

Business Item Discussion



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: BUSINESS ITEMS

Prepared for the September 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:

- Private Schools Memo
- Credit-Based Waiver Memo
- Temporary Waivers Memo
- In the additional materials folder, there will be a motion language sheet.

Synopsis and Policy Considerations:

The Board will consider the following business items. The motion language sheet that you will receive later on will crosswalk the documents associated with the business items.

- Approval of Proposed Rules for Chapter 180-51 WAC (Graduation Requirements)
- Approval of Proposed Rules for Chapter 180-18 WAC (Waivers)
- Approval of Core Agency Budget
- Approval of Private Schools for the 2019-20 School Year
- Approval of Waiver from Credit-Based Graduation Requirements for Highline School District for the 2019-20, 2020-21, 2021-22, and 2022-23 School Years
- Approval of Temporary Waivers from WAC 180-51-068 for Everett Community College and South Puget Sound Community College for the Classes of 2019 and 2020
- Adoption of Revised Bylaws



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PRIVATE SCHOOL APPROVAL

Prepared for the September 2019 Board Meeting

Policy Considerations

At the September 2019 State Board of Education (SBE) meeting, the Board will consider approval of renewing private schools for the 2019-20 school year. New school applications were not considered following the July 2019 SBE meeting.

The deadline for renewal application was August 27, 2019 and staff are still finalizing their review. A list of schools and associated recommendations related to their renewal will be provided in the additional materials packet. All schools that were approved for the 2018-19 school year but had not applied for the 2019-20 school year were sent at least three attempts to contact them by phone, mail, or email. Those contact attempts included information about the August 27, 2019 deadline, application information, and school closure forms in the event that the schools are closing.

Also, at the meeting, the Board will be updated on the status of two schools that received provisional approval with a requirement to provide a progress report to the SBE by September 1. Those two schools were Veritas Classical Christian School and the Washington Academy for Muslim Education. Both schools were relocating so they received provisional approval due to the need to find a physical location for the school.

Action

At the September 2019 meeting, the Board will consider approval of renewing private schools for the 2019-2020 school year. Depending on the status of the two provisionally-approved schools, staff may recommend one of the following actions for each of those two schools:

- Remove provisional approval and grant full approval if they have found a new location and completed inspections;
- Take no action if they have reported progress with extenuating circumstances or found a new location but have not conducted inspections; or,
- Rescind approval if the schools have not reported progress.

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



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MEMO ON WAIVERS FROM CREDIT-BASED GRADUATION REQUIREMENTS

Prepared for the September 2019 Board Meeting

Policy Considerations

Does the application for waiver from credit-based graduation requirements provide the information and documentation required for approval?

Overview of the Waiver Request

Highline School District requests a waiver from credit-based graduation requirements for four years for Highline Big Picture School.

Does the application for a waiver of credit-based graduation requirements by Highline School District for Highline Big Picture School provide the information and documentation required by WAC 180-18-055?

Does the district demonstrate in its application that the proposed non-credit based graduation requirements will meet minimum college admission standards?

Background: Credit-Based High School Graduation Requirements Waiver

In April 1999, the SBE adopted WAC 180-18-055, titled "Alternative high school graduation requirements." The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

WAC 180-18-055(1) declares:

"The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit-based education system to a standards and performance-based system with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements."

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school, may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in

authorizing schools, as well as the districts that govern them, to apply for a waiver of basic education requirements, as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and,
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent, and public satisfaction and confidence in the school, as evidenced by survey results.

WAC 180-18-055 allows for a waiver of the specific credits enumerated in WAC 180-51. It is not a waiver of learning standards, including grade level expectations, nor is it a waiver of instructional hours. In addition, students still are entitled to a curriculum that meets the minimum requirements for admission to a public four-year college in Washington should they choose that option in their high school and beyond plan (28A.600.160). Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

Table 1 shows the state learning standards, required high school credits, and the College Academic Distribution Requirements (CADRs) which are minimum requirements to be eligible for admission to a state public baccalaureate institution, and although many schools have additional requirements, the CADRs are generally consistent with minimum expectations for college level work at most public and private colleges and universities. The table below is for illustrative purposes. Content area learning standards are not waived under this waiver authority but high school credit requirements in Chapter 180-51 WAC are waived. High Schools may need to show credit equivalencies for colleges and universities to recognize the CADR credit or other admission requirements.

