



THE WASHINGTON STATE BOARD OF EDUCATION

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

COVER: STRATEGIC PLANNING FACILITATED DISCUSSION

Prepared for the 2018 Board Meeting

As related to:

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

Relevant to Board roles:

- Policy Leadership
- System Oversight
- Advocacy
- Communication
- Convening and facilitating

Policy considerations/Key questions:

What are the key areas the Board wishes to address in the strategic plan?

Materials included in packet:

- Board Equity Principles
- Student well-being brief
- System structures and policies brief
- Learning environments brief
- Transitions and Diploma brief
- Accountability, recognition, and funding brief

Synopsis:

The strategic planning facilitated discussion sessions on Tuesday and Wednesday will involve a series of small group and full board discussions. The purpose of the Tuesday discussion is to identify key issues the Board wishes to address in the Strategic Plan. As a starting point, Board members are provided a series of briefing papers that reflect feedback received through surveys, forums, Board meetings, and other outreach. Tuesday's goal is to reach agreement on the broad areas and define scope of those areas. On Wednesday the Board will revisit these areas with a focus on specific actions and explicit application of the equity lens.



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EQUITY IN STRATEGIC PLANNING

Guiding principles to keep equity at the forefront of our strategic planning process:

1. Embed equity in all elements of our strategic plan, not solely as a stand-alone.
2. Ask “how will this initiative contribute to eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity, and adverse socioeconomic conditions?”
3. Use our Equity Lens tool and the questions in it to drive our formulation of the new strategic plan, not as a check once strategies are developed.
4. Agree in advance that each Board member will speak up if they see the Board veer off track from our equity statement and/or lens.
5. Stay focused on input that affects the output; opportunity gap vs. achievement gap.
6. Be explicit about how we will choose what to operationalize in our strategic plan.
7. Be aware of how intentionality of policy may get lost in implementation. Ask “How this impacts?” the organizations that implement policy and law.
8. “Confront the brutal facts.”

Please contact Kaaren Heikes regarding the information contained herein: kaaren.heikes@k12.wa.us.



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STUDENT WELL-BEING

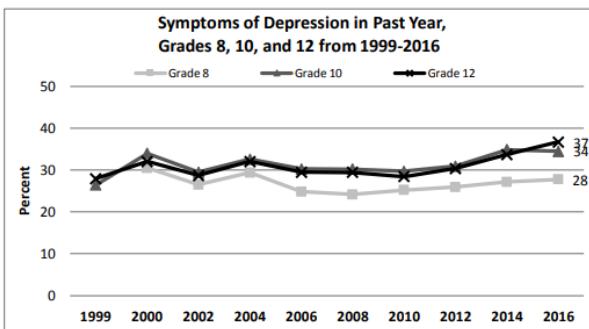
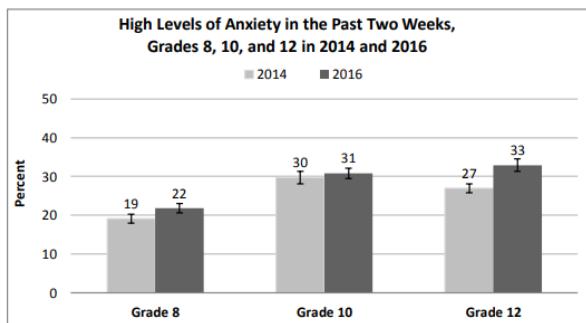
Prepared for the September 2018 Board meeting

ISSUE DESCRIPTION

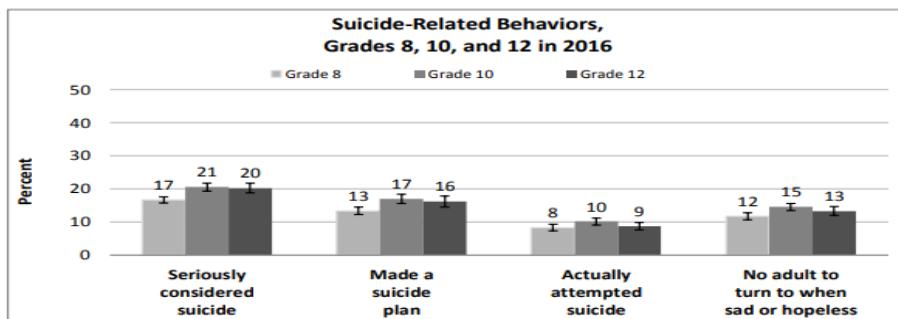
Student Well-Being is comprised of two primary components: physical safety, including preparedness for natural disasters and dangerous intruders; and psychological safety, including mental health, culturally responsive school climates, social emotional learning, trauma-informed teaching, and an environment free from harassment, intimidation, and bullying.

KEY FACTS

- Natural disasters – specifically earthquakes, volcanic eruptions, flooding, and wildfires – are very real threats in Washington State.
- While the odds of dangerous intruders in schools are low, these events are powerfully impactful and therefore concerning.
- The mental, emotional, and social health of our students is lamentably low in far too many communities, as indicated by the prevalence of anxiety and depression, maladaptive behavior (harassment/intimidation/bullying of peers or adults, truancy, substance use, violence, etc.), and suicide data ([2016 Healthy Students Survey Analytic Report](#)):



The five leading causes of death among teenagers are accidents (unintentional injuries), homicide, suicide, cancer, and heart disease. Accidents account for nearly one-half of all teenage deaths ([CDC Teenage Mortality Report](#)).



