

# The Washington State Board of Education

Governance | Achievement | Transitions | Math & Science | Effective Workforce

<b>Title:</b>	<b>Strategic Plan Dashboard and 2011-2014 Strategic Plan Revision</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input checked="" type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocate 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 type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Does the 2012-2014 revised Strategic Plan accurately represent the Board's current work, anticipated projects, legislative assignments, and statutory responsibilities?	
<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 checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Board members will review the current work related to the Board's 2011-2014 Strategic Plan. Staff will also present a revised strategic plan for the Board's consideration. The materials for this agenda item include:</p> <ul style="list-style-type: none"> <li>• The annual progress chart for the current strategic plan.</li> <li>• A dashboard executive summary highlighting Board work on the strategic plan goals.</li> <li>• The revised 2011-2014 Strategic Plan (for Board consideration).</li> <li>• Revisions to the current 2011-2014 strategic plan (in tracked changes).</li> </ul> <p>In general, the revised 2011-2014 Strategic Plan includes the following changes:</p> <ol style="list-style-type: none"> <li>1. Elimination of completed targets to simplify the strategic plan document and to reduce clutter.</li> <li>2. Elimination of benchmarks that will likely not be tackled by 2014.</li> <li>3. Revision of primary goals so that each identifies overall outcomes for the P-13 system.</li> <li>4. Revision of subsidiary goals to account for the Board's current projects and statutory obligations.</li> <li>5. Addition of new goals to reflect the Board's current work on accountability and system oversight.</li> <li>6. Realignment of subsidiary goals to accommodate the new hierarchy.</li> </ol>	

## STRATEGIC PLAN REVISION

### Policy Consideration

Does the 2012-2014 revised Strategic Plan accurately represent the Board's current work, anticipated projects, legislative assignments, and statutory responsibilities?

### Summary

Staff will present the 2012-2014 revised Strategic Plan for the Board's consideration. The revisions generally fall into one or more of the following categories:

Staff removed items that:

- Are completed - to reduce document clutter.
- Represent possible work of the Board to be initiated beyond 2014. Some goals would be more appropriate for consideration in the 2015-2018 Strategic Plan.

Staff revisions to the document include changes to:

- Language - to more accurately reflect the Board's work. Ultimately, the revised goals now reflect overall outcomes of the P-13 system. The subsidiary goals represent benchmarks within the Board's purview.
- Placement - goals moved within the hierarchy when appropriate.

Staff added language, acknowledging the Board's work with the Achievement Index, the accountability framework, and waivers.

Original Language	Revised Language	Comments
Advocate for effective and accountable P-13 governance in public education	Effective and Accountable P-13 Governance	Several completed goals removed.
Provide policy leadership for closing the academic achievement gap	Comprehensive Statewide K-12 Accountability	Achievement Gap moved to goal three. New language addresses Board's work with the Achievement Index and the Statewide Accountability System.
Provide policy leadership to strengthen students' transitions within the P-13 system	Closing Achievement Gap	Transitions language now moved to goal five. The new goal three includes prior goals on the achievement gap, early learning, and effective workforce.
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	Strategic Oversight of the K-12 System	Acknowledges Boards work with BEA compliance, waivers, private schools, and online learning.

Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation	College and Career Readiness for all Students	Includes graduation requirements, postsecondary attainment, and math and science.
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**Background**

The Board conducts an annual review of the Strategic Plan each September. Members also begin each meeting with a review of the Board's progress in meeting the Strategic Plan goals.

**Action**

The Board will consider approval of the revised Strategic Plan.



# Strategic Plan - Dashboard and Revision

Ben Rarick, Executive Director  
Aaron Wyatt, Communications

# Two-Month Strategic Plan Review

## Bar Chart:

July/August products reflective of work with accountability, the Achievement Index, and graduation requirements

## Executive Summary Highlights

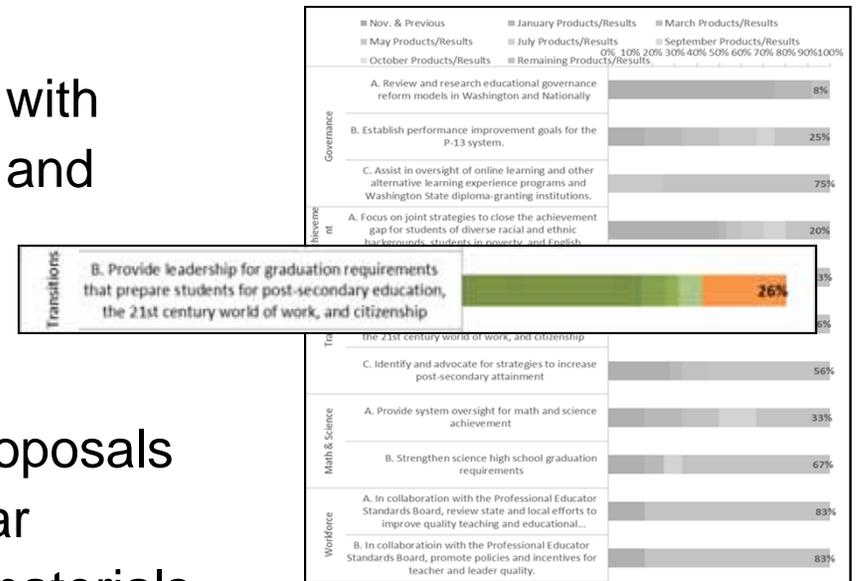
Goal One - Governance: Legislative proposals

Goal Two - Achievement: AAW Webinar

Goal Three – Transitions: Graduation materials

Goal Four – Math/Science: Standard Setting and Cut Scores

Goal Five – Workforce: Report review



# Strategic Plan Revisions

## Strategic Plan Revision Synopsis:

Reduce

Revise

Restructure

### Strategic Plan Products and Assignments

Goal One: Effective and Accountable P-13 Governance				
A. Improve the current P-13 education governance structure	Staff	Due	Progress	Notes
I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	Ben / Aaron	Ongoing	▲ ▲ ▲	
II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben	Ongoing	▲ ▲ ▲	

