



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COVER: IMPLEMENTATION OF E2SHB 1599

Prepared for the July 2019 Board Meeting

Information and action item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials included in packet:

- Memo
- E2SHB 1599 Work Plan ([link to review the bill](#), specifically sec. 201 for pathways)
- [SBE Resource: Information for Districts](#) (A copy is included in the packet.)
- E2SHB 1599 + Pathways FAQs on our [website](#) (A copy is not included in the packet.)
- [Mastery-Based Learning Workgroup](#) Meeting Notes from June 20, 2019
- Draft rules for Sec. 201 of E2SHB 1599 (Graduation Pathways – see additional materials)

Synopsis and Policy Considerations:

Staff will provide a briefing on the E2SHB 1599 work plan, the first meeting of the mastery-based learning workgroup, as well as the rule-making process for WAC 180-51 (Graduation Requirements). This agenda item aligns with the Board's Strategic Plan strategies:

- To support more effective communication with students, parents, and educators about multiple pathways to post-secondary options.
- To engage partners to develop a framework for a competency-based diploma pathway and additional options for competency-based credit.
- To examine and highlight options to improve the impact of the High School and Beyond Plan as a means to support student agency and voice.

SBE action is planned for approval of proposed rules on graduation pathways at this meeting. Final rule adoption is planned for the November meeting.



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IMPLEMENTATION OF E2SHB 1599

Prepared for the July 2019 Board meeting

Summary

This segment of the Board meeting will focus on implementation of E2SHB 1599 (Chapter 252, Laws of 2019). The Board will be provided with an overview of the Board's work to implement E2SHB 1599, a briefing on the first meeting of the Mastery-Based Learning Workgroup, followed by a briefing and discussion of proposed rules on the graduation pathway options section of the bill.

The legislation directed the State Board of Education (SBE) to take specific actions, namely:

1. Write rules on Section 201 of the bill, which creates a system of graduation requirements that, beginning with the graduating Class of 2020, includes the following requirements:
 - a. Credit graduation requirements (established by SBE for the state, plus any additional credit requirements established locally by school districts)
 - b. Non-credit graduation requirements (established by the State Board of Education for the state, plus any additional non-credit requirements established locally by school districts)
 - i. For the state, a non-credit requirement is Washington State History
 - ii. An example of a non-credit requirement established by some school districts is community service
 - c. Completion of a High School and Beyond Plan
 - d. Meeting at least one graduation pathway option (replacing the assessment system for graduation) which include:
 - i. Meet or exceed the graduation scores in the Smarter Balanced Assessments (set previously by the SBE)
 - ii. Dual credit courses (for example, Running Start or College in the High School) in English Language Arts and math
 - iii. Earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams, or pass the course with at least a C+, or pass a Cambridge International course in English language arts or math
 - iv. Meet or exceed the graduation scores in the math and English portions of the SAT or ACT (as set previously by the State Board of Education)

- v. Earn credit in a Transition Course (for example, a Bridge to College course, which is a senior course for students who earned a Level 2 on the Smarter Balanced Assessment)
 - vi. Meet any combination of at least one English and one math option for those options listed in i-v above
 - vii. Meet standard on the Armed Services Vocational Aptitude Battery (ASVAB)
 - viii. Complete a sequence of Career and Technical Education courses
2. Convene a work group to inform the Governor, the Legislature, and the public about barriers to mastery-based learning
 - a. The definition of mastery-based learning, the charge of the workgroup, and a list of workgroup members, is available on the SBE [Mastery-Based Learning Work Group](#) webpage.
 - b. An interim report is due from the Mastery-Based Learning Workgroup to the governor and the Education Committees of the Legislature by December 1, 2019, and a final report detailing all findings and recommendations is due by December 1, 2020.
 3. Survey key partners and other interested parties regarding what additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways
 - a. A report to the Education Committees of the Legislature is due by August 1, 2020 summarizing the information collected in the survey.
 - b. By December 10, 2022 a report to the Education Committees of the Legislature is due.