SALIENT QUOTES

"Focus on the whole child. Students need mental health resources on an ongoing and crisis level, to address their mental health needs before they can even think about their academics." ~ Public Survey Participant

"Have the school environment be warm, friendly, and especially safe." ~ Community Forum Participant

CURRENT LANDSCAPE

- Regional School Safety Programs: Legislatively created and funded at two ESDs; potential expansion to all nine ESD and sustainable state funding
- OSPI Social Emotional Learning Indicators Workgroup
- The State Auditor's Office is conducting a [school safety audit](#); projected release in January 2019
- Washington Association of Sheriffs and Police Chiefs' Washington Mass Shootings Workgroup (funded by the 2018 Legislature)
- Washington Integrated Student Supports Protocol (WISSP), within OSPI

EXISTING SBE EFFORTS

- SBE Safety Resolution (Adopted 7/12/18, attached)
- OSPI's School Safety Advisory Committee (Kaaren Heikes represents SBE)
- Department of Health's Immunization Technical Assistance Group (Kaaren Heikes represents SBE)
- Student/School Safety Policy Group, ad hoc, Interim 2018, coordinated by WSSDA (Kaaren Heikes represents SBE)
- NASBE's Social Emotional Learning (SEL) Cohort Project
- School Facilities Citizen Advisory Panel (SBE Rep: Bob Hughes and SBE appoints members)
- Seismic Safety Committee (Parker Teed represents SBE)

ACTIONS SBE MAY WISH TO TAKE

- Advocate for increased staffing (mental health, social service, counseling, safety, and other "non-educator" professionals in schools) in our legislative priorities.
- Advocate for designated professional development for mental health, social emotional learning, and trauma-informed teaching approaches.

- Advocate for comprehensive state-level/wide school safety system via ESD/regional coordination.
- Coordinate a state-level/wide comprehensive school climate survey.
- Add student well-being as an indicator in our Educational System Health biennial report.
- Add student well-being to the Washington School Improvement Framework.

Please contact Kaaren Heikes regarding the information herein: kaaren.heikes@k12.wa.us.



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RESOLUTION TO SUPPORT SCHOOL SAFETY

Adopted July 12, 2018

WHEREAS, the Washington State Board of Education supports the right of all students and staff to attend safe schools that ensure both physical and emotional safety, and that safe schools create the conditions necessary to foster academic achievement and the health of Washington's K-12 system; and

WHEREAS, safe schools provide an environment where teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated and standards of behavior are maintained; and consequences for infractions are consistently and fairly applied; and

WHEREAS, loss of life from violence, injury, substance abuse, and suicide is unacceptable; and

WHEREAS, the Washington State Board of Education has consistently advocated for additional counseling and mental health staff for our schools; and has passed a resolution to end bullying; and

WHEREAS, the Washington State Board of Education supports local schools, districts and communities in developing, implementing, and monitoring policies, practices, and programs to address the prevention, intervention and elimination of school violence; and

WHEREAS, RCW 28A.320.125 requires each school district and private school to develop their own individual comprehensive safe school plans and consider guidance provided by the superintendent of public instruction, including the comprehensive school safety checklist and the model comprehensive safe school plans that include prevention, intervention, all hazard/crisis response, and post-crisis recovery when developing their own plans;

WHEREAS the SBE affirms the need for every child in Washington to have a positive relationship with a consistent, competent, and caring adult.

NOW, THEREFORE, BE IT RESOLVED that the Washington State Board of Education urges the State Legislature and Congress to take action to reduce the availability of weapons to children and those who would harm them.

BE IT FURTHER RESOLVED that the State Board of Education urges the state of Washington to invest in, promote, and support comprehensive, coordinated, and collaborative strategies to prevent drug use, bullying, harassment, discrimination and violence in our schools so that all students have the opportunity to attend school, engage in the classroom, and achieve academic success for their future well-being.

BE IT FURTHER RESOLVED that the State Board of Education values the whole child, relationships, and mental health.

FINALLY, BE IT RESOLVED, the State Board of Education will actively seek student voice, listen to that voice, and value it by deliberately amplifying it in all of our school safety policy discussions.



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SCHOOL STRUCTURES AND SYSTEMS VIGNETTE

Prepared for the September 2018 Board meeting

ISSUE DESCRIPTION

Basic education entitlements are the foundation of the education system and a guarantee to each student. Basic education funding is provided based on a “prototypical school” formula that, while it does not dictate a school structure or model, is intended to reflect structure for a typical school and influences local decisions. Basic education also establishes a set of minimum requirements for the number of school days, hours of instruction, and credit-based graduation requirements. These minimum requirements serve to further influence how our schools are structured. The basis of these requirements is to ensure the state is providing each student an opportunity to access a quality education. However, an unintended consequence of this framework is that it suggests a rigid system with limited ability to adapt to community needs.

