



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.

Executive Director Update

PREPARED FOR THE JANUARY 2020 BOARD MEETING

Information and Action

Materials included in packet:

- Executive Director Update PowerPoint
- Public Disclosure Information PowerPoint – *Additional Materials*
- Proposed Waiver Rules (WAC 180-18) - *Action*
- Peninsula College Waiver Application - *Action*
- Mastery-based Learning Interim Report

Synopsis:

The executive director's update for January includes updates on board membership and staffing, a brief overview of public disclosure and public meetings requirements, a summary of comments received and next steps for waiver rules (WAC 180-18), an update of the Mastery-based Learning Workgroup and report, and a preview of planned business items.

Business Items:

- Approval of Basic Education Compliance for 2019-2020 School Year
- Approval of Charter Public Schools Report
- Approval of Transfer of Contract for Spokane International Academy from Spokane Public Schools to Charter School Commission
- Adoption of Phase II Recognition Methodology
- Adoption (or reaffirmation) of Equity Statement
- Adoption of Final Rules for Waivers (WAC 180-18)
- Approval of temporary waiver graduation requirements in WAC 180-51-068 for Peninsula College
- Adoption of Revised Board Norms
- Adoption of Revised Board Vision Statement



Executive Director Update

Washington State Board of Education

January 15, 2020

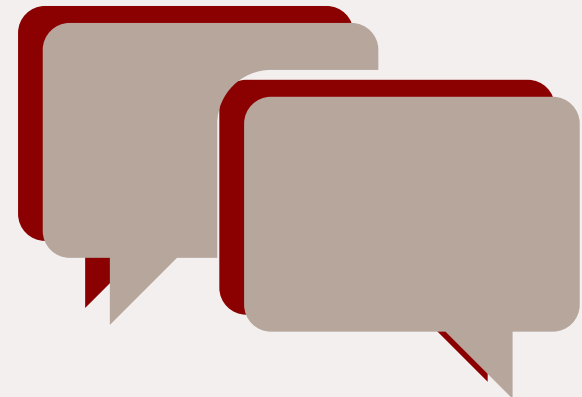
Conversation Today

■ Business Items

- Basic Education Compliance for 2019-2020 School Year
- Charter Public Schools Report
- Transfer of Contract for Spokane International Academy from Spokane Public Schools to Charter School Commission
- Adoption of Phase II Recognition Methodology
- Reaffirmation of Equity Statement
- Final Rules for Waivers (WAC 180-18)
- Waiver from 24-Credit Graduation Requirements for Peninsula College
- Revised Board Norms
- Revised Board Vision Statement

■ Updates

- Board Member Updates
- Staff Updates
- Open Public Meetings and Public Disclosure
- Waiver Rules (WAC 180-18)
- Mastery-based Learning Legislative Report





Board Member Update

Board Member Updates



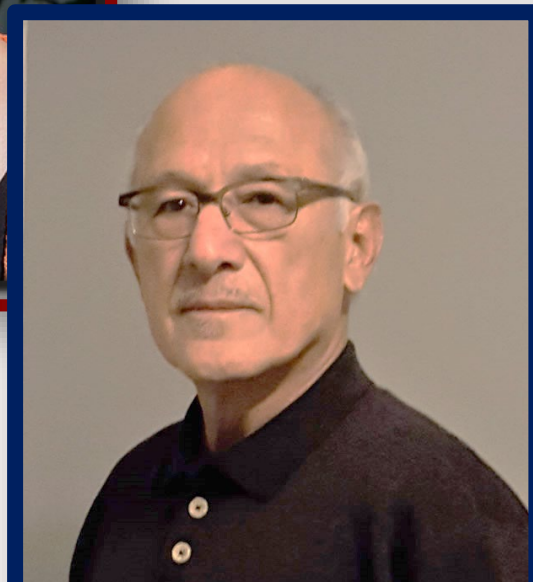
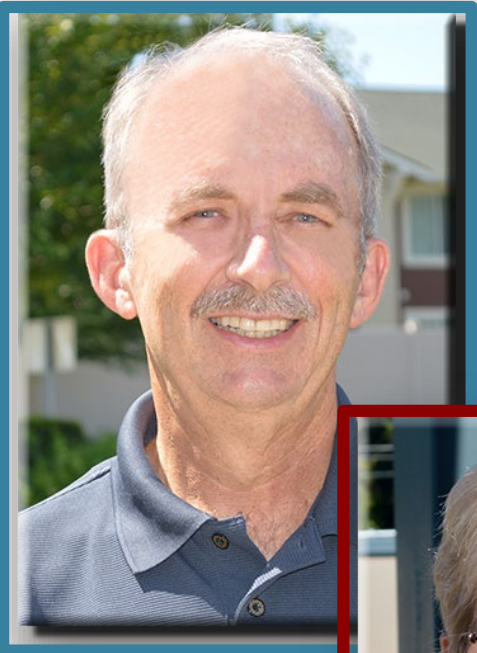
New Members:

- Western Region, Position 3 – **Mary Fertakis, M.Ed.**
- Private School Rep – **Jan Brown**

Board Member Updates

Departing Members:

- Western Region, Position 3 – **Kevin Laverty**
- Private School Rep – **Judy Jennings**
- Appointed Member – **Ricardo Sanchez**



Standing Committees

Executive Committee

- Chair: Peter Maier
- Vice Chair: MJ Bolt
- Member At-Large: Harium Martin-Morris
- Member At-Large: Bill S. Kallappa
- Member At-Large: Jeff Estes
- Staff: Randy Spaulding

Student Voice Committee

- Co-Chair: Autymn Wilde
- Co-Chair: Margarita Amezcua
- MJ Bolt
- Ryan Brault
- Bill S. Kallappa II
- Patty Wood
- Staff: Parker Teed

Equity Committee

- Co-Chair: Patty Wood
- Co-Chair: Bill S. Kallappa II
- Ryan Brault
- Dr. Paul Pitre
- Dr. Susana Reyes
- Staff: Stephanie Davidsmeyer

Legislative Committee

- Chair: Patty Wood
- Holly Koon
- MJ Bolt
- Bill S. Kallappa II
- Staff: J. Lee Schultz

Ad-Hoc Committees

School Awards and Recognition Workgroup (Expires June 2020)

- MJ Bolt
- Patty Wood
- Susana Reyes
- Bill S. Kallappa II
- Harium Martin-Morris
- Staff: Andrew Parr

Board Norms (Expires January 2020)

- Kevin Laverty
- Jeff Estes
- Judy Jennings
- Ryan Brault
- Dr. Paul Pitre
- Staff: Randy Spaulding



Staff Updates

Welcome Logan!

- Logan Edward Muller (Alissa's son) was born on December 11, and weighed 4lbs, 9.5 ounces.
- He'll be the youngest SBE "staff member" to date 😊



Director of Advocacy and Engagement



Welcome J. Lee Schultz, Director of Advocacy and Engagement

Key duties include:

- Advocate for SBE mission and vision
- Maintain relationships both within and outside the Board
- Coordinate the development and drafting of agency request legislation and budget requests.
- Prepare reports and presentations for the Board, Legislature, partner organizations, and community groups
- During legislative session:
 - Advocate for legislation aligned with SBE legislative and strategic priorities.
 - Coordinate legislative communication, including public testimony, of Board members and staff.
 - Schedule meetings for Board members, the Executive Director, or staff with legislators or legislative staff as needed to provide information or to advance the priorities of the Board.



Open Public Meetings and Public Disclosure

Linda Sullivan-Colglazier

Open Government Trainings Act

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- Requires Regular Training on the Requirements of:
 - Open Public Meetings Act (OPMA) – RCW 42.30
 - Public Records Act (PRA) – RCW 42.56
- Ongoing Requirement:
 - Initial training – within 90 days of appointment
 - Refresher training – every **four years**
- Purpose:
 - Promotes increased knowledge and understanding of the open government requirements
 - Risk Management
 - ✦ Training can help avoid or reduce penalties

For More Information

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- State Board of Education [website](#)
- Governor's Boards and Commissions [website](#)
 - Boards and Commissions Handbook
 - Online New Appointee Training
- Office of the Attorney General [website](#)
 - Open Government Resource Manual
 - Open Government Training
- Executive Ethics Board [website](#)



Adoption of Final Rules for Waivers (WAC 180-18)

The proposed rules for Chapter 180-18 make the following changes to:

- Streamline the 180-day waiver application process in WAC 180-18-040 to simplify analysis.
 - Remove application requirements that have proven not to be helpful in the approval process and present an additional burden on applicants.
 - Add a requirement for districts to summarize how equity was considered in their proposed plan.
- Remove language in WAC 180-18-050 that would require an application process for parent-teacher conference waivers for up to five days, thus reducing administrative burden for districts or the state.