The actions the SBE may take to implement E2SHB 1599 are listed in “E2SHB 1599 Master Timeline,” a table included in this section of the Board packet. This table has a column for each of the main areas of work the SBE is directed to do: 1) Rule-making, 2) Mastery-Based Learning Workgroup, and 3), Pathway Analysis and Recommendations, as well as related tasks including, 4) research and stakeholder input to support rule-writing and pathway recommendations, 5) guidance and communication and 6) enrollment and reporting guidelines for schools operating with waivers issued under RCW 28A.230.090 (schools with waivers of credit graduation requirements).

Rules to Implement E2SHB 1599

Writing rules to implement the new law will be a significant effort of the SBE over the next three Board meetings. Developing draft rules and approving proposed rules to move forward in rule-making process will be divided between two Board meetings, in July and September. The hearing on proposed rules will take place in early November, with planned adoption of rules at the November Board meeting. At the July Board meeting, the Board will review and discuss draft rule language for graduation pathway options. These rules are critical for the field, as districts must implement graduation pathway options starting in the 2019-2020 school year.

During the September meeting the Board will review and discuss draft rules for the High School and Beyond Plan, as well as updates to other existing rules to align with E2SHB 1599. The Board may also consider a restructuring of the graduation requirement rules chapter (WAC 180-51) to include new sections on credit graduation requirements, non-credit graduation requirements, the High School and

Beyond Plan, and Graduation Pathway Options. This structure would align better with the new system of graduation requirements.

The ASVAB Pathway and the Career and Technical Education Course Sequence Pathway

Most of the graduation pathway options were assessment alternatives under the previous graduation assessment system, with two notable exceptions: the ASVAB pathway and the Career and Technical Education Course Sequence. These two are new options in relationship to high school graduation, and because of this, educators as well as students and parents have many questions. SBE rules on these pathways are critical. The following background information is provided to help inform the Board's discussion.

ASVAB BACKGROUND INFORMATION

ASVAB is either a computer adaptive test or a pencil and paper test, both of which take about 150 minutes to complete. The computer adaptive test and the paper test have been evaluated to be equivalent. There are ten tests within the ASVAB, the scores from four of them, Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, and Mathematical Knowledge, are combined into a single score for the Armed Forces Qualifying Test (AFQT). The score on the AFQT defines eligibility for enlistment in branches of the military (Army, Navy, Air Force, Marine Corps, and Coast Guard). Scores from all ten tests are combined to qualify for particular jobs within the military.

Scores on the ASVAB and the AFQT are reported in percentiles from one to 99, among a reference group of examinees, aged 18 to 23. The minimum ASVAB scores for entrance into the military may vary by region, by career, and over time, depending on demand. Current minimum AFQT scores for each military branch are:

Air Force: 36

Army: 31

Coast Guard: 40

Marine Corps: 32

Navy: 35

Schools may participate in a Career Exploration Program that allows students at the school to take the ASVAB test free of charge to both the school and the students. In addition to providing students with their ASVAB scores, the program provides career planning resources and activities. Student information required for participation in the program includes name, birthdate, gender, education level, and post-secondary intention. Social security numbers are not collected. Schools choose one of eight options involving release of student information to military recruiting services. Option 8 releases no student information to recruiting services. Also, individual participants may opt in or out of the option chosen by the school.

Students who go directly to a military recruitment office, or MEPS (Military Entrance Processing Station), would probably not have access to take the ASVAB test immediately. The process would be more involved, and might be appropriate for students who seriously want to enlist in the military, but would probably not be the best route for students who simply want to access the ASVAB option for graduation. Students may be able to sit for the assessment at a neighboring school or district if it is not offered in their home school.