| Content Area Learning Standards | High School Graduation Requirements | College Academic Distribution Requirements (CADRs) |
|---|---|--|
| The Arts | 1-2 (depends on HSBP choice) | 1 |
| Computer Science | Optional | can meet Math or Sr. Year Quantitative |
| English Language Arts | 4 | 4 |
| English Language Proficiency | English Language Proficiency | n/a |
| Mathematics | 3 | 3 - Alg. 2 |
| Science | 3 for class of 2019 (districts with a waiver may require only 2 credits for class of 2019 and 2020) | 2-3 |
| Social Studies | 3 (Including Civics and WA State History) | 3 |
| Educational Technology | Must be offered, not required for graduation | n/a |
| Health and Physical Education | 2 | n/a |
| Integrated Environment and Sustainability | May be addressed in Science or other Subject | n/a |
| World Languages | 0-2 (depends on HSBP choice) | 2 |
| Financial Education | Must be offered, not required for graduation | n/a |
| Career and Technical Education | 1 | n/a |

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

All of the schools that have received this waiver to date incorporate aspects of the “Big Picture Learning” model. Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. There are over 70 Big Picture network schools in the U.S. and more around the world.

Current Request for Credit-Based High School Graduation Requirements Waiver

The applicant for this waiver has collaborated with Big Picture Learning through its regional network. The school seeks to use the Big Picture Learning competencies to offer educational programming that they state is aligned to the learning standards.

The district attests that this model meets or exceeds the state learning standards and offers students the opportunity to meet the college academic distribution requirements (CADRs) required for admission to the public four-year colleges in Washington. The school asserts that they are monitoring the attainment of CADRs through a transcript that depicts the Big Picture Learning Competencies. It posits that student learning towards the Big Picture Learning Competencies is monitored and evaluated through assessment, student exhibitions of their project-based learning, internships or other work

experiences, and personal inventories of student progress. The school plans to measure student progress on transcripts by indicating which of the Big Picture Learning Competencies are “in progress,” have “met expectations,” or “have exceeded expectations.” Instead of using grades or credits to track progress, the school is using “met expectations” on Big Picture Learning competencies to monitor whether the students comprehensively met the school’s requirements. The general idea is that this allows for individualized education that is based on the student’s pace and learning interests rather than on pre-packaged courses. The evidence that the district provided shows that it is considering how the CADR’s are satisfied by the students’ learning on the Big Picture Competencies and that it monitors attainment of the competencies on transcripts in a similar way to how a district would monitor credit accrual. For instance, the transcript crosswalks elements of each Big Picture Learning competency to each of the CADR’s. The school provided the Gibson Ek sample transcript that assures that students who level up to grade 11 have reached math proficiency through Algebra 2 and geometry, English proficiency, and have completed scientific inquiry including lab science.

The crosswalk in the application demonstrates the district’s intentionality to offer CADR’s. These waivers, if approved, do not waive the Washington State Learning Standards and the district provides assurance that its educational programming is aligned to the learning standards, including Common Core State Standards and the Next Generation Science Standards.

Notable aspects of the Big Picture Learning model include the following:

- Use of the five Big Picture Learning competencies;
 - Personal Qualities – “the goal is to be the best you can be - to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.”
 - Communication – “the goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language(s).”
 - Communication – “the goal is to think like a mathematician: to appreciate relationships and patterns in numbers, to analyze uncertainty, to comprehend the properties of shapes and graphs, and to study change over time.”
 - Empirical reasoning – “the goal is to think like a scientist or engineer: to use empirical evidence, numerical or qualitative data from your own or others’ observations, and logical processes to make decisions, evaluate hypotheses, and develop informed conclusions. It need not reflect specific scientific content, but may also incorporate ideas from a range of disciplines within the four major branches of science: Mathematics/Logic (including Computer Science), Biological, Physical, and/or Social Sciences.”
 - Social Reasoning – “The goal is to think like a social scientist, historian, or anthropologist and to apply an understanding of social and historical patterns to thinking about current political, social, ethical, economic, and cultural issues.”

- Intentional use of internships and/or work experience;
- Individualized learning at the student’s pace and based on the student’s interests;
- Use of a mastery-based learning model that uses “met expectations” rather than traditional grade points and credits and leveling up rather than traditional grade promotion;
- Advisory, which is often mixed grade levels, with a focus on parent engagement;

- Focus on student-chosen projects and exhibitions; and
- Use of an array of assessment tools, including but not limited to state assessments.