The proposed rules for Chapter 180-18 make the following changes to:

- Remove requirement in WAC 180-18-055 that the State Board of Education notify the State Board of Community and Technical Colleges, the Washington Student Achievement Council, and the Council of Presidents every time it passes a waiver from credit-based graduation requirements.
- Allow the Office of Superintendent of Public Instruction greater discretion in approving of waivers for the purposes of economy and efficiency in WAC 180-18-065 when districts are competing for the allowable number of slots by considering “other relevant information.”
 - Remove the order of criteria for the consideration of approval and broaden approval criteria.
 - Add a requirement for districts to summarize how equity was considered in their proposed plan.



Temporary Waiver from 24-Credit Graduation Requirements for Peninsula College for the Class of 2019 and 2020



Peninsula College Requests a Temporary Waiver from 24-Credit Graduation Requirements in WAC 180-51-068

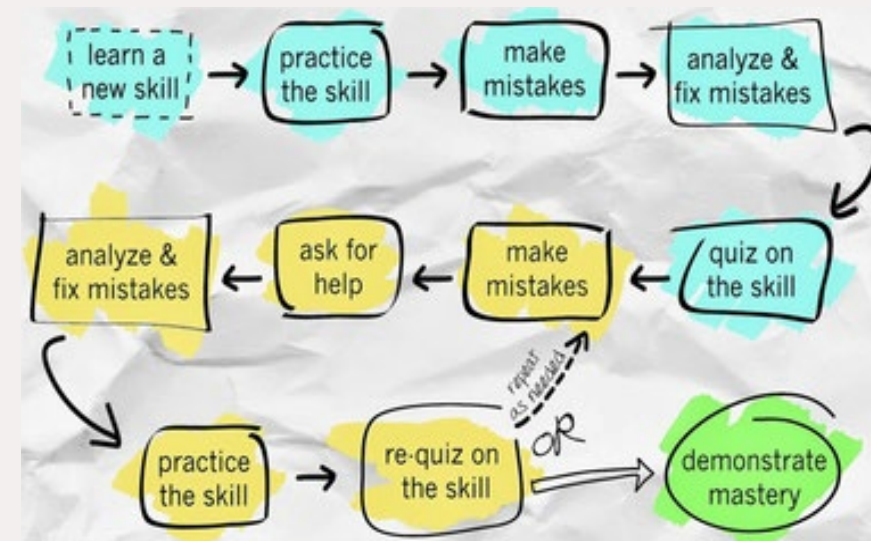
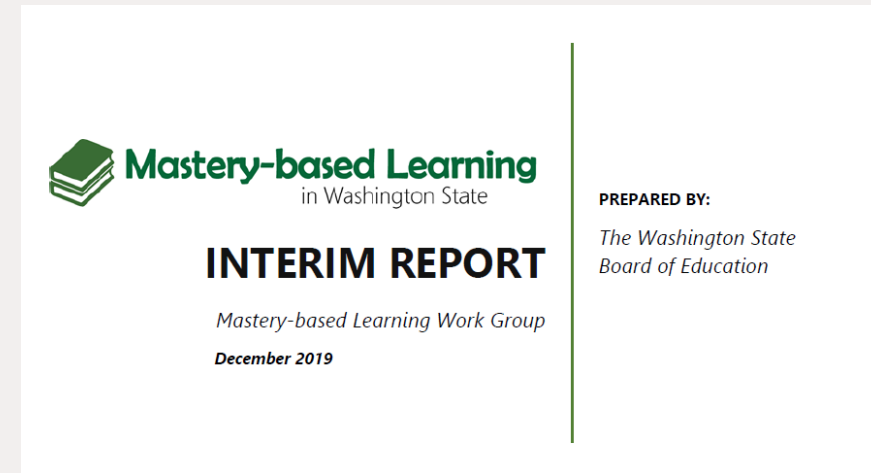
- Peninsula College seeks to align to feeder districts, Port Angeles School District in particular.
- Peninsula College is able to offer all requirements in WAC 180-51-068 and will continue to do so with students from districts that have already implemented the 24 credit requirements.



Mastery-Based Learning Update

Mastery-based Learning Interim Report to the Legislature

- The Mastery-based Learning Interim Report of the Mastery-based Learning Work Group was submitted to the Legislature on December 9, 2019.
- The report summarized:
 - Activities of the work group in 2019
 - Areas for further work in 2020
 - Definition of terms
 - Preliminary vision of the work group
 - WBL in Washington currently
 - WBL in other states and countries



Next Meetings

- Mastery-based Learning Work Group Meeting
 - February 27, 2020, location to-be-determined
 - WBL and high school transcripts
- Webinar on Higher Education Models of Mastery-based Learning
 - Date to-be-determined



Mastery-based Learning
in Washington State

Contact Information

Website: www.SBE.wa.gov

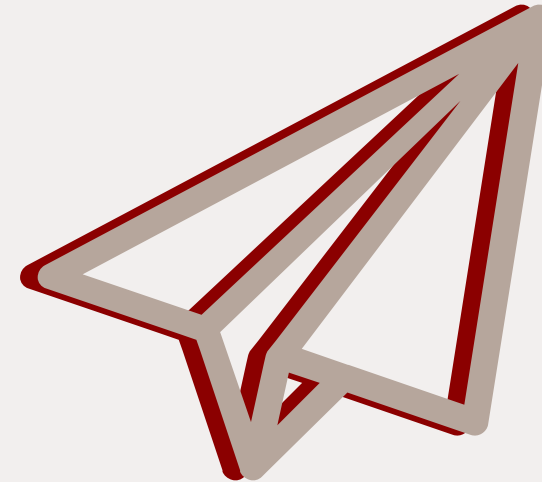
Facebook: www.facebook.com/washingtonSBE

Twitter: [@wa_SBE](https://twitter.com/wa_SBE)

Email: sbe@k12.wa.us

Phone: 360-725-6025

Web updates: bit.ly/SBEupdates





Strategic Plan Priority | System Design

Goal: 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 to fully participate in the world beyond the classroom.

Cover: FINAL ADOPTION OF RULES FOR CHAPTER 180-18 WAC (WAIVERS)

PREPARED FOR THE JANUARY 2020 BOARD MEETING

Information and Action

Proposed rules on waivers (Chapter 180-18 WAC) were filed with the Code Reviser on November 5, 2019. There are no staff recommendations for revision of the proposed rules. A public hearing was held on December 13, 2019 at the Old Capitol Building in Olympia with no comment received. A School District Fiscal Impact Statement was prepared by OSPI and no costs to districts were identified. Staff have received informal positive remarks on the rules from partners. The Board will consider final adoption of the rules at the January 2020 meeting.

Materials included in packet:

- Copy of waiver rules recommended by staff for final adoption

Synopsis:

The State Board of Education has reviewed WAC Chapter 180-18 to make changes as necessary to align rule to current policy or practice, correct references to law, implement recently passed legislation, improve readability of the rule, or make other changes identified during the review of the WAC Chapter.

The proposed rules make the following changes to:

- Streamline the 180-day waiver application process in WAC 180-18-040 to simplify analysis. Remove application requirements that have proven not to be helpful in the approval process and present an

additional burden on applicants. Add a requirement for districts to summarize how equity was considered in their proposed plan.

- Remove language in WAC 180-18-050 that would require an application process for parent-teacher conference waivers for up to five days, thus reducing administrative burden for districts or the state.
- Remove requirement in WAC 180-18-055 that the State Board of Education notify the State Board of Community and Technical Colleges, the Washington Student Achievement Council, and the Council of Presidents every time it passes a waiver from credit-based graduation requirements. The schools receiving the waiver are listed on the SBE website and awareness of these waivers within the higher education system is such that these notifications are no longer necessary. Add a requirement for districts to summarize how equity was considered in their proposed plan.
- Allow the Office of Superintendent of Public Instruction greater discretion in approving of waivers for the purposes of economy and efficiency in WAC 180-18-065 when districts are competing for the allowable number of slots by considering "other relevant information." Remove the order of criteria for the consideration of approval and broaden approval criteria. Add a requirement for districts to summarize how equity was considered in their proposed plan.

