



THE WASHINGTON STATE BOARD OF EDUCATION

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

January 4, 2016

Board Members:

I hope this packet finds you ready to engage in the work of closing achievement and opportunity gaps for students in 2016. Enclosed is the board packet for the January 13-14 meeting in Tumwater. Remember that this meeting is on Wednesday and Thursday at ESD 113, with a community forum on Tuesday evening. Directions are included in your materials.

The January agenda features important panel presentations that continue our work on several Strategic Plan objectives: Goal 3.D – supporting career and college ready standards and an aligned assessment system, and Goal 3.B (development of personalized pathways), among others.

A major focus of this meeting will be the implications of the recent reauthorization of the federal Elementary and Secondary Achievement Act. As you know, [state law](#) tasks the Board with implementing “a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement.” Specifically, the Board is to “adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level...” which do not conflict with applicable federal law. As those laws have now changed, a renewed look will be timely and important.

We have assembled a panel of educational leaders to discuss the implications of the Every Student Succeeds Act (ESSA), headlined by Ms. Sarah Bolton, Senator Patty Murray’s Education Policy Advisor. Perhaps no one person has spent more time working on the ESSA legislation than Ms. Bolton. She is well positioned to answer our questions about the policy details of this new law. We have scheduled ample discussion time to dialogue with the other panelists, which include the executive directors of WASA, WSSDA, WEA, and AWSP. A major theme will be how Washington’s uses the flexibility now provided in federal law to streamline and strengthen accountability systems moving forward.

We are also continuing our discussions of career readiness, as we will be hosting a contingent from the Workforce Training and Education Coordinating Board, led by the Executive Director Ms. Eleni Papadakis, and hearing from representatives from the National Association of State Boards of Education (NASBE), who have recently completed a multi-state study group that culminated in a publication entitled “Toward a Better Balance: Bolstering the Second ‘C’ in Career & College Readiness.”

This is the mere tip of the iceberg! I will be preparing my video pre-briefing later this week, in which I will review several potential action items for the Board at this meeting.

Finally, I wanted to remind you that we will be swearing in a new member of the Board at this meeting. We will know the identity of that person sometime next week; right now, the two run-off candidates are MJ Bolt and Michael Pearson.

I look forward to seeing you in Tumwater!

A handwritten signature in cursive script that reads "Ben Rarick".

Ben Rarick, Executive Director



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Educational Service District 113, Mason and Lewis Rooms
6005 Tye Drive SW, Tumwater, WA 98512

January 13-14, 2016

AGENDA

The SBE will hold a community forum at Educational Service District 113 at 5:30 p.m. on January 12. If a quorum of members are present, the forum will become a public meeting per RCW 42.30.030.

Goal 1.A.7

Wednesday, January 13

8:00-8:15 a.m.

Call to Order

- Pledge of Allegiance
- Announcements
- Oath of Office for Ms. MJ Bolt
- Welcome From Dr. Dana Anderson, Superintendent, ESD113

Agenda Overview

Consent Agenda

The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special board discussion or debate. A board member; however, may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes From the November 4-5, 2015 Board Meeting **(Action Item)**
- Approval of Minutes From the December 18, 2015 Special Board Meeting **(Action Item)**

8:15-9:00

Executive Director Update & Board Discussion

Goal 3.B

Mr. Ben Rarick, Executive Director

- Timelines for Submitting Suggested Initiatives for the Strategic Plan
- WERA Conference Presentations
- Competency-based Crediting Update

9:00-9:45 a.m.	<p>Toward a Better Balance: Bolstering the Second “C” in College and Career Readiness</p> <p>Goal 3, Goal 1.B</p> <p>Mr. Robert Hull, Project Director for College, Career and Civic Readiness, National Association of State Boards of Education (via web conferencing)</p> <p>Mr. Ace Parsi, Project Director of Deeper Learning, National Association of State Boards of Education (via web conferencing)</p> <p>Mr. Francis Eberle, Deputy Executive Director, National Association of State Boards of Education (via web conferencing)</p>
9:45-10:00	Break
10:00-11:15	<p>Career Readiness Discussion</p> <p>Goal 3, Goal 1.B</p> <p>Ms. Eleni Papadakis, Executive Director, Workforce Training and Education Coordinating Board</p> <p>Mr. Perry England, Chair, Workforce Training and Education Coordinating Board (Vice President, McDonald-Miller)</p> <p>Ms. Amy Anderson, Member, Workforce Training and Education Coordinating Board (Association of Washington Business)</p> <p>Ms. Beth Thew, Member, Workforce Training and Education Coordinating Board (Washington State Labor Council)</p> <p>Ms. Caitlyn Jekel, the Workforce Innovation and Opportunity Act (WIOA) liaison for the Washington State Labor Council</p>
11:15-11:45	<p>Joint Legislative Priority with Professional Educator Standards Board</p> <p>Goal 4.F.2</p> <p>Mr. Jack Archer, Director of Basic Education Oversight</p> <p>Ms. Jennifer Wallace, Executive Director, Professional Educator Standards Board</p>
11:45-12:00 p.m.	Public Comment
12:00-12:30	Lunch
12:30-12:50	<p>Governor Inslee’s Proposed 2016 Supplemental Budget</p> <p>Goal 1.A.4, Goal 4.F</p> <p>Mr. Jack Archer, Director of Basic Education Oversight</p>
12:50-1:50	<p>Data Spotlight and Board Discussion: Opportunity Gaps</p> <p>Goal 1.A, Goal 4.F.2</p> <p>Dr. Andrew Parr, Research and Data Manager</p> <p>Mr. Parker Teed, Data Analyst</p> <p>Mr. Tim Stensager, Special Assistant for Performance Management and Data Governance, OSPI</p>
1:50-3:15	Board Discussion
3:15-3:30	Break

- 3:30-4:30** **Required Action Districts Update**
Goal 2.B.3
Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Mr. Michael Merrin, Assistant Superintendent, Office of Student and School Success, OSPI
Mr. Craig Shurick, Director of Operations, Office of Student and School Success, OSPI
- 4:30-5:00** **Credit-based Graduation Requirements Waiver**
Goal 4.B
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Julia Bamba, Principal, Gibson Ek High School
Ms. Paula Phelps, Executive Director of High Schools, Issaquah School District
Mr. David Berg, Learning Through Interest Coordinator, Gibson Ek High School
- 5:00** **Adjourn**

Thursday, January 14

- 8:00-8:30 a.m.** **Career Readiness from a Student’s Perspective**
Goal 1.B, 3.D
Mr. Baxter Hershman, Student Board Member
- 8:30-8:45** **Every Student Succeeds Act: Briefing From Congress**
Goal 2.B.4
Ms. Sarah Bolton, Education Policy Director, U.S. Senate HELP Committee
- 8:45-10:25** **Every Student Succeeds Act: State Policy Implications**
Goal 2.B.4
Dr. Gil Mendoza, Deputy Superintendent, OSPI
Dr. Alan Burke, Executive Director, WSSDA
Mr. Bill Keim, Executive Director, WASA
Mr. Scott Seaman, Director of High School Programs, AWSP
Ms. Sally McNair, National/State Education Policy Coordinator, WEA
- 10:25-10:30** **Break**
- 10:30-10:45** **Alternative Learning Experience Update**
Goal 4
Ms. JoLynn Berge, Chief Financial Officer, OSPI
Mr. Dierk Meierbachtol, Special Assistant for Legal Affairs, OSPI
- 10:45-11:45** **Board Discussion**
- 11:45-12:00 p.m.** **Public Comment**
- 12:00-12:30** **Lunch**

12:30-1:30

Board Discussion

1:30-3:00

Business Items

- 1.** Adoption of Aligning Educator Compensation Systems with New Credentialing Policies and Address Teacher Shortages as a 2016 Legislative Priority **(Action Item)**
- 2.** Approval of the Location Change for the March 8-9, 2017 meeting **(Action Item)**
- 3.** Approval of a Special Board Meeting for Reviewing and Establishing High School Cut Scores, including Alternative Assessment Cut Scores on August 15, 2016 **(Action Item)**
- 4.** Approval of the Credit-based Graduation Requirements Waiver for Issaquah School District **(Action Item)**
- 5.** Approval of the Temporary Waiver for College and Career Graduation Requirements for Clarkston School District, Everett Public Schools, and Spokane Public Schools **(Action Item)**
- 6.** Adoption of ESSA Position Statement **(Action Item)**
- 7.** Approval of filing of CR-101 (Preproposal Statement of Inquiry) for Possible Amendment to Chapter 180-105 WAC (Performance Improvement Goals) **(Action Item)**

3:00

Adjourn



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a high-quality education that prepares for career, college, and life."

Education Service District 112, Lewis and Clark Room
2500 N 65th Avenue, Vancouver, WA 98661

Exhibit C

November 4-5, 2015

Minutes

Wednesday, November 4

Members Attending: 8:00 am. -5:00 p.m. Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, and Ms. Madaleine Osmun (11)

Members Attending: 1:00-5:00 p.m. Chair Isabel Muñoz-Col n (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (9)

Absent: Mr. Tre Maxie, Mr. Dan Plung, Ms. Judy Jennings and Mr. Baxter Hershman (4)

Call to Order

Acting Chair Laverty called the meeting to order at 8:01 a.m. and announced that absent members Maxie, Plung, Hershman and Jennings are excused from attending the meeting.

Mr. Tim Merlino, Superintendent of ESD 112, welcomed the Board to the Vancouver area and thanked them for holding the community forum on November 3. He expressed appreciation for the attendance of staff and members at the ESD 112's regional superintendent meetings. Mr. Merlino shared the ESD's recent facilities expansion to offer more early learning services and their initiatives that support the work of SBE.

Consent Agenda

Motion made by Member Fletcher to approve the consent agenda.

Motion seconded.

Motion carried.

Opportunity and Achievement Gaps From the Perspective of a Student

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun began her presentation by providing a student update to the Board. She's currently in her senior year and participating in cross country. Her school has a new bell schedule to fulfill the increased

instructional hour requirements. Ms. Osmun is excited to be enrolled in a financial literacy class, which she successfully lobbied to have offered at her school. She elected not to take as many Advanced Placement (AP) classes this year to have more time for family, personal interests and preparing for post-secondary life. She shared other new personal experiences, such as a new family dog and learning to drive a manual shift car.

Ms. Osmun presented on the differences between opportunity gaps and achievement gaps. The members and staff engaged in an activity led by Ms. Osmun that involved throwing paper into a can from where they sat. She stated that this activity symbolized that every person has a different shot at success due to racial, economic or social standing. Ms. Osmun shared examples of opportunity gaps and what factors create them.

Ms. Osmun brainstormed many potential opportunity gaps but provided detail on the following possible opportunity gaps:

- Nutrition
- Peer association
- Geographic location
- Inexperienced parents or students in navigating system
- Access to technology
- Social-emotional environment

Ms. Osmun presented on how opportunity gaps contribute to achievement gaps and addressed other types of opportunity gaps not normally examined, such as psychological, expectations, relationships and participation. No longer being enrolled in as many AP classes this year, Ms. Osmun has been introduced to a different population of students at her school and shared the division she's observed between regular classes and AP classes.

Ms. Osmun closed her presentation by emphasizing that success looks different for everyone. She feels wealth or good fortune may make life easier, but it does not determine success or happiness. She encouraged the board to continue their work on opportunity gaps that it has stewardship over and that a positive and encouraging environment with caring staff can change lives.

Executive Director Update

Mr. Ben Rarick, Executive Director

Mr. Rarick noted the protocol change of the meeting agenda and the cross-referencing of the strategic plan goals and objectives with each particular agenda item. Mr. Rarick presented the Board with the following:

- Overview of strategic plan goal #3 (Career- and College-Readiness) and goal #4 (Basic Education Oversight) and how it's linked to several of the November meeting agenda items
 - Progress the Board has made in its strategic plan since September
 - Working with Results WA on communication with families that have students with a level 1 SBAC score
 - Sharing CTE math and science course equivalency statewide frameworks with the Boeing Company.
 - Outreach plans to conduct regional meetings throughout Washington to receive feedback about implementing 24 credit graduation requirements and including competency-based credit as an integral aspect of it
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Upon the Supreme Court's ruling in September overturning the Charter Schools Act, the Board suspended completing the 2015 Charter Authorizer Annual Report. However, the Washington State Charter School Commission has been given guidance recently to submit their annual report, which was to be included in the SBE's report. Since no order has followed since the Supreme Court's decision and apportionment payments are still being made to charter schools, Mr. Archer moved forward with work on the report for submission on December 1; pending any further developments from the Supreme Court. Members were asked to review the draft report in the online meeting materials, but were not asked to take action on it at this meeting.

Mr. Rarick met with several board members since the September meeting and there was a common concern among members on equity. He invited members to have a discussion of how the Board would like to accomplish Goals 4.F.1. and 4.F.2 related to statewide system health and offered approaches to closing the opportunity gaps at different levels of the system.

Member Maier proposed a process to help members provide input and new ideas. His proposal called for the Board to identify three areas 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. Once those areas have been identified, staff would provide background information and research and consult with experts to assist the members in the exploration process. Members agreed that there is a need to have an organized way for members to provide input to new ideas. Member McMullen encouraged the Board to not only seek information from staff, but also collaborate and work with stakeholders.

The Role of Assessment in a Career- and College-Ready Diploma Framework

Mrs. Linda Drake, Director of College and Career-Ready Initiatives

Ms. Drake reminded members that a presentation (<https://prezi.com/8las8tzffy71/assessment-system/>) was sent to them in October with an overview of issues concerning the topic of assessments. A work tool was also sent to members to help record additional questions, take notes, and formulate ideas on assessment topics. Staff compiled information from the tool and summarized member questions and responses. The topics that members identified as the most important for discussion were as follows:

- The value of exit exams and whether to delink tests from graduation
- The Board's position on HB 2214
- Time spent on testing, in response to the President's Action Plan
- Exploring alternative assessments that demonstrate career readiness
- Options for students to graduate who performed poorly on exit exams
- Phasing out the former assessment system
- What the SBE can do to make assessments meaningful and valuable to student outcomes.
- Differentiating the purposes of assessments

Ms. Drake noted that motivation to do well on the exit exams if delinked from graduation is a big concern. Data on how results change when a test is linked or delinked to graduation show that stakeholders receive a clearer picture of student achievement when assessments are linked to graduation. Ms. Drake presented the Principles for Fewer and Smarter Assessments in the U.S. Department of Education's Testing Action Plan, which recommends states set a two percent cap of instructional time used for state-mandated tests. Members reviewed breakdowns of testing time by grade nationally and noted the decreasing number of Washington high school assessments required beginning in 2016-2017. Ms. Drake presented the positive and negative aspects of administering the SBAC test in the 10th grade as opposed to the 11th grade, and observed that other states are having similar discussions about the most appropriate time to administer the test. Washington higher education partners have agreed to use the 10th grade ELA results for placement decisions and Running

Start program. Ms. Drake reviewed 2EHB 2214, a bill that did not pass in the last session, but that may be brought forward again in the next session. The bill discontinued the Biology EOC and the 10th grade reading, writing and math assessments and eliminated all but one objective alternative to the state assessment. SBE testified in support with concerns because the bill changed some of the graduation requirements for students already in high school.

Members discussed the following:

- The importance of investing in early learning
- The impact on the achievement gap if exit exams were delinked
- The effort and resources needed for students scoring Level One on the Smarter Balanced assessments
- The value of assessments in determining where students need help early on and identifying the educational health of schools
- High-stakes testing drains resources and doesn't appear to improve individual student achievement
- Exit exams are costly and time consuming; these resources could be used to help students in other ways
- Opportunity gaps for Level One students
- The need to identify the reasons for the volume of testing
- Categorizing students by their SBAC level score

Results from Statewide Teacher Survey on Administering the Smarter Balanced Assessments During the 2014-2015 School Year

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Sally, McNair, Implementation Coordinator, Washington Education Association Learning and Education Policy Center

Ms. Bethany Gordon, Research Analyst, Washington Education Association

Ms. Amy Frost, High School AP Teacher, Edmonds School District

Ms. Shelley Moody, Special Education Teacher, Vancouver Public Schools

Ms. McNair reported the WEA conducted a statewide teacher survey in June at the conclusion of last year's assessment cycle. The survey was sent to certificated and paraeducator members electronically and the WEA received extensive feedback of their member's experience administering the SBAC test.

Ms. McNair presented the survey results as follows:

- List of districts and their participation rate
- Level of Common Core curriculum alignment in their building or district
- Districts with the highest member ratings and lowest member ratings of Common Core alignment
- Components of the SBA system
- Percentages of instructional hours respondents used to practice for the SBAC
- Mean ELA completion time for Grades 3-5 and Grades 6-8 compared to the estimated time of completion
- Mean math completion time for grades 3-5 and grades 6-8 compared to the estimated time of completion
- Student's keyboarding proficiency and screen size
- Data of reported technical issues for students

Respondents rated their overall experience administering the SBAC as slightly difficult and frustrating and the clarity of the SBAC student instructions as somewhat unclear. Respondents rated the overall

impact of the SBAC administration on their buildings, facilities and school day as very disruptive and teachers felt their professional expertise were undermined by the assessment. Student directions were unnecessarily complicated and created confusion for many students. Respondents with students requiring accommodations rated the test as having a somewhat low ability to meet the required accommodations of student's IEPs and/or 504 plans. Survey results indicated the student's experiences with the test varied greatly from school to school, often due to inequitable resources to administer the new on-line assessment.

Ms. McNair presented a summary of respondent comments related to the Common Core and curriculum implications, test completion time, test administration, student experiences, technology, and accommodations.

Ms. Moody shared the challenges her students faced emotionally and physically when taking the SBAC test. She feels the test comes with a great cost to students and not providing a valuable tool for indicating student achievement. The test is also costly to administer and the funds could be used more effectively in other ways to help students become successful.

Ms. Frost shared the experience of a student that recently had to miss several days of schools to retake the SBAC test, which may jeopardize his ability to pass the class. She has high standards for the students in her classroom and feels it's challenging to help them reach those standards when they miss significant instructional time. She feels assessment tests should not be linked to graduation.

Public Comment

Tim Knue, Executive Director, Association for Career and Technical Education

Mr. Knue thanked the Board for their discussion on required testing. He requested the Board to consider delinking exit exams with graduation requirements and seek to implement policies supporting the achievement of diplomas based on classroom performance, class-based assessments and teacher recommendations. The loss of opportunity comes from required testing and limits students from taking classes that support their personalized pathway credits.

C.J. Nickerson, Public Member

Mr. Nickerson appreciates the transparency of the discussion members are having about assessments and asked the members to focus on what teachers are reporting about their SBAC experiences. He encouraged the Board to ask themselves why exit exams should be linked to graduation and if it's to compare with what other countries are doing. He appreciates the community forums and hopes part of the conversations on testing could be continued at future community forums.

Molly Baasch, Special Education and Populations Programs Coordinator, Washington Education Association

Ms. Baasch is concerned for students with disabilities taking the SBAC test. She referred to Ms. Sally McNair's presentation slides that included teacher comments regarding lack of services for special education student while administering the SBAC. Ms. Baasch feels this is a breach of IEP agreement and violation of rule. The teacher comments from the WEA survey indicated limited or lacked student accommodations were provided and disabled students have the legal guarantee of accommodations during the several weeks of testing. Ms. Baasch feels, without the support agreed to by the individual students IEP or 504 plan, these students will be set up for failure. School districts need the resources to prepare students and staff for the assessment and have staff trained to provide specially designed instruction to eligible students during the testing window. Ms. Baasch requested the Board to stop using any standardized test as a graduation requirements because the pressure and anxiety it places on kids is

not conducive to a positive teaching and learning environment. She encouraged the members to trust in the teachers to accurately measure the growth of their students and invest in post-secondary transition programs, student internships, and those evidence-based practices.

Brig Williams, Teacher, Vancouver Public Schools

Mr. Williams is concerned about the equity and access barriers the SBAC test brings for ELL students. He feels asking students to take high-stake tests with only a few years of English experience is unreasonable. The math test becomes a literacy test for these kids that aren't proficient in English. Although Mr. Williams is not against testing, there should be a balance between public funds and accountability. He feels these tests are being used to identify ELL students as below standards and leading them to remedial education, which eventually leads them to lack of success in the system.

Marie Sullivan, Representative for Pasco School District

On behalf of Pasco School District, Ms. Sullivan shared that the district sees HB 2214 as a step forward in the discussion of high-stakes testing. The bill held the class of 2016 harmless, which waived students who had already met graduation testing requirements, or were in alternatives, from meeting new requirements. As the Board considers the benefit of linking the assessment to graduation, Ms. Sullivan asked the members to consider the impact on ELL students. Often it isn't a cognitive problem, but a language problem, that prevents students from meeting the scores to pass. For many college-bound students, it wasn't clear how admissions officers would use the SBAC for class of 2016 students. On competency-based credits, Ms. Sullivan state there was some concern at a recent AAW meeting that the Board might be considering different policies or requirements. She encouraged the Board to talk with districts about why they didn't adopted competency-based credits and to consider that districts might have the need to focus resources on other priorities that have been handed down from the Legislature and the Board.

Recognition of Cindy McMullen

The Board recognized Ms. Mullen for her work on the Board. She was presented with a plaque, a letter from Governor Inslee and various gifts donated by board members.

Presentation by Representatives from Skyview High School

Ms. Becky Phillips, Associate Principal, Skyview High School
Lynn Schedler, Assessment Coordinator, Skyview High School

Mrs. Phillips reported that Skyview High School was predicted to have a 35 percent participation rate for the high school SBAC test from the state. The school administration made a goal of reaching a participation rate of 90 percent and successfully reached 85 percent. The staff formed an assessment team that met frequently to discuss strategies for reaching their goal. To prevent removing teachers from their classrooms, retired teachers were hired to be the test proctors.

Ms. Schedler shared challenges of negative media coverage of the Common Core testing, the "opt out" movement and juniors and their parents knowing the test wasn't required. The assessment team that began meeting in early January included the assessment administrator and assessment coordinator, IT support, teacher leaders and classified staff. The following steps were taken by the assessment team to achieve their goal:

- Used the media center and the foyer area outside the main gym as a quiet place to test the students
 - Increased wifi access and supplied the headphones
 - Evaluated who was eligible for accommodations and what kind
-

- Began communicating with parents constantly in January with newsletters, web site, letters, emails, and robo calls. The wing clerks called Running Start parents to inform them.
- Didn't allow students to have refusal forms, and parents were required to meet with the administrator first if they wanted to opt out their student
- Only used district refusal forms and not the generic version on the web
- Communicated with students on how the test impacted ratings with colleges
- Waived Compass test if the students scored high enough on the SBAC
- Communicated with the faculty regularly at meetings and was transparent about scheduling so teachers could plan
- Met with impacted teachers in small groups and trained teachers in how to do the performance task
- Performed separate testing sessions for students that needed accommodations
- Used Wing Clerks to locate missing students

For extended testing and make up tests, Ms. Schedler reported she compiled spreadsheets nightly. If computers were available, she located the students for them to continue testing or to retake it. Running Start students were offered evening sessions, but this was not successful.

Ms. Schedler shared the assessment team will begin early planning in January using the same communication model as last year with students and parents. Parents will be required to meet with administrators again before opting out and the district will notify Running Start students early of their requirement to take the test. Although the school received a high percentage rate, Ms. Schedler felt the time and effort required to achieve their goal impacted her teaching and personal life significantly.

Board members discussed the impact on scores and participation rates if exit exams were de-linked from graduation requirements.

Board Discussion

De-Linking Exit Exams from Graduation Requirements

Members were concerned that some students do not take testing seriously unless it's a graduation requirement. Members would like to see data of schools that have high percentage participation rates of juniors, the difference in proficiency between 10th and 11th graders and the performance differences between states that have exit exams and states that don't require them. Member Bailey requested data on what other states use to measure student proficiency and growth in place of exit exams if they don't have high-stakes testing. Some members felt a student's diploma shouldn't be granted based on the SBAC.

Defining 'Career Readiness' in Standards, Policy and Practice

Mr. Tim Probst, Director of Workforce Development Strategic Initiatives, Washington State Employment Security Department

Mr. Probst introduced the presentation by speaking on child poverty rates nationally, closing opportunity gaps and the definition of career readiness. He provided an overview of the partnership between the Employment Security Department (ESD), OSPI, Workforce Development Councils, the State Workforce Board and several school districts begun in 2013 to help students receive access to more work-based learning opportunities. Schools can apply for funding from YouthWorks, an initiative that will bring industry together with schools to improve education and employment outcomes for young adults. The funds received are designed to supplement the cost of programs already in place within the schools to increase employer internships, employer mentors, and career goals for students.

Mr. Probst presented results generated from the five pilot districts for the first two years of YouthWorks. All five districts experienced increases in work-based learning, student internships, employer mentors, graduation coaches and teacher externships. The increases were not as high when YouthWorks went statewide the second year. Mr. Probst believes the fluctuation is due to adding out-of-school youths the second year and the significant increase in participation size. Stakeholders are discussion plans for the third year and potential next steps.

Members discussed how a measurement to determine a student's college readiness is in place, but not for determining career readiness yet.

Consideration of SBE Legislative Priorities

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Randy Dorn, State Superintendent, OSPI

Ms. Jennifer Wallace, Executive Director, PESB

Mr. Archer presented five priorities for the Board to consider adopting as its 2016 legislative priorities. Each of them is based on a legislative priority for a prior session, a board resolution, a position statement, a legislatively mandated report, or other formal action of the Board. The priorities proposed are as follows:

- Implementing the Supreme Court's mandates in the *McCleary* decision
- Continuing to strengthen and streamline the career and college-ready diploma
- Elimination of the biology end-of-course test as a graduation requirement and its replacement, on a date certain, with a comprehensive science assessment aligned with Next Generation standards
- Defining the High School and Beyond Plan in statute or rule
- State funding of professional learning time for educators outside of the 180-day calendar and within the state's program of basic education
- Recommendation that the Legislature increase access to expanded learning opportunities for disadvantaged students

Superintendent Dorn presented OSPI's [2015-2017 Biennial Budget Requests](#) and [Teacher Shortage Budget and Policy Requests](#) for the 2016 legislative session.

Ms. Wallace presented on the PESB's progress on implementing SHB 2261 and what PESB is doing to help resolve teacher shortage issues. The PESB board is seeing much teacher shortage due to the late hiring of teachers, which can result in loss of instructional time. On behalf of the PESB Board, Ms. Wallace proposed a joint legislative priority of improving funding predictability for districts.

Members discussed the increase of diverse candidates to the teacher preparation programs across the country, respect for the profession, and salary issues. Members felt it was important to address the reasons why teachers leave the profession or decline to choose it as a career.

Members reviewed the legislative priorities, asked clarifying questions about the content, and made suggested edits. Staff were directed to revise the document for continuation of the discussion on Thursday. Member Koon requested the Board discuss on Thursday adding de-linking exit exams from graduation requirements as a legislative priority.

Meeting adjourned at 5:19 p.m.



Thursday, November 5

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, and Ms. Madaleine Osmun (12)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (8)

Absent: Mr. Tre Maxie, Mr. Dan Plung, Ms. Judy Jennings, Mr. Baxter Hershman and Ms. Linda Drake (5)

Call to Order

The meeting was called to order at 8:02 a.m. by Acting Chair Laverty.

Board Member Reports

Members around the table shared their experiences at recent conferences, stakeholder meetings and international school site visits. The Board discussed the importance of improving communication strategies so the public can stay informed about the Board's work.

Member Laverty presented Member Maier's proposal for the process for board members to explore and identify new ideas. Members were asked to take action on the proposal during business items.

Review of the 2015 Basic Education Compliance Report

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Parker Teed, Data Analyst

Mr. Archer reported that all school districts are asked to submit a program assurance form each September, through OSPI's electronic reporting system, certifying compliance with basic education requirements. At its November meeting, the SBE, by rule, must certify each district as being in compliance or noncompliance with basic education program approval requirements.

Mr. Teed presented data compiled from district reports, which included the following:

- Which method (1027 or 1000/1080) was used by districts for determining compliance with calculating total instructional hours requirements
 - District progress towards the 24-credit graduation framework
 - High school districts already requiring a third credit of science for the class of 2016
 - Districts requiring other credit for the class of 2016
 - Districts requiring the High School and Beyond Plan for credit compared to a not-for-credit requirement
 - Districts offering competency-based crediting for the Class of 2016, and those allowing World Language competency-based crediting
 - High school districts receiving temporary waivers of 24-credit graduation requirements for the class of 2019, and their enrollment
-

Members were asked to take action on adopting the 2015 school district Basic Education Act compliance report on Thursday during business items.

Board Discussion

Delinking Assessments as a Legislative Priority

Members discussed whether to add delinking exit exams from graduation requirements as a legislative priority. Member Dorn was concerned that the tests were designed to determine career and college readiness and not graduation. Member Muñoz-Col n values the high standards in place for all students and believes the assessments are still an effective tool to measure that students are receiving a rigor education. Member Avery believes the test results from last year were encouraging and indicate the state is on the right track, but the Board should advocate for providing resources needed to administer the test.

Member McMullen feels some students are proficient, but can't show it in the form of an exit exam, and those students need other pathways to reach graduation. Member Koon feels the assessments help with accountability and measuring, but the tests could still provide those results without being linked to graduation.

Members were interested in discussing alternative pathways to graduation for struggling students who can't pass the exams, instead of delinking exit exams. Members were concerned about the unintended consequences of delinking, and questioned how student achievement could be measured without assessments linked to graduation.

Member Koon expressed concern that the assessment tests and their alternatives are costly and the resources required to administer them could be used to help students in other ways.

Data Spotlight – Collections of Evidence

Dr. Andrew Parr, Research and Data Manager

Mr. Parker Teed, Data Analyst

Mr. Brian Goforth, Assessment Director, Evergreen Public Schools

Ms. Allison Harding, Associate Principal, Heritage High School

Mr. Teed presented on the three ways for a student to reach a diploma – Certificate of Academic Achievement, Certificate of Individual Achievement, and diploma without either - and the number of students not meeting assessment requirements for a high school diploma. Members reviewed data on alternative options accessed over the last three years and collection of evidence rates by subject area. Collection of Evidence (COE) was the most commonly accessed alternative for earning a Certificate of Academic Achievement. Mr. Teed presented participation rates for the COE by subject area, with mathematics collections being the most used.

Dr. Parr presented the following to the Board:

- Proportionality among student groups in participation on all COEs
 - Outcomes for the Math Year-1 COE for the 12th graders in the Class of 2013
 - Examples of reading COE success rates of different student groups
 - Outcomes for the Math 1 COE for the 12th graders in the class of 2013
 - Summary of the most recent pass rates for all the COEs
 - Math 1 COE data on student groups that passed at higher or lower rates than the state average on the COE
 - Participation data for the Biology COE
-

Mr. Goforth presented COE stats of currently enrolled students and the results for math, writing, math and science COE for the 2014-2015 school year. COEs are conducted in classrooms during the day and can be awarded credit recovery. Teachers utilize the COE web site for training and materials and teach the standards needed to pass the test. Mr. Goforth reported there will be no science COE next year because of changes in graduation requirements for the class of 2016.

Ms. Harding shared the process her school follows to place a student in a COE class. She provided an overview of what a COE classroom and web site look like, and shared that her biggest challenge faced is with ELL students and seniors needing to pass science during their final year.

Members asked Ms. Harding questions regarding her school's efforts in assisting students on a five-year graduation track, benefits of a third year of math, and the impact of teacher placement to conduct COE classes. Members discussed whether a COE is considered a test or a class, since teachers do not grade the student's results.

Public Comment

Brian Mathleson

Mr. Mathleson is concerned about linking exit exams to graduation requirements. A lot of time and resources are needed to administer the tests, which could be used more effectively in other ways to help kids.

Regional Teacher of the Year Presentation

Ms. Bethany Rivard, Fort Vancouver High School

Ms. Rivard teaches senior English language arts at a diverse school with low-income immigrant students. She shared her passion for helping students become college- and-career ready and the barriers facing many kids. Through personal statements written by her students, she discovered a majority of her students weren't aware of how to apply for college, and their barriers made college and career readiness scary. Ms. Rivard shared her efforts to help her students become informed in taking steps towards post-secondary education and being a first-generation college graduate. Ms. Rivard feels school needs to be like a second home with caring and trusting adults. She asked the Board to consider alternative ways to show proficiency as an alternative to high-stakes testing.

Ms. Muñoz-Colón presented Bethany with a resolution for being ESD 112's 2016 Regional Teacher of the Year.

Board Discussion

Delinking Assessments as a Legislative Priority

Members discussed the following:

- Exploring alternative pathways to getting a diploma for struggling students instead of delinking exit exams
 - Tabling the discussion until January when members had sufficient time to think about the topic and obtain more information
 - Waiting another year when more data are available and reevaluate the discussion for next year's legislative priorities
 - College remediation rates don't change for states that don't have exit exams
-

- The resources for exit exams could be used to help struggling students in other ways and expanding alternatives results in more funding hardships for districts
- Exit exams linked to graduation bring anxiety and harm to students who are proficient but struggle passing a test

Members asked clarifying questions of staff about content in the draft legislative priorities and suggested edits.

Business Items

Motion made by Member Fletcher to approve the date and location change from September 14-16, 2016 in Everett to September 13-15, 2016 in Stevenson, as shown in Exhibit A.

Motion seconded.

Motion carried.

Member McMullen abstained.

Motion made by Member Bailey to approve the date changes for the 2017-2018 board meeting calendar, as shown in Exhibit B.

Motion seconded.

Motion carried.

Member McMullen abstained.

Motion made by Member Fletcher to approve the 2019-2020 board meeting dates and locations, as shown in Exhibit C.

Motion seconded.

Motion carried.

Member McMullen abstained.

Motion made by Member McMullen to approve the 2015 School District Education Compliance Report, as shown in Exhibit E.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the temporary waiver of graduation requirements for the following school districts for the number of years and reasons requested in their applications to the board:

- Naches Valley
- Washougal
- Entiat

Motion seconded.

Motion carried.

Motion made by Member Maier to approve adding the Strategic Plan Issues Exploration Process, as shown in Exhibit G, to the Board Norms.

Motion seconded.

Motion carried.

Members reviewed the letter to Governor Inslee on budget priorities for the supplemental budget. Member McMullen was concerned with the language in the letter regarding separation of local levy funding from basic education funding would be problematic for schools since typically levy dollars are

tied to every budget item within a district. Members revised the language to urge the Legislature to address the use of local levy funding for basic education obligations that are properly the state's responsibility.

Motion made by Member Fletcher to approve the letter to Governor Inslee on budget priorities for the supplemental budget, as shown in Exhibit F.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the *McCleary* Implementations section, as shown as in Exhibit D, and the Professional Learning for Educators section, as shown in Exhibit H, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the High School and Beyond Plan section, as shown in Exhibit I, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the Expanding Learning Opportunities, as shown in Exhibit J, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Motion carried.

Motion made by Member Maier to approve Aligning Educator Compensation Systems with New Credentialing Policies and Address Teacher Shortages, as shown in Exhibit K, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Member Bailey suggested tabling the motion until the January board meeting to give members time to consider the motion and to receive feedback from stakeholders.

Member Maier withdrew his motion and requested it be tabled to the January meeting.

Motion made by Member Bailey to delay action on adding the Career and College-Ready Diploma Requirements, as shown as Exhibit L, as part of the 2016 State Board of Education legislative priorities until the January meeting.

Motion seconded.

Member Koon made a friendly amendment that the Board delay action on adding the Career and College-Ready Diploma Requirements as part of the 2016 State Board of Education legislative priorities and revise the current Exhibit L to address only ending the Biology end-of-course exam as a high school graduation requirement.

Member Bailey accepted the friendly amendment.

Member McMullen made a friendly amendment to have delaying action on the career and college-ready diploma requirements and approving the biology end-of-course exam requirement as a legislative priority as two separate motions.

Member Bailey accepted the friendly amendment.

Member Bailey withdrew her motion.

Motion made by Member Bailey to adopt Exhibit L, which states "The Board urges the Legislature not just to suspend, but to end the biology end-of-course exam as a high school graduation requirement, effective with the class of 2018. A comprehensive science assessment aligned with Next Generation Science Standards should be first administered in 2017-2018."

Motion seconded.

Member Koon made a friendly amendment to remove the words “in 2017-2018” and replace with the words “according to the schedule for the assessment developed by the Office of Superintendent of Public Instruction.”

Member Bailey accepted the friendly amendment.

Motion carried.

Motion made by Member Bailey to delay the adoption of Exhibit M on Career & College Ready Diploma Requirements as a State Board of Education 2016 legislative priority until the January meeting.

Seconded.

Member Muñoz-Colón and Maier stated the Board should continue to look towards alternatives and that she was opposed to the motion. Member Bailey and Member Koon urged the Board to delay the motion until members have an opportunity to review more objective data on what other states are doing about exit exams and the benefits to linking graduation to assessment tests.

Motion failed on a roll call (4 yes, 6 no). Chair Laverty requested the roll call. Those voting yes: Member Hughes, Member McMullen, Member Bailey, and Member Koon. Those voting no: Member Fletcher, Member Laverty, Member Avery, Member Estes, Member Muñoz-Colón, and Member Maier.

Member Maier made a motion to adopt Exhibit M.

Motion seconded.

Member Maier made an amendment to remove the word “testing” and change the words “11th grade” to “high school.”

Motion seconded.

Member Bailey said she felt this motion should be delayed until the Board knew which grade the high school assessment would effect.

Amendment passed.

Member Bailey made an amendment to delete the wording “test required for graduation.”

Motion seconded.

Members discussed if it was appropriate to remove the wording since the test is currently required under law.

Member Bailey withdrew her amendment.

Member Avery made a friendly amendment to add the wording “and fund” before “alternatives for students.”

Motion seconded.

Member Maier was concerned about adding a request for funding in the motion language.

Amendment passed.

Member Bailey abstained.

Motion carried.

Acting Chair Laverty adjourned the meeting at 3:46 p.m.



Feedback Summary of the November 3, 2015 Community Forum

Thirty-three participants, including five board members and seven staff, attended the November community forum in Vancouver.

School board members, superintendents, principals, and advocates attended the forum. The notes below are collected from board members' notes and one feedback forms. Because many who attended the forum were administrators and school board members, the subjects of discussion centered on meeting requirements and the complex needs of school districts. Many expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

School administration

- **Districts are balancing scheduling, kids' medical situations (vaccines), and more**
- **Meeting 24-credit graduation requirements**
- **Teacher shortage – challenges with recruiting**
- Substitute shortage
- State policies create additionally complex school management
- Alternative Learning Experience schools – funding and measuring – is difficult

Racial Equity:

- **Work to better serve needs of kids with diverse backgrounds**

Assessments:

- **Recommend high standards on Smarter Balanced Assessments**
- Stop adding new assessments

School funding:

- Keep pushing on McCleary

If you have questions about this feedback summary or future community forums or outreach efforts, please contact Stefanie Randolph, Communications Manager, at Stefanie.randolph@k12.wa.us

TO: WA State Board of Education

From: Karl Kanthak, Mt Pleasant School District (Communicating as a private person)

RE: Potential Unintended Consequences of HB 2009, Restrictive "California Style" Vaccine Exemption Restriction Legislation.

Dear Board Members,

I am speaking and submitting this information to alert you to a possible "unintended consequence" that could result in Washington Schools if the Washington Legislature passes a bill eliminating Personal Belief Exemptions (PBE's) to vaccine requirements, or even all non-medical exemptions. HB2009 type legislation would bar any child using a PBE from attending school.

Mt. Pleasant is a very small, single school, 50 to 60 student district for whom every FTE is a critical component of our budget. It is my concern that if HB 2009 or a similar bill is enacted it will harm our district, and many other small districts where every FTE is counts, without any corresponding increase in the safety or health of our students.

This information is strictly concerning the policy of vaccination, and does not address the practice of vaccination other than to acknowledge that because almost all vaccines today are injected they are by definition an invasive medical procedure and therefore subject to the risks of any other medical procedures that introduce pharmaceuticals into the body by injection. They are not harmless.

Bill supporters are claiming that reducing or eliminating Personal Belief Exemptions is critical to protect the children in our schools and communities. They paint a picture of under-informed or misinformed parents rejecting vaccination wholesale, or selfish parents shifting all risk of vaccination onto others while "free-riding" in the herd. They hold that any and all Personal Belief Exemption usage is frivolous, unnecessary and unwarranted.

My firsthand experience with parents who use PBE exemptions completely negates this characterization. The PBE use I see is thoughtful and considered.

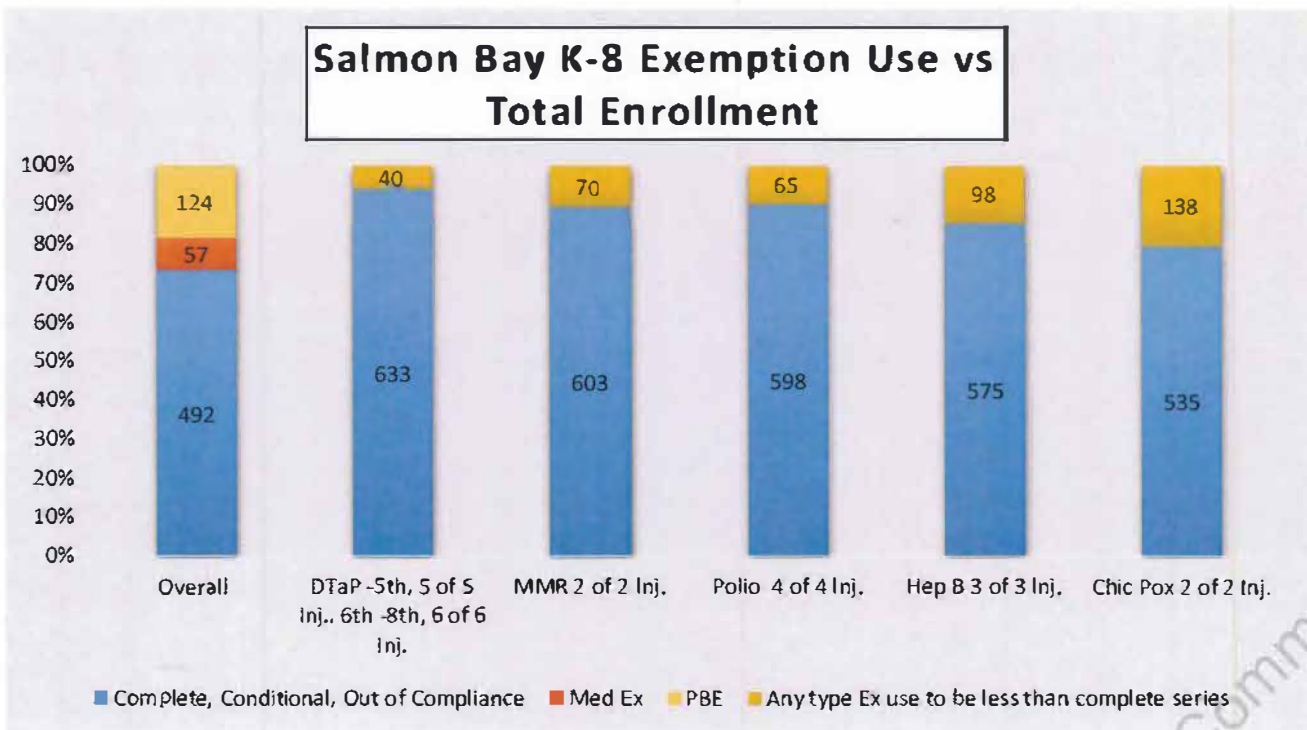
The problem with this type of legislation is that most people think "Exempt", means, "Unvaccinated", when this is very rarely the case, particularly here in Washington.

Washington requires 16 injections, in 5, 2 to 5 injection vaccine series, for Kindergarten entry. 9 additional injections are needed for Child Care and Preschool, and a TDaP is required in 6th grade. A child who attends state licensed facilities from birth through High School is subject to 25 injections. For this discussion I will be concentrating on the 17 injections for K-12 enrollment.

An exemption is needed to miss any single injection in any series. The tracking of exemption use makes no distinction between a child who has 16/17 injections, and 0 of 17 injections, both are called, "exempt", and often mistakenly considered either mostly or completely "unvaccinated".

Almost no children have zero vaccines. Most exemption use is to avoid a follow up injection of a vaccine that a parent feels caused an unacceptable reaction in their child, or to opt out of the newer Hepatitis B vaccine, which is not transmissible in the school setting, or Chicken Pox. Exemption use is varied, and few children are “blanket exemptors”

As an example let’s look at one of the “worst” schools in the Seattle Public Schools. Salmon Bay alternative K-8 has an “18.56%” PBE exemption rate, and a Medical Exemption rate of “8.5%”, but the combined total exemption rate is 24.1% because some of the children use both types- remember an exemption is needed to opt out of any single injection of the 17 in the five series. Are almost 25% of this schools 677 children mostly or completely “unvaccinated”? No, not even close. WA DOH tracks all type exemption usage by vaccine series (no breakout from PBE vs ME). Only 40 of the 638 children use any type of exemption- PBE and Medical combined- to be less than 5 of 5 DTaP K-5th grade, or 6 of 6 injections 6th – 8th grade. 633 of the 677 (93.5%) of the children are fully complete for Diphtheria, Pertussis, and Tetanus.



At the other end of the spectrum the most exempted vaccine series is Chicken Pox, where 138 of the 677 (20.3%) children use an exemption to be less than 2 of 2 injections. 10 years ago this vaccine was not required and would not be included when figuring Exemption rates. 20 years ago this school would have had zero complete for Chicken Pox because the vaccine was not yet licensed.

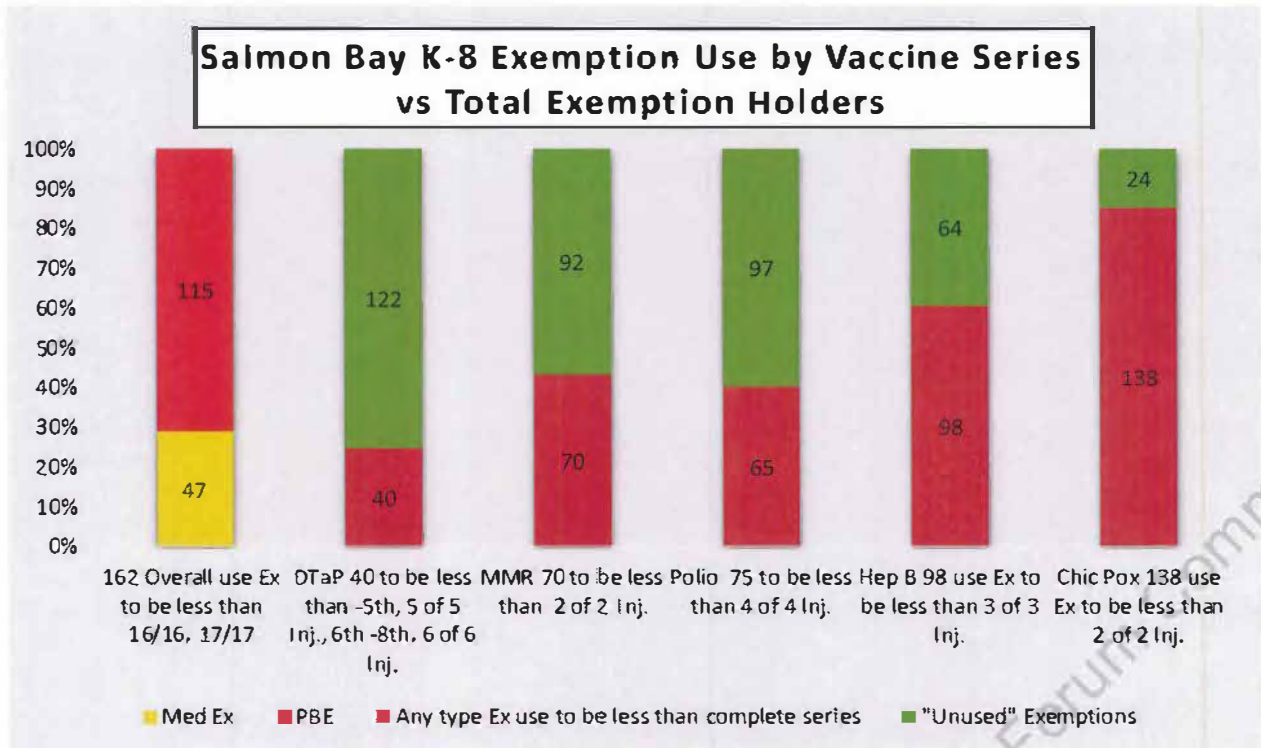
There is a 345% differential between the DTaP series exemptions (40), and the Chicken Pox series exemptions, (138). If the characterization by HB 2009 type legislation proponents about exemption use and the parents who use them is accurate, shouldn't every vaccine series be exempted at least the 124 PBE? Does this distribution of exemption use look irrational and ill-considered? Or does it look like families are thoughtfully using the exemption program to tailor the schedule to individual needs?

Comparing exemption rates by vaccine series we see that 40 children are exempting from ONLY the Chicken Pox vaccine. 68 are exempting from ONLY the Hepatitis B vaccine and the Chicken Pox vaccine.

The most exempted vaccine is for Chicken Pox, an infection that was considered routine until the vaccine was developed. The next most exempted vaccine series is for Hepatitis B, a blood borne infection with an at school transmission risk so low a known Hep B positive child is allowed unrestricted, medically confidential school attendance. Is either of these trends a threat large enough to the school to warrant barring these children?

The unintended consequence of HB 2009 type legislation is that it would withhold an education to a student for merely missing the final injection in a series, or avoiding a series selectively.

The next chart details Exemption Use vs Total Exemption Holders. The reddish bottom of the columns is the number of children using an exemption, the green is the number of "unused" exemptions. It again illustrates that there is no wholesale rejection of vaccination.



My question:

Is it the intent of the Washington State Board of Education that any child not 100% vaccinated with every dose of every series be barred from school?

If this is the intent, will there be any waivers for smaller districts, or will there be a funding offset for the loss of FTE's to small districts who lose the less than 100% vaccinated?

Will there any provision to permit districts to be less than 100% by choice?

A common assertion by HB 2009 style bill proponents is that eliminating the PBE won't affect enrollment because, "If we change the law they will just start vaccinating". However, as the data above demonstrates this is a flawed argument because for the most part they already ARE vaccinating. How can a family who is complete for everything but Chicken Pox, or Hepatitis B, or all of the schedule except the final DTaP be considered "anti-vaccination"?

No one who is exempting is doing so casually. There is tremendous pressure societally and medically to vaccinate. To use a PBE a parent must obtain the signature from an approved Health Care Provider that the Parent completed (and paid for) a face to face vaccine risk / benefit consultation. Parents cannot just "tick a box" and skip shots. These are strongly held positions.

It is my hope that the Board will see that this type of legislation is not needed or beneficial and will either oppose it, obtain amendments to soften the effect, or otherwise temper its implementation.

An HB 2009 bill would have a negative effect on our district, not only financially but educationally as well. The parents we have that use exemptions are some of the most active and beneficial members of our district. It would be a loss to the organization to have to tell them, "I am sorry Mrs. Smith, but because your child is not 16 of 16 injections you will now have to homeschool".

We recently saw an "unintended consequence" when WA DSHS added a Flu vaccination to Foster parent requirements for infants. 400 families pulled out of the program. Was the theoretical illness prevention this rule change achieved offset by losing that many families as foster providers?

Best Regards,

Karl Kanthak

This issue is being consistently misrepresented, I am going to clarify some of the main points.

Washington is very well vaccinated, at or above National averages. Toddlers:

Children Aged 19-35 Months ⁵ by State and Selected Area – National Immunization Survey, United States, 2013	3+DTaP ¹	4+DTaP ^{**}	3+Polio ^{''}	1+MMR ^{'''}	3+Hib ^{'''}	Hib-PS ^{***}	3+HepB ^{'''}
US National	94.1±0.9	83.1±1.3	92.7±1.0	91.9±0.9	92.8±0.9	93.7±0.9	90.8±1.0
Washington	95.1±3.7	79.8±7.0	93.1±4.6	93.5±3.9	94.3±3.9	94.3±3.9	89.0±5.9

http://www.cdc.gov/vaccines/imz-managers/coverage/nis/child/tables/13/tab02_antigen_iap_2013.pdf

Bill proponents are trying to represent that Kindergarten rates are low. This is false.

Kindergarten “measures” low because WA DOH only counts children with “complete” series, i.e. 5/5 DTaP, 2/2 MMR, 4/4 Polio, 3/3 Hep B, 2/2 Chicken Pox.

This is problematical because 4 of the 16 required injections are CDC scheduled between age 4 and 6.

WA enrolls Kindergarten at age 5. Some kids are still getting those last booster injections during the school year as they turn 6. WA DOH doesn’t credit those children for the partial series, and instead puts them in the “Out of Compliance” column, where they can appear, ‘unvaccinated’. Even though they have the proper injections for their age.

The report closes only 8 weeks after school starts which also depresses measurement.

You can see the “drop” in the rates when you compare Kindergarten to PreSchool and 6th grade, which both have 93-95% rates. The PreSchool children are still as vaccinated but show up in the “Out of Compliance” column during Kindergarten, until they get the final injections. You can see that in the 6th grade rates, which are actually reached during 1st grade when the children age into the final boosters. You can see the effect again when the 6th TDaP is measured in 6th Grade- the report closes in the beginning of the years before all the the injections are caught up.

**Washington State Vaccination Coverage Report Compilation
CDC NIS 1-35 Month olds, WA DOH Kindergarten, WA DOH 6th Grade, WA DOH Statewide**

Age	Any Ex	Med Ex	Per Bel Ex	Rel Ex	Diph Tet	Pert	MMR	Polio	Hep B	Chick Pox	Out of Compliance Missing Pprwkor Final Inject.	Cond
Pre Sch*					95.1% 3 Inj.	95.1% 3 Inj.	93.1% 1 Inj.	93.5% 3 Inj.	89.0% 3 Inj.	91.7% 1 Inj.		
Kinder**	4.5%	1.2%	3.1%	.2%	90.1% 5 Inj.	90.7% 5 Inj.	89.5% 2 Inj.	88.4% 4 Inj.	91.9% 3 Inj.	87.9% 2 Inj.	10.9%	1.8%
6 th Grade**	6.7%	1.0%	5.5%	.3%	80.4% 6 Inj.	81.5% 6 Inj.	95.5% 2 Inj.	95.5% 2 Inj.	95.3% 3 Inj.	93.0% 2 Inj.	16.0% 6 th TDaP due age 1-12	1.1%
K-12 100% - Any Ex % **	5.2%	1.0%	3.9%	.3%	96.8% Any Ex 3.2%	97.1% Any Ex 2.9%	96.9% Any Ex 3.1%	97.0% Any Ex 3.0%	96.9% Any Ex 3.1%	97.1% Any Ex 2.9%		

*http://www.cdc.gov/vaccines/imz-managers/coverage/nis/child/tables/13/tab02_antigen_iap_2013.pdf

**<http://www.doh.wa.gov/DataandStatisticalReports/HealthBehaviors/Immunization/SchoolReports/DataTables>

Community Forum Comment

4 of the 16 Kindergarten School attendance injections are CDC scheduled between age 4 and 6 years old. 5 year old kids are enrolled into Kindergarten, who are still within the age 4 - 6 time frame for final boosters. K Rates are incomplete because it measures children in the middle of the administration window, just after school starts.

Kindergarten Kids are still in the process of completing the vaccine injection series- K Rate measurement is too early to be accurate

Appendix A

Recommended and Minimum Ages and Intervals Between Doses of Routinely Recommended Vaccines^{1,2,3,4}

	Recommended age for this dose	Minimum age for this dose	Recommended interval to next dose	Minimum interval to next dose
Diphtheria, tetanus, and pertussis (DTaP)-1 ⁵	2 months	6 weeks	8 weeks	4 weeks
	4 months	10 weeks	8 weeks	4 weeks
	6 months	14 weeks	6-12 months	6 months ⁶
DTaP-4	15-18 months	15 months ⁷	3 years	6 months
DTaP-5	4-6 years	4 years	—	—
<i>Haemophilus influenzae</i> type b (Hib)-1 ^{8,9}	2 months	6 weeks	8 weeks	4 weeks
Hib-2	4 months	10 weeks	8 weeks	4 weeks
Hib-3 ⁹	6 months	14 weeks	6-9 months	8 weeks
Hib-4	12-15 months	12 months	—	—
Hepatitis A (HepA)-1	12-23 months	12 months	6-18 months	6 months
HepA-2	≥18 months	18 months	—	—
Hepatitis B (HepB)-1 ⁴	Birth	Birth	4 weeks-4 months	4 weeks
HepB-2	1-2 months	4 weeks	8 weeks-17 months	8 weeks
HepB-3 ¹⁰	6-18 months	24 weeks	—	—
Herpes zoster (HZV) ¹¹	≥60 years	60 years	—	—
Human papillomavirus (HPV)-1 ²	11-12 years	9 years	8 weeks	4 weeks
HPV-2	11-12 years (+ 2 months)	9 years (+ 4 weeks)	4 months	12 weeks ¹³
HPV-3 ¹³	11-12 years (+ 6 months)	9 years (+ 24 weeks)	—	—
Influenza, inactivated (IIV) ¹⁴	≥6 months	6 months ¹⁵	4 weeks	4 weeks
Influenza, live attenuated (LAIV) ¹⁴	2-49 years	2 years	4 weeks	4 weeks
Measles-mumps-rubella (MMR)-1 ¹⁶	12-15 months	12 months	3-5 years	4 weeks
MMR-2 ¹⁶	4-6 years	13 months	—	—
Meningococcal conjugate (MCV)-1 ¹⁷	11-12 years	6 weeks ¹⁸	4-5 years	8 weeks
MCV-2	16 years	11 years (+ 8 weeks)	—	—
Meningococcal polysaccharide (MPSV4)-1 ¹⁷	—	2 years	5 years	5 years
MPSV4-2	—	7 years	—	—
Pneumococcal conjugate (PCV)-1 ⁹	2 months	6 weeks	8 weeks	4 weeks
PCV-2	4 months	10 weeks	8 weeks	4 weeks
PCV3	6 months	14 weeks	6 months	8 weeks
PCV-4	12-15 months	12 months	—	—
Pneumococcal polysaccharide (PPSV)-1	—	2 years	5 years	5 years
PPSV-2 ¹⁹	—	7 years	—	—
Poliovirus, inactivated (IPV)-1 ³	2 months	6 weeks	8 weeks	4 weeks
IPV-2	4 months	10 weeks	8 weeks-14 months	4 weeks
IPV-3	6-18 months	14 weeks	3-5 years	6 months
IPV-4 ²⁰	4-6 years	4 years	—	—
Rotavirus (RV)-1 ²¹	2 months	6 weeks	8 weeks	4 weeks
RV-2	4 months	10 weeks	8 weeks	4 weeks
RV-3 ²²	6 months	14 weeks	—	—
Tetanus-diphtheria (Td)	11-12 years	7 years	10 years	5 years
Tetanus-diphtheria-acellular pertussis (Tdap) ²³	≥11 years	7 years	—	—
Varicella (Var)-1 ¹⁶	12-15 months	12 months	3-5 years	12 weeks ²⁴
Var-2 ¹⁶	4-6 years	15 months ²⁵	—	—

Centers for Disease Control and Prevention
Epidemiology and Prevention of Vaccine-Preventable Diseases, 13th Edition

April 2015

<http://www.cdc.gov/vaccines/pubs/pinkbook/downloads/appendices/A/age-interval-table.pdf>

Appendix A-13



Current Exemption Form Requires Doctor Consult

Certificate of Exemption

SIDE A:
For Religious, Personal, Philosophical, and Medical Exemptions*

FOR OFFICE USE ONLY CHILD'S LAST NAME

PART 1: PARENT OR GUARDIAN INSTRUCTIONS

In order for this form to be valid for religious, personal, philosophical, or medical reasons, please:

- Step 1: Fill in your child's information in Boxes 1-4
- Step 2: Read the Parent/Guardian Declaration
- Step 3: Provide your initials where indicated
- Step 4: Print your name, sign, and date in Boxes 5-6
- Step 5: Have a provider complete Part 2 of this form

1. Child's Last Name

Parents cannot "just tick the PB/Ph Box" for an Exemption. They must schedule, pay for, and have a Vaccine Risk/Benefit Consult with a State Approved Health Care Provider

Parent/Guardian Declaration

I understand that:

- My child may not be allowed to attend school or child care during an outbreak of the disease that my child has not been fully vaccinated against. _____ (initial)
- Exempting my child from any or all required vaccine(s) may result in serious illness, disability, or death to my child or others. I understand the risks and possible outcomes of my decision to exempt my child. _____ (initial)
- The information provided on this form is complete and correct. _____ (initial)

5. Print Parent/Guardian Name

6. Parent/Guardian Signature and Date

PART 2: HEALTHCARE PROVIDER INSTRUCTIONS

In order for this form to be valid, please:

- Step 1: Mark which disease(s) and what type of exemption is requested, if medical write T for Temporary or P for Permanent.
- Step 2: Discuss the benefits and risks of immunizations with the parent or guardian
- Step 3: Read the Provider Declaration
- Step 4: Print your name, credentials, sign, and date in Boxes 7-8

Disease	Personal/Philosophical	Religious	Medical (T/P)*	Exemption Category Available
Diphtheria				
Hepatitis				
Hib				
Meningitis				
Mumps				
Pertussis				
Pneumococcal				
Polio				
Rubella				
Tetanus				
Varicella				
AV				

Exemptions are granted by individual vaccines

*A provider may grant a medical exemption only if there is a valid medical contraindication to a vaccine.