Highline Big Picture School notes that it is modeling its school after the following Big Picture Learning Distinguishers that correspond to the SBE staff analysis of notable characteristics that are listed above:

- Internships in the real world;
- One student-at-a-time personalization;
- Authentic assessments;
- School organization;
- Advisory structure;
- Small school culture;
- Leadership;
- Parent/family engagement;
- School college partnership and college preparation; and
- Professional development.

The applicant noted its collaboration with Big Picture Learning, including modeling their transcripts and practices after Big Picture exemplars such as The Met School in Providence, R.I.

The school emphasizes the importance of career readiness in addition to college readiness and places importance on internships and work opportunities for their students.

The district answered all the required questions and provided evidence that they have considered how their educational programming aligns with the state learning standards and the CADRs. The district has met the minimum requirements for the waiver application process and submitted all required documentation.

HIGHLINE SCHOOL DISTRICT

Highline School District requests a waiver from credit-based graduation requirements for Highline Big Picture School for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years.

The district states that the school's proposed competencies, based on Big Picture Learning competencies, are aligned to state learning standards and that the school will offer programming that meets the CADRs.

The district states that this program, within Highline School District, will use the accountability measures of the district and the waiver is aligned with the vision of the district. Highline Big Picture notes that its graduation rates are increasing

The district describes essential elements of engagement with students, families, and citizens in developing the waiver plan.

The district provides example transcripts from other Big Picture Learning schools and describes how the transcript can demonstrate that students have met CADRs. The Highline Big Picture transcript will explain the student's attainment of the CADRs so that institutions of higher education have an easier time interpreting student transcripts.

The district provided information that describes the Big Picture Learning model. The prior section of this memo summarizes key aspects of that model.

The district successfully submitted all required components of the application and responded to all necessary questions. If approved, the approval letter will note that this waiver only applies to credit graduation requirements and is not a waiver from funding formulas, time requirements, High School and Beyond Plan requirements, or graduation pathway options.

Action

The Board will consider whether to approve the request for a waiver of credit-based graduation requirements under WAC 180-18-055 presented in the application by Highline School District for Highline Big Picture School.

If you have questions regarding this memo, please contact [Parker Teed](#).



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MEMO ON WAIVERS OF THE CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS

Prepared for the September 2019 Board Meeting

Policy Considerations

Does the application for waiver of the Career- and College-Ready graduation requirements provide the information and documentation required by law?

Overview of Waivers

- Temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and the Class of 2020, thereby requiring implementation for the Class of 2021.
 1. Colleges Recommended for Approval
 - Clover Park Technical College
 - Everett Community College
 - South Puget Sound Community College
 - Walla Walla Community College
 2. Waiver Not Processed
 - Bellevue Community College

Temporary Waiver from Career- and College-Ready Graduation Requirements

Do the applications for temporary waiver of Career- and College-Ready graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the Career- and College-Ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) and adopted into rule in WAC 180-51-068, to delay implementation until the graduating class of 2020 or 2021 instead of the graduating class of 2019. Furthermore, WAC 180-51-015 states that references to school districts within Chapter 180-51 WAC shall also apply to community colleges and private schools. If a waiver of WAC 180-51-068 is approved then WAC 180-51-067 applies.

Colleges Recommended for Approval

Clover Park Technical College, Everett Community College, South Puget Sound Community College, and Walla Walla Community College each request a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the Career- and College-Ready graduation requirements for the Class of 2021. While the colleges are able to

provide the required coursework to implement the Career- and College-Ready credit graduation requirements by 2019, each college serves a local student population that includes school district partners that have already been granted the waiver to delay implementation of the Career- and College-Ready graduation requirements. Each college has found that this waiver would allow them to better serve their students by aligning with district requirements. Each college submitted the required documentation, including a resolution from the college's Board of Trustees.

Waiver Not Processed

Bellevue Community College submitted an application that described the rationale as waiver of the world language requirement. Individual students are not required to complete world language under the Career- and College-Ready graduation requirements, therefore the waiver is not needed. The college attested that it was able to offer the required Career- and College-Ready graduation requirements.

Action

The Board will consider whether to approve the requests for temporary waiver of Career- and College-Ready graduation requirements presented in the applications of Clover Park Technical College, Everett Community College, South Puget Sound Community College, and Walla Walla Community College.

If you have questions regarding this memo, please contact [Parker Teed](#).