Goal Two: Comprehensive Statewide K-12 Accountability				
A. Revise the Achievement Index	Staff	Due	Progress	Notes
I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Aaron / Sarah	2013.06	▲ ▲ ▲	
II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.	Sarah / Ben	2013.09	▲ ▲ ▲	
B. Establish performance improvement goals for the P-13 system				
Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.	Sarah / Ben	2013.09	▲ ▲ ▲	
Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.	Emily / Ben	Ongoing	▲ ▲ ▲	

# Revision Overview

Our Work	Current Plan	Proposed Plan
Inter-agency collaboration. Legislative proposals	N/A	Goal One: Improve the current P-13 governance structure
Revised the Index, develop AMOs, statewide accountability framework	N/A	Goal Two: Comprehensive statewide K-12 accountability
Establish Performance Improvement Goals	Governance	

# Revision Overview

Our Work	Current Plan	Proposed Plan
Closing the achievement gap	Closing the Achievement Gap	Goal Three: Closing the Achievement Gap
Early learning	Transitions	
Effective workforce	Effective Workforce	
Online learning	Closing the Achievement Gap	Goal Four: Strategic oversight of the K-12 system
Compliance – BEA and waivers	N/A	

# Revision Overview

Our Work	Current Plan	Proposed Plan
Graduation requirements	Transitions	Goal Five: Career and college readiness for all students
Increasing postsecondary attainment	Transitions	
Math and science	Math and Science	

# Plan Comparison

Current Plan	Proposed Plan
Advocate for effective and accountable P-13 governance in public education	Effective and accountable P-13 governance
Provide policy leadership for closing the academic achievement gap	Comprehensive statewide K-12 accountability
Provide policy leadership to strengthen students' transitions within the P-13 system	Closing achievement gap
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	Strategic oversight of the K-12 system
Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation	Career and college readiness for all students

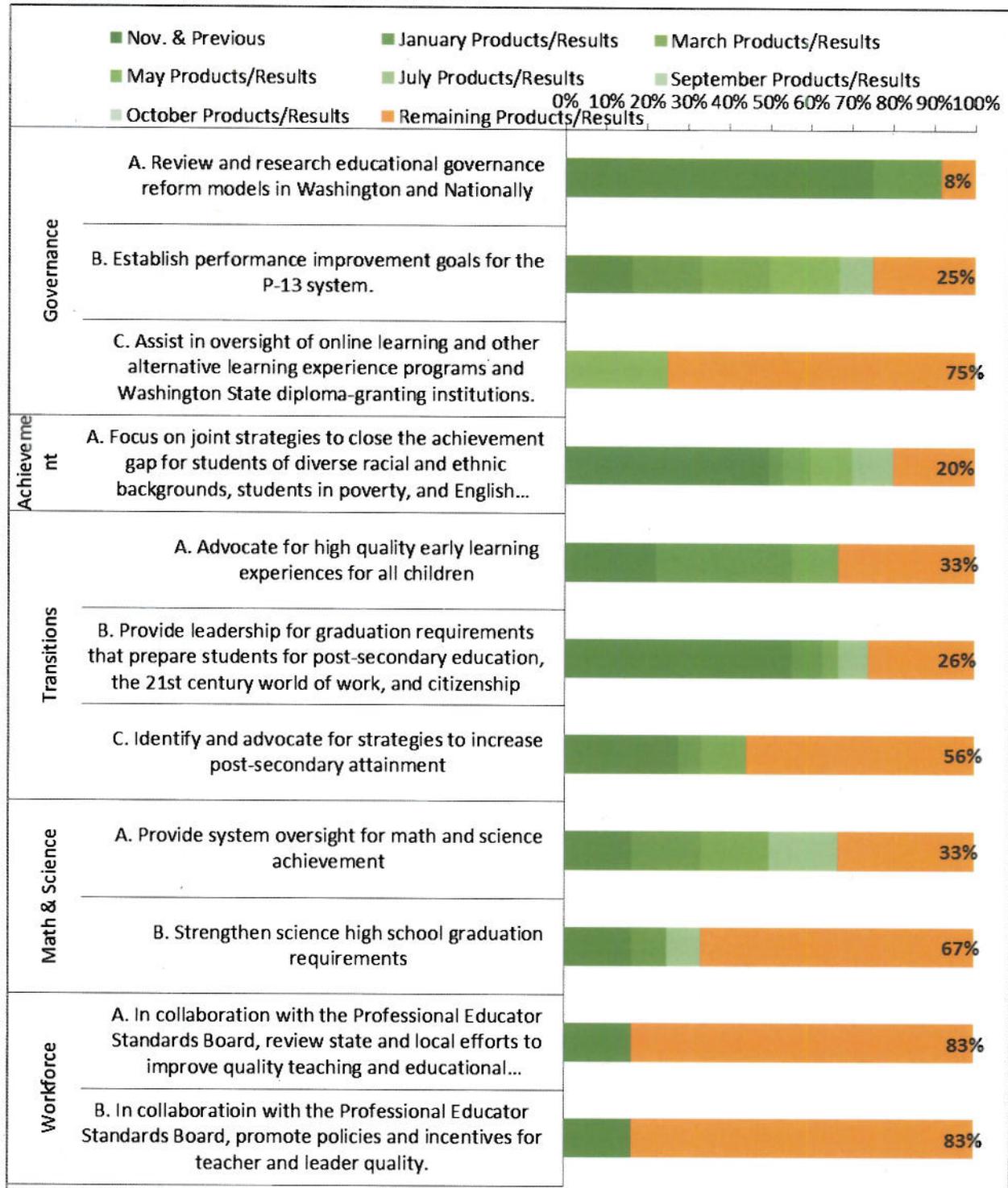
# Discussion and Review

Proposed strategic plan discussion topics:

1. Does the strategic plan accurately represent the Board's work and directives?
2. Will governance continue to be a point of emphasis for SBE in 2012-2014?
3. How does the proposed strategic plan align with SBE's anticipated legislative priorities?