Business Items:

- Adoption of Final Rule for Chapter 180-18 WAC (Waivers)

AMENDATORY SECTION (Amending WSR 02-18-056, filed 8/28/02, effective 9/28/02)

WAC 180-18-010 Purpose and authority. (1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.

(2) The authority for this chapter is RCW ((~~28A.305.140~~)) 28A.300.750 and 28A.655.180(1).

AMENDATORY SECTION (Amending WSR 18-24-090, filed 12/3/18, effective 1/3/19)

WAC 180-18-030 Waiver from total instructional hour requirements. A district desiring to improve student achievement by enhancing the educational program for all students may apply to the superintendent of public instruction for a waiver from the total instructional hour requirements. The superintendent of public instruction may grant said waiver requests that demonstrate the waiver is necessary to support improving student achievement pursuant to RCW ((~~28A.305.140~~)) 28A.300.750 and WAC 180-18-050 for up to three school years.

AMENDATORY SECTION (Amending WSR 18-24-090, filed 12/3/18, effective 1/3/19)

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement. (1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the superintendent of public instruction for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW ((~~28A.305.140~~)) 28A.300.750 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The superintendent of public instruction may grant said waiver requests for up to three school years.

(2) The superintendent of public instruction, pursuant to RCW ((~~28A.305.140(2)~~)) 28A.300.750, shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan;

(g) The plan summarizes how the district considered equity in the development of the plan. This may include, but is not limited to, an equity analysis, community feedback, or other means to assess the consequences of the waiver.

(3) In addition to the requirements of subsection (2) of this section, the superintendent of public instruction shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

~~(a) ((The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;~~

~~(b))~~ The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(b) Explanation of how the effectiveness of the plan is measured;

(c) Any proposed changes in the plan to achieve the stated goals;

~~(d) ((The likelihood that approval of the request would result in advancement of the goals;~~

~~(e))~~ Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

AMENDATORY SECTION (Amending WSR 18-24-090, filed 12/3/18, effective 1/3/19)

WAC 180-18-050 Procedure to obtain waiver. (1) Superintendent of public instruction approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the office of superintendent of public instruction's website.

(2)(a) The application for a waiver and all supporting documentation must be received by the superintendent of public instruction based on a schedule issued by the superintendent of public instruction and prior to implementation of the waiver days. The superintendent of public instruction shall review all applications and supporting documentation to insure the accuracy of the information. In the event that

deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek superintendent of public instruction approval upon resubmittal.

(b) Based on a schedule issued by the superintendent of public instruction, the superintendent of public instruction will, on a determination that the required information and documentation has been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW ((28A.305.140)) 28A.300.750 solely for the purpose of conducting parent-teacher conferences shall provide notification ((of the district request)) to the superintendent of public instruction at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the superintendent of public instruction under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the superintendent of public instruction. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan; and

~~(b) ((A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;~~

~~(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;~~

~~(d)) The number of partial days that will be reduced as a result of implementing the waiver plan((;~~

~~(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;~~

~~(f) An electronic link to the collective bargaining agreement with the local education association.~~

~~Based on a schedule issued by the superintendent of public instruction, the superintendent of public instruction will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted)).~~

AMENDATORY SECTION (Amending WSR 18-24-090, filed 12/3/18, effective 1/3/19)

WAC 180-18-055 Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, 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 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.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; ~~((and))~~

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school within the last three school years;

(j) The plan summarizes how the district considered equity in the development of the plan. This may include, but is not limited to, an equity analysis, community feedback, or other means to assess the consequences of the waiver.

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncre-

dit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

~~(9) ((The state board of education shall notify the state board for community and technical colleges, the Washington student achievement council and the council of presidents of any waiver granted under this section.~~

~~(10))~~ Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

~~((11))~~ (10) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

AMENDATORY SECTION (Amending WSR 18-24-090, filed 12/3/18, effective 1/3/19)

WAC 180-18-065 Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests.

(1) In order to be granted a waiver by the superintendent of public instruction under RCW 28A.305.141 to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW 28A.305.141(2).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the superintendent of public instruction under RCW 28A.305.141(3), if the superintendent of public instruction determines that the applying districts are otherwise eligible, their applications will be prioritized ~~((in the following order))~~ based on the following criteria:

(a) Districts that are already operating on a flexible calendar under this waiver program; ~~((and))~~

(b) Those plans that best redirect monetary savings from the proposed flexible calendar to support student learning;

(c) The plan summarizes how the district considered equity in the development of the plan. This may include, but is not limited to, an equity analysis, community feedback, or other means to assess the consequences of the waiver; and

(d) Other relevant information that may include financial savings, academic indicators, quality of application, community support, and alignment to the district's strategic plan.

AMENDATORY SECTION (Amending WSR 18-23-012, filed 11/8/18, effective 12/9/18)

WAC 180-18-100 District waiver from requirement for student access to career and technical education course equivalencies. (1) Any school district reporting, in any school year, an October P223 headcount of fewer than two thousand students as of January of that school year may apply to the superintendent of public instruction for a waiver of up to two years from the provisions of RCW 28A.230.010(2) for the subsequent school year.

(2) In any application for a waiver under this section, the district shall demonstrate that students enrolled in the district do not have and cannot be provided reasonable access, through high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses, to ~~((at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the superintendent of public instruction))~~ grant academic course equivalency for at least one statewide equivalency high school career and technical education course from the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

(3) On a determination ~~((, in consultation with the office of the superintendent of public instruction,))~~ that the students enrolled in the district do not and cannot be provided reasonable access to at least one career and technical education course that is considered ~~((equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course))~~ to grant academic course equivalency for at least one statewide equivalency high school career and technical education course under subsection (2) of this section, the superintendent of public instruction shall grant the waiver for the term of years requested.

(4) The office of superintendent of public instruction shall post on its website an application form for use by a district in applying for a waiver under this section. A completed application must be signed by the chair or president of the district's board of directors and superintendent.

(5) In order to provide sufficient notice to students, parents, and staff, the application must be submitted to the superintendent of public instruction in electronic form no later than ~~((January 15th of the school year prior to the school year for which the waiver is requested))~~ the deadline established by the office of superintendent of public instruction. The office of superintendent of public instruction shall post a list of all approved applications ~~((received))~~ on its public website.



Strategic Plan Priority | System Design

Goal: 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 to fully participate in the world beyond the classroom.

Cover: Temporary Waiver from 24-Credit Graduation Requirements for Peninsula College

PREPARED FOR THE JANUARY 2020 BOARD MEETING

Information and Action

Peninsula Community College requested waiver from 24-credit graduation requirements of WAC 180-51-068 for the Class of 2019 and 2020. The Board will consider approval.

Materials included in packet:

- Application for waiver from Peninsula College
- Resolution from Peninsula College Board of Trustees

Synopsis:

Peninsula College has submitted a waiver requested from WAC 180-51-068. While Peninsula College is able to provide a program aligned to the 24 credit Career and College Ready diploma requirements they partner with multiple districts, including Port Angeles School District which currently has a 24-credit waiver for the class of 2019 and 2020. The college is requesting the waiver in order to keep their program aligned with district partners which have been granted the waiver to delay implementation of the career and college ready graduation requirements. The waiver would be available for the Class of 2019 and 2020.

Business Items:

- Approval of Temporary Waiver from WAC 180-51-068 for Peninsula College



APPLICATION
Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts, private schools, and community colleges to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Parker Teed
Policy Analyst
360-725-6047
parker.teed@k12.wa.us

For questions, please contact:

Parker Teed
Policy Analyst
360-725-6047
parker.teed@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Peninsula College

2. Contact information

Name and title: Sharon Buck, Vice-President of Instruction

Telephone: (360) 417-6235

E-mail address: sbuck@pencol.edu

3. Date of application. 4/15/19

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Peninsula College partners with the Port Angeles School District in our service area. We provide instruction to the student population of these districts. Our program is aligned to state graduation requirements and in order to serve the students of our district partners, we are requesting the waiver in order to keep our program aligned with our service district partners which have been granted the waiver to delay implementation of the career and college ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We are currently able to fully implement the graduation requirements, but are requesting the waiver in order to remain aligned with our service partner district.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

XX Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We have courses available that fully meet the graduation requirements. Our program has developed high school level courses based on the OSPI curriculum standards that fulfill all credit requirements for the 24 credit high school diploma. Additionally, students that meet eligibility requirements may take college-level coursework that transfer back into their high school diploma program. At the request of the participating districts which have implemented CCR graduation requirements, for those classes prior to 2021, we are fully able to offer the 24 credit diploma option.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

STATE OF WASHINGTON
BOARD OF TRUSTEES, COMMUNITY COLLEGE DISTRICT NO. 1
PENINSULA COLLEGE

Resolution 2019-01

A resolution recognizing Peninsula College's application to apply for a temporary waiver from high school graduation requirements under Chapter 217, Laws of 2014.