In addition, the basic education entitlements are not enough for every student to succeed in school, whether that success is measured by graduation, proficiency on a state assessment, or other indicators of academic success. Low-income students have less access to enrichment and structured educational activities outside of the school day. Students with unique learning needs such as those in special education or whose home language is not English also may not be provided adequate resources at school to succeed. Other issues such as cultural activities that are otherwise enriching for students may conflict with school and lead to attendance challenges if the school is not in sync with its community to address these needs. As a result many of these students face disparate outcomes compared to their peers. There is a promising opportunity to reduce these disparate outcomes by increasing the time that students are engaged in education, ensuring that instructional time is of high quality, and/or better organizing the many expanded learning opportunities within schools and the community into a coherent system.

The current system of time-based and grade-based advancement leaves students with faster rates of learning unchallenged and less able to progress at their own speed while leaving students with slower rates of learning with inadequate time and support to reach their potential. These issues of pace of learning can be solved through a movement to a competency-based education system that changes the rules on grade promotion, acceleration, and the very nature of crediting.

SALIENT QUOTES

“Remove current age based system. If there was more fluidity between lesson advancement students could progress at their own speed without holding back students more advanced, but also not rushing them before the individual is able to move on.” – Public Survey Respondent

“More balanced use of the calendar year to minimize learning loss.” – Public Survey Respondent

KEY FACTS

The gap in learning time between low-income and non-low-income students grows due to differences in access to education and enrichment opportunities that extend beyond the school day. This gap

accumulates, resulting in a 6,000 hour learning gap by 6th grade. ([ExpandED Schools, 2013: The 6,000-Hour Learning Gap](#)).

CURRENT LANDSCAPE

The Office of Superintendent of Public Instruction has begun convening a school day task force with SBE (Member Patty Wood) as a participant among a group of 25 other participating organizations that include K-12 professional associations and state agencies. The Superintendent will report the recommendations to the education policy and operating budget committees of the Legislature by January 14, 2019.

The Expanded Learning Opportunities Council (ELOC) advises the Governor, the Legislature, and the Superintendent of Public Instruction regarding a comprehensive expanded learning opportunities system. Since then, the ELOC has developed an [expanded learning opportunities guide for schools or districts](#), a list of [legislative priorities for 2018](#), and a [report](#) to the Legislature each year since [2014](#). Member MJ Bolt represents SBE, serving with over 20 other participants that represent organizations that range from professional associations and state agencies to nonprofits that provide expanded learning opportunities.

Time

A lengthened school year and/or school day is a promising way to improve outcomes for students, particularly for low-income students who may lack the enrichment and learning opportunities that students from higher-income families may access in the evenings, mornings, and summer. On the other hand, the quality of time may matter more than the amount, and the OSPI School Day Task Force has focused on this idea. The current school year structure assumes a loss of momentum during the summer or other breaks and resources are wasted re-learning material at every grade level.

INSTRUCTIONAL HOUR AND SCHOOL DAY REQUIREMENTS

In Washington basic education is determined in terms of hours, days, and, in the case of high school, credits. All three must be met unless a given district receives a specific waiver.

- **Hour Requirement.** Some states, including Oregon, only require hours. The benefit of only requiring hours is that it allows districts the discretion to utilize each school week in a preferred way without needing to appeal to the state for a waiver. Superintendent Rekdal has spoken of a potential priority of increasing instructional hour requirements to from 1,080 to 1,300 hours per year.
- **Day and Hour Requirement.** Another approach is to increase the number of days and the number of hours that are required. The downside is that the day requirement reduces district flexibility for professional development, conferencing, and other purposes. Alternatively, the number of days could be replaced by a minimum number of required weeks of instruction, thereby allowing districts flexibility while addressing summer learning loss.
- **Learning Time Lost.** Public survey results indicated concern that time that could be spent on learning is lost due to assessments, early release, or professional development days. Waivers reduce the need for early release days that are less effective than full days but are typically scheduled to satisfy the 180-day requirement. Option one waivers for professional development can reduce the number of days offered but districts still need to meet instructional hour requirements. Intentionally aligning state and local assessments can reduce time spent on assessments and increase the impact of student learning.

PACE

Results of the public survey indicate that the pace of education is a concern for many respondents. Students learn at different rates and school structures for grade promotion and acceleration only offer

limited ways to personalize education for each student. Competency-based education is a pathway to moving from a time-based system to a performance-based system.

- **GRADE PROMOTION**

State law is silent on grade promotion and leaves the policy-making discretion to local school districts. Some schools base their grade promotion policy on WSSDA Model Policy 2421. Although Model Policy 2421 states that a school board recognizes that students grow at different rates, grade promotion occurs after a student has successfully completed a year in school. Retention at the same grade level occurs when a student is not demonstrating minimum competencies in basic skill subjects in relation to ability and grade level. Essentially, grade promotion is based on time and, therefore, based on age. Survey respondents noted the importance of fluidity of progression so that advanced students can move forward while being challenged and other students can remain engaged in coursework before they move on, thus establishing the base of knowledge that they need to succeed in more advanced coursework.