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## Dashboard Executive Summary

Goal	Recent Work
Advocate for effective and accountable P-13 governance in public education	<ul style="list-style-type: none"> <li>• Initiated the development of a framework for P-13 system data review.</li> <li>• Retreat preparation.</li> <li>• Initiated work on legislative proposals related to waivers, graduation requirements, ALE, and English Language Learners</li> </ul>
Provide policy leadership for closing the academic achievement gap	<ul style="list-style-type: none"> <li>• Achievement and Accountability: Facilitated the September 18 and 20<sup>th</sup> Webinar for the Achievement and Accountability Workgroup.</li> <li>• Continued work in the development of the revised Achievement Index and work around the selection of Annual Measurable Objects.</li> <li>• Presentations to the Joint Select Committee on Education Accountability and the Joint Select Committee on Education Funding.</li> <li>• ELL data presentation in September.</li> </ul>
Provide policy leadership to strengthen students' transitions within the P-13 system	<ul style="list-style-type: none"> <li>• Developed Collection of Evidence materials for September.</li> <li>• Developed an initial phase in plan of Washington's career and college-ready graduation requirements.</li> <li>• Developed new online materials around graduation requirements.</li> <li>• AVID Tour in September.</li> <li>• Work with the WECTC on the HSBP.</li> </ul>
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	<ul style="list-style-type: none"> <li>• Biology End of Course Assessment standard setting and cut scores.</li> <li>• Staff Data analysis.</li> <li>• STEM workforce insights</li> <li>• Guest Speaker in September</li> </ul>
Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation	<ul style="list-style-type: none"> <li>• Compensation Technical Working Group</li> <li>• Credit Bump Analysis &amp; Blog</li> </ul>

## Strategic Plan Products and Assignments

Goal One: Effective and Accountable P-13 Governance				
A. Improve the current P-13 education governance structure	Staff	Due	Progress	Notes
I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	Ben / Aaron	Ongoing	▲ ▲ ▲	
II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben	Ongoing	▲ ▲ ▲	

Goal Two: Comprehensive Statewide K-12 Recognition and Accountability				
A. Revise the Achievement Index	Staff	Due	Progress	Notes
I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Aaron / Sarah	2013.06	▲ ▲ ▲	
II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.	Sarah / Ben	2013.09	▲ ▲ ▲	
B. Establish performance improvement goals for the P-13 system				
I. Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.	Sarah / Ben	2013.09	▲ ▲ ▲	
II. Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.	Emily / Ben	Ongoing	▲ ▲ ▲	
C. Develop and implement a statewide accountability system				
I. Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.	Aaron / Sarah	Ongoing	▲ ▲ ▲	
II. Advocate for legislation and funding to support a robust and student-focused accountability system.	Ben / Jack	2013.01	▲ ▲ ▲	

▲ = project / product initiated  
 ▲ = project / product in progress  
 ▲ = project / product completed

Goal Three: Closing Achievement Gap					
A.	Promote policies that will close the achievement gap	Staff	Due	Progress	Notes
	I. Promote and support best practices that will close the achievement gap	Linda / Ben	Ongoing	▲▲△	
	II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.	Emily / Linda	Ongoing	▲▲△	
B.	Advocate for high quality early learning experiences for all children.	Staff	Due	Progress	Notes
	I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.	Ben / Jack	2013.01	▲▲△	
	II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students	Ben	Ongoing	▲▲△	
C.	Promote policies for an effective teacher workforce	Staff	Due	Progress	Notes
	I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students	Linda / Ben	November (annually)	▲△△	
	II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance	Ben / Jack	2013.01	△△△	

Goal Four: Strategic Oversight of the K-12 System				
A. Work with districts to ensure Basic Education Act Compliance	Staff	Due	Progress	Notes
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack / Staff	2013.06	▲ ▲ ▲	
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	Jack / Staff	2013.11	▲ ▲ ▲	
B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions	Staff	Due	Progress	Notes
I. Examine policy issues related to the oversight of online learning for high school credits	Linda	2013.02	▲ ▲ ▲	
II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012	Linda	2014.01	▲ ▲ ▲	
C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.	Staff	Due	Progress	Notes
I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.	Ben / Jack	2013.02	▲ ▲ ▲	

 = project / product initiated  
 = project / product in progress  
 = project/ product completed

Goal Five: Career and College Readiness for All Students				
A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21 <sup>st</sup> century world of work, and citizenship	Staff	Due	Progress	Notes
I. Advocate for the implementation of Washington career and college-ready graduation requirements	Linda / Jack	2013.06.01	▲ ▲ ▲	
II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776	Ben	Ongoing	▲ ▲ ▲	
B. Identify and advocate for strategies to increase postsecondary attainment	Staff	Due	Progress	Notes
I. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies	Linda	Ongoing	▲ ▲ ▲	
II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	Ben		▲ ▲ ▲	
C. Promote policies to ensure students are nationally and internationally competitive in math and science	Staff	Due	Progress	Notes
I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement	Linda	2013.06	▲ ▲ ▲	
II. Request funding as phase-in for new science graduation requirements by 2013-15 biennium	Ben / Jack		▲ ▲ ▲	

 = project / product initiated  
 = project / product in progress  
 = project/ product completed

## ***2013 Legislative Priorities***

### **SUMMARY**

#### **Phased-in Implementation of Career and College-Ready High School Graduation Requirements**

In ESHB 2261, 2009 Session, the Legislature defined the instructional program of basic education to include instruction that provides the opportunity to complete 24 credits for high school graduation, subject to a phased-in implementation of the credits by the Legislature. It directed the Quality Education Council to recommend a schedule for the concurrent phase-in of the changes to the instructional program of basic education and the funding formulas and allocations to support it, with full implementation to be completed by September 1, 2018.