WHEREAS

RCW 28A.230.090(1)(d)(ii) authorizes school districts, private schools, and community colleges to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.

WHEREAS

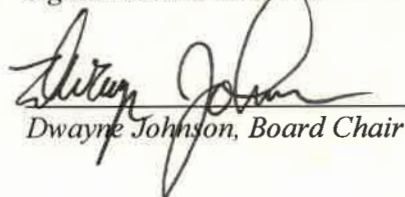
Peninsula College wishes to remain aligned with their local high school graduation requirements;

FURTHER

Port Angeles High School has received such a waiver,

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Peninsula College, District No. 1, approves this application for a temporary waiver of graduation requirements for the graduating years 2020 and 2021.

Signed and Attested This Date:



Dwayne Johnson, Board Chair

6/11/19

Date



Executive Director U

Washington State Board of Ec

January 15, 2020

MASTERY-BASED LEARNING WORK GROUP INTERIM REPORT

Overview of the Interim Work Group Report

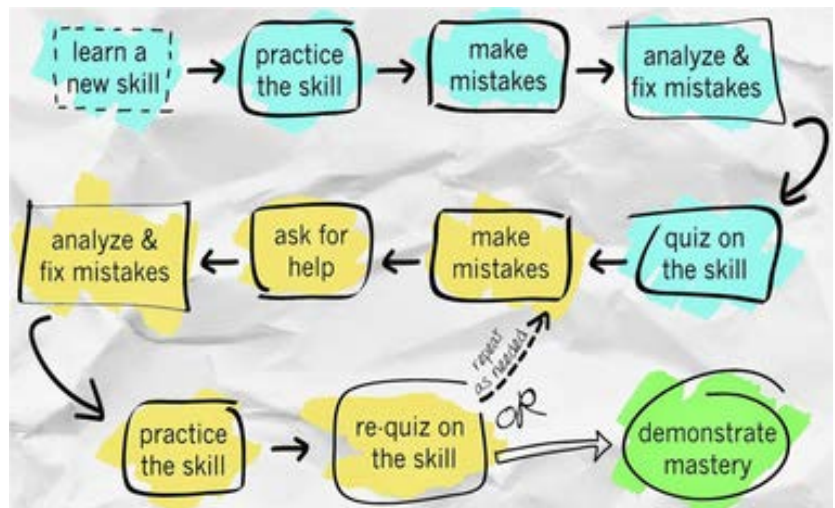
This report provides the work group’s vision for mastery-based learning in our state, activities of the work group this year, preliminary findings, and areas for further exploration during 2020. For context, the report also has appendices on definition of terms and the state of mastery-based learning (MBL) in Washington as well as national and international examples. A final report will be provided, detailing all findings and recommendations of the work group by December 1, 2020.

WHY DO WE NEED MASTERY-BASED LEARNING IN WASHINGTON?

The state of Washington, through the Mastery-based Learning work group,¹ is embarking on an exciting journey to reimagine our state’s education system. The work group believes that mastery-based learning (MBL) is a way to transform our education system—with this approach, teaching methods are designed to equitably engage each and every student in ways that best support the individual student’s learning journey. Additionally, through the focus on student voice and choice in learning, MBL prepares all students for the workforce of the future by allowing them to experience ownership over their own learning process.

The key to MBL is the focus on the individual student and providing them an opportunity to receive an education experience tailored to their personal interests. The work group believes strongly in the importance of the state learning standards—but

believes a state framework for MBL, would benefit students individually and collectively, by providing richer and deeper learning experiences. With an MBL approach, the learning process to demonstrate mastery of a skill or standard could follow the process in the graphic.² In this process, students learn at their own pace, and learn from other students working on the same skills, reinforcing teamwork and good communication. Making mistakes and asking for help is part of the process, so students practice self-advocacy, resilience, and persistence in a safe and



¹ Established in [E2SHB 1599](#) section 301

² <http://soltanimath.weebly.com/assessment-and-learning-process.html>

supportive environment. Within a well-developed system of MBL, both students and educators would have “the freedom to fail,” leading to learning and innovation.

Within MBL, there is a role for authentic assessments that are tied directly to the learning standards. Demonstration of mastery would not be limited to standardized assessments. Demonstration of mastery of the standards could be through portfolios, demonstrations, and presentations. The development of such authentic assessments could help facilitate the development of culturally responsive projects within curricula.

Through work group members’ own experiences with MBL in Washington and across the world, and after hearing from Washington students regarding their experience with MBL, our collective “why” calls for a transformation from a traditional system to an MBL approach because this enables:

- A focus on meeting the needs of each individual student.
- Students to enjoy relevancy, engagement, and choice in their learning.
- Freedom to actively embrace inclusivity—compassion and belonging for students.
- A culture of celebrating the learning and innovation that comes from failure and values knowledge and skills that students already have.
- Each student’s learning progresses at their own pace.
- A way to get rid of labels and create a system that recognizes that each student’s learning happens differently for each subject.

Activities of the Work Group This Year

SBE has created a [web page](#) to host all materials for the work group. This year, the work group has focused on understanding the world of possibilities within MBL and creating a vision for MBL in Washington. Some of the activities supporting this work have included:

- Creating a preliminary vision of the work group as well as preliminary definitions.
- Discussing the landscape of MBL in Washington currently (see Appendix 2 for more information on Washington as well as across the nation and internationally).
- Holding a webinar focused on MBL in other states.
- Hearing both a district perspective and state view on how the High School and Beyond Plan could support MBL.
- Holding a meeting to hear from several local schools currently employing a variety of mastery-based learning models.

DEFINING TERMS

The field of mastery-based learning has many terms that are confusing. Some terms are used interchangeably, even when the meaning of the terms are not, or should not, be interchangeable. One of the communication challenges of the work group is to come to a collective understanding of terms. This is essential so that work group members can consistently

and precisely identify the work that needs to be done, as well as effectively communicate about the progress and final recommendations of the group. As a work group, we believe one of our most important roles is to talk about mastery-based learning in a unified manner—in order to help the Washington State public understand mastery-based learning. One way this can be accomplished is by using shared terms to define what we mean by certain educational terms and approaches.

Appendix 1 defines some of the terms that have arisen in work group discussion. The work of developing a shared understanding of terms is likely to be on-going. This initial list of definitions will be added to, and some of these definitions may be refined as the group progresses in its work.

MASTERY-BASED LEARNING

The work group believes that the principal work of the group, mastery-based learning, is effectively defined in legislation (per E2SHB 1599 Sec. 301):

- a) Students advance upon demonstrated mastery of content;
- b) Competencies include explicit, measurable, transferable learning objectives that empower students;
- c) Assessments are meaningful and a positive learning experience or students;
- d) Students receive rapid, differentiated support based on their individual learning needs; and
- e) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

PRELIMINARY VISION OF THE WORK GROUP

The work group members engaged in a thorough discussion about their vision for the mastery-based learning in Washington, as well as how their work over the next year will make progress toward their shared vision. Our vision of a mastery-based learning system is one that:

- Equity is celebrated and every student feels a sense of belonging in their school community
- Empowers students to advance upon demonstrated mastery of content, rather than seat time or age
- Enables students to direct their own learning and serves each student based on their personalized needs
- Honors the assets students bring and engages students through their diverse cultures and communities
- Students' innate creativity shines through in their learning
- Welcomes learning experiences that take place in environments outside the classroom
- Facilitates students' voices and transition to higher education and careers
- Supports both students and educators as lifelong learners; provides the freedom to fail and celebrates the resulting learning

- Demonstrates flexibility and responsiveness in our changing world

WEBINAR ON MASTERY-BASED LEARNING IN OTHER STATES

Presenters included:

- Jason Swanson, Director of Strategic Foresight, KnowledgeWorks
- Lillian Pace, Vice President of Policy and Advocacy, KnowledgeWorks
- Stephanie DiStasio and Lauren McCauley, Office of Personalized Learning, South Carolina Department of Education
- Marita Diffenbaugh, Instructional Support for Student-Centered Learning, Idaho State Department of Education

Information shared from the two webinar states is described in Appendix 2. KnowledgeWorks is a non-partisan organization that focuses on the future of learning by helping states and educators deliver personalized, competency-based education to students. As shared on the webinar, KnowledgeWorks believes that “education’s role in supporting the healthy development of young people, effective lifelong learning and community vitality will be increasingly crucial.³”

Because one must take a different approach to learning and instruction in mastery-based education, it is easier under this system to focus on human-centered learning. In human-centered learning, “educational design principles for crafting learning cultures, experiences, assessments and physical environments guide educators in supporting learners’ healthy development...formative assessments support students in developing their full intellectual, emotional, social, physical, creative and civic potential and in building the foundation for lifelong learning.⁴”

When designing a new education approach, “stakeholders cannot assume that equity will automatically be a byproduct of adopting new approaches; institutional and cultural barriers are too strong.⁵” The work group has discussed equity at the center of their vision for a mastery-based learning approach, and how an MBL approach is needed because of the ways our traditional system has not served certain populations of students well. To ensure the success of a state MBL approach, further discussion will be needed to determine strategies that will uphold the interests of systemically marginalized groups of students.