Provider Declaration

I declare that:

- I have discussed the benefits and risks of immunizations with the parent/legal guardian as a condition for exempting their child.
- I am a Qualified MD, ND, DO, APRN or PA licensed under Title 18 RCW.
- The information provided on this form is complete and correct.

7. Print Provider Name and Credential (MD, ND, DO, APRN, PA)

8. Provider Signature and Date

WAC 18A-02-0300 (2) "Before a child is allowed to attend any public and private school or licensed child day care in Washington state, the parent or guardian must receive a copy of either (1) an immunization (2) an indication of the child's compliance with a school or child care immunization requirement for entry to the State Board of Health, or (3) a certificate of exemption signed by a parent or guardian and a child or A signed by a licensed health care provider or by a practitioner licensed in a health care profession that includes health care credentials and a provider registration number to a child's file."

FIRST NAME

M.I.

Community Health Comment



Certificate of Immunization Status (CIS)

DOH 348-013 Jan

Reviewed By: _____ Date: _____

Please print. See back for instructions on how to fill out this form or get it printed from the Immunization Information System.

Child's Last Name: _____ First Name: _____ Middle Initial: _____ Birthdate (mm/dd/yyyy): _____

Symbols below:
◆ Exemption for Kindergarten, Child Care, or School
◆ Required for Child Care/Preschool Only
◆ Recommended, but not required
I certify that the information provided on this form is correct and verifiable.
Parent/Guardian Signature Required

Vaccine	Dose	Month	Day	Year
Hepatitis B (Hep B)				
◆	1			
◆	2			
◆	3			
or Hep B - 2 doses alternate schedule for teens				
◆	1			
◆	2			
Rotavirus (RV1, RV5)				
◆	1			
◆	2			
◆	3			
Diphtheria, Tetanus, Pertussis (DTaP, DTP, DT)				
◆	1			
◆	2			
◆	3			
◆	4			
◆	5			
Tetanus, Diphtheria, Pertussis (Tdap)				
◆	1			
Tetanus, Diphtheria (Td)				
◆	1			
◆	2			
Haemophilus influenzae (b)				
◆	1			
◆	2			
◆	3			
◆	4			
Influenza (flu, most recent)				
◆	1			

Vaccine	Dose	Month	Day	Year
Pneumococcal (PCV, PPSV)				
◆	1			
◆	2			
◆	3			
◆	4			
◆	5			
Polio (IPV, OPV)				
◆	1			
◆	2			
◆	3			
◆	4			
Measles, Mumps, Rubella (MMR)				
◆	1			
◆	2			
Varicella (chickenpox)				
◆	1			
◆	2			
Hepatitis A (Hep A)				
◆	1			
◆	2			

Exemptions in WA are measured, "All or Nothing", for completed multi-dose series.

A student who has 2 of 2 MMR & Chicken Pox, 4 of 4 Polio, 3 of 3 Hep B, but 4 of 5 DTaP, is counted by WA DOH as "EXEMPT".

0 of 16 Shots = EXEMPT
15 of 16 Shots = EXEMPT

EXEMPT does not mean "unvaccinated"

EXEMPT means an uncompleted series

An Exemption is required to opt out of ANY SINGLE SHOT of the Red vaccine series for K-12, or Green and Red for Child Care / Preschool

I verify that the child named on this CIS has laboratory evidence of immunity (tier) to the diseases marked. Signed lab report(s) MUST also be attached

- Diphtheria
- Hepatitis A
- Hepatitis B
- Hib
- Measles
- Mumps
- Polio
- Rubella
- Tetanus
- Varicella
- Other: _____

Licensed healthcare provider signature _____ Date _____
(MD, DO, ND, PA, ARNP)

Printed Name: _____

Community Forum Comment

There was never a "Golden Age", in the past when Vaccine Acceptance and Vaccination rates were higher than they are today. The truth is there are more US children getting more vaccines for more infections at younger ages than ever in history!

Vaccine Coverage Levels – United States, 1962-2009

Year	DTP3+	DTP4+	Polio 3+	MMR*	Hib3+	Var	PCV3+	HepB3+	Combined 4-3-1	Combined 4-3-1.3
1962	67.3									
1963	71.4									
1964	74.6									
1965	72.7									
1966	74.0									
1967	77.9			60.0						
1968	76.8			61.5						
1969	77.4			61.4						
1970	76.4			58.4						
1971	77.8			62.2						
1972	74.2			62.0						
1973	71.7		59.5	61.0						
1974	72.2		60.0	63.4						
1975	73.2		63.6	65.5						
1976	72.7		61.3	66.3						
1977	69.6		62.6	65.0						
1978	66.6		59.5	63.6						
1979	64.4		59.7	66.5						
1980	66.0		58.9	66.5						
1981	68.1		59.2	66.8						
1982	67.1		57.0	67.6						
1983	65.4		56.9	66.9						
1984	65.0		53.2	65.8						
1985	63.6		53.6	61.0						
1986†										
1987†										
1988†										
1989†										
1990†										
1991	68.8		53.0	82.0						
1992	83.0	59.0	72.4	82.5	28.2			8.0	68.7	55.3
1993	88.2	72.1	78.9	84.1	55.0			16.0	67.1	
1994	93.0	77.7	83.0	89.0	86.0			37.0	75.0	
1995	94.7	78.5	87.9	87.6	91.7			68.0	76.0	74.2
1996	95.0	81.1	91.1	90.7	91.7	16.0		81.8	78.2	76.5
1997	95.5	81.5	90.8	90.5	92.7	25.9		83.7	77.9	76.2
1998	95.0	83.9	90.8	92.0	93.4	43.2		87.0	80.6	79.2
1999	95.9	83.3	89.6	91.5	93.5	57.5		88.1	79.9	78.4
2000	94.1	81.7	89.5	90.5	93.0	67.8		90.3	77.6	76.2
2001	94.3	82.1	89.4	91.9	93.0	76.3		88.9	78.6	77.0
2002	94.0	81.2	90.2	91.6	93.1	80.6	40.8	88.0	78.5	77.5
2003	96.0	84.8	91.6	93.0	93.9	84.0	68.1	92.2	82.2	81.3
2004	95.0	85.5	91.6	93.0	93.5	87.5	73.2	92.4	83.5	82.5
2005	96.9	85.7	91.7	91.5	93.9	87.9	82.8	92.9	83.3	82.4
2006	95.8	85.2	92.9	92.4	93.4	89.3	87.0	93.4	83.2	82.9
2007	95.5	84.5	92.5	92.3	92.6	90.0	90.0	92.9	82.8	81.1
2008		84.6	93.5	92.1	90.9	90.9	80.1	93.5		
2009	94.0	83.9	92.8	90.0	92.3	89.6	92.6	92.0	81.5	

Decades of 30% - 40% unvaccinated population with no epidemics

The 90% plus coverage rates we see today were first achieved in the late 90's, and are the result of the convergence of 3 programs-

- 1) School attendance requirements, which began in the late 70's & early 80's;
 - 2) The near complete indemnification for liability of vaccine manufacturers and administrators by the NVICP, The National Vaccine Injury Compensation program in 1988; and
 - 3) VFC- Vaccines For Children, a funding scheme whereby the government buys and provides all "required" vaccines, 1993.
- Required vaccines are now legislated purchases.

*Previously reported as measles-containing vaccine (MCV)
 †No national coverage data were collected from 1986 through 1990.
 ‡In 2008, data are for PCV4.

Combined 4-3-1: Four or more doses of DTP/DaP/D, three or more doses of poliovirus vaccine, and one or more doses of any measles-containing vaccine.

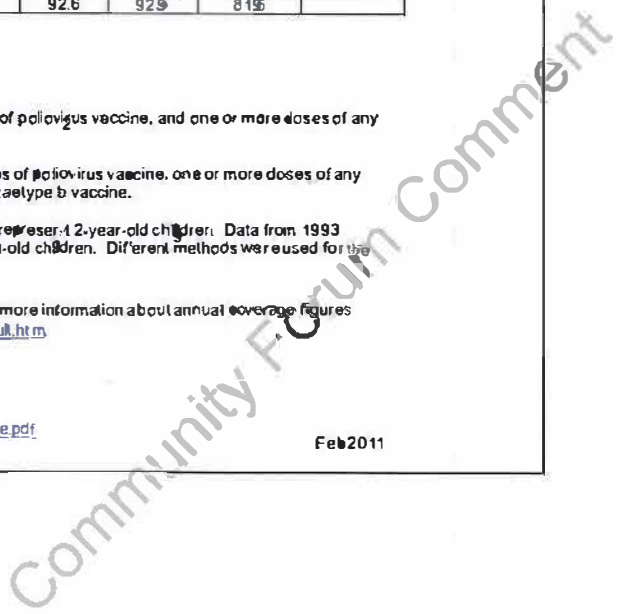
Combined 4-3-1.3: Four or more doses of DTP/DaP/D, three or more doses of poliovirus vaccine, one or more doses of any measles-containing vaccine, and three or more doses of *Haemophilus influenzae* type b vaccine.

Data prior to 1993 were collected by the National Health Interview Survey and represent 12-year-old children. Data from 1993 forward are from the National Immunization Survey and represent 19-35 month-old children. Different methods were used for the two surveys.

Data are available for combinations of vaccines not reflected on this table. For more information about annual coverage figures from 1994 to the present, see <http://www.cdc.gov/vaccines/stats-surv/nis/default.htm>

This document can be found on the CDC website at:
<http://www.cdc.gov/vaccines/pubs/pinkbook/downloads/appendices/G/coverage.pdf>

Feb 2011



Johns Hopkins warns that the vaccinated are a threat to the immunocompromised



The Johns Hopkins Hospital Patient Information



Care at Home for the Immunocompromised Patient

What can I do to prevent infection?

- Hand washing is the **best way** to prevent infection.
- Carry hand sanitizer with you at all times.
- Wash with soap and water or hand sanitizer



Should an IC child really be in the uncontrolled environment of a public school or other public spaces?

- before and after you use the bathroom
- before and after preparing or eating food
- after touching pets or animals
- after contact with someone who has an infection such as a cold or the flu
- after touching surfaces in public areas (such as elevator buttons, handrails and gas pumps)

Do I need to wear a mask?

Wear an N95 respirator mask when you travel to and from the hospital, when you are in the hospital, within two football fields of construction or digging, and in any public place. Close all car windows and turn on the re-circulate button of your ventilation system.

- Avoid crowds if possible. An area is crowded if you are within an arm's length of other people.
- Avoid closed spaces if possible.

Can I have visitors?

- Tell friends and family who are sick, or have recently had a live vaccine (such as chicken pox, measles, rubella, intranasal influenza, polio or smallpox) not to visit.
- It may be a good idea to have visitors call first.
- Avoid contact with children who were recently vaccinated.

Are there any precautions I should take?

- Do not take aspirin or aspirin-like products (such as Advil™, Motrin™ or Excedrin™) unless told by your doctor.

Are schools currently notifying IC families when fellow students have been recently vaccinated with live viruses?

- You should wear a medical alert bracelet that identifies you as a cancer patient or bone marrow transplant patient at risk for bleeding or infection.
- **Keep a current medication list with you at all times.**
- Do not take any herbal products.
- Avoid grapefruit juice, which interacts with many medications.



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a high-quality education that prepares for career, college, and life."

Office of Superintendent of Public Instruction, Billings Room
600 Washington Street SE, Olympia, WA 98504

December 18, 2015

Minutes

Special Board Meeting

Members Attending: (via telephone) Chair Muñoz-Colón, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Dan Plung, Ms. Judy Jennings, and Tre' Maxie (10)

Members Attending: (in-person) Vice Chair Kevin Laverty (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (7)

Absent: Ms. Madaleine Osmun, Mr. Baxter Hershman, Mr. Randy Dorn, Ms. Holly Koon and Mr. Parker Teed (5)

Call to Order

Acting Chair Laverty called the meeting to order at 12:32 p.m. Member Muñoz-Colón, Member Avery, Member Fletcher, Member Maier, Member Bailey, Member Estes, Member Hughes, Member Plung, Member Jennings and Member Maxie identified themselves as being present on the teleconference.

Approval of First Place Scholars School as a Private School

Ms. Linda Drake, Director of Career- and College-Ready Initiatives

Ms. Drake stated that First Place Scholars School was approved as a private school for a number of years before becoming a public charter school in January 2014. With the Supreme Court decision finding that the charter school law is unconstitutional, the school has requested to revert back to a private school. The Office of Superintendent of Public Instruction (OSPI) reviews applications for private schools, and if no deviations from the requirements are found, recommends the applicant for approval to the State Board of Education (SBE) and the Board approves them. Ms. Drake reported that OSPI submitted a letter of recommendation to the SBE stating that no deviations were found in First Place Scholars School's private school application.

Public Comment

No public comment was made.

Business Items

Motion made by Member Jennings to approve First Place Scholars School as an approved Private School consistent with the recommendation of the Office of Superintendent of Public Instruction and pursuant to WAC 180-90-145.

Motion seconded.

Motion carried.

Motion passed on a roll call (11 yes/0 no). Member Laverty requested the roll call. Those voting yes: Member Fletcher, Member Plung, Member Hughes, Member Jennings, Member Laverty, Member Maxie, Member Avery, Member Estes, Member Bailey, Member Muñoz-Colón, and Member Maier. Those voting no: none.

Acting Chair Laverty adjourned the meeting at 12:45 p.m.





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>TITLE: More than a Rating – What You Can Learn from the Washington Achievement Index</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>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.



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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.



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Title:	<u>Career Readiness: Presentation by the National Association of State Boards of Education and Discussion with the Workforce Training and Education Coordinating Board</u>	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) will hear from representatives of the National Association of State Boards of Education (NASBE) and hold a discussion with the Executive Director and members of the Workforce Education and Training Coordinating Board. The SBE will consider how to define career readiness, and how to move forward with developing policies that support career readiness.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The SBE will hear from Robert Hull, Director of the Center for College, Career, and Civic Readiness, and Ace Parsi, Director for Deeper Learning, at NASBE. Robert Hull and Ace Parsi will present a summary of the work of a NASBE study group on career readiness. A report on the work of the study group is included in this section of board meeting materials.</p> <p>The Board will also have the opportunity to discuss defining career readiness with Eleni Papadakis, the Executive Director of the Workforce Training and Education Coordinating Board (Workforce Board) and with Workforce Board members.</p> <p>The Board may also consider partnering with the Workforce Board to seek support from NASBE on a Deeper Learning grant to develop career readiness.</p>	



DEFINING CAREER READINESS

Policy Considerations

At past meetings the Board expressed an interest in developing a definition of career readiness as part of college and career readiness. The state's new college- and career-ready standards, assessments, and graduation requirements are arguably more focused on college readiness than career readiness, perhaps because college readiness is a more easily defined. And yet, defining career readiness maybe an important step in meeting the Board's strategic goal 1.B "Postsecondary Readiness and Access: Develop policies to promote equity in postsecondary readiness and access", and goal 1.B.1 "Advocate expanded programs that provide career and college experiences for underrepresented students."

At the January 2016 board meeting, the State Board of Education (SBE) will have the opportunity to further develop policies on career readiness through conversation with experts and partners. The Board will hear from Robert Hull, Director of the Center for College, Career, and Civic Readiness, and Ace Parsi, Director for Deeper Learning, at the National Association of State Boards of Education (NASBE). Mr. Hull and Mr. Parsi will present a summary of the NASBE report on the study group on career readiness, [Toward A Better Balance: Bolstering The Second "C" in College and Career Readiness](#), which is included in this section of board meeting materials.

The SBE will also have the opportunity to discuss defining career readiness with Eleni Papadakis, the Executive Director of the Workforce Training and Education Coordinating Board (Workforce Board) and with Workforce Board members.

At the January 2016 board meeting, the Board may consider moving forward with the Workforce Board on a NASBE [Deeper Learning project](#) to explore policies intended to advance career readiness among Washington high school students.

Past Board Work on Career Readiness

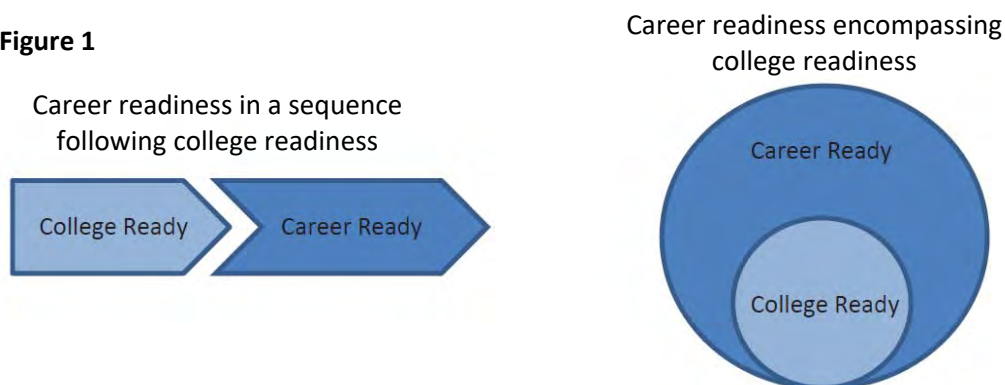
At the November 2015 board meeting Tim Probst, Director of Workforce Development Initiatives at the Washington State Employment Security Department, presented on the Career Readiness for a Working Washington program. Board packet materials for the November meeting may be found at: http://www.sbe.wa.gov/documents/BoardMeetings/2015/Nov/06_CareerReadinessC.pdf

The Board also discussed career readiness as part of the strategic planning process at the July 2015 board meeting. A staff memo on Defining Career Readiness was available as part of the meeting materials for the Strategic Plan Review: http://www.sbe.wa.gov/documents/BoardMeetings/2015/Nov/06_CareerReadinessC.pdf

That memo showed a visual conceptualization of the relationship between career readiness and college readiness (figure 1). The image showing college readiness encompassed by career readiness, rather than in a linear relationship, more aptly captured Board discussion.

In May, 2015, the Board approved 21 Career and Technical Education (CTE) course equivalencies for math and science. These equivalencies help students attain both academic and technical skills and knowledge.

Figure 1



In 2014, Member (and current Chair) Muz -Col served on the [Legislative Task Force on Career Education Opportunities](#). The purpose of the Task Force was to identify strategies for how education that supports career readiness, including but not limited to CTE, may be better integrated into secondary education opportunities for all students. Recommendations of the Task Force included:

1. Assuring options for students
2. Increase student/parent awareness of high school graduation requirements
3. Increased counseling
4. Incorporating Common Core Standards and assessments
5. Improvement to the High School and Beyond Plan
6. Statewide policies for CTE
7. Increase work-integrated learning opportunities

Definitions of Career Readiness

Many definitions of career readiness acknowledge two factors, as depicted in figure 2, content knowledge, and a second factor comprised of characteristics necessary for work-success. These characteristics are variously described and are, to some degree, difficult to quantify and assess. Often these characteristic are referred to as employability skills or dispositions. Some definitions of career readiness separate academic content knowledge from specific technical skills and knowledge for particular occupations, such as depicted in figure 3. Other definitions of emphasize preparation for next steps, as shown in figure 4.

Terms other than “dispositions” or “employability skills” are often used that may have somewhat different or overlapping meanings. These include “attributes,” “soft skills,” “social emotional learning,” “21st century skills,” and “habits of mind.” Currently the Social Emotional Learning Benchmarks Workgroup, a Legislative workgroup, is convening to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades k-12 that build on what is being done in early learning. It may be worth exploring further to what degree social-emotional learning benchmarks coincide with the characteristics necessary for work-success.

Figure 2:

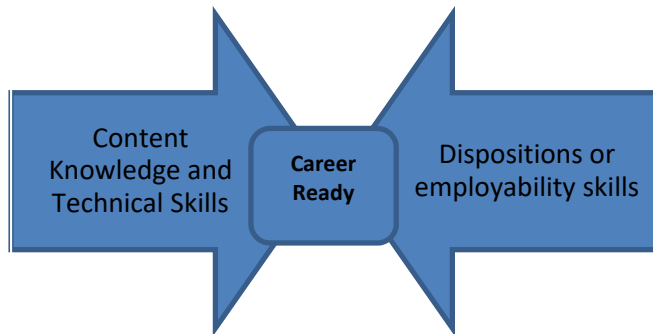


Figure 3:

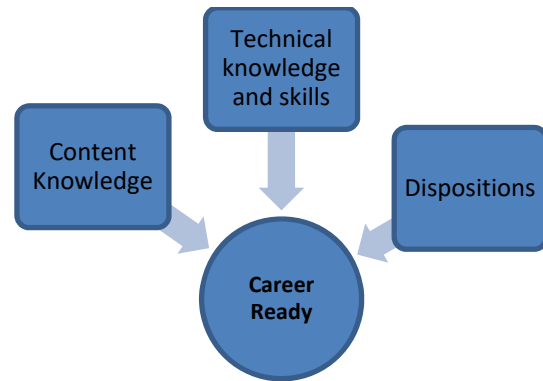
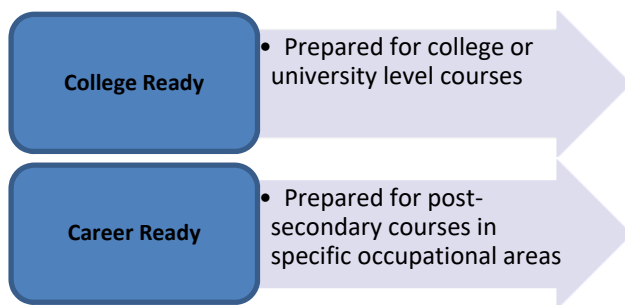


Figure 4:



Below are three examples of descriptions or definitions of career readiness that can be approximated by the visuals in figures 2, 3 and 4:

Career dispositions and evolving skills and knowledge (Figure 2)

“A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key academic, technical and workplace knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Knowledge, skills and dispositions that are inter-dependent and mutually reinforcing.”

-Career Readiness Partner Council

Three skill areas (Figure 3)

“Career readiness involves three major skill areas: *core academic skills* and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; *employability skills* (such as critical thinking and responsibility) that are essential in any career area; and *technical, job-specific skills* related to a specific career pathway. These skills have been emphasized across numerous pieces of research and allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement.”

-Association for Career and Technical Education

Prepared for post-secondary education and training (Figure 4)

“A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. ... College readiness general means the ability to complete a wide range of general education courses, while career readiness refers to readiness for courses specific to an occupational area or certificate.”

-David Conley, 2012

A number of states focus on content knowledge and define career and college readiness based on mastery of content sufficient for success in introductory courses at two- and four-year colleges and universities without remediation. This definition of career and college readiness aligns with the Achievement Level descriptor for a Level 3 on the Smarter Balanced assessment.

In 2013 the Center on Education Policy conducted a survey of states on the states' definitions of career readiness. Fourteen of the 46 states that responded to the survey had statewide definitions of career or work readiness, and 20 states were working on a definition. Washington was reported as not having a definition.

Career Ready Standards and Skills

21st Century Skills

In Washington, Career and Technical Education (CTE) adopted 21st Century Skills (updated as the [Framework for 21st Century Learning](#)), as outlined by the [Partnership for 21st Century Skills](#) (P21). The framework was developed by educators and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship. These skills are embedded in all CTE courses, and have been required in CTE course frameworks approved by OSPI since 2010. The CTE course equivalency frameworks approved by the Board included specific alignment with 21st Century Skills.

P21 identified [Sammamish High School](#) in the Bellevue School Districts as a Exemplar School, part of a program to identify and promote examples of successful implementation of 21st learning. The school conducted a complete curriculum and instruction redesign to incorporate problem-based learning in all classrooms, in both academic and career and technical content areas, to promote critical thinking, collaboration, and authentic problem solving.

Sammamish High School is an example of a school that has committed to incorporating 21st century learning throughout the school. Some states are endeavoring to incorporate 21st century learning statewide. An example is Iowa, which has incorporated the 21st Century Learning Framework, along with the Common Core State Standards and Next Generation Science Standards, into the state standards, [Iowa Core](#). Iowa's content standards and 21st Century skills are broken down by subject and grades, so that the expectations of the knowledge and skills that are being taught at each grade level are clear.

Examples of Career Standards in Other States: California Career Skills and Oregon's Essential Skills

California and Oregon are two states that have adopted state standards that incorporate career skills. The skills are intended to be embedded across both academic and CTE content areas.

In California, the State Superintendent of Public Instruction has directed the California Department of Education to implement his [California Career Readiness Initiative](#) designed to support, sustain and strengthen CTE in the state. Part of the work is to define and promote career readiness and 21st century skills, which has resulted in the [Standards for Career Ready Practice](#) (included in this section of meeting materials). These standards describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training and the workforce.

In Oregon, an Essential Skills Taskforce made up of K-12 educators, higher education educators, business and community representatives, and students defined nine essential skills in 2007. In 2008, the Oregon State Board of Education adopted the [Essential Skills](#) (included in this section of meeting materials) as graduation requirements, that are being phased-in.

Work-based Learning

Washington rule [WAC 392-410-315](#) authorizes school districts to accept worksite learning in lieu of required or elective credit if the worksite learning meets the requirements of the rule. Statutory authority of the rule is [RCW 28A.305.130](#), SBE's Powers and Duties. The SBE may consider if amending the work-based learning process may help Washington students acquire career skills and credits toward graduation.

Additional Resources

[College and Career Readiness: What Do We Mean?](#), (2012). ConnectEd, The California Center for College and Career. ConnectEd's work has had a strong impact on California's efforts to better integrate CTE with rigorous, college preparatory academics.

[Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century](#), (2012). National Academies Press.

[Career Readiness Assessments Across States: A Summary of Survey Findings](#), (2013). Center for Education Policy.

Action

The SBE may consider moving forward with the Workforce Board and other partners, on a NASBE Deeper Learning project to further career readiness. The Board may begin to identify a direction for the state, such as the direction that Iowa, California, or Oregon have taken, that uses a definition of career readiness to create policy designed to further career readiness among Washington high school students.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

GUIDING QUESTIONS FOR DISCUSSIONS ON CAREER READINESS

Questions for the presentation and discussion with Robert Hull and Ace Parsi:

- What are some core “take-aways” from [Toward a Better Balance: Bolstering the Second “C” in College and Career Readiness](#)? (This report is provided to the Board as part of the meeting materials.)
- What is the profile of a few that states that have meaningfully advanced career readiness as part of a career- and college-ready effort?
- How is the ESEA reauthorization likely to impact these efforts?

A PowerPoint presentation from NASBE will be posted with the online board meeting materials by Friday, January 8, 2016.

Questions for the discussion with the Workforce Training and Education Coordinating Board:

- What is career readiness? How is our current system supporting or not supporting this vision of career readiness?
- Other states have included standards for career readiness for all students, as part of a broader college- and career-ready effort. Should Washington consider adopting career-readiness standards for all students?
- How do employers determine the career readiness of a prospective employee? Or for Labor, how is readiness determined for apprenticeship applicants?
- What could we potentially accomplish if the Workforce Board and SBE worked together on making CR an integral component of K-12 education? Do we want to move forward on exploring such a partnership?



NASBE

National Association of
State Boards of Education

October 2015

TOWARD A BETTER BALANCE:

BOLSTERING THE SECOND
“C” IN COLLEGE AND
CAREER READINESS

The Report of the NASBE Study
Group on Career Readiness

CONTENTS

Why Career Readiness? 5

What Can State Boards Do to Advance Career Readiness? 7

Build Knowledge and Understanding of Postsecondary, Business, and Workforce Initiatives **7**

Engage with a Broad Spectrum of Stakeholders to Define Career Readiness **8**

Ensure State Board Policies Value Career Readiness **13**

Looking Ahead 17

Resources 17

Notes 19

WHY CAREER READINESS?

In recent years, state board of education members from across the country have expressed a growing concern about what lies ahead for students after high school. Are they prepared for postsecondary education? The world of work? To participate in a democracy? To be engaged members of a community? To navigate financial decisions? In short, are they prepared for life?

Answering these questions isn't easy. It's tantamount to a self-evaluation for those charged with overseeing the welfare of the nation's K-12 education system. Yet as data and anecdotal evidence mount, it is clear that policymakers must advance beyond simply repeating the mantra of "college and career readiness for all."

A number of factors are fueling the concern about students' readiness for their next steps after graduation:

- ▶ Employment projections indicate a need for a better educated and more highly skilled workforce. By 2020, the portion of jobs requiring some level of postsecondary education will reach 65 percent, and unless student outcomes in the United States improve significantly, demand will not be met.¹
- ▶ Despite employers' demand for some level of postsecondary education, only 8 out of 10 students graduate from high school on time in the United States. Disaggregating outcomes reveals an even more troubling figure: There is a persistent gap for Hispanic students and black students, who graduate at significantly lower rates than their white peers (73 and 69 percent, respectively, compared with 86 percent for white students).²
- ▶ Among those who graduate from high school, only 66 percent enroll in two- or four-year programs the following fall.³ And, a full 20 percent of those who enroll must take remedial coursework.⁴
- ▶ Only 29 percent of the students at two-year institutions earn a degree or certificate in three years; only 59 percent of students at a four-year institution finish in six years.⁵
- ▶ There is a mismatch between degrees earned and available jobs: A McKinsey study found that across the globe, 75 million young people are unemployed, yet businesses can't find enough skilled

workers to fill openings⁶—a message that business and industry stakeholders have echoed repeatedly in recent years. In another survey of Business Roundtable members, 95 percent indicated a skills shortage within their companies.⁷

Beyond the deficits in the education and workforce pipelines, studies call into question preparedness on a whole range of measures. For many adults in the United States, a long-standing goal of school is to prepare students for citizenship. Yet only 45 percent of 18- to 29-year-olds voted in 2012, down from 51 percent in the previous presidential election.⁸ Further, among youth with at least some college education, turnout was 66 percent while those with no college experience turned out at a rate of only 35 percent.⁹

Another frequently cited deficit in the wake of the Great Recession is financial literacy. One study found that 18 percent of 15-year-old students could not answer the most basic financial questions.¹⁰ Another study of first-year college students found that financial literacy is actually on the decline for tasks such as paying bills on time, following a budget, or balancing a checkbook.¹¹

The Career Readiness Study Group's conclusion after exploring these and other data points: The lack of readiness for college, careers, and civic life is not a problem that one group of stakeholders can fix, nor will focusing on career readiness alone be sufficient. But neither can these problems sit on the back burner any longer. Better preparing students for their adult lives will require collaboration of a broad spectrum of agencies, organizations, and individuals committed to building an aligned system that supports individuals from cradle to—and through—career. Approaching the problem through the lens of career readiness is by no means a silver bullet, but it offers a fresh perspective on a decades-old strategy that has focused almost exclusively on college preparation—a strategy that is not working for students, teachers, families, or communities.

State boards of education can play a critical role. They can closely examine the foundation upon which the entire education system is built: Are there cracks? Are they significant? Is there a foundation at all? Or is it incomplete? State boards are uniquely positioned to ask questions, to call for a time-out, and to look at the big picture to ensure that policy—big and small—is grounded in preparing students for life. What follows is a set of recommendations and strategies, developed by the study group, that can launch state boards of education into a discussion of these issues.

WHAT CAN STATE BOARDS DO TO ADVANCE CAREER READINESS?

The study group’s recommendations are grounded in the premise that college and career readiness requires academic rigor, real-world workplace experiences, and employability skills provided through multiple pathways that allow every student to reach his or her potential. For years now, the phrase “college and career ready” has been used to describe countless reform efforts, reports, studies, and programs, often with little thought given to the second “c”—careers. As the data attest, these efforts have been insufficient. They point to the legitimate need for state policymakers to achieve a better balance by creating a comprehensive infrastructure that supports and values college and career readiness equally.

Build Knowledge and Understanding of Postsecondary, Business, and Workforce Initiatives

Education and workforce systems can sometimes operate in silos in the United States. Take these four major federal education and workforce policies:

- ▶ The Elementary and Secondary Education Act (ESEA), signed into law in 1965, addresses primary and secondary education.
- ▶ The Higher Education Act (HEA), also signed into law in 1965, largely governs federal student aid programs.
- ▶ The Carl D. Perkins Career and Technical Education Act (Perkins), first authorized in 1980, focuses on career and technical education (CTE), which can span secondary and postsecondary.
- ▶ The Workforce Innovation and Opportunity Act (WIOA), first passed in 1988 and replacing the Job Training Partnership Act, addresses workforce development.

Most state board oversight tends to coincide with the policy areas raised in ESEA. A state might have another board to oversee community colleges, another for four-year institutions, perhaps another for CTE, and even more boards for workforce development and labor. Yet the work of all of these boards is inextricably linked

because students may straddle multiple systems or move from one to another—and back again—throughout their lifetimes.

In order to fully achieve college and career readiness for all students, these boards and agencies must do better at aligning their goals and objectives. As a state board member, you can support better alignment by boning up on the roles and authorities of other governing boards, agencies, and stakeholders in your state. If CTE is not housed within the state education agency (SEA), who is charged with administering Perkins? State board members can set up a meeting to learn more. Does your board have a formal connection to the higher education governing board in your state? How are WIOA dollars for youth allocated in your state, and how does that connect with the policies and priorities for other career training initiatives? Building knowledge about the governance structure, policies, programs, and funding—and getting to know the people affiliated with them—is a critical first step to building a comprehensive system that values career readiness.

Further, many state board members spend time in schools and classrooms, observing and meeting teachers and students. In order to better understand what happens to students once they leave high school, it can be just as critical for state board members to observe and interact with systems, organizations, and individuals who focus on postsecondary education and career preparation. During the past year, members of the Career Readiness Study Group spent time in their respective states learning about the many boards and agencies that address career readiness. They forged new relationships, learned about workforce development initiatives, visited manufacturing plants, and explored labor market data—all steps that any state board member can replicate.

Engage with a Broad Spectrum of Stakeholders to Define Career Readiness

Many groups have a stake in college and career readiness. As a result, definitions, goals, and objectives vary from agency to agency, program to program, and even individual to individual. And perspective matters. How a stakeholder in the K-12 system views college and career readiness might be very different from the views of an individual who works for the state's economic development agency, a business executive, or a parent. And while there is a strong base of research and agreement about academic benchmarks, research and practice do not speak so clearly on what it means for a student to be

Box 1. College versus Careers

US policy and practice focus strongly on preparing students to enter four-year degree programs after high school. This dates in part to passage of the GI Bill in 1944, when subsidies expanded access for millions of Americans returning from World War II. College enrollment increased nearly sixfold by 1980. In one generation, public policy—and opinion—coalesced around the idea that a bachelor's degree was a guaranteed ticket to the middle class.

Standards-based reform beginning in the 1980s further entrenched college prep coursework in the American classroom, at a time when vocational education faced a serious image problem. For many years, low-achieving students were tracked into vocational programs, where they were prepared for low-wage jobs with little to no room for career advancement. Even more problematic, the programs did not require these students to complete academic courses needed for entry into college. Despite a shift to a more rigorous framework that combines academic and career coursework, the negative image persists for many parents, policymakers, and even educators. Yet the lines between college ready and career ready are increasingly blurred as evidence mounts that living-wage jobs require postsecondary education.

Source: Draws on Lori Meyer, “Career Readiness: Bridging the Gap between Education and Workforce Preparation,” *Policy Priorities* 20, no. 3 (Alexandria, VA: ASCD, fall 2014), <http://www.ascd.org/publications/newsletters/policy-priorities/vol20/num03/toc.aspx>. Copyright 2014, ASCD. Reprinted with permission. Learn more about ASCD at www.ascd.org.

prepared for the workplace. Combining the two terms together under one rhetorical umbrella has added confusion for stakeholders who are trying to determine whether college ready and career ready mean the same thing or something different (box 1).

State definitions reflect this multiplicity of stakeholder perspectives and the knowledge gap. In a 2013 survey of state CTE directors, only 14 reported having a statewide definition of career readiness, but an additional 20 indicated they were developing a definition.¹² A study conducted a year later by another group reported that 32 states had a working definition of college and career readiness.¹³ A third study, published in 2013, found that all but one state had a definition, most often defined as prepared for success in entry-level, credit-bearing college courses.¹⁴

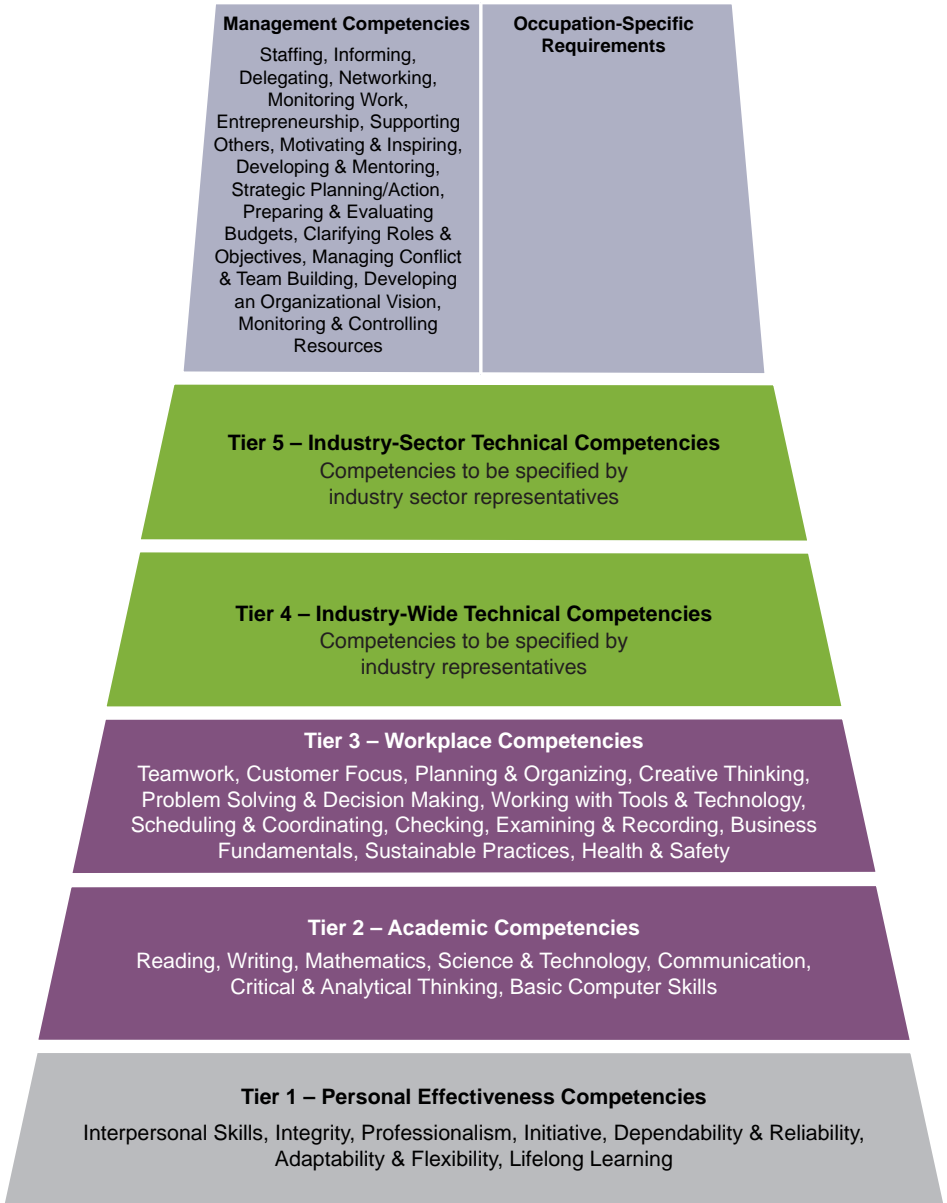
Part of the confusion stems from too many states using the label college and career ready to describe reform efforts without much debate about what it meant. They simply tacked the career label onto benchmarks for college readiness. States did so with good intentions, as part of broader efforts to make the education system more equitable and rectify decades of tracking poor students and students of color into vocational education programs while middle- and upper-income (and mostly white) peers were tracked into college prep coursework. Yet without a clear understanding and agreement about what career readiness means, many state policies and programs are not advancing in the direction of college and career readiness for all. Rather, states' attention is focused on a shortsighted race with college acceptance as the finish line.

Among the states and national organizations that have developed definitions that address career readiness specifically, there are generally two approaches: those that include technical knowledge and skills and those that do not. Two other common elements are academic knowledge and skills and workplace knowledge, skills, and dispositions (sometimes referred to as lifelong learning skills, soft skills, or 21st century skills; also see figure 1).¹⁵

Given the lack of clarity about what it means to be college *and* career ready, the study group members concluded that defining the terms is a critical step for states in order to ensure rigor, equity, and alignment.

If feasible, the definition should be developed collaboratively by a broad range of stakeholders: K-12, postsecondary, workforce,

Figure 1. Foundational Knowledge and Skills for the Workplace



Source: US Department of Labor. The model is based on a review of 22 industry models.

business, and industry representatives (one effort is represented in box 2). A collaborative process can help to align goals and objectives across systems and agencies, particularly if involved stakeholders agree to adopt the definition for use within their respective agencies and organizations. For state boards, a definition can guide policy toward a common goal.

Who leads the process of developing a definition will vary from one state to the next. Perhaps this conversation is already under way and a state board of education member participates as part of an effort led by another stakeholder group. Perhaps another agency or the governor already gathered stakeholders to define college and career readiness but failed to include the state board. Perhaps defining college and career readiness has not made it to the top of the agenda, and your board decides to make it a priority and take the lead in bringing together stakeholders. Regardless of how it happens, start by focusing on making sure it happens in the first place and that the state board of education has a seat at the table.

Box 2. What It Means to Be Career Ready

“A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially secure, and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key knowledge, skills, and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum.... These include both academic and technical knowledge and skills and employability knowledge, skills, and dispositions.”

—From “Building Blocks for Change: What It Means to Be Career Ready,” on the website of the Career Readiness Partner Council, a broad-based coalition of education, policy, business, and philanthropic organizations that was formed in 2012.

Ensure State Board Policies Value Career Readiness

In each state, a host of policies and programs are in place to address career readiness: from the broad, symbolic “college and career” nomenclature that every state uses to policies that hone in on standards, graduation requirements, and career-focused programs such as CTE. Unfortunately, career readiness in most states is addressed in a patchwork quilt that often reaches only a small subset of students. This subset might include juniors and seniors who are participating in a career academy within a comprehensive high school, a one-off event such as a career fair, or an after-school activity or club. In stark contrast, the college prep curriculum touches all students, from the minute they arrive at school until they depart for home. What follows is a brief overview of four areas in which state boards of education tend to have authority; these areas can provide a starting point for examining career readiness through a policy lens.

Standards. The degree to which education standards address career readiness is up for debate, in part because the foundational work to define career readiness hasn’t been done. Again, while most standards are pitched as being focused on “college and career,” there is little to no evidence of attention to much beyond college preparation. Most states revised their academic standards for English/language arts and mathematics in the last five years in an effort to better align student learning to the demands of college and the workplace. Other academic subjects followed suit, including science. However, questions remain about whether the standards adequately address the “soft” skills that often serve as a bridge between academic and technical content: communications, teamwork, and critical thinking skills, for example. CTE standards have also been updated in recent years, in part to reflect the demands of the 21st century work place but also to better align with the newly revised academic content standards. The CTE standards include academic, technical, and workplace components for career pathways but generally apply to a small subset of students who self-select as CTE concentrators (meaning they earned four or more technical credits in a career area).

While most state boards have the authority for their state’s academic learning standards, many also have either total or joint authority for their states’ CTE learning standards (see map), thus opening the door for state boards to approach the broader issue of career readiness more holistically.

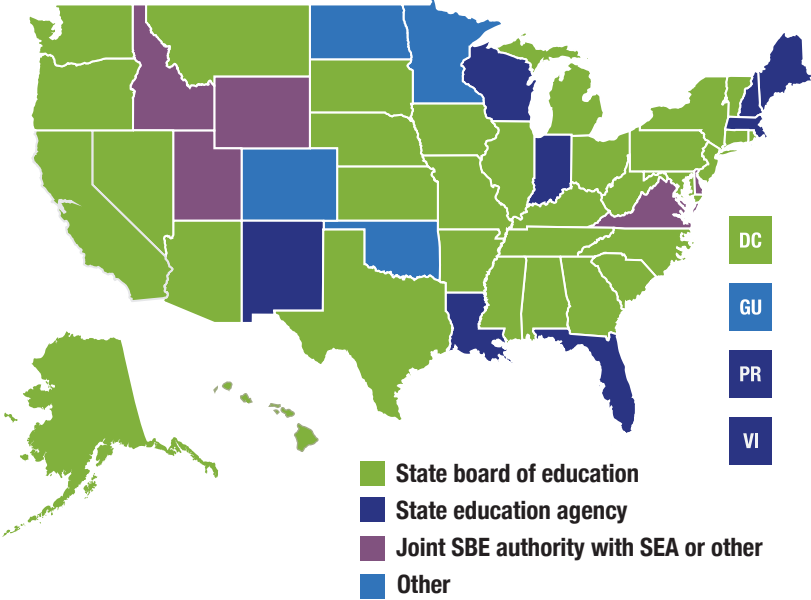
Should every state jump to using CTE standards for all high school students? Not necessarily. Do the academic standards that many states have developed in recent years address career readiness? Again, not necessarily. What a state board can do is to define college and career readiness and make sure the standards align to that definition. Standards drive what students learn in the classroom. If the standards don't address career readiness, then chances are students aren't learning about career readiness.

Assessments. On the assessment front, state policy and practice run the gamut. States have a long history of assessing academic knowledge, but when it comes to technical and employability knowledge and skills, the state of the states is less clear, both in terms of what is tested, who is being tested, and for what purpose. What is clear: Career readiness testing is much more decentralized than academic testing and varies greatly from one district to the next.¹⁶ The Partnership for Assessment of Readiness for College and Careers (PARCC), Smarter Balanced Assessment Consortium (Smarter Balanced), the American Institutes for Research, and others vie for state contracts to assess core academic subject knowledge for students. States and districts gauge workplace readiness for some, but usually not all, students through exams such as ACT's WorkKeys. (Only four states require all students to take the exam.¹⁷) Finally, states and school districts also use an almost endless number of industry-based or certification exams, primarily for CTE concentrators.

Armed with a state definition of college and career readiness, coupled with a strong understanding of how state standards align to that definition, state board members can begin to see the landscape of career readiness assessment in their state. What career readiness assessments does your state administer? Who takes the tests and when, and what are the results used for? There is no consensus on what career readiness assessment should look like, particularly if all students are to be tested. Most American students are not exposed to much if any career readiness testing.¹⁸ What is tested tends to be what is taught, so examining assessment will be critical if there is to be significant progress in valuing career readiness.

Accountability. How the results are used varies as much as the assessments themselves. A 50-state analysis found that most states do not value both college and career readiness equally in their accountability systems.¹⁹ When career readiness is included, it is

State Authority for CTE Standards



Source: National Association of State Directors of Career Technical Education Consortium, “The State of Career Technical Education: An Analysis of State CTE Standards,” 2013.

often limited to CTE concentrators and only to meet federal reporting requirements. Graduation requirements also fail to value career readiness. Requirements are still centered on Carnegie units and emphasize academic courses (English language arts, mathematics, science, social studies), although many require a unit of CTE.²⁰ How are career-focused indicators included in your state? Are career readiness measures included in public reporting, such as report cards?

Teacher Preparation and Professional Development. Who leads classroom instruction is perhaps the least studied aspect of career readiness. Exploration of teacher training, professional development, and regulations tends to focus on academic content knowledge and pedagogy skills. The limited number of reports that explore the topic do so through a CTE lens, which can offer valuable insight but is not sufficient if the goal is to ensure that all students are career ready. Core academic subject teachers tend to have content expertise and

often pedagogy skills, whereas CTE teachers tend to have workplace experience, technical knowledge, and an understanding of how to apply academic content in a work setting.²¹ College and career readiness instruction requires a hybrid: teachers who merge the best of academic and technical knowledge with 21st century skills and application of the content in real-world work situations.

Other Ways Career Readiness Is Valued. Standards, assessment, accountability, and teacher certification and professional development are the bread and butter of state board work. But there are other ways that career readiness can be addressed, such as through local nonprofit programs, private grants, partnerships with business and industry, after-school activities, and classroom practice that stretches the boundaries of the traditional lecture model of teaching. More often, these activities fall outside the direct authority of state boards, but members should be knowledgeable about the variety of ways that career readiness is being addressed throughout the state and ensure that state policy does not create barriers to successful implementation. These activities might include work-based learning experiences gained during the school day, before, or after; project-based learning; teacher externships at local businesses; and a public/private partnership between a local school district, the neighboring community college, and a regional business.

A Holistic Approach. The study group concluded that state board members should closely examine state policies to determine the degree to which career readiness is addressed. Members should have a firm grasp of the policies that fall within the K-12 realm, which might be more expansive than standards, assessment, accountability, and teacher training.

Explore the major areas for which your state board has authority: Do standards include workplace readiness measures or technical knowledge and skills for all students? How is career readiness assessed? Do all students have the opportunity to be tested? Is career readiness part of the state's accountability formula?

The ultimate goal is to create a comprehensive, aligned policy strategy for college and career readiness, but a critical first step is evaluating what's already in place and why. Once a board has a firm grasp on the degree to which career readiness is addressed in state policy, it can then begin the task of determining what needs to change and how.

LOOKING AHEAD

At the final meeting of the study group in June, members urged NASBE to continue to delve further into the topic of career readiness. Unlike some topics, the career readiness landscape is vast and still in its infancy when compared with the understanding of college readiness. The study group concluded their deliberations with a request to state board members to take the long view. Discrete quick-fix policies will not help the nation's youth achieve college, career, and civic readiness. State boards of education are well positioned to promote a vision for education that values all of these elements and looks beyond college entrance as the end goal.

RESOURCES

The Career Readiness Study Group heard from many experts and read extensively on the topic. In addition to the references listed throughout the report, presenters and members of the study shared a number of resources they believe state boards will find useful:

Achieving Collegiate Excellence and Success (ACES) is a collaborative effort between Montgomery College, Montgomery County Public Schools, and the Universities at Shady Grove to support students and provide a seamless path to a bachelor's degree.

ACT, a nonprofit that offers the college admissions and placement test of the same name to high school students, also provides assessment, research, information, and program management services to the education and workforce development fields. One such resource is their report *Building a Common Language for Career Readiness and Success: A Foundational Competency Framework for Employers and Educators*.

The Alliance for Excellent Education is a national policy and advocacy organization dedicated to ensuring that all students, particularly those who are traditionally underserved, graduate from high school ready for success in college, work, and citizenship. The Alliance offers federal policy updates and analyses on issues related to college and career readiness in secondary schools.

The **Association of Career and Technical Education (ACTE)** is the largest national education association dedicated to preparing youth and adults for careers. The National Association of State Directors of Career

Technical Education Consortium (NASDCTEc) represents the state and territory heads of secondary, postsecondary, and adult CTE. Both organizations offer a host of resources on CTE programs and funding, as well as federal and state policy.

The Center for Education and Workforce, housed within the US Chamber of Commerce Foundation Center, mobilizes the business community to be more engaged partners and to challenge the status quo. It connects education and workforce reforms to economic development. The center offers a host of resources on the skills gap.

ConnectEd: The California Center for College & Career is dedicated to advancing practice, policy, and research aimed at helping young people prepare for both college and careers through Linked Learning—a high school improvement approach.

The Connecticut Technical High School System recently released a strategic plan that emphasized academic, structural, and economic areas called Tomorrow's Framework.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five US extrastate jurisdictions. CCSSO released a report and launched an initiative in late 2014 focused on career readiness, *Opportunities and Options: Making Career Preparation Work for Students*.

The Education Commission of the States (ECS), tracks state policy trends, translates academic research, provides unbiased advice, and creates opportunities for state leaders to learn from one another. ECS provides an online, 50-state policy database on a range of topics related to college and career readiness.

The Guam Department of Education initiates career readiness efforts beginning in elementary schools with career fairs, portfolios, and hands-on STEM activities.

Jobs for the Future (JFF) designs and drives the adoption of innovative and scalable education and career training models and systems that lead from college readiness to career advancement and also develops and advocates for the federal and state policies needed to support these solutions. JFF is spearheading several work readiness initiatives, including Pathways to Prosperity.

Junior Achievement USA (JA) is the world's largest organization dedicated to educating students about workforce readiness,

entrepreneurship, and financial literacy through experiential, hands-on programs.

The National Center for Learning Disabilities (NCLD) works to improve the lives of the one in five children and adults nationwide with learning and attention issues by empowering parents and young adults, transforming schools, and advocating for equal rights and opportunities. NCLD works to create a society in which every individual possesses the academic, social, and emotional skills needed to succeed in school, work, and life. It offers a number of resources, including a study focused on how students feel about their journey before and after high school.

The National Skills Coalition is a broad-based coalition working toward a vision of an America that grows its economy by investing in its people so that every worker and every industry has the skills to compete and prosper. The organization focuses on advancing state and federal policies that support these goals and offers a wealth of resources on WIOA and other career-related legislation and funding.

Nebraska’s Career Education Model promotes a vision for college and career readiness.

The Southern Regional Education Board (SREB) works with 16 member states to improve public education at every level, from pre-K through Ph.D. SREB has a long history of working with states on career readiness and CTE initiatives.

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NASBE

National Association of
State Boards of Education

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NASBE is a nonprofit, private association that represents state and territorial boards of education. Its principal objectives are to strengthen state leadership in education policymaking, promote excellence in the education of all students, advocate equality of access to educational opportunity, and ensure continued citizen support for public education.



Standards for Career Ready Practice[†]

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a career technical education (CTE) program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

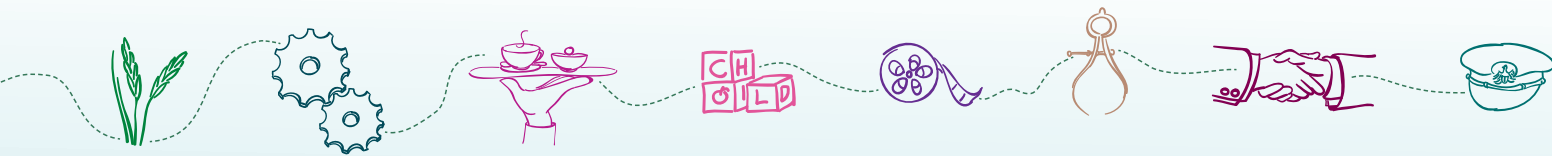
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

[†]Prepared by the California Department of Education. Adapted for California and based on the "Career Ready Practices" adopted by the Common Career Technical Core (CCTC). The CCTC practices are posted at <http://www.careertech.org/>.





6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Essential Skills

Definitions and Graduation Requirements

Essential Skill Definitions and Timeline	Requirement for students first enrolled in Grade 9 in:
<p>1. Read and comprehend a variety of text*</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and understand text.* • Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements. • Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols. • Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems. <p><i>*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats</i></p>	<p>2008-2009 and beyond</p>
<p>2. Write clearly and accurately</p> <ul style="list-style-type: none"> • Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology. • Develop organized, well-reasoned, supported, and focused communications. • Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications. • Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting. 	<p>2009-2010 and beyond</p>
<p>3. Apply mathematics in a variety of settings</p> <ul style="list-style-type: none"> • Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable. • Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution. • Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods. 	<p>2010-2011 and beyond</p>

<p>4. Listen actively and speak clearly and coherently</p> <ul style="list-style-type: none"> • Listen actively to understand verbal and non-verbal communication. • Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems. • Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. • Use language appropriate to particular audiences and contexts. 	<p>Student cohorts beyond 2013-2014 may also be accountable for the additional Essential Skills.</p>
<p>5. Think critically and analytically</p> <ul style="list-style-type: none"> • Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon. • Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon. • Gather, question and evaluate the quality of information from multiple primary and secondary sources. • Propose defensible conclusions that address multiple and diverse perspectives. • Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions. 	<p>Additional Essential Skills graduation requirements must be approved by the State Board of Education by March 1st of the students' 8th grade year.</p>
<p>6. Use technology to learn, live, and work</p> <ul style="list-style-type: none"> • Use creativity and innovation to generate ideas, products, or processes using current technology. • Use technology to participate in a broader community through networking, collaboration and learning. • Recognize and practice legal and responsible behavior in the use and access of information and technology. • Use technology as a tool to access, research, manage, integrate, and communicate ideas and information. 	<p>Student cohorts beyond 2013-2014 may also be accountable for the additional Essential Skills.</p>
<p>7. Demonstrate civic and community engagement</p> <ul style="list-style-type: none"> • Apply knowledge of local, state, and U.S. history and government to explain current social and political issues. • Perform the civic and community responsibilities essential to living in a representative democracy. 	