SBE staff spoke with Dr. Steven Cook, ASVAB Program Manager, Spokane MEPS and Dr. Shannon Salyer ASVAB National Program Manager on June 10, who shared information about other states that are using

the ASVAB test. Texas passed legislation in 2017 that requires all schools to provide an opportunity for public high school students in grades 10 to 12 to take the ASVAB or an alternative vocational aptitude test. Nevada uses ASVAB as an option for local education agencies to demonstrate that a student is prepared for college or career success without the need for remediation. Students who demonstrate college and career readiness earn an advanced high school diploma. Nevada students who meet this standard using the ASVAB option must earn a minimum score of 50 on the AFQT.

ADDITIONAL RESOURCES

[ASVAB website](#)

[ASVAB Fact Sheet](#)

[ASVAB CEP \(Career Exploration Program\)](#)

CAREER AND TECHNICAL COURSE SEQUENCE

The language of the bill, reorganized slightly for clarity, is presented here as a reference for the discussion about rules, as well as RCW 28A.700.030, which is cited in the bill.

LANGUAGE OF E2SHB 1599, SECTION 201(1)(B)(VIII) – REWRITTEN FOR CLARITY:

Complete a sequence of career and technical education courses that are:

1. relevant to a student's postsecondary pathway, (including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education), **AND**
2. that meet **either**:
 - a. The curriculum requirements of *core plus programs* for aerospace, maritime, health care, information technology, or construction and manufacturing; **OR**
 - b. the minimum criteria identified in **RCW 28A.700.030**.

Nothing in this subsection (1)(b)(viii) requires a student to enroll in a preparatory course that is approved under **RCW 28A.700.030** for the purposes of demonstrating career and college readiness under this section.

RCW [28A.700.030](#):

Preparatory secondary career and technical education programs—Criteria.

All approved *preparatory secondary career and technical education programs* must meet the following minimum criteria:

(1) Either:

(a) Lead to a *certificate or credential* that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field;

OR

(b) Allow students to earn *dual credit for high school and college* through tech prep, advanced placement, or other agreements or programs;

(2) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; **AND**

(3) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.

If you have questions regarding this memo, please contact Linda Drake at Linda.drake@k12.wa.us, 360-725-6028.

E2SHB 1599 Master Timeline (Bold = Board Action)

Timeline	Mastery-Based Workgroup	Pathway Analysis/ Recommendations	Rule-making (November adoption)	Research, Stakeholder Input for WACs and Pathway Recommendations	Guidance / Communication	SBE/OSPI Enrollment Reporting Guidelines for Competency-Based Schools with Waivers
June 2019	June 20—first workgroup meeting -Finalize membership	-Finalize Basic Education Compliance Survey Questions	-Initial outreach to stakeholders	-Meeting with ASVAB experts -Meet with stakeholders for CTE pathway -Washington Council meeting -Meeting with GR Directors of key K-12 partners re key questions re 1599 pathways	-Review Graduation Requirement webpages -Create guidance on 2-credit waiver -1599 FAQ webpage on SBE’s site -1599 summary for districts on SBE’s site	-Meetings with OSPI fiscal and Alternative Learning staff
July 2019	-Webinar -Form Package 600 Basic Education Compliance Survey Questions	-Form Package 600 Basic Education Compliance Survey Questions -Develop plan for survey of interested parties, and start implementing the plan -Release RFP for a vendor to conduct survey and focus group research	-CR-101 filed -Outreach to stakeholders -Possible approval of Proposed Pathway Rules	-Follow-up with ASVAB experts -Meet with stakeholders (registrars, counselors) concerning High School Credit earned before high school -Distribution of draft pathways WACs and meetings to solicit input from key partners		
Aug 2019	-Webinar (Topic?)	-Basic education compliance survey live -Select vendor for survey and focus group research and begin research -SBE survey and interview parties (at least those specified in Sec 202(2) of	-Outreach to stakeholders by mid-August	-Distribution of draft pathways WACs and meetings to solicit input from key partners	-Create guidance on High School Credit earned in middle school	-SBE analysis of applicable statutes, WACs, regulations, and practices.