The Legislature has not established a plan for phased-in implementation of 24-credit graduation requirements. Nor has the QEC recommended a schedule for the concurrent phase-in of changes to the instructional program of basic education and funding allocations.

In order to achieve full implementation by 2018, as required by law, the Legislature must move forward in the next session with a schedule for phasing in new credit requirements.

The State Board of Education will provide direction and support to the Legislature in phasing in 24-credit graduation requirements as required by law. SBE will request legislation amending RCW 28A.150.220 to set in statute a specific schedule for phase-in of additional credit requirements. This will set the state on a course for meeting the basic education requirement of “instruction that provides students the opportunity to complete twenty-four credits for high school graduation,” and create a framework around which the Legislature can build the funding allocations to support it.

Because of its relation to the SBE strategic goal to improve math and science achievement, the proposal would:

- First, add an additional lab science course, for a total of three science credits, two of which must be lab, in 2014-15 for the Class of 2018.
- Add one credit of Arts in 2015-16 for the Class of 2019.
- Add two credits of World Languages in 2016-17 for the Class of 2020.

Full implementation of the Career and College-Ready Graduation Requirements would be in place in 2017-18 for the Class of 2021.

## POLICY BRIEF

### Phased-in Implementation of Career and College-Ready High School Graduation Requirements

#### Issue

SBE has been working for more than five years, at the direction of the Legislature, to put in place revised graduation requirements intended to prepare students for postsecondary education, gainful employment and citizenship.

HB 3098, the 2006 legislation defining duties of the reconstituted State Board of Education, directed SBE to develop and propose a revised definition of the purpose and expectations for high school diplomas. The revised definition “shall address whether attainment of a high school diploma is intended to signify that a student is ready for success in college, ready for successful and gainful employment in the workplace, or some combination of these and other objectives.” SBE was to submit the revised definition, along with any necessary revisions to state statutes and rules, to the Legislature by December 2007.

SBE established a Meaningful High School Diploma Committee in 2006 to carry out the legislative directive. In January 2008 SBE approved a revised definition stating, “The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment and citizenship, and is equipped with the skills to be a lifetime learner.”

The Committee recommended adding three credits of mathematics, strengthening and integrating the High School Beyond Plan and Culminating Project, and increasing opportunities for competency-based learning. SBE adopted these into rule as graduation requirements the same year.

In July 2008, SBE approved a 24-credit framework for high school graduation and established the Core 24 Implementation Task Force to work on implementation. The task force received extensive public input on issues such as supply of teachers and facilities, competency-based ways of meeting new requirements, and career exploration and concentration. A consultant conducted a transcript study for SBE to show the courses and credits taken by the Class of 2008, and what it would take for entering high school students to meet Core 24 requirements.

The Legislature elevated this work to law in ESHB 2261, where it defined the basic education obligation of the state to include “Instruction that provides students the opportunity to complete 24 credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature.” The Legislature declared that implementation of new instructional requirements and new funding formulas are to move together:

The object of the schedule is to assure that any increases in funding allocations are timely, predictable and occur concurrently with any increases in instructional or program requirements. It is the intent of the legislature that no increased programmatic or

instructional requirements be imposed upon schools or school districts without an accompanying increase in resources as necessary to support these increased expectations (Sec.112(1)).

To enforce this intent, the Legislature amended the statute on high school graduation requirements in HB 2261 to provide that changes that have a fiscal impact on school districts, as identified by a fiscal analysis by the Office of Superintendent of Public Instruction, shall take effect only if formally authorized and funded by the Legislature (RCW 28A.230.090(2)).

In the same act the Legislature directed the Quality Education Council, created to monitor implementation of the act, to include in its initial report a recommended schedule for the concurrent phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas and allocations to support it. That report, issued in January 2010, stated that the QEC should include in its 2010 work plan the “opportunity for 24 credits for high school graduation based on State Board of Education recommendations.” But it recommended no schedule for the concurrent phasing in of increased instructional requirements and new funding formulas.

In November 2010, SBE approved, but in light of the restriction in HB 2261 did not adopt the 24-credit [Career and College Ready Graduation Requirements](#) it had been working on at the direction of the Legislature since 2006. The [Career and College-Ready diploma](#) would require an additional credit of lab science, an additional credit of arts, and two credits of world languages, with two electives shifted to a career concentration. Students could also substitute other courses for the art and world languages requirements to better align their coursework to their High School and Beyond Plan.

OSPI, as required by law, presented a [fiscal analysis](#) of the Career and College Ready requirements to SBE at that time. The agency estimated costs to districts at full implementation of \$67 million in 2015-16, if begun in 2011-12. The largest costs identified were for staff time for additional instruction and counseling.

The next year SBE approved and adopted in rule 20-credit graduation requirements for the Class of 2016 (students who entered the 9<sup>th</sup> grade in 2012-2013). These requirements are a step toward the Career and College Ready diploma, but, in accordance with statute, include only changes that have no fiscal impact on districts, as determined by an OSPI cost analysis.

As we approach the 2013 Legislative Session the Legislature has yet to establish a phased-in implementation of 24-credit graduation requirements, as provided in basic education law.

Nor has the QEC produced a schedule for the concurrent phase-in of changes to the instructional program of basic education and new basic education funding formulas, as directed in 2009. The QEC’s 2011 and 2012 reports recommended that “The Legislature should support the State Board of Education new career-and college-ready graduation requirements as an important step toward meeting the Basic Education Act’s intent to prepare students for post-

secondary education, employment, and citizenship.” Both reports affirmed that “In its future work, the QEC will recommend a phase-in schedule of the SBE proposal that includes consideration of appropriate levels of state funding and support for effective implementation.”

### **Proposal**

The State Board of Education will provide direction and support to the Legislature in phasing in 24-credit graduation requirements as required by law. SBE will request legislation amending RCW 28A.150.220 to set in statute a specific schedule for phase-in of additional credit requirements. This will set the state on a course for meeting the basic education requirement of “instruction that provides students the opportunity to complete twenty-four credits for high school graduation,” and create a framework around which the Legislature can build the funding allocations to support it.