Essential Skill Definitions and Timeline		Requirement for students first enrolled in Grade 9 in:	
8. Demonstrate global literacy <ul style="list-style-type: none"> • Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions. • Apply a global perspective to analyze contemporary and historical issues. 		Additional Essential Skills graduation requirements must be approved by the State Board of Education by March 1st of the students' 8th grade year.	
9. Demonstrate personal management and teamwork skills <ul style="list-style-type: none"> • Participate cooperatively and productively in work teams to identify and solve problems. • Display initiative and demonstrate respect for other team members to complete tasks. • Plan, organize, and complete assigned tasks accurately and on time. • Exhibit work ethic and performance, including the ability to be responsible and dependable. 			
Graduation Requirements by Cohort			
Students first enrolled in Grade 9 in	1. Read and comprehend a variety of text	2. Write clearly and accurately	3. Apply mathematics in a variety of settings
2008-2009	Required		
2009-2010	Required	Required	
2010-2011 and beyond	Required	Required	Required



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Joint Legislative Priority with Professional Educator Standards Board	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the compensation model presented meet the intent of ESHB 2261 that the salary allocation model be aligned to certification expectations? Does the continuum of teacher knowledge and development recognized in the certification levels correlate more closely with teacher effectiveness than the traditional single salary schedule based only on years of experience and additional degrees or credits acquired?	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>At the November meeting the Board considered adoption of a joint legislative priority with the Professional Educator Standards Board (PESB). The priority consists of support for a set of strategies to address the recurring problem of teacher shortages and for a revised salary allocation model, as directed by ESHB 2261, that aligns professional credentialing of teachers with compensation. Jennifer Wallace, Executive Director of the Professional Educator Standards Board, explained and took questions from Board members on the PESB’s legislative proposals on the teacher shortage. At this meeting Ms. Wallace will describe the compensation model recommended by the QEC that is aligned with the system of professional credentialing of educators. In your packet you will find:</p> <ul style="list-style-type: none"> • A staff memo. • The proposed joint SBE/PESB legislative priority, deferred in November for consideration at the January board meeting. • The recommendation of the QEQ Technical Work Group for aligning the salary allocation model to the career continuum for educators. • A March 2014 PESB news release on the University of Washington study on the relation of the ProTeach Portfolio assessment to teacher effectiveness. • The PESB policy brief, “Addressing the Recurring Problem of Teacher Shortages,” on which Ms. Wallace presented at the November meeting. 	



JOINT SBE-PESB LEGISLATIVE PRIORITY

Policy Considerations

Are the legislative proposals set forth by the Professional Educator Standards Board an appropriate response to the problem of teacher shortages identified by the PESB and OSPI? Is one of those proposals, a revised salary allocation model aligned with the state's system of professional certification, consistent with the intent of ESHB 2261, supported by the work of the Compensation Technical Working Group of the Quality Education Council, superior to the current salary allocation schedule in compensating educators for attainment of knowledge and skills linked by research to improved student achievement, and likely to be helpful in attracting new teachers to the profession?

Teacher Shortages

At the November board meeting, Jennifer Wallace, Executive Director of the Professional Educator Standards Board (PESB), presented to the SBE on PESB research on the problem of teachers shortages, and summarized a set of proposals on what the Legislature and other entities can do to address it. A robust board discussion followed Ms. Wallace's presentation.

Much of Ms. Wallace's presentation was based on the PESB policy brief "Addressing the Recurring Problem of Teacher Shortages" (October 2015), included in this section of the January board packet.

PESB finds not only that there clearly is a teacher shortage in Washington at this time, but that it may exceed the accustomed cycle in there is less teacher attrition, and so lower demand for new hires, in bad economic times, and more attrition when things turn up.

Washington teachers are leaving at a rate that we have not seen for at least the past decade. Not only are veteran teachers leaving at unprecedented rates, they are transferring as well. The combination of leavers and transfers means that district hiring has gone up dramatically. Where several years ago we had high unemployment of graduates looking to become teachers, it now appears that nearly all graduates looking for teaching jobs are finding positions.

Sharply increased hiring means that substitute pools are being drained as well. While all hiring data were not in at the time of the report, inquiries to PESB from the field suggested that districts had hired all available teachers, including substitutes and the conditionally credentialed. Under pressure to fill jobs, districts were looking to other sources of supply, including students in teacher education programs.

Teacher shortages are common, PESB says, but are usually localized and specific to content areas (such as math and science). They are also cyclical and typically less evident when there are fewer opportunities in other sectors of the economy. The concern is that we may have reached a "new normal" in which teacher shortages are less easily managed in usual ways, and more ongoing than cyclical. Some of the reasons cited for this include:

- The high rate of teachers leaving the profession, which appears to exceed what we've seen in prior cycles;
- Enrollment in and completion of teacher education programs at higher education institutions are down, reflecting a national trend;

- Beginning teacher attrition, which, while a strong concern, is not distinct to the present shortage problem;
- Credentialing requirements for teachers in Washington. Easing them, however, would compromise teacher quality, without much impact on the present shortage. PESB strongly recommends maintaining the standards and assessments for licensure enacted in ESHB 2261 in 2009 and 2SSB 6696, which research shows are directly linked to student achievement gains.

PESB lists ten actions in the report that the Legislature can take to address the recurring problem of teacher shortages in a sustained and comprehensive way.

1. Require and fund public institutions of higher education to develop priority subject area recruitment and enrollment plans.
2. Increase funding for Alternative Routes and Educator Retooling programs.
3. Centralize and fund, statewide and/or by regions, more aggressive marketing of and recruitment for teaching positions.
4. Allow PESB to continue to innovate with Alternative Routes through rule, in order to be more responsive to district need.
5. Increase funding for Educator Retooling for teachers to add subject matter credentials enabling them to be qualified to teach in areas of district need.
6. Support statewide dissemination and implementation support for the Careers in Education program curriculum. Provide funding to support an online portal, and professional development for implementation.
7. Revisit language of Chapter 235, Law 2010 (E2SSB 6696) to strengthen provisions on offering of Alternative Routes programs by higher education institutions with approved teacher preparation programs.
8. Improve retention by funding statewide beginning teacher induction and mentoring, including high-quality training for mentor teachers.
9. Provide districts with tools to improve enrollment forecasting and funding predictability for better and earlier determination of hiring needs.
10. Per the PESB position statement on the report and recommendations of the QEC Compensation Technical Working Group, establish competitive beginning teacher pay and align increases in compensation with requirements of the state's career-long licensure system and successful teacher teaching experience as verified through our state teacher evaluation system.

The second part of this memo discusses the last of these proposals. It would establish an updated model for state salary allocations based on professional attainments in place of the traditional model in which teachers advance in pay based only on years of experience and degrees, academic credits, or "clock hours."

Salary Allocation Model Aligned to a Career Continuum

The landmark education reform act of 2009, ESHB 2261, which makes up the foundation for the *McCleary* mandate, required the Office of Financial Management, by July 1, 2011 to "convene a technical working group to recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent schedule." While not explicitly including the new

compensation model within a revised definition of basic education, the act expressed the intent of the Legislature that teacher pay be not just enhanced in amount but restructured to align with the knowledge, skills and teaching practices found most likely to raise student achievement.

This requirement of ESHB 2261 originates in [2SSB 5955](#) (Educator preparation, professional development and compensation) in 2007. The act pronounced a purpose for the Professional Educator Standards Board to “take the next steps in developing quality teaching knowledge and skill in the state’s teaching ranks.” These duties, the Legislature said, build on a current teacher development foundation that requires evidence of positive impact on student learning, and focuses on furthering K-12 learning goals through instructional skill alignment. By June 2009, the PESB was to set performance standards and develop, pilot, and implement a uniform and externally administered professional-level certification assessment based on demonstrated teaching skill.

The certification assessment developed by the PESB pursuant to 2SSB 5955 is the ProTeach Portfolio, first required for teachers to earn a professional certificate in 2010. In order to achieve the passing score on the ProTeach Portfolio, teachers must demonstrate the required knowledge and skills, specified in [WAC 181-79A-207](#), that demonstrate a positive impact on student learning. “A positive impact on student learning” is defined in [WAC 181-78A-010](#) to mean that “a teacher through instruction and assessment has been able to document students’ increased knowledge or demonstration of a skill or set of skills related to the state goals and/or essential academic learning requirements.”

The revised salary allocation model developed by the Compensation Technical Working Group (TWG) of the Quality Education Council, in compliance with ESHB 2261, was designed to align compensation with these goals and principles for teacher certification. “The certification process,” the Working Group said, “provides an objective measure of teacher development outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards.” The TWG emphasized in its June 2012 report that “the increasingly rigorous, performance based certification process, coupled with the movement to a robust, four-tiered evaluation system, will ensure that Washington’s students are served by high-quality educators.”

The proposed state salary allocation model devised to link to the new certification system would have just 10 cells, compared to the 119 in the current model. At present, additional, state-funded teacher salary can only be obtained by gaining up to 16 years of experience and obtaining additional academic degrees, credits or clock hours. In the new model a teacher would progress in salary from a residency or initial certificate to a professional certificate, on successful assessment through the ProTeach Portfolio, and then through three additional levels of certification, each accompanied by substantial salary increases to recognize gains in knowledge, skill and effectiveness. This approach to teacher compensation is commonly referred to as a “career ladder.”

“The salary allocation model should provide incentives for educator characteristics that research indicates result in more effective teaching and greater gains in student achievement,” the TWG said. *“It should also serve as a potential aid in the recruitment of potential teachers, in that it would clearly define the state expectations for a teacher’s career progression and demonstrate the capacity for career advancement.”* (Emphasis added.)

The QEC working group received presentations on the effect sizes on student test scores of various teacher characteristics, including, for example, experience, graduate degrees, and professional development “days,” and reviewed literature on standards-based compensation. Based on those analyses, and after lengthy discussion, the TWG recommended a state salary allocation model with the following elements:

- State Certification Level
- Years of Experience Tied to Certification Level

- National Board for Professional Teaching Standards Certification
- Level of Education

The rationale for each is explained in the report excerpted in this section of the board packet. The proposed model incorporating each of the elements is shown in Exhibit 11. Its clarity and simplicity in relation to the current salary allocation model is immediately evident from comparison with that shown in Exhibit 9.

It should be noted here that the PESB, while strongly supportive of the policy, was not in entire agreement with all details of the model recommended by the TWG. A large salary bump on achievement of professional certification after the third year of teaching, PESB observed, would be more conducive to encouraging teachers to gain the skills and competencies represented by the certificate than delaying it to after year four, as proposed by the working group.

While the state has yet to accomplish compensation reform in response to *McCleary*, the policy of basing salary allocations on a career continuum figured prominently in legislative deliberations in 2015. Both [SB 6109](#) and [SB 6130](#) included a salary allocation schedule identical or very similar to that proposed by the QEC working group in 2012. SB 6130 stated among its intents “Phasing in a streamlined and less complicated salary allocation model for certificated instructional staff that is informed by the work of the compensation technical working group and aligned to the certification progression of an educator.” [ESHB 2239](#) declared an intent to enact a new state salary model for allocating salary funding for state-funded employees that “may include simplification or elimination of the state salary grid for certificated instructional staff.”

Specific features of the new salary allocation model and the salary amounts placed in it may differ from any proposals we’ve seen so far. It seems clear, however, that the direction of the Legislature on teacher compensation is that set out in E2SSB 2261, the report of the QEC Technical Compensation Working Group, and the work of the PESB to develop a model of professional certification to recognize – and ultimately compensate – educators for skills, attributes and attainments associated with instruction that increases student achievement.

In the meantime, the PESB has continued to examine and evaluate the ProTeach Portfolio assessment for teachers to move from an initial to a professional certificate. In 2014 researchers James Cowan and Dan Goldhaber of the Center for Education Data and Research at the University of Washington-Bothell published a study for the PESB finding that teachers who pass the ProTeach are more effective at raising student test scores than those who failed or did not complete it. Summarizing study results, Mr. Cowan said, “The magnitude of these findings is similar to the estimated differences in teacher effectiveness associated with having a teacher with about 3 or 4 years of teaching rather than a novice teacher, or a teacher who is certified by the National Board for Professional Teaching Standards versus one who is not.” At the same time, the study pointed to some ways ProTeach could be improved by re-weighting some components of the assessment.

Action

The Board will consider approving the joint legislative priority with the Professional Educator Standards Board.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

Align Educator Compensation Systems with New Credentialing Policies

Joint Priority with Professional Educator Standards Board

ESHB 2261 (2009) directed the development of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and a plan for implementation. In its 2013 report the Quality Education Council proposed a new career ladder model for educator compensation, linked to the two levels of certification defined by the Professional Educator Standards Board, with recognition of experience, degree attainment and National Board certification, but significantly fewer “steps” than the current schedule. The Board urges the Legislature to adopt legislation that aligns the new system of professional certification with a new model of professional compensation. The Board also asks the Legislature to support systemic measures proposed by the Professional Educator Standards Board and the Superintendent of Public Instruction, in partnership with school districts, Educational Service Districts, and higher education, to address a persistent and multifaceted problem of teacher shortages.

Compensation Technical Working Group Final Report

June 30, 2012

RECOMMENDATIONS SUMMARY

The Compensation TWG provides the following recommendations to ensure that Washington fulfills its paramount duty and its ethical imperative to provide all students within its borders the opportunity for an amply funded public education.

<p><i>RCW 28A.400.201(2)</i> <i>"recommend the detail:</i> <i>of an enhanced salary</i> <i>allocation model that</i> <i>aligns state expectations</i> <i>for educator development</i> <i>and certification with the</i> <i>compensation system...</i> <i>(a) How to reduce the</i> <i>number of tiers within the</i> <i>existing salary allocation</i> <i>model"</i></p>	<p>4) Align the Salary Allocation Model to the Career Continuum for Educators</p>	<p>As illustrated in Exhibit 1, the recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance-based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington's students are served by high-quality educators.</p> <p>The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators in the profession.</p>
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4) Align the Salary Allocation Model to the Career Continuum for Educators

RCW 28A.400.201(2) “recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system...(a) How to reduce the number of tiers within the existing salary allocation model”

The recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington’s students are served by high-quality educators.

The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators into the profession. In the current salary allocation model shown in Exhibit 9, additional compensation can only be obtained through gaining up to 16 years of experience, earning additional academic degrees and clock hours or academic credits.

Exhibit 9: Current K-12 Salary Allocation Model for Certificated Instructional Staff (LEAP Document 2)

Years of Service	BA + 0	BA +15	BA +30	BA +45	BA +90	BA +135	MA + 0	MA +45	MA +90 or PhD
0	33,401	34,303	35,238	36,175	39,180	41,116	40,045	43,051	44,989
1	33,851	34,765	35,712	36,690	39,727	41,652	40,490	43,527	45,452
2	34,279	35,202	36,159	37,212	40,241	42,186	40,938	43,966	45,912
3	34,720	35,653	36,620	37,706	40,729	42,722	41,363	44,384	46,377
4	35,153	36,127	37,099	38,224	41,264	43,271	41,808	44,849	46,857
5	35,600	36,578	37,561	38,748	41,777	43,824	42,261	45,291	47,339
6	36,060	37,017	38,032	39,279	42,293	44,352	42,725	45,740	47,797
7	36,868	37,839	38,868	40,182	43,241	45,356	43,594	46,652	48,768
8	38,050	39,074	40,127	41,550	44,651	46,844	44,961	48,063	50,254
9		40,353	41,459	42,933	46,106	48,373	46,343	49,518	51,785

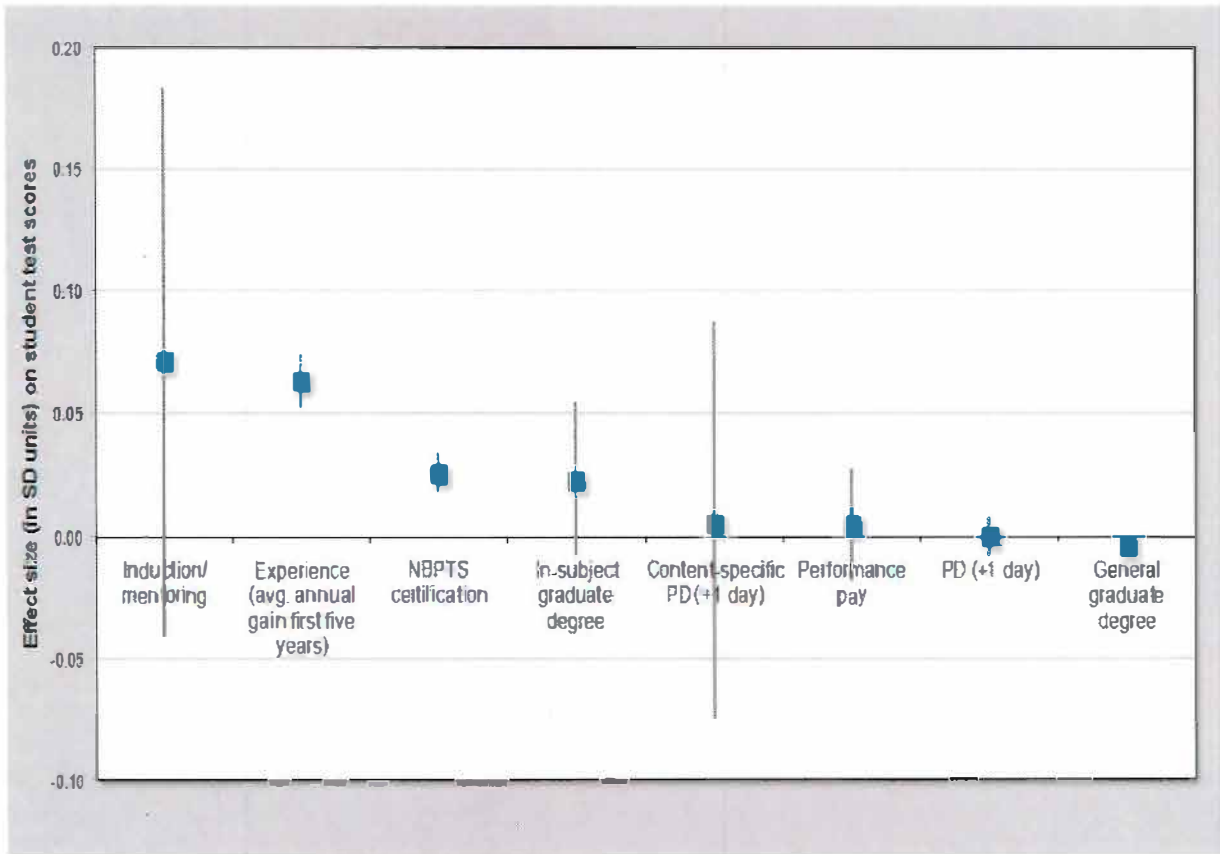
10			42,806	44,387	47,602	49,945	47,798	51,014	53,356
11				45,883	49,169	51,558	49,295	52,581	54,969
12				47,332	50,777	53,238	50,850	54,188	56,650
13					52,425	54,959	52,460	55,836	58,370
14					54,081	56,745	54,117	57,600	60,157
15					55,488	58,221	55,523	59,098	61,721
16 or more					56,597	59,385	56,634	60,279	62,955

In order to create a new salary allocation model, the Compensation TWG reviewed research and deliberated on which elements should be included in the base salary allocation model. The new salary allocation model should be clear, with a logical progression of steps for increases in compensation that are aligned to the career and certification progression of an educator. The salary allocation model should provide incentives for educator characteristics that research indicates result in more effective teaching and greater gains in student achievement. It should also serve as a potential aid in the recruitment of potential teachers, in that it would clearly define the state expectations for a teacher’s career progression and demonstrate the capacity for financial advancement.

The Compensation TWG was informed by various research (see Appendix 5- Salary Allocation Model Supplemental Information) in order to determine which elements to include in the salary allocation model. The Compensation TWG received presentations on multiple meta-analyses conducted by the Washington Institute for Public Policy (WSIPP). The WSIPP meta-analyses focused on the effect size on student test scores of various teacher characteristics including:

- Induction and Mentoring Programs
- Experience (average annual gain in the first five years)
- National Board for Professional Teaching Practices (NBPTS) Certification
- In-subject Graduate Degrees
- Content-Specific Professional Development (1 additional day)
- Performance Pay
- Professional Development (1 additional day)
- General Graduate Degrees

Exhibit 10: Summary of Meta-Analytic Findings Regarding Impacts on Student Test Scores from Different Policies Related to Teacher Compensation and Training



Source: Exhibit 12. Pennucci, A. (2012) *Teacher compensation and training policies: Impacts on student outcomes*. (Document No. 12-05-2201). Olympia: Washington State Institute for Public Policy

The WSIPP meta-analyses indicated that several compensation elements had differing effect sizes on student achievement as measured by student test scores. However, it is important to note that the meta-analyses are limited to the studies included in each analysis and it is difficult to draw definitive conclusions based on it.

The salary allocation model recommended by the Compensation TWG recognizes the following elements:

- State Certification Level
- Years of Experience Tied to Certification Level
- National Board for Professional Teaching Standards (NBPTS) Certification
- Level of Education

Exhibit 11: Proposed State Salary Allocation Model for Certificated Instructional Staff

Certification Level	Bachelor's Degree	Advanced Degree
Residency/Initial Certificate	\$48,687	\$52,582
Professional/Continuing Certificate with a minimum of 4 years of experience	\$58,424	\$63,098
Professional/Continuing Certificate with NBPTS and a minimum of 4 years of experience	\$63,098	\$68,146
Professional/Continuing Certificate with 9 years of experience	\$70,109	\$75,718
Professional/Continuing Certificate with NBPTS and 9 years of experience	\$75,718	\$81,775

		Residency/Initial Certificate		Professional/Continuing Certificate		Professional/Continuing with NBPTS Certificate	
Year of Teaching	Minimum Years of Experience	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
1 st	0	\$48,687 1.0000	\$52,582 1.0800	[Hatched Area]			
2 nd	1						
3 rd	2						
4 th	3						
5 th	4			\$58,424 1.2000	\$63,098 1.2960	\$63,098 1.2960	\$68,146 1.3997
6 th	5						
7 th	6						
8 th	7						
9 th	8						
10 th +	9+	\$70,109 1.4400	\$75,718 1.5552	\$75,718 1.5552	\$81,775 [*] 1.6796		

Note: Movement on the salary schedule from Residential/Initial Certification to the Professional/Continuing Certification columns requires attainment of a Professional or Continuing Certificate through the Washington Professional Educators Standards Board (PESB) and a minimum of 4 years of experience. Within the Professional/Continuing Certification columns, a second salary increase occurs after nine years of experience with retention of the Professional/Continuing Certificate. Years of experience represent the earliest progression to the Professional/Continuing Certification column on this model; the actual amount of time for an individual to attain the Professional or Continuing Certificate may vary from 3 to 9 years.

The two salary allocation models above represent the same values presented in different formats for purposes of comparison.

State Certification Level

The certification process is designed to allow teachers to gain additional knowledge and skills and demonstrate them in an objective assessment. The stages of a teacher's career are recognized through the certification levels, with an entry level residency certificate, a middle level professional certificate and an optional advanced National Board for Professional Teaching Standards (NBPTS) certificate. As a certificate is the "license to practice" for certificated instructional staff members, aligning compensation increases to the tiers of certification encourages employees to develop professional competence in the knowledge and skills measured by the standards and to successfully progress through the certification continuum. The cost of certification is absorbed at the individual level; therefore, once the certification and minimum years of experience is attained, the salary allocation model recognizes this cost and compensates the achievement with a 20 percent increase.

The Compensation TWG recognizes that there should be some accommodation made for educators entering Washington from other states. The Professional Educator Standards Board (PESB) is aware of this need and is currently working on reciprocity agreements with other states and rule-making to provide a one-year transitional window for a provisional professional certificate for out-of-state educators to complete the ProTeach Portfolio.

Years of Experience Tied to Certification Level

The Compensation Technical Working Group recommends that a minimum of four years of experience be tied with the progression from the residency certification to the professional certification columns. This recommendation recognizes both increased experience and the attainment of the professional competencies required of the professional certificate. The 20 percent increase in compensation after the fourth year of experience will create an incentive for certificated instructional staff to stay in the K-12 system. National research indicates a relationship between turnover and experience, "with the least and most experienced teachers most likely to depart their schools."⁹ According to the Professional Educator Standards Board (PESB), in Washington this pattern holds true with, "most of the teachers who leave a district do so earlier in their careers. There is also a bump for those who leave at about 30 years of experience, presumably to retire."¹⁰

However, this recommendation was not unanimous, with concerns raised by the Professional Educator Standards Board (PESB) and several other members regarding the increase being delayed until after the fourth year of experience. The Washington State Legislature and PESB designed a continuum of teacher development that encourages teachers to pursue professional certification post-induction with achievement of the certification by the end of their third year of teaching. The concern is that a delay in the percentage increase until the fifth year of teaching, after the individual has attained four years of experience, will cause educators to delay gaining the knowledge and skills competencies represented by the professional certificate one year. Thus the recommendation from some members was a smaller increase for teachers attaining the professional certificate at year four, after three years of experience, which would join with the 20 percent retention-related increase at year five, after four years of experience.

Within the Professional/Continuing column, a second salary increase occurs after nine years of experience with retention of the professional/continuing certificate or NBPTS certificate. Years of experience represent the earliest progression of the Professional/Continuing column on this model; the actual amount of time for an individual to attain the professional certificate may vary from 3-9 years. The proposed salary allocation model compresses the years of experience in the current model, allowing employees to maximize their compensation earlier in their career and increase the recruitment of additional employees into public education. The Compensation TWG recommends that an annual cost of living adjustment (COLA) be applied to all salary allocations. It is important to note that this additional increase in the salary allocation will be provided every year, regardless of the employee's placement on the salary allocation model.

Level of Education

The proposed salary allocation model recognizes the level of education the employee attains. The salary allocation model provides an increase in salary for a graduate degree (Master's or PhD), but reduces the premium from the current 21 percent (highest in the nation) to 8 percent.¹¹ The group lowered the premium to a similar level that other states pay educators for advanced degrees as well as to a level recognized by comparable occupations. The research on graduate degrees and teacher effectiveness is mixed and limited to studies that measure the effect on student achievement in limited subjects and grade levels. Some research has found that an in-subject Master's degree leads to increased student achievement in those particular subjects. The Compensation TWG recommends that the advanced degrees must be relevant to current or future assignments, as locally determined by the school district, in order to be eligible for placement on the proposed tier on the salary allocation model. This recommendation is aligned with the current statutory requirement that credits be aligned to the individual's current or future assignment. Additional credits and clock hours are removed from the salary allocation model, but the group recommends that the state pay for additional time for professional development activities.

National Board for Professional Teaching Standards Certification

National Board for Professional Teaching Standards (NBPTS) certification is embedded in the salary allocation model, rather than provided as an additional bonus as it is currently structured. The recommended salary increase is 8 percent, which is similar to the current bonus of \$5,090. NBPTS certification is an objective measure of accomplished, effective educators and by being included in the base salary allocation model, compensation for achieving the rigorous certification will be guaranteed. The NBPTS certification process is time consuming and requires a personal financial investment of candidates. By embedding compensation for NBPTS in the salary allocation model, the group recommends that funding for NBPTS certification be guaranteed as part of the definition of basic education.

The Compensation TWG did not include the NBPTS challenging schools bonus in the salary allocation model. The group believes that fully funding the poverty enhancements in the prototypical schools funding model will improve working conditions in challenging schools and there will not be a need for additional state-funded bonuses provided to teachers working in

challenging schools. The Compensation TWG acknowledges that the prototypical schools funding model must be fully implemented in order for challenging schools to have enough resources to recruit and retain staff in challenging schools. Although the group does not recommend including the challenging schools bonus in the salary allocation model, they acknowledge that the challenging schools bonus is part of current statute and recommends that it remain.

Movement on the Salary Allocation Model for a New Teacher

As outlined in the two tier certification system by the Professional Educator Standards Board, the entry level certificate is the residency certificate. A new educator can remain on a residency certificate for up to nine years, but will remain at the salary allocation levels of \$48,687 for a residency certificate with a Bachelor's Degree and \$52,582 for a residency certificate with an Advanced Degree.

A new educator pursues a professional certificate through submittal of a ProTeach Portfolio. The proposed salary allocation model provides a 20 percent compensation increase for the attainment of professional certification and at least four years of experience. If the professional certificate is earned with more than four years of experience but before the residency certificate expires, the same increase of compensation occurs.

Once professional certification is achieved, the salary allocation model recognizes an additional compensation increase of 20 percent after nine years of experience. The renewal process for the professional certificate occurs every five years, with the achievement of a Professional Growth Plan, or completion of 150 clock hours of professional development. The salary allocation model with an increase at nine years of experience is designed as a proxy for the renewal process.

An additional opportunity for educators to earn more compensation on the salary allocation model is through the achievement of certification through the National Board for Professional Teaching Standards (NBPTS). This third level of nationally recognized certification is embedded in the salary allocation model in order to ensure that all educators who achieve this rigorous distinction are given additional compensation for their increased effectiveness. In order to seek National Board Certification, potential applicants must meet the following requirements prior to applying; hold a bachelor's degree, have competed three full years of teaching/counseling experience and possess a valid state teaching/counseling license for that period of time.¹²

5) Invest in 10 Days of Professional Development Time

RCW 28A.400.201(2) "recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system...(a) How to reduce the number of tiers within the existing salary allocation model"

The state certification and evaluation systems expect educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student’s academic development and does not provide time for educator-focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The Compensation TWG recommends that the state include ten professional development days for certificated instructional staff in the definition of basic education.

The state has recognized the importance of professional development in the past by compensating for additional professional development days, called Learning Improvement Days (LID). In 2002-03, three LID days were provided. In 2009-10, the number was reduced to two. In 2010-11, all funding for LID days was eliminated.

The proposed salary allocation model (SAM) moves away from compensation based on credits and clock hours and towards a career ladder compensating teachers for career advancement by attaining higher certifications. The certifications embedded in the SAM measure a teacher’s performance against national and state standards. These standards provide a benchmark for teachers to perform against; however, no compensated time is provided for teachers to improve their performance. In addition, time is needed for teachers to develop specific knowledge or skills required by changes in national, state and local policies. School districts are providing professional development through locally funded days or requesting waivers to the 180 school day calendar in order to replace a day of instruction with a professional development day. In addition, some local school districts are scheduling half days of instruction in order to provide time for professional development during the second half of the day.

Exhibit 12: Proposed State Salary Allocation Model with 10 Additional Professional Development Days

Certification Level	Allocation BEFORE 10 PD Days		Allocation WITH 10 PD Days	
	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
Residency/Initial Certificate	\$48,687	\$52,582	\$51,392	\$55,503
Professional/Continuing Certificate and a minimum of 4 years of experience	\$58,424	\$63,098	\$61,670	\$66,604
Professional/Continuing Certificate with NBPTS and a min. of 4 years of experience	\$63,098	\$68,146	\$66,604	\$71,932
Professional/Continuing Certificate and 9 years of experience	\$70,109	\$75,718	\$74,004	\$79,925
Professional/Continuing Certificate with NBPTS and 9 years of experience	\$75,718	\$81,775	\$79,925	\$86,319

School districts should have the flexibility to distribute the time in a manner that best fits their needs. The group discussed the possibilities of the time being used for professional learning communities, individual professional growth planning, and focused seminars.

The Compensation TWG also recognizes that professional development for instructional aides is critical as they work in partnership with teachers to provide a comprehensive education for K-12 students. The Compensation TWG affirms the FTE recommendations for instructional aides found in the Classified Staffing Adequacy Report that includes time for professional development.¹³ The Compensation TWG recognizes that additional classified positions may also require additional funding for targeted professional development, but further work is necessary before development of a recommendation for non-certificated instructional staff positions.

6) Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula

RCW 28A.400.201(2) "the technical working group shall make recommendations on the following: (d) The role of and types of bonuses available"

Many of the necessary roles and responsibilities required in a successful school are currently being provided, in part, through local funds. The Compensation TWG asserts that the roles of mentor teacher and instructional coach are essential positions within the basic education program and a state-funded obligation. The group recommends that funding for mentor teachers be provided based on the number of new and probationary teachers. In addition, instructional coaches should be allocated based on the number of prototypical schools. Both allocations should be included in the basic education funding formula in 28A.150.260.

Instructional coaches provide rich, job embedded professional development and instructional coaching is critical to improving the instructional practices and strategies of educators throughout their careers. Mentors provide necessary instructional reflection, professional development and collaboration during the beginning of an educator's career, as well as assistance to educators in probationary status. Both instructional coaches and mentors are essential in order to support the more rigorous evaluation and certification systems and strengthen the effectiveness of educators.

Instructional Coaches

The Compensation Technical Working Group recommends that instructional coaches are funded through the prototypical school funding model. As an allocation, the school districts can determine the appropriate use of the funding to best support the needs of their teachers and students. As an allocation, school districts could choose to spread the allocation to multiple teachers within a school or centralize instructional coaches at the district office.

FOR IMMEDIATE RELEASE

Contact: Jennifer Wallace, (360)725-6275, Jennifer.Wallace@PESB.wa.gov

Olympia, Washington – March 17, 2014

Teachers who pass the ProTeach Portfolio assessment are more effective than those who fail, according to a University of Washington Bothell study.

Since 2010, teachers have been required to successfully pass the ProTeach Portfolio (ProTeach) in order to earn their second-level, professional, certificate. Implemented as a result of Professional Educator Standards Board (PESB) recommendations and legislative mandate, the ProTeach Portfolio requires teachers to demonstrate their effective teaching, professional development and professional contributions through student-based evidence on three portfolio entries: 1) Professional Growth and Contributions, 2) Building a Learning Community and 3) Curriculum, Instruction and Assessment. Administered by Educational Testing Services, it is the first large-scale consequential portfolio assessment to be submitted and scored entirely online in the United States.

Lead researchers James Cowan and Dan Goldhaber from the Center for Education Data and Research (CEDR) at University of Washington at Bothell used value-added models of student achievement to assess the relationship between teacher performance on ProTeach and teacher effectiveness in raising student achievement on standardized exams. The study found that teachers who pass the ProTeach are more effective than those who failed and those who do not complete a submission. Modest differences were found in both math and reading, though the differences were only found to be statistically significant for reading. “The magnitude of these findings is similar to the estimated differences in teacher effectiveness associated with having a teacher with about 3 or 4 years of teaching rather than a novice teacher, or a teacher who is certified by the National Board for Professional Teaching Standards versus one who is not”, stated Mr. Cowan.

For the PESB, the study provides affirmation that this instrument behaves much as other well-regarded certification assessments, such as the National Board assessment process, but also offered some ways it can be improved. Because the study suggests that components of the assessment could be emphasized or de-emphasized in ways that would strengthen its relationship to student achievement, the Board will examine options for reweighting the assessment.

The study helps define issues and questions for researchers and policy boards such as the PESB. The study found when other factors are held equal, the characteristics of the students and classroom may influence the teacher's ProTeach score. For example, having a larger number of students in an elementary classroom seems to have a negative effect on the ProTeach score. This is not an unexpected result; other empirical studies have found similar findings for the National Board as well. This effect might be related to dependence on some evidence generated by the student.

CEDR Director Dr. Dan Goldhaber praised the PESB for its willingness to turn the lens on its own policy. "PESB asks the difficult, yet important empirical questions about its policies and programs. Their willingness to find and test the best practices is essential for improving the quality of teaching in Washington", he said.

PESB Chair Barb Taylor stated that "Overall, the PESB is pleased with the study. We want to enable, as well as insist, that all teachers meet a high bar in order to continue to earn a teaching certificate. Research like this helps us maintain policies for our certification system that identify and acknowledge teaching effectiveness".

The full study paper may be found at <http://cedr.us/papers/working/CEDR%20WP%202014-2.pdf>.

*Since 2006, the **Professional Educator Standards Board** has held responsibility for regulating the career-long continuum of educator licensure in order to ensure that students encounter highly qualified educators through their school experience. This policy making body fulfills the legislature's intent for educators to be among self-governing professions in our state, with a composition of practicing educators entrusted with setting and upholding the highest possible standards for certified Washington educators. www.pesb.wa.gov*

Addressing the Recurring Problem of Teacher Shortages

Are we experiencing a teacher shortage now?

Yes. Washington's teacher labor market froze during the economic downturn. This means that teachers who normally would have left teaching, stayed. We had fewer teachers leaving the system, and fewer teachers moving between districts or schools. Clearly this has changed. Currently, Washington teachers are leaving at a rate that we have not seen for at least the past decade. *[for more data / analysis on teacher attrition see our data site - <http://data.pesb.wa.gov/retention>].* Not only are veteran teachers leaving at unprecedented rates, they are transferring as well. The combination of leavers and transfers mean that district hiring has gone up dramatically. Where several years ago we had high unemployment of graduates looking to become teachers, it now it appears that nearly all graduates looking for teaching jobs are finding positions. Graduates unable to find teaching positions contributed to district substitute pools. Increased hiring means these substitute pools are also diminished.

How did this happen / how are we experiencing it?

Six years ago PESB was fielding calls from teacher programs in a panic, noting that even their most qualified completers were not finding jobs. When the hiring results came that year it was clear what had happened, the teaching profession had frozen, teachers who would typically move positions or leave teaching were staying put. Districts, which just two years prior had hired 6,500 teachers to fill new and transferring teaching positions, had hired for only 2,500 positions, 1,800 of those going to teachers who were new to the system. What did these unemployed program completers do? Some stayed in temporary employment waiting for teaching positions to open up, some entered the substitute pools, and others pursued careers outside of public education. There were probably many reasons teachers stopped leaving the profession that year, not the least of which was the economic crises, which dramatically reduced opportunities in the private sector.

Last year PESB was fielding the opposite calls, as districts were frantically looking for teachers to fill their newly vacated positions. Sure enough, when the hiring data came in, we saw the opposite effect, districts had hired for 7,300 vacancies, more than we've ever seen. Of those positions, 4,700 were new to Washington's public schools. In five years we had seen a 250% increase in demand for new teachers. Districts hired candidates that had graduated from earlier years but were still waiting for positions, including many of those that were serving in substitute pools. As the year went on it became apparent that the number of substitutes had dwindled, substitutes had taken new positions, both in and out of the public school workforce.

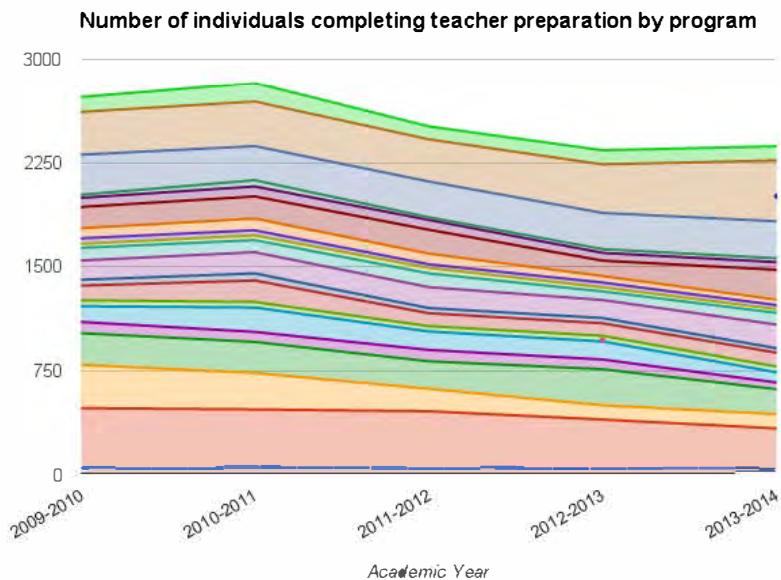
This year PESB is fielding new questions, where programs and districts are inquiring about the legality of hiring teacher candidates who are still in programs. The hiring data is not in yet, but this suggests that districts have hired all available teachers, including substitute and conditional

credentialed teachers, and many are now looking in new areas, including students currently enrolled in teacher education programs.

The main driver for this boom and bust is the number of teachers leaving the profession. We don't know if the current teacher hiring boom is a correction from the earlier bust years—where teachers that would have typically left stayed on until the economy came back—or if it is the new normal—where the booming economy continues to give teachers new and better opportunities outside of public education.

There are other issues impacting the teacher shortage in Washington. Teacher program enrollment and completions in some of our larger programs are down, reflecting a national trend. There are many theories for this—from teacher pay to changes in parent perception of teaching as a profession—but there are no easy answers. We have no evidence our teacher education programs reduced the

number of slots available, but rather they are reflecting the market demand. Higher education enrollment continues to increase, and programs in STEM fields are finding themselves turning away qualified students, while programs in education are laying off staff and cutting courses. Also, beginning teacher attrition clearly impacts the teacher shortage, and continues to be a concern both nationally and in Washington.



However, this issue has persisted for many years, and is not the root cause for Washington's current crises. Finally there are issues related to credentialing. It is clear that obtaining and keeping a teacher credential in Washington does preclude some from becoming a teacher, which to some extent is the intent of a licensed profession. Some do not have adequate subject matter knowledge or lack basic writing skills. Undoubtedly, lowering standards would allow a few more people teach in Washington's public schools, but it is important to note that the number of people who fail these assessments are comparatively few and that lowering standards will have little or no impact on the magnitude of the problem, which is teachers leaving the profession at a rate never before seen in Washington.

Teacher shortages are common in Washington, but usually they are localized and specific to certain content areas. There are practices and policies in place to deal with these shortages, such

hiring long-term substitutes or hiring on conditional or emergency credentials. There are federal policies related to No Child Left Behind that serve as a disincentive for these practices, but there is nothing in Washington policy that precludes districts from hiring someone on a limited credential. Also there is an alternative route where teachers can serve as a teacher of record while completing a program. The implementation challenge is that it takes time to set up.

Is there a shortage of STEM teachers?

Currently there is a shortage of all teachers, including those teaching STEM courses. We know from long-term trend data that certain teachers, including those working in STEM fields are hired earlier, and at greater rates, than say an Elementary teacher. This suggests Washington has a persistent and ongoing need for more STEM production. Note, the same is true for Special Education as well. Some endorsement areas, like Elementary Ed vacillate between shortage and surplus, and a worthy policy goal would be stabilizing this, there are areas that could reasonably be prioritized for ongoing increased production – like STEM and Special Ed.

Do we have a teacher turnover problem?

Washington has similar teacher persistence issues and rates as other states. Although, of course we have noticed a higher rate of leavers recently across the teaching sector, the area most people look at is persistence of beginning teachers. Specifically, is this a problem with preparation, or with induction. When we look closer, we notice that beginning teacher persistence is very similar between preparation programs, but quite different between districts. This suggests to us that we should start by looking into district-level supports and policies to better understand why beginning teachers leave.

Does teacher turnover impact high-needs schools?

Yes, but it's not the entire story. There are much larger differences in persistence between districts, than between high and low needs schools. That's not to say this is not impacting high-needs schools, just that we think the issue is a bit larger.

Why don't programs ramp up production?

Programs require time to hire additional faculty, as well as recruit, enroll, and complete candidates. These efforts are hindered when programs lack clear, and advanced directive on district need and placement opportunities. However, keep in mind that generally we have under-enrollment, the problem is not programs turning qualified candidates away. We believe any qualified candidate in Washington can find a seat in one of our educator preparation programs. We have been interested in recruitment practices, and we are seeing this issue come up more often as part of the national policy dialog.

Why don't people want to go into teaching anymore?

A recent report from ACT found that between 2010 and 2014 the percentage of high school students expressing an interest in pursuit of teaching dropped from 7% to 5%. This while the number of teaching positions is expected to grow by 14% by 2021. Part of the reason is that the numbers and academic caliber of people enter the teaching ranks has been historically linked to discrimination. Women and minorities became teachers at higher rates because their options in the workforce were more limited. That's changed, and college graduates have broader opportunities. Surveys and research suggest it's not one factor that influences an individual's decision, although salary generally rises to the top. In countries that enjoy adequate supply and selectivity in terms of teacher candidates, like Singapore and Finland, teacher education is well

subsidized, admission standards are high, training is an institutional priority and well-funded, and new teachers can expect support, competitive salary, and opportunities for advancement.

What can be done?

If this is an issue of supply and demand, and if we believe it will be persistent (not just a market correction) or recurrent, then we need to find ways to make the profession more attractive at multiple points - including at pursuit of preparation and credential, employment, and persistence in the profession. An obvious answer is increased pay, particularly early in a teacher's career, when they are most likely to leave. Also, there are improvements in human resource / workforce development practices, including support for onboarding new teachers. Important too, we need policy levers intended to increase the pipeline, such as recruitment and scholarships.

What PESB is Doing -

Expanding preparation program providers - PESB has provided technical support to three community colleges with plans to open teacher preparation programs within the next year. In addition, PESB staff assist programs in other states providing online teacher preparation here in Washington, helping ensure they are responsive to district need.

Expanding Alternative Routes - The 2015 Legislature restored funding to this PESB program, which experienced severe reductions in funding starting in 2011, and suspension of the program entirely in the last biennium. Competitive Block Grants will fund preparation program and district/ESD partnerships, as well as candidate scholarships, to support alternate route programs to address district need. One of the weak aspects of Washington's Alternative Route programs was inadequate district engagement, but with the current shortages, more districts are looking to create residency-type models allowing them to employ individuals enrolled in preparation programs as teachers of record ---- essentially "on the job" training. They are also recruiting from their experienced paraeducator ranks and "growing their own" teachers through Alternative Routes. The number of district / preparation program partnerships applying for funds to operate Alternative Routes will well exceed the biennial appropriation. Increased legislative funding will be needed to meet level of demand..

Expanding Educator Retooling - The 2015 Legislature enacted the PESB and Governor Inslee's request to expand Educator Retooling scholarships beyond math and science to other shortage areas, such as Special Education and English Language Learners, or other locally-determined shortages. This program provides financial support (scholarships up to \$3,000) to Washington State certified teachers who seek to add an endorsement in a subject or geographic shortage area. As with Alternative Routes, applicants will well exceed funds received. Increased legislative funding will be needed to meet demand.

Broadened interstate reciprocity - Washington is among states with the fewest barriers for teachers coming from other states. Reciprocity is based on completion of a state-approved preparation program, thus does not require individuals to hold prior state certification. We have established numerous, equivalent tests in other states acceptable for meeting Washington certification test requirement. We expedite military personnel, allow one-year permit for teachers new to

Washington to meet certification testing requirement, and up to 7 years to reach our second tier certificate, the Professional Certificate, through either the ProTeach Portfolio or National Board.

Providing guidance and technical assistance to preparation programs on improving their recruitment practices - particularly related to recruitment and support for individuals from underrepresented populations and preparing future principals and superintendents to develop and implement effective workforce development strategies.

Per legislative charge, revised the curriculum for the Careers in Education program to more closely reflect the PESB's Recruiting Washington Teachers program, which targets first-generation college-bound students from underrepresented populations, support their academic success and pursuit of a teaching career.

Conducted case studies of districts in Washington with effective workforce development practices that sustain them well through periods of shortage. PESB is now working with WASBO and WASA , AWSP and WSSDA to contract for a consultant to prepare training curricula, and deliver training to district HR managers on improved recruitment, hiring, orientation and retention practices.

What the Legislature Can Do -

Establish priority recruitment and enrollment subject areas - Fund and require public institutions to develop biennial priority production area recruitment and enrollment plans, that would include aggressive recruitment strategies, strong partnerships with school districts, by service region (Per RCW 28B.76.335 and 340), with sign-off from districts in that region / the ESD.

Increase funding for Alternative Routes and Educator Retooling programs. Require districts participating in Alternative Route Block Grants demonstrate how they will leverage their Title I, II or III dollars in support of "grow your own" residency alternative routes and retooling of existing staff into shortage subject areas. Annually, millions of Title dollars are unexpended by districts. Research suggests that rural districts in particular have difficulty accessing federal funds, which may require time and personnel capacity rural districts lack.

Centralize and fund, statewide and/or by regions, more aggressive marketing and recruitment. Standardize and centralize application processes so applicants for teaching positions can apply once for multiple jobs and districts can draw from coordinated recruitment pools rather than competing recruitment efforts.

Per PESB position statement on QEC Compensation Work Group report and recommendations, establish competitive beginning teacher pay and align increases in compensation with requirements of our career-long licensure system and successful teaching experience as verified through our state teacher evaluation system.

Allow PESB to continue to innovate with Alternative Routes via WAC in order to be more responsive to district need. Increase funding for Alternative Routes to meet increased district demand for "on the job" preparation for individuals with subject matter expertise in shortage areas and experienced paraeducators becoming teachers.

Increase funding for Educator Retooling for teachers to add subject matter credentials / be qualified to teach in areas of district need.

Support statewide dissemination and implementation support for the revised Careers in Education program curriculum. Establish teaching academies in every school district. Increased funding to support the next generation of the Recruiting Washington Teacher Programs to use new statewide curriculum and provide funding to support an online portal and professional development for implementation. Expand the Recruiting Washington Teacher Program statewide and strengthen incentives for components of the current model:

- faculty in colleges of education supporting high school teacher academies
- districts to develop HS Teacher Academies
- high school teachers to attend training in teams
- the development of local advisory boards composed of education stakeholders

SB 6696, enacted by the 2010 Legislature, required all public institutions with approved teacher preparation programs submit proposals to offer Alternative Route programs. While all submitted proposals, only half implemented these proposals and offer alternative routes. The legislature could revisit this charge and support implementation of alternative route programs at all public institutions.

Improve retention by funding statewide beginning teacher induction and mentoring, including high-quality training for mentor teachers.

Provide districts forecasting tools and improve funding predictability / minimize risk

Per legislative charge, in 2011 the PESB and ESDs conducted regional educator workforce dialogues in which districts were asked to bring data forecasting their future hiring needs and preparation programs were asked to attend to talk about how their enrollment could be responsive to this. What we learned is that:

1. Forecasting approaches vary by district, but generally are not very sophisticated or reliable;
2. Enrollment variability impacts the “master” schedule for courses being offered and teacher qualifications needed; and,
3. Unwilling to over hire because of enrollment/apportionment uncertainty, districts wait until late in the summer to recruit and hire meaning teachers who might have sought teaching jobs may have moved on to other career opportunities.

This is not a situation that supports recruitment and planning for placements of teachers or preservice candidates into classrooms to meet district needs. Teach for America, often regarded for their alternative route program, generally requires districts to have their placements for alternative route teachers to be identified by early Spring. A tighter pipeline between production and hiring means an ability to plan earlier.

What the State Board for Community and Technical Colleges Can Do

Expedite approval of applied baccalaureate programs at the three community colleges seeking PESB approval as educator preparation programs.

Support statewide articulation so students participating in Careers in Education / High School Teacher Academy programs receive college credit.

What Washington Student Achievement Council / Council of Presidents Can Do

Per RCW 28B.76, and based on the Council's required needs assessments, work with institutions to ensure adequate access to teacher preparation within each designated service region. Help ensure institutions adequately prioritize and have funding to support colleges of education in enhancing recruitment efforts and increased field-based preparation. .

What Colleges of Education Can Do

Stay on track implementing higher standards and the new edTPA performance assessment for teacher preparation.

Enhance recruitment efforts - work with districts and within communities. 61% of teachers get jobs within 15 miles of their hometown.

Establish stronger articulation with community colleges and high school teaching academies. Give conditional admission and academic credit for courses like Introduction to Education for students completing the Careers in Education curriculum.

Partner with school districts in an Alternative Route Block Grant program.

Market Pathway 2 programs connected to Educator Retooling scholarship funds.

Strengthen collaboration within institutions so students in liberal arts, engineering and other fields are clear on options and pathways for becoming teachers.

Utilize the PESB's Self-Assessment Tool and Best Practices Guide for Improving Recruitment and Retention of Underrepresented Populations.

What NOT to do and why

As stated earlier, we urge legislators NOT to look to lowering of standards, sacrificing gains in teaching quality, as this would be unlikely to result in the desired outcome of increased supply and detrimental to student learning.

In partnership with the Legislature, the PESB and our preparation program have raised the bar significantly:

Set higher, more rigorous and relevant evidence-based standards, requiring demonstration of positive impact on student learning as a result of good instruction

Incorporated cultural competency, language acquisition, and STEM integration into standards for all educators.

Established knowledge and skill assessment for certification:

- Subject knowledge test for every certificate endorsement
- Placed WA as lead state in 26-state consortium implementing the edTPA - a new, classroom-based performance assessment of teaching effectiveness linked to student achievement gains
- Replaced higher education institution-based professional certificate programs with the ProTeach Portfolio, the first large-scale, consequential portfolio assessment to be delivered and scored online in the United States. UW research confirms – teachers who score higher on the ProTeach have greater student achievement gains.

Fundamentally changing teacher preparation program accountability

- Moving to a framework of evidence of program impact to determine review and approval, with an emphasis on production of effective teachers as measured by impact on students.
- Requiring programs to collect and manage structured data and report information routinely that supports program accountability
- Advancing a best practice model that includes improved analysis of key indicators as reported by programs.

For more information and data related to the educator preparation and workforce – go to <http://data.pesb.wa.gov> or contact the PESB at PESB@k12.wa.us or 360-725-6275.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Governor’s Proposed 2016 Supplemental Budget

As Related To:

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

Relevant To Board Roles:

<input checked="" type="checkbox"/> Policy Leadership	<input type="checkbox"/> Communication
<input type="checkbox"/> System Oversight	<input type="checkbox"/> Convening and Facilitating
<input checked="" type="checkbox"/> Advocacy	

Policy Considerations / Key Questions: Does Gov. Inslee’s proposed 2016 Supplemental Budget meet the Board’s legislative priority for fulfilling the mandates of the McCleary decision on basic education funding? Does it help advance other board priorities?

Possible Board Action:

<input checked="" type="checkbox"/> Review	<input type="checkbox"/> Adopt
<input type="checkbox"/> Approve	<input type="checkbox"/> Other

Materials Included in Packet:

- Memo
- Graphs / Graphics
- Third-Party Materials
- PowerPoint

Synopsis:

The state’s two-year budget is amended each year of the biennium by a supplemental budget. Supplemental budgets make adjustments for changes in forecast enrollments, caseloads, and other budget drivers, address costs and circumstances not anticipated in the original budget, and typically also include new expenditures and savings from policy initiatives, whether through new legislation or the budget act alone.

On December 17 Gov. Inslee released his proposed 2016 Supplemental Budget. The Public Schools portion of the budget makes necessary technical adjustments to support requirements in current law (called “maintenance level”) and proposes about \$2 million in net policy changes. In separate legislation, the governor proposes to appropriate \$85 million for a teacher shortage initiative consisting of \$80 million for salary increases for certificated, administrative and classified staff and \$5 million to expand the BEST program for mentoring of beginning teachers. The bill will include a set of tax increases to cover the cost of these proposals..

In your packet you will find the governor’s summaries of his supplemental budget and teacher shortage initiative, public statements on his supplemental budget by SBE chair Isabel Munoz-Colon and Superintendent Dorn, and a table summarizing his proposed budget and Superintendent Dorn’s supplemental budget request.

EDUCATION

2016 Supplemental Budget Highlights

K-12 education

Jobs for Washington Graduates

\$500,000 General Fund-State

Expands the program to 25 more schools, districts or consortiums from the current total of 43. Jobs for Washington Graduates is an intervention program that supports traditionally vulnerable youth (such as those in foster care, served in the juvenile justice system or who are homeless) and students struggling to stay on track to graduation. The program includes graduation coaches who assist students in applying for jobs, exploring colleges and accessing other postsecondary options.

Core-Plus

\$500,000 GF-S

Expands the program to 10 new sites each year. Core-Plus, now operating in 45 schools statewide, is a direct school-to-career program that aligns school curriculum with the skills employers need while engaging students and motivating them to graduate. Schools partner with businesses in such high-demand industries as aerospace manufacturing, maritime, construction and agricultural mechanics.

Healthiest Next Generation

\$264,000 GF-S

Continues efforts by the Office of Superintendent of Public Instruction and the departments of Health and Early Learning related to children's nutrition services, physical education and health services. The agencies coordinate effective policies and programs, and encourage school, community and family involvement through shared information and communication.

CTE course equivalencies

\$250,000 GF-S

Expands career and technical education math and science course equivalency frameworks authorized in state law. This includes developing more equivalency course frameworks, course performance

assessments and professional development for districts implementing the new frameworks. These frameworks are guides that align national and industry standards to state core content standards, performance assessments and other elements. This will expand the options students have to meet the 24-credit graduation requirement.

Language access for parents

\$201,000 GF-S

Requires OSPI to translate essential information about educational services into the major languages spoken by Washington families. This includes translating the materials developed under a 2015-17 budget proviso which requires OSPI to develop materials for families about their rights to language assistance services. Provides funding for ongoing translation needs.

Equity in student discipline

\$170,000 GF-S

Provides a program supervisor to help districts and communities implement evidence-based practices to eliminate disparities, reduce the overall use of exclusionary discipline, and maintain safe and positive school climates. OSPI is directed to work with an external advisory committee to keep track of school and community needs, offer feedback and policy recommendations, and coordinate efforts.

Higher education

MESA community college program

\$450,000 GF-S

Brings six Mathematics, Engineering, Science Achievement pilot program sites to scale. MESA improves student math outcomes, degree completion rates and educational attainment, resulting in more underrepresented students entering careers in engineering and technology. With these resources, MESA will reach 350 more community college students.

"We are facing a serious teacher shortage across our state. At a time when we are asking so much of our teachers, we need to do more to give them the support they need to succeed. I am committed to making progress on improving teacher salaries and boosting mentorship programs — so we can recruit and retain the outstanding teachers our students need and deserve."

Governor Jay Inslee

December 2015

TACKLING WASHINGTON'S TEACHER SHORTAGE

Washington is experiencing a significant shortage of qualified teachers and substitutes. School districts across the state are struggling to recruit and retain enough qualified teachers, a problem that hurts our children's ability to succeed in the classroom. Governor Jay Inslee believes we cannot wait until the next biennium to begin tackling this problem. He is proposing legislation to boost the number of qualified teachers and to keep them in the profession longer.

BACKGROUND

A recent survey administered by the Office of Superintendent of Public Instruction and the Association of Washington School Principals shows that schools are struggling to find qualified teachers. Nearly a quarter of principals indicated they are in crisis mode. Of those responding:

- » Forty-four percent were not able to fill all their classroom teacher positions with fully certified teachers who met job qualifications.
- » Eighty percent had to employ individuals with emergency teaching certificates or with emergency substitute certificates as classroom teachers or as long-term substitutes.
- » Twenty-nine percent had unfilled classroom teacher positions.



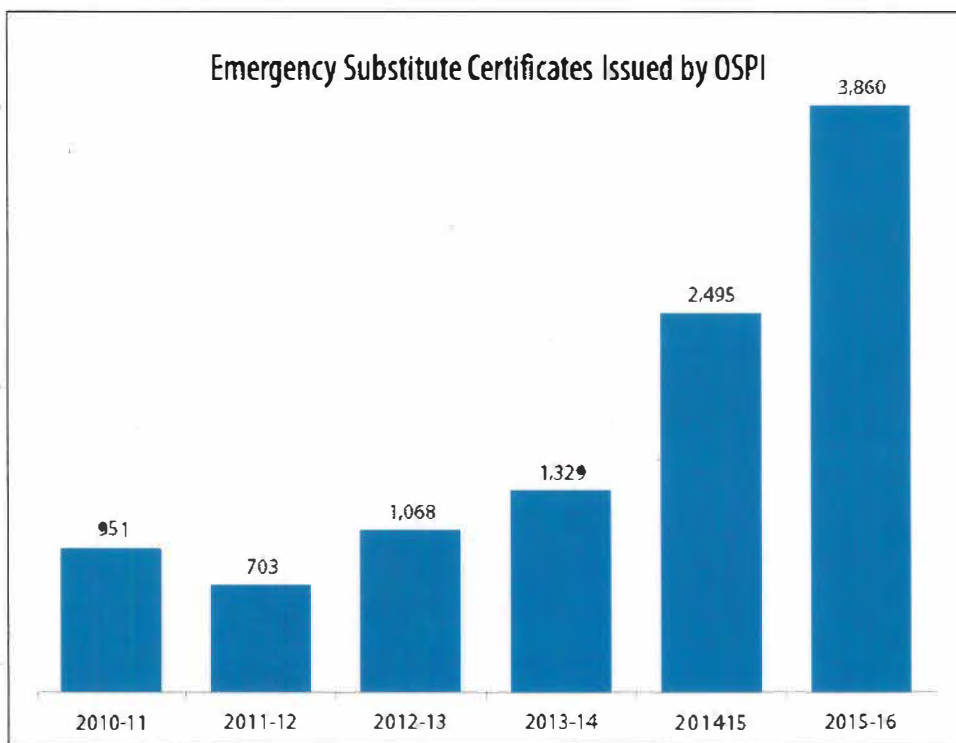
The push to get more permanent teachers in the classroom has depleted the pool of substitutes. Last school year, OSPI issued a total of 2,495 emergency substitute certificates. This year, it is on track to issue 3,860. Emergency substitute certificates require minimal teaching qualifications and can be used by districts as a last resort when no qualified substitutes are available. Emergency substitutes should be seen as short-term solutions.