		E2SHB 1599) re potential modifications and additions to pathways				
Sept 2019	-Workgroup meeting	-Basic education compliance survey live -SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).	-September Board meeting— Board approval of Proposed HSBP and other graduation rules -File CR-102 after the Board meeting		-Revise SBE printed graduation materials	-Meetings with OSPI Fiscal and Alternative Learning staff
Oct 2019	-iNACOL Conference	-Basic education compliance survey information compiled -SBE survey and interview parties (at least those specified in Sec 202(2) of E2SHB 1599) re potential modifications and additions to pathways			-Proposed rules and hearing information disseminated	-SBE will draft enrollment reporting guidelines to support schools operating with waivers issued under RCW 28A.230.090, and will collaborate with OSPI on finalizing guidelines (per E2SHB 1599, sec 301(3)).
Nov 2019	-Workgroup meeting -November Board meeting review of SBE’s Interim report with preliminary findings and potential recommendations	-WSSDA Annual Conference session (“focus group” format) -SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).	-Hearing on proposed rules (on or after November 5) -November Board meeting- Board adoption of rules -File CR-103 and CES			
Dec 2019	-December 1— Submit SBE’s Interim report of the Mastery-Based Education Workgroup outlining preliminary findings and potential recommendations to the Governor and the Senate and House education committees	-SBE submits interim status report on the multiple pathways surveys and analysis	-Rules go into effect		-Outreach and communication on adopted rules	-Release recommended Enrollment Reporting Guidelines for Competency-Based Schools with Waivers
Jan 2020	-SBE meetings with legislators and potential committee testimony re workgroup’s preliminary findings	-SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).				

	and potential recommendations.					
Feb 2020	- SBE meetings with legislators and potential committee testimony re workgroup's preliminary findings and potential recommendations.					
Mar 2020	- workgroup meeting - SBE meetings with legislators and potential committee testimony re workgroup's preliminary findings and potential recommendations.	-SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).				
April 2020						
May 2020						
June 2020	-Workgroup meeting					
July 2020		July board meeting— approval of first phase report				
Aug 2020		August 1-- Report to the education committees of the legislature summarizing the information collected in the surveys related to multiple pathways.				
Sept 2020	-Workgroup Meeting					
Oct 2020						
Nov 2020	November Board meeting— review of SBE's final report					
Dec 2020	December 1— SBE's final report detailing all findings and recommendations of the Mastery-Based Education workgroup.					

<p>Later--</p>	<p>-SBE possibly initiates legislation based on workgroup’s recommendations; meetings with legislators and potential committee testimony re workgroup’s findings potential recommendations re mastery based learning.</p>	<p>-OSPI must annually report data on the graduation pathways starting January 2021 -December 2021 interim status report on graduation pathways -November 2022 Board meeting—adoption of final report -December 10, 2022 Final report and recommendations to the education committees of the legislature on barriers and equitable access to pathways and recommendations for changes and/or additional graduation pathways.</p>	<p>Biennial Review of Board Rules</p>			
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E2SHB 1599 INFORMATION FOR DISTRICTS

Newly enacted legislation ([E2SHB 1599](#)) removes the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation. The Board is charged with rulemaking for these pathways, as well as reviewing them, gathering stakeholder input, and making recommendations for improvement. The legislation also includes changes requested by SBE to provide more flexibility in waiving up to two credits, ensuring students receive high school credit for high school level courses taken in middle school, and extending the expedited appeal for current juniors and seniors through the Class of 2020. In addition, the SBE is directed to convene a workgroup to develop a mastery-based education framework. The legislation makes enhancements to the high school and beyond plan to include information on academic acceleration, advanced courses, and financial aid, and requires all districts to adopt and utilize an academic acceleration policy.

How does 1599 change graduation requirements?

ASSESSMENTS AND PATHWAYS

This legislation eliminates the certificate of academic achievement (the CAA) and replaces it with a series of pathway options. Students who are seeking to graduate by earning a Certificate of Individual Achievement (CIA) may continue using this option through the graduating Class of 2021.