Because of its close relation to the SBE strategic goal to promote policies to improve math and science achievement, the proposal would add an additional lab science course (for a total of three science credits, two of which must be lab courses) in 2014-15 to graduation requirements for the Class of 2018. The additional Arts credit approved by SBE would be added in 2015-16 for the Class of 2019. Career concentration and electives may be substituted for the Arts and World Languages credits, based on an individual student’s career and education goals. The full Career and College-Ready Graduation Requirements would be in place in 2017-18 for the Class of 2021.

# 2013 Legislative Priorities

State Board of Education Retreat

September 26, 2012

Ben Rarick, Executive Director

Jack Archer, Senior Policy Analyst

# Goals of Today's Discussion

- Consider three priorities for the 2013 Legislative Session.
  - ✓ 24-credit high school graduation requirements
  - ✓ Statutory definition of “school day”
  - ✓ Assistance to struggling schools
- Consider what additional priorities there might be for the 2013 Session.
- Identify follow-up steps for November.

# Phase-in of 24-Credit High School Graduation Requirements -- Problem

- In HB 2261, Legislature defined basic education to include the opportunity to complete 24-credits for high school graduation, with phased-in implementation.
- Required full implementation by 2018, with funding allocations to support.
- Legislature has not established a plan for phased-in implementation of credits. QEC has not recommended a schedule for concurrent phase-in of changes to instructional program and funding.

# Phase-in of 24-Credit High School Graduation Requirements -- Proposal

- Set in law a schedule for phased-in implementation of 24-credit graduation requirements.
- Proposed phase-in schedule:
  - Additional science credit in 2014-15 for Class of 2018.
  - 1 credit of arts in 2015-15 for Class of 2019.
  - 2 credits of Languages in 2016-17 for Class of 2020.
- Purposes:
  1. Start movement toward meeting this 2261 mandate.
  2. Create framework for changes in funding allocations.
  3. Bring SBE work on grad requirements to fruition.

# Definition of “School Day” for Basic Education -- Problem

- Lack of consistency between definitions of “school day” and “instructional hours” in basic education law.
- Increasing number of BEA waivers for purpose of full-day parent-teacher conferences.
- Conflict between WaKIDS and basic education law.
- No definition of school day in terms of actual time in school, resulting in proliferation of half days.

# Definition of “School Day” for Basic Education -- Proposal

- Amend RCW 28A.150.203 (Definitions) to:
  - ✓ Provide that full-day parent-teacher conferences are within the definition of “school day” for compliance with minimum 180-day school year.
  - ✓ Define “school day” in terms of minimum instructional time.

# Assistance for Improvement of Struggling Schools -- Problem

- State program of Focused Assistance to persistently low-achieving schools was cut, then eliminated in last biennium because of state budget shortfalls.
- No federal funding available for School Improvement Grants through end of next biennium.
- No Required Action Districts (RADs) recommended by SPI for 2012 because of a lack of funds to support.

# Assistance for Improvement of Struggling Schools -- Proposal

- Advocate, in consultation with OSPI, for resumed state funding for assistance to persistently low-achieving schools, with priority to RADS.
- Explore availability of federal funds for this purpose.
- Build on the experience with Focused Assistance, but ensure flexibility for a seamless transition to the model of assistance and intervention that comes out of SBE/OSPI accountability work.

# 2013 Legislative Priorities – Other Proposals

- Clarify purposes of Option One waivers, improve accountability of innovation waivers, explore other changes to BEA waiver statutes.
- Pilot program for blended learning.
- Compulsory age of school attendance.
- Other ideas for discussion and development.

**24-Credit Career and College-Ready High School Graduation Requirements Phase-In Schedule  
Per RCW 28A.150.220(3)(b) (Chapter 548, Laws of 2009)  
DRAFT PROPOSAL**

Remaining Changes Necessary to Adopt 24 Credit Framework Recommended by SBE		Class of 2016	Career and College Ready	Comment			
Science		2	3	+1 lab credit	"The initial report of the Quality Education Council shall include, at a minimum: A recommended schedule for the concurrent phase-in of the changes to the instructional program and basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education as established under this chapter. . . The phase-in schedule shall have full phase-in by September 1, 2018." C 548, L 09. Sec. 114(5).		
Arts		1	2	+1 credit (may be substituted)			
World Language		0	2	+2 credits (may be substituted)			
		3	7	+4 credits			
<u>Phase-In Schedule</u>							
Entering 9th Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Graduating Class	2016	2017	2018	2019	2020	2021	2022
Credit Requirement							
English	1 credit	In place for the class of 2016 through rule WAC 180-51-067; these changes were determined by OSPI fiscal analysis to have no cost to implement.					
Social Studies	.5 credit						
Science			+1 lab credit				
Arts (or substitute)				+1 credit			
World Language (or substitute)					+2 credits		
Career Concentration Electives						As of this date, 2 of the 4 Elective Credits must be "Career Concentration Electives", based on the High School & Beyond Plan	
<b>Total Additional Credits</b>			<b>+1</b>	<b>+2</b>	<b>+4</b>	<b>+4</b>	<b>+4</b>



# Moving Ahead: The Need for a Career and College-Ready Diploma



Ready for Life, Careers, and Education

Updated 2012.07.01

## By the Numbers

**84** Percent of Democrats, Republicans, and Independents ages 18+ support career and college-ready requirements

**67** Percent of future Washington jobs will require some education beyond high school

**45** States do a better job preparing students for college than Washington

**45** States require more English classes than Washington

**39** States require more social studies classes than Washington

**36** States require more science classes than Washington

**42** States have better college participation from low-income families than Washington

**54** Percent of Washington high school graduates requiring remediation who enter community and technical colleges directly from high school

**17** Million dollars of Washington State investment spent on college remediation annually

**41** Percent of 2008 Black, American Indian/Alaska Native, and Hispanic high school graduates (respectively) enrolled in four-year college-ready coursework while in high school

