



2015 WERA PRESENTATIONS

Policy Considerations

At the 31st Annual WERA/OSPI Conference sponsored by the Washington Educational Research Association and the Office of the Superintendent of Public Instruction, State Board of Education staff led four separate breakout sessions aligned to strategic plan goals. Information regarding each presentation are summarized below and in Table 1.

Session 1.12

A Deeper Dive into the Academic Performance of ELLs and Former ELLs

Andrew Parr (SBE), Jason Greenberg-Motamedi Education Northwest), and Greg Lobdell (CEE)

The session was attended by approximately 60 to 70 participants. Audience interactions were centered on the regional distribution of performance, impact of Former ELL dropouts on graduation data, and the lowered performance (success fade out) in the upper school grades.

Session 3.6

More than a Rating – What You Can Learn from the Washington Achievement Index

Andrew Parr (SBE) and Deb Came (OSPI)

The session was attended by approximately 25 to 30 participants. Most of the participants used the Index regularly or were very familiar with the website display tool. The greatest audience interactions were triggered by the mock-up displays showing low proficiency rates for high schools brought about partly from the low participation rates on the 11th grade SBA. After the session, a number of participants confided with me that they fully supported reporting the low rates as recommended by the Achievement and Accountability Workgroup and put forth by the SBE staff.

Session 4.8

Annual Check-Up of Washington’s Educational System Health

Andrew Parr (SBE) and Parker Teed (SBE)

The session was attended by approximately 35 to 40 participants. The participants responded favorably to the potential of an Opportunity Index that could be used in conjunction with the SBE’s 5491 work, especially for the state-level (national and peer state) comparisons. Participants were intrigued by the 2015 SBA results for the Asian student group that were disaggregated more deeply.

Session 5.5

Implementation of the 24-Credit Graduation Requirements

Linda Drake (SBE) and Parker Teed (SBE)

The session was attended by approximately 40 to 45 participants. The attendees voiced some concerns about the possibility of lower graduation rates on account of the added credit requirements. A few concerns were made about the potential difficulties new to Washington transfer students might have in meeting the new requirements.

Table 1: Summary of WERA presentations and strategic plan alignment.

Presentation Title and Strategic Plan Goal Alignment	Description of Presentation
<p>TITLE: A Deeper Dive into the Academic Performance of ELLs and Former ELLs</p>	<p>The number of English language learners (ELLs) has dramatically increased in Washington, yet we know little about how they perform after gaining English proficiency. This presentation examines the number of years it takes ELLs to reclassify as former ELLs, and then examines their academic performance using new data from the Washington Achievement Index. After diving deeper into a new data set, this presentation reports that the relationship between years in bilingual education, years after reclassification, and other student factors are more complex than originally believed.</p>
<p>Goal 1.A.6. Original research on the performance of English Language Learners to inform policymaking for ELL accountability and goalsetting regulations.</p>	<p>Since the public roll out of the Revised Washington Achievement Index in spring 2014, the SBE and OSPI collaboratively engaged in making improvements to the Index after listening to stakeholders. The attendees will hear and interactively see these improvements on the Index web-based tool, in addition to learning about changes to the Index in future years made necessary by the transition to the Smarter Balanced assessment system. The attendees will also learn about how the Index can be used at the school level to monitor the academic progress of student groups.</p>
<p>TITLE: More than a Rating – What You Can Learn from the Washington Achievement Index</p>	<p>Goal 2.A.3. Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.</p>
<p>TITLE: Annual Check-Up of Washington’s Educational System Health</p>	<p>The Washington legislature has high aspirations for the public education system and charged the State Board with monitoring key indicators of educational system health. This presentation will review the status of the six key indicators, show how Washington compares to peer states, and discuss updates made necessary by the transition to the SBAC assessments. Perhaps most importantly, the presentation will describe the possible inclusion of a non-assessment indicators and provide attendees with the opportunity to provide input on possible changes to the current and proposed key indicators.</p>
<p>Goal 2.A. Establish, monitor and report on ambitious student achievement goals for the K-12 system.</p> <p>Goal 1.A.1. Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.</p> <p>Goal 1.A.2. Research and promote policies to close opportunity gaps in advanced course-taking.</p>	<p>TITLE: Implementation of the 24-Credit Graduation Requirements</p> <p>What changes are districts making in their operation and practice to implement 24-credit graduation requirements? What are districts’ challenges and what are their solutions? Statewide data on graduation requirements, high school schedules, student credit deficiency and retrieval, competency crediting, equivalency crediting, the High School and Beyond Plan, and more will be presented to provide a picture of how high school education may be changing in our state in response to new graduation requirements.</p>
<p>Goal 3.A. Support district implementation of the 24-credit high school diploma framework.</p> <p>Goal 3.B. Promote expansion and use of flexible crediting and course-taking options.</p> <p>Goal 3.C. Strengthen student academic planning processes and enhance access to planning experiences.</p>	

Action

No Board actions are anticipated for this item.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Board Norms for the Washington State Board of Education

Adopted by the Board, November 2015

- Board meetings will focus on State Board of Education goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
- At board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.
- Every board member should play a meaningful role in the Board’s overall operations. Each member expects of others a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.
- The purpose of Board meetings, is to discuss policies that help all students to succeed and to graduate college- and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.
- Board meetings should include the following procedures:
 - Board meetings should start on time and end on time.
 - Meeting materials should be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.
 - Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).
 - Each staff presentation should start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.
 - Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated “pause” for questions.
 - Each Board member expects of others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.
 - Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.
- When considering policy proposals, each board member expects of others an opportunity for advance review. The Board agrees to a “no surprises” mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.

- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.
- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.
- Board members will maintain the confidentiality of executive sessions.
- Members of the SBE should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board to the media (same as Bylaw Article III, section 3).
- Each year, the Board may choose 1-3 issues to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the Strategic Plan. The exploration is not necessarily a commitment to future Board action, but rather lays the groundwork to identify and build the SBE's capacity on possible initiatives where the SBE could have a significant impact.

Process for selection of these 1-3 issues:

- During a set time period, Board members send the Executive Director suggestions of issues for the Board to consider.
 - Executive Director gathers suggestions, and where appropriate groups or combines related issues.
 - Executive Director analyzes how the suggestions fit into the present Strategic Plan and SBE staff capacity to work on each issue.
 - Executive Committee reviews suggestions and reports back to Board at a subsequent meeting about suggestions and possible recommendations for 1-3 issues.
 - At a subsequent meeting the Board votes on 1-3 issues to work on in coming year.
- For these selected 1-3 issues, the SBE staff will provide Board members with 1) background materials to read (or links to resources); 2) identification of key outside experts and possible partners for an SBE initiative; 3) identification of key questions and issues (including suitability of the area for SBE involvement); 4) description (tentatively, for initiation of discussion) of possible approaches and solutions, including how other states are addressing the issue; and 5) any other information requested by the Board or Executive Committee, or considered appropriate by the Executive Director.
 - At a future Board meeting, probably as part of the annual Strategic Plan review, the Board may vote to include one or more of these issues in the SBE Strategic Plan work plan.



COMPETENCY-BASED CREDITING UPDATE

Policy Considerations

The State Board of Education's (SBE) strategic goal 3.A is to "Support district implementation of the 24-credit high school diploma framework." Goal 3.A.1 is to "Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements." SBE staff have been meeting with partners and participating in a series of outreach events to talk and listen to educators and community members about implementing the 24-credit graduation requirements. Competency-based crediting may be an important means for districts to be able to provide pathways for students to meet the requirements.

At the January 2016 board meeting, the Board will be updated on the work of competency-based crediting and outreach on 24-credit graduation requirement implementation. No Board action on these topics is expected at this meeting.

Past Work on Competency-based Credit

At the September 2015 Board meeting, the Board heard from a panel including:

- Dr. Alan Burke, Executive Director, Washington State School Directors Association
- Mr. Scott Seaman, Director of High School Programs and Professional Development Specialist, Association of Washington School Principals
- A student in the Open Doors Youth Reengagement Program

Materials prepared for that meeting may be found at:

<http://www.sbe.wa.gov/documents/BoardMeetings/2015/Sept/05Competency-BasedCreditRetrieval.pdf>.

The memo includes a summary of data on the current use of competency-based credit in Washington. While the most commonly offered competency-based credit is in world languages, the available data suggests that competency credit is not widely used in Washington. In informal communications with SBE staff, educators in Washington have cited a lack of guidance on how to expand competency-based options.

Since the September meeting, SBE staff have met twice with Dr. Burke and Mr. Seaman to follow-up on competency-based credit. Next steps include developing model frameworks for awarding competency-based credit and convening a steering committee to oversee the work. So far, SBE staff has received commitments from representatives of the AWSP, Career and Technical Education, the Office of the Superintendent of Public Instruction Secondary Education, and the Washington Counselors Association to serve on the steering committee.

Outreach Events

SBE staff have conducted several outreach events to help inform districts, and hear from districts, who are implementing the 24-credit graduation requirements. Competency-based crediting is a topic that educators in the field are eager to learn about, and a significant portion of the presentation and discussions are about competency-based crediting. Presentations during the past six months on competency-based crediting and implementing the 24-credit graduation requirements include OSPI counselors conference, the Achievement and Accountability Workgroup, the Washington State School

Directors Association State Conference, a workshop with Pierce County school districts, the Washington Educational Research Association State Conference, and OSPI's GATE (Graduation: A Team Effort) Advisory Committee meeting. Planned presentations include an AWSP 24 Credit Innovation Summit in January and the Washington School Counselors Association in March.

In addition, there are a series of 24-Credit Implementation Workshops scheduled, in partnership with OSPI and Educational Service Districts (ESD):

- [Tuesday, February 2 in Pasco](#) (9:00 – 11:30 am)
- [Tuesday, February 23 in Spokane](#) (3:30 pm – 6:00 pm)
- [Tuesday, March 22 in Tumwater](#) (2:00 pm – 4:30 pm)
- [Monday, March 28 in Renton](#) (1:00 pm – 3:30 pm)
- [Wednesday, March 30 in Shoreline](#) (1:00 pm – 3:30 pm)

The first four of these workshops will take place at ESDs, and will have K-20 video conferencing available to participants who cannot attend in person.

Interest in these workshops have been very high (over 264 registrants as of the end of December). The Renton workshop on March 28 is already booked up. This led to two additional workshops being added in Tumwater and Shoreline.

Action

No action of the Board on competency-based crediting is expected at this meeting. In future meetings, the Board may be asked to review and approve model competency-based frameworks.

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