Students must meet at least one of these pathway options to graduate:

Assessment Alternative or Future Pathway Option	Through Class of 2019	Class of 2020 Forward
1. Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA)	✓	✓
2. Dual credit courses (for example, Running Start or College in the High School) in English Language Arts and math	✓	✓
3. Earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams, or pass the course with a C+	✓	✓
4. Meet or exceed the graduation scores in the math and English portions of the SAT or ACT	✓	✓
5. Transition course (e.g. Bridge to College course, which is a senior courses for students who earned a Level 2 on the SBA)	✓	✓
6. Meet any combination of at least one English and one math option of those options listed in #1-5	✓	✓
7. Meet standards on the ASVAB (Armed Services Vocational Aptitude Battery)*	X	✓
8. Complete a sequence of Career and Technical Education courses*	X	✓
9. Grade point average comparison	✓	X
10. Local Collection of Evidence course	✓	X

****Note: The armed services test and the CTE course sequence are new graduation pathways; the other pathways have been alternative assessments. Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and both pathways meet the purpose of a high school diploma: to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner (RCW 28A.230.090). A student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.***

Students can also combine different pathways (#1-5 above) to meet math and ELA standards. For example, a student who meets English standard on the Smarter Balanced Assessment and the math standard through a Bridge to College course has met the pathway requirement.

Districts are encouraged, but not required, to offer all pathways.

The State Board of Education has rule-writing authority over all the pathways for graduation.

Important note: The new pathways are not available for the class of 2019 so the expedited appeal will be the likely graduation pathway for many students in the Class of 2019 who have not yet met the assessment requirement. There are likely to be many more students accessing the expedited appeal than in previous years. The new pathways apply to the Class of 2020 forward.

The new law also extends the expedited (assessment) appeal to the Class of 2020. It is intended for students who meet all graduation requirements except the assessment requirement (or an alternative). For more information, visit the [OSPI Expedited Appeal website](#).

QUALIFYING FOR GRADUATION IS A LOCAL DECISION. Decisions on whether a student has met all of the graduation requirements remain at the district level.

CREDIT REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

- Changes basis for local waiver of up to two (of 24) credits from “unusual” to “student” circumstances. Also moves prohibition on waiving core credits from WAC to RCW.
 - 1599 does not change credit requirements for graduation. The core courses, as specified by the State Board of Education are:
 - 4 credits of English
 - 3 credits of science
 - 3 credits of math
 - 3 credits of social studies
 - 2 credits of health and fitness
 - 1 arts credit
 - 1 career & technical education credit
 - A district may waive up to two flexible credits for individual students based on a student’s circumstances. Flexible credits include:
 - 3 personalized pathway requirement credits (world language and one of the arts credits)
 - 4 elective credits
- Automatically grants high school credit for high school course taken in middle school. A student’s family can choose to opt out of this credit if desired.

ADDS REQUIREMENTS TO THE HIGH SCHOOL AND BEYOND PLAN (HSBP)

- HSBP must inform course-taking, so that it is aligned with the student’s goals for education or training and career after high school.
- For students with an IEP (Individualized Education Program), the HSBP must be updated in alignment with their “school to post-school transition plan” and must be updated in a similar manner and with similar school personnel as for all other students.

- Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- Adds information on FAFSA, including the list of what is needed to complete the financial aid application and opportunities to help families fill out the applications.

What else does 1599 do?

E2SHB 1599 DIRECTS SBE TO:

1. Survey interested parties regarding potential additional pathways or modifications to existing pathways (staff envision quantitative & qualitative survey methods).
2. Report to the education committees of the legislature by August 1, 2020, summarizing the information collected in the surveys.
3. Survey a sampling of the school districts unable to provide all of the graduation pathways under section 201 in order to identify the types of implementation barriers districts have.
4. Report to the education committees of the legislature by December 10, 2022, on the following:
 - (a) Recommended changes to the existing pathways;
 - (b) barriers school districts have to offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
 - (c) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
 - (d) Whether additional graduation pathways should be included and recommendations for what those pathways should be.