- **ACCELERATION**

Currently, there is no statewide requirement to accelerate students or for districts to have a policy on accelerating students. Acceleration tends to happen on a case-by-case basis. AP Potential results show that students of color and low-income students are under-represented in advanced courses that PSAT scores predict they are prepared for. Federal Way School District was an early adopter of an acceleration policy among school districts in Washington. House Bill 1642 (Chapter 184, Laws of 2013) established an Academic Acceleration Incentive Program within OSPI and focuses on enrollment into dual credit programs. Legislation requiring an acceleration policy that moves students into advanced coursework based on assessment, but allows students to opt-out of acceleration, would lead to more equitable placement by reducing the potential for low expectations and bias to influence decisions.

- **COMPETENCY-BASED EDUCATION**

Competency-based education is a solution that can address each student's rate of learning by changing the structure from a credit-based and time-based system to a performance-based system. The narrow concept of a single course tied to a single credit and the time commensurate with that credit can be undone and replaced with a system that advances students in relation to their learning progression, thus allowing students time to master key concepts at their own pace.

SPECIAL PROGRAMS

- **ENGLISH LEARNERS**

Students in special programs such as special education or English Learner programs face a steeper path to success than their peers. The ability to speak a language other than English is an asset seldom fully realized in Washington's education system. Dual language immersion programs are an effective way to honor the assets EL students bring to the classroom. However, these programs receive too little organized support from the state.

- **SPECIAL EDUCATION**

Special education students sometimes face restrictive learning environments and low expectations. Special education students lack assurances from the state that they will be placed in a least-restrictive environment or that they will be set on an appropriate path for them as an individual and one that truly prepares them for career, college, and life. Funding limitations often limit special education support regardless of the true needs of the students.

EXISTING SBE EFFORTS

OPTION ONE AND PARENT-TEACHER CONFERENCE WAIVERS FROM THE MINIMUM 180-DAY SCHOOL YEAR

Waiver requests from the minimum 180-day school year show that districts make use of flexibility so that they can administer professional development, transition days, and parent-teacher conferences on full days. SBE retains rule-making authority on waiver programs and, although OSPI will administer the waiver requests, SBE can establish or modify the future of waivers.

WAIVER FROM CREDIT-BASED GRADUATION REQUIREMENTS

Waivers from credit-based graduation requirements allow unique programs to use models such as Big Picture Learning or Summit Learning to progress students based on their attainment of competencies rather than credits. This is a step towards a performance-based system rather than a time-based system.

FOUR-DAY SCHOOL WEEK

Results from schools and districts offering four-day school weeks indicate that it is a promising model, particularly for rural schools facing long transportation times for students and staff. Benefits have included improved outcomes as measured by traditional measures like testing and graduation, other quantifiable measures like attendance, and morale. There is a current cap of five schools of under five-hundred students and this cap could be increased via legislation.

ACTIONS SBE MAY WISH TO TAKE

- Create incentives and alternatives to the traditional school calendar to allow districts to hold planning or professional development time, better recognize different cultural traditions, and/or reduce summer learning loss. Advocate for or adapt ways the school structure can better serve students of color and low-income students.
- Ensure that all students have equitable access to high-quality publicly funded expanded learning opportunities. Advocate for a coherent system for expanded learning opportunities.
- Advocate for the Legislature to expand the number of slots available for Option Two waivers for the purposes of economy and efficiency (i.e. four-day school week waivers). Use SBE's rule-making authority on waiver programs to allow districts the flexibility needed to improve student outcomes.
- Use guidance on competency-based education and advocacy to move the system from a time-based model to a performance-based model.
- Advocate for a state-wide acceleration policy and a rethinking of grade promotion so that state-level policy can support a flexible pace for personalized learning.
- Advocate for dual language programs to support English Learners and other students who would benefit from greater exposure to languages other than English
- Advocate for ample funding for special education and strategies to place special education students in least restrictive environments.



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LEARNING ENVIRONMENTS

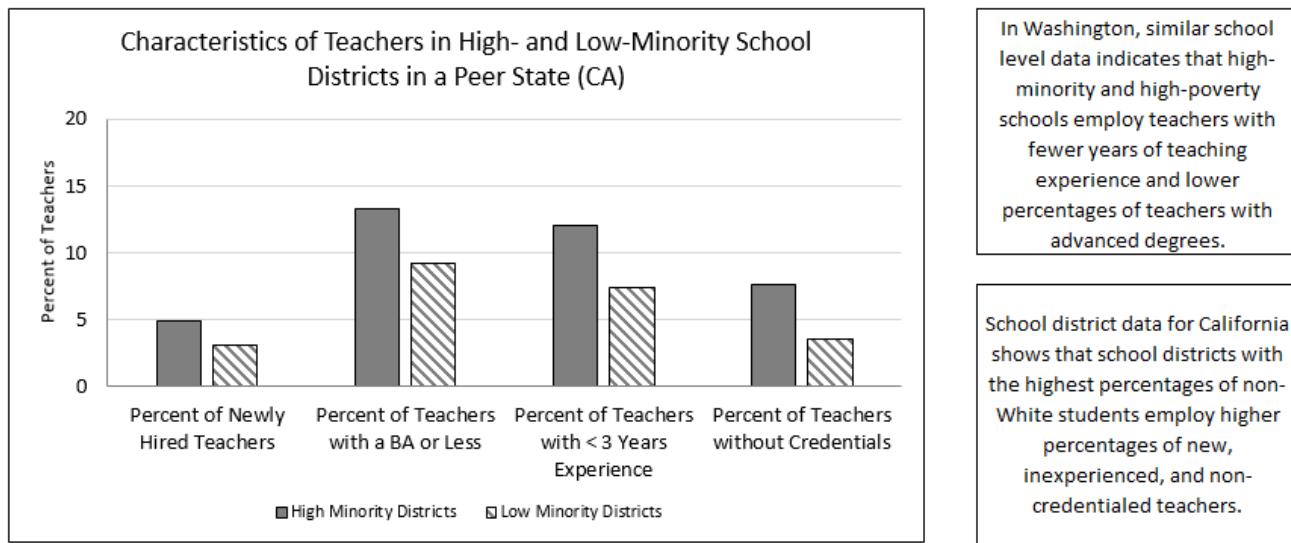
Prepared for the September 2018 Board meeting