Another critical component of the future of learning includes ensuring that renewed definitions of success for the education system are based on both current and future workforce needs.

³ Prince, K., Swanson, J., & King, K. (2018). *Forecast 5.0 – The Future of Learning: Navigating the Future of Learning*. KnowledgeWorks. Retrieved from <https://knowledgeworks.org/resources/forecast-5/>

⁴ Ibid, 19

⁵ Ibid, 28

Common state policy barriers to a mastery-based learning education system, as identified by KnowledgeWorks and with some applicability to the Washington state context, include accountability (when the state's measures of success don't align with a mastery-based learning approach), assessment (if tests don't support the learning process), educator workforce (if educators aren't available with the skill set to teach in an MBL system), and funding models (when per-pupil funding is based on seat-time).⁶

HIGH SCHOOL AND BEYOND PLAN (HSBP) PRESENTATION

At the September meeting, members had a chance to engage with the Director of Career and College Readiness at Everett Public Schools around the High School and Beyond Plan (HSBP). At Everett Public Schools, they have a HSBP District Coordinator who spends one day a week in each of the comprehensive high schools. She also builds connections with community partners. The rest of the HSBP program work falls to the individual school counselor. Everett's online platform for the HSBP program is Naviance, a common platform used by many districts around the state. Naviance has the capability to push out alerts to students based on their identified interests (e.g. a college visit alert). In Everett, they are working to bring in more general education educators to be able to work with their students on their HSBPs (special education educators are already highly invested).

The discussion focused on the varying levels of implementation of the High School and Beyond Plan across the state and how while some districts are doing exceptional work with the HSBP, for many districts, it is simply a "check box." It was acknowledged it is hard for most districts to provide a robust HSBP program with the current counselor to student ratio, as generally the HSBP is delivered by counselors (either in classes or small groups, less often due to time constraints is counselor delivery 1-on-1). Other delivery options of the HSBP to students are via their homeroom/advisory class or to have components of the HSBP delivered in a core class (which would meet learning standards). For the homeroom or class delivery options—the school counselor trains the educator on the HSBP requirements before the educator then delivers the lessons to students.

Additionally, most parents are unaware of the HSBP. To ensure relevance for students, the HSBP should be able to follow the student as a transportable tool into postsecondary education and beyond.

Work group members want to ensure that in a mastery-based system, the HSBP becomes a key tool used by all educators to track changing student interests and goals and thus inform their

⁶ Jenkins, S., Olson, A., Pace, L., & Sullivan, T. (2019). *State Policy Framework for Personalized Learning*. KnowledgeWorks. Retrieved from <https://knowledgeworks.org/get-empowered/policy-resources/state-policy-framework-personalized-learning/>

individual learning plan accordingly (rather than a tool only used by counselors, as is common in the current system).

MASTERY-BASED LEARNING: PERSPECTIVE FROM THREE WASHINGTON SCHOOLS

At the November meeting, work group members heard from school leaders and students from schools employing a variety of mastery-based learning models: Avanti High School, Gibson Ek High School (a waiver school under RCW 28A.230.090), and Odyssey Middle School and Discovery High School. All three schools shared a focus on student mastery of the state learning standards, as demonstrated through project-based learning and other personalized learning strategies, allowing students to progress in their learning at their own pace.

Selected quotes from the student speakers at this meeting:

- Actively embrace inclusivity.
- Celebrate different identities.
- Comprehensive high schools are built for one type of student. Almost all of the students left out of the comprehensive high school can be served by a project-based learning, MBL model.
- We cannot wait for the perfect program. With the world changing, we have to change how we do education too—but students have to be given the freedom to do so.
- You do not have to change your entire curriculum to make students feel like they are doing well. Students need to feel like they can explore and enjoy learning.
- Give us the freedom to fail so we can have the groundwork for success.

Work Plan

This work plan was developed in response to discussion at work group meetings about the most critical topics for the group to understand as well as what realistically could be accomplished during the statutorily allotted time for the work group to convene.

Date	Activities	Topics	Outcomes/Deliverable
September 23, 2019	<ul style="list-style-type: none"> • Plan and hold September meeting of the Work Group • Location: Hearing Room A, O’Brien Building, State Capitol, Olympia 	<ul style="list-style-type: none"> • Vision • Work Plan • Deliverables for the Interim Report • High School and Beyond Plan (HSBP) 	<ul style="list-style-type: none"> • Shared vision of Mastery-based Learning (MBL) • Identification of content topics in Interim Report • Shared understanding of the requirements and delivery models of the HSBP • Discussion of HSBP as a tool for Mastery-based Learning

October and November (Submit in December 2019)	<ul style="list-style-type: none"> Staff will develop a draft based on September meeting discussion Work Group members review and provide feedback Create final report and submit to the Governor and Education committees 	<ul style="list-style-type: none"> Topics identified in September meeting 	<ul style="list-style-type: none"> Interim Report with preliminary findings <ul style="list-style-type: none"> Staff will send a draft of the report (via email) to members by Oct. 24. Members will need to provide feedback to staff by Nov. 7, in order to bring an updated report to members at the Nov. meeting
November 14, 2019	<ul style="list-style-type: none"> Plan and hold November meeting of the Work Group 	<ul style="list-style-type: none"> School-level mastery-based/personalized learning Student panel Review draft Interim Report 	<ul style="list-style-type: none"> Feedback on Interim Report
January	<ul style="list-style-type: none"> Webinar 	<ul style="list-style-type: none"> Higher education models 	<ul style="list-style-type: none"> Shared understanding of components of MBL from higher education that could translate to the K-12 system
Winter or Spring	<ul style="list-style-type: none"> Update to EOGOAC on the vision and work plan of the mastery-based learning work group 		<ul style="list-style-type: none"> Identify ways the work group and EOGOAC can collaborate around building shared understanding of the state's vision for MBL
February 27, 2020	<ul style="list-style-type: none"> Plan and hold September meeting of the Work Group 	<ul style="list-style-type: none"> High School Transcript and Postsecondary admissions Course level mastery models (e.g. World Language, or WL) 	<ul style="list-style-type: none"> Begin to build guidelines and recommendations for recording mastery-based learning on transcripts
April 16, 2020	<ul style="list-style-type: none"> Plan and hold April meeting of the Work Group 	<ul style="list-style-type: none"> Educator preparation High School and Beyond Plan (HSBP) 	<ul style="list-style-type: none"> Build recommendations for supporting educators in professional development around MBL Creating recommendations around how HSBP can support MBL
Mid-June		<ul style="list-style-type: none"> Framing a mastery-based diploma 	<ul style="list-style-type: none"> Begin to develop draft guidance for schools on how to offer a completely

		<ul style="list-style-type: none"> System level MBL models 	mastery-based program that results in a high school diploma <ul style="list-style-type: none"> Identification of issues to be addressed in policy
Summer retreat		<ul style="list-style-type: none"> Further exploration of previously covered topics or new topics, as needed 	<ul style="list-style-type: none"> Begin developing themes and possible recommendations for the final report
Summer webinar		<ul style="list-style-type: none"> Webinar for partner orgs to report on work of the work group? 	<ul style="list-style-type: none"> Work group members reinforce relationships with partner organizations <ul style="list-style-type: none"> Identify challenges and ways of collaborating around MBL
Mid-August		<ul style="list-style-type: none"> ID key themes / issues 	
Mid-October		<ul style="list-style-type: none"> Recommendations 	
Mid-November		<ul style="list-style-type: none"> Final meeting online or in-person 	
Final Report: Submit by December 1, 2020			<ul style="list-style-type: none"> Staff will develop a draft based on September meeting discussion Work Group members review and provide feedback Create final report and submit to the Governor and Education committees

Areas for Further Exploration

The work group has identified quite a few topics that are deserving of future discussion and study. The work plan addresses the most critical of these areas. In addition to the work laid out above, the work group believes it is also important to come back and discuss the following topics.