E2SHB 1599 also includes all elements of SBE’s request legislation, including: extending the expedited appeal, allowing district to waive two (non-core) credits for “student” rather than “unusual” circumstances (beginning in the Class of 2021), automatically granting high school credit for high school courses taken in middle school, and creating a mastery-based learning workgroup (coordinated by SBE).

MASTERY-LEARNING WORKGROUP (COORDINATED BY SBE): The legislation establishes a 13-person committee representing various organizations and stakeholders; the SBE will coordinate workgroup membership to ensure member diversity. The workgroup is tasked with addressing barriers to mastery-based learning in Washington State; examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education, specifically:

- Expansion of mastery-based credits to meet graduation requirements;
- Development of mastery-based pathways to the earning of a high school diploma;
- Role of HSBP in supporting mastery-based learning;
- SBE and OSPI must develop enrollment reporting guidelines to support schools operating with competency-based waivers (issued under RCW 28A.230.090).

E2SHB 1599 DIRECTS OSPI TO:

1. Ongoing Analysis of multiple pathways: OSPI must collect data – disaggregated by race, gender, and receipt of free or reduced-price lunch – from school districts on which of the graduation pathways are available to students at each of the school districts and the number of students using each pathway.
2. Directs OSPI to facilitate the creation of a list of available electronic platforms for the HSBP.

E2SHB 1599 DIRECTS DISTRICTS TO:

1. Beginning in the 2020-21 school year, each district must ensure that an electronic HSBP platform is available to all students.
2. 1599 also adds “academic acceleration” provisions:
 - a. Starting in the 2021-22 school year, every school district must adopt an academic acceleration policy whereby students who meet or exceed standard on the 8th grade state

- ELA and math assessments are automatically enrolled in the next most rigorous level of advanced courses or programs offered by the high school that aligns with the student's HSBP goals.
- b. Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are *eligible* for enrollment in advanced courses in science.
 - c. Students who successfully complete an advanced course are then automatically enrolled in the next most rigorous level of advanced course that aligns with the student's HSBP.

MEETING NOTES: MASTERY-BASED LEARNING WORK GROUP

June 20, 2019

Members Attending: Kory Kalahar, Ashley Lin, Lafayette Jones, Krestin Behr, Aurora Flores, Kevin Laverty (in place of Dr. Paul Pitre), Maria Flores (in place of Frieda Takamura)

Staff Attending: Dr. Randy Spaulding, Linda Drake, Alissa Muller

Members Absent: Rep. Sharon Tomiko Santos, Rep. Chris Corry, Sen. Lisa Wellman, TBD Republican Senator, Miguel Saldaña, Taylor Meyer, Kathe Taylor

1:00-1:30 Introductions

SBE Staff Introductions

Randy Spaulding, Executive Director of the State Board of Education, welcomed members, introduced himself and acknowledged that the meeting was being held on the traditional lands of the Nisqually and Squaxin Peoples: "As we share this acknowledgement we also recognize that as a system the people native to this land are among those who our educational institutions have not served well. We are here today to rethink our approach to educating students in our system.

'It is important that we identify and eliminate institutional policies, practices, and barriers that reinforce and contribute to predictably disparate educational outcomes and honor and actively engage communities as partners in developing and advocating for equity-driven policies, practices, and resources that meet the needs of all students.

'This is the first meeting of the Mastery-Based Education Workgroup. On behalf of the State Board of Education, I want to thank you for joining us today. This work is a priority for the Board and we appreciate the support of our legislative champions in making this work possible."

Randy introduced SBE staff who will support the workgroup. He shared the list of workgroup members, and noted that several people were not able to attend the first meeting and we will be revisiting some topics as the work moves forward. Today's meeting is critical because members will be providing input to us so that we can refine our work plan and ensure that you have the information and resources necessary to make actionable recommendations for our system.

Alissa Muller, Policy Manager for Career and College Readiness, and Linda Drake, Director of Career and College Readiness, for the State Board of Education introduced themselves.