Issue Description

A learning environment includes both the physical classroom space where students are taught, as well as the culture of the classroom and school. Many elements of the learning environment are not under the teacher's control, but instead are up to the school, district, or the state. For instance, facilities, teacher to student ratios, and many instructional approaches are determined at the district or administrator level. Additionally, the availability of research-based professional development opportunities educators can participate in will affect the educator's ability to meet the needs of their unique student population.

Students need a cohesive education system that includes intentional and coordinated efforts and support from family, schools, social and cultural communities, and employers. [Research](#) shows that students with engaged parents and families are more likely to have better attendance, higher student achievement, and are more likely to graduate. But, research also shows that students from lower socioeconomic backgrounds are less likely to have families that are able to engage [at school](#).

Key Facts



The students most in need of excellent teachers are the least likely to receive teachers with the most training and experience.

Regarding the physical space aspect of learning environments, the average percentage of schools in Washington (varies by ESD) with portable buildings is 59 percent.

Current Landscape

The [Washington Integrated Student Supports Protocol](#) (WISSP) supports a school-based approach to promoting the success of all students through needs assessments, community partnerships, coordination of supports, integration with the school, and a data-driven approach.

OSPI has adopted new state rules for [student discipline](#) to address learning environments and the student experience. The rules will be phased in over a two-year period, starting in the 2018-19 school year with classroom exclusions, absences and tardiness, the right to educational services, and student re-engagement plans. The following year, new rules kick in for parent notification requirements, appeal and grievance procedures, and new conditions and limitations.

Family engagement programs are being implemented across the state. Examples include: [Bothell](#) and [Tukwila](#), [Federal Way](#), and [other districts](#). These efforts share several components: training teachers on how to engage with families, providing information to families on how to support their child's education (in multiple languages), and outreach to families through organizations that already have established relationships with those families.

The Professional Educator Standards Board (PESB) has been expanding efforts around [educator preparation programs](#) that include a cultural responsiveness component, supporting [recruitment of diverse educators](#), continued [professional development for current educators](#), and [certification](#).

"Offer support for students by way of making connections with them as individuals & continuing to offer high level learning opportunities, especially in the areas of STEM."

"Model general education after "gifted" education. Help ALL students investigate and learn how to think. Emphasize thinking and exploring, not memorizing."

-Quotes from participants in SBE Strategic Plan- Feedback for Plan Survey

Existing SBE Efforts

- Communication campaign for the state science standards: to advance continued sustainability of high-quality science instruction so that all students have engaging, project-based, relevant instruction. The standards have a different approach to teaching and learning than previous standards, so professional development efforts have been underway across the state.
- Recent advocacy: funding for professional learning days (including culturally responsive teaching and learning) outside of the 180 day school year calendar (2016-2018) and (joint with PESB) to align the system of professional certification with the professional compensation system in past legislative priorities (2016-2017).

Key issues SBE may wish to address

- Opportunities to ensure students are heard and ensure students are empowered with the information and influence they need to develop a learning plan that meets their interests and goals.
- Educators receive the pre-service training, mentoring, and career-long professional development needed to deliver culturally, academically, and developmentally-appropriate instruction and support without bias.
- Support robust communication and family engagement strategies that recognize unique student and family circumstances and value the assets diverse students and families bring to the school.
- Assets students and families bring to the table such as world language skills, cultural knowledge, work experience, or advanced academic skills are recognized and supported.

Please contact Alissa Muller regarding the information in this memo: alissa.muller@k12.wa.us.



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STUDENT TRANSITIONS AND THE HIGH SCHOOL DIPLOMA

Prepared for the September 2018 Board meeting

Issue Description

Over the past two decades, Washington has enacted standards-based reforms. These include the adoption of new English Language Arts, math, and science standards; new assessments that are used for both system accountability and as requirements for a high school diploma; and, new subject and credit graduation requirements. The current policy and political landscape is governed by a range of reactions to the challenges of these reforms. Have the reforms been funded sufficiently? Have they been implemented well? Are they having the anticipated effect? Do the intended good effects outweigh the negative unanticipated effects? Strategic planning is critical in this landscape to identify effective actions, initiatives, and policies to align the system and reduce inequities.