FURTHER AREAS OF EXPLORATION:

- What happens to our testing system? What changes, and what goes away?
- 24-credit graduation requirement—does this stay the same? Is it reconfigured in any way?

- Alignment/relationship between credits and mastery-based learning
- All of Washington’s 295 districts have different contracts—would these allow mastery-based learning?
- What professional development supports are needed for educators to be able to teach in a mastery-based system?
- Communication plan on how do we publicize a system of mastery-based learning so that it is success? Many people will be relieved that we understand how big of a shift mastery-based learning would be—that we understand things are tough out there, and work group has your back.
- Need another meeting/discussion on the High School and Beyond Plan (HSBP) and making it more robust.

AREAS DESERVING OF MORE STUDY

- Funding—how funding might need to change to accommodate a mastery-based learning system, including consideration of additional staffing needs.

Appendix 1: Preliminary Definition of Terms

This initial list of definitions will be added to, and some of these definitions may be refined as the group progresses in its work.

MASTERY-BASED LEARNING

The work group believes that the principal work of the group, mastery-based learning, is effectively defined in legislation (per E2SHB 1599 Sec. 301):

- f) Students advance upon demonstrated mastery of content;
- g) Competencies include explicit, measurable, transferable learning objectives that empower students;
- h) Assessments are meaningful and a positive learning experience or students;
- i) Students receive rapid, differentiated support based on their individual learning needs; and
- j) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

COMPETENCY-BASED LEARNING

Competency-based learning is a similar term to mastery-based learning. The choice of using the term mastery-based learning appears a deliberate choice of the Washington Legislature to emphasize that students advance upon *mastery* of content. In a mastery-based learning experience, teachers and students might work together to define what mastery looks like.

Work group members and others should be aware that in some other states, the term “competency-based learning” is defined essentially identically to how mastery-based learning is defined in Washington’s legislation. When communicating with people from other states or looking at material from other states, it is important to verify the definition of competency-based learning.

PERSONALIZED LEARNING

The concept of personalized learning is foundational to mastery-based learning. Mastery-based learning *must* be personalized learning. But the two terms are not interchangeable. Personalized learning is a broader concept, and may describe different types of learning experiences as well as be used to describe programs, educational approaches and strategies. Personalized learning is intended to address individual student interests, needs, cultural backgrounds and learning styles. Personalized learning is the opposite of one-size-fits-all learning. For a more in-depth discussion of the convergence of mastery-based learning with personalized learning, see Table 2

in *Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education* (p. 23)⁷.

PROJECT-BASED LEARNING

Project-based learning is an instructional method or learning experience typically or ideally characterized by students engaging in:

- Personally meaningful projects over an extended period of time.
- Projects that address problems that are authentic and real-world.
- Active, inquiry-based, hands-on learning, often across content areas.

Project-based learning may support mastery-based learning.

PROFICIENCY-BASED LEARNING

Proficiency-based learning is a term similar to competency-based learning and mastery-based learning, and like these terms indicates that students advance upon demonstration of proficiency in learning objectives. There are shades of meaning in the words competency, proficiency, and mastery. The words “competency” and “proficiency” indicate a high level of knowledge, skill or ability, but “mastery” suggests a level higher still. The choice of using the term mastery-based learning appears a deliberate choice of the Washington Legislature to emphasize that students advance upon *mastery* of content.

LEARNING STANDARDS

Learning standards “identify the knowledge and skills all public school students need to know and be able to do.” (RCW [28A.655.070](#)).

STANDARDS-BASED EDUCATION

Standards-based Education is a system of education (including instruction, assessment, grading, reporting and other aspects of a system of education) that is based on students demonstrating the explicit knowledge and skills of the standards as they progress through their education. Mastery-based learning is standards-based education, since the explicit, measurable, and transferable learning objectives that characterize mastery-based learning is based on learning standards.

CREDIT

According to [WAC 180-51-050](#), “high school credit” means:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW [28A.230.090](#)(4):

⁷ Patrick, S., Kennedy, K., & Powell, A. (2013). *Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education*. iNACOL. Retrieved from <https://www.inacol.org/wp-content/uploads/2015/02/mean-what-you-say-1.pdf>

- (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or
- (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

According to this definition, credits are based on learning standards—the learning standards addressed in a course that is part of a four year high school program. Through MBL, once an educator identifies the learning standards associated with a particular high school course, students do not need to complete that particular classroom-based course to earn that credit. A student who masters those learning standards through any educational experience—work based learning, completing an individual or team project, learning inside a classroom or outside a classroom—may earn the credit upon demonstration of mastery.

CREDIT EQUIVALENCIES

Students may receive credit for recognition of learning that takes place outside of school. Typically, schools or districts will have a policy and a process for awarding such credit, and will have some form of test or assessment that allows the student to demonstrate the skills and knowledge for which they are being awarded credit.

Appendix 2: Mastery-Based Learning Examples in Washington, Across the Nation, and Internationally

MASTERY-BASED LEARNING: WHAT IS HAPPENING IN WASHINGTON?

The establishment of the mastery-based learning work group is an important step in launching efforts to expand mastery-based learning in Washington. The work group has the opportunity to learn from a number of states that are ahead of us in developing policies and implementing mastery-based education. In addition, Washington does have existing state policies that support mastery-based learning and that could provide a foundation on which to build greater capacity. However, among Washington school districts knowledge about such policies and implementation of competency-and mastery-based learning practices is uneven. Districts may not know they have the flexibility and authority to create mastery-based learning opportunities, or districts may not feel equipped or adequately supported to take advantage of the flexibility. Furthermore, the current framework of laws, policies, and practices in Washington may be insufficient to allow mastery-based learning to flourish. The work group may consider identifying policies and practices that might be modified or added to better support expanded access to mastery-based learning.

MASTERY-BASED LEARNING LAWS AND POLICIES IN WASHINGTON

Current laws that may govern mastery-based learning in Washington include:

- [WAC 180-51-050](#)—Definition of High School Credit
 - This law defines high school credit based on learning standards, rather than seat-time. This enables districts to have freedom in designing student learning experiences that result in credit.
- [WAC 392-121-182](#), [RCW 28A.232](#)—Alternative Learning
 - Alternative learning law provides a funding formula and a reporting model for learning that takes place partly or fully outside of a traditional classroom.
- [WAC 392-410-315](#)—Work-Based Learning
 - This law creates a funding formula and reporting model for worksite learning—learning and credit-earning that takes place at an employer’s workplace or other community setting where the student has a job or internship.
- [WAC 392-410-310](#)—Equivalency Course of Study
 - Equivalency course of study allows for students to earn credit for learning experiences planned and approved by a school that take place away from school or are conducted by non-district employees.

Additional policies that impact mastery-based learning in Washington include:

- Washington State School Directors’ Association (WSSDA) Model Policy for Competency-Based Credit
 - This model policy allows for competency-based credit through students demonstrating proficiency in a specific assessment. The policy was written for world language, but could be modified for any subject area. The policy assumes the existence of an assessment well-aligned to learning standards.
- Policies that allow acceleration in the earning of high school credits
 - While acceleration policies do not necessarily support innovation in instruction, they do allow flexibility in the rate at which some students progress. These policies include:
 - Middle school students earning high school credit.
 - Dual enrollment and early college programs.
- District waivers of credit graduation requirements
 - This waiver excuses schools from defining learning, and a student’s progress, through high school credits. Schools are not excused from teaching and learning of learning standards.
 - Schools operating under these waivers generally employ project-based learning and non-traditional, non-classroom learning, practices which may support mastery-based learning.
 - Twelve districts have this waiver. Most of the schools operating under this waiver employ the Big Picture model of learning.

COMPETENCY-BASED CREDITING: BASIC EDUCATION SURVEY DATA

Competency-based credit is related to mastery-based learning. In practice, educators usually use the term “competency-based credit” when students demonstrate proficiency and earn high school credit in a subject through a well-accepted, well-recognized assessment.