Work Group Members introduced themselves, answering the questions, "Why did you (or do you) show up each day in high school? If not, why not?"

1:30-2:00 Scope of the Work Group

Linda reviewed the scope of the work group:

- Review barriers to mastery-based learning in Washington (Slide 6)
- Examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to career and postsecondary goals (Slide 7)
- Review the role of the HSBP in supporting mastery-based learning (Slide 7)

No questions were raised on work group scope.

2:00-2:30 Norms of the Group

Alissa facilitated a group discussion. The agreed upon norms for the work group (to be revisited at the next meeting when additional members are present) are as follows:

- Show up
- Start and end on time
- Assume positive intent
- Everyone gets a chance to speak, even if the choice is to pass
- Stay engaged, try to avoid distractions
- Ask clarifying questions

A work group member asked a question about how decisions will be made – there was agreement to use the consensus approach and implement other processes (e.g. possible consensus building tools) as/if needed.

2:30-2:45 Public Comment

No public comment was made at this meeting.

2:45-3:00 Current State of Mastery-Based Education in Washington (Slides 9-22)

Linda presented a PowerPoint.

- “Mastery-based learning” is the terminology that is used in the law, so that is what this work group will use. Other states and people within our state use may use other terms with similar meanings, so there is a potential for confusion. “Competency-based learning” is probably the most common used term.
- A big part of the idea of mastery-based learning is that it is unique to each student, and teaching is tailored to the individual student’s personalized needs. A lot of the work around mastery-based learning has been in alternative learning and work-based learning areas.
- The law’s definition is what we will use as the goal for this work. Although, I would note that bullets #2-5 are characteristics of good instruction in a traditional setting. One of the key ideas of mastery-based learning is the individualized pacing of learning for students—based on demonstration of having mastered content. We want to increase capacity of this in our state—and that by definition this increases good instruction.
- Slides 12-18: All of these things have a funding aspect to them (current laws that govern mastery-based education in Washington).
- Group consensus: Mastery-based learning should include both soft and hard skills. Additionally, a possible recommendation from this group might include adding to the high school credit definition (in SBE rules).

- A brief summary of some of what is happening in other states on this topic was shared.

Other comments from work group members:

- Both students are aware of competency-based credit opportunities in their districts, though primarily in world languages as well as possibly in mathematics.
- The work group needs to consider course code/Professional Educator Standards Board (PESB) educator banding, rigor/non-rigor course codes
- Perhaps we could do a site visit at one of the waiver schools to learn more. Do a meeting at one of the schools? A desire was also expressed to hopefully have a student panel at the school meeting.
- EOGOAC has done a lot of work focused on special education, students of color, and English Language Learners—we should look at Universal Design for Learning concepts to ensure that classrooms are set up for a spectrum of learning.
- Regarding earning a high school diploma when you earn an associate's degree—As counselors, we are constantly watching Running Start students to ensure they will earn their high school diploma while they're taking their Running Start classes/working toward their associate's degree. (In this case in slide 22, the diploma is awarded by the college not the high school, and that's happening now. To get the diploma from the high school you have to meet the high school requirements.)

3:00-3:45

Discussion

- Defining Terms
 - High School and Beyond Plan: Members felt like they need to have a discussion about the plan—how is it different using a mastery-based learning model?
 - Assessment: Evaluation tool to evaluate if a student has demonstrated proficiency/mastery
 - “Meaningful and positive for students”—need to make sure results are useful for students and can inform instruction.
 - Learning Standards
 - Members requested a glossary on our website, to include terms like Universal Design for Learning and Individualized Education Program.