All sources available on our website

## The Washington State Board of Education High School Graduation Requirements

Course	Class of 2013 Requirements	Class of 2016	Approved Requirements (Not in rule until funded)**
English	3	4	4
Math	3	3	3
Science	2 (1 Lab)	2 (1 Lab)	3 (2 Labs)
Social Studies	2.5	3	3
Arts	1	1	2
Health and Fitness	2	2	2
World Language	0	0	2
Occupational Education	1	1	1
Career Concentration	0	0	2
Electives	5.5	4	2
<b>Total</b>	<b>20</b>	<b>20</b>	<b>24</b>

\* As adopted by SBE November 10, 2011. Districts may seek a two-year extension to implement the new English, social studies and elective requirements for the Class of 2018. \*\* As approved by SBE November 10, 2010. These requirements will be phased in as funding allows. All changes with fiscal impact must be approved and authorized by the Legislature.

Detailed information about the Class of 2016 requirements and the approved November 2010 requirements can be found on the 'graduation requirements tab of our website.

Our graduates deserve a diploma that prepares them for the next step in life, whether that path leads straight into a career, further training through apprenticeships or trades, or education at a two or four-year school. The new requirements meet this benchmark, ensuring all students graduate **ready for life, ready for careers, and ready for education.**

## What are the elements of success for our high school graduates?



**Ready for Life:** High school graduates who are responsible and engaged citizens in our society and our democracy, fully capable of making critical decisions and positive contributions to our community



**Ready for Careers:** High school graduates who have the skills and knowledge necessary to pursue any number of career pathways suitable to their own goals



**Ready for Education:** High school graduates who are prepared to enter two or four-year degree programs and apprenticeship and trade programs without the need for remediation



## The Building Blocks of Success



All Washington high school students will be automatically enrolled in coursework that gets them **Ready for Life, Ready for Careers, and Ready for Education.**

## 2013 Legislative Priorities

### SUMMARY

#### Definition of “School Day” for Basic Education

The definition of “school day” in basic education law gives rise to difficulties for both policy-makers and school districts. While parent-teacher conferences are explicitly included within the definition of “instructional hours” for basic education compliance, they are implicitly excluded from the definition of “school day.” The result is confusion among school districts, for which conferences with parents and their children are an integral part of the school calendar, a multiplication of waiver requests to meet this educational need, and a seeming lack of coherence in basic education law.

Washington is also among a minority of states that does not define “school day” in terms of instructional time. This absence disconnects the minimum instructional hours requirement from the minimum school year requirement and enables the proliferation of partial days on school calendars while still meeting, within law, the required 180 days.

The State Board of Education will request legislation to amend RCW 28A.150.203 in two ways:

1. *Specify that full-day parent-teacher conferences are within the definition of “school day” for purposes of RCW 28A.150.220 (Minimum 180-day school year).* This change provides greater consistency with the definition of “instructional hours” in the same chapter of law, eliminates the need for districts to seek waivers for this purpose, resolves the conflict between the WaKIDs mandate and the basic education statute, and recognizes the value of parental involvement to student achievement.
2. *Define “school day” in terms of minimum instructional time.* This change reduces local incentives to schedule large numbers of partial days, protects the integrity of the minimum 180-day school year, and promotes instructional quality for children.

## POLICY BRIEF

### Definition of “School Day” for Basic Education

#### Issue

The long discussion about waivers of the minimum 180-day school year requirement has brought to light deficiencies in the way the state defines “school day” for the purposes of basic education. These have made policy-making difficult for the SBE and the Legislature, and compliance unnecessarily complicated for school districts.

First, the definition lacks any apparent relation to the definition of “instructional hours” in the same statute. In RCW 28A.150.203,

“School day” means any 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.

Under this definition, full days used for parent-teacher conferences do not count toward the 180 days school districts are required to make accessible to all students (RCW 28A.150.220), because all students are not present on that day. While the statute does not explicitly state “all pupils,” the meaning is implicit. Any other reading would permit school schedules in which only some students are scheduled to be present on any day – an absurd result that negates the intent of the Legislature in setting a minimum 180-day school year.

The very next section of law defines “instructional hours” for the purpose of the basic education requirement to make available a minimum 1,000 hours in instructional offerings as:

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)

Thus the law directs school districts to count time spent for parent-teacher conferences toward the minimum 1,000-hours requirement, but to exclude days devoted to that purpose from their count toward the minimum 180-days requirement. SBE has worked to clarify these basic education requirements to districts through its web site and other channels. Confusion persists, however, because of the seeming inconsistency in the law itself.

SBE has made clear to districts the need to seek waivers under the law if they wish to schedule full days for parent-teacher conferences. As a result, the number of waivers requested and granted for this purpose has grown.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Districts with Option One Waivers	67	69	66	50	40	35
# Districts with Waivers for Parent Teacher Conferences	2 (3%)	2 (3%)	2 (3%)	18 (36%)	16 (40%)	15 (43%)
# of Districts with Waivers <i>Solely</i> for Parent Teacher Conferences	1 (1%)	1 (1%)	1 (2%)	11 (22%)	10 (25%)	10 (29%)

Of the nineteen Option One waivers granted thus far in calendar year 2012, eight (42 percent) are solely for the purpose of parent-teacher conferences.

The Washington Kindergarten of Developing Skills (WaKIDS) brought the issue front and center in 2012. Over the last four years the Legislature has expanded the definition of basic education to full-day Kindergarten (C 548 L09), set a schedule for the state’s obligation to fund that program (C 236 L10), and mandated that all districts operating state-funded full-day Kindergarten implement WaKIDS (C 349 L11 and C 51 L12).

A required component of WaKIDS is family-teacher conferences called Family Connections, in which teachers meet for 30-60 minutes with each family to gather information to support a child’s transition to Kindergarten. The Legislature, recognizing that this program requirement did not mesh with the minimum days requirement, included language in the 2012 bill providing that up to three days used to meet with students and families for WaKIDS may be considered “school days” for basic education. The provision was stripped from the bill before final passage.