This topic area includes student transitions throughout the K-12 system and beyond, from early childhood to post high school. While the Board's statutory authority concerning graduation requirements tends to focus the Board's work on high school, this discussion may have a broader range. Part of the Board's statutory duties are to: "Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system" (RCW 28A.305.130(6)).

Two over-arching concepts may help provide a basis for this discussion: 1) equity as a guiding principle (the Board's [Equity Statement of Intent](#) and an [Equity Lens](#)), and 2) the purpose of the Washington high school diploma, which is enacted in statute. "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner" ([RCW 28A.230.090](#)). According to this law, the system must seek to prepare all students for success in **both** postsecondary education (which may be understood broadly to include apprenticeships, the military, community and technical colleges, or universities) **and** careers.

Key Facts

This is a broad topic area within the educational system. Examples of a few key issues include:

1. Not enough students transition into Kindergarten ready for school. In 2017-2018, 46.7 percent of students were ready for Kindergarten, according to WAKids data. The [Kindergarten readiness data](#) shows gaps by groups that persist into later grades.
2. Middle school is a critical time, and math is a critical subject. The [Washington Student Oral Histories Project](#) interviewed a diverse group of 50 young people who dropped out before graduation and found that middle school math was a strong factor in students' negative view of school and their own capabilities that contributed to their decision.
3. There is flexibility within the Career- and College-Ready Graduation Requirement Framework that is not being used. Some districts do not have the capacity to offer students options that are

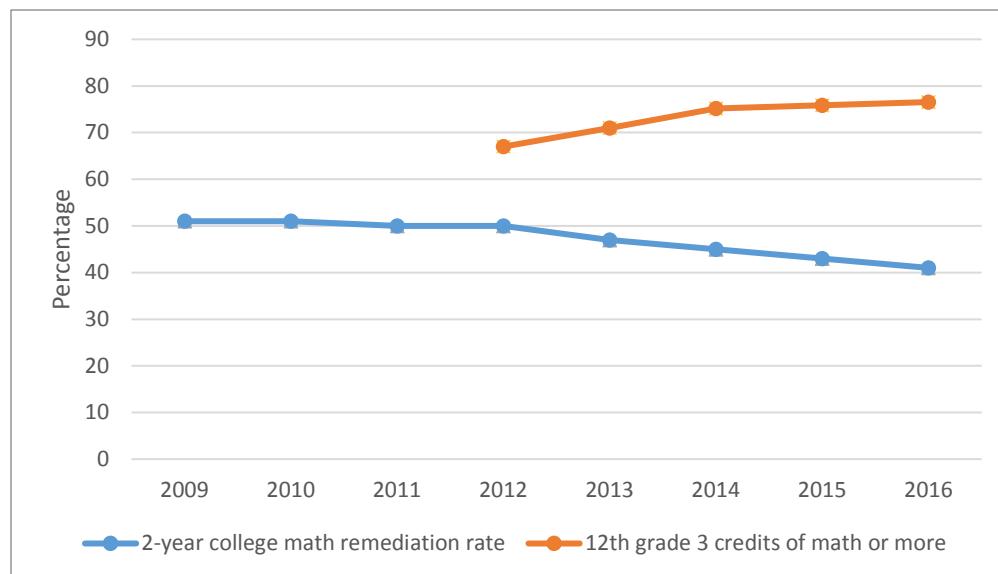
permissible within the framework. Also, there appears to be a perception that the requirements are more restrictive than they are.

4. High School and Beyond Plans (HSBP) have the potential to be an effective, individualized guide for students for their postsecondary pathway, but implementation of the plan is uneven. In particular, many districts have not yet fully implemented the middle school portion of the plan.
5. Generally, connections between high schools and postsecondary programs are not well aligned. High school guidance and counseling should be better aligned with community and technical college guidance (Guided Pathways). High school math could be better aligned with postsecondary math relevant to a student's course of study.
6. All students need better access to career-connected and/or contextual learning. More opportunities need to be built-out throughout the state and throughout different career sectors.
7. Assessments as a graduation requirement create a barrier for some students. There are now course-based alternatives, but these alternatives may not be fully implemented in some districts. For example, fewer than half of districts offer the Bridge to College courses. Dual credits courses are alternatives, but access to dual credit varies by district, and may present economic barriers to students (for the cost of books, fees, or transportation).

It is difficult to evaluate the impact of graduation requirements because there are so many variables, but there is suggestive information concerning math credit graduation requirements and readiness for college-level math.

As shown in Figure 1, increasing graduation requirements in math from two credits to three credits starting with the Class of 2013 led to more students earning three credits or more in math. This increasing trend corresponds to a decreasing trend in the percentage of high school graduates who enrolled directly in a community or technical college and took pre-college level math.

Figure 1: Percent of students who earned 3 credits of math or more and percent of recent graduates at 2-year colleges who enrolled in remedial math courses (high school math credit data originated from CEDARS and is from an OSPI data request; college math remediation data is from the ERDC's High School Feedback Report).



