ul>	<ul style="list-style-type: none"> <li>Eliminates the highly qualified provision.</li> <li>Requires states to create and at a minimum pilot evaluation systems based at least in part on student growth, which would be used to inform personnel decisions.</li> </ul>	<ul style="list-style-type: none"> <li>No details yet.</li> </ul>
LOW-PERFORMING SCHOOLS	<ul style="list-style-type: none"> <li>For schools that fail to make AYP for five consecutive years, requires the school to enter into "restructuring" using a menu of options that includes turning it over to a charter operator or using some other strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Lays out a series of federal interventions for turning around the lowest-performing schools based in part on the Obama administration's regulations for the School Improvement Grant program.</li> <li>Would allow states to submit their own turnaround strategies for federal approval.</li> <li>Would allow students in the bottom 5 percent of schools in a state to transfer to other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Requires the use of one of the four federally prescribed turnaround models in the 5 percent of lowest-performing schools receiving School Improvement Grants.</li> <li>Requires states to use those four models, or another federally approved strategy, to intervene in an additional 10 percent of a state's most troubled schools.</li> </ul>	<ul style="list-style-type: none"> <li>No details yet.</li> </ul>
FUNDING/SPECIAL GRANTS AND PROGRAMS	<ul style="list-style-type: none"> <li>Requires 20 percent of Title I money be set aside to pay for tutoring and school choice for students in schools that fail to make AYP for at least two years in a row.</li> </ul>	<ul style="list-style-type: none"> <li>Would eliminate that 20 percent set-aside.</li> <li>Would streamline the U.S. Department of Education by consolidating 82 programs into about 40 broader baskets of funding.</li> <li>Would create a new grant program to recruit and train principals who lead turnaround efforts.</li> <li>Would resurrect Educational Technology State Grants.</li> </ul>	<ul style="list-style-type: none"> <li>Allows states flexibility to use the 20 percent tutoring/choice set-aside and a limited number of other program dollars to target specific high-needs areas.</li> </ul>	<ul style="list-style-type: none"> <li>Would allow states to tap federal funds to replicate charter school models with a proven track record of success.</li> <li>Would allow states and districts to take money out of an array of programs governed by the Elementary and Secondary Education Act—including Title I grants for disadvantaged children—and direct the money to other purposes that they believe will do the most to improve student achievement.</li> <li>Would eliminate 40 education programs, including Striving Readers, the Even Start Family Literacy program, and Literacy Through School Libraries.</li> </ul>

# The Washington State Board of Education

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## **2012-2013 MEETING DATES AND LOCATIONS**

### **Background**

A proposal is being presented to the Board Members to make the following changes to the 2012-2013 meeting dates, to include changing the annual retreat to the September meeting:

- Change the September 12-13, 2012 meeting to September 25-27, 2012 to include the annual retreat.
- Change the July 10-12, 2012 meeting to July 11-12, 2012, removing the annual retreat.
- Change the July 12-14, 2013 meeting to July 13-14, 2013, removing the annual retreat.
- Change the September 14-15, 2013 meeting to September 13-15, 2013 to include the annual retreat.

### **Expected Action**

A vote from the Members is needed to make the suggested changes.

## Washington State Board of Education Meeting Dates and Locations for 2012-2013

Dates/Locations for 2012	Dates/Locations for 2013
January 11-12 Olympia ESD 113	January 9-10 Olympia ESD 113 <b>Not confirmed</b>
March 14-15 Des Moines Highline Community College	March 13-14 Olympia New Market OR ESD 113? <b>Not confirmed</b>
May 8-9 Yakima ESD 105	May 8-9 Renton PSESD <b>Not confirmed</b>
July 11-12 Bellingham Western Washington University <b>not confirmed</b>	July 10-11 Spokane TBD
September 25-27 Includes Retreat TBD	September 10-12 <b>to include retreat</b> TBD
November 8-9 Vancouver ESD or Evergreen Public Schools (not confirmed) (combined with PESB)	November 14-15 Vancouver TBD (combined with PESB)

### Special Meetings for 2012-2013

Dates/Locations for 2012	Dates/Locations for 2013
February 23 Innovation Waivers 9:30-1:00 OSPI, Olympia Brouillet Conference Room	