• Group Discussion of Workgroup Outcomes

The legislature has requested two reports: 1. Preliminary findings / possible recommendations December 2019 2. Findings and Recommendations Dec. 2020. Beyond those reports, how will we know the work group has been successful/what do you want the outcomes to be? Work group member responses:

- Develop a bridge for mastery-based education between high school and higher education, including transcripts, plus other issues. They need to be aware of this work, and we need to develop relationships.
- High School and Beyond Plan (HSBP)
 - We need to look at the expectations of staff types in the proto-typical school model, compared to how districts are actually implementing this work. When and how is HSBP being delivered? Who is implementing?
 - The values of SBE (as outlined in their [strategic plan](#)) around equity and student voice should be extended to this group. To implement quality HSBPs, technology

alone is not a solution. Districts need to dedicate staff time to ensure individualized HSBPs for each student.

- Information to students about opportunities after high school—it is very uneven how and when students are informed. Better HSBP, and greater equity of information.
- Barriers to mastery-based education, and how to overcome. How to break the mold? Where are people doing this well? What are opportunities for awarding credit, that aren't currently being awarded?
- Finding ways to present this information to principals, students, and administrators. There are so many students for whom the system doesn't work, and they don't know what other options there are for getting their education.
- Formative assessments, some other states are taking advantage of the vertical scaling. How do we tie in this work with the current testing system—or can we tie it in? If some students are ready to jump ahead, how can we create a structure that lets them jump ahead. Or if they need to take longer, same question.
 - Differentiated—every student is different. They may be good in some subjects and need help in others.
- Example of completely performance-based—Lindsey School District in California
- In Renton, transportation is a factor, and directs some students to make particular choices. Buses designed for Running Start students would help with this.
- Seat time and minimal instructional hours. How does it align with funding?
- College-Bound scholarship students—how to message to these students.
- 24-credit requirements are a barrier for student to accessing some opportunities. Flexible options in relationship to 24-credit graduation requirements.
- Concern that 1599 and this mastery-based work could lead to tracking—how to make it student- and family-guided rather than educators projecting biases?
- High school credits in middle school results in students having more pathways in high school.
- What information do you need to achieve the statutory charge for the workgroup?
 - More information from districts who might be already doing mastery-based education, what it would look like? Could we look at examples for large, middle, small, geographic diversity?
 - Assignment table of the Professional Educator Standards Board (PESB)—Title 2, there are requirements for teachers to be out of field. Endorsements, teacher credentials, how does mastery-based work with teacher preparation. How to structure the schools to support this work?
 - A usable tool that paints the picture for what the future could look like. Perhaps a video or tool kit.
 - We want to advance mastery-based work, but not make the system more complex.
 - What kind of citizen are we trying to encourage and develop—life-long learners, good citizens etc. Let's consider this as we do this work.
 - How do we elevate years 5, 6, 7. There is a stigma attached to it, but it is totally okay for students to take longer than 4 years to graduate from high school. And, if we want to do this work, then we need to allow for students who need more time, and encourage and recognize this.
 - How do we deal with acceleration? We want to make sure students are doing something valuable with their time.
 - National research

- Conferences? iNACOL
- Are there countries that are doing this?
- Bargaining—impact of mastery-based teaching, learning and credits on bargaining.
- At Westside—elective competency-based credit—no child left inside—competency-based credit in leadership and science. Mental health mini-session. Creative arts from the community. STAMP test for world language. Want to have more core-curricula options.
- Building on native speaker skills to increase literacy, so that students who have skills in a non-English can get mastery-based credit.
- Eatonville—STEM based, elementary outdoor, Northwest Trek and Mount Rainier. GRITS: a farm program—half the day, interest in expanding and giving more credit for the work the students are doing in middle school and high school. Very interesting in a regional aspect—allowing local opportunities for kids to do something meaningful in their own community and earn credit.
- More information about Everett senior seminar, credit for advisory, etc.
- Is there interest and overlap with school choice—innovation zones—SAMI, SOTA, Innovation High School, in Tacoma School District?
- Personalized learning ideas, HSPB—whatever research that might indicate how to increase personalized education.
- Universal Design for Learning in state ESSA plans.

3:45-4:00

Next Steps

We will send out iNACOL conference information, today's PowerPoint, discussion notes, and a Doodle poll for our fall meetings early next week. Thank you all for engaging with us today!