SBE, wishing both to support WaKIDS and protect basic education, advised districts choosing to administer Family Connections over full, rather than partial days to seek Option One waivers for that purpose. In May 2012, SBE established an expedited process for one-year waivers for districts required to administer Family Connections. Sixteen districts obtained WaKIDS waivers for a total of 53 elementary schools in the 2012-13 school year, while SBE pledged to seek a legislative solution to the problem.

The second concern that has surfaced in the waiver discussion is the lack of any definition of school day for basic education in terms of actual time spent in school.

According to the Education Commission of the States (ECS), most states specify the minimum length of time that constitutes an instructional day for purposes of requirements for a minimum number of days in a school year. ECS finds that 33 states and the District of Columbia set a

minimum time in statute or rule for any calendar day to count as an instructional day. In some states the minimum time is uniform; in others it varies by grade. States also differ in how they treat lunch, recess and time between classes for counting minimum time in an instructional day. Seventeen states, including Washington, set no minimum time to constitute a “day” (M. Bush, M. Ryan and S. Rose, “Number of Instructional Days/Hours in the School Year,” ECS, August 2011).

The failure to set in law a minimum length of time for a school day has significant, real-life consequences for school calendars and the educational experience of students. The law enables districts to schedule numerous partial days and still meet the requirement of RCW 28A.220 to make a 180-day school year accessible to all students. Children can be in school for two hours – or less – and have it count as a school day, so long as all students are required to be present. There are instances of districts with more than 30 partial days, which is fully allowable under law, without a waiver.

### Proposal

The State Board of Education will request legislation to amend RCW 28A.150.203 in two ways:

1. *Specify that full-day parent-teacher conferences are within the definition of “school day” for purposes of RCW 28A.150.220 (Minimum 180-day school year).* This change provides greater consistency with the definition of “instructional hours” in the same chapter of law, eliminates the need for districts to seek waivers for this purpose, resolves the conflict between the WaKIDs mandate and the basic education statute, and recognizes the value of parental involvement to student achievement.
2. *Define “school day” in terms of minimum instructional time.* This change reduces local incentives to schedule large numbers of partial days, protects the integrity of the minimum 180-day school year, and promotes instructional quality for children.

## ***2013 Legislative Priorities***

### **SUMMARY**

#### **Assistance for Improvement of Struggling Schools**

From 2001-02 through 2011-12, Washington has had state, federal, and some private funding available for assistance to persistently lowest-achieving schools. State funding through the Focused Assistance Program was eliminated in the 2011-13 biennial budget and federal School Improvement Grants, which targeted districts with greatest need to support school turnaround strategies, are not available in the next two years. The federal ESEA (or No Child Left Behind) waiver for which the state has obtained conditional approval will make substantial new federal resources available for school improvement activities. In the meantime, this leaves a funding gap for help to schools in Required Action Districts and others in need of immediate support to make progress toward academic standards. We need in the near term to build a bridge to that funding so that progress made can be sustained, and no school in urgent need of help neglected.

The State Board of Education, in consultation with the Office of Superintendent of Public Instruction, will seek funding in the 2013-15 biennial budget for assistance to persistently low-achieving schools, with first priority to Required Action Districts. Sources may be both state funds and any federal funds available for this purpose. The budget proviso should provide enough flexibility to both: 1) build on the years of experience with the Focused Assistance Program, and 2) serve as a bridge to the model of school accountability that emerges from the work SBE and OSPI, in collaboration with the AAW Work Group, over the next two years. SBE will consult with the Legislature's Joint Select Committee on Education Accountability on this request. The amount requested would be determined in consultation with OSPI, but should be, at a minimum, sufficient to provide assistance to districts with highest needs and greatest potential for turnarounds through existing models.