Salient Quotes from Members

"We must focus on 24 credit issues, to help districts and schools understand presently available ways to help students obtain necessary credits and to develop ways to increase those ways (by rule or possibly by statute)."

"Competency-based and CTE education expansion as part of a more flexible, personalized education program."

Current landscape

About ninety school districts have waivers to delay implementing the new credit graduation requirements until the Class of 2021. For the rest, this year's seniors will be the first class graduating with the new requirements. High schools with six-period days have had more challenges implementing the requirements. Districts' main concerns in implementing the graduation requirements, as expressed in the applications to delay implementing, are facilities, staffing, scheduling issues, and capacity of credit retrieval programs.

The legislature has shown an interest in the HSBP and the past two legislative sessions have resulted in new required elements of the HSBP. The Office of the Superintendent of Public Instruction (OSPI) has a free guidance and counseling curriculum, Career Guidance Washington, that is available on the OSPI website and includes the HSBP. Also, there is an online HSBP tool developed by WSIPC (a district cooperative) and initiated by the SBE and OSPI, that is available for free to members of WSIPC or for a one-time set-up fee for non-members.

The Legislature has created new assessment alternatives for students to meet the assessment graduation requirement, including course-based alternatives with a locally administered assessment. The Class of 2018 and earlier also had access to an [Expedited Assessment Appeals Waiver](#). (The Board may wish to advocate for extending this waiver indefinitely.)

As of 2017-2018, the state has implemented state-funded, full-day Kindergarten. WAKids has now also been fully implemented, which provides a snapshot of where children are in their development early in their Kindergarten year. The data is intended to inform state and district decision-making, as well as inform individualized learning in the classroom.

Existing and Planned SBE Efforts

1. The SBE has initiated a communication plan focused on highlighting the flexibility within the graduation requirements.
2. The Board has a stipend from the National Association of State Boards of Education (NASBE) to work with partners to vet and inform development of an early learning instructional leadership framework that is recognized across systems.
3. Communications and outreach work on Next Generation Science Standards is on-going.
4. The SBE will be submitting a report to the Legislature on setting the 10th grade achievement level scores on the math and English language arts state tests.
5. The Board will be updating rules for graduation requirements to respond to legislation concerning the HSBP and Civics.

6. The Board is seeking funding to support development of a framework for a credit-based High School and Beyond Plan experience, with a middle school component, and a competency based diploma framework.
7. The Board will continue work on the Statewide Indicators of Educational System Health, tracking statewide indicators, including indicators that address early childhood education, as well as elementary, secondary and postsecondary transitions. The SBE will be working with partners to set statewide goals and, if the state fails to meet goals, make recommendations for system reforms.

Key issues SBE may wish to address

1. Increase flexibility within the graduation requirement framework, perhaps linked to specific career pathways, including more options for students who are credit deficient.
2. Possible revisions to assessment scores required for graduation, or the link between assessment and graduation.
3. Increased opportunities to earn high school credit through middle school courses, extracurricular activities, or work-based learning,
4. Expanded options for competency-based credit, including ways of acknowledging and validating student assets such as language skills, work experience, cultural knowledge, and extracurricular activities.
5. Career-connected pathways within the graduation requirement framework; advocate for funding for CTE and accelerated coursework.
6. High quality early learning for all of our state's children (including free public options or programs provided on a sliding fee scale basis).
7. A robust and effective system of outreach to ensure families are aware of the early learning resources available in their communities.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

ACCOUNTABILITY, RECOGNITION, AND FUNDING

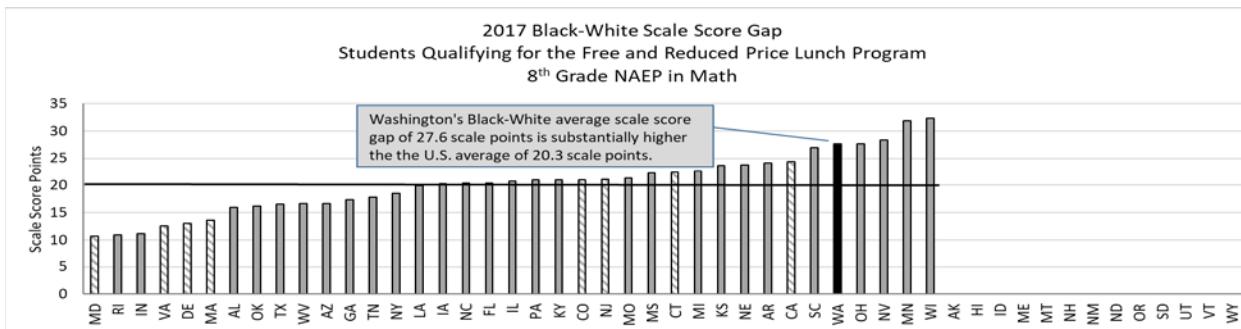
Prepared for the September 2018 Board Meeting