Every year, districts confirm their compliance with the requirements of Basic Education through an online survey submitted to the State Board of Education. In recent years, the Basic Education Compliance survey has asked if districts offered competency-based credit, and if yes, in what subjects. These survey results have shown that:

- The number of districts offering competency-based credit increased from 36% to 55% of districts with high schools between 2017 to 2019. The data are summarized below:

	Number of districts that allow competency-based crediting	Number of districts that do not allow competency-based crediting
Class of 2017	89	160
Class of 2018	121	130
Class of 2019	138	114

- The number of subjects for which competency-based credit is offered also grew.
 - World language is the most commonly offered competency-based credit. This is probably due to the WSSDA model policy that focuses on world language. Furthermore, there is a commonly-used assessment for many languages.
 - Next most common is the use of the high school state assessment, the Smarter Balanced Assessment, for competency credit in English or math (Algebra I).
- Responses indicate great variability in how competency-based credit is being offered. Short answer responses submitted through the survey show that:
 - Some districts only offer competency-based credit in their alternative high schools.
 - Many schools are reluctant to offer competency credit, offering it rarely to only a few students.
 - Some districts offer competency-credit through a policy that allows individual students to challenge graduation requirements.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI) COMPETENCY-BASED ASSESSMENT REPORT

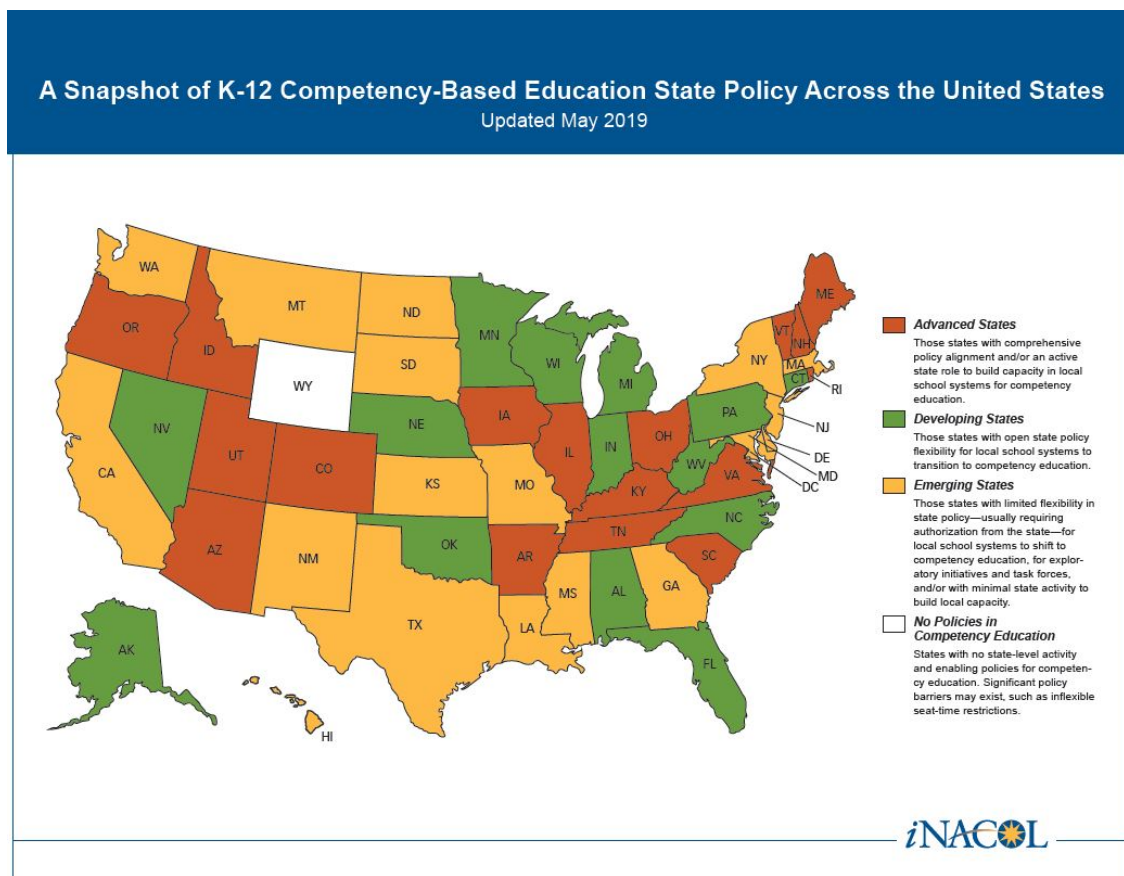
OSPI was tasked with providing a report to the education committees of the legislature detailing available competency-based assessments that meet the state learning standards. Information

from this report will inform the MBL work group’s final recommendations regarding ways to demonstrate mastery in accordance with state learning standards.⁸

MASTERY-BASED LEARNING ACROSS THE NATION AND INTERNATIONALLY

There are a number of states leading in the provision of mastery-based learning. Figure 1 shows the level of competency-based education state policy across the nation.⁹ A few states are highlighted below that are doing particularly interesting work that may inform further development of policies in Washington.

Figure 1: A Snapshot of K-12 Competency-Based Education State Policy Across the United States



IDAHO

Idaho is one of the states that is furthest along in its journey toward mastery education, because they have created an entire state framework around MBL. In 2013, an Idaho task force for improving education recommended pursuing the avenue of mastery learning. After an

⁸ <https://www.k12.wa.us/sites/default/files/public/communications/2018-11-CompetencyBasedAssessments.pdf>

⁹ A Snapshot of K-12 Competency-Based Education State Policy Across the United States. (2019, May). Retrieved from <https://www.inacol.org/wp-content/uploads/2019/05/2019-Snapshot-of-CBE-State-Policy-updated-5312019.pdf>.

implementation committee developed recommendations (2014) and the legislature passed HB 110 (2015), a public awareness campaign was held regarding the legislation (2016) and in 2017, the first cohort of the Idaho Mastery Education network was selected.

In Idaho's framework—learning is the constant and time is the variable. Idaho's definition and tenets of mastery-based learning align well with the work group's definition of MBL.¹⁰ Nineteen incubator teams (comprised of 32 schools) assessed standards, mastery, or competencies using various assessment tools, including exhibitions, portfolios, rubrics, project-based assessments, and individual assessments.¹¹

Idaho is now in its second year of mastery education implementation but schools are beginning to see various indicators of success. "Parents, students, and teachers described many benefits of mastery education, including that it is hands-on and has real-world connections.¹²" Incubator schools measured success most commonly through student engagement, but also through high school graduation rates, test scores, social emotional outcomes, and workplace success.

SOUTH CAROLINA

In 2012, the state developed their Profile of the South Carolina Graduate, which includes a focus on world-class knowledge, world-class skills, as well as life and career characteristics. In 2014, a new state superintendent helped develop the vision to establish a system of personalized learning in every district, leading to state support beginning in 2016. The state Office of Personalized Learning was established in 2017, and the PersonalizeSC network launched the next year.

The South Carolina Personalized Learning Network focuses on student ownership, through learner profiles, learning pathways, and flexible learning environments. Students understand why they are learning what they are learning and have meaningful ways to demonstrate evidence of learning. The pace of instruction is based on the individual student's learning pathway, and students can take as much or as little time as they need for each content standard.¹³

Beginning with 10 districts in 2017-18 school year and 25 coaches, the program grew substantially the next year to 55 districts (over 100 school teams) and over 100 coaches. The State Office of Personalized Learning focused on providing professional learning opportunities for each cohort, depending on their stage of implementation.

¹⁰ Idaho State Department of Education. (2019). Idaho Mastery Education Progress Report. Retrieved from <http://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf>

¹¹ Roccograndi, A., & Stiefvater, E. (2019). *Idaho Mastery Education Network Implementation Report*. Education Northwest. Retrieved from <http://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Evaluation-Report-2018.pdf>

¹² Ibid, page 27

¹³ Competency-Based Education. (2019). Retrieved from <https://ed.sc.gov/instruction/personalized-learning/competency-based-education/>

UTAH

Legislation in 2013 and 2016 led to a state competency-based education pilot grant program in the 2017-2018 year with 13 participating local education agencies (LEAs).¹⁴ The initial legislation in 2013 (HB 393) instructed the State Board of Education to recommend a funding formula for schools and districts using a competency-based education approach. In the 2016 legislative session, a funding pool was established for districts to seek reimbursement for any loss in funding resulting from utilizing a state approved competency-based model.