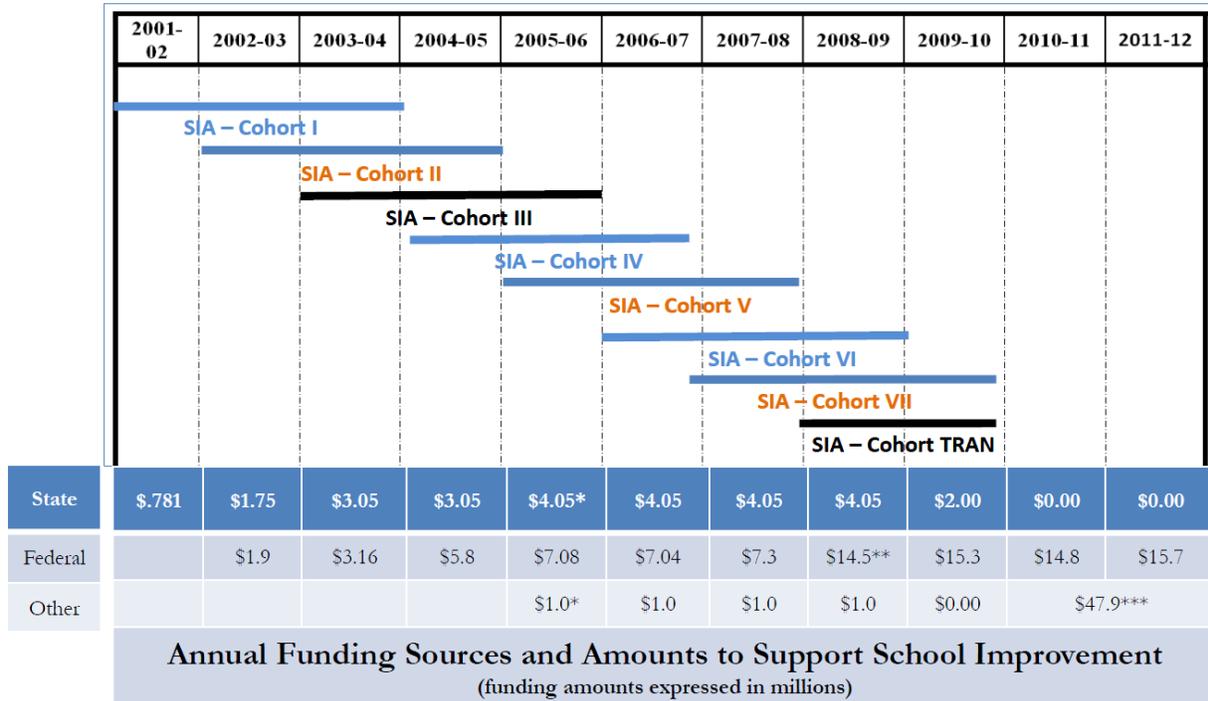
## POLICY BRIEF

### Assistance for Improvement of Struggling Schools

**Issue**

From school years 2001-02 through 2011-12, the state had a mix of state, federal, and private funds available to support improvement in schools and districts that have large numbers of students not meeting standards and making little or no progress toward them. The 2001 Legislature initiated the effort with an appropriation of \$800,000 for the 2001-02 school to establish a state-funded Focus Assistance Program. Congress followed with funding through the Title I program, in increasing amounts, to assist schools that did not make adequate yearly progress under the No Child Left Behind law.

### 2001-10: STATE FOCUSED ASSISTANCE AND FEDERAL SCHOOL IMPROVEMENT GRANT FUNDS



Focused Assistance was a three-year program with the following major components:

- An educational audit by an external Audit Team.
- A School Improvement Plan based on the educational audit.
- A requirement that each school have a School Improvement Team.
- A school-based School Improvement Facilitator.
- A Performance Agreement jointly adopted by the school district, the school, and OSPI.
- Additional funding to allow staff to develop and implement improvement strategies.

- An evaluation of growth in student achievement. (OSPI, Decision Package, School Improvement, 2003-05 Biennial Budget, October 7, 2002.)

The budget proviso carried from one budget act to the next through most of the last decade expressed the Legislature's intent in funding the program:

*\$3,046,000 of the general fund -- state appropriation for fiscal year 2004 and \$3,046,000 of the general fund -- state appropriation for fiscal year 2005 are provided solely to the office of the superintendent of public instruction for focused assistance. The office of the superintendent of public instruction shall conduct educational audits of low-performing schools and enter into performance agreements between school districts and the office to implement the recommendations of the audit and the community. Each educational audit shall include recommendations for best practices and ways to address identified needs and shall be presented to the community in a public meeting to seek input on ways to implement the audit and its recommendations. – ESHB 6090 (C 218 L 2005).*

Through state Focused Assistance and federal School Improvement funds, and help for a time from the Gates Foundation, OSPI's School Improvement Assistance Program provided support to seven cohorts of schools participating on a voluntary basis. OSPI selected participants, and contracted with school districts and ESDs for administration.

The Legislature provided funding for Focused Assistance at \$3-4 million General Fund-State per year from 2003-04 through 2008-09. It was cut in about half in 2009-10, as the state entered a period of protracted budget stress, and eliminated the next year.

For 2010-11 and 2011-12 the federal government provided funding for School Improvement Grants (SIGs) targeted to persistently lowest-achieving schools. SIGs are available to districts that demonstrate greatest need and evidence strongest commitment to use one of four federally approved models to raise substantially student achievement (OSPI, FAQs About School Improvement Grants <http://k12.wa.us/Improvement/SIG/FAQ.aspx>). Seventeen SIG schools in Washington received a total \$14.8 million in federal grants (an average \$900,000 per school) in 2010-11 to implement one of the four federal models.

In June 2012 Washington received conditional approval from the US Department of Education of its ESEA flexibility request. The waiver is expected to make available \$58 million in federal funds, to allow districts more flexibility to improve the performance of schools. This funding was already awarded to districts but had been set aside by districts with schools that continued to not make Adequate Yearly Progress for the purpose of providing transportation to higher performing schools and receiving tutoring provided by outside organizations.

Congress has not authorized additional SIG funds, so there will be no additional SIG schools identified. This combined with the elimination of state funds leaves a gap in support for schools that are not meeting standards and not making sufficient progress toward them, as the state awaits availability of new federal resources.

The funding gap is of special concern with regard to Required Action Districts (RADs). Under the school accountability act of 2010, the Superintendent of Public Instruction is required annually to recommend to the State Board of Education a list of school districts for designation as Required Action Districts. A district with at least one school identified as a persistently lowest-achieving school shall be designated as a RAD if it meets certain criteria developed by the Superintendent (RCW 28.657.020.030) In January 2011 the SPI recommended four districts to SBE for required action. No districts were recommended for required action in 2012 due to the lack of funds. Pending Congressional action there will be no additional districts recommended for required action.

The Quality Education Council recommended in its initial report that new funding formulas “should include a ‘Struggling Schools Oversight Fund’ to provide funding for school districts designated as requiring action by the State Board of Education to support transformation efforts in persistently low performing schools.” The recommendation has yet to be incorporated in funding legislation. The purpose, however, remains, and has lost none of its priority. The state should not neglect support of its state system of school accountability, even for a single budget cycle, for lack of available funds.

### **Proposal**

The State Board of Education, in partnership with the Office of Superintendent of Public Instruction, will seek funding in the 2013-15 biennial budget for assistance to persistently low-achieving schools, with first priority to Required Action Districts. Sources may be both state funds and any federal funds available for this purpose. The budget proviso should provide enough flexibility to both: 1) build on the years of experience with the Focused Assistance Program, and 2) serve as a bridge to the model of school accountability that emerges from the work SBE and OSPI, in collaboration the Achievement and Accountability Work Group, over the next two years. SBE will consult with the Legislature’s Joint Select Committee on Education Accountability on this request. The amount requested would be determined in consultation with OSPI, but should be, at a minimum, sufficient to provide assistance to districts with highest needs and greatest potential for turnarounds through existing models.