Issue Description

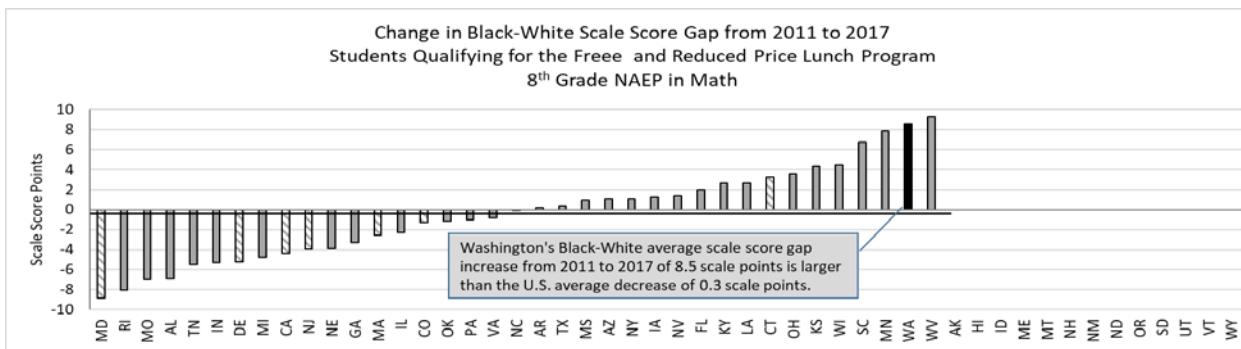
Addressing achievement gaps and opportunity gaps requires agreement on how gaps are measured. The Washington School Improvement Framework (WSIF) provides a foundation and drives federal and state resources to support schools. However, the WSIF doesn't capture everything we might want to measure to understand opportunity gaps for the purposes of targeting some of our state support and for school recognition. Supplementing the WSIF with additional information from the communities we strive to serve will help develop more effective strategies to serve students and eliminate opportunity and achievement gaps.

Data Highlight

Disparate educational outcomes are evident across the entire United States. The Black-White achievement gap for Washington students from low socioeconomic homes on the 2017 NAEP in math is larger than the U.S. average and is the fifth largest of the states with the requisite reportable scores.



Over the four most recent administrations of the NAEP, Washington's Black-White achievement gap increase is the second largest of the states with the requisite reportable scores.



Board Member Quote on the Issue

"With an eye toward long-term system-wide change, study, research and understand what is needed to build a school system that is fit for the 21st century and beyond. The current system works well, for the most part, for students whose parents are college educated and/or wealthy. This negatively affects students in poverty, with students of color being disproportionately affected."

Current State

- Many students [do not have a fair opportunity to learn](#). Opportunity to learn challenges are more prevalent in schools that serve larger numbers of students of color, students from families with low-income, as well as from families with housing, nutrition and/or health care challenges. Assessments and other aspects of accountability focusing on achievement without regard for a student's opportunity to learn can exacerbate their challenges.
- Current systems of school recognition rely largely on the education outcomes we most often measure, data from standardized testing and graduation results. As a direct result of what we measure, a high percentage of [recognized schools](#) are neither particularly racially diverse nor do they serve a substantial percentage of students from low-income families. Some educational entities are finding ways to [expand the measures](#) and apply statistical techniques to the identification of schools for recognition as well as for supports.
- Students of color, students in poverty, and students with different language and learning needs benefit substantially from [progressive school funding](#), providing more resources to those most in need. Additional resources in the form of smaller class sizes, additional instructional supports, early childhood programs, [expanded learning programs](#), and more competitive teacher compensation are particularly beneficial.

Ongoing and Planned Activities by the SBE

- Through an equity lens, the SBE monitors and reports on the Statewide Indicators of the Educational System. The SBE recommends reforms intended to reduce achievement and opportunity gaps to the legislature based on the disaggregation of results.
- Knowing that a positive school climate is essential for learning, the SBE is proposing a FY 2019-21 budget request to fund the effort to identify the most effective manner in which to implement annual statewide school climate and engagement surveys.
- The SBE is working with partner agencies to establish criteria and new methodologies for school recognition and is considering reconvening the Accountability and Achievement Workgroup (AAW) to engage a broader stakeholder group in this work.
- The SBE is collaborating with the Office of the Superintendent of Public Instruction (OSPI) to redesign the required action (RAD) process to ensure that the students and schools most in need of additional supports are, in fact, receiving those supports.

Key Issues SBE May Wish to Address

1. Ensure systems to recognize exemplary performance and identification for support consider disparate impacts for students of color, students from families with low-income, and other student groups that have traditionally faced structural barriers to their success.
2. Develop a recognition system without embedded bias (recognition not correlated to school wealth or racial makeup) for Washington.
3. Identify metrics that demonstrate that all students exiting the K-12 educational system possess 21st century transferrable skills.
4. Support policies and programs to ensure that all students are provided with excellent and effective teachers every year.
5. An equitable system across the state to ensure funding is prioritized to those most in need so that students have the funding and opportunities they need, regardless of their geographical location.
6. Support increased funding to address challenges remaining in our system including:
 - Mental health and related staff training.
 - Special education.
 - ELL and Bilingual education.
 - CTE and accelerated programs.

If you have questions about this memo, please contact Andrew Parr at andrew.parr@k12.wa.us.