Principals also report they have been pressed into service in the classroom as substitutes themselves, limiting their time handling administrative and other important responsibilities managing schools. In fact, 74 percent reported having to sub in the previous five days.

The teacher-shortage pinch is being felt most acutely in the areas of special education, math and science. Washington also faces an emerging shortage of elementary teachers.

This fairly recent trend can be traced, in part, to the freeze of Washington's teacher labor market during the Great Recession. Teachers who typically would have retired instead stayed on the job due to the uncertain economy and their ability to make ends meet. Now as the economy recovers, teachers are retiring at a high rate. Meanwhile, low starting wages and hiring freezes that school districts put in place to shrink their budgets during the recession dissuaded many college students from entering teacher preparation programs. All this is compounded by the state's recent efforts to shrink class sizes. The 2015–17 budget included \$530 million for 6,495 new teaching positions to shrink kindergarten-through-third-grade class sizes and staff full-day kindergarten.

Meanwhile, research shows that half of beginning teachers leave the profession in the first five years on the job, with 20 percent leaving after just one year. The primary reasons teachers leave are low pay and lack of support in the classroom.



GETTING STARTED ON A SOLUTION

Pay raises for educators, especially beginning teachers

Governor Inslee proposes raising the minimum teacher salary to \$40,000 per year. This represents a raise of \$4,300 in the 2016–17 school year from the already budgeted 4.8 percent cost-of-living adjustment in the 2015–17 biennial budget. An estimated 8,778 teachers will receive a raise ranging from \$1,000 to \$4,300.

The Governor believes we must also work to make all teacher salaries more competitive. In addition to increasing the base salary, his legislation will provide a minimum 1 percent salary adjustment beginning in the 2016–17 school year for all other teachers. Classified and administrative staff allocations will also receive 1 percent salary adjustments.

Mentoring for beginning teachers

We know that high-quality induction programs — programs that support beginning teachers in the classroom — have a strong positive effect on student learning. We know, too, that teachers often begin their careers in our more challenging schools. It is especially important that these new teachers receive the assistance and coaching they need to succeed in the classroom and meet the needs of a diverse student population. Strong mentoring programs keep good teachers on the job.

To this end, the Governor proposes investing \$5 million in the Beginning Educator Support Team mentoring program at OSPI. This funding will double the BEST resources available to pair new teachers with qualified mentors, help them develop a professional growth plan and provide time for beginning teachers to work with mentors and observe high-performing peers.

To cover the costs of this plan, Governor Inslee proposes closing or limiting several outdated tax breaks that are not as high a priority as our state's K-12 education system. His plan would raise about \$101 million in the next fiscal year by making the following tax and revenue changes effective July 1, 2016:

- [Repeal the use tax exemption for extracted fuel.](#)
- [Refund the state portion of sales tax to nonresidents.](#)
- [Repeal the sales tax exemption on bottled water.](#)
- [Limit the real estate excise tax exemption for banks.](#)

Table 1: New Salary Grid

2016-17 School Year

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	Ph.D.
0	40,000	40,400	40,804	41,212	42,296	44,385	43,229	46,474	48,566
1	40,400	40,804	41,212	41,624	42,886	44,964	43,710	46,988	49,066
2	40,804	41,212	41,624	42,040	43,441	45,541	44,194	47,463	49,564
3	41,212	41,624	42,040	42,461	43,968	46,119	44,652	47,938	50,065
4	41,624	42,040	42,461	42,885	44,545	46,713	45,133	48,417	50,583
5	42,040	42,461	42,885	43,314	45,099	47,309	45,622	48,901	51,103
6	42,461	42,885	43,314	43,747	45,656	47,878	46,123	49,390	51,614
7	42,885	43,314	43,747	44,185	46,680	48,963	47,061	50,362	52,646
8	43,314	43,747	44,185	44,854	48,201	50,569	48,537	51,885	54,251
9	N/A	44,185	44,756	46,347	49,773	52,220	50,028	53,455	55,904
10	N/A	N/A	46,210	47,916	51,388	53,917	51,599	55,071	57,599
11	N/A	N/A	N/A	49,531	53,079	55,658	53,214	56,762	59,341
12	N/A	N/A	N/A	51,096	54,815	57,472	54,894	58,497	61,156
13	N/A	N/A	N/A	N/A	56,593	59,329	56,631	60,276	63,012
14	N/A	N/A	N/A	N/A	58,381	61,258	58,420	62,181	64,940
15	N/A	N/A	N/A	N/A	59,900	62,851	59,938	63,797	66,629
16 or more	N/A	N/A	N/A	N/A	61,098	64,107	61,137	65,073	67,961

Table 2: Salary Increase

2016-17 School Year

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	Ph.D.
0	\$ 4,300	\$ 3,736	\$ 3,141	\$ 2,547	\$ 419	\$ 439	\$ 428	\$ 460	\$ 481
1	\$ 4,219	\$ 3,646	\$ 3,042	\$ 2,409	\$ 425	\$ 445	\$ 433	\$ 465	\$ 486
2	\$ 4,166	\$ 3,587	\$ 2,976	\$ 2,266	\$ 430	\$ 451	\$ 438	\$ 470	\$ 491
3	\$ 4,102	\$ 3,517	\$ 2,900	\$ 2,159	\$ 435	\$ 457	\$ 442	\$ 499	\$ 496
4	\$ 4,051	\$ 3,427	\$ 2,808	\$ 2,030	\$ 441	\$ 463	\$ 447	\$ 481	\$ 501
5	\$ 3,989	\$ 3,365	\$ 2,739	\$ 1,899	\$ 447	\$ 468	\$ 452	\$ 492	\$ 506
6	\$ 3,919	\$ 3,320	\$ 2,664	\$ 1,765	\$ 452	\$ 474	\$ 457	\$ 502	\$ 527
7	\$ 3,480	\$ 2,871	\$ 2,204	\$ 1,238	\$ 462	\$ 485	\$ 466	\$ 499	\$ 521
8	\$ 2,645	\$ 1,984	\$ 1,296	\$ 444	\$ 477	\$ 501	\$ 481	\$ 514	\$ 537
9	N/A	\$ 1,054	\$ 443	\$ 459	\$ 493	\$ 517	\$ 495	\$ 529	\$ 554
10	N/A	N/A	\$ 458	\$ 474	\$ 509	\$ 534	\$ 511	\$ 545	\$ 570
11	N/A	N/A	N/A	\$ 490	\$ 526	\$ 551	\$ 527	\$ 562	\$ 588
12	N/A	N/A	N/A	\$ 506	\$ 543	\$ 569	\$ 544	\$ 579	\$ 606
13	N/A	N/A	N/A	N/A	\$ 560	\$ 587	\$ 561	\$ 597	\$ 624
14	N/A	N/A	N/A	N/A	\$ 578	\$ 607	\$ 578	\$ 616	\$ 643
15	N/A	N/A	N/A	N/A	\$ 593	\$ 622	\$ 593	\$ 632	\$ 660
16 or more	N/A	N/A	N/A	N/A	\$ 605	\$ 635	\$ 605	\$ 644	\$ 673



THE WASHINGTON STATE BOARD OF EDUCATION

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

December 18, 2015

State Board of Education Statement Regarding Governor Inslee's Proposed Budget

OLYMPIA, Wash. – The State Board of Education is pleased Governor Inslee’s proposed budget makes meaningful enhancements to education spending, including important changes to address the emerging teacher shortages, but feels that bolder action is required at this time.

“This would be a solid supplemental budget under normal circumstances, but given the Supreme Court’s finding of contempt, and the imposition of daily fines on the legislature that continue to mount, these are clearly not normal times. The budget writers need to act with more urgency,” said Isabel Munoz-Colon, Chair of the State Board of Education.

Providing a high-quality education to all Washington students – including historically underserved populations – requires ample and equitable funding. The Legislature needs to provide greater clarity on the permissible uses of local levies and a budget with a reliable and dependable revenue source for our education budget. Legislators should use the 2016 legislative session to propose real and lasting changes to the state’s provision for basic education, and end reliance on levies to fund basic education.

Ample school funding remains the State Board of Education’s highest priority for the 2016 legislative session. Legislators have a unique opportunity in the 2016 legislative session to achieve full constitutional compliance before 2018. The board would like to see legislators act with urgency in the 2016 legislative session to fulfill the state’s duty to make ample provision for all Washington students.

2016 Supplemental Budgets

Near General Fund (\$000s)

Maintenance Level Changes	Supt. Dorn Request	Gov. Inslee Proposed	Comment
Enrollment, staff mix, LEA, other	7,260	7,260	Technical adjustments to support budget requirements at current law.
Policy Level Items			
Fully Funding Basic Education	172,879	0	FY 2017 costs of Supt. Dorn proposal for full funding, which funds I-1355 staffing ratios, the full costs of the report of the QEC compensation tech. work group, additional "days" for educator professional development and other enhancements, while extending the time by which full funding must be achieved to 2020-21.
Technology Literacy	77,977	0	Increased MSOC allocations for technology; staff support to update EdTech learning standards and support technology-enabled learning opportunities in districts.
CTE and Skill Center Funding	45,160	0	Increases Skill Center staff allocations and MSOCs, makes other funding changes.
Eliminate Graduation Testing Requirements	(14,667)	0	Obtains savings by eliminating assessment requirements for a high school diploma, together with alternatives to assessments.
Teacher Shortage	11,932	0	Addresses teacher shortages through both broad-based and targeted strategies.
Statewide Professional Learning Support	14,391	0	Professional learning support staff at ESDs, focused PD time for elementary teachers, workshops for principal capacity, teacher leader Fellows, other supports.
Dropout and Graduation Rates	2,449	0	\$1.0m for JAG, \$450K for Core Plus, \$720K for Career Guidance Washington.
Equity in Student Discipline	171	170	1.0 FTE for Program Supervisor and support for external advisory committee.
Assessment Adjustments	(2,339)	0	Aligns spending with contractor costs, takes savings from SB 6145 (Biology EOC).
Core Administration Support	537	0	4.0 FTE staff to support critical agency functions: LAP, TBIP, CEDARS, IT.
OSPI Security Infrastructure	374	0	Software, 0.5 FTE staff, contractor to improve security of data systems.
Highly Capable Program Staff	169	0	1.3 FTE staff for Highly Capable administration.
Language Access for Parents	201	201	One-time cost for translating essential OSPI materials into common languages.
Education Comm. of the States	90	0	Resume membership in Education Commission of the States.
Jobs for Wash. Graduates (JAG)		500	Expands intervention program for vulnerable youth to 25 more schools.
Core-Plus		500	Expands school-to-career program to 10 new sites each year.
Healthiest Next Generation		264	Joint effort by OSPI, DEL, DOH to coordinate nutrition service, health service, P.D.
CTE Course Equivalencies		250	Expands CTE math and science course equivalency frameworks.
Supp. Policy Items Subtotal	309,324	1,885	
Total 2016 Supplemental		9,145	
Teacher Shortage Legislation	0	85,000	Increases beginning teacher salary to \$40K, funds other increases for beginning teachers, 1% increases for all other certificated, admin., classified staff; Enhances BEST mentoring program by \$5m; Proposes revenue legislation to cover the costs.
Total Policy Level	309,324	86,885	

Statement from State Superintendent Randy Dorn on Gov. Jay Inslee's Proposed Education Budget

The Governor released his budget proposal regarding K-12 education. Below is a statement from Dorn on Inslee's inadequate plan.

OLYMPIA — December 18 — As we've seen in years past, and have come to expect from our state's "leaders," Gov. Jay Inslee's education budget proposal again falls far short of what is needed to comply with the orders issued by the Supreme Court in *McCleary v Washington*. It makes no substantial progress toward the full funding of basic education.


The Supreme Court has repeatedly demanded that the Legislature develop a plan for full funding. In fact, they [sanctioned the state](#) \$100,000 per day for failing to produce a plan that, by 2018, would fully fund basic education without the use of local levies. There is still no plan. And when session starts, the state will owe \$14 million in fines.

In April, I released a [complete plan](#) to fully fund basic education for all students. When I submitted my 2016 legislative budget request on November 2, [I proposed](#) the state increase funding by about \$173 million to stay on track to full funding.

Working without a plan, Inslee proposes an increase of about \$87 million.

Now, it's not all bad. Inslee does fund some increases to [Jobs for Washington's Graduates](#), [CorePlus](#), [Career and Technical Education](#), [Healthiest Next Generation initiative](#), language access for families and discipline equity. And he did raise beginning teacher salaries and increase funding for mentoring to help decrease our state's [teacher shortage](#).

But while all of those things are good, Inslee continues to avoid the real issue of *McCleary*.



The state must stop relying on school districts to pass local levies to fund the elements of basic education.

- State Superintendent Randy Dorn

Although salaries are an element of basic education and should be paid for by the state, the state now pays only a portion of what school employees actually earn. In his budget, Inslee actually digs school districts into a *deeper* hole because a salary increase applies to a teacher's *total* salary, not just the amount covered by the state. That places an additional burden on districts to come up with the difference.

I'm tired of sounding like a broken record. I'm tired of the so-called leaders of our state ignoring this serious problem. Who is going to step up and do what's right for the kids in our state?

The Legislature will be releasing their budget proposals soon. Based on experience, I'm not optimistic.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Data Spotlight - Opportunity to Learn Index</u>	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>Goal 1.A of the 2015-18 Strategic Plan articulates that the Board will research and communicate information and tools on promising practices for closing achievement and opportunity gaps. To this end, the SBE staff is exploring the development of an Opportunity to Learn Index for the purpose of identifying access and opportunity barriers in the educational environment. Prior to further work, staff seeks input or guidance from the Board on two key questions:</p> <ol style="list-style-type: none"> 1. Is the primary purpose of the Opportunity to Learn (OTL) Index to provide actionable information, monitor progress, or hold accountable for meeting improvement goals? 2. Should the unit or level of analysis be the state, district, or school? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Other – Board Discussion
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials (OSPI PowerPoint*) <input type="checkbox"/> PowerPoint	
Synopsis:	<p>An Opportunity to Learn (OTL) Index to examine educational environments in other states or across school districts is being explored. The OTL Index is meant to examine system inputs rather than outputs. Possible measures could be placed into four broad indicators that include health and behaviors, community, access to quality instruction, and equitable funding. The OTL Index will be a tool from which to measure, identify, and analyze opportunity gaps.</p> <p>The presentation will include a detailed look at the recently released school discipline data and a cursory look at chronic absenteeism as possible measures for an OTL Index.</p> <p>*Note: many of the OSPI PowerPoint images are complex and difficult to interpret in the black and white format of the printed board packet. For this reason, the PowerPoint was included with the online materials for board members to preview the presentation in color imagery.</p>	



OPPORTUNITY TO LEARN INDEX

Policy Considerations

Goal 1.A of the 2015-18 Strategic Plan developed by the State Board of Education (SBE) articulates that the Board will research and communicate information and tools on promising practices for closing achievement and opportunity gaps. To this end, the SBE staff is exploring the development of an Opportunity to Learn (OTL) Index for the purpose of identifying access and opportunity barriers.

Background

Based on recent results of the National Assessment of Educational Progress (NAEP), Washington students perform between the 60th and 80th percentile (nationally) depending on the grade level and content area assessed, and while this performance is quite respectable, the outcomes fall short of the aspirations articulated by the Washington Legislature through the ESSB 5491 signed into law in 2013. In the ESSB 5491, the SBE is tasked with determining whether the educational outcomes for Washington are in the 90th percentile nationally and whether the outcomes are comparable to peer states. Go to <http://www.sbe.wa.gov/edsystemhealth.php#.VnBFik1IhaQ> to learn more about the performance of Washington students on important educational outcomes.

In the 2015 Kids Count Data Book, Washington is ranked 20th best in the nation for education based on four separate measures (one input and three output measures). Seven of the eight Washington peer states are rated in the top ten, which provides further evidence that Washington's educational system is not meeting the aspirational goals set by the Legislature in 2013. The question becomes, "How does the educational environment in the peer states differ from that in Washington?"

To answer this question, staff is exploring the development of a tool from which to identify and analyze opportunity gaps. Whereas achievement gaps are based on differential outcomes, opportunity gaps are derived from disparate opportunity or access. The theory of action is that when policies are implemented to reduce opportunity gaps, achievement gaps will be reduced. And, that the rate or size of opportunity gap reduction will be commensurate with the achievement gap reduction. In other words, reducing opportunity gaps will result in smaller achievement gaps.

Key Questions

As a means to research and communicate information and tools on promising practices for closing achievement and opportunity gaps, staff is exploring the idea of developing an OTL Index based on multiple measures. However, before embarking on such a journey, staff seeks guidance from the Board on two key questions and a third key question is included for future discussion:

1. Is the primary purpose of the OTL Index to provide actionable information, monitor progress, or hold accountable for meeting improvement goals?
2. Should the unit or level of analysis be the state, district, or school?
3. What factors should the broad indicators embrace and what measures should be included under each of the indicators?

Staff anticipates this work to start immediately and follow two paths conducted simultaneously. The first path or phase would involve designing and developing a prototype for a state-level OTL Index for national and peer state comparisons. The second phase should include the development of an OTL Index for Washington school districts.

More Considerations Regarding this Work

The OTL Index is meant to examine system inputs rather than outputs. As such the inputs used must be correlated (directly or indirectly) to educational outputs, so the possible inputs must be carefully considered. A variety of possible measures are tabulated below in Table 1 and these have been categorized into the broad indicators summarized below.

- **Health and Behaviors** (Student-Family): the premise is that students who are healthier, with better mental health, exhibiting fewer at-risk behaviors, and have more stable parents will be better prepared for the day-to-day challenges of schools.
- **Community**: the idea is that living in a stable community with many supports reduces family stressors and ultimately contributes to a healthier life that would be reflected in educational endeavors.
- **Access to Quality Instruction** (School/District): Schools and districts make many decisions about educator licensing, school staffing, and teaching assignments (inputs for example) that are impactful on educational outcomes.
- **Equitable Funding** (City-County-State): government has the ability to provide resources in different manners and in different amounts (inputs) that can be impactful on student outcomes.

Some possible indicators and measures that could comprise an OTL Index are listed below. Not all of the measures listed below are readily available at all levels (state, district, school, etc.) and not all measures are comparable from state to state. Of the measures shown below, some are more suitable for the school level, some more suitable for the district level, some more suitable for the state level.

Table 1: Partial list (in no particular order) of possible OTL Index indicators and measures

Health and Behaviors	Community	Access to Quality Instruction	Equitable funding
<ul style="list-style-type: none"> • Preventative health care (vaccinations, dental, etc.) • Mental health support • Student/family attitudes • Parent (mother) education level • Student school engagement • Risk for developmental delays • Low birthweight • Student absenteeism • Child abuse and neglect • Youth drug and alcohol use 	<ul style="list-style-type: none"> • Affordable housing • Mobility • Socioeconomic segregation (poverty, crime, language, unemployment, etc.) • Nonprofit Organization support • Community Organizations • Extracurricular options 	<ul style="list-style-type: none"> • Early Childhood Education • Equitable distribution of effective educators • Teacher diversity • Out of certification teaching • Emergency credentials • Late hires • Advanced course taking options • Alternative programs • Exclusionary discipline • Access to AP/IB/Cambridge exams • Student-to-counselor ratio 	<ul style="list-style-type: none"> • Levy inequities • Per Pupil Funding • Class size reduction • Role of state dollars compared to levy dollars • Gaps in state and local revenues between high and low poverty districts • School facilities (computers per student and lab facilities) • ASB funding equity
Student-Family	Community	School-District	City-County-State

A well designed and thought out OTL Index could tell any of several stories that are briefly described on Table 2.

Table 2: Summary of possible OTL Index models and supporting information.

Model	Potential Storyline	Framework Description	Data Elements	Data Source Examples
A	Washington ranks 20 th nationally on equitable educational funding but ranks lowest of the Peer States.	Annual state-level snapshot (but could be tracked over time) - compares Washington's performance on measures to other states.	This analysis requires that the selected measures be reported annually for the 50 states and that the measures be comparable for each state. This analysis is totally dependent on outside data sources.	Kids Count Data Book CDC Health Surveys American Community Survey U.S. Census Bureau U.S. Dept. Education
B	Washington's performance on statewide health equity measures decrease for third consecutive year.	Change over time – could be expanded to include goal setting like the 5491 work. Focus is specific to and on Washington education.	This analysis requires that the measures be reported annually for Washington. This analysis could rely on a combination of out- and in-state data sources.	All of the Above, and WA DHS WA ERDC/OFM WA DEL WA OSPI
C	60 percent of Washington school districts earn a "Poor" rating for the Access to Quality Instruction indicator of the Opportunity Index.	Annual district-level snapshot (but could be tracked over time) – compares performance across Washington school districts.	This analysis requires that the selected measures be reported annually for Washington school districts. This analysis would rely primarily upon in-state data sources but could possibly use some out of state sourced data.	Some Out of State sourced data? WA DHS WA ERDC/OFM WA DEL WA OSPI
D	Washington middle school students face greater Health Equity challenges than do high school students.	Annual school-level snapshot (but could be tracked over time) – compares school performance across the state.	This analysis is totally dependent upon in-state data sources that can be aggregated to the school level.	As Above

Summary of Models

Model A – State Level to Compare Washington's Performance Nationally

- This model is similar to a portion of the SBE's 5491 (Statewide Indicators of Educational System Health) work that compares Washington's performance on key indicators on a national level (top 10 percent of states) and to peer states (comparability). This model is norm-referenced or norm-based as Washington's performance is viewed relative to other states. The ultimate goal of this model would be to make the statement that the "Washington students have a greater opportunity to learn than anywhere else in the U.S." This model serves more of a monitoring function.
- Model A would be a good launching point for this work as data are readily available, could be integrated to current efforts (5491), and would provide immediate learning opportunities. One downside is that existing measures from national sources may not be the best predictors of outputs, but then again, learning about the best inputs is part of this work.

Model B – State Level to Compare Washington's Performance against Goals

- This model is similar to another part of the SBE's 5491 work that annually measures the performance of Washington students against annual targets. This model is criterion-based as

performance is viewed relative to a predetermined target or goal. If targets or goals are not met, actions are necessary to improve performance. The success statement here is “Washington is improving educational opportunity for all children.” This model serves more of an accountability function that might ultimately require an improvement plan.

- This model is not viewed as a good starting point because of the challenges around goal setting, especially when measures change. Much needs to be learned about the stability of data prior to goal setting, making this more amenable for future expansion. I believe we move in this direction, but not until we understand the individual measures much better.

Model C – District Level to Compare Districts Statewide

- This model is criterion based as the “Poor” rating would likely be tied to a particular performance level of the district. This model serves an accountability function that might include an improvement plan. At least some educational inputs are made at the discretion of district/school administration, so needs analyses at this level could be fairly impactful.
- Model C is not viewed as a good point from which to start this work because not all desired measures are currently aggregated to the district level, which means that outside data requests would likely be necessary. Data requests while in an exploratory phase such as this are not the best use of department resources but would be logical area of expansion for this work. Model C might be a good choice if limited measures were to be rolled out in an early phase and additional measures added when available.

Model D – School Level to Compare Schools Statewide

- This model is similar to the Index work, where the performance of an individual school is compared to other schools and this is viewed as a norm-referenced model. This model serves more of a monitoring function but would likely include an improvement plan of some type.
- Again, data availability is a concern with Model D as a launching point. School-level work naturally has a greater impact to individuals, so we want to be sure school input measures are accurate which requires additional validation steps and add time and effort – so again, not the best use of limited resources.

Action

The Board is expected to discuss this agenda item but no other Board action is anticipated.

Other Resources

The Kids Count Data Book is similar to Model A that describes a state level, educational (input/output) monitoring tool. Learn more at <http://www.aecf.org/resources/the-2015-kids-count-data-book/>.

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

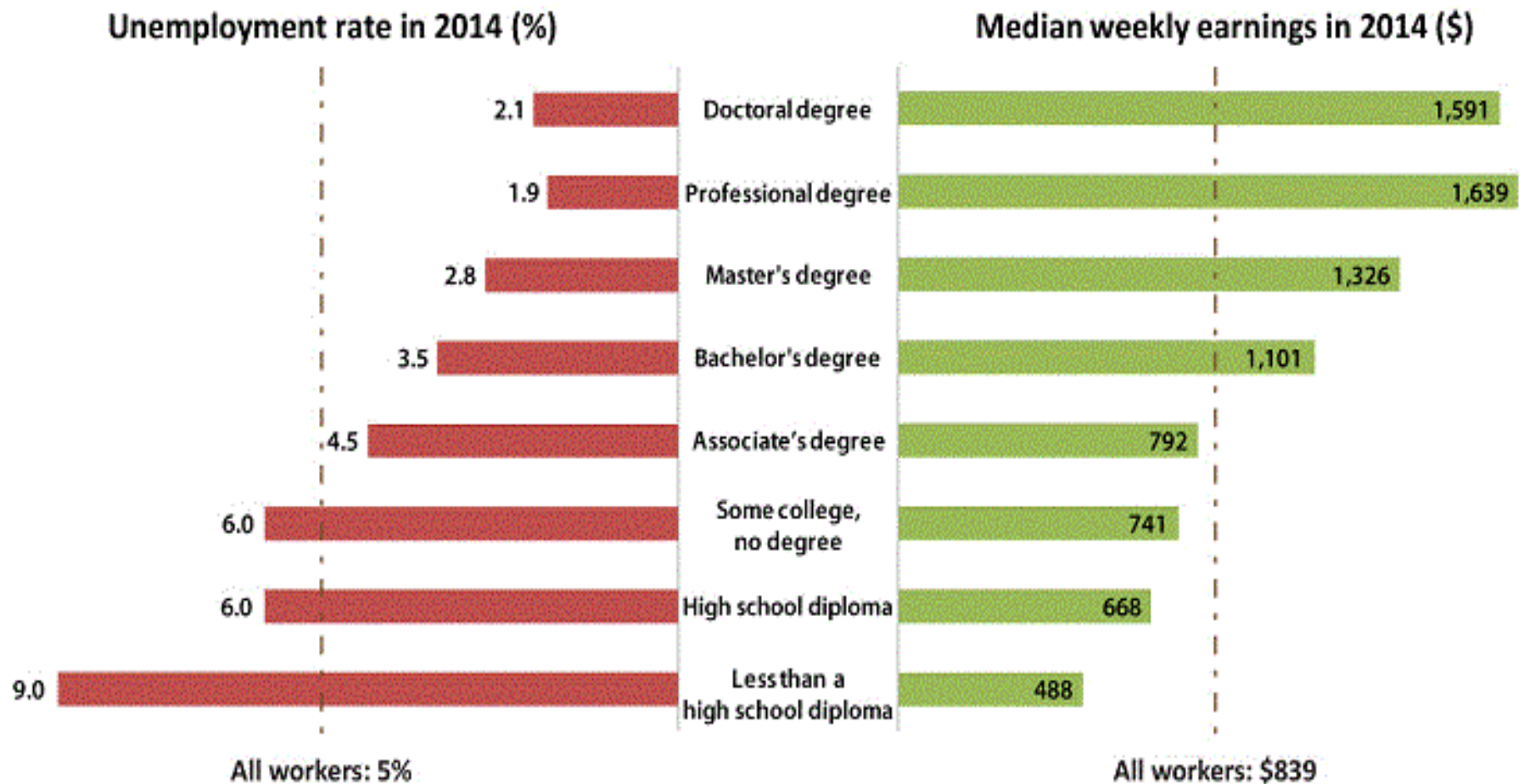
*OSPI's Analytics:
System Evaluation on Equity*

Tim Stensager, Special Assistant for Performance Management and
Data Governance

Office of Superintendent of Public Instruction

What is the issue

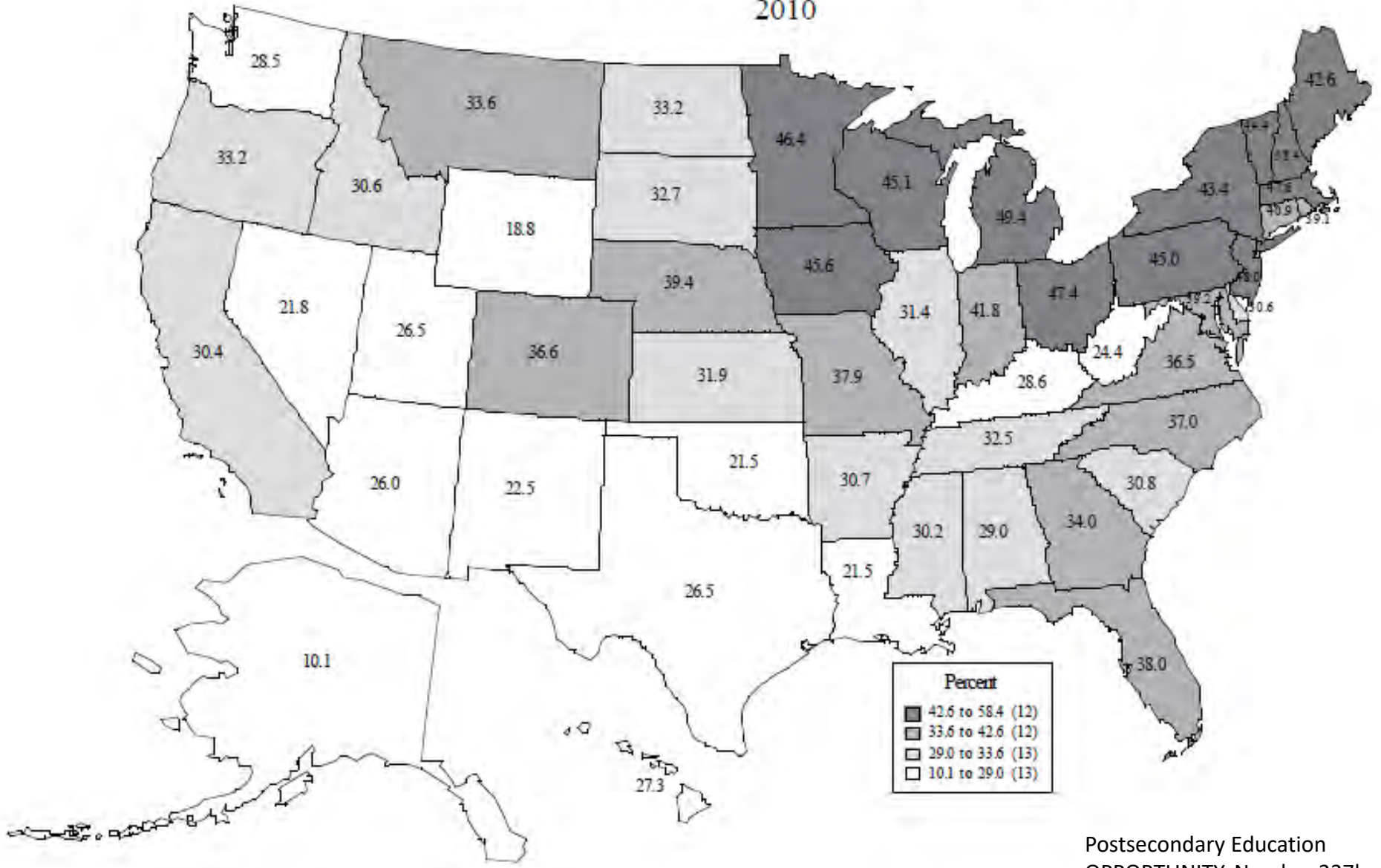
Earnings and unemployment rates by educational attainment



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

How is Washington performing in terms of equity in one area

College Participation Rates for Low Income Students by State 2010



Postsecondary Education
OPPORTUNITY, Number 237b,
Mortenson



OSPI | Office of Superintendent of Public Instruction

Vision

*Every student ready for career, college,
and life*

Mission

*To provide funding, resources, tools, data,
and technical assistance that enable
educators to ensure students succeed
in our public schools, are prepared to access
post-secondary training and education,
and are equipped to thrive in their careers
and lives.*

Adopted June 2014

Performance Indicators

Achievement

- The percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)
- The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment
- Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades
- The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8th grade, and by the end of 9th grade
- The percentage of students meeting standard on all state assessments required for graduation, by the end of 10th grade
- The percentage of students enrolled in dual credit programs and the percentage of students who earned dual credits and certificates (e.g., AP, IB, Running Start, Tech Prep)
- The percentage of students who took the SAT and ACT, and the average SAT and ACT scores earned
- The percentage of high school graduates who were academically prepared and attended post-secondary education institutions within one year of graduating high school
- The percentage of students who accessed financial aid for college
- Percentage of students who persisted in post-secondary programs and completed certificates and degrees

Dropout Prevention and Graduation

- Four-year and five-year graduation rates
- ELA, math, and science course failure rates in 9th grade
- Suspensions and expulsions
- Attendance, especially chronic absenteeism

What does the research say

COLLEGE & CAREER READINESS & SUCCESS Center

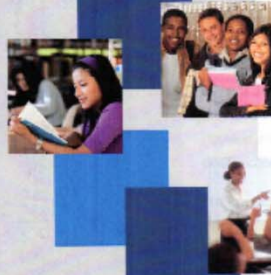
at American Institutes for Research ■

Predictors of Postsecondary Success

The purpose of this brief is to provide information to state, district, and school personnel seeking support to determine whether their students are on a path to postsecondary success. The College and Career Readiness and Success Center (CCRS Center) has received technical assistance requests from a number of states regarding factors that predict postsecondary success, and this brief summarizes and expands on the information shared with these states. Specifically, we summarize early childhood through early postsecondary education research that identifies student skills, behaviors, and other characteristics that predict future academic and workplace success. We have attempted to focus on a variety of measures drawn from readily available data that schools, districts, and states are likely to have. Through this information, policymakers and practitioners can begin to inform the development and validation of factors to identify students who are not on a path to postsecondary success as early as prekindergarten and as late as their senior year of high school. These factors can inform practice and can be integrated into a longitudinal tracking mechanism to identify and monitor individual students who may need additional resources or supports at any point during their schooling. In addition, tracking and measuring factors of success across prekindergarten to early postsecondary education offer a prime opportunity to develop and evaluate systemwide improvement efforts. For example, these data may help identify particular grades, schools, or subgroups of students (e.g., English language learners) that need additional support, enabling both school and district personnel to develop and monitor the impact of policies, programs, or interventions designed to improve outcomes for targeted groups or for the system in general.

General Approach

We began our review of the research looking for studies that identify measures of postsecondary success. Our goal was to identify factors at all levels of education that predict future academic attainment and economic security. Not surprisingly, we found very few studies that link early childhood, elementary, or middle school characteristics with postsecondary success. Even at the secondary level, the limited research linking secondary characteristics to postsecondary readiness and success focuses primarily on course taking, test scores, and early postsecondary outcomes, such as college enrollment and attainment of industry certification. The fact that state longitudinal data systems have not been in existence long enough to support such analyses is



NOVEMBER 2013

Prepared for the College and Career Readiness and Success Center by Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research



American Institutes for Research
Article – “College & Career Readiness & Success”
November 2013

- Indicators are measures with an established threshold (e.g., students who earns 3.0 GPA or higher) are more likely to be prepared for their college and career pursuits.
- Predictors are measures that are strongly correlated with improved postsecondary outcomes but for which a numeric threshold has not been established.

Indicators

- Positive “school readiness risk profile” – (Similar to WaKIDS)
- < 10 percent absences - (20% in middle school)
- Reading by 3rd grade
- Receiving no unsatisfactory behavior grades in sixth grade
- Passing all ELA and mathematics courses and meeting benchmarks on state exams (middle school)
- No more than one failure of ninth-grade subjects
- Completing the following mathematics sequence: Algebra II (ninth grade), geometry (10th grade), Algebra III and trigonometry or higher (11th grade), precalculus or calculus (12th grade)
- AP Exam: 3 or higher; IB Exam: 4 or higher
- Dual enrollment participation
- Passing state exams
- FAFSA completion
- Meeting the following benchmarks on college preparatory exams: SAT > 1550₈; PLAN₉ test scores: English 15, reading 17, mathematics 19, and science 21; ACT scores: English 18, mathematics 22, reading 21, and science 24
- College Knowledge target outreach programs such as: multiyear college-readiness programs, embedded college counseling, and college-readiness lessons



State of Washington

Office of Superintendent of Public Instruction

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Features

42nd Annual Superintendent's high school artShow

Awards Ceremony, May 15, 1:00-3:00

Artwork will be on display until May 28

What's New

Washington State High School Artists Honored

Pasco Educator Named School Employee of the Year

Healthy Youth Survey Helps Educators Address Students' Needs

More News

About OSPI

OSPI oversees K-12 public education in Washington state.

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State Superintendent Randy Dorn

Helpful Links | Family Resources | Teacher Tools | FAQs | Bulletins|Memos

- Maps of Districts and Schools
Teacher Certification and Renewal
Learning Standards
Apportionment and Financial Services
State Testing
Special Education
Graduation Requirements
Student Transportation
Media & Communications
School Breaks
Common Core Standards
School District Revenues
WaKIDS
Federal Programs
Learning Assistance Program (LAP)

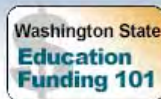
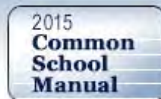
Offices and Programs

State Report Card

Maps & Web sites Districts

K-12 Data & Reports

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Contact Us | A-Z Index | Site Info | Staff Only | Education Data System (EDS)

- Data Gateway
- School Information
- Dropout & Graduation
- Personnel Reports
- Downloadable Files
- Facts and Worksheets
- Other Related Links
- Assessment and Demographic
- Data Collection Tools

K-12 Data and Reports

OSPI Data Gateway

[OSPI Performance Indicators - Data and Analytics](#)
Interactive worksheets, charts, and animations at state and district levels help measure performance and support data-informed decision making.

[Washington State Report Card](#)
A comprehensive look at education statistics at state, district, school, and program levels.

[Report Card Data Files](#)
Files to support the data represented on the Report Card

[Data and Reports](#)
Additional data files for download and further analysis.

[Statewide Longitudinal Data System \(SLDS\)](#)
The developing K-12 data and reports warehouse. Construction of this resource continues and current data available are for the 2012-2013 school year.

[OSPI Student and School Success - Data Dashboard](#)
Data and analytics prepared for priority and focus schools.

OSPI Mission
To provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

- Data Gateway
- School Information
- Dropout & Graduation
- Personnel Reports
- Downloadable Files
- Facts and Worksheets
- Other Related Links
- Assessment and Demographic
- Data Collection Tools

K-12 Data and Reports

OSPI Performance Indicators – Data and Analytics

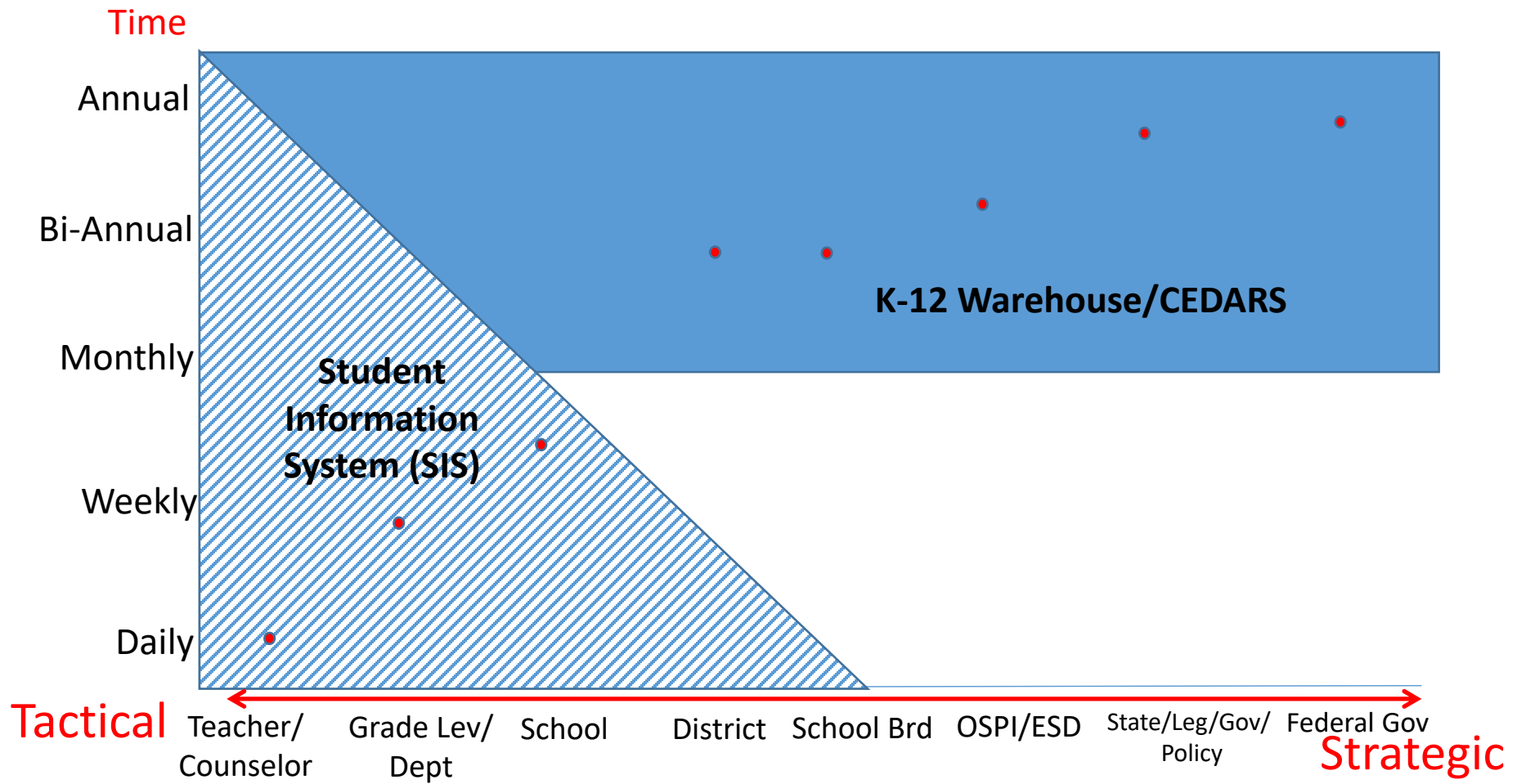
OSPI staff align their goals with research-based performance indicators. Goals are reviewed by the superintendent three times per year to ensure our work leads directly to student success.

OSPI prepares interactive worksheets, charts, and animations at state and district levels to support data-informed decision making. Districts with fewer than 500 students or 20 students in a given group are not shown for statewide analytical purposes.

The files are in Microsoft Excel for Windows and may require special settings; [see specifications](#) for Windows and Mac.*

Performance Indicator	Description
1. Kindergarten Preparedness	The percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)
2. English Language Arts, Math, Science Assessment	The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment
3. Student Growth Percentiles—4th and 6th grades ELA/Math	Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades
4. High School Credit in Algebra I/Integrated Math 1	The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8th grade, and by the end of 9th grade
5. Statewide Assessments Required for Graduation	The percentage of students meeting standard on all state assessments required for graduation, by the end of 10th grade
6. Dual Credit Programs	The percentage of students enrolled in dual credit programs and the percentage of students who earned dual credits and certificates (e.g., AP, IB, Running Start, Tech Prep)
7. SAT and ACT	The percentage of students who took the SAT and ACT, and the average SAT and ACT scores earned
8. Postsecondary Preparedness	The percentage of high school graduates who were academically prepared and attended postsecondary education institutions within one year of graduating high school
9. Financial Aid for College	The percentage of students who accessed financial aid for college
10. Postsecondary Persistence	Percentage of students who persisted in postsecondary programs and completed certificates and degrees
11. Graduation Rates	Four-year and five-year graduation rates
12. 9th Grade Course Failure	ELA, math, and science course failure rates in 9th grade
13. Discipline	Suspensions and expulsions

How do we collect the data – Data Governance



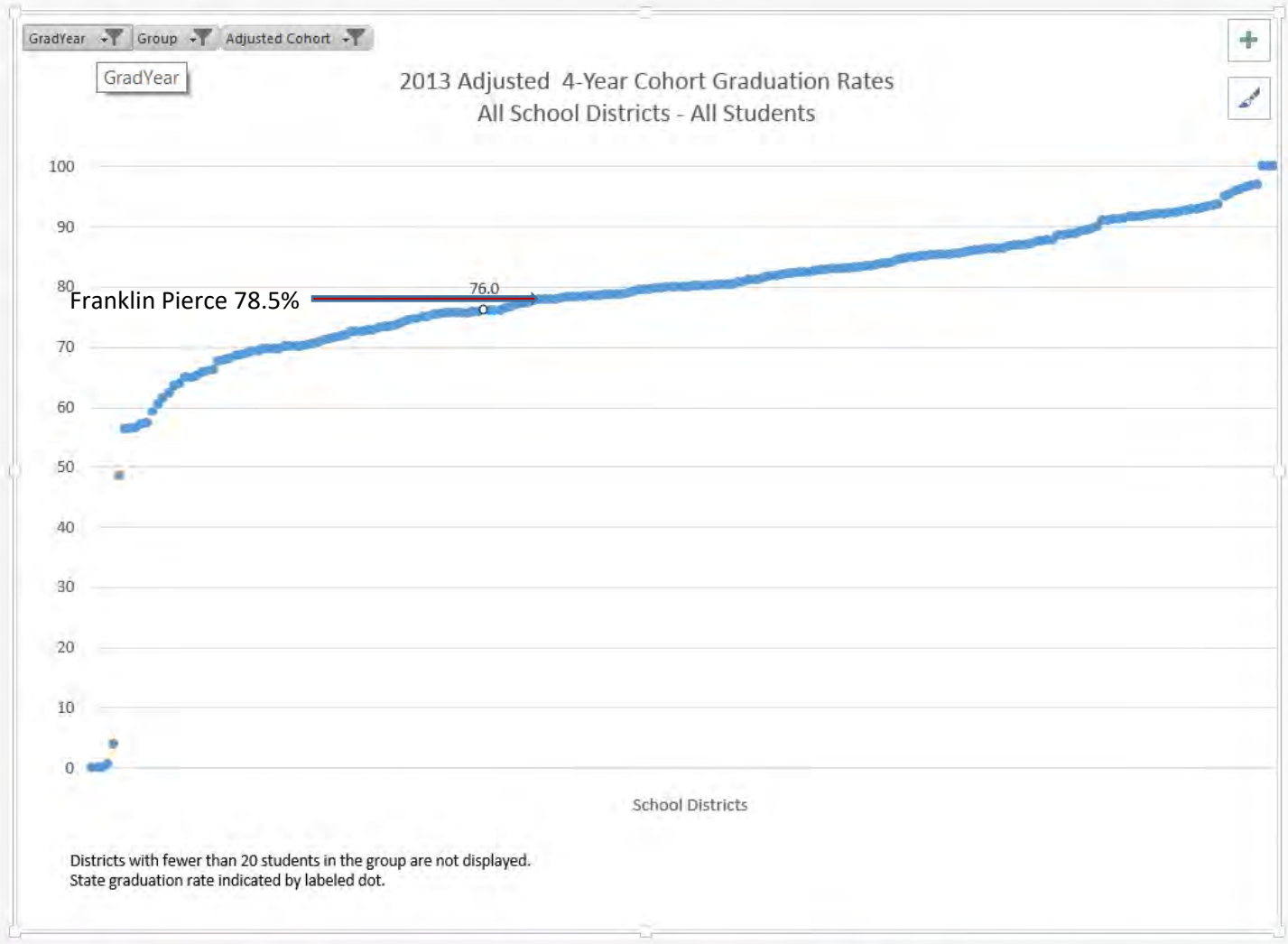
Items of Note:

1. Microsoft Office Professional Plus 2013 required for full view of Analytics
2. Suspension Reference = Out of School Suspension & Expulsion

Graduation: Understanding the Context

How many students Graduate?

Who Graduates?



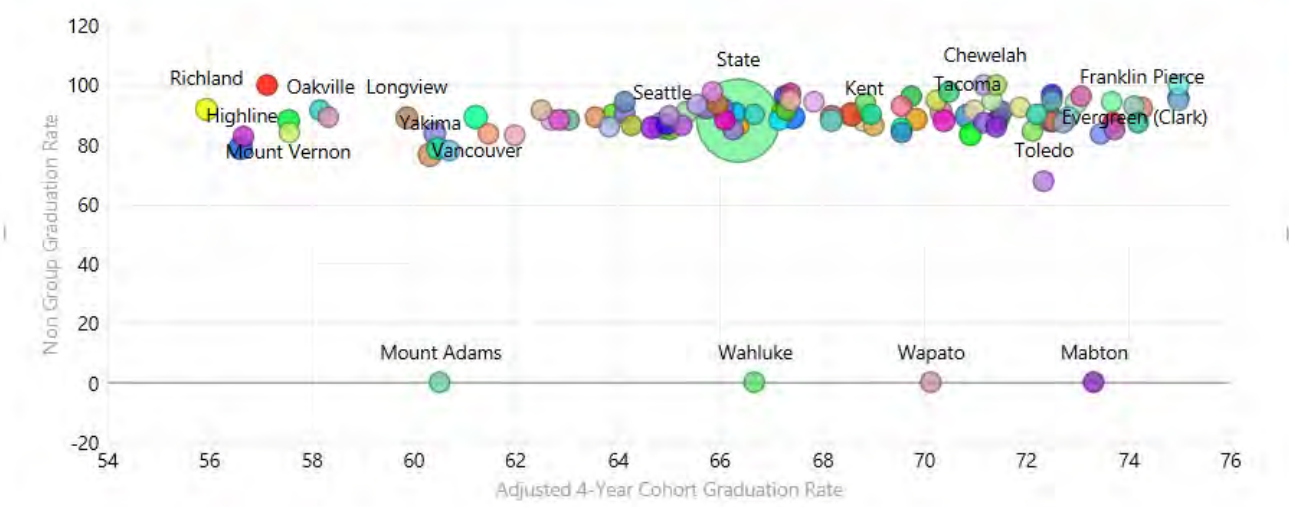
All Districts: Student Group Graduation Rates compared to Students not in the Group

Black/African ELL Female Hispanic/Lat... **Low Inc...** Male Migrant Nat...

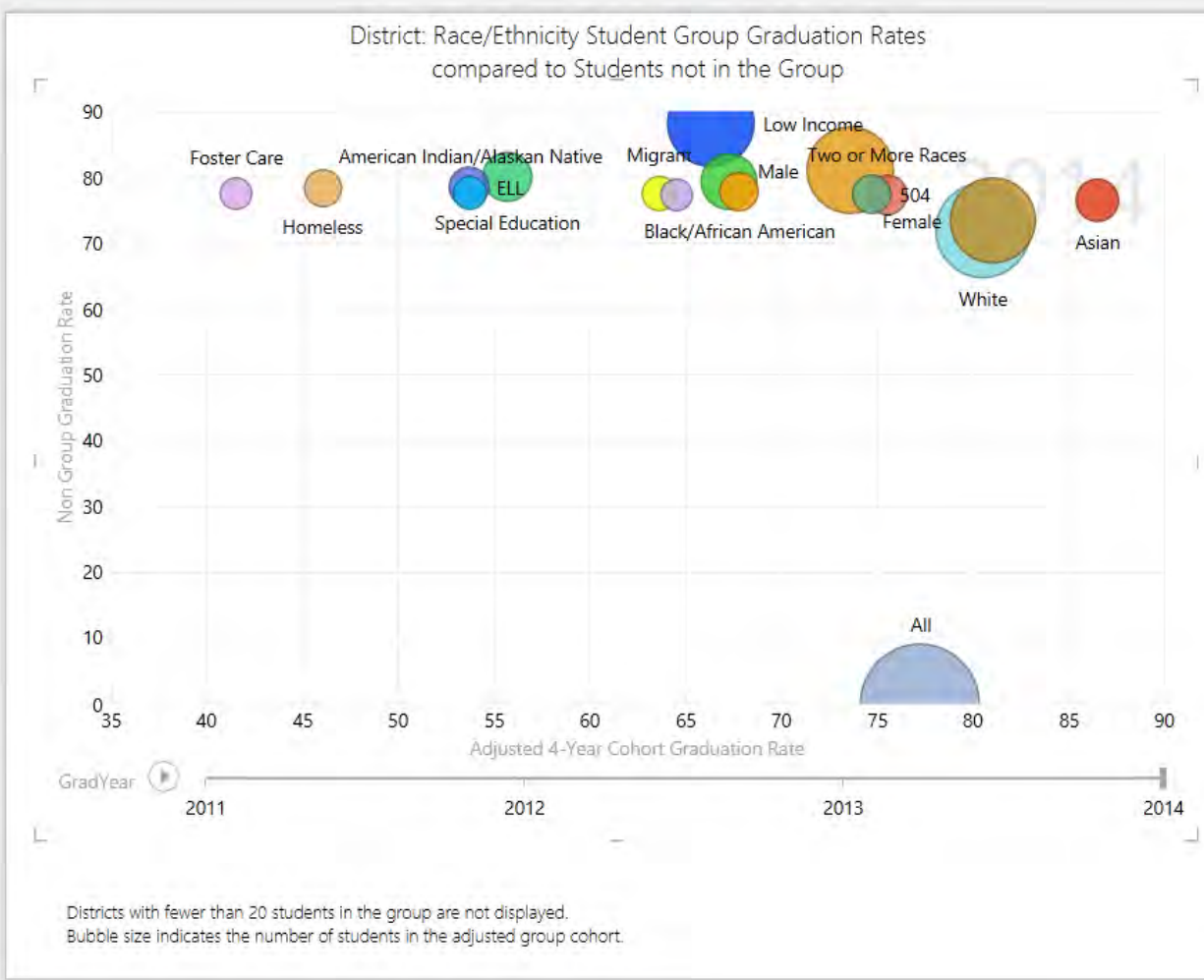
Filters

VIEW

- Adjusted 4-Year Cohort Graduation Rate is between 55.0 and 75.2
- Adjusted Cohort is greater than or equal to 20
- GradYear is 2014



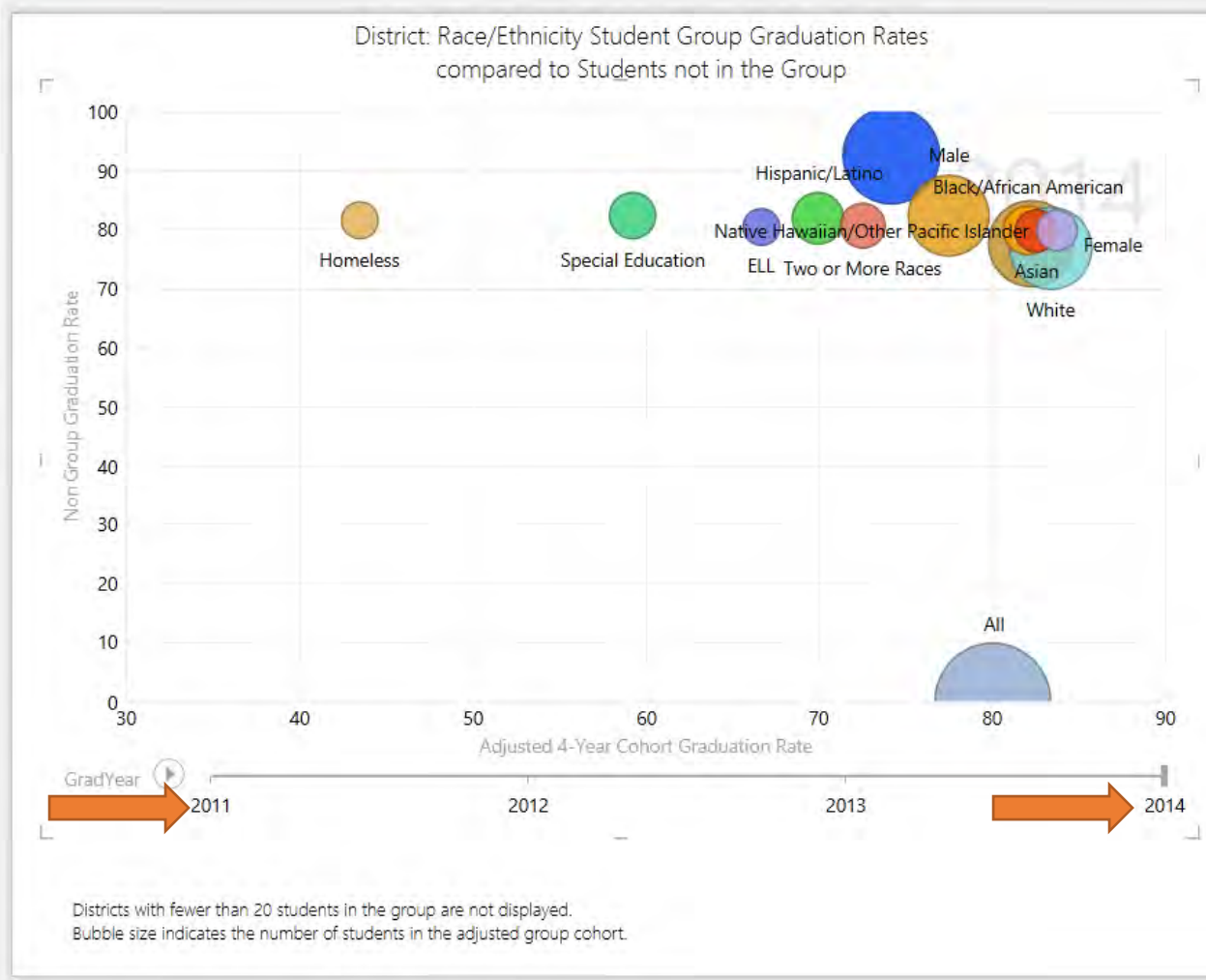
Districts with fewer than 20 students in the group are not displayed.
Bubble size indicates the number of students in the adjusted group cohort.



Filters

VIEW | CHART

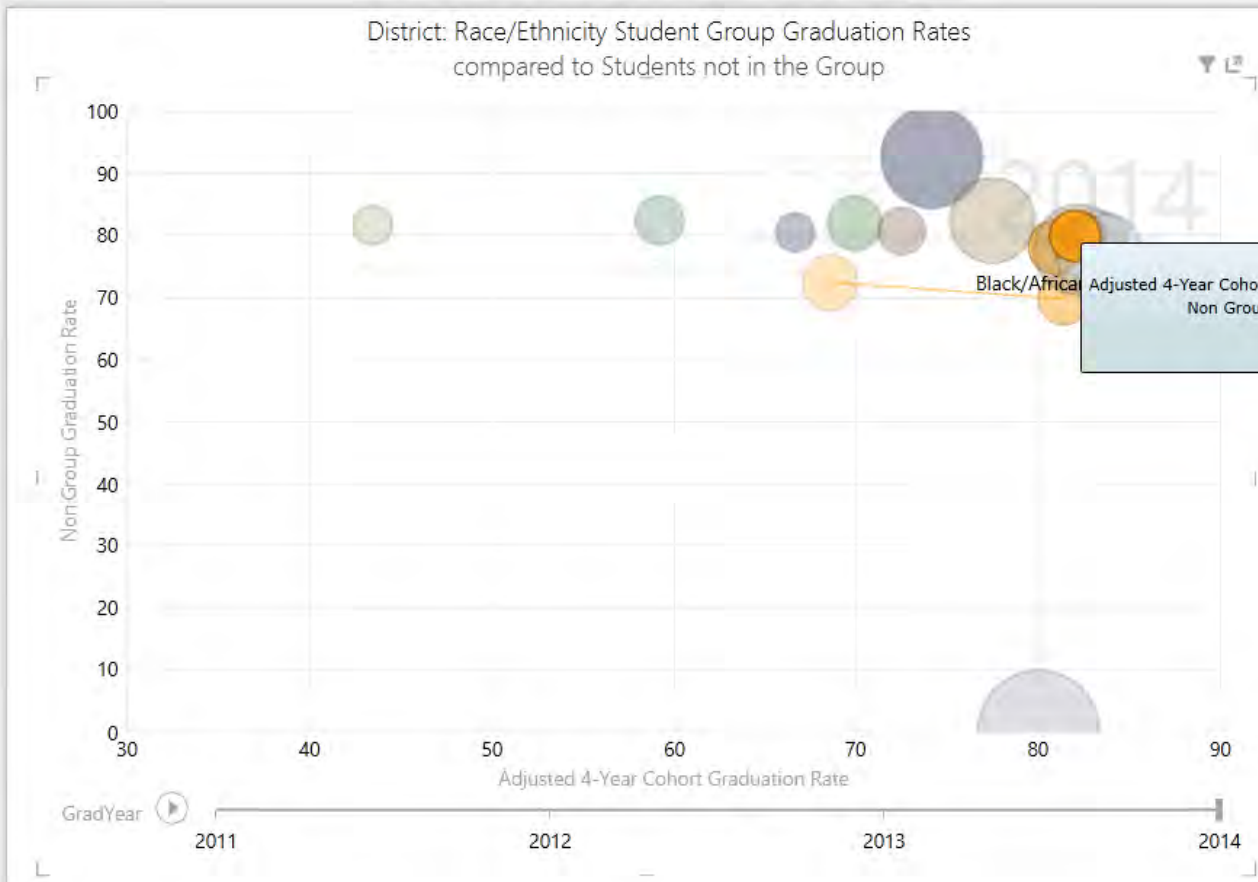
- Adjusted 4-Year Cohort Graduation Rate (All)
- Adjusted Cohort is greater than or equal to 20
- District (All)
- ESD Name is State
 - (All)
 - (Blank)
 - ESD 101
 - ESD 105
 - ESD 112
 - ESD 113
 - ESD 123
 - North Central ESD 171
 - Northwest ESD 189
 - Olympic ESD 114
 - Puget Sound ESD 121
 - State
- Group (All)
 - (All)
 - 504
 - All
 - American Indian/Alaskan Native
 - Asian
 - Asian Pacific Islander
 - Black/African American



Filters

VIEW | CHART

- Adjusted 4-Year Cohort Graduation Rate (All)
- Adjusted Cohort is greater than or equal to 20
- District is Franklin Pierce **←**
- ESD Name (All)
 - (All)
 - (Blank)
 - ESD 101 59
 - ESD 105 25
 - ESD 112 30
 - ESD 113 44
 - ESD 123 23
 - North Central ESD 171 29
 - Northwest ESD 189 35
 - Olympic ESD 114 15
 - Puget Sound ESD 121 35
 - State 1
- Group (All)
 - (All)
 - 504 2
 - All 4
 - Asian 4
 - Asian Pacific Islander 3
 - Black/African American 4
 - ELL 4



Filters

VIEW | CHART

- Adjusted 4-Year Cohort Graduation Rate (All)
- Adjusted Cohort is greater than or equal to 20

District	Count
East Valley (Yakima)	27
Eastmont	38
Eatonville	22
Edmonds	54
Educational Service District 101	3
Ellensburg	27
Elma	22
Entiat	16
Enumclaw	27
Ephrata	28
Everett	53
Evergreen (Clark)	60
Federal Way	37
Ferndale	32
Fife	39
Finley	22
<input checked="" type="checkbox"/> Franklin Pierce	54
Freeman	16
Goldendale	21
Grand Coulee Dam	20
Grandview	35
Granger	28

Districts with fewer than 20 students in the group are not displayed.
Bubble size indicates the number of students in the adjusted group cohort.

Student Discipline: Understanding the Context

How many students are suspended or expelled?

Who is suspended or expelled?

How many times are they suspended or expelled?

How long are they removed?

For what behaviors?

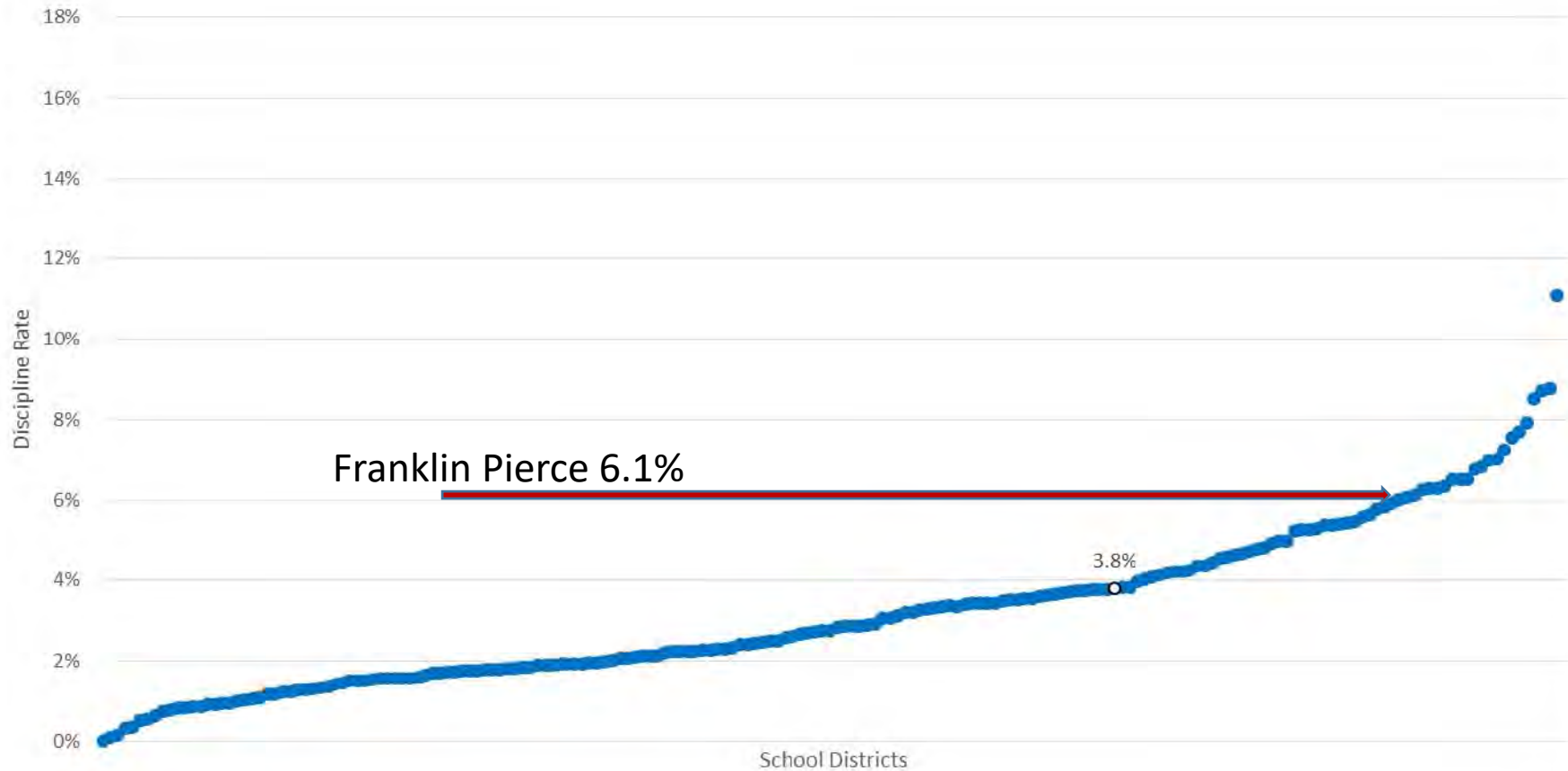
How many students are suspended or expelled?

Approximately **4%** of all Washington students were suspended or expelled during the 2014–15 school year.

The rate of suspensions and expulsions across districts vary—from nearly 0% to over 10% of students in a district.

SchoolYear ▾ Group ▾

2014 School District Discipline Rates (% of All Students Suspended/Expelled)



Districts with fewer than 500 total students and fewer than 20 students in the group are not displayed.
Only out-of-school short and long term suspensions and expulsions are displayed (unduplicated students).
State rate indicated by labeled dot.

Who is suspended or expelled?

According to state and national data, in many schools, male students, students of color, and students with disabilities are suspended and expelled more frequently than other students.

These trends warrant attention from schools, as well as OSPI, to work toward equitable outcomes for each student.

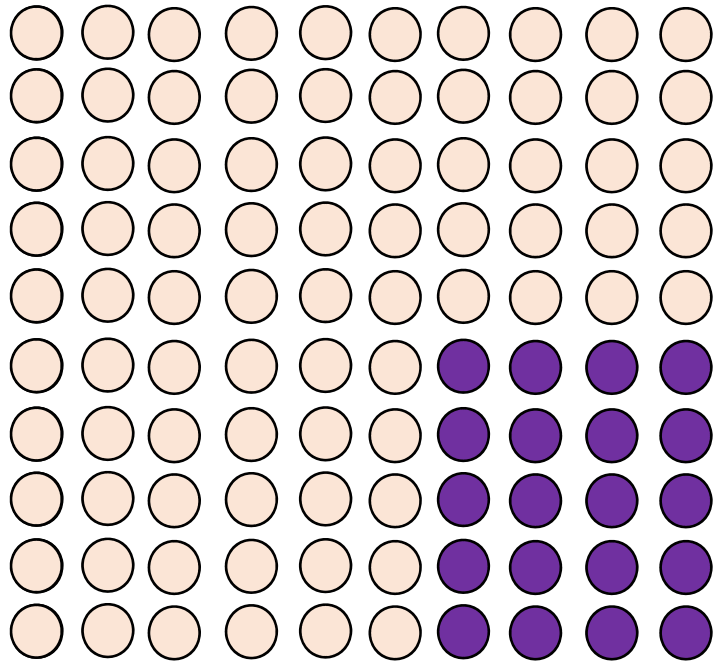
Schools must carefully review their student discipline data to consider whether discriminatory policies, procedures, or practices exist and to remedy them.

Proportionality

Or

Composition Index

Suspension / Expulsion Rate



100 students in the district

20 were suspended

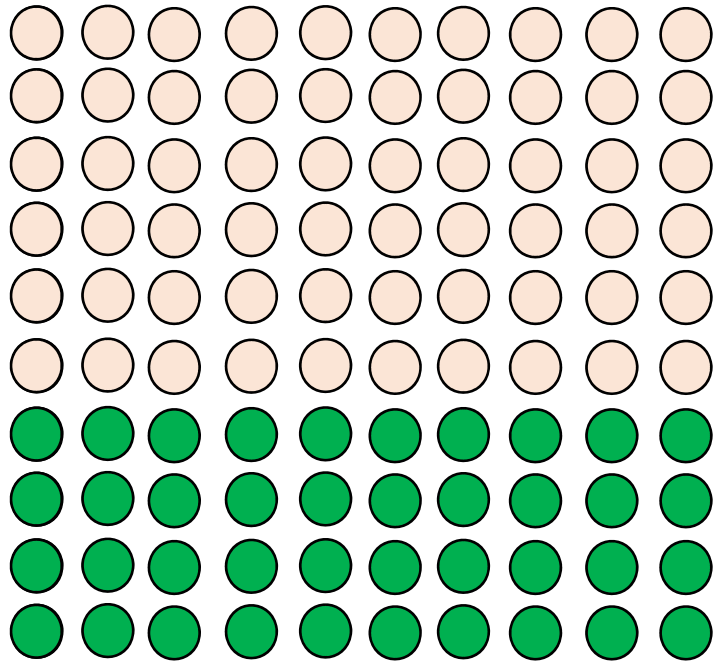
one or more times




Suspension Rate

$$\frac{20 \text{ students suspended}}{100 \text{ total students}} = 20\%$$

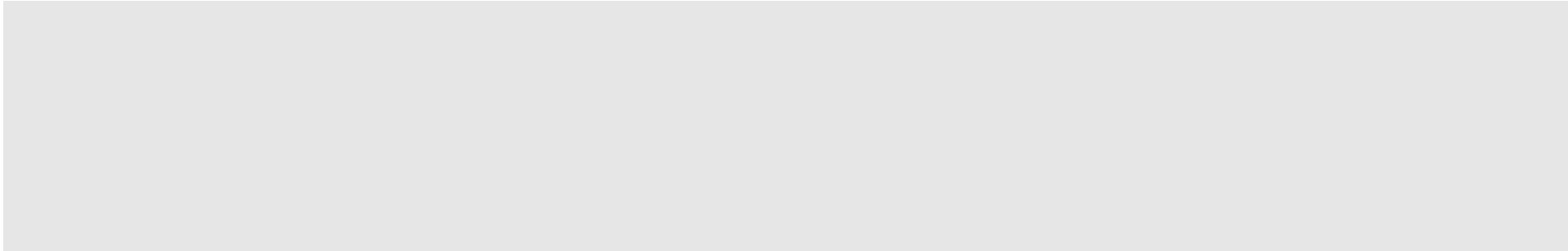
Enrollment Overview



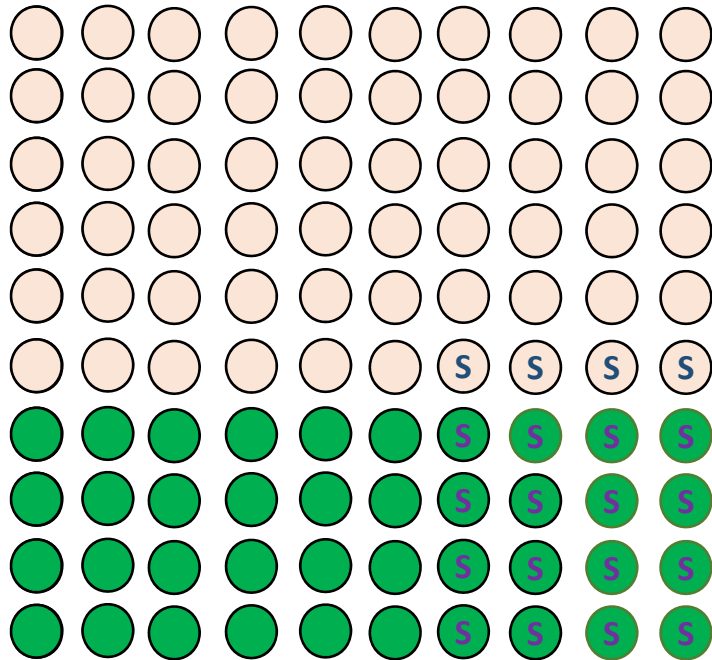
100 students in the district

40% are boys 

60% are girls 



Proportionality or Composition Index



100 students in the district

40% are boys ●

80% of the suspensions are boys

Composition Index:

$$\frac{\text{Boys are } \mathbf{80\%} \text{ of suspensions}}{\text{Boys are } \mathbf{40\%} \text{ of student enrollment}} = 2$$

The percentage of suspensions who are boys is 2 times greater than their percentage in the student population.

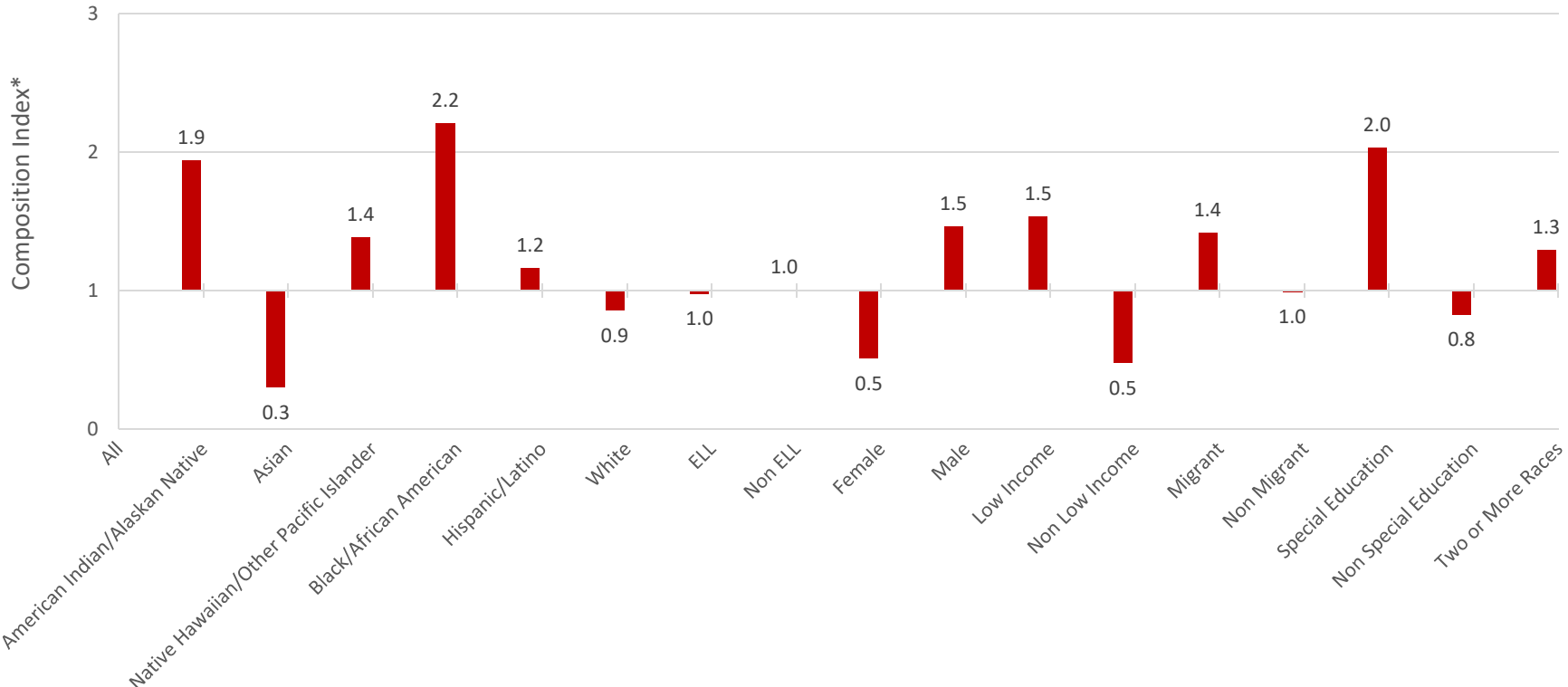
The Desire Is Proportionality

- To have the percentage of suspensions who are boys to be equal their percentage in the student population.

$$40\%/40\% = 1$$

- This desire would hold true for any group of students by race or program: 1 or close to 1 is the target

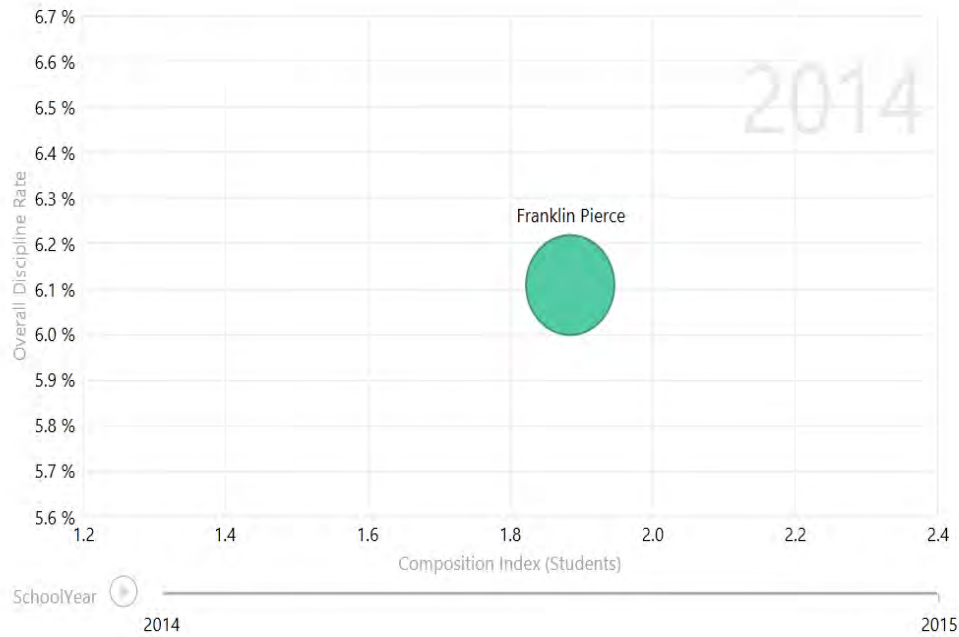
2015 School District Composition Index* by Student Group State (Overall Discipline Rate 3.9%)



*The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally.

Districts with fewer than 500 total students and fewer than 20 students in the group are not displayed. Only out-of-school short and long term suspensions and expulsions are displayed (unduplicated students).

All Districts: Student Group Discipline Rate by Composition Index 2013, 2014



Filters

VIEW

Composition Index (Students)

is between 1.8 and 1.9

1.4

3.6

Group

is Black/African American

Overall Discipline Rate

is between 5.7 % and 6.3 %

2.3 %

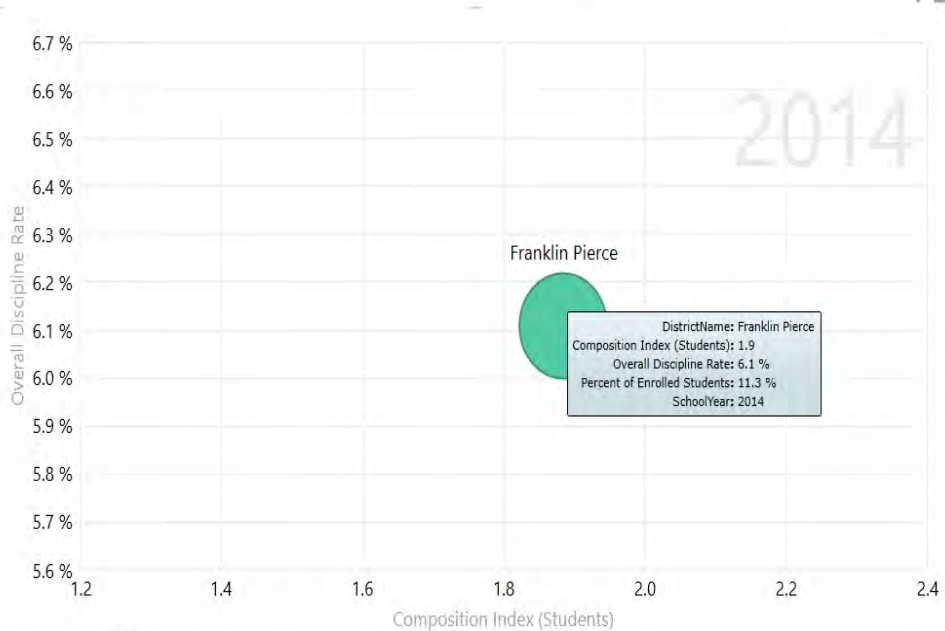
6.3 %

*The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally. Bubble size represents the % the enrolled student group is within the total student population.

Districts with fewer than 500 total students and fewer than 20 students in the group are not displayed.
Only out-of-school short and long term suspensions and expulsions are displayed (unduplicated students).



All Districts: Student Group Discipline Rate by Composition Index 2013, 2014



Filters

VIEW

Composition Index (Students)

is between 1.8 and 1.9

1.4

3.6

Group

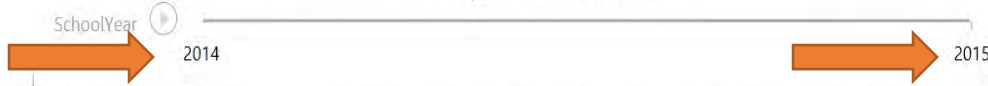
is Black/African American

Overall Discipline Rate

is between 5.7 % and 6.3 %

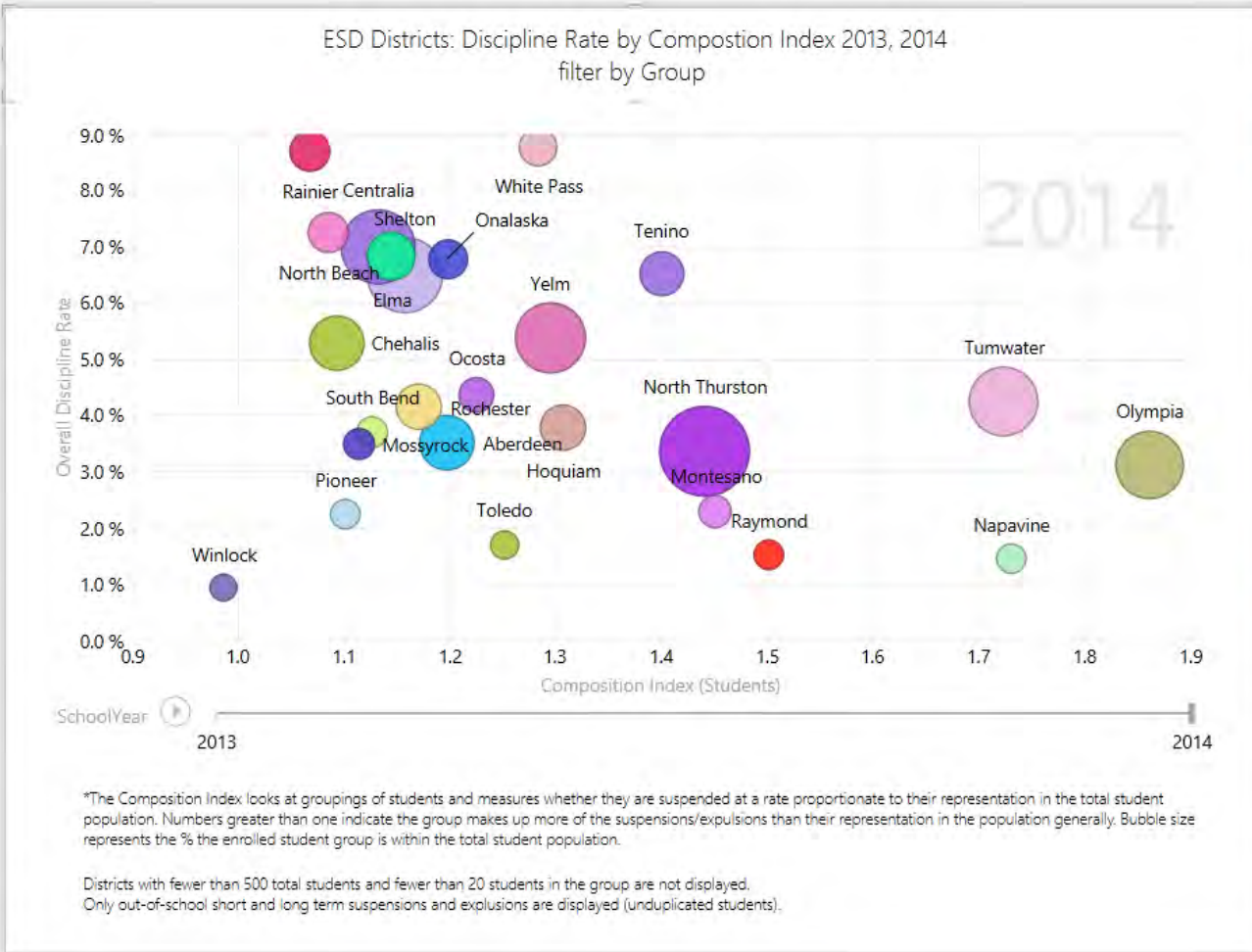
2.3 %

6.3 %



*The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally. Bubble size represents the % the enrolled student group is within the total student population.

Districts with fewer than 500 total students and fewer than 20 students in the group are not displayed.
Only out-of-school short and long term suspensions and expulsions are displayed (unduplicated students).



Filters

VIEW

Composition Index (Students)
is not (Blank) or 0.0

ESD Name
is ESD 113

Group
is Low Income

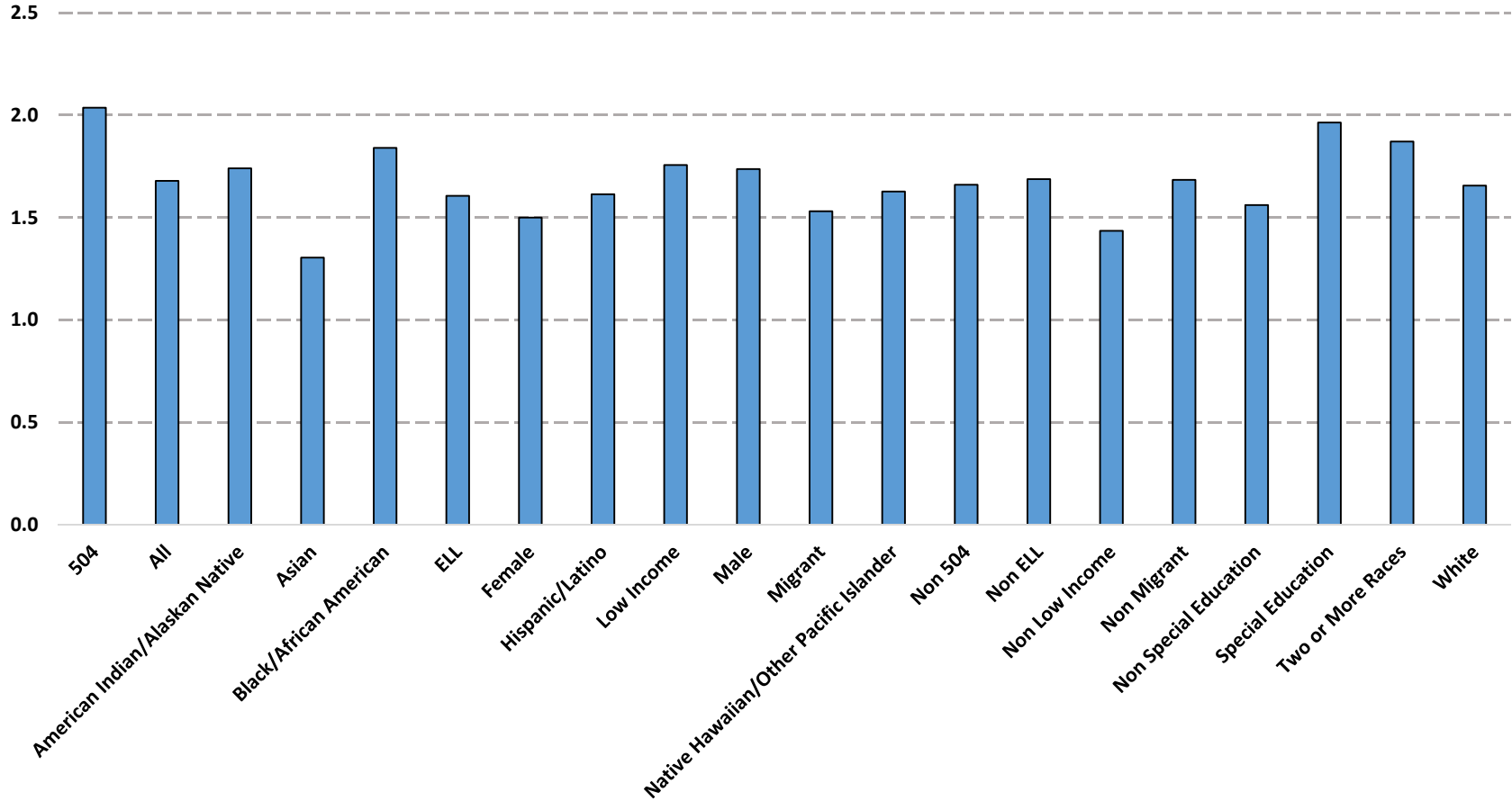
- (All) 44
- (Blank) 1
- ESD 101 59
- ESD 105 25
- ESD 112 30
- ESD 113 44
- ESD 123 23
- North Central ESD 171 29
- Northwest ESD 189 35
- Olympic ESD 114 13
- Puget Sound ESD 121 35
- State

- (All) 51
- All
- American Indian/Alaskan Native 8
- Asian 4
- Black/African American 14
- ELL 13
- Female 34
- Hispanic/Latino 26
- Low Income 47
- Male 48
- Migrant 6
- Native Hawaiian/Other Pacific Islander 7

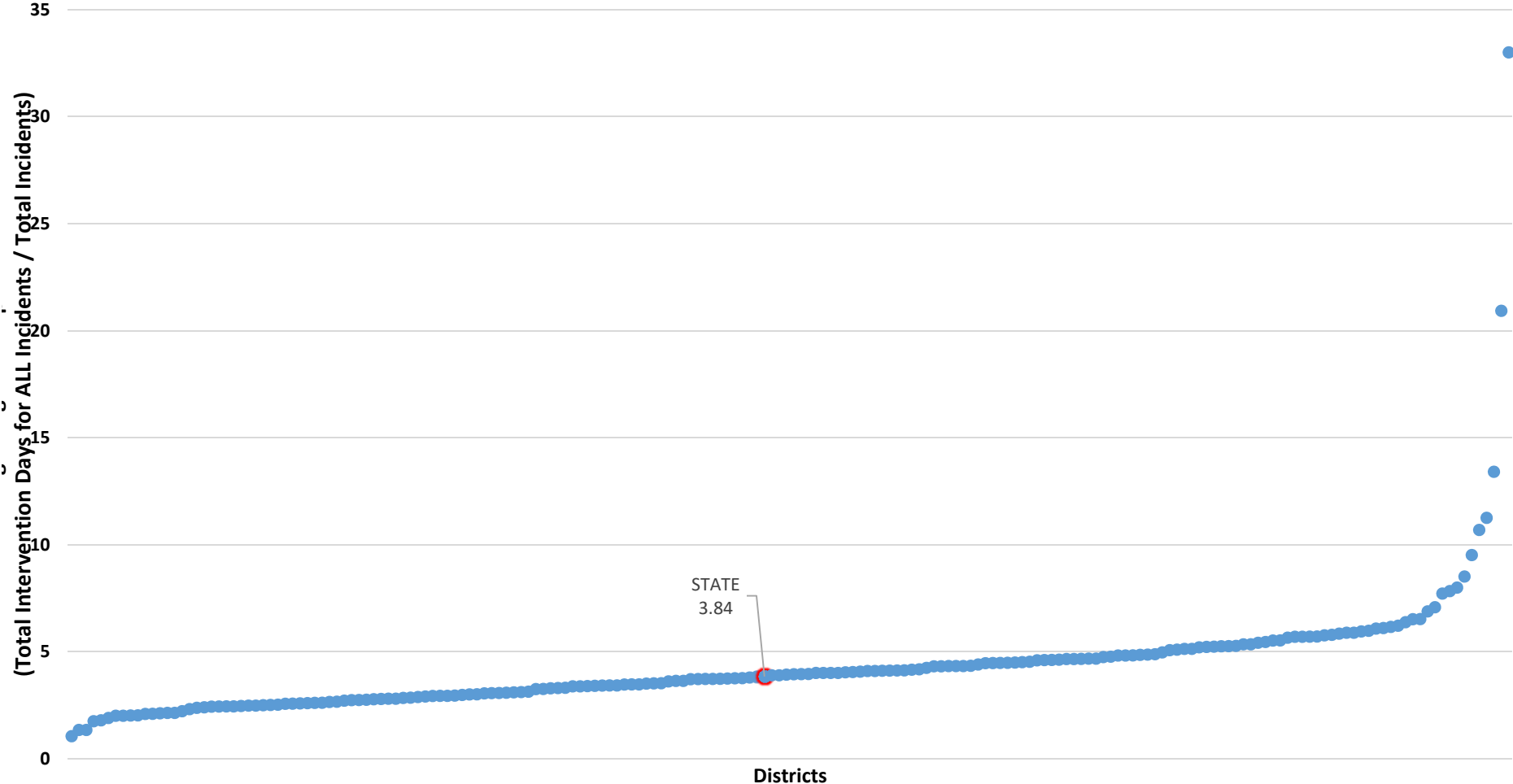
2015

State - Average Number of Times a Student is Suspended or Expelled

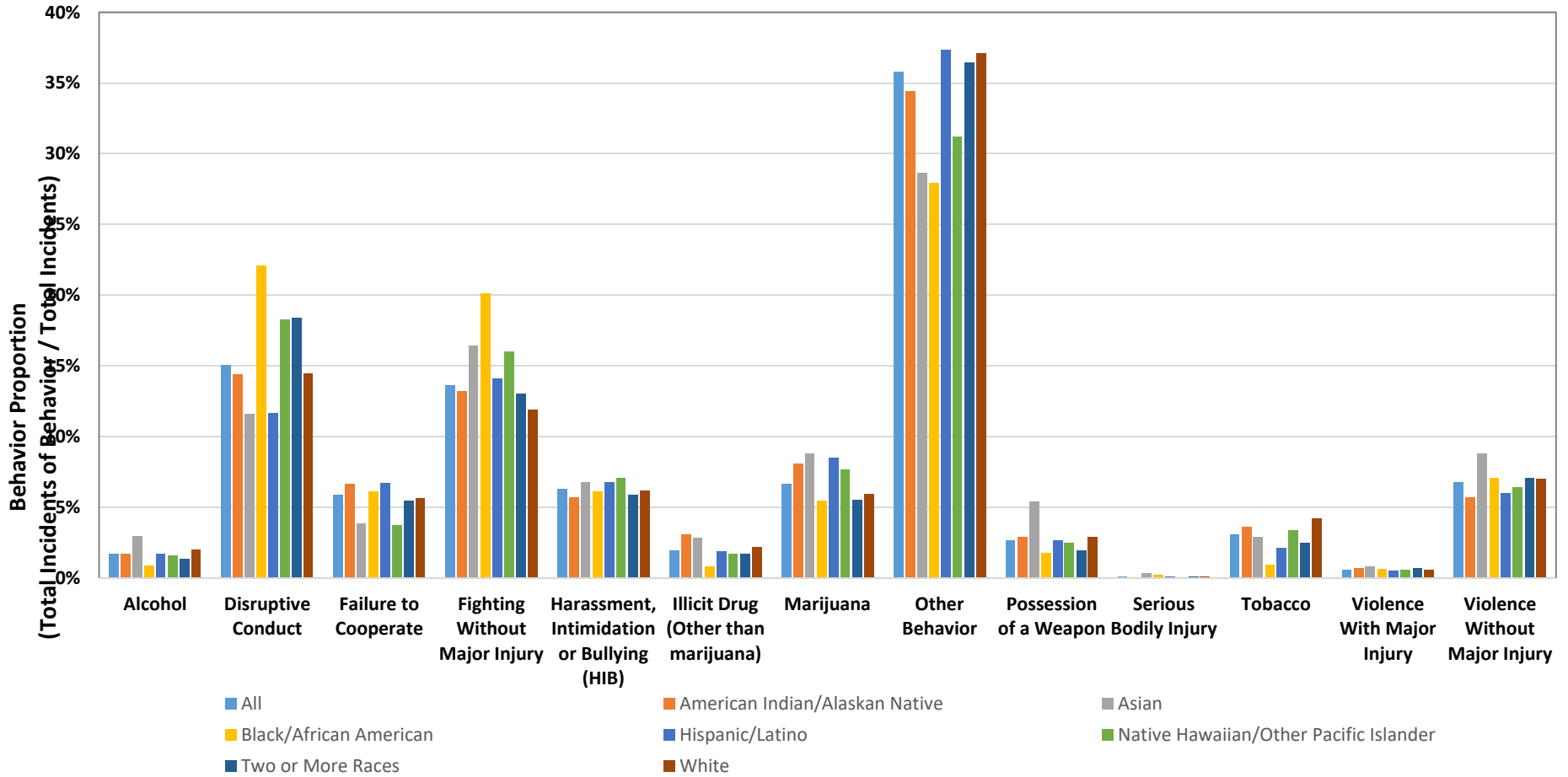
Average Number of Times a Student is Suspended or Expelled
(Total Incidents) / (Total Distinct Students Suspended or Expelled)



2015
All Students - Average Length of Suspension for ALL Incidents



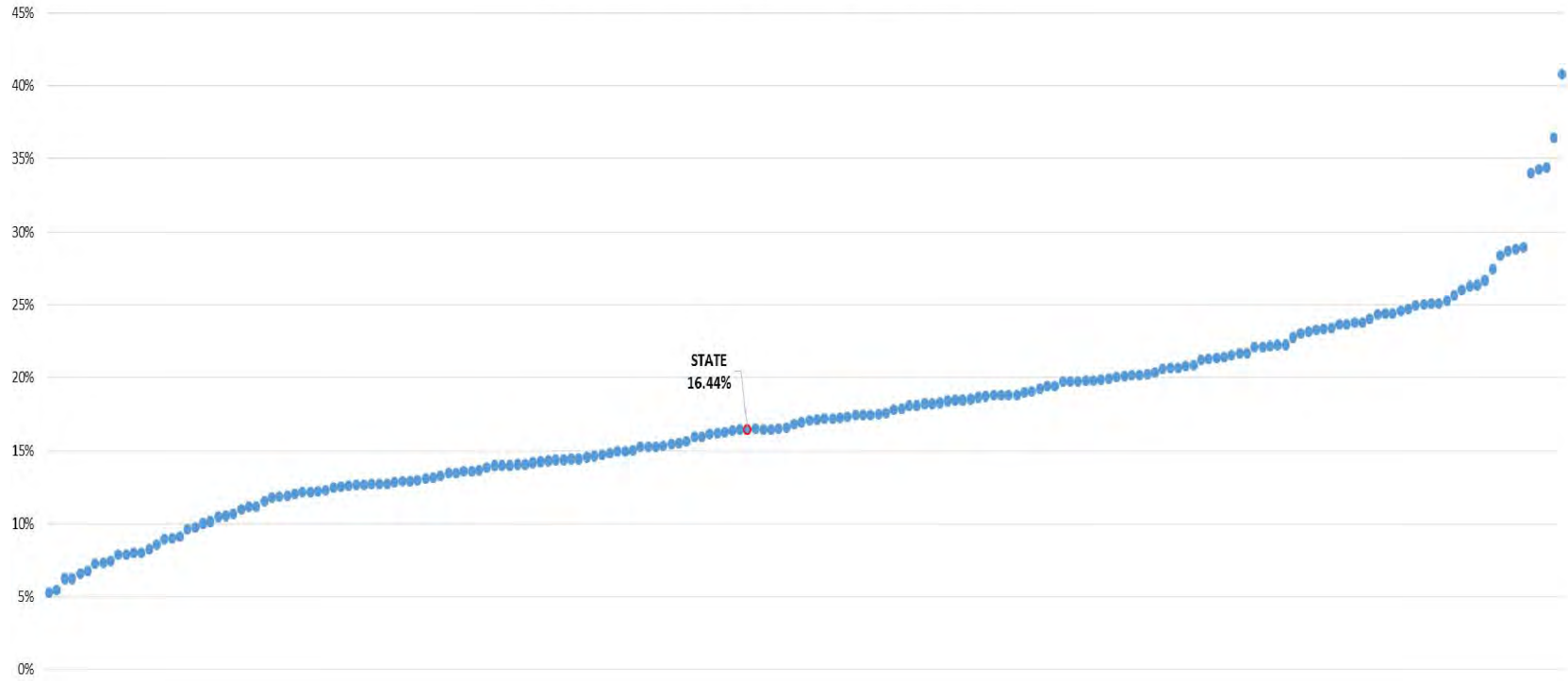
2015 STATE - Behavior Proportion



SchoolYear Student Group

2015 % of All Students Chronically Absent

% of All Students Chronically Absent
(Total Distinct Students Chronically Absent / Total Distinct Students Enrolled)

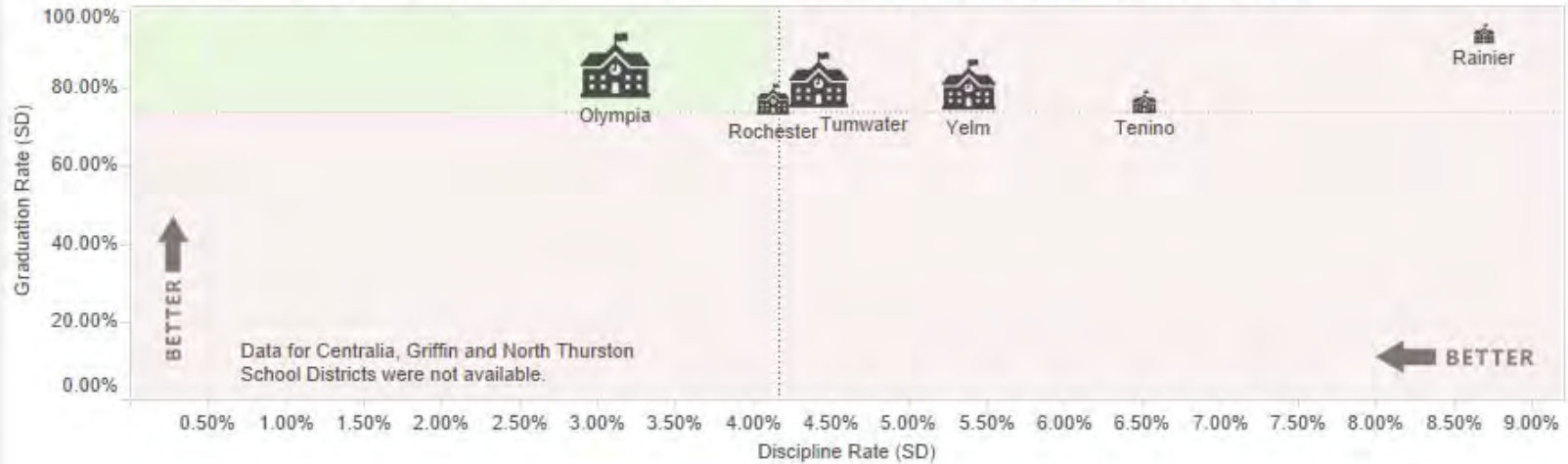


District Name

Overview

Discipline Rate vs. Graduation Rate (2014) by School District

Dotted lines represent STATE averages — Symbol size represents total student enrollment — [click on the icon to see SCHOOL DISTRICT details](#)



Olympia School District

Total Student Enrollment

10,185

Discipline Rate

3.13%
State Average 4.17%

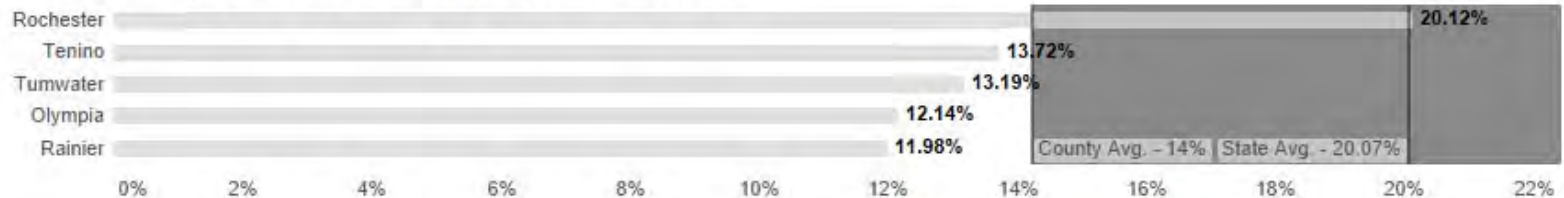
Graduation Rate

85.40%
State Average 74.18%

Child Poverty Rate

12.14%
State Average 20.07%

Child Poverty Rate (2013) by School District



Discipline and graduation data from the State of Washington Office of Superintendent of Public Instruction <http://k12.wa.us/default.aspx> Data are not displayed for districts with fewer than 500 students enrolled. Data are not displayed when at least one but fewer than six students are suspended or expelled. Child poverty data from US Census 2013.

Select School District
Olympia

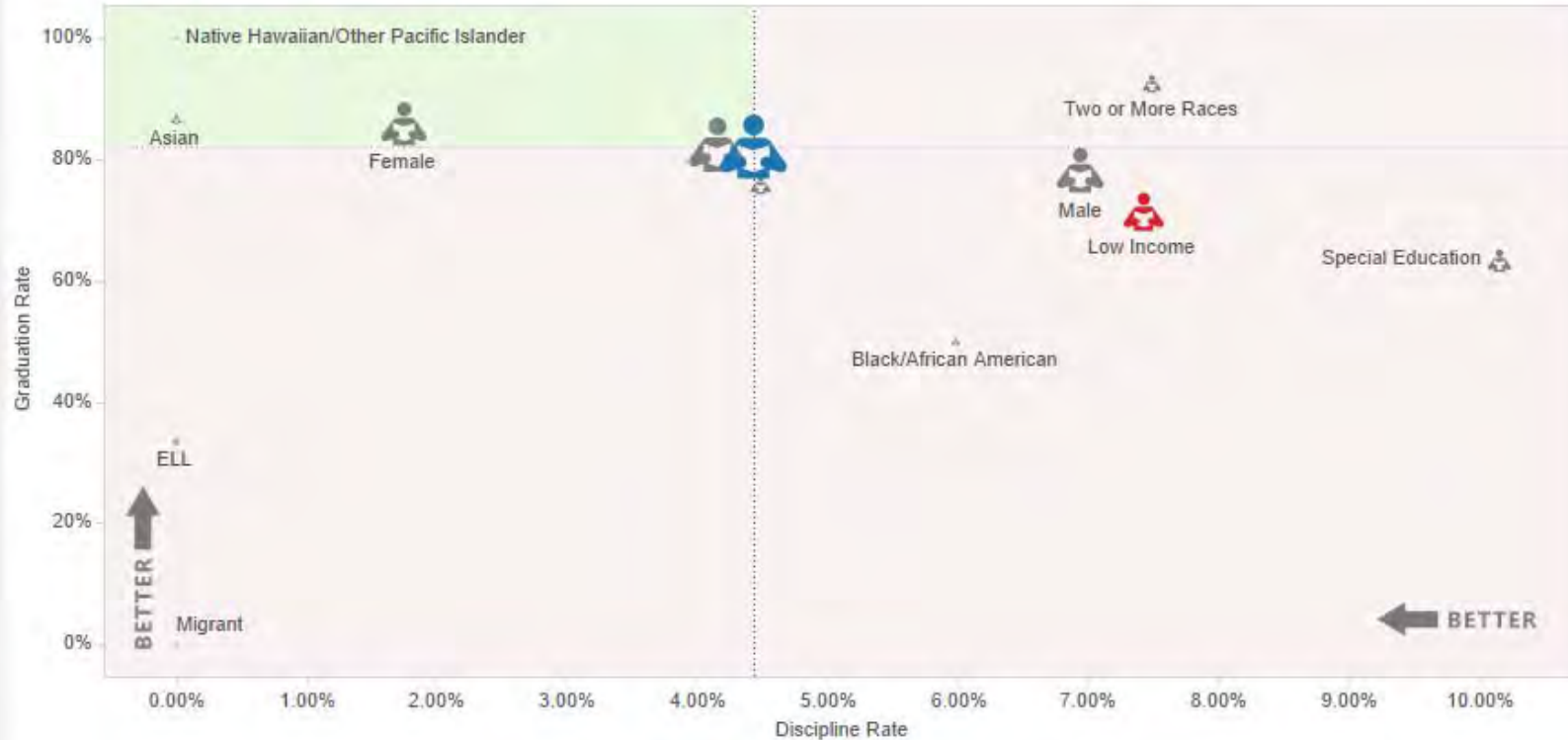
Risk Ratings for Olympia School District



Discipline Rate vs. Graduation Rate (2014) by Group in Tumwater School District

Dotted lines represent SCHOOL DISTRICT averages.
 Symbol size represents total student enrollment.
 click on the icon to see GROUP details

Select School District
 Tumwater



Black/African American

Total Student Enrollment

167

Discipline Rate

5.99%
 Tumwater Average 4.43%

Graduation Rate

50.00%
 Tumwater Average 81.95%

Child Poverty Rate

13.19%
 State Average 20.07%

Discipline and graduation data from the State of Washington Office of Superintendent of Public Instruction <http://k12.wa.us/default.aspx> Data are not displayed for districts with fewer than 500 students enrolled. Data are not displayed when at least one but fewer than six students are suspended or expelled. Child poverty data from US Census 2013.

Where do I go for help?

For Analytics Questions:

Tim Stensager

Data Governance, OSPI

(360) 725-6005

Tim.stensager@k12.wa.us

For Data Sheet Questions:

Susan Canaga

Data Quality, OSPI

(360) 725-4473

Susan.Canaga@k12.wa.us

For Student Information:

Deb Came

Director of Student Information

(360) 725-6342

Deb.Came@k12.wa.us





THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>REQUIRED ACTION DISTRICTS – UPDATE</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>RCW 28A.657.100 directs the OSPI to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility.</p> <p>Key questions may include:</p> <ol style="list-style-type: none"> 1. What were significant successes and challenges of required action for these districts so far? 2. What changes, if any, were made to required action plan and why? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>Five schools/districts are currently identified as RAD Level 1 and each has been implementing school improvement models for varying numbers of years. All five schools continue to perform far below the statewide average for their respective school levels, but some are showing improvements while improvements at others have not yet taken hold.</p> <p>Three schools were removed from RAD Level 1 status in 2015 after demonstrating substantial improvement over multiple years. In the year of exit from RAD, all three schools continue to demonstrate higher than average performance on ELA and math, except for Lakeridge Elementary School where the ELA performance was a little lower than the statewide average.</p>	



REQUIRED ACTION DISTRICT - UPDATE

Policy Considerations

At the January 2016 meeting, the State Board of Education (SBE) will receive an update from the Office of the Superintendent of Public Instruction (OSPI) on Required Action Districts (RAD). Districts that were designated in March 2014 (RAD cohort 2) include Marysville School District (Tulalip Elementary School), Tacoma School District (Stewart Middle School), Wellpinit School District, (Wellpinit Elementary School), and Yakima School District (Washington Middle School). In addition to hearing about RAD cohort 2 districts, the Board will receive an update on Soap Lake District (a RAD cohort 1 district), that was re-designated for required action Level I at the Board meeting in May 2015.

[RCW 28A.657.100](#) directs OSPI to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility. Another update to the Board will be planned for the July or September meetings.

Key questions may include:

1. What were significant successes and challenges of required action for these districts so far?
2. What changes, if any, were made to required action plan and why?

Summary

Five schools and districts are currently identified as RAD Level 1 and each has been implementing school improvement models for varying numbers of years. All five schools continue to perform far below the statewide average for their respective school levels but some are showing improvements, while improvements at others have not yet taken hold.

Three schools were removed from RAD Level 1 status in 2015 after demonstrating substantial improvement over multiple years. In the year of exit from RAD, all three schools continue to demonstrate higher than average performance on ELA and math, except for Lakeridge ES where the ELA performance was a little lower than the statewide average.

Table 1: Summary of performance improvements by RAD status and assessment content area.

		Showing Improved Performance	
		Reading (ELA)	Math
RAD I	Quil Ceda Tulalip ES	NO	YES
	Soap Lake M&HS	UNCHANGED	YES
	Stewart MS	YES	YES
	Washington MS	NO	UNCHANGED
	Wellpinit ES	UNCHANGED	NO
Former RAD I	Lakeridge ES	NO	YES
	Morton J&SHS	YES	YES
	Onalaska MS	YES	YES

Methodology and Assessment Background Information

The most recent assessment data and results for the schools related to Required Action District (RAD) identification are described below. However, the transition from Washington's old assessment system (Measures of Student Progress – MSP) to the state's new assessment system (Smarter Balanced Assessments – SBA) necessitates a few explanations in advance of the discussion of the latest assessment results.

- From the 2009-10 to the 2012-13 school year, students at all elementary and middle schools participated in the reading and math MSPs.
- In the 2013-14 school year, approximately one-third of Washington schools (including one RAD school discussed here) participated in the SBA Field Test, meaning that 2013-14 assessment results are not available for those schools.
- In the 2014-15 school year, students at all elementary and middle schools participated in the ELA and math SBAs.
- The SBA includes an ELA assessment rather than separate reading and writing assessments used by Washington under the now outdated system. It is important to note that the school charts show data representing reading differences in the pre-2015 years and ELA differences in the 2014-15 school year.

The Office of the Superintendent of Public Instruction (OSPI) advises against the direct comparison of the percentage of students meeting standard on the MSP to those meeting standard on the SBAs. This cautionary note was made because a concordance analysis (score comparability study) or bridge study between the assessments was not conducted. The OSPI further explained that the SBA is meant to establish a new baseline from which to provide future comparisons. However, the progress of RAD schools must be monitored over time, which means that some other type of comparison between the schools and state is necessary.

The assessment results presented here represent performance gaps between the respective schools and the statewide averages. The analysis measures the difference between the percentage of students meeting standard at the school and those meeting standard statewide at the same grade levels. In this analysis and as shown on the following tables, negative values mean that the students at the school perform below the state average, and positive values mean that the students at the school perform above the state average. A successful RAD school would demonstrate gap reductions from one year to the next, and positive gaps in the most recent year that would indicate the students at the school performing higher than the state averages.

High school assessment results were not included because of the unusually low participation rate across the state, because of the usual pattern of assessment results for the 10th and 11th grade students, and because the census tests shifted from 10th to 11th grade. For the measures shown in the following charts, the school-level average was calculated by dividing the count of students meeting standard by the total number of students in the testing group, including no scores. Data were extracted from the OSPI report card.

Assessment Results

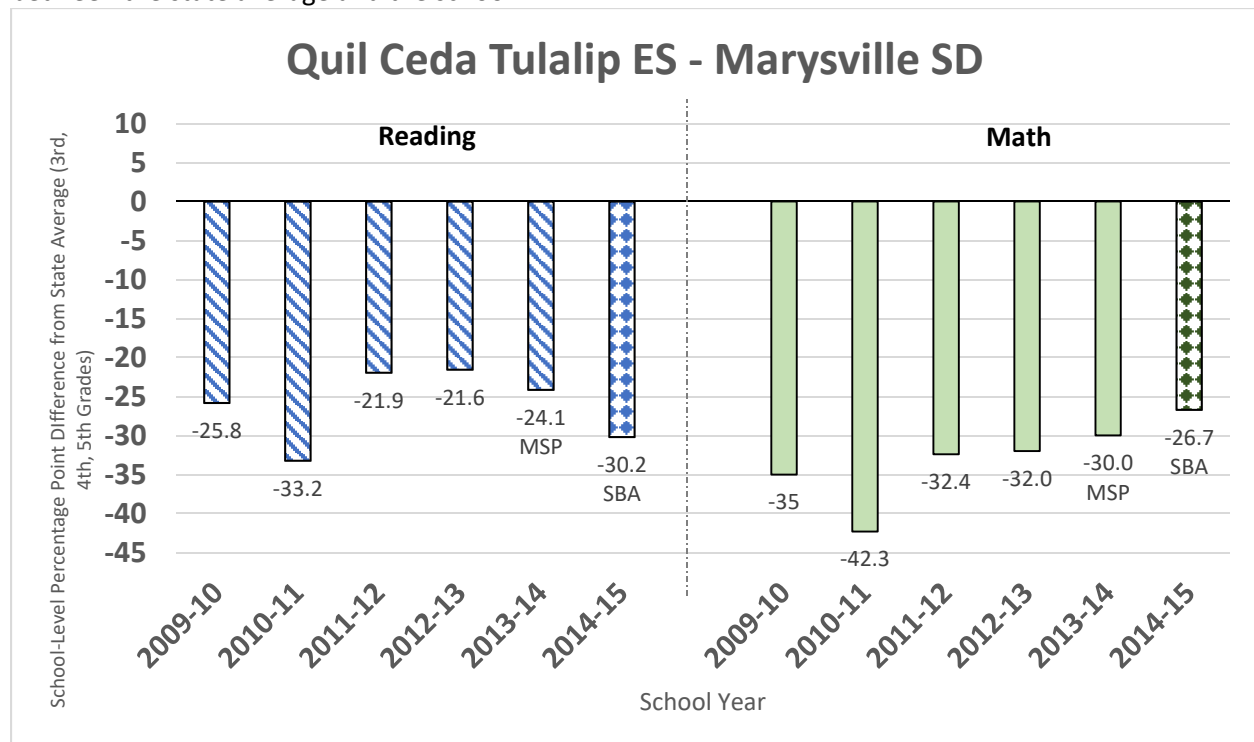
Quil Ceda Tulalip Elementary School (ES), Marysville SD

Quil Ceda Tulalip Elementary School was officially formed for the 2014-15 school year. Students populating the new school entity came from Quil Ceda ES and nearby Tulalip ES, both of which were officially closed after the 2013-14 school year. For the purpose of this analysis, historic results from Tulalip ES and Quil Ceda ES results were merged using the count of students meeting proficiency and in the testing group.

The performance of the students at Quil Ceda Tulalip ES (Chart 1) does not demonstrate significant improvement over the years. However, the 2014-15 SBA results represent the most recent assessment data, and this is from the schools' first year in Required Action. For reading, the performance gap was reduced a modest 1.7 percentage points from 2010 (-25.8 percentage points) to 2014 (-24.1 percentage points) but increased to 30.2 percentage points in 2015. For math, the performance gap was reduced by 8.3 percentage points from 2010 (-35.0 percentage points) to 2015 (-26.7 percentage points). In other words, the students at Quil Ceda Tulalip ES are performing:

- Far below the state average in reading and the performance gap widened over the two most recent years
- Far below the state average in math but the performance gap narrowed modestly over the six most recent assessment administrations.

Chart 1: Performance gap data for Quil Ceda Tulalip ES showing the percentage point gap difference between the state average and the school.



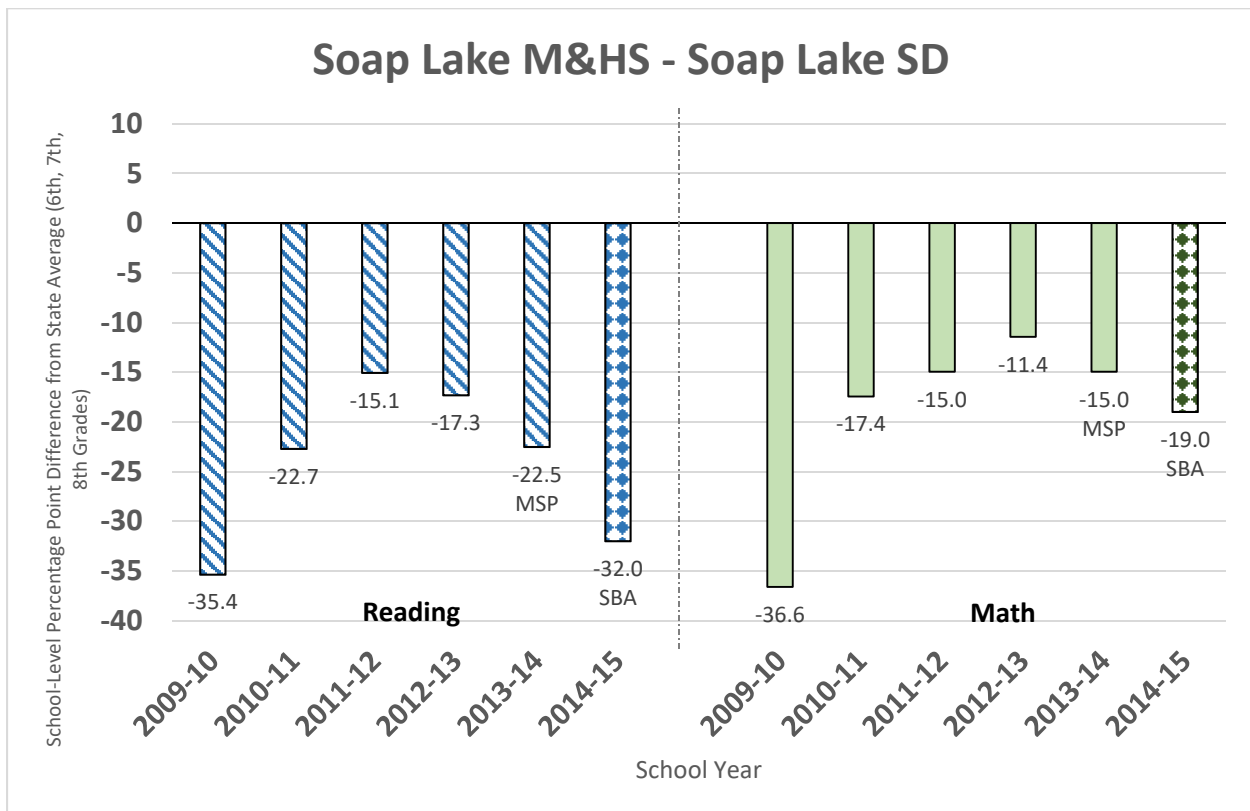
Soap Lake Middle and High School (M&HS), Soap Lake SD

In the 2014-15 school year and as recommended by the OSPI, the State Board of Education voted to extend the RAD status and designation for Soap Lake M&HS, rather than elevating the school to RAD II status. Soap Lake M&HS was one of four schools designated as RAD I (collectively referred to as RAD Cohort I) beginning in the 2011-12 school year.

The performance of the students at Soap Lake M&HS (Chart 2) does not demonstrate success. In reading (ELA), the performance of the Soap Lake students steadily increased from 2010 to 2012 but then steadily declined from 2013 to 2015. Over the six year period, the reading performance gap was reduced a modest 3.4 percentage points from -35.4 percentage points in 2010 to -32.0 percentage points in 2015. Like reading (ELA), the math performance of the Soap Lake students steadily increased from 2010 to 2013 but then steadily declined in 2014 and 2015. Nonetheless, the math performance gap has been nearly cut in half as it has been reduced to -19.0 percentage points from -36.8 percentage points. For Soap Lake M&HS, the students perform:

- Far below the state average in reading and the performance gap is only slightly smaller over the six most recent years
- Far below the state average in math but the performance gap decreased by about one-half over the six most recent assessment administrations.

Chart 2: Performance gap data for Soap Lake M&HS showing the percentage point gap difference between the state average and the school.



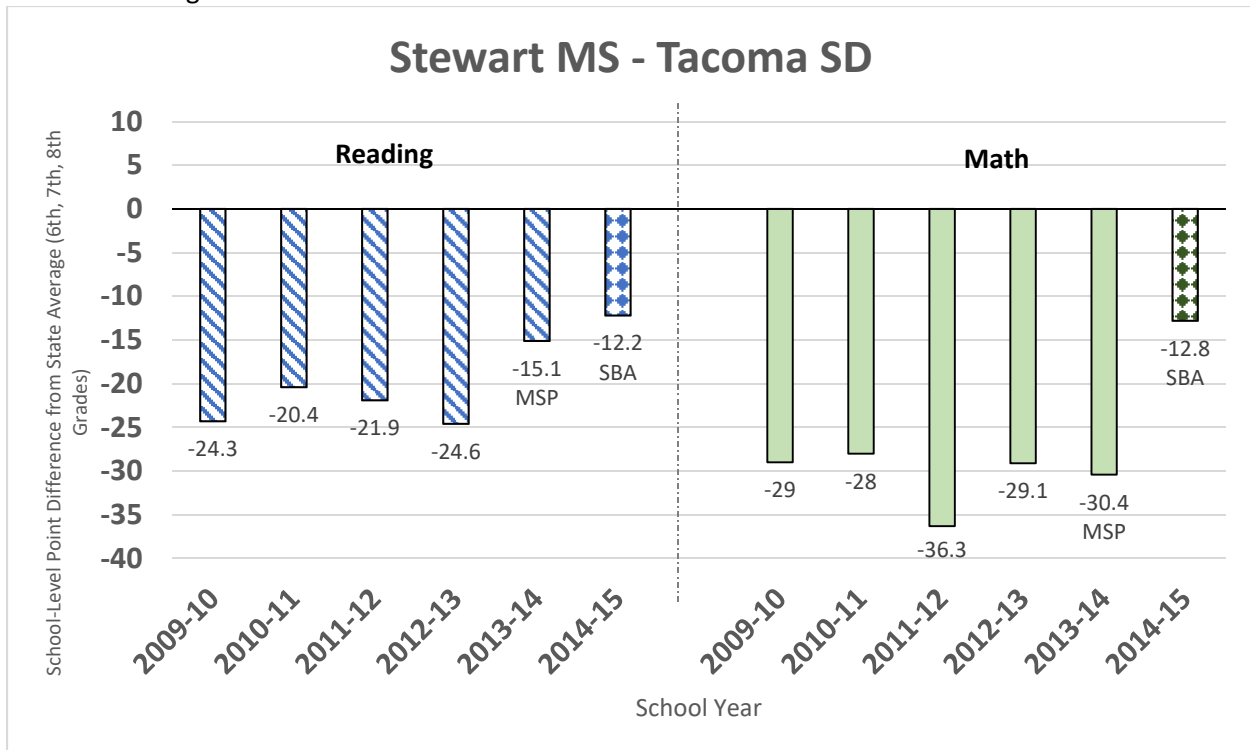
Stewart Middle School (MS), Tacoma SD

As recommended by the OSPI, Stewart MS was designated for RAD I beginning with the 2014-15 school year. Stewart MS and the other three schools similarly designated are collectively referred to as RAD Cohort 2.

The performance of the students at Stewart MS (Chart 3) demonstrates limited success. However, the 2014-15 SBA results represent the most recent assessment data that is from the schools' first year in Required Action. In reading, the performance gap was reduced by one-half from approximately -24.3 percentage points in 2010 to -12.2 percentage points in 2015. In math, the performance gap was reduced by more than one-half from approximately -29.0 percentage points in 2010 to -12.8 percentage points in 2015. The students at Stewart MS are:

- Performing approximately 12 percentage points lower than the state averages for ELA and math
- Narrowing the performance gaps between the school and state averages in ELA and math.

Chart 3: Performance gap data for Stewart MS showing the percentage point gap difference between the state average and the school.



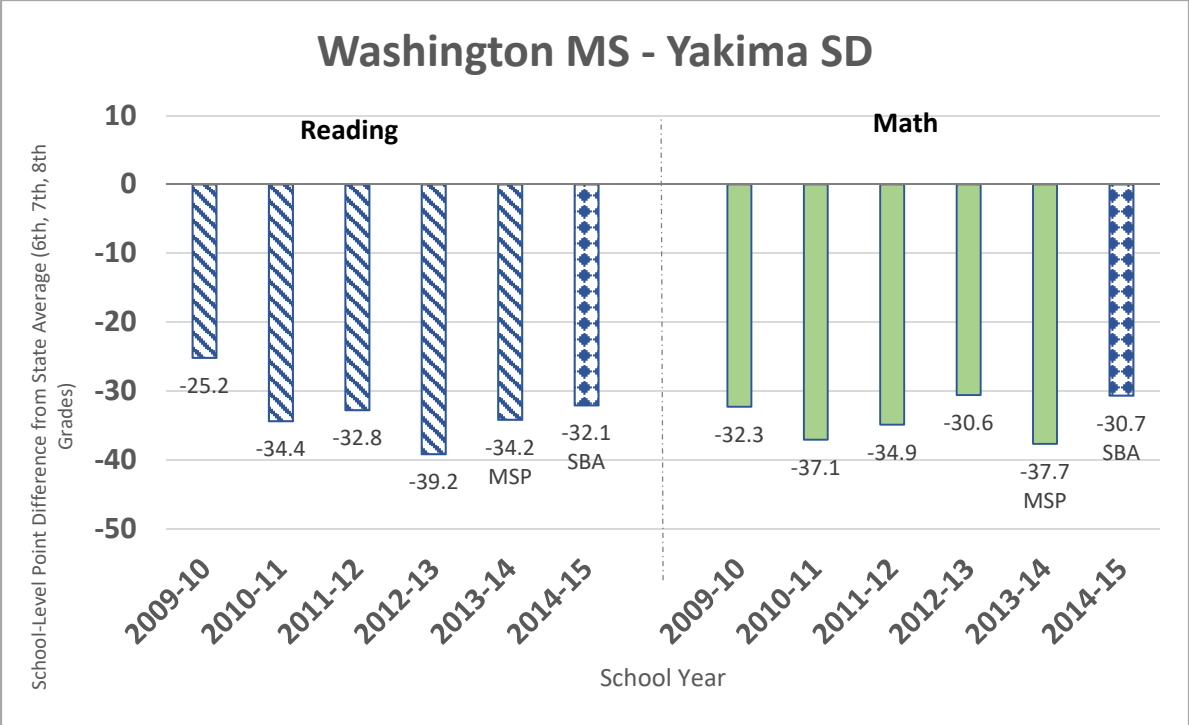
Washington Middle School (MS) – Yakima SD

Washington MS was one of the four schools designated as RAD I forming part of the RAD Cohort 2. As such, the impacts of the RAD designation and related efforts would not be expected to fully take hold in such a short time frame, although some improvement would be both desired and expected.

The performance of the students at Washington MS (Chart 4) demonstrates some limited success. Remember that the 2014-15 SBA results represent the most recent assessment data that is from the schools’ first year in Required Action. In reading, the performance gap increased by approximately 6.9 percentage points from -25.2 percentage points in 2010 to -32.1 percentage points in 2015. In math, the performance gap was reduced modestly by 1.6 percentage points from approximately -32.3 percentage points in 2010 to -30.7 percentage points in 2015. However, the performance gap was reduced by approximately 7.0 percentage points between the two most recent years. The students at Washington MS are performing:

- Far below the state average in reading and the performance gap is widening over the six most recent years
- Far below the state average in math and the performance gap decreased modestly over the six most recent assessment administrations.

Chart 4: Performance gap data for Washington MS showing the percentage point gap difference between the state average and the school.



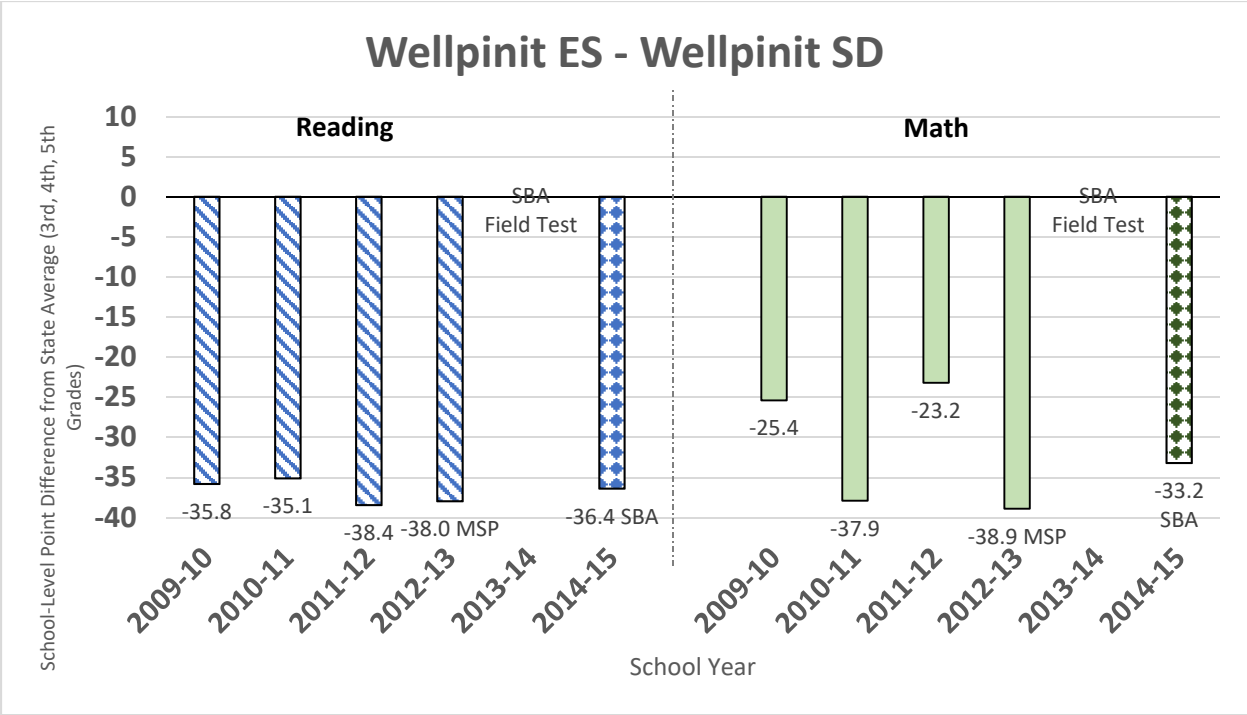
Wellpinit Elementary School (ES) – Wellpinit SD

Wellpinit ES was one of the four schools designated as RAD I forming part of the RAD Cohort 2. As with the other RAD Cohort 2 schools, the impacts of the RAD designation and related efforts would not be expected to fully take hold in such a short time frame, although some improvement would be desired and expected.

The performance of the students at Wellpinit ES (Chart 5) demonstrates some limited success or improvement over the most recent years. The 2014-15 SBA results represent the most recent assessment data, and this is from the schools’ first year in Required Action. For reading, the performance gap increased a modest 0.6 percentage points from 2010 (-35.8 percentage points) to 2015 (-36.4 percentage points). For math, the performance gap increased by 7.8 percentage points from 2010 (-25.4 percentage points) to 2015 (-33.2 percentage points). No data is available for the 2013-14 school year due to participation in the SBA Field Test, but the students at the school did make modest progress in reducing the math performance gap from 2013 to 2015 by lowering the gap by approximately 5.7 percentage points. In other words, the students at Wellpinit MS are performing:

- Far below the state average in reading and the performance gap is essentially unchanged over the six most recent years
- Far below the state average in math and the performance gap increased over the six most recent assessment administrations.

Chart 5: Performance gap data for Wellpinit ES showing the percentage point gap difference between the state average and the school.



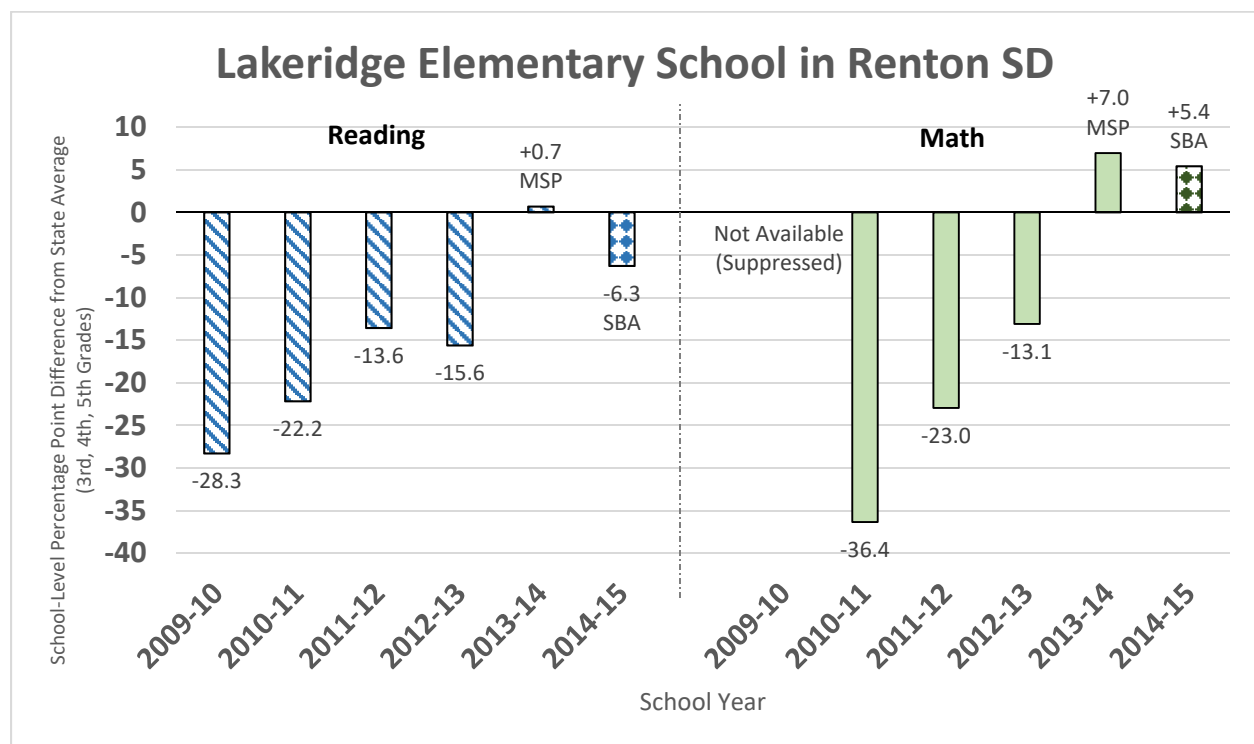
Former RAD Schools/Districts

Three schools and districts had their RAD designations removed during the 2014-15 school year on account of sufficient school improvement and a corresponding recommendation from the OSPI. One well-articulated concern of the Board involved the sustainability of improvement or changes after the removal of the RAD designation and supports. The 2015-16 assessment results will provide a better picture about the schools' performance after exit from RAD, while the 2014-15 assessment results will show performance in the year of the RAD exit.

Lakeridge Elementary School (ES), Renton SD

The performance of the students at Lakeridge demonstrates continued but limited success. For reading (ELA), the performance of the Lakeridge students increased steadily for five years and then showed a slight decline in the most recent assessment year. In 2015, the performance on the SBA ELA is a little lower than the state average. For math, the students at Lakeridge performed about the same as the previous year and better than the statewide averages for the respective grade levels.

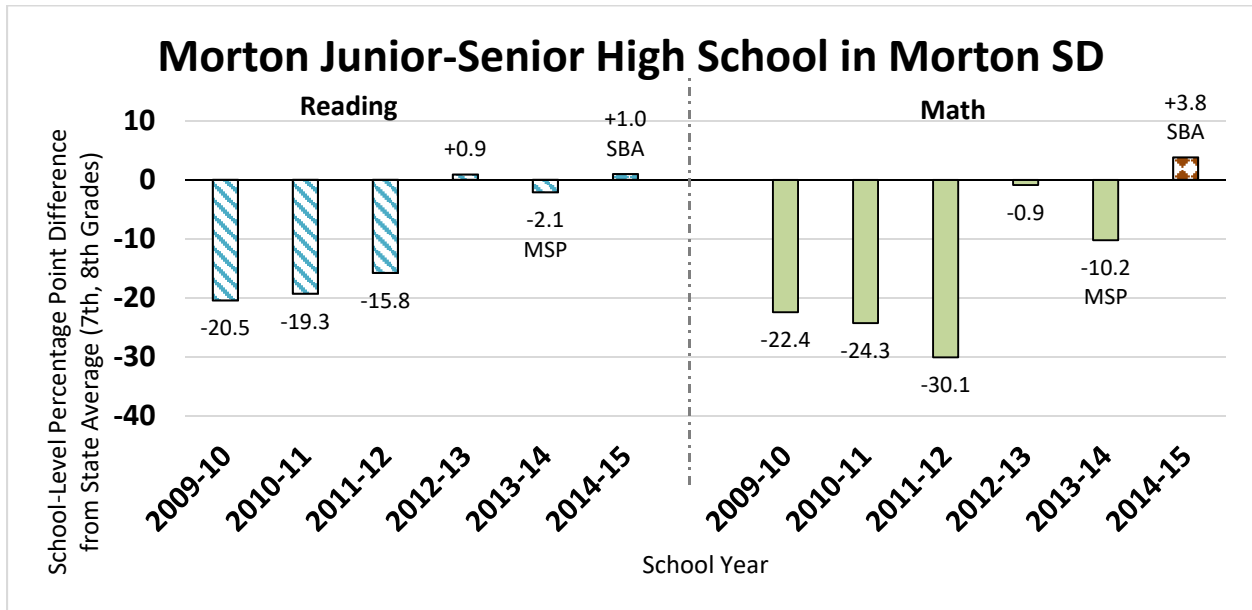
Chart 6: Performance gap data for Lakeridge ES showing the percentage point gap difference between the state average and the school.



Morton Junior and Senior High School (J&SHS), Morton SD

The performance of the students at Morton J&SHS demonstrates continued success. For both reading (ELA) and math, the students at Morton J&SHS perform better than the statewide averages for the respective grade levels. These results are graphically illustrated (Chart 7) by the positive values shown for the 2015 results.

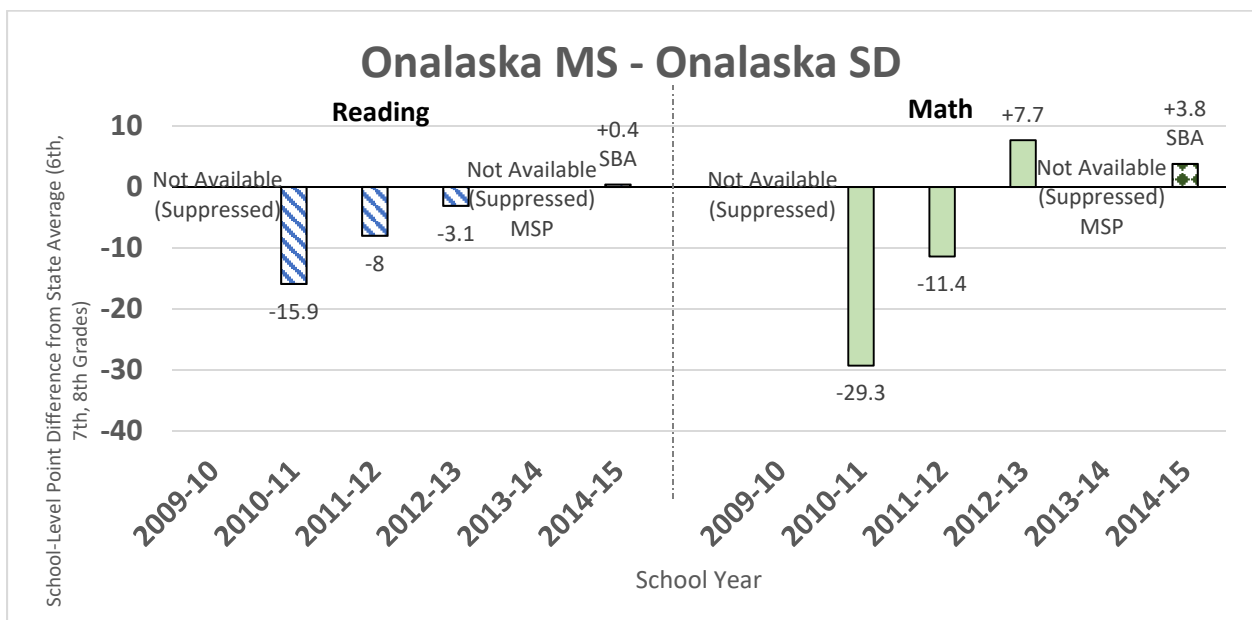
Chart 7: Performance gap data for Morton J&SHS showing the percentage point gap difference between the state average and the school.



Onalaska Middle School (MS), Onalaska SD

The performance of the students at Onalaska MS (Chart 8) demonstrates continued success. In reading, the performance gap changes from approximately -16 percentage points to +0.5 percentage points. In math, the performance gap changes from approximately -29 percentage points to +3.8 percentage points. In the 2010-11 school year and for both reading and math, Onalaska MS students performed far below the state averages but performed higher than the state average in the most recent year.

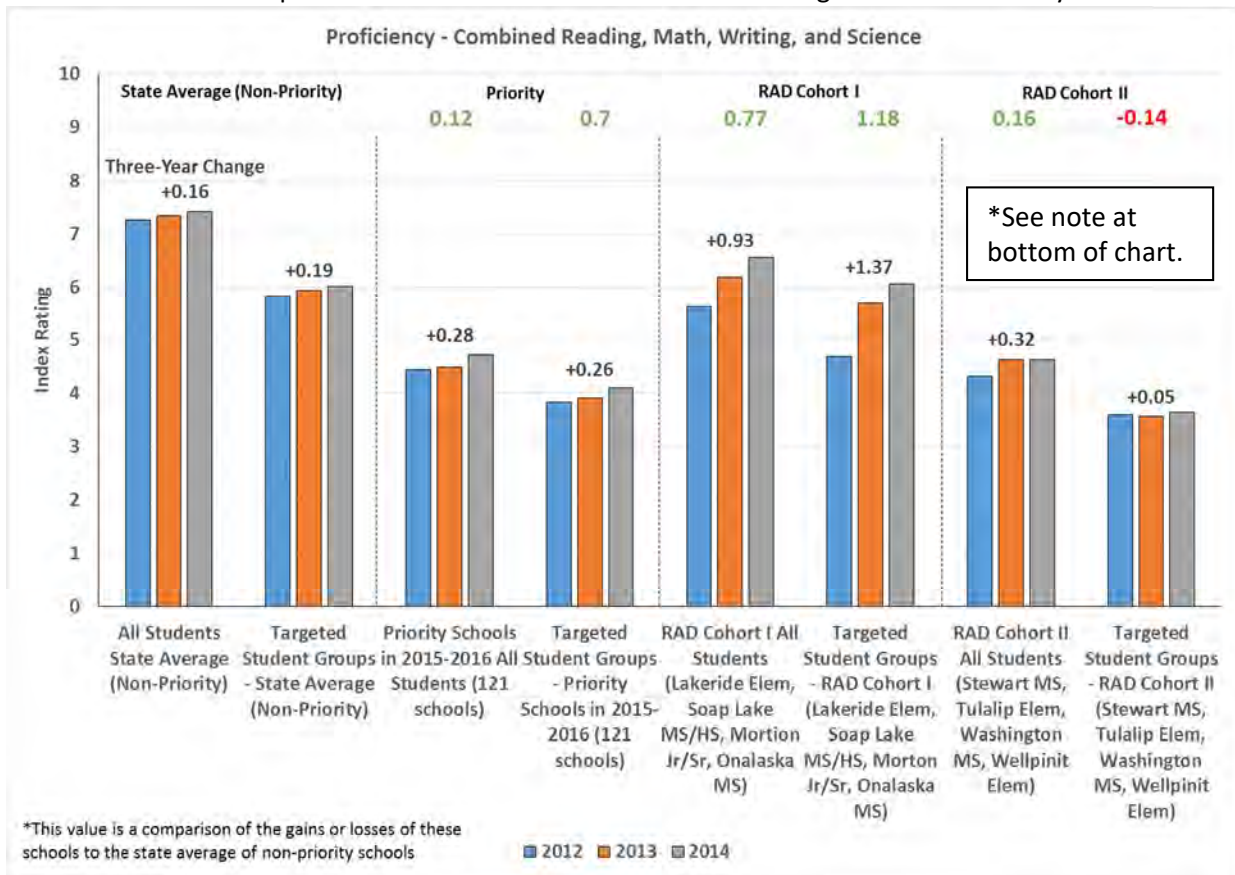
Chart 8: Performance gap data for Onalaska MS showing the percentage point gap difference between the state average and the school.



Accountability System Comparison Charts

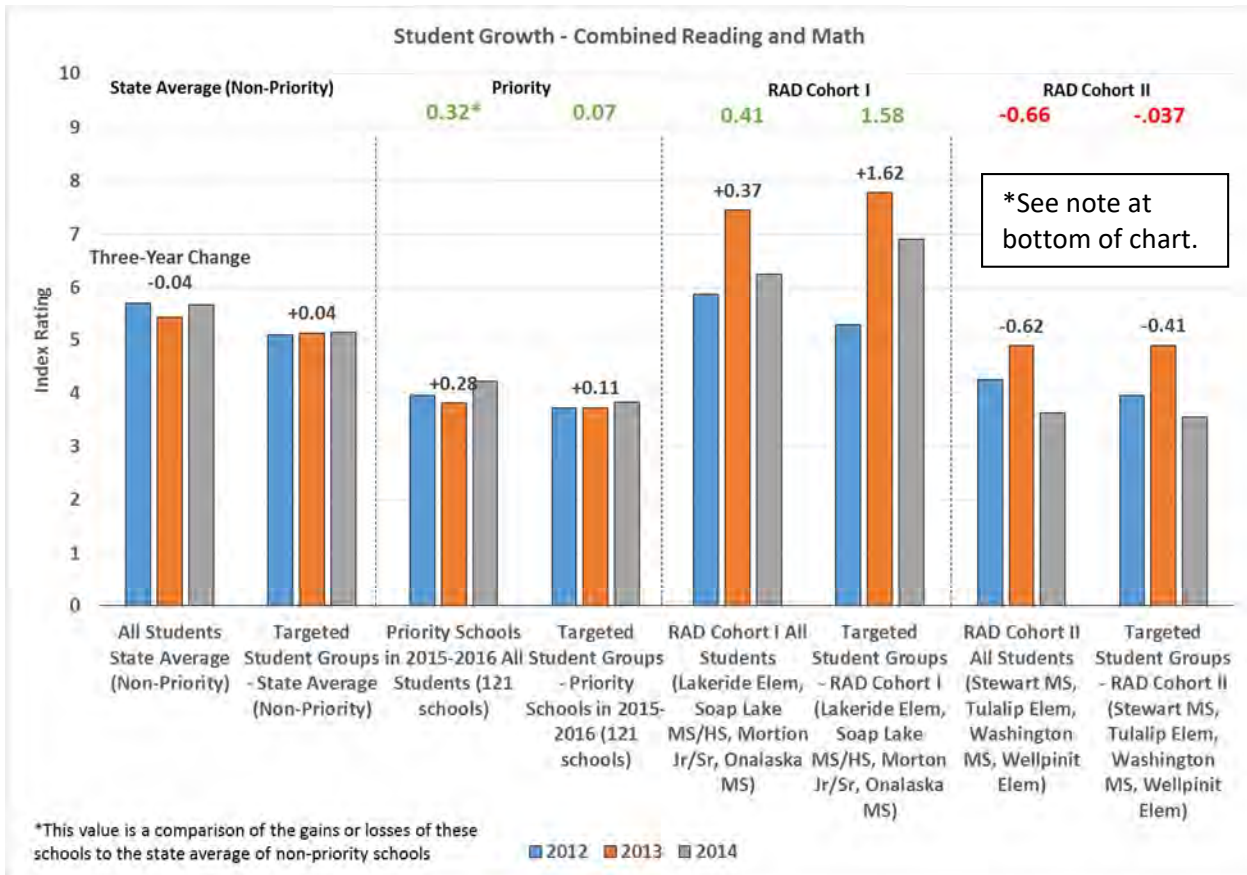
The following two charts are provided for the benefit of members who are new to the Board and will be updated for the next RAD update tentatively scheduled for the summer 2016. These charts show a comparison of schools in the accountability system. Schools receiving interventions and supports through Priority or Required Action District status are improving at faster rates than the state average. Both the All Students group and the Targeted Subgroup students in RAD Cohort I made impressive gains over the three years during which those schools received intensive support.

Chart 9: Shows school performance on the Achievement Index ratings for the Proficiency Indicator.



*Note: The 2014 Index ratings shown here are based on assessments taken during the spring of the 2013-2014 school year. Thus, the Required Action District Cohort II school results show performance levels before those schools were receiving intensive support from the state.

Chart 10: Shows school performance on the Achievement Index ratings for the Growth Indicator.



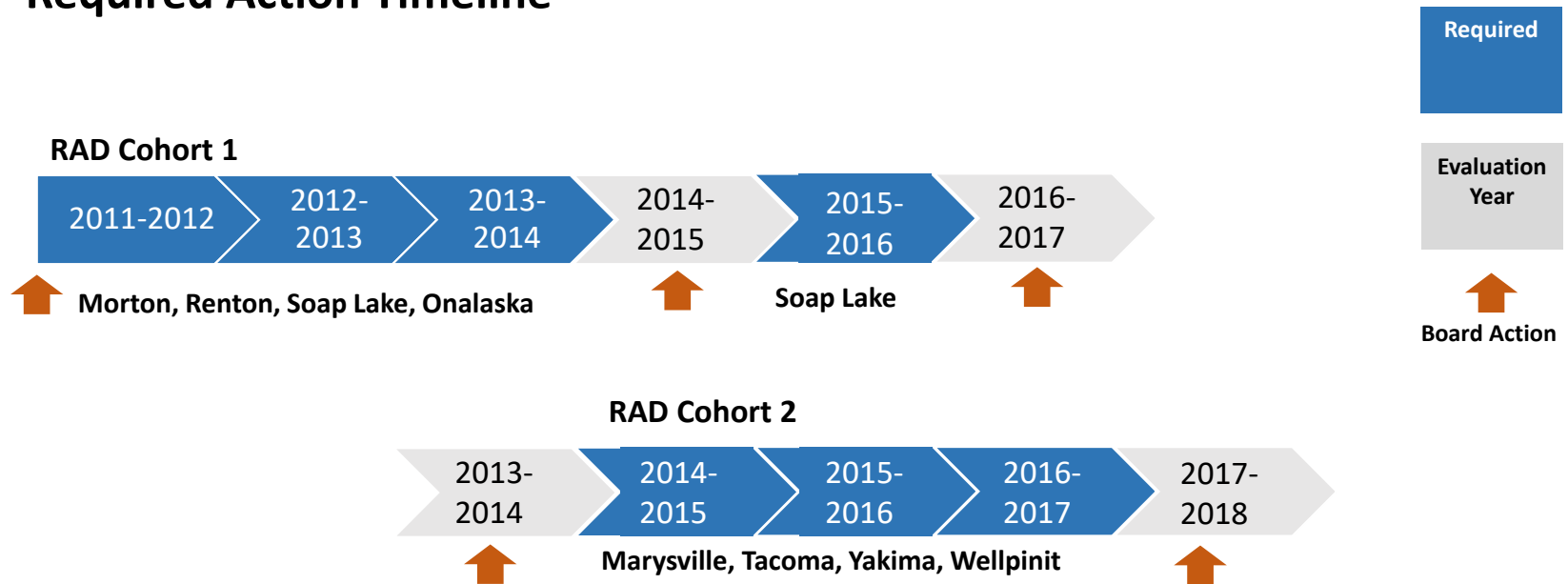
*Note: The 2014 Index ratings shown here are based on assessments taken during the spring of the 2013-2014 school year. Thus, the Required Action District Cohort II school results show performance levels before those schools were receiving intensive support from the state.

Action

There is no Board action on this item.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo and Parker Teed at parker.teed@k12.wa.us if you have questions about these charts.

Required Action Timeline



Board Actions on RADs:

- 2011-12**
SBE designated RAD Cohort 1
- 2013-14**
SBE designated RAD Cohort 2
- 2014-15**
SBE released 3 districts from RAD, and re-designated Soap Lake
- 2016-17**
SBE will consider releasing Soap Lake
- 2017-18**
SBE will consider releasing RAD Cohort 2



Required Action Districts (RADs) Update January 2016

Office of Student and School Success

Michael Merrin, Assistant Superintendent

Craig Shurick, Director of Operations



Goals for Today

- Review spring 2015 Smarter Balanced Assessment data for Required Action Districts (RADs)
- Share progress on Audit Report Recommendations for each identified school
- Describe next steps with current Required Action Districts (RAD Cohort I and RAD Cohort II) and for identifying a possible RAD Cohort III



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1/5/2016

2

RAD School Designations for 2015-16

RAD	District	School	Designation
Cohort I	Soap Lake	Soap Lake Middle/High	None
Cohort I	Soap Lake	Soap Lake Elementary	Priority; no longer in bottom 5%; Continuing based on 3-year requirement for Priority schools
Cohort II	Marysville	Quil Ceda Tulalip Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Tacoma	Stewart Middle	Priority; 3-year Reading/Math average less than 40%
Cohort II	Wellpinit	Wellpinit Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Yakima	Washington Middle	Priority; 3-year Reading/Math average less than 40%



Quil Ceda Tulalip Elementary: Marysville School District



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1/5/2016

Quil Ceda Tulalip Elementary: Marysville School District



Becky Berg | *Superintendent*

Raymond Houser | *Assistant Superintendent*

Cory Taylor | *Principal*

Kyle Kinoshita | *Executive Director of Elementary Schools*

Anthony Craig | *Director of Cultural Competency & School Support*

Tamera Shannon-Wright | *Leadership Coach*



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1/5/2016

5

Quil Ceda Tulalip Elementary: Marysville School District



- **Enrollment (May 2015):** 531 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 22%
 - American Indian/Alaskan Native: 38%
 - White: 26%
 - Two or More Races: 12%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 74%
 - Special Education: 26%
 - Transitional Bilingual: 9%
 - Foster Care: 8%

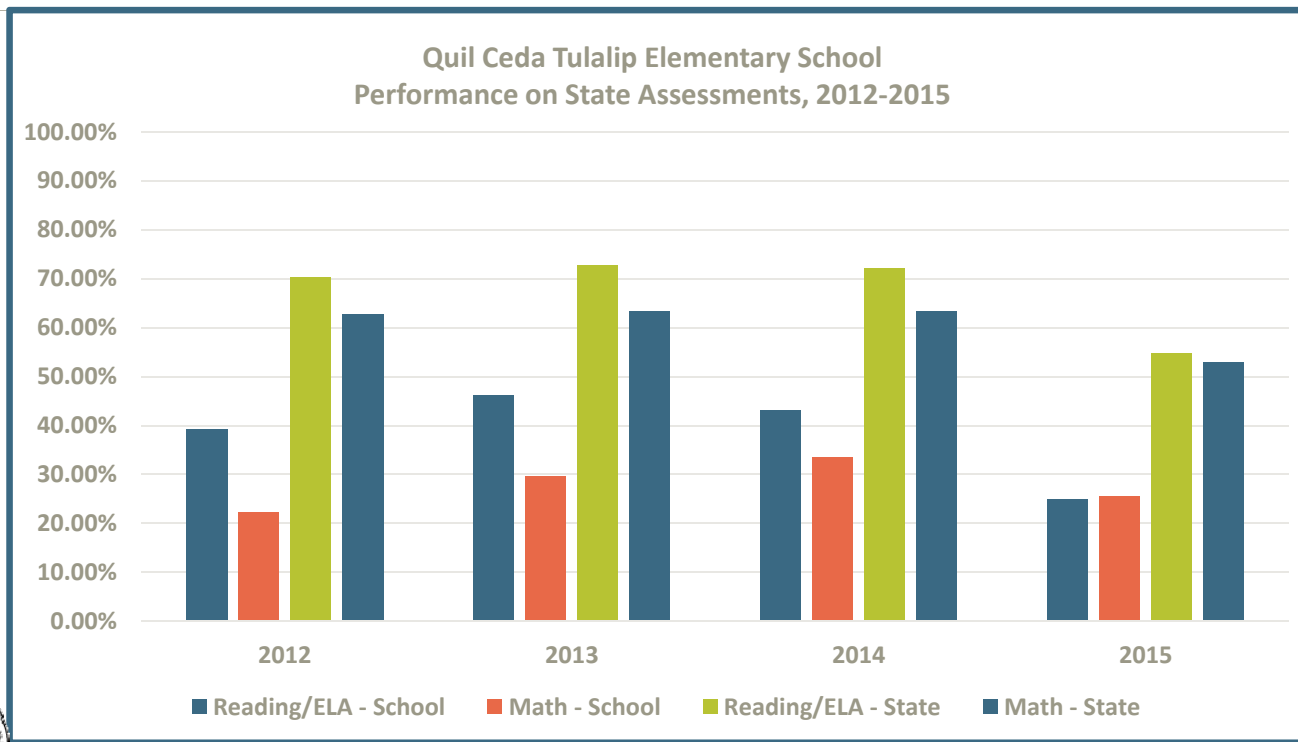


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1/5/2016

6

Quil Ceda Tulalip Elementary: Marysville School District



Note: Quil Ceda and Tulalip merged as of the 2014-15 school year. Data for this chart were calculated using averages from both schools for all three school years.



1/5/2016

Audit Report Recommendations



1. Continue to provide strong leadership
2. Improve instruction through data-based inquiry cycles
3. Improve the learning environment through cultural work and inquiry



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1/5/2016

8

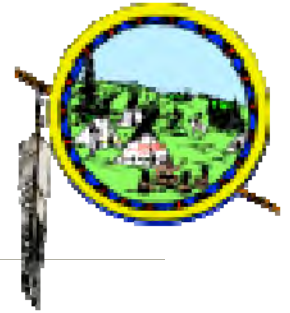
Wellpinit Elementary: Wellpinit School District



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1/5/2016

Wellpinit Elementary: Wellpinit School District



John Adkins | *Superintendent*
Kim Ewing | *Principal*
Karen Estes | *Leadership Coach*

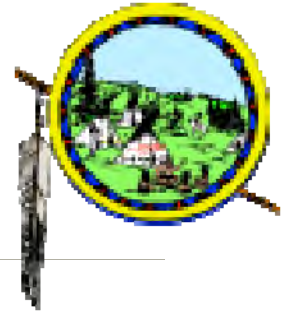


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1/5/2016

10

Wellpinit Elementary: Wellpinit School District



- **Enrollment (May 2015):** 195 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 4%
 - American Indian/Alaskan Native: 79%
 - Two or More Races: 15%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 85%
 - Special Education: 15%
 - Foster Care: 6%

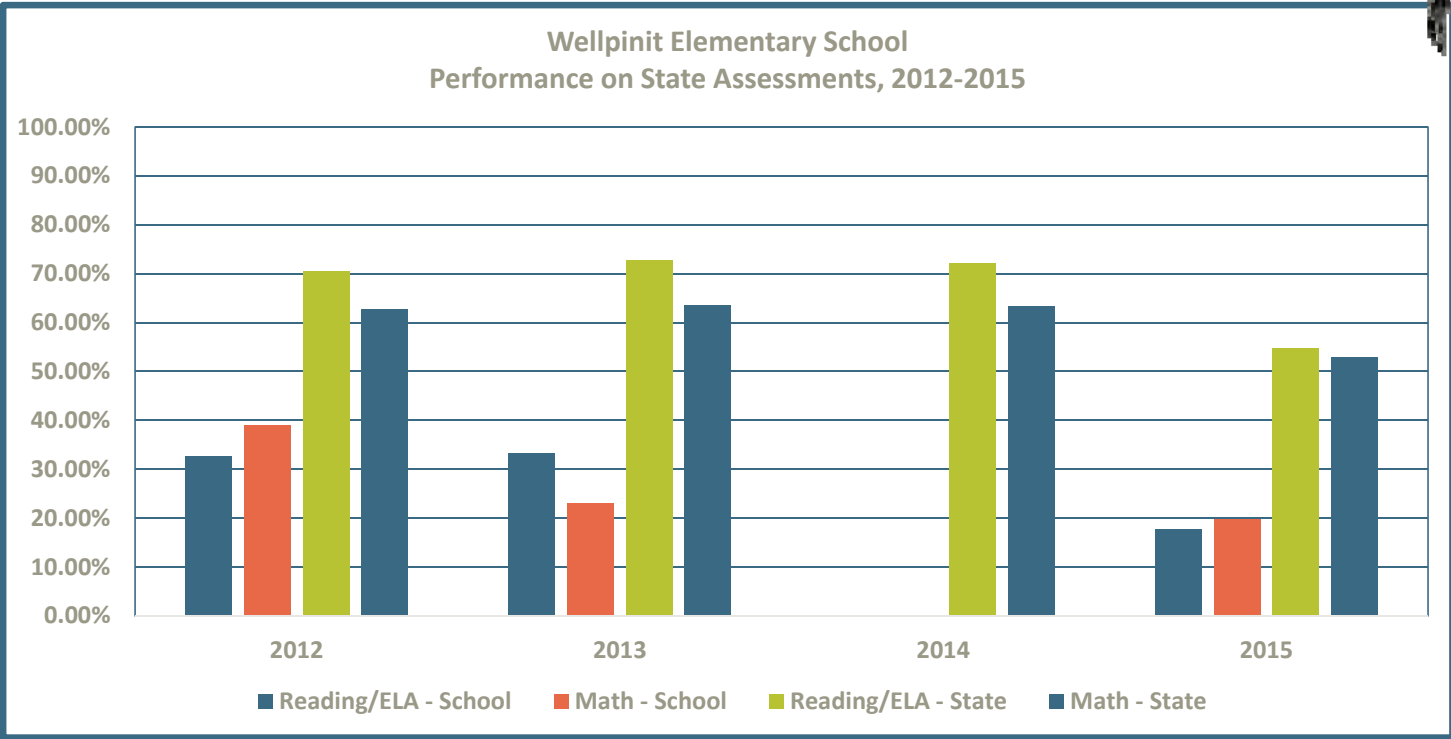


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1/5/2016

11

Wellpinit Elementary: Wellpinit School District



1/5/2016

Audit Report Recommendations



1. Attract and retain strong leadership
2. Expand staff capacity to provide effective, culturally relevant instruction
3. Ensure safe learning environment that honors student and family cultures



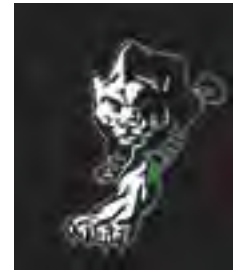
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1/5/2016

13

Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



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1/5/2016

14

Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



Carla Santorno | *Superintendent*
Joshua Garcia | *Deputy Superintendent*
Toni Pace | *Assistant Superintendent*
Zeek Edmond | *Principal*
Angela Brooks-Rallins | *Leadership Coach*



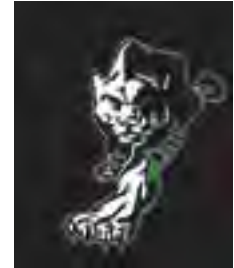
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1/5/2016

15

Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



- **Enrollment (May 2015):** 416 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 17.7%
 - Asian: 8%
 - Black/African American: 27%
 - White: 41%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 80%
 - Special Education: 14%
 - Transitional Bilingual: 7%



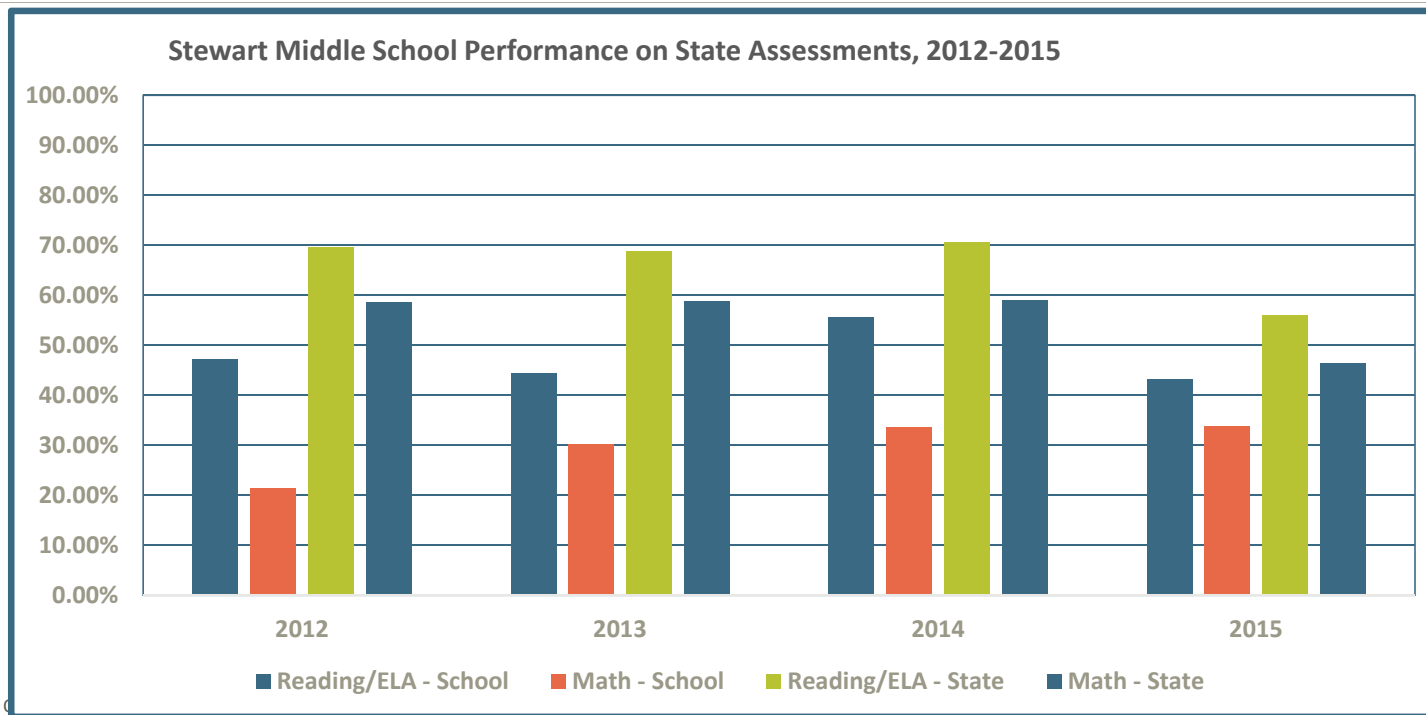
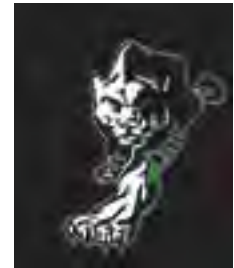
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1/5/2016

16

Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



1/5/2016

17

Audit Report Recommendations

STEWART
MIDDLE SCHOOL



1. Improve instruction through data-based inquiry cycles (Student Success Cycle)
2. Provide principal with operational flexibility
3. Ensure the learning environment is safe



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1/5/2016

18

Washington Middle School: Yakima School District



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1/5/2016

19

Washington Middle School: Yakima School District



Jack Irion | *Superintendent*
Cece Mahre | *Deputy Superintendent*
William Hilton | *Principal*
Jim Ridgeway | *Leadership Coach*



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1/5/2016

20

Washington Middle School: Yakima School District



- **Enrollment (May 2015):** 737 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 94.5%
 - White: 3%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 93%
 - Special Education: 10%
 - Transitional Bilingual: 49%
 - Migrant: 29%

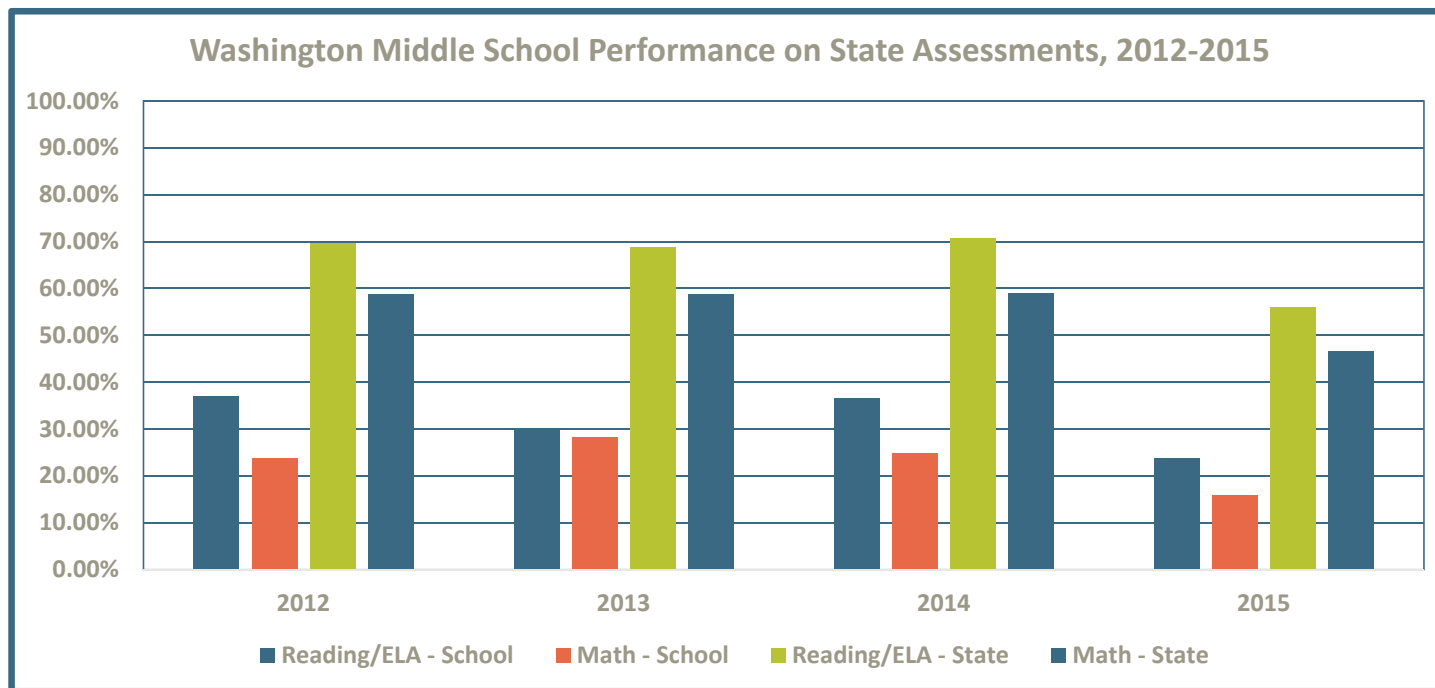


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1/5/2016

21

Washington Middle School: Yakima School District



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1/5/2016

22

Audit Report Recommendations



1. Provide strong leadership (Principal, Instructional Leadership Team)
2. Expand instructional core to ensure all students receive grade-level instruction
3. Ensure learning environment is safe and honors student and family cultures

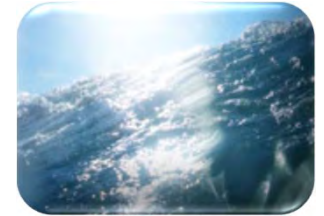


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1/5/2016

23

Soap Lake Middle/High School: Soap Lake School District

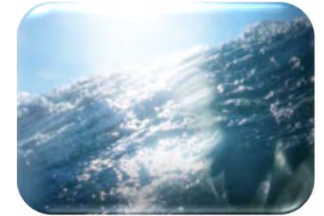


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1/5/2016

24

Soap Lake Middle/High School: Soap Lake School District



Danny McDonald | *Superintendent*
Jacob Bang | *Principal*
Carolyn Lint | *Leadership Coach*

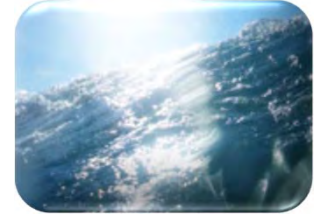


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1/5/2016

25

Soap Lake Middle/High School: Soap Lake School District



- **Enrollment (May 2015):** 226 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 29%
 - White: 69%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 67%
 - Special Education: 7%
 - Transitional Bilingual: 6%
 - Migrant: 4%
- **Other** - Adjusted 5-year Cohort Graduation Rate (Class of 2013): 89.5%

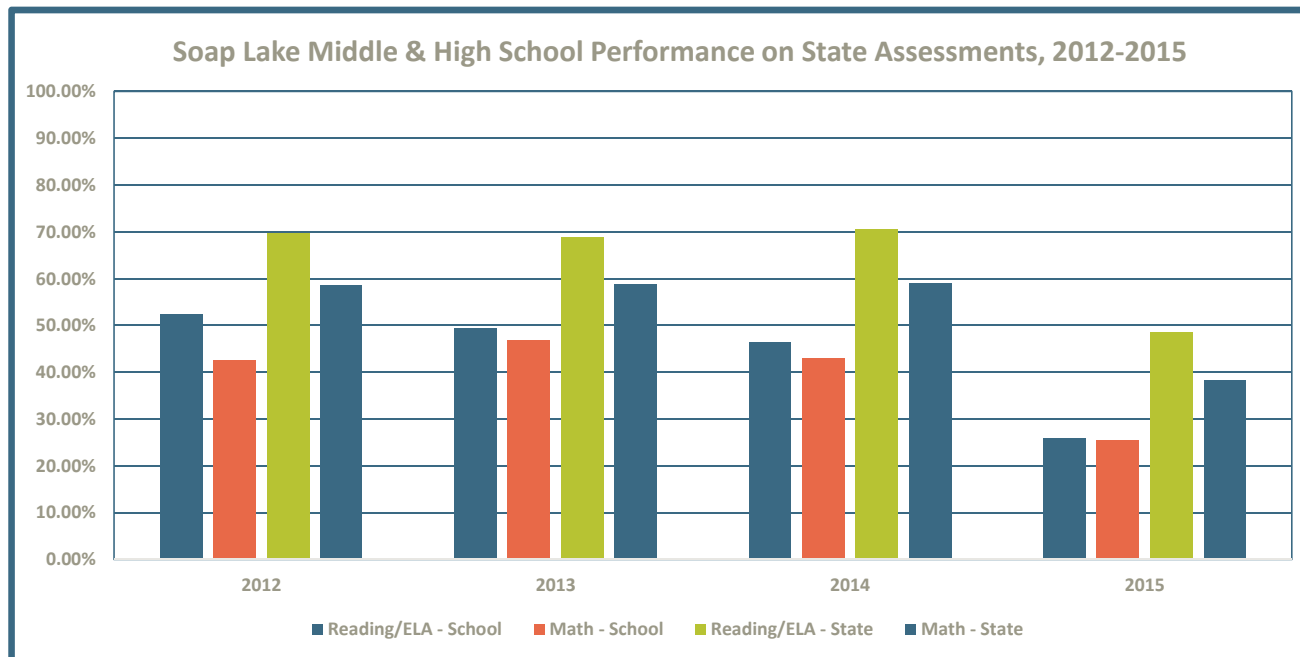
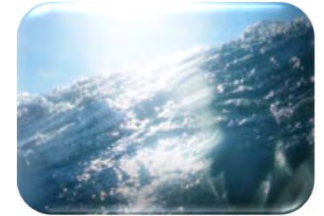


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1/5/2016

26

Soap Lake Middle/High School: Soap Lake School District



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1/5/2016

27

Audit Report Recommendations



1. Establish clear and shared focus with change agent/administrator
2. Clarify leadership and decision-making structures
3. Use student data to differentiate and meet academic needs
4. Implement high academic expectations with increased rigor
5. Develop and expand connections to families and communities



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1/5/2016

28

Next Steps - RAD

- **RAD Cohort II:** Continue to provide technical assistance, supports and services to identified schools and districts; monitor progress; provide updates to SBE at least 2 times each year
- **RAD Cohort III:** Determine if a third cohort of districts should be recommended to SBE for required action (based on state funding)

Note for RAD Cohort I: Soap Lake ES is not eligible to exit Priority status in 2016-17, so Soap Lake SD is not eligible to exit required action status at this time.



Questions or Comments?

Thank you!



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1/5/2016

30



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Request for Waiver of Credit-Based High School Graduation Requirements	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> Does the application provide the information and documentation required in WAC 180-18-055? Does the application present learning goals and competencies aligned to state standards, and explanation of how achievement of the goals and competencies will be determined, that merits approval of the request by the Board? 	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Issaquah School District requests waiver of credit-based high school graduation requirements under WAC 180-18-055 for a new school called Gibson Ek High School that is scheduled for opening in the 2016-17 school year. Gibson Ek would open in combination with the closure of Tiger Mountain Community High School, which has been found by the district to have unsatisfactory results for the students it was intended to serve. The curriculum and educational approach of Gibson Ek would be modeled after Big Picture Learning, in which students demonstrate academic proficiencies through school-based work and internships in adult workplaces under the supervision of mentors who collaborate with school staff. The waiver is requested for four years, or through the 2019-20 school year, the maximum term permitted by WAC 180-18-055.</p> <p>In your packet you will find:</p> <ul style="list-style-type: none"> A memo providing background on the waiver under WAC 180-18-055 and summarizing the application presented to you. A resolution by Issaquah School District requesting the waiver The waiver application and supporting documents required in the SBE application form. A copy of WAC 180-18-055. 	



WAIVER OF CREDIT-BASED HIGH SCHOOL GRADUATION REQUIREMENTS

Policy Considerations

1. Does the district's application provide the information and documentation required in WAC 180-18-055?
2. Does the district show in the application that the proposed non-credit based graduation rates will meet minimum college admission standards?
3. Does the application present learning goals and competencies aligned to state standards, and descriptions of how achievement of those goals and competencies will be determined, that merit approval of the waiver request by the Board?

Background

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

In filing the adopted rule, the Board stated that the purpose of the waiver was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education. (WSR 99-10-04.) Section 1 of WAC 180-18-055 declares:

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

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. (The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and unique as well as in extending the opportunity to private schools.) The SBE may grant the waiver for up to four school years.

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

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How it plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan.

The applicant must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates,

follow-up employment data, and student, parent and public satisfaction and confidence in the school as evidenced by survey results.

Any school or district granted a waiver under this section is required to report annually to the SBE on the progress and effects of implementing the waiver.

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

Issaquah is the third district to submit a request for waiver of credit-based graduation requirements under WAC 180-18-055 in the 16 years the option has been in place. Highline School District received a four-year waiver for Big Picture high school in 2008. In March 2012 the SBE approved Highline's request for renewal of the waiver for school years 2012-13, and in March 2015 approved its request for a second renewal through 2018-19. Federal Way School District received a waiver of four-years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013.

Current Request

Issaquah School District requests waiver of the credit-based graduation requirements of WAC 180-51-068 from the 2016-17 school year through 2019-20 to implement a competency-based model of student learning at a new high school called Gibson Ek. "The design of Gibson Ek High School, including its competency-based approach that warrants this waiver proposal," the district explains, "is part of a broader initiative to develop a secondary learning community that better prepares all Issaquah School District students for graduation and successful post-high school experiences."

The planned opening of Gibson Ek in fall 2016 follows on the closing of Tiger Mountain Community High School (TMCHS) in 2015. The district says that Tiger Mountain was created with the intent of providing a successful alternative for students wanting or needing a smaller school community than Issaquah's three comprehensive high schools. The stated rationale for closure of TMCS includes (1) System inequity, with percentages of low-income and special education enrollment much higher than the district's; (2) high absenteeism; (3) low graduation rates, despite the high degree of individualized support for students, and (4) "notably lower" performance on state assessments. (TMCHS's State Report Card can be accessed [here](#).)

"The most educationally challenged students at our comprehensive high schools are meeting state standards at higher percentages than all students at TMCHS," Superintendent Ron Thiele reported to his board in 2014. "To meet the ISD Mission and Ends, a significant change is needed to develop a secondary learning community that more effectively prepares students for graduation and successful high school experiences."

2015-16 was set as a planning year for the design and development of a new high school emphasizing consistency with district standards, interest-based and project-based learning, one-student-at-a-time personalization, mentorships aligned with career interests and post-high school planning, competency-based assessment, and engagement of students disconnected from school. The design of the school was begun in April 2015, and continues at the date of the waiver application.

Gibson Ek's curriculum would be modeled after Big Picture Learning design principles. Learning would be both integrated and vocationally immersed, such that students acquire and demonstrate academic proficiencies through school-based work and internships in adult workplaces under the supervision of mentors who collaborate with school staff.

[Big Picture](#) is a nonprofit organization, founded in 1995 in Providence, R.I. in 1995, that assists in the creation and operation of public schools following its distinct model of personalized, competency-based learning. This model is consistent, the district states, with the state's education reform vision as adopted by the State Board of Education as [WAC 180-51-001](#) in 2000.

Issaquah assures that the proposed competencies for increased student learning that it outlines in draft form on pages 12-42 of the application are aligned with Common Core State Standards and admissions expectations of the state's four-year colleges. The five learning goals are:

1. Personal Qualities
2. Communication
3. Quantitative Reasoning
4. Empirical Reasoning
5. Social Reasoning.

Under each goal is a set of competencies, followed by a description of each competency and examples of what demonstration of them might look like. The application states that Gibson Ek is revising current models of the learning goals and competencies to further align with Common Core and include real-world examples of learning. The format for the goals and competencies are adapted from Big Picture Learning Goals and Highline Big Picture competencies, which, it notes, have been continually revised based on input from Washington baccalaureate institutions and other Big Picture Schools. Big Picture Learning Goals and Competencies are shown on pages 37-41 of the application.

Some of the proposed demonstrations of achievement of competencies are incomplete in the Ek Gibson application. The timeline for implementation indicates that a committee will refine learning goals and competencies and develop a transcript during January 2016.

On pp. 44-45 of the application is a sample transcript from Highline Big Picture, with identification of which proficiencies and collections of work on the transcript correspond to the College Academic Distribution Requirements (CADRs) for Washington public four-year institutions. A sample transcript from Big Picture's flagship school, The Met in Providence, R.I., follows. Using the competencies shown, and Big Picture transcripts as models, Gibson Ek will work with higher education institutions to develop an Issaquah transcript that documents student performance on competencies as related to expectations for college admission.

Issaquah notes (p. 50) that Gibson Ek would still be subject to the same assessments and measures as the district as a whole, including SBAC scores, graduation rates, attendance and discipline data, and college and post-high school data.

On pp. 48-50 (item 3 of the application), Issaquah describes, in Big Picture lexicon, the "distinguishers" by which Gibson Ek plans to achieve the higher standards for student learning stipulated in WAC 180-18-055. These include:

- Internships served two days a week during a student's high school career;
- One-student-at-a-time personalization through small advisories;
- "Authentic" assessments in which students demonstrate learning through quarterly exhibitions in which they are assessed based on learning goals aligned with competencies. (Sample rubrics are shown beginning p. 53);
- An advisory structure, familiar from Highline Big Picture, in which students are formed into mixed-grade teams of about 18 called Advisories, managed by a teacher, or Advisor, who stays with individual students through their four years of high school.
- A small school culture, with the school starting with 100 students, growing to more than 200 by 2019-20, and the promotion of "positive, supportive values."

- Leadership shared by “a strong, visionary principal and a dedicated, responsible team of advisors.” Students will be helped to develop leadership skills essential to success in school, career and life.
- Parent and family engagement, with multiple opportunities for involvement in the school and contribution to its work.
- School-college partnership and college preparation. Gibson Ek students will research colleges in their first year and prepare themselves during their junior and senior years to be competitive in the admissions process. Gibson Ek has entered into discussion with colleges and universities, the district reports, to foster that activity.

On p. 7 of the application, Issaquah elaborates on how it will ensure that the non-credit graduation requirements proposed will meet college entrance requirements. It describes how, on approval of the waiver, staff will begin work with college admissions counselors and other college entrance experts to develop a Gibson Ek transcript using Big Picture models. It provides some results from a Highline Big Picture forum in 2008 in which district staff met with admissions staff at public and private colleges to discuss what students need to be successful in college and the common reasons for not being successful. Those results, it says, “provide further rationale for design of Gibson Ek and its proposed waiver from credit-based graduation requirements.”

Action

The Board will consider approval of Issaquah School District’s application for waiver of credit-based graduation requirements under WAC 180-51-055 for Gibson Ek High School.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

Resolution No. 1064

**Waiver from the State High School Graduation Requirements for
Gibson Ek High School Issaquah School District No. 411**

A RESOLUTION of the Board of Directors of the Issaquah School District No. 411 (the "District"), requesting a waiver from the state high school graduation requirements for Gibson Ek High School in Issaquah School District No. 411.

WHEREAS, Issaquah School District No. 411 is a duly organized political subdivision of the State of Washington; and

WHEREAS, WAC 180-51-060 through -068 outlines the minimum subject areas for high school graduation credits based on when a student starts high school; and

WHEREAS, WAC 180-18-055 outlines a process for alternative high school graduation requirements; and

WHEREAS, the Issaquah School District No. 411 Board of Directors has established a vision for college and career preparation for all high school students in the context of rigorous standards; and

WHEREAS, the District has a bold goal of reaching a 94% graduation rate by 2017; and

WHEREAS, the Issaquah School District No. 411 Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing a plan to achieve that goal; and

WHEREAS, students, families, parents, and citizens were involved in developing a plan to achieve that goal; and


WHEREAS, that bold goal will be best met by allowing schools like Gibson Ek High School the freedom to innovate while being held accountable to high standards;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Issaquah School District No. 411, King County, Washington, approves the application by Gibson Ek High School to the State Board of Education requesting a continuation waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-068(1)(a) through (h).

ADOPTED this 18th day of November, 2015.



Ron Thiele, Secretary to the Board



President



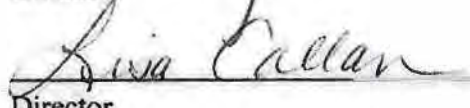
Director



Director



Director



Director



Proposal for Waiver from WAC 180-51: State subject and credit requirements for high school graduation

January 2016

**Gibson Ek High School
400 First Avenue SE
Issaquah, WA 98027**



EST 2016
GIBSON EK
HIGH SCHOOL



ISSAQUAH
SCHOOL DISTRICT 411

CONTENTS

Cover letter from Superintendent Ron Thiele.....	2
Issaquah School District Resolution No. 1064	3-4
Introduction by Principal Julia Bamba	5
Rationale	6-7
Application.....	8
1. Requirements of chapter 180-51 that are requested to be waived.....	9
2. Specific standards for increased student learning.....	9
3. Plans and implementation timeline.....	48
4. How the district or school will determine whether the higher standards for student learning have been met.....	50
5. Evidence demonstrating that students, families, and citizens were involved in developing the plan.....	60
6. Evidence demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively to implement the plan.....	62
7. Supporting documentation.....	62
The school’s expectations for student learning.	
The graduation rate of the high school(s) for the last three school years.	
Any available follow-up employment data for the high school’s graduates for the last three years. (Combined with college data)	
The system for documenting student learning (e.g., student portfolios, etc.).	
Student scores on the required statewide high school assessments for the past three years.	
The school’s annual performance report for the last three years.	
The types of family and parent involvement at the school.	
The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.	
Documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in WAC 392-415-070 for students planning to attend a baccalaureate institution.	

Ron Thiele, Superintendent

November 13, 2015

State Board of Education

P.O. Box 47206

Olympia, WA 98504

The Issaquah Public School District is submitting a request to waive the traditional credit based high school graduation requirements for Gibson Ek High School. I appreciate the forward thinking of the State Board in developing an option for local school districts that will allow us to implement new and innovative approaches to providing a rigorous and engaging education experience for students.

The Mission of the Issaquah School District states that: *Our students will be prepared and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment.* I believe that the rigorous competency based approach of Gibson Ek with an emphasis on project based learning/management, internship experiences and presentation activities will greatly benefit a group of learners that have not always found successes in our secondary schools.

We are excited about the opportunity to think very differently about how we can meet the learning needs of all Issaquah School District students. Thank you again for this opportunity to apply for a waiver of the traditional credit based graduation requirements.

Respectfully yours,



Ron D. Thiele

Superintendent

Board of Directors

Lisa Callan • Brian Deagle • Marnie Maraldo • Anne Moore • Suzanne Weaver

Resolution No. 1064
Waiver from the State High School Graduation Requirements for
Gibson Ek High School Issaquah School District No. 411

A RESOLUTION of the Board of Directors of the Issaquah School District No. 411 (the “District”), requesting a waiver from the state high school graduation requirements for Gibson Ek High School in Issaquah School District No. 411.

WHEREAS, Issaquah School District No. 411 is a duly organized political subdivision of the State of Washington; and

WHEREAS, WAC 180-51-060 through -068 outlines the minimum subject areas for high school graduation credits based on when a student starts high school; and

WHEREAS, WAC 180-18-055 outlines a process for alternative high school graduation requirements; and

WHEREAS, the Issaquah School District No. 411 Board of Directors has established a vision for college and career preparation for all high school students in the context of rigorous standards; and

WHEREAS, the District has a bold goal of reaching a 94% graduation rate by 2017; and

WHEREAS, the Issaquah School District No. 411 Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing a plan to achieve that goal; and

WHEREAS, students, families, parents, and citizens were involved in developing a plan to achieve that goal; and


WHEREAS, that bold goal will be best met by allowing schools like Gibson Ek High School the freedom to innovate while being held accountable to high standards;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Issaquah School District No. 411, King County, Washington, approves the application by Gibson Ek High School to the State Board of Education requesting a continuation waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-068(1)(a) through (h).

ADOPTED this 18th day of November, 2015.



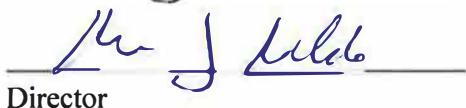
Ron Thiele, Secretary to the Board



Rene A. Moore
President



Director



Director



Director



Director



Issaquah School District
Gibson Ek High School
400 1st Avenue SE
Issaquah, WA 98027
(425) 837-6037

Julia Bamba, Principal

David Berg, LTI Coordinator
Patti Hanan, Principal's Secretary

November 18, 2015

Dear State Board Members,

I am excited and grateful to have the opportunity to submit this application to you so the Issaquah School District can begin to reimagine high school for students, starting with a small innovative school. I have worked in the Issaquah School District as a teacher, coach, and administrator and I have two children who attend an Issaquah elementary school. As an educator who lives and works in Issaquah, I believe in the education that we provide our students. I also know that we have many students who are disengaged from school for many reasons and our ability to work within the current system of our comprehensive high schools to meet the needs of all students is incredibly challenging. At Gibson Ek, our vision is to create a school where students' interests, passions, and talents drive the learning in order to truly engage students and meet high academic standards.

When I first learned of the district's vision for opening a new innovative school that would engage learners who are currently not thriving in our traditional model, I knew that I wanted to lead the design and implementation of this school. Now, after only seven months as the planning principal for the new high school, not only do I believe that we have the opportunity to engage many of our struggling students, I believe we have the opportunity to reimagine the high school experience and inspire our schools to find new ways to engage all students whether they are in a small school setting or a large high school.

At Gibson Ek High School, learning will be personalized, engaging, and real-world. Through immersing students in a school experience that utilizes internships and rigorous interest-based learning, we will encourage students to pursue mastery, craftsmanship, and artistry. Students will have multiple avenues to find deep knowledge and the time, space, tools, and mentorship to chase after their curiosities. While we will provide an environment of deep learning, we will also nurture students to be thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. Gibson Ek High School will be a place where a respectful community is key, where the learning is global, and where the innovation happens with everyone-students, families, and educators. Students graduating from Gibson Ek High School will have strong academic, social, and emotional skills for success in college and the modern work environment and will recognize the positive impact they have in their community and the world.

I believe that this credit waiver is invaluable so that we can truly personalize learning for students at Gibson Ek High School and offer a completely redesigned model of education for students in the Issaquah School District.

Sincerely,

Julia Bamba

RATIONALE

Context

The design of Gibson Ek High School, including its competency-based approach that warrants this waiver proposal, is part of a broader initiative to develop a secondary learning community that better prepares all Issaquah School District students for graduation and successful post high school experiences.

At the beginning of 2014-15 school year, Issaquah's primary high school options included four high school programs: three large comprehensive high schools serving 1200 (Liberty High School) to 2000 students (Issaquah and Skyline High Schools), and Tiger Mountain Community High School, serving roughly 90 students.

Tiger Mountain Community High School (TMCHS) was intended to provide a successful alternative program for students preferring or needing a smaller school community and various benefits that it affords. While the school has a long history of a supportive climate and many students and families attest to how it helped students stay in school, graduate, and successfully engage post-secondary education and/or work, the ISD leadership determined in 2014-15 to close TMCHS and open a new small high school based on the following concerns: (Excerpt from TMCHS CLOSURE RATIONALE from Superintendent Ron Thiele, June 25, 2014.)

- *System Inequity*
 - *The average participation in free or reduced-price meals across the District's other high schools is just over 8%; this figure at Tiger Mountain is over 30%.*
 - *The percentage of students receiving Special Education services in the District's other high schools averages around 6.5%. At Tiger Mountain these students comprise more than 25% of enrollment.*

- *System Ineffectiveness*
 - *The annual rate of referral to TMCHS indicates comprehensive high schools lack resources and skills to effectively serve all students.*
 - *State assessment data at TMCHS is notably lower than that of the comprehensive high schools. The most educationally challenged students at our comprehensive high schools are meeting state standards at higher percentages than all students at TMCHS.*
 - *Average daily attendance rates are 15-20% lower at TMCHS than at the comprehensive high schools.*
 - *TMCHS's small learning community and other unique attributes should result in a high degree of individualized support to meet learning goals. However, TMCHS's four-year graduation rate is less than 40% and the five-year rate is less than 50%.*

The TMCHS Closure Rationale recommended the following course of action:

"To meet the ISD Mission and Ends, a significant change is needed to develop a secondary

learning community that more effectively prepares students for graduation and successful post-high school experiences. Therefore, I (Superintendent Thiele) propose a three-year process to include the following:"

2014-15

- *Enhancing supports for students in ISD's comprehensive high schools.*
 - *Graduation Specialists*
 - *EA in support of Graduation Specialist*
 - *Mental health support*
 - *Expanded Start Strong Program*
 - *Chemical Dependency Specialists*
- *Limiting the enrollment of new TMCHS students*
- *Initially engaging the ISD community regarding new secondary school*
- *ISD School Board decision regarding TMCHS closure*

2015-16

- *Closing TMCHS (pending ISD School Board action)*
- *Stewarding the transition of remaining TMCHS students toward successful graduation*
- *Planning year - Engaging the community, outside expertise and district staff in the design and development of a new high school emphasizing*
 - *consistency with the standards at all ISD schools*
 - *integration of best practices around interest-based and project-based learning*
 - *one-student-at-a-time personalization*
 - *mentorships aligned with career interests and post high school planning*
 - *competency-based assessment*
 - *the engagement of students disconnected from school*

2016-17

Opening of the new secondary school

(Additional performance data for ISD high schools is provided in Section 7: Supporting Documentation.)

From these findings, the design of Gibson Ek High School started in April 2015. Gibson Ek will continue the design, development, and implementation of a small innovative high school where students' interests, passions, and talents drive the learning through rigorous project based work and internships in a vibrant and supportive community. The opening of Gibson Ek aims to (1) more effectively serve students not thriving in the district's other secondary programs and (2) increase ISD's learning about and capacity to implement innovations that improve the learning and success of students across the district's secondary programs.

Required Components of Application

WAC180-18-055

Alternative High School Graduation Requirements

Application for Waiver from Requirements of Chapter 180-51 WAC

[WAC 180-18-055](#) states that the finding of the State Board of Education that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit based education system to a standards and performance based system with the least amount of difficulty. The Board stated an intent to provide districts and high schools the opportunity to create and implement alternative graduation requirements. The rule provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the State Board of Education for a waiver of one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements). The Board may grant the waiver for up to four years.

The following items 1-8 in Part A are for both new and renewal applications for waiver under this WAC. Part B consists of additional items that must be completed for renewal applications. Please title all attachments and indicate to which application item the attachments apply.

Part A

1. Contact Information

Name	Julia Bamba
Title	Principal, Gibson Ek High School
School District	Issaquah School District #411
Phone	425-837-6009
Email	bambaj@issaquah.wednet.edu
Mailing Address	700 2nd Avenue SE, Issaquah, WA 98027

Application Information

Type of Application (new or renewal)	New
School(s) for which the Waiver Is Requested	Gibson Ek High School
School Years Subject to the Waiver (maximum of four years)	2016-2020
Date of Application	January 13, 2016

1. Please identify the requirements of chapter 180-51 that are requested to be waived.

Specifically, this proposal requests a waiver from WAC 180-51-066, -067, and -068: Minimum requirements for high school graduation. In lieu of credits specified in WAC 180-51-066-068, Gibson Ek proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture Learning Distinguishers upon which they are based are consistent with the State’s school reform vision as defined in WAC 180-51-001, which states:

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

Gibson Ek High School curriculum, modeled after Big Picture Learning design principles, is both integrated and vocationally immersed, such that students acquire and demonstrate academic proficiencies through school-based work and also through internships in adult workplaces under the supervision of mentors who collaborate closely with school staff. They not only meet academic requirements for graduation from high school and admission to college, they also develop skills for the modern workplace. This is consistent with the State’s reform vision outlined in WAC 180-51-003: Intent of graduation requirements, which highlights the importance of career exploration and integrating academic and vocational learning.

2. Please state the specific standards for increased student learning that that the district or school expects to achieve through the waiver.

The specific proposed competencies for increased student learning outlined on the following pages are aligned with Common Core State Standards and admissions expectations for four year colleges. Gibson Ek is currently revising the current models of the learning goals and competencies to further align with current standards and Common Core and to include real world examples of learning. See the Quantitative Reasoning section on the Gibson Ek draft document for the vision of Learning Goals and Competencies. This format is adapted from the Big Picture Learning Goals and Highline Big Picture Competency Overviews which have been continuously revised based on input from Washington’s public baccalaureate admissions directors and the

learning from other schools in the Big Picture Learning network. Additionally, using these competencies and Big Picture transcripts as models, Gibson Ek will collaborate with Washington State colleges to develop an Issaquah School District transcript that documents student performance in various competencies as they relate to college admission expectations.

Included in this section are:

1. Draft of Gibson Ek Learning Goals and Competency Descriptions aligning to Common Core and State Standards
2. Big Picture Learning Goal and Competency Descriptions aligned to Common Core
3. Sample transcripts from Highline Big Picture and The Met in Rhode Island. The transcript used by The Met Providence is the flagship school in the BPL network and was recently named one of the 13 most innovative schools in the world in this article: <http://www.techinsider.io/the-13-most-innovative-schools-in-the-world-2015-9>

Gibson Ek High School Draft of Learning Goals and Competencies

Personal Qualities (PQ)

“What do I bring to this process?”

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Questions to develop your project:

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I work cooperatively with others?
- How can I take on more of a leadership role?
- How can I enhance my community through this?

Competency	Description	What this might look like?
Collaborate in diverse groups and contexts	Understanding and honoring different perspectives and experiences; recognizing one’s own views as a product of personal history and experience; using appropriate strategies of listening and discussion; recognizing and co-creating the essential work of the group; overcoming differences; applying an understanding of group dynamics; working with small and large groups; accepting responsibility.	
Organize, plan, and manage time effectively	Defining work in complex and varied contexts; visioning and goal-setting, individually and in groups; reflecting individually and in groups; effectively translating goals into tasks; managing work flow in context of conflicting priorities; applying effective technologies of managing work flow.	
Reflect and plan about life and learning	Exploring personal history and how current perspectives originated; reflecting on strengths and weaknesses and addressing these in personal learning plans; accessing resources to get help when needed; establishing and maintaining clarity of purpose; persevering.	

Mediate conflicts	Foster positive community relations in school and other contexts; mentoring new members of the community; active listening; empathizing; being open to other perspectives; knowing and using conflict mediation strategies.	
Think and act as a leader	Applying awareness of group goals and one's potential to influence others; recognizing the importance of relationships and community; applying appropriate strategies of facilitation, collaboration, and public speaking.	
Manage personal wellness	Becoming aware of and managing choices toward a more successful existence; developing knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquiring the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.	

Communication

“How do I take in and express ideas?”

This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

Questions to develop your project:

- How can I write about it?
- What is the main idea I want to get across (thesis)?
- Who is my audience?
- What can I read about it?
- Whom can I listen to about it?
- How can I speak about it?
- How can technology help me to express it?
- How can I express it creatively?
- How can I express it in another language?

Competency	Description	What this might look like?
<i>Reading</i>		
Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text. Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
Craft and Structure	Determine the meaning of words and phrases as they are used in a text. Analyze in detail how the author’s ideas or claims are developed and refined by particular sentences. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
Integration of Knowledge and Ideas	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account . Delineate and evaluate the argument and specific claims in a text,	

	assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
Writing		
Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Research to Build and Present Knowledge	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw	

	evidence from literary or informational texts to support analysis, reflection, and research.	
<i>Speaking and Listening</i>		
Comprehension and Collaboration	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
Presentation of Knowledge and Ideas	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<i>Language</i>		
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for	

	meaning or style, and to comprehend more fully when reading or listening.	
Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuance in word meanings. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Quantitative Reasoning

“How do I analyze and solve practical problems?”

This goal is to be a critical thinker: to make sense of problems and persevere in solving them; to reason abstractly and quantitatively; to construct viable arguments and critique the reasoning of others; to model with numbers; to use appropriate tools strategically; to attend to precision; to look for and make use of structure; and to look for and express regularity in repeated reasoning.

Questions to develop your project:

- What is the problem I am trying to solve?
- What data can I gather to evaluate my problem?
- What theories already exist around solving problems like mine?
- What does my data say and how does it compare to other similar problems?
- Can I estimate this quantity?
- What trends do I see? How does this change over time?
- How can I measure its shape or structure?
- What predictions can I make?
- Can I show a correlation?
- How can I communicate my thinking using concrete examples and strategies?
- How can I justify my conclusions? Can I prove my results?
- How do I know I used the right tools or formulas to make my conclusions?

Competency	Description	What this might look like?
Number and Quantity	Extend the properties of exponents to rational exponents. Use properties of rational and irrational numbers. Reason quantitatively and use units to solve problems. Perform arithmetic operations with complex numbers. Represent complex numbers and their operations on the complex plane. Use complex numbers in polynomial identities and equations. Represent and model with vector quantities. Perform operations on vectors. Perform operations on matrices and use matrices in applications.	<p>Study Kepler's laws of planetary motion</p> <p>Reason about rational and irrational numbers</p> <p>Examine angles of triangles whose vertices have specific integer coordinates</p> <p>Evaluate the square root of 2 on a calculator. Explain, in terms of the structure of the expression, why it can not be equal to 2.</p> <p>Decide how raises should be determined. For example: A small company wants to give raises to their 5 employees. They have \$10,000 available to distribute.</p> <p>Study traffic patterns in Seattle. For example: If last Sunday an accident caused a traffic jam 12 miles long on a straight stretch of a two lane</p>

		<p>freeway, how many vehicles do you think were in the traffic jam? Explain your thinking and show all calculations.</p> <p>Calculate an article's claims. For example: "On average the human body is more than 50 percent water [by weight]. Runners and other endurance athletes average around 60 percent. This equals about 120 soda cans' worth of water in a 160-pound runner" Investigate this calculation.</p> <p>Study the half-life of a substance.</p> <p>Study several cell phone plans and their data packages. Determine the best plan for your purposes.</p> <p>Simulation video games use vectors</p> <p>Simulate realistic physics in computer games</p>
Algebra	<p>Interpret the structure of expressions. Write expressions in equivalent forms to solve problems. Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials. Use polynomial identities to solve problems. Rewrite rational expressions. Create equations that describe numbers or relationships. Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.</p>	<p>Use algebra as a predictive tool, such as in predicting ticket sales</p> <p>Music Production: Match the electronic beat to the instrumental sample by calculating the correct tempo in beats per minute.</p> <p>An animator uses linear algebra to show the way an object is rotated and shifted, and made larger and smaller.</p> <p>Social Media: Study how the number of Twitter followers relates to tweet value in a dollar amount.</p> <p>Approximate an annual growth rate or find an exact growth rate by finding the geometric mean of the growth rates. Apply nth roots and write exponential functions to model investment growth over time.</p> <p>Work with the CPI and inflation rates to determine the value of the dollar in previous generations.</p> <p>Art Project: Wheel or Spiral of Theodorus</p>

		Take an algebra offering
Functions	Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Build a function that models a relationship between two quantities. Build new functions from existing functions. Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model. Extend the domain of trigonometric functions using the unit circle. Model periodic phenomena with trigonometric functions. Prove and apply trigonometric identities.	<p>What does looking down at your electronic device do to your breathing? To your muscles? To your spine curvature? To your pain? Students can plot the data and model with a function in order to approximate the weight of a head at different angles.</p> <p>Write code for video games</p> <p>Use logarithms to determine decibel levels</p> <p>Study the Fibonacci Sequence</p> <p>Estimate the rate of change on a graph of merchandise sold at a Salmon Days booth</p> <p>Use a graph to determine the breakeven point, comparing expenses, revenue and profits.</p> <p>Identify percent rate of change in functions and classify them as representing exponential growth or decay.</p> <p>Take a Functions offering</p>
Modeling	Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled	<p>Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.</p> <p>Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.</p> <p>Designing the layout of the stalls in a school fair so as to raise as much money as possible.</p> <p>Analyzing stopping distance for a car.</p>

	<p>using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.</p>	<p>Modeling savings account balance, bacterial colony growth, or investment growth.</p> <p>Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.</p> <p>Analyzing risk in situations such as extreme sports, pandemics, and terrorism.</p> <p>Relating population statistics to individual predictions.</p>
<p>Geometry</p>	<p>Experiment with transformations in the plane. Understand congruence in terms of rigid motions. Prove geometric theorems. Make geometric constructions. Understand similarity in terms of similarity transformations. Prove theorems involving similarity. Define trigonometric ratios and solve problems involving right triangles. Apply trigonometry to general triangles. Understand and apply theorems about circles. Find arc lengths and areas of sectors of circles. Translate between the geometric description and the equation for a conic section. Use coordinates to prove simple geometric theorems algebraically. Explain volume formulas and use them to solve problems. Visualize relationships between two-dimensional and three-dimensional objects. Apply geometric concepts in modeling situations.</p>	<p>Use area, perimeter and diameter as well as mathematical algorithms to help create designs and calculate the amount and cost of fabric required.</p> <p>Use math to calculate the square footage of rooms and buildings, to lay out floor space dimensions and to calculate the required space for other areas such as parking, plumbing, etc.</p> <p>Develop understanding of a torus volume formula and practice the ability to use algebra to make the formula work better for baked goods.</p> <p>Design and create a garden space that uses geometric principles to get the most out of the area's exposure to light and water, and uses all of the plot effectively</p> <p>Puzzle makers and people involved in the making of television shows and movies are all influenced by the relationship between 2 dimensional and 3 dimensional objects</p> <p>Study proofs, which require a student to break down a larger problem and solve it piece by piece.</p> <p>Take a geometry offering</p>

<p>Statistics and Probability</p>	<p>Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models. Understand and evaluate random processes underlying statistical experiments. Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Understand independence and conditional probability and use them to interpret data. Use the rules of probability to compute probabilities of compound events. Calculate expected values and use them to solve problems. Use probability to evaluate outcomes of decisions.</p>	<p>Distinguish between correlation and causation.</p> <p>Collect and analyze data to answer questions interesting to the student. For example: Do NFL teams really seem to have a home field advantage?</p> <p>Predict the cost of college in the future</p> <p>Study “uncertainty” and “risk” as it is described in the financial world. Create plans to reduce risk for a company.</p> <p>Understand public opinion, know about the structure of society and assess risks to assist a political campaign</p> <p>Study the reliability theory in manufacturing</p>
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Empirical Reasoning (ER)

“How do I engage in systematic research to develop a deeper understanding of the natural and physical world around me?”

The goal is to: Be able to ask questions and recognize problems which can be answered through systematic research. Be able to design investigations which answer questions and provide greater understanding of the world. Be able to propose, test, and evaluate solutions. Analyze the empirical evidence and communicate the results.

Questions to develop your project:

- What idea do I want to test (essential question)?
- What has other research shown?
- What is my hypothesis?
- What evidence can i collect to answer my question?
- What information (data) do I need to collect?
- What materials will i need to test my question, and how will i acquire them?
- How will I collect the information?
- What will I use as a control(s) in my research?
- How good is my data/information?
- What are the results of my research?
- What conclusions can I draw from my research?
- How will I present my results?
- What are some questions for further study that arose during my research?

Competency	Description	What this might look like?
Design an investigation to answer a question or solve a problem.	<p><i>Science and Engineering Practices 1 and 3</i> <i>1. Asking questions (for science) and defining problems (for engineering)</i> <i>3. Planning and carrying out investigations</i></p> <p>Pose questions or define problems which can be tested. Distinguishing between a scientific question and a non-scientific question. Understand the logic of experimental design, the importance of clearly defined variables and experimental controls. Designing empirical investigations to collect data. Deciding what data are to be gathered, what</p>	<p>Create a piece of furniture using a variety of metals and welding techniques. Be able to justify why certain metals and methods are important to use in your application.</p> <p>Using electromagnetics, make a working generator</p> <p>Explore the Second Law of Thermodynamics by creating recipes using radiant heat, conductive heat and convection heat.</p> <p>Research the advantages of using a digital transmission and storage of information over analog transmission and storage of information. Evaluate the constraints of digital transmission</p>

	<p>tools are appropriate for that process and how measurements will be recorded. Deciding how much data is needed to produce reliable measurements, to show a pattern or trend, or to show a relationship between variables. When defining problems, ask questions about the constraints and specifications of possible solutions. Based on results, refining an investigation to improve the validity of the data and the resulting conclusions.</p>	<p>and storage of information. Write public policy that reflects findings.</p> <p>Repair the cruise control of a car and provide evidence that the feedback mechanisms maintain homeostasis.</p> <p>Convert cellulosic biomass sources, such as sawdust, straw, or cardboard into sugars and then ethanol.</p> <p>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>In the Pacific Northwest, salmon are considered a keystone species, meaning that they are an integral player in a functioning and flourishing ecosystem. Hatcheries all over the PNW and Washington in particular are always on the lookout for fish-friendly volunteers to help restore the salmon species and save our ecosystems.</p> <p>Please come volunteer to help improve King County stream corridors and urban forests. Spend some time planting native trees and shrubs along our major rivers or in our urban parks. Native trees and shrubs improve the area for wildlife and improve water quality.</p> <p>Develop a recovery plan to increase specific species populations.</p> <p>Using an understanding of the role of DNA and chromosomes in characteristic traits passed from parents to offspring, create a forum to educate pet owners regarding the breeding of household pets.</p> <p>Set up a series of garden beds (ideally in an external greenhouse but could be a couple of terrariums). Test alternative irrigation technologies for effectiveness (water usage, data logging moisture probes, runoff filter weights,</p>
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photo timelapse, etc.). Traditional flood or rill irrigation could be compared to sprinkler/watering can water application for effectiveness in water usage (uniformity of moisture for given applied water) and erosion prevention.

Freeze thaw a cracked, wetted rock to show that water/ice will eventual split a rock. Wet each rock every afternoon, freeze it overnight, pull it out to thaw in the morning, and then examine each rock before rewetting and placing back into the freezer. Use a crack gauge or spark plug feeler gauges to monitor maximum crack width and overall crack depth each afternoon.

Gasoline engines are not very efficient at turning chemical energy into mechanical power. Evaluate and/or improve a car's cooling system.

Experiment with emulsifying agents to create a low calorie and delicious salad dressing, or Experiment with mixing oil and water by making hollandaise sauce .

Use properties of water to heat/cool car engines

Create and maintain a community compost pile.

Urban planning: Design new streetlights to curb light pollution

Find solutions for maximizing uptake of fertilizers without waste so less of it goes into groundwater.

Place various sedimentary rocks under titration drips and monitor how water can erode rock. Adjust the pH of the water and investigate how acidification of rainfall can accelerate erosion of rock such as limestone.

		<p>Research and address the inequity of Food Deserts across the United States. Design technologies that would allow edible gardens to be grown throughout the world.</p> <p>Research the future of fossil fuels and evaluate current energy policies.</p> <p>Assess global access to fresh water. Investigate previously successful interventions; plan how to duplicate these actions in areas that are still without fresh water.</p> <p>It has been argued that the most significant barriers to the widespread implementation of large-scale renewable energy strategies are primarily political. Plan and implement steps that can be accomplished locally in regards to renewable energy.</p>
<p>Understand the nature and development of scientific knowledge.</p>	<p><i>Science and Engineering Practices 6 and 8</i> <i>6. Constructing explanations (for science) and designing solutions (for engineering)</i> <i>8. Obtaining, evaluating, and communicating information</i></p> <p>Understand that scientific knowledge is a particular kind of knowledge with its own sources, justifications and uncertainties. Acquire empirical evidence to construct and refine explanations, arguments or models of particular phenomena. Understand that predictions or explanations can be revised on the basis of new evidence. Using primary or secondary scientific evidence and models to support or refute explanations. Identify weaknesses or gaps in explanations. Reading scientific, engineering texts and being able to</p>	<p>Make Candy. Why are crystals undesirable in some candy recipes—and how do you stop them from forming?</p> <p>Analyze different types of sports-related head injuries, analyze the current state of helmet design, and design and conduct an experiment to test model helmet designs. Make recommendations to improve the performance of helmets.</p> <p>Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.</p> <p>Research organic and inorganic naturally-occurring nanomaterials. Research and present on nanomaterials to protect ancient artwork.</p> <p>Evaluate the possible health risks of exposure to nanomaterials in consumer products like cosmetics. How can assessment of these risks be improved?</p>

	<p>communicate the key ideas. Engaging in critical reading of primary scientific literature.</p>	<p>Shadow a lineman (i.e. an electrician) and become familiar with the skills and techniques necessary to distinguish exposed live parts from other parts of electric equipment. Assess conductivity of materials for safety purposes.</p> <p>Build a deck using Tyvek.</p> <p>Design a clothing line using Ripstop as the primary material.</p> <p>Build a dollhouse using parts made by a 3D printer exclusively.</p> <p>Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p> <p>Research Rube Goldberg machines. Create simple machines, keeping precise documentation of the construction and refinement process.</p> <p>Design and create a portable way to capture energy (i.e. solar)</p> <p>Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Consider the validity of one or more of the following claims:</p> <ul style="list-style-type: none"> - Can using a cell phone cause cancer? - Will living near high voltage power lines cause cancer? - Will your laptop make you sterile? - Is all radiation dangerous? <p>Build a radio which can be used in the Cascade foothills , taking into consideration the topography, potential interference from man-made structures, and using limited energy sources.</p> <p>Develop a fork-stabilizer for people with Alzheimer's.</p>
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Consider the increased probiotics available for purchase.

Create a complete protein diet for a vegetarian. Include all of

Construct an explanation based on evidence for the evolution of crop plants such as corn or bananas in the past 10,000 years. these species.

Research the tradeoffs of breeding and planting drought-

Construct an explanation of the Big Bang theory based on

Communicate scientific ideas about the way stars, over their

Watch documentary on the Dust Bowl and the U.S. Dept. of Agriculture contour plowing and planting education initiative. Then take a couple of trays of compacted soil, set them on a uniform incline, and create small furrows either parallel to the slope or perpendicular to the slope. Use spray bottle to saturate the soil each day and observe/photo document erosive changes in soil contours. Connect your simulation to the Dust Bowl.

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

		<p>Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.</p> <p>Study marine organisms in the context of oxygen in the atmosphere and photosynthesis.</p> <p>Contact a stormwater treatment vendor (www.conteches.com) and local agency (www.kingcounty.gov/environment/water-and-land/stormwater.aspx) to have them provide presentations about stormwater issues and best management practices currently being employed in the area.</p>
<p>Applying mathematical thinking to and communicating data.</p>	<p><i>Science and Engineering Practices 4 and 5</i> <i>4. Analyzing and interpreting data</i> <i>5. Using mathematics and computational thinking</i></p> <p>Distinguishing patterns of evidence that do and do not support conclusions. Changing thinking as new information is obtained and evaluated. Use spreadsheets, databases, tables, graphs, statistics, et cetera, to summarize data, display data, and explore relationships between variables. Recognize patterns in data that deserve further investigation. Distinguishing between causal and correlational relationships. Recognizing dimensional quantities and use appropriate units. Express relationships and quantities appropriately. Use mathematics and statistics to analyze data.</p>	<p>Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p> <p>How fast the body burns calories depends on several things. Create a safe, scientifically sound plan regarding a patient's metabolism to establish a healthy weight.</p> <p>Analyze the effect of ambient temperature on exercising, including the number of calories used and the potential for injuries.</p> <p>Develop and improve gluten-free baking recipes to increase fluffiness and moisture without developing gluten proteins.</p> <p>Design a roller coaster where riders experience unbalanced forces and weightlessness at times, taking into consideration the physiological and psychological experience.</p> <p>Develop a solar water heating system for use in developing areas or in times of emergency.</p>

Develop a dynamic positioning system using GPS for a ship to maintain position in areas where the ocean floor too deep or too fragile to put down anchors.

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

It has been predicted that humans will live on Mars by the year 2030. Research the validity of this claim. Include information about how many people Mars will be able to sustain versus planet earth.

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Learn about endangered species in the area. Make your home and community wildlife friendly.

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

Compare the effectiveness of antibacterial and antibiotic effects of increased use of antibacterial products.

Research and assess the environmental risks of transgenic crops.

Identify locations of critical wildlife habitat for at-risk or endangered species. Identify the threats to these areas and,

Test and compare the use of natural products and methods for pest infestations. This may include BT (*Bacillus thuringiensis*),

pyrethrins, insecticidal soaps and dormant oil sprays; using a high-pressure water stream from a hose to control aphids;

Determine which are the most effective at different scales such

Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

Launch a satellite.

Use trap cameras to investigate wildlife use of spaces/presence in urban/rural/suburban areas... propose solutions that will minimize interactions between animals and people.

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

Analyzing Hurricanes Using Web and Desktop GIS:
<http://www.earthsciweek.org/classroom-activities/analyzing-hurricanes-using-web-and-desktop-gis>

		<p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p> <p>Use a 3D printer to create simple medical tools that otherwise have an inflated price.</p> <p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>
<p>Analyzing empirical evidence to construct and defend arguments.</p>	<p><i>Science and Engineering Practices 2 and 7</i> <i>2. Developing and using models</i> <i>7. Engaging in argument from evidence</i></p> <p>Constructing diagrams or drawings to represent systems, explanations or other real-world phenomena. Representing phenomena with multiple types of models, recognizing and expanding on the limits and precision of each. Using computer simulations to develop understanding and investigate questions which would otherwise not be possible. Construct a scientific argument showing how data support a claim. Identify possible weaknesses and flaws in their own arguments, responding and improving arguments based on criticism. Explaining the nature of the controversy around a scientific idea, understanding how knowledge is judged by the scientific community.</p>	<p>Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</p> <p>Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>Develop a model of the life cycle of a star and its role in the atoms and energy released during this time. Explain how stars contribute to the relative abundance of elements in the universe.</p> <p>Research the limitations and advantages of proton therapy compared to traditional radiation therapy. Explain the nature of the controversy around nuclear medicine.</p> <p>Radiocarbon dating revolutionized forensics but there are limitations. Research and explain the validity and reliability of radiocarbon dating of soft tissue.</p> <p>Develop a burglar alarm that uses magnets to detect intruders.</p> <p>Design, build, and optimize the design of a MAGLEV train.</p>

		<p>Evaluate the claims, evidence, and reasoning behind the idea one model is more useful than the other.</p> <p>Develop and use a model to illustrate the hierarchical functions within multicellular organisms.</p> <p>Describe the kinesiology behind the ideal postures for specific musicians (i.e. hand position for a violinist).</p> <p>Write a requiem that mimics the cardiovascular system.</p> <p>Diabetes is the most common endocrine disorder. Create health, as well as improve their quality of life.</p> <p>Research the effects of vaping on the human lung.</p> <p>Use a model to illustrate the role of cellular division (mitosis)</p> <p>Using cell division to propagate plants. Create and patented a</p> <p>Research the use, limitations, and benefits of using cellular division to create soft tissue replacements such as ears and</p> <p>Use a model to illustrate how photosynthesis transforms light</p>
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		<p>Design an edible garden to take advantage of the availability of fruit and vegetable growth.</p> <p>Develop models for determining the nutritional values of foods nutrition in school meals using your findings.</p> <p>Adequate freshwater is important for combating many health globally to combat these illnesses.</p> <p>Create an art installation based on Carl Sagan’s quote “We’re made of star stuff.”</p> <p>Write a children’s story explaining the cosmological theories through history.</p> <p>Evaluate the claims, evidence, and reasoning that the complex numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p> <p>Research the impact of the Mt. St. Helen’s eruption on local spans.</p> <p>Evaluate evidence for increased survival and reproduction due to group behaviors such as flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.</p>
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Determine the cause and effect relationship of an

Develop a model based on evidence to illustrate the life span of radiation.

Research and model the types of faults found in Washington

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

Consider the low albedo portions of developed urban areas. Research urban heat islands. Calculate the reflective coverage of urban areas, and determine the best way to increase the albedo in cities.

Research and evaluate carbon dioxide sequestration.

Pacific Northwest.

Evaluate the challenges, pros and cons of automating mining in

Social Reasoning

“What are other people’s perspectives on this?”

This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Questions to develop your project:

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

Competency	Description	What this might look like?
Government and Democracy	Students will understand and respect the freedoms, rights and responsibilities of being an American citizen and	
Coalition		
Service Learning		
Analyze Issues and Events	Read, write and speak the English language effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational text. Defining and analyzing past and current events of social significance; analyzing causes and effects of local and international events and issues; interpreting and proposing solutions using supportable data and defensible criteria.	
Reflect on Patterns of Human History	Understand the concept of community with the context of national and world history, comparative forms and influences of governments and major world religions. Understanding significant concepts and relationships in world and U.S. history; analyzing patterns of change or continuity in history; using historical thinking and inquiry to	

	understand events, developments, relationships, and perspectives in history.	
Know and use Geographic Information	Understand geography, natural resources and their shaping effect on government, economics and social patterns. Using and applying geographic information to interpret events and relationships in history; analyzing interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understanding processes of cultural distribution, migration, assimilation, conflict, etc.; reflecting on the interaction and interdependence of physical and human systems.	
Examine Aspects of Human Behavior	Understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions. Understanding the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	
Understand Structures and Systems of U.S. Government	Understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions. Understanding the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	

Big Picture Learning Goals and Competencies

At Big Picture Learning, we believe that high school graduates must know how to reason, problem-solve, and be active members of the community. At Big Picture Learning schools, there is no canon of information that all students must know. In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. Integral to the Big Picture Learning design are five Learning Goals, a framework for looking at concepts, skills, and abilities and a guide for creating personalized curriculum.

The five Learning Goals are:

- Personal Qualities
- Communication
- Quantitative Reasoning
- Empirical Reasoning
- Social Reasoning

Big Picture holds very high standards for our students. We have designed our educational program from the end-goal backwards – meaning, we have a clear vision of the skills, knowledge, and personal qualities that will help lead our graduates success and fulfillment. However, we also know that to truly educate one student at a time, our goals for student learning must be flexible enough to accommodate the diversity of student needs and personal aspirations. Our assessment system is based around two sets of goals – the five school-wide Learning Goals and each student’s own personal goals. Woven throughout all of the goals is the belief that learning should be authentic and meaningful, as well as a commitment that each student should become a life-long learner.

The five Learning Goals are tools for problem solving and offer a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students’ learning and project work will often incorporate many overlapping elements of the Learning Goals. Associated with the Learning Goals on the following pages are clusters of competencies aligned to Common Core State Standards and the admissions expectations of four-year colleges in Washington and beyond.

Personal Qualities (PQ)

“What do I bring to this process?”

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Questions to develop your project:

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I work cooperatively with others?
- How can I take on more of a leadership role?
- How can I enhance my community through this?

Productive Mindset	Develop positive self-concept, realistic self-appraisal, and a growth mindset; cultivate healthy choices in personal and work relationships.
Proactive Learning	Long-term goal planning and achievement. Define work in complex and varied contexts; establish a vision and set goals, individually and in groups; effectively translate goals into projects and tasks; manage workflow in context of conflicting priorities; apply effective technologies of managing workflow; access resources to get help when needed; establish and maintain clarity of purpose; persevere.
Reflective Learning	Reflect individually and in groups to identify strengths and growth areas. Explore personal history and how current perspectives originated; address strengths and weaknesses in personal learning plans.
Community Engagement and Leadership	Navigate systems; engage in community leadership, quality mentorship, and learning inside and outside of school. Apply awareness of group goals and one’s potential to influence others; apply appropriate strategies of facilitation, collaboration, and public speaking. Foster positive community relations in school and other contexts; mentor new members of the community; actively listen and empathize, recognizing one’s own views as a product of personal history and experience and honoring other perspectives; apply conflict mediation strategies; apply an understanding of group dynamics in work with small and large groups; accept responsibility.
Personal Wellness	Become aware of and manage choices toward a more successful existence; develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.

Communication

“How do I take in and express ideas?”

This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

Questions to develop your project:

- How can I write about it?
- What is the main idea I want to get across (thesis)?
- Who is my audience?
- What can I read about it?
- Whom can I listen to about it?
- How can I speak about it?
- How can technology help me to express it?
- How can I express it creatively?
- How can I express it in another language?

Understanding	Comprehend, analyze, and critique literary and informational texts across a variety of media. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.
Expression	Effectively write persuasive, explanatory and narrative texts for various purposes and audiences. Use an effective writing process to reflect, persuade, explain, inform, plan, etc. Summarize and analyze articles, literature, poetry, etc. Practice creative and artistic writing and other means of expression.
Research and Inquiry	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information. Conduct research to address questions and problems of interest in various contexts; use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.
Presentation and Feedback	Present and defend work in various contexts. Receive, incorporate, think critically about, and respond to outside feedback and ideas. Practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.
Multimedia Literacy	Effectively use technology to acquire, evaluate, produce and present information. Develop fluency in multiple communications media; choose and implement effective media for purpose, audience, and context.

Quantitative Reasoning (QR)

“How do I measure, compare, or represent it?”

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Questions to develop your project:

- How can I use numbers to evaluate my hypothesis?
- What numerical information can I collect about this?
- Can I estimate this quantity?
- How can I represent this information as a table, graph, and/or formula?
- How can I interpret this formula or graph?
- How can I measure its shape or structure?
- What trends do I see? How does this change over time?
- What predictions can I make?
- Can I show a correlation?

Fluency and Computation	Demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.
Logical Reasoning	Use stated assumptions, definitions, and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use computation, estimation, and mathematical properties to solve problems; estimate and check the reasonableness of results, including those obtained by technology.
Problem Solving	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning. Formulate and understand mathematical problems; select or generate relevant information; use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; represent and communicate processes, solutions, ideas, and conclusions; use appropriate mathematical technologies, terminology, symbols, and notation. Represent and solve problems with two- and three-dimensional geometric models; measure directly and indirectly using geometry and right-angle trigonometry.
Modeling and Analyzing Data	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data. Understand and apply concepts of probability; collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems; develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.

Empirical Reasoning (ER)

“How do I prove it?”

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

Questions to develop your project:

- What idea do I want to test (essential question)?
- What has other research shown?
- What is my hypothesis?
- How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What conclusions can I draw from my research?
- How will I present my results?

Fluency and Research Fundamentals	Develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Critically evaluate and cite scientific sources.
Design and conduct scientific inquiry	Determine scope and focus of inquiry; form questions and hypotheses involving scientific relationships; design investigations using appropriate methodology and tools to address questions and test hypotheses; collect and present data; analyze data, reflect on results, and develop reasoned conclusions.
Understand, use, and investigate a field of science	Understand and correctly apply essential concepts of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.
Analyze scientific knowledge, theories, and research	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.

Social Reasoning (SR)

“What are other people’s perspectives on this?”

This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Questions to develop your project:

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

Critical Analysis	Reflect on past and current events; analyze cause and effect; understand implications of policy and change over time; distinguish fact from opinion. Define and analyze past and current events of social significance; analyze causes and effects of local and international events and issues; interpret and propose solutions using supportable data and defensible criteria.
Diverse Perspectives	Use primary and secondary sources; develop empathy and understand bias. Examine social influences, beliefs, and behavior across diverse communities and contexts.
People, Places, and Environment	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate. Use and apply geographic information to interpret events and relationships in history; analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understand processes of cultural distribution, migration, assimilation, conflict, etc.; reflect on the interaction and interdependence of physical and human systems.
Human Behavior and Expression	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility. Examine social influences, beliefs, and behavior; examine and reflect on cultural and group dynamics and effects on individuals.
Institutions and Systems	Understand major political and social systems and structures and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems. Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.

OFFICIAL TRANSCRIPT Final Report

Highline Big Picture High School Highline Public Schools 206.631.7700 440 South 186th Street Burien, WA 98148	Legal Name Sample Student Birth Date 01/12/1994 Parent District ID 1234567890 SSID # 987654321 Graduation Date 02/29/1932	THIS IS AN ACADEMIC RECORD FOR GRADE(S): 9, 10, 11, 12 WE DO NOT GRADE OR RANK OUR STUDENTS Total number in class: 27
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9th Grade Applied Learning Goals	Degree of Proficiency	CADR	9th grade internships, real world learning, and highlights	10th Grade Applied Learning Goals	Degree of Proficiency	CADR	10th grade internships, real world learning, and highlights		
In Progress, Met, Exceeded Expectations	IP ME EE			In Progress, Met, Exceeded Expectations	IP ME EE				
COMMUNICATION			<ul style="list-style-type: none"> • Sample interned with A Place for Pets and created animal care sheets for customers to take home. • Sample received great evaluations from his time in the Waskowitz Outdoor Leadership Program. • I will forever remember discussing Nietzsche's On Truth and Lies in a Non-Moral Sense with Sample - his insights about the significance of the title and how it connected to the rest of the text were very impressive for a reader of any age, let alone a freshman in high school. • Books Read: The Miracle Life of Edgar Mint, The Brothers K, The Absolutely True Diary of a Part Time Indian, The Catcher in the Rye. 	COMMUNICATION			<ul style="list-style-type: none"> • Sample interned with an elementary school art teacher. He completed a multiple intelligences analysis of the class he worked with the most and presented it to his mentor upon completion. • Sample interned with Garth Reeves, 201 advisor at Big Picture. He co-designed project based curriculum. Synthesized education research to create curriculum framework. • Sample gained valuable experience in urban agriculture through working at Marra Farms in the South Park neighborhood of Seattle. • Books Read: In the Presence of Fear, Jane Eyre, Multiple Intelligences in the Classroom, The Omnivore's Dilemma, Animal Farm, Fahrenheit 451, 1984. 		
Writing re text analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1			Memoir Reading/Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		2	
Reading/Socratic Discussion	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1			Contemporary Fiction Reading	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		2	
Expository Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1			Inquiry and research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Facilitating and presenting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				Facilitating and presenting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Read/Interpret Variety of Genres	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1			Read/Interpret Variety of Genres	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		2	
Conversational Vietnamese	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11			Conversational Vietnamese	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		12	
QUANTITATIVE REASONING					QUANTITATIVE REASONING				
Applied quantitative thinking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5			Applied quantitative thinking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Mathematical problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				Mathematical problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Algebraic operations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5			Algebraic operations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		6	
Representing functions w/ words & graphs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5		Table, Chart, Graph and Formula Representations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Probability and statistics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
EMPIRICAL REASONING				EMPIRICAL REASONING					
Fundamental science concepts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Fundamental Biology Concepts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9			
Scientific inquiry	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Scientific inquiry	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Introduction to Horticulture	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9		Horticulture in Urban Settings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
SOCIAL REASONING				SOCIAL REASONING					
Analysis of issues and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13		Analysis of issues and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14			
Inquiry and research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Multiple Intelligences: Independent Study	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14			
Diverse perspectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13		Project Based Curriculum Analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Art Education	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	16			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
PERSONAL QUALITIES				PERSONAL QUALITIES					
Teamwork and collaboration	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Teamwork and collaboration	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Organization/time management	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Organization/time management	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			Leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

Authorized Signature		Title		Date	
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11th Grade Applied Learning Goals		Degree of Proficiency	CADR	11th grade internships, real world learning, and highlights	12th Grade Applied Learning Goals		Degree of Proficiency	CADR	12th grade internships, real world learning, and highlights
In Progress, Met, Exceeded Expectations		IP ME EE		<p>• Sample's internship clearly displayed his passion for horticulture. He successfully led work parties and studied native and invasive plant species in an effort to restore the Duwamish Greenbelt for the Nature Consortium.</p> <p>• Sample improved his facilitation skills greatly by organizing meetings with a SeaTac community organizer about his school garden plans and hosting a visit from students/staff from Terra Nova High School in Portland about their school farm.</p> <p>• Sample became officially engaged in student leadership activities; he was a valuable participant in the Student Leadership Forum end of year retreat.</p> <p>• Books Read: The Secret Life of Bees, Let the Great World Spin, It, Fruitless Fall : The Collapse of the Honey Bee and The Coming Agricultural Crisis, Overdosed America: The Broken Promise of American Medicine.</p>	In Progress, Met, Exceeded Expectations		IP ME EE		<p>• Sample is currently interning with Sustainable Burien, creating a partnership that is coordinating his efforts to get a honeybee garden established at the Highline Food Bank.</p> <p>• Books Read: Blink, Outliers, Freakonomics, East of Eden.</p>
COMMUNICATION					COMMUNICATION				
Non Fiction Prose Writing	<input type="checkbox"/>	3	Writing		<input type="checkbox"/>	4			
Reading and Writing Process Observation	<input type="checkbox"/>	3	Reading		<input type="checkbox"/>	4			
Inquiry and research	<input type="checkbox"/>		Inquiry and research		<input type="checkbox"/>				
Formal Facilitation and Presentation	<input type="checkbox"/>		Multimedia Presentation		<input type="checkbox"/>				
Read/Interpret Variety of Genres	<input type="checkbox"/>	3	Read/Interpret Variety of Genres		<input type="checkbox"/>	4			
	<input type="checkbox"/>				<input type="checkbox"/>				
QUANTITATIVE REASONING					QUANTITATIVE REASONING				
Land Assessment & Geometric Reasoning	<input type="checkbox"/>	7	Applied quantitative thinking		<input type="checkbox"/>				
Algebraic operations	<input type="checkbox"/>		Algebraic operations		<input type="checkbox"/>				
Geometric concepts	<input type="checkbox"/>	7	Descriptive Statistics		<input type="checkbox"/>	8			
	<input type="checkbox"/>		Data Analysis and Management		<input type="checkbox"/>	8			
	<input type="checkbox"/>		Project Management and Budgeting		<input type="checkbox"/>	8			
	<input type="checkbox"/>				<input type="checkbox"/>				
EMPIRICAL REASONING					EMPIRICAL REASONING				
Urban Agriculture Study & Application	<input type="checkbox"/>	10	Entomology Research and Analysis		<input type="checkbox"/>	10			
Native Plant Study and Analysis	<input type="checkbox"/>	9	Research and Theories of Horticulture		<input type="checkbox"/>	10			
Sustainable Living and Agriculture	<input type="checkbox"/>	9			<input type="checkbox"/>				
Botany: Ind Study/Textbook Creation	<input type="checkbox"/>	10			<input type="checkbox"/>				
Introduction to Entomology	<input type="checkbox"/>	10			<input type="checkbox"/>				
SOCIAL REASONING					SOCIAL REASONING				
Political Analysis of Urban Agriculture	<input type="checkbox"/>	15	Diverse Local Perspectives: Horticulture		<input type="checkbox"/>	15			
Intro to Local Government	<input type="checkbox"/>		World Agriculture History		<input type="checkbox"/>	15			
Root Cause Analysis of Honey Bee Decline	<input type="checkbox"/>	15			<input type="checkbox"/>				
Vietnam Culture: Trip Abroad	<input type="checkbox"/>			<input type="checkbox"/>					
	<input type="checkbox"/>			<input type="checkbox"/>					
	<input type="checkbox"/>			<input type="checkbox"/>					
PERSONAL QUALITIES				PERSONAL QUALITIES					
Teamwork and collaboration	<input type="checkbox"/>		Teamwork and collaboration	<input type="checkbox"/>					
Organization/time management	<input type="checkbox"/>		Organization/time management	<input type="checkbox"/>					
Reflection and life planning	<input type="checkbox"/>		Reflection and life planning	<input type="checkbox"/>					
Conflict mediation	<input type="checkbox"/>		Leadership	<input type="checkbox"/>					
Leadership	<input type="checkbox"/>			<input type="checkbox"/>					
	<input type="checkbox"/>			<input type="checkbox"/>					

SENIOR THESIS PROJECT Developing a honeybee garden for the Highline Food Bank in partnership with Sustainable Burien and Highline Big Picture High School.

STANDARDIZED TEST SCORES SAT: Reading: 530 Writing: 440 Math: 530

Check here if attaching additional secondary transcripts: **COLLEGE CREDIT EARNED (enter below):** South Seattle Community College

Course Name, Term, Grade	Course Name, Term, Grade	Course Name, Term, Grade	Course Name, Term, Grade	Course Name, Term, Grade
ENG 101, Spring 2011,				


Key to the CADR Column

1-4	English – 4 credits including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.
5-7	Mathematics – 3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II).
8	Senior Year Math-Based Quantitative Course - During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below.
9,10	Science – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning in the summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).
11,12	World Languages – 2 credits must be earned in the same World Language, Native American language, or American Sign Language.
13-15	Social Science – 3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).
16	Arts – 1 credit of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.

The “CADR” column indicates which proficiencies and collections of work on this student’s transcript correspond to the Washington Higher Education Board’s College Academic Distribution Requirement (CADR) Coursework, according to the following key:

OFFICIAL TRANSCRIPT for The Metropolitan Regional Career and Technical Center: Final Report

The Metropolitan Regional Career and Technical Center is Accredited by the Rhode Island Board of Regents

	Public Street Campus 325 Public Street Providence, RI 02905	Paul W. Crowley East Bay Met School Campus 115 Girard Ave. Newport, RI 02840	Peace Street Campus 362 Dexter Street Providence, RI 02907	Student: Address: Parent: Date of Birth: Date of Graduation:	This is an academic record for grades: —	We do not grade or rank our students. Total number in the class: ____
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Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)

9th Grade Applied Learning Goals		IP	ME	EE	10th Grade Applied Learning Goals	
Communication	ELA I				ELA II	
	Public Speaking 1				Public Speaking 2	
Quantitative Reasoning	Algebra 1				Geometry	
Empirical Reasoning						
Social Reasoning						
Personal Qualities						
Career Pathways	Career Preparation and Exploration 101				Career Preparation and Exploration 201	

9 th grade internship and real world learning opportunities and projects	10 th grade internship and real world learning opportunities and projects
<u>Internships and RWL:</u> <u>Additional Opportunities:</u>	<u>Internships and RWL:</u> <u>Additional Opportunities:</u>

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans. Please see Met school profile for guidance on interpreting The Met transcript.

Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)

	11th Grade Applied Learning Goals				12th Grade Applied Learning Goals			College/ Cert.	
	IP	ME	EE		IP	ME	EE		
Communication	ELA III				ELA IV				
	Public Speaking 3				Public Speaking 4				
Quantitative Reasoning	Algebra 2 or				Pre-Calculus or				
	Financial Literacy or				Financial Literacy or				
	Mathematics - Independent Study				Mathematics - Independent Study				
Empirical Reasoning									
Social Reasoning									
Personal Qualities									
Career Pathways	Career Prep. and Exploration 301				Career Prep. and Exploration 401				
					Senior Thesis Project 401				

11 th grade internship and real world learning opportunities and Projects	12 th grade internship and Senior Thesis Project
<p><u>Internships and RWL:</u></p> <p><u>Additional Opportunities:</u></p>	<p><u>Internships and RWL:</u></p> <p><u>Additional Opportunities:</u></p>

Standardized Test Scores	<u>Please see the student's official ACT report</u>
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Authorized Signature _____ **Title** _____ **Date** _____

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans.
Please see Met school profile for guidance on interpreting The Met transcript.

3. Please describe how the district or school plans to achieve the higher standards for student learning, including timelines for implementation.

The district will achieve the standards described above through the opening of Gibson Ek High School, a new small high school modeled after the Big Picture Learning Distinguishers. Following is a summary of the structure and rationale of this design presented to the Issaquah School District Board of Directors in August 2015.

Vision: Gibson Ek High School is a small innovative high school where students' interests, passions, and talents drive the learning.

Mission: Gibson Ek High School students thrive by engaging in rigorous interest-based learning and authentic internships in a vibrant and supportive community.

School Model-The school is modeled after Big Picture Learning Distinguishers. The following is what those distinguishers look like at Gibson Ek High School.

- **Internships in the Real World:** Gibson Ek students chase after their curiosities through rigorous interest-based learning and real-world internships. All students complete Learning Through Interest experiences (LTI's), working with adults whose careers match the students' passions and career aspirations. Students have internships two days per week throughout their high school career and complete real-world internship projects where students realize their professional capacities, interests, and future goals.
- **One Student-At-A-Time Personalization:** At Gibson Ek, students' interests, passions, and talents drive the learning. Through small advisories, students get to know at least one adult well and that advisor facilitates each student's learning over the four-year program. Students develop Learning Plans with the guidance of their advisor and input from their parents, mentors, and peers. Students engage in rigorous interest-based projects, becoming the directors of their learning.
- **Authentic Assessments:** Students demonstrate learning through quarterly exhibitions where they are assessed based on learning goals aligned with competencies (pending waiver approval). Students demonstrate learning through increasingly complex projects developed through their internship, student-driven projects, product development, and portfolios.
- **School Organization:** In order to truly personalize learning, we have designed our campus to create a vibrant, innovative, flexible, and collaborative school environment. Our school is flexible with movable walls, large open project space, makerspace, cafe areas, gardens, a recording studio, research labs, and quiet reading and writing spaces. Students and staff are able to quickly adapt our campus to meet the learning needs of our students. We also embrace our community so they play an integral role in the success of our school.
- **Advisory Structure:** At Gibson Ek, students are part of a small supportive learning community called an Advisory. These advisories are small, mixed grade level student teams of approximately 18 students which are managed by a teacher (called an Advisor). The Advisor stays with their students throughout the student's 4 years of high school. The advisor organizes the "advisory time" to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities,

create a group identity and group process, and build a sense of belonging and trust in school and the educational process. Though certified in one area, the advisor does not “teach” his or her subject area; rather he or she draws on many disciplines to meet the needs of each student, their projects, their Learning Plans, and the advisory activities. Overall, the advisor’s job is to know students well and provide the right measure of challenge and support for each student in each activity to promote growth.

- **Small School Culture:** Gibson Ek will open in Fall 2016 with approximately 108 students and grow to over 200 by 2019-2020. Students are nurtured to be kind, thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. The school community is one that is vibrant and supportive allowing students to thrive in a safe and kind environment.
- **Leadership:** Leadership is shared and spread between a strong, visionary principal and a dedicated, responsible team of advisors. Advisors take great responsibility in the day-to-day nurturing of the school climate, becoming committed advocates for their students, role modeling continued learning. Students are immersed in the school’s culture, developing leadership skills essential for their academic, career, and life success. Gibson Ek is dedicated to providing high quality leadership education through leadership programs and student activities in an integrated academic environment working with faculty, students, staff, and the greater community.
- **Parent/Family Engagement:** The innovation at Gibson Ek happens with everyone—students, families, and educators. We don’t just enroll students, we enroll families. Parents and families are essential to the workings of Gibson Ek. Families are invited to be engaged with the school and their student’s academic programs through their participation in Learning Plan meetings, quarterly exhibitions, and school events. In addition, we encourage parents to engage with our students through becoming an internship mentor or leading “offerings” on our campus.
- **School College Partnership and College Preparation:** Students graduate with strong academic, occupational, and personal skills to continue learning while being happy, responsible, and successful citizens in a dynamic global environment. Gibson Ek exposes students to a variety of professional, academic, and social paths available after high school and will support students to develop their paths in order to maximize their post high school opportunities.

Beginning in the first year at Gibson Ek, students begin researching colleges. This includes school-based work as well as visits to college campuses or on the Gibson Ek campus. By the end of the sophomore year, students will have some understanding of what is required of them for admission to various schools of interest to them. Their tasks in the junior and senior years, with support from advisors and other school staff, will include preparing themselves to be competitive in the admission process.

At the same time this is happening, Gibson Ek staff are in dialogue with representatives from various colleges and universities to create relationships to help our students gain admission to schools of choice.

- **Professional Development:** The Principal and Learning Through Interest Coordinator design professional development sessions in conjunction with entire school staff. This ongoing professional development takes place at regularly scheduled staff meetings, staff retreats, and conferences.

Timeline for Implementation

Gibson Ek is currently in the planning year and will open in September 2016. The school will open with 108 students in 9th and 10th grades and will grow to 216 students by 2019.

<u>April 2015</u>	Research and Design of Gibson Ek begins
<u>August 2015</u>	Gibson Ek attends ISD board retreat
<u>September-October 2015</u>	Gibson Ek team visits all MS and HS staff meetings
<u>November 2015</u>	Student and parent outreach begins
<u>November 2015</u>	Core Team Applications accepted and interviews scheduled
<u>December 2015</u>	Core Team Selected
<u>December 2015</u>	Student application available
<u>January 2016</u>	Competency and Transcript Committee refines learning goals and competencies and develops transcript
<u>January 2016</u>	Student application closes
<u>February 2016</u>	Students accepted or hold lottery
<u>March 2016</u>	Students confirm enrollment at Gibson Ek
<u>May 2016</u>	Additional hiring
<u>August 2016</u>	Pre-opening staff training and professional development
<u>September 2016</u>	Gibson Ek opens its doors to students, staff, and families

4. Please describe how the district or school will determine whether the higher standards for student learning have been met.

As an Issaquah School District public school, Gibson Ek’s academic programming will be consistent with the standards of all Issaquah School District schools and emphasize integration of best practices around interest-based and project-based learning; one student at a time personalization; mentorships aligned with career interests and post high school planning; competency based assessment (per waiver approval); and the engagement of students disconnected from school.

As an Issaquah School District school, Gibson Ek is subject to the various accountability measures of the school district, which include:

- Annual School Improvement Plan process
- Graduation rates
- Ends Monitoring
- EOC and SBAC test scores
- Enrollment, attendance, discipline data
- College and post high school data including National Clearinghouse data
- Survey data

As in other schools in the Big Picture Learning network, Gibson Ek’s assessment of student learning will draw heavily on quarterly exhibitions in which students present

their learning to a panel of peers, school staff, parents, and mentors (often with professional expertise in fields related to the student's project work). While the emphasis of exhibitions is on the authentic project work undertaken by the student in a particular learning cycle, panelists assess the student's growth relative to the aforementioned competencies. In addition to exhibitions, Gibson Ek's teachers and administrators will assess student portfolios in formative and summative processes to determine adequate progress toward competencies and the expectations for progress from grade to grade and ultimately graduation.

If granted this waiver, the Issaquah School District will anticipate updating the State Board of Education annually on the progress of implementation, including student growth in the standards for increased student learning.

The following pages show a sample exhibition feedback guide and project rubric.

SAMPLE EXHIBITION FEEDBACK GUIDE

Our school design reflects three principles: 1) learning must be based on the interests and goals of each student (learning plan); 2) curriculum must be relevant to people and places in the real world (internship, project work); 3) students' abilities must be measured by the quality of their work (exhibition, project evaluation, and portfolio).

Student Name: _____ Advisor: _____ Panelist: _____ Date: _____

NEW LEARNING and LEARNING PLAN GOALS

According to evidence presented at the exhibition, what specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore? How much progress did the student make toward the goals on the learning plan?

Project/Student Work	New skill(s) learned, ways of thinking/reasoning developed, or new understandings. Evidence of progress toward goals.

NEXT LEARNING PLAN, LOOKING FORWARD

According to the student's learning plan, long-term vision, and stated goals, what specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

OVERALL EVALUATION

Based on your assessment of the student's learning, the progress the student made toward his/her learning plan goals, and the progress the student is making toward his/her long-term goals, please rate the student on the following scale:

Unsatisfactory progress	Some progress	Significant progress	Exemplary progress
LEARNING PLAN The student made little progress toward his/her learning plan goals.	The student showed measurable progress toward his/her learning plan goals.	The student met most to all of his/her learning plan goals.	The student met all of his/her learning plan goals.
NEW LEARNING The student demonstrates little evidence of new skill learning.	The student demonstrates some evidence of new skill learning.	The student demonstrates a sufficient degree of new skill learning aligned with his/her long-term vision.	The student demonstrates a high degree of new skill learning aligned with his/her long-term vision.
PROJECTS The student provides little evidence of authentic project-based work.	The student provides some evidence of authentic project-based work.	The student provides sufficient evidence of authentic project-based work.	The student provides outstanding evidence of authentic project-based work.
LTI The student provides little evidence of progress toward finding an internship.	The student provides some evidence of progress toward finding an internship, but has not yet conducted any interviews.	The student provides solid evidence of interviews, shadow days and reflections.	The student is currently working in an internship, and has developed goals and/or a project.

OVERALL EVALUATION:

<p>The student is currently not on pace to meet grade level expectations by the end of the year, which may result in a summer contract and/or repeating a grade level.</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>The student may not be on pace to meet grade level expectations by the end of the year, which may result in a summer contract and/or repeating a grade level.</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>The student seems to be on pace to meet grade level expectations and level up by the end of the year.</p> <div style="text-align: right;"><input type="checkbox"/></div>
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NOTES:

Project Rubric

Student: _____

Advisor: _____

Project Reviewed: _____

Date: _____

RELEVANT	Focus	EE	ME	AE	BE
Relevance: The project is relevant to the student's interests and passions and/or Post Met Plan.					
Ownership: Student demonstrates ownership over the project - process and product.					
Learning Relationships: The student describes and provides evidence that he/she has developed strong learning relationships with a real world mentor, ally, or community through this project.					
Feedback: The student demonstrates that they sought, received and intentionally incorporated feedback to improve their project.					
Time Management: Student demonstrates timely completion at project benchmarks.					
Reflection: Student is able to reflect on their growth and learning through the project.					
Challenge: Student can describe how they were challenged through the course of this project and in multiple aspects.					
Authentic					
External Benefit: The project has clear benefits to the LTI site, school or community.					
Academic and Rigorous:					
Academic Knowledge and Skills: The student provides evidence that he/she is developing & applying knowledge & skills in CO, ER, SR, and/or QR through their project work					
Investigation Process: Student demonstrates that they have completed an in-depth investigation .					
Resources: Student utilized a diverse range of resources .					
Career Knowledge and Skills: The student provides evidence that he/she is developing & applying career knowledge and skills through their project work					

Totals					
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Full Version:

RELEVANCE	Exceeds	Meets	Approaching	Below
<p>Relevance: The project is relevant to the student’s interests and passions and/or Post Met Plan. Key indicators of Relevance include: students’: engagement, internal motivation, mindset of understanding and quality beyond completion.</p>	<p>Student demonstrates the ways in which the project is highly relevant.</p>	<p>Student demonstrates the ways in which the project is relevant.</p>	<p>Student demonstrates the ways in which the project is partially relevant.</p>	<p>Student does not demonstrate the ways in which the project is relevant.</p>
<p>Ownership: Student demonstrates ownership over the project - process and product. Key indicators of Ownership include, student:</p> <ul style="list-style-type: none"> monitored the progress of their work sought appropriate help when needed persevered when presented with obstacles or inconveniences actively sought advisor and/or mentor(s) to discuss project progress, or participated actively in meetings set up by adults completed tasks that were not originally called for in the project and/or were not required, but the student was interested and/or felt they would improve the project 	<p>Student provides evidence that s/he did all or nearly all of the key indicators of ownership</p>	<p>Student provides evidence that s/he did many of the of the key indicators of ownership</p>	<p>Student provides evidence that s/he did some of the key indicators of ownership</p>	<p>Student provides evidence that s/he did none or very few of the key indicators of ownership</p>
<p>Learning Relationships: The student describes and provides evidence that he/she has developed strong learning relationships with a real world mentor, ally, or community through this project. Key indicators of successful Learning Relationships include:</p> <ul style="list-style-type: none"> Level of detail and amount of evidence describing and providing strong evidence of utilizing the mentor for a resource. 	<p>Student can clearly describe as well as provide strong evidence</p>	<p>Student can describe and provide some evidence - there may be room for more detail.</p>	<p>Student can describe - there may be room for more detail. No evidence is provided.</p>	<p>Student cannot describe or provide evidence</p>
<p>Feedback: The student demonstrates that they sought, received and intentionally incorporated feedback to improve their project.</p>	<p>Student provides convincing evidence that they sought, received and intentionally</p>	<p>Student provides convincing evidence that they participated an opportunity for</p>	<p>Student provides some evidence that they received feedback.</p>	<p>Student does not provide evidence that they received feedback.</p>

<p>Key indicators of successful feedback include:</p> <ul style="list-style-type: none"> • Level of thorough and convincing evidence describing for seeking targeted feedback. • Level of thorough and convincing evidence describing for intentionally incorporating targeted feedback. 	<p>incorporated meaningful, targeted feedback.</p>	<p>feedback and incorporated key elements of the feedback.</p>		
<p>Time Management: Student demonstrates timely completion at project benchmarks.</p>	<p>All or nearly all project benchmarks were completed on time.</p>	<p>Many project benchmarks were completed on time.</p>	<p>Some project benchmarks were completed on time.</p>	<p>Few or no project benchmarks were completed on time.</p>
<p>Reflection: Student is able to reflect on their growth and learning through the project.</p> <p>Key indicators of successful student reflection include:</p> <ul style="list-style-type: none"> • identify strengths of the project • identify weaknesses of the project • identify areas of growth and set goals <p>Additional areas that demonstrate exemplary reflection:</p> <ul style="list-style-type: none"> • explain why they were as successful as they were in the different areas • explain decisions they made in project process • reflect on their learning process and progress at several points in the project 	<p>Student demonstrates most or all indicators of Reflection</p>	<p>Student demonstrates many indicators of Reflection.</p>	<p>Student demonstrates some indicators of Reflection:</p> <ul style="list-style-type: none"> • identify at least one strength of the project • identify at least one weakness of the project <p>and may also be able to make other reflective comments related to the project, though they are superficial and/or vague.</p>	<p>Student demonstrates one or no indicators of Reflection - reflective comments related to the project may be superficial, vague, and/or unsupported by evidence. The student is not able to identify at least one strength and one weakness of the project.</p>
<p>Challenge: Student can describe how they were appropriately challenged through the course of this project and in the multiple aspects. Key indicators of challenge include, students’: learning new skills and content, working in the “risk zone”, balancing accomplishment and struggle, a need to utilize resources.</p>	<p>high level challenge throughout the course of the project, <u>in most or all aspects</u></p>	<p>Student challenged her- or himself at a moderate level in many aspects of the project.</p>	<p>Student challenged her- or himself, but not as much as appropriate to her/his goals, needs and abilities.</p>	<p>Student did not challenge her- or himself in the project.</p>

ACADEMIC LEARNING/ RIGOR	Exceeds	Meets	Approaching	Below
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<p>Academic Knowledge and Skills: The student provides evidence that he/she is developing & applying knowledge & skills in CO, ER, SR, and/or QR through their project work <i>as described in their Project Proposal and/or Individualized Project Rubric.</i></p>	<p>Student exceeded the expectations in Learning Goal areas</p>	<p>Student met the expectations in Learning Goal areas</p>	<p>Student approached the expectations in Learning Goal areas</p>	<p>Student did not meet the expectations in Learning Goal areas</p>
<p>Investigation Process: Student demonstrates that they have completed an in-depth investigation. Key indicators include:</p> <ul style="list-style-type: none"> • uses essential question/hypothesis to frame/drive investigation • gathers and synthesizes relevant information, including facts as well as expert opinions • analyzes/interprets and applies relevant information (numerical data, facts, etc.) • draws meaningful conclusions and communicates them clearly 	<p>Student demonstrates most or all indicators of in-depth investigations</p>	<p>Student demonstrates many indicators of in-depth investigations</p>	<p>Student demonstrates some indicators of in-depth investigations</p>	<p>Student demonstrates one or no indicators of in-depth investigations</p>
<p>Resources: Student utilized a diverse range of resources. Key qualities of resources include:</p> <ul style="list-style-type: none"> • valid • high quality, • balance of primary/real world, and secondary. 	<p>Student used a wide variety of valid, high-quality sources, including both primary/real world and secondary sources.</p>	<p>Student used a variety of valid, high-quality sources, including both primary/real world and secondary sources.</p>	<p>Student used some variety of sources, though not all may have been of high quality, and primary/ real world sources may have been missing.</p>	<p>Student did not use a variety of sources; and/or some sources were of questionable validity.</p>
<ul style="list-style-type: none"> • Career Knowledge and Skills: The student provides evidence that he/she is developing & applying career knowledge and skills through their project work and that goals are informed by appropriate professional standards - <i>as described in their Project Proposal and/or Individualized Project Rubric.</i> 	<p>Student exceeded the career-related goals and objectives</p>	<p>Student met the career-related goals and objectives</p>	<p>Student approached the career-related goals and objectives</p>	<p>Student did not meet the career-related goals and objectives</p>
<p>Authenticity</p>	<p>Exceeds</p>	<p>Meets</p>	<p>Approaching</p>	<p>Below</p>
<p>External Benefit: The project has clear benefits to the LTI site, school or community. Key indicators of Ext. Benefit include:</p> <ul style="list-style-type: none"> • Project is used by the site and/or in other appropriate real-world contexts 	<p>The project is extremely useful/valuable and meets the site's standards of professional quality:</p>	<p>The project is useful/valuable: though there may or may not be a tangible product that can continue to be used in the future.</p>	<p>The project is useful/valuable, but has some areas for growth. Explanation may require prompting, have limited impact, and has not tangible product.</p>	<p>The project is not useful/valuable to the site and there is no tangible product for future use.</p>

<ul style="list-style-type: none"> • The student is able to explain the project’s use clearly, and may connect it to related issues • The impact of the project is strong and wide; may impact multiple audiences • There is a tangible product that can continue to be used in the future • Student was actively engaged in identifying the project’s benefit during its design. 				
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Projects (RAA!)

Engagement & Personal Qualities (Relevant)

1. **Relevance:** The project is **relevant** to the student’s interests and passions and/or Post Met Plan.
2. **Ownership:** Student demonstrates **ownership** over the project - process and product.
3. **Learning Relationships:** The student describes and provides evidence that he/she has developed strong **learning relationships** with a real world mentor, ally, or community through this project.
4. **Feedback:** The student demonstrates that **they sought, received** and **intentionally incorporated feedback** to improve their project.
5. **Time Management:** Student demonstrates **timely** completion at project benchmarks.
6. **Reflection:** Student is able to **reflect** on their growth and learning through the project.
7. **Challenge:** Student can describe how they were appropriately **challenged** through the course of this project and in multiple aspects.

Benefit to Site (gives back, has a real world application) (Authentic)

1. **External Benefit:** The project has clear **benefits** to the LTI site, school or community

Rigorous Academic Learning (Academic)

1. **Academic Knowledge and Skills:** The student provides evidence that he/she is developing & applying **knowledge & skills in CO, ER, SR, and QR** through their project work *and as described in their Project Proposal and/or Individualized Project Rubric*.
2. **Investigation Process:** Student demonstrates that they have completed an in-depth **investigation**.
3. **Resources:** Student utilized a diverse range of **resources**. Key qualities: Validity, high quality, balance of primary/real world, and secondary.

5. Please submit evidence demonstrating that students, families, and citizens were involved in developing the plan.

The opening of a school that embraces interest-based learning in an inspiring, rigorous, and supportive environment, closely aligns with most of the comments from the 160 individuals who took our survey in spring 2015 that gathered responses community members including students, parents, and staff. In addition to the responses from our community survey, we have established relationships with two Highline Big Picture student consultants; we will form a staff core team in November; and we will continue to develop the school with the School's Core Team to include the principal, seven teachers, one counselor, a Learning Through Interest Coordinator, two parents and two students. We will meet regularly with the superintendent and school board as we progress through the planning phase.

Student and Community Input

In addition to drawing on the expertise of Big Picture Learning in effectively engaging students previously struggling in school, the ISD sought student input about the most important attributes of a newly designed high school. During over fifty conversations with ISD students in individual and small group meetings, the six areas below surfaced consistently as key design priorities:

- Kind, positive, and respectful school culture
- A student centered experience where every student's learning experience is unique
- A vibrant, professional and supportive school community where students feel valued and part of the community
- Teachers learn from and collaborate with students
- Access to a variety of forms of technology
- Positive connections with the community and real world

In addition to student input, an online community survey conducted in June of 2015 generated the following excerpts in response to this question:

What purpose do you believe a high school should serve for its students?

Preparation for higher learning or independent living post graduation. Not everyone is going to go to college but should have the option to choose what path of higher learning they would like to be prepared for. HS should be a place where students are inspired about their futures so seek to meet those requirements...not just a place where they go to take the rudimentary classes because the state requires them to. 6/12/2015 8:31 PM

To promote the idea of life-long learning and provide each student with the skills needed to think for themselves and to become a responsible community member. 6/12/2015 2:41 PM

Provide real world educational experiences where the students can easily translate what they've learned into practice. 6/11/2015 9:13 PM

Guide them to fulfill their potential as positive collaborators in the human race by developing their unique talents and attributes. Give them lots of internships/shadowing opportunities so they are ready to take the next steps toward a career. 6/11/2015 3:29 PM

Provide real experiences in the community with guidance for improvement and best practices from teachers and community members, ie. business owners, managers, HR personnel. Prepare students to be a contributing member in our society politically, economically, and philanthropically.
6/11/2015 1:02 PM

To provide a safe environment for students to make mistakes, to be proud of being who they are, and to recognize all the talents alike. When students buy into the culture of their school, the high academic achievement will come by itself. 6/10/2015 4:59 PM

Enable every student to earn a high school degree and be prepared to begin their journey into an adulthood of meaningful work and a connection to a fulfilling life. It's a tall order, but honestly the ultimate job is to get every student that essential academic degree while encouraging them to develop personally and find connections to their future. 6/10/2015 11:58 AM

Develop a love of learning and skills for learning, experimentation, and analysis. High school needs to also promote health, wellbeing, and joy. 6/10/2015 8:15 AM

Encouraging them to contribute positively to this world in a multitude of ways. Encouraging them to be independent thinkers and embrace intellectual curiosity. Encourage them to embrace life and future independence and autonomy. 6/10/2015 7:42 AM

To produce a graduate who is happy, productive, independent, and have the skills to get gainful employment and higher education. 6/9/2015 9:43 PM

Learning how to function effectively and manage responsibilities and choices in a diverse community as practice for future lives, whether that be work, more school, or other endeavors. To discover how to function as an individual within the context of a larger community. 6/4/2015 12:08 PM

Students must go beyond traditional academic coursework in order to get to know who they are. This means authentic, project-based learning in core classes and PLENTY of room in the schedule for modern electives that allow them to try real-world skills. E.g. Media/publications, coding, engineering, entrepreneur/business, marketing/communications, environmental.

6. Please submit evidence demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively to implement the plan.

By the school's opening in Fall 2016, the Board of Directors, district leadership, school staff, Big Picture Learning, and students will have cooperated in the full development, planning, and implementation of the school. The new high school has full approval from the superintendent and school board for the planning year in 2015 and opening in 2016. The hiring of the principal in April 2015 started the planning process for the school. The school has a full time planning principal, half-time Learning Through Interest Coordinator, and full time secretary for the 2015-2016 school year. By [December 18](#), the school district will name the Staff Core Team after completing the core team selection process as outlined in the IEA/ISD Negotiated Agreement. The core team will be active for the remainder of the 2015-2016 school year and will be assigned to the new building to open the school in Fall 2016.

7. Supporting documentation for new and renewal applications is attached to document the following:

The following pages include explanations and supporting evidence for the following areas.

- ✓ The school's expectations for student learning:
Described above and documented in the draft documents of Learning Goals and Competencies.
- ✓ The graduation rate of the high school(s) for the last three school years:
Per discussion with SBE staff, data from other schools included.
- ✓ Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data):
Not applicable, per discussion with SBE staff. College data has been obtained from Tiger Mountain from the National Clearinghouse, but that data is not included in this application
- ✓ The system for documenting student learning (e.g., student portfolios, etc.):
Description included of Project Foundry
- ✓ Student scores on the required statewide high school assessments for the past three years:
Per discussion with SBE staff, to be added with data from other district schools.
- ✓ The school's annual performance report for the last three years:
Not applicable, per discussion w/ SBE staff.
- ✓ The types of family and parent involvement at the school:
Description of family involvement anticipated at Gibson Ek
- ✓ The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years:
Links to district survey data and a sample engagement survey is included as Attachment 4

Graduation Rates

The graduation rate of the high school(s) for the last three school years.

Graduation Rate	2015		2014		2013	
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)		Adjusted 4-Year Cohort Graduation Rate (Class of 2013)		Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	
District	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	94.30%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	94.70%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	93.30%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	93.10%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	94.30%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	94.50%
I HS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	95.00%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	96.20%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	94.30%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	94.00%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	93.20%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	92.10%
LHS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	93.60%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	95.10%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	95.60%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	96.10%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	96.70%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	96.00%
SHS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	97.80%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	99.00%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	96.20%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	27.70%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	31.00%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	37.30%
TMHS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	46.20%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	54.00%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	50.00%

Actual Adjusted 4-Year (On-Time) Cohort Graduation Rate (Class of 2013) – The total number of students identified in grade 9 as belonging to the Class of 2013 (during the 2009-10 school year) who are reported as graduates, divided by the total number of students identified as the Class of 2013, during the 2012-13 school year. Students who enrolled at any time prior to the end of the 2012-13 school year, identified as belonging to the Class of 2013, are included in the calculations. Students identified as belonging to the Class of 2013 who have exited with a confirmed transfer or who have become deceased are removed from the calculations. More information about the actual adjusted cohort calculations can be found at <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

Actual Adjusted 5-year Cohort Graduation Rate (reported with the Class of 2012) – The total number of students identified as belonging to the Class of 2012 who are reported as graduating no later than the 2012-13 school year.

The system for documenting student learning (e.g., student portfolios, etc.)

In order to manage the complexity of personalized and competency-based learning, we will be employing [Project Foundry](#) as our learning management system. Project Foundry is a cloud based application for project-based schools to align individual student work to the academic competencies through personalized learning plans. This tool affords us the ability to build project proposal templates, track individual student project work, collaborate on tasks needed for completion, produce evidence in an online portfolio, as well as build and deploy assessments. Finally, Project Foundry enables us to translate competency completion into digestible transcripts and to access data on overall programmatic success. Project Foundry has been in use at innovative schools around the country. It is our key technology component for empowering students, helping them stay organized and tracking their progress toward meeting all of the competencies and qualifying for graduation.

State Standardized Test Scores

Student scores on the required statewide high school assessments for the past three years.

Per discussion with SBE staff, to be added with data from other district schools.

EOC											
I HS											
All Grades EOC Math 1				All Grades EOC Math 2				All Grades EOC Biology			
Year	SchoolDistrict			Year	SchoolDistrict			Year	SchoolDistrict		
2010-11 EOC M1	89%	87%		2010-11 EOC M2	90%	91%		2011-12 EOC Biology	83%	84%	
2011-12 EOC M1	60%	82%		2011-12 EOC M2	>95%	92%		2012-13 EOC Biology	91%	90%	
2012-13 EOC M1	47%	78%		2012-13 EOC M2	>95%	94%		2013-14 EOC Biology	90%	91%	
2013-14 EOC M1	56%	84%		2013-14 EOC M2	69%	60%		2014-15 EOC Biology	73%	63%	
LHS											
All Grades EOC Math 1				All Grades EOC Math 2				All Grades EOC Biology			
Year	SchoolDistrict			Year	SchoolDistrict			Year	SchoolDistrict		
2010-11 EOC M1	83%	87%		2010-11 EOC M2	77%	91%		2011-12 EOC Biology	82%	84%	
2011-12 EOC M1	62%	82%		2011-12 EOC M2	83%	92%		2012-13 EOC Biology	90%	90%	
2012-13 EOC M1	33%	78%		2012-13 EOC M2	83%	94%		2013-14 EOC Biology	89%	91%	
2013-14 EOC M1	37%	84%		2013-14 EOC M2	25%	60%		2014-15 EOC Biology		63%	
SHS											
All Grades EOC Math 1				All Grades EOC Math 2				All Grades EOC Biology			
Year	SchoolDistrict			Year	SchoolDistrict			Year	SchoolDistrict		
2010-11 EOC M1	89%	87%		2010-11 EOC M2	>95%	91%		2011-12 EOC Biology	88%	84%	
2011-12 EOC M1	64%	82%		2011-12 EOC M2	91%	92%		2012-13 EOC Biology	93%	90%	
2012-13 EOC M1	61%	78%		2012-13 EOC M2	95%	94%		2013-14 EOC Biology	>95%	91%	
2013-14 EOC M1	66%	84%		2013-14 EOC M2	58%	60%		2014-15 EOC Biology	60%	63%	
TMHS											
All Grades EOC Math 1				All Grades EOC Math 2				All Grades EOC Biology			
Year	SchoolDistrict			Year	SchoolDistrict			Year	SchoolDistrict		
2010-11 EOC M1		87%		2010-11 EOC M2		91%		2011-12 EOC Biology		84%	
2011-12 EOC M1		82%		2011-12 EOC M2	27%	92%		2012-13 EOC Biology		90%	
2012-13 EOC M1		78%		2012-13 EOC M2		94%		2013-14 EOC Biology	38%	91%	
2013-14 EOC M1	13%	84%		2013-14 EOC M2		60%		2014-15 EOC Biology		63%	

HSPE

I HS				LHS				SHS				TMHS			
10th Grade Reading				10th Grade Reading				10th Grade Reading				10th Grade Reading			
Year	School	District	State	Year	School	District	State	Year	School	District	State	Year	School	District	State
2011-12 HSPE	93.30%	93.40%	81.30%	2011-12 HSPE	94.00%	93.40%	81.30%	2011-12 HSPE	>95.00%	93.40%	81.30%	2011-12 HSPE	44.40%	93.40%	81.30%
2012-13 HSPE	93.90%	94.00%	83.60%	2012-13 HSPE	93.50%	94.00%	83.60%	2012-13 HSPE	>95.00%	94.00%	83.60%	2012-13 HSPE	45.00%	94.00%	83.60%
2013-14 HSPE	93.10%	94.20%	82.90%	2013-14 HSPE	94.40%	94.20%	82.90%	2013-14 HSPE	>95.00%	94.20%	82.90%	2013-14 HSPE	57.60%	94.20%	82.90%
10th Grade Writing				10th Grade Writing				10th Grade Writing				10th Grade Writing			
Year	School	District	State	Year	School	District	State	Year	School	District	State	Year	School	District	State
2011-12 HSPE	>95.00%	>95.00%	85.40%	2011-12 HSPE	>95.00%	>95.00%	85.40%	2011-12 HSPE	>95.00%	>95.00%	85.40%	2011-12 HSPE	48.20%	>95.00%	85.40%
2012-13 HSPE	>95.00%	>95.00%	84.90%	2012-13 HSPE	>95.00%	>95.00%	84.90%	2012-13 HSPE	>95.00%	>95.00%	84.90%	2012-13 HSPE		>95.00%	84.90%
2013-14 HSPE	94.80%	94.70%	85.60%	2013-14 HSPE	92.60%	94.70%	85.60%	2013-14 HSPE	>95.00%	94.70%	85.60%	2013-14 HSPE	55.50%	94.70%	85.60%

The types of parent and family involvement at Gibson Ek

Big Picture Learning believes that parent/guardian engagement in a child's learning is essential to student success and Gibson Ek is fully committed to this principle. Gibson Ek does not only enroll students, we enroll families and involve them in all aspects of student learning. By bringing students out into the community and bringing the community into the school, Big Picture schools become community assets and positive, learning-rich contributors to their surrounding neighborhoods, towns, and cities.

Most importantly, we are intentional about engaging families in their children's education by asking them to regularly participate in learning plan meetings and attend exhibitions. Families serve as resources, providing information about their child's strengths, weaknesses, and lives outside of school. They also serve as resources to the school community by connecting the school with potential LTIs and mentors; many parents and family members serve as mentors themselves.

Essential Elements of Parent/Family Engagement include:

- Families are actively involved in the education and school life of their children
- Parental voice is vital in school organization and culture
- Families attend and participate in learning plan meetings and exhibitions
- Parents are involved in recruitment and enrollment processes
- Families are engaged in the college search process

The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.

In addition to the ISD surveys that are done annually such as the ones below, Gibson Ek will also conduct student and family surveys such as a student engagement survey given two times per year and a family engagement and satisfaction survey to be given yearly.

District Community Polling Study Results:

<http://www.issaquah.wednet.edu/docs/default-source/district/survey/communitypollingsurvey/issaquah-school-district-community-polling-study-results-july-through-december-2014.pdf?sfvrsn=2>

2013 ISD Community Report Analysis

<http://www.issaquah.wednet.edu/docs/default-source/district/community-report/2013analysis.pdf?sfvrsn=2>

See the following sample student engagement survey.

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Student Engagement Instrument

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ✓ ✗ ○ ●

Strongly Disagree
Disagree
Agree
Strongly Agree

- | | | | | |
|---|---|---|---|---|
| 1. My family/guardian(s) are there for me when I need them. | 1 | 2 | 3 | 4 |
| 2. After finishing my schoolwork I check it over to see if it's correct. | 1 | 2 | 3 | 4 |
| 3. My teachers are there for me when I need them. | 1 | 2 | 3 | 4 |
| 4. Other students here like me the way I am. | 1 | 2 | 3 | 4 |
| 5. Adults at my school listen to the students. | 1 | 2 | 3 | 4 |
| 6. Other students at school care about me. | 1 | 2 | 3 | 4 |
| 7. Students at my school are there for me when I need them. | 1 | 2 | 3 | 4 |
| 8. My education will create many future opportunities for me. | 1 | 2 | 3 | 4 |
| 9. Most of what is important to know you learn in school. | 1 | 2 | 3 | 4 |
| 10. The school rules are fair. | 1 | 2 | 3 | 4 |
| 11. Going to school after high school is important. | 1 | 2 | 3 | 4 |
| 12. When something good happens at school, my family/guardian(s) want to know about it. | 1 | 2 | 3 | 4 |
| 13. Most teachers at my school are interested in me as a person, not just as a student. | 1 | 2 | 3 | 4 |
| 14. Students here respect what I have to say. | 1 | 2 | 3 | 4 |
| 15. When I do schoolwork I check to see whether I understand what I'm doing. | 1 | 2 | 3 | 4 |
| 16. Overall, my teachers are open and honest with me. | 1 | 2 | 3 | 4 |
| 17. I plan to continue my education following high school. | 1 | 2 | 3 | 4 |
| 18. I'll learn, but only if the teacher gives me a reward. | 1 | 2 | 3 | 4 |
| 19. School is important for achieving my future goals. | 1 | 2 | 3 | 4 |
| 20. When I have problems at school my family/guardian(s) are willing to help me. | 1 | 2 | 3 | 4 |

Please Turn Over 

Strongly Disagree Disagree Agree Strongly Agree

- | | | | | |
|---|---|---|---|---|
| 21. Overall, adults at my school treat students fairly. | ① | ② | ③ | ④ |
| 22. I enjoy talking to the teachers here. | ① | ② | ③ | ④ |
| 23. I enjoy talking to the students here. | ① | ② | ③ | ④ |
| 24. I have some friends at school. | ① | ② | ③ | ④ |
| 25. When I do well in school it's because I work hard. | ① | ② | ③ | ④ |
| 26. The tests in my classes do a good job of measuring what I'm able to do. | ① | ② | ③ | ④ |
| 27. I feel safe at school. | ① | ② | ③ | ④ |
| 28. I feel like I have a say about what happens to me at school. | ① | ② | ③ | ④ |
| 29. My family/guardian(s) want me to keep trying when things are tough at school. | ① | ② | ③ | ④ |
| 30. I am hopeful about my future. | ① | ② | ③ | ④ |
| 31. At my school, teachers care about students. | ① | ② | ③ | ④ |
| 32. I'll learn, but only if my family/guardian(s) give me a reward. | ① | ② | ③ | ④ |
| 33. Learning is fun because I get better at something. | ① | ② | ③ | ④ |
| 34. What I'm learning in my classes will be important in my future. | ① | ② | ③ | ④ |
| 35. The grades in my classes do a good job of measuring what I'm able to do. | ① | ② | ③ | ④ |

Please provide documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in WAC 392-415-070 for students planning to attend a baccalaureate institution.

Upon waiver approval, the Gibson Ek Core Team, Assessment Department, and Teaching and Learning Department will begin work with college admissions counselors and other college entrance experts to design a transcript using models from Highline Big Picture and The Met in Rhode Island as models. We will continue to research and implement new developments in college admissions and acceptance. Additionally, the Gibson Ek transcript will have an explanation of the College Academic Distribution Requirements (CADR).

Results from the Highline Big Picture forum in 2008 provides further rationale for design of Gibson Ek and its proposed waiver from credit-based graduation requirements. This forum included input from public baccalaureate admissions directors, conducted in 2008. This testimony, as well as continued research on the importance of non-cognitive competencies, offers additional rationale for the school design as well as this waiver.

In the 2008 forum, senior admissions staff (primarily admissions directors) from Evergreen, Pacific Lutheran University, University of Puget Sound, Seattle Pacific University, the University of Washington, Washington State University, Smith College, DeVry University, St. Martin’s University, and Highline Community College discussed what students need to succeed in college and what causes them to drop out.

Group 1

What students need to succeed in college:

- Sense of why they are there
- Attitude toward success
- Social skills/get voice heard
- Able to seek out and use faculty and staff/adults as resources
- Prioritization and time management skills
- Collaborative skills
- Self-disciplined/self-challenger
- Reading/writing proficiencies
- Knowing how to learn (or absorb)
- Math proficiency
- Have something to work for
- Participation/attendance
- Self confidence
- Leadership skills
- Adaptability

- | |
|----------------------------------|
| Top 5, organized from left |
| • Interpersonal qualities |
| • Internal qualities |
| • Knowing how to learn/adapt |
| • Reading/writing |
| • Goal-oriented |
| • General academic proficiencies |

- Test scores
- Able to self-assess/self-advocate

Why students don't succeed:

- Don't connect with faculty/staff
- Lack of the 5 priorities
- Not connecting with the student community
- First generation
- Socioeconomics
- Lack of initiative and confidence to take advantage of resources
- Lack of cultural connection/diversity
- Lack of management skills
- Financial aid
- Home life/family/peers/\$\$
- Don't know what to do.... it's unclear to them why they are there

Group 2

What students need to succeed in college:

- Manage their time (balance between life and study) to meet class expectations
- Write a research paper w/ footnotes
- Critical reading – understand why author chose; question the author
- Ability to focus on topic/subject not interested in – stepping outside comfort zone – be able to persevere when don't like it
- Do quantitative analysis as it relates to their field – in general, in all areas
- Have a deep (enough) understanding of scientific concepts to think critically about research (political...) presented
- Applying theory in daily practice – deep enough understanding of theory

Why we lose students:

- Time management: prioritize what need to do; not procrastinate
- Personal issues: "Life happens", family, finances
- Being self-directed, able to make the transition into college
- (Especially in 1st year) lack of academic preparation
- Not using campus services
- Lack of focus/purpose – what they want to do
- College not the right choice (family chooses, friends, etc.)

Group 3

What students need to succeed in college:

- Writing skills (research papers, critiques, responses to text or discussion)
- Have a purpose and/or drive to be there/self-motivation
- Think critically
 - Being able to go beyond the writing prompt
 - Defend your thought process
 - Connect two or more different ideas
- Think spatially, being comfortable with math and statistics, thinking about math and science
- Manage their time!!!
- Organize/prioritize/take notes/study skills

- Navigate “systems” – know yourself well enough to navigate systems and build resources, know the language of college
- Know themselves, their learning style, how they learn, know when they need help and how to get help

Most common reasons not successful:

- Don't feel like they fit in
- Don't have the support system
- Not finding your own place
- Have not made connections
- Overwhelmed, can't handle the workload
- Lack of time management – can't handle multiple classes/multiple projects at once
- Have to be able to handle high-stakes tests/projects – there's not much flexibility
- Finances are a problem
- Lack of self-motivation/purpose/drive
- Lack of preparation, academic skills not where they need to be

Below is a list of colleges that Highline Big Picture Alumni have been accepted to.

1. Antioch University
2. Bellevue College
3. Cascadia College
4. Central Washington University
5. Columbia College of Chicago
6. Columbia College of Hollywood
7. Cornish College of the Arts
8. DeVry University
9. Digipen Institute of Technology
10. Eastern Washington University
11. Evergreen State College
12. Gene Juarez Academy
13. Grand Canyon State College
14. Greenriver Community College
15. Heritage University
16. Highline College
17. Los Angeles City College
18. Lewis and Clark College
19. Montana State University
20. NW College of the Arts

21. NW Indian College
22. Pacific Lutheran University
23. Renton Institute of Technology
24. Seattle Central Community College
25. Seattle Pacific University
26. Seattle University
27. Shoreline Community College
28. South Seattle College
29. Spokane Falls Community College
30. St Martin's College
31. The Art Institute of Seattle
32. University of Alaska Southeast
33. University of Hawaii, Hilo
34. University of Puget Sound
35. University of Washington
36. Washington State College
37. Western Washington University
38. Whitman College
39. Whitworth University

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 the last three school years.

Gibson Ek High School

***ENGAGING, INSPIRING, AND EDUCATING STUDENTS
THROUGH PERSONAL DISCOVERY, INTEREST-BASED
LEARNING, AND COMMUNITY PARTNERSHIPS***



VISION

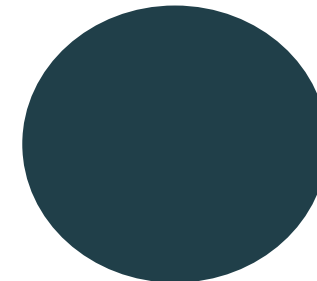
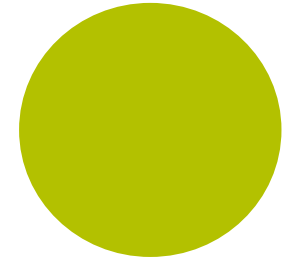
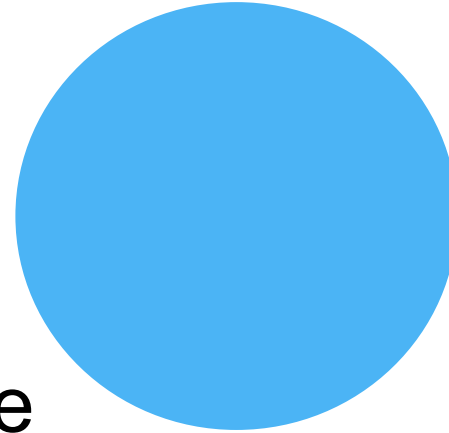
Gibson Ek High School is a small innovative high school where students' interests, passions, and talents drive the learning.

MISSION

Gibson Ek students thrive by engaging in rigorous interest-based learning and real-world internships in a vibrant and supportive community.

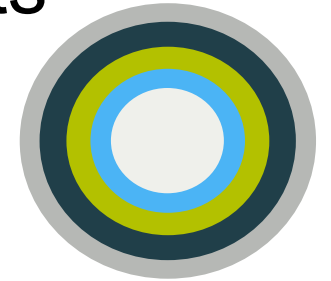
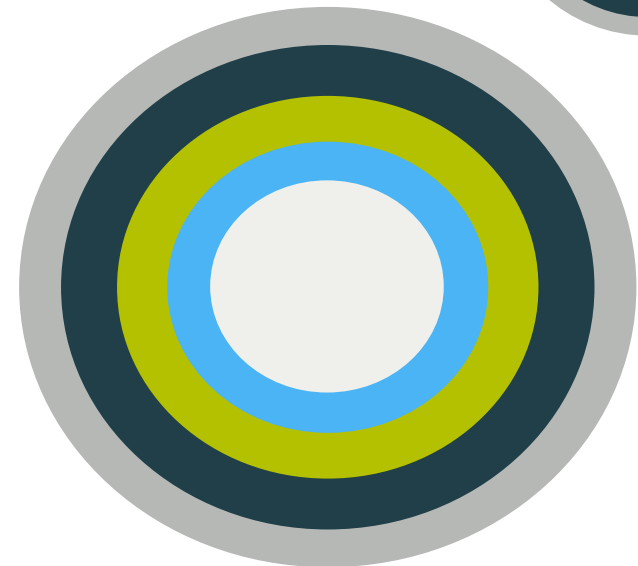
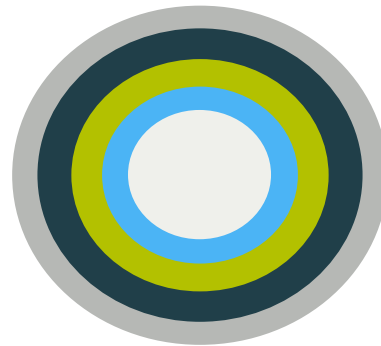
Gibson Ek Design Highlights

- Internship Program
- Advisory Model
- College and Career Readiness Offerings
- Large and Dynamic Makerspace
- Project Management Tools and Learning Management Systems
- Authentic Assessments



District and Community Support for Innovative School Model

- Strong support from community and district at events
 - Most Likely to Succeed Showing
 - Student and Parent Information Sessions
 - Applications



National Support for Model

- Call for personalized education
- Competency based approaches
- Emphasis on 21st century skills
- Communities calling for action for new innovative schools



Student Narratives from Applications

*I'm struggling to find inspiration in my current class situation. I am really excited about pursuing a life in the music industry. I believe Gibson Ek would give me the opportunity to really explore my passion and get excited again about the learning process. **Right now I know I love to learn but a growing apathy seems to fill my school days.***

*I would love to attend Gibson EK because **I have always found it harder to learn in an environment where I do not understand why I am learning something or there is no connection to anything that I have an interest in.** Gibson EK is a once in a lifetime chance for me to learn more about what I will do in life... how I will help people and make a difference in this world.*

Student Narratives from Applications

*I really think I would do well in this model having had anxiety about test and not very much appreciation for the regurgitating of information and forgetting it later. **I would enjoy having one advisor who is with me the whole year and maybe even longer because I know they will slowly understand how I think and how I learn and help me progress my learning further because of it.***

*I feel that my current education style is unsatisfactory and that I'll get more enjoyment and fulfillment out of Gibson Ek. The pace of regular school is too slow. Gibson Ek will be more free and I'll be able to move at a faster pace. Also, **I can direct my education more towards what I'm considering as my future career**, which is the STEM area and the arts.*

*I want attend this school **to personalize my learning and to make decisions about the path that I will take in the future.** This school provides the exact support that I need to engage myself, educational-wise. As an independent person, making my learning and curriculum based on myself is something that I have always been looking for.*

Parent Narratives from Applications

*Anytime my child gets excited about learning and doing I also get excited. Learning is such an important life experience for anyone to have. To lose the love of learning is a tragedy. I think Gibson Ek presents a new opportunity for growth for students, teachers, and parents by changing and exploring learning experiences beyond traditional lecture and homework methods. I'm also hoping that **Gibson Ek will open my child's mind, broaden the scope of his awareness, and surprise us all with what he is capable of becoming in a nurturing supportive community.***

*Overall, I'm concerned that the way typical schools drill information and testing does not prepare kids as well as possible for real life. **I'm really attracted to the idea of learning and developing capabilities and not just content.** My son is a very bright boy but has some challenges with attention. Although he is a quick study, homework usually takes a LONG time. I love the Big Picture learning concept. **I love the idea of internships.** I think if reality matches the theory of Big Picture learning, this school could really be a home run for a lot of kids and our community overall.*

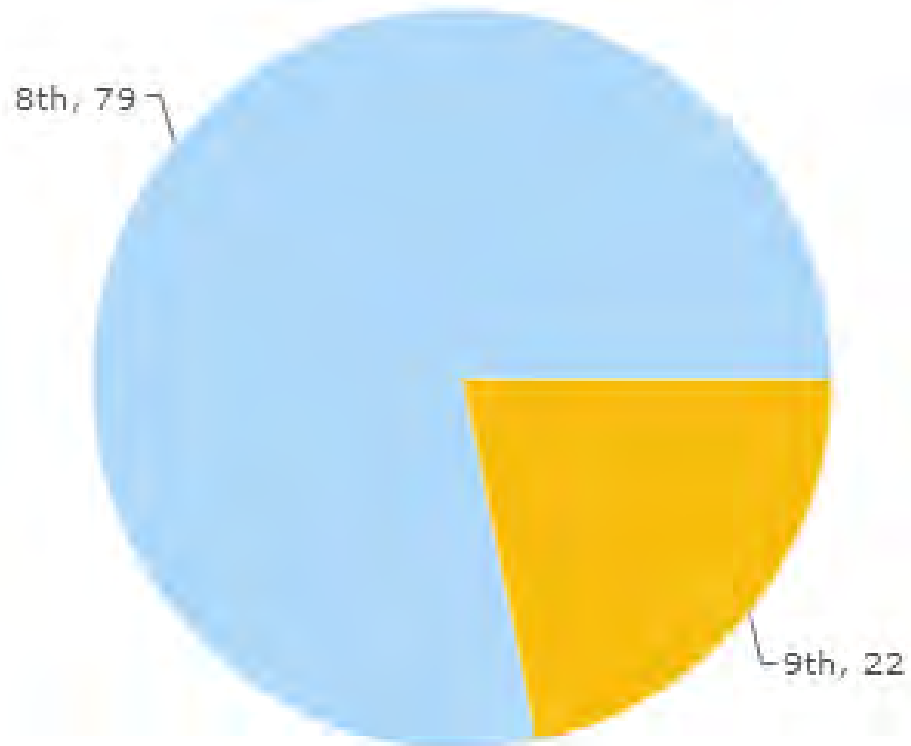
Parent Narratives from Applications

*My daughter is amazingly smart and creative, but she doesn't mesh well with traditional high school structure. She doesn't like the rigid scheduling, and having to study subjects she doesn't feel will be relevant to her future. She plans to be an independent game developer, and she's very focused on her goals. **We feel that sending her to a school that helps her sharpen her focus and advance