Before beginning the pilot program, the State Board of Education conducted a needs assessment where they discovered that the interested LEAs were excited about the pilot program but felt “they lacked the knowledge to immediately design a successful competency-based education program.”¹⁵ Based on this information, the pilot program was redesigned to accommodate first an exploratory phase and then a design phase. The pilot application also required applicants to identify at least four individuals from the LEA who would focus on the competency-based education program to ensure commitment to a successful pilot experience.

Utah released a Competency-Based Education Framework in 2018. The framework includes program quality indicators for the pilot period (e.g. student engagement measured through surveys and absenteeism rates as well as teacher turnover by teacher effectiveness), after the program has been fully implemented for three years (e.g. percent of students demonstrating proficiency at a specific level in core subject areas and performance on state accountability assessments), and long-term indicators (e.g. percent of students with an industry certification and percent of students who persisted from their 1st to 2nd year of college within 3 years of graduation.¹⁶)

NEW HAMPSHIRE

New Hampshire has been working toward a competency-based education system for more than twenty years. The state’s first competency-based education high school pilots were created in 1998. Beginning in 2004, the state began convening stakeholders to reevaluate “the goals and design of the state’s high school system.”¹⁷ Beginning in the 2008-09 school year, local school boards were required to have a policy to ensure students could earn credit by demonstrating mastery of required competencies for a course (rather than by seat time). As of 2013, the state

¹⁴ Phillips, K., & Lockett, E. (2017). *The Path to Personalized Learning: The Next Chapter in the Tale of Three States*. ExcelinEd. Retrieved from <https://www.excelined.org/downloads/path-personalized-learning-next-chapter-tale-three-states-october-2017/>

¹⁵ Ibid, page 13

¹⁶ Utah State Board of Education. (2018). *Competency-Based Education Framework*. Retrieved from <https://www.schools.utah.gov/file/93b6b3c0-85c7-47e5-9f1b-3677b1c9603b>

¹⁷ Frost, D. (2016, May 10). *How New Hampshire Transformed to a Competency-Based System*. Retrieved from <https://www.inacol.org/news/how-new-hampshire-transformed-to-a-competency-based-system/>

now has approved subject competencies for all grade levels in English Language Arts, mathematics, and science.

The state has established statewide standards for their high schools to provide competency-based learning environments. Local districts are encouraged to establish additional academic standards as they determine what might be necessary to serve their students within their local context.¹⁸ Since 2012, all school districts are invited to take part in the Performance Assessment of Competency Education (PACE) program that combines standardized testing with locally-developed performance assessments. The goal of the PACE assessments is to “support deeper learning and be more integrated into students’ day-to-day work than current standardized tests.”¹⁹

Other areas of innovation in New Hampshire include the “No Grades, No Grades” (NG2) pilot initiative, which utilized multi-grade bands so that students are able to advance upon demonstration of mastery (the participating schools also participated in the PACE program).²⁰ Students participating in the multi-grade bands were able to demonstrate a clear increase in their learning progress.

OTHER STATES

Even in states that do not have a stated focus or program of mastery-based learning, elements of MBL are still present in certain programs and schools.

For example, in Massachusetts, there was a MassGrad initiative to employ evidence-based strategies for dropout prevention. One of the strategies included an “alternative pathways” program implemented in 17 high schools. Some of the schools incorporated elements of mastery-based learning:

- Several schools offered online courses that were self-paced (and did not include seat time restrictions). Students also had the ability to test out of units where they had already mastered the content.
- Teachers at several schools tried new approaches to both instruction and assessment.
- At competency-based Boston Day and Evening Academy, when students enroll, they are assessed and then based on their results, are placed in personalized courses where they can progress at their own pace.²¹

¹⁸ Ibid

¹⁹ Ibid

²⁰ Els, J. V., & Holloway, D. (2018, February). *Our Quest to Personalize Competency-Based Learning in New Hampshire*. Retrieved from <https://www.competencyworks.org/case-study/school-models/our-quest-to-personalize-competency-based-learning-in-new-hampshire/>

²¹ University of Massachusetts Donahue Institute in collaboration with the Massachusetts Department of Elementary and Secondary Education. (2015). *Alternative Pathways to a High School Diploma: MassGrad Summary Brief*. Retrieved from <http://www.doe.mass.edu/ccr/massgrad/SummaryBrief-AlternativePathways.pdf>

INTERNATIONAL EXAMPLES OF MASTERY-BASED LEARNING

Across the European Union, member countries have agreed to a set of key competences for lifelong learning critical for all students to achieve (a number of these overlap with the U.S. concept of 21st century skills).²²

In Finland, after decades of reform, the education system has shifted from a centralized one that emphasizes standardized tests to a localized focus. Educators are highly respected as professionals, and the state pays for a research-based master's degree for each educator—which includes a full year of student teaching at a model school associated with the student teacher's university. At each school, educators and administrators design the educational goals for their local context. One of the guiding themes in competency-education is a focus on equity and students receive feedback on their learning in a variety of ways, including with ongoing formative assessments. Additionally, students engage in self-paced learning and create their own individual study plan, especially in high school.

In Sweden, 33 Kunskapskolan (knowledge schools) operate through a fully competency-based model where students set their own learning goals as early as eighth grade. A student's education has two levels: individual subject competency as well as higher level skills that align with the EU's key competences. Over 100 schools operate under this model around the world in six countries (adapted to each nation's standards), including in the U.S.

In British Columbia (Canadian province), there is a stated goal in the province's Education Plan²³ that students be at the center of their learning. To develop the province's plan, there was extensive stakeholder outreach to inform the creation of a new curriculum that was more flexible for all students. This is enabled in several ways, including through a legislative framework allowing each local school board to establish the calendar it believes best fits the schools within its district (there is no standard calendar). One school in British Columbia with a particular focus on mastery-based learning is Thomas Haney Secondary School, where "it is common to see students of different ages collocated and engaged in shared class time. Beginning in the ninth grade, students may design their entire day of classes, as long as it revolves around that day's learning goal, which is mapped to the learning standards (and which they can articulate)."²⁴

Finland, Scotland, and British Columbia all have leaner standards intended to provide greater autonomy to teachers and more personalization opportunities to students. Both Finland and Scotland have a focus on the "whole child" and providing wraparound support services (e.g. on-site health services) to all students. Both Finland and New Zealand have a focus on ensuring that

²² Bristow, S. F., & Patrick, S. (2014). An International Study in Competency Education: Postcards from Abroad. CompetencyWorks. Retrieved from <https://www.inacol.org/resource/an-international-study-in-competency-education-postcards-from-abroad/>

²³ Ibid

²⁴ Ibid

students can articulate their learning and that they choose when they are ready to 'show what they know' through assessments or other methods.

Using the definition of mastery-based learning, here are some global examples of each of the components of MBL:

a) Students advance upon demonstrated mastery of content;

There is a perception that U.S. federal policy presents a barrier to this concept, because of "the expectation that state-level summative assessments be based on age and grade, rather than on the evaluation of where a student is in a learning progression, and the amount of growth that has occurred."²⁵ However, in select programs in districts across the U.S., a few schools have begun using multi-age cohorts—for instance in Idaho, there is a cohort of schools leading the implementation of mastery education with multi-age cohorts.

b) Competencies include explicit, measurable, transferable learning objectives that empower students;

A focus on teacher/school autonomy as well as student agency (that students can describe their own learning objectives and their progress toward them, as well as can demonstrate their mastery of a topic on their own timeline) is essential.

c) Assessments are meaningful and a positive learning experience or students;

When students can choose to be assessed on their learning at a time they pick and in a way they design, then assessment is seen as a natural and healthy part of the learning process. Then assessments (especially formative assessments) can help educators and students to better facilitate an individual student's learning progression.

d) Students receive rapid, differentiated support based on their individual learning needs; and

As identified already by work group members, adequate staffing to provide each student differentiated support based on their learning needs is a critical component of mastery-based learning. In both Kunskapsskolan and Thomas Haney Secondary schools, students have weekly check-ins with their learning coach. All other school schedules are based around this critical one-on-one time between educator and student.

e) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

When a country has learning standards or curricula focused on crosscutting skills, this allows individual schools to adapt classroom lessons to their local context with subject-specific knowledge acquisition. One local example of this is the Lummi Nation School in Bellingham, Washington which focuses on instilling cultural awareness in students throughout their

²⁵ Ibid, page 26

academic learning. The European Union, New Zealand, and Australia all have specific competencies identified to ensure equity across their educational system as well as ensure all students have the knowledge and skills they need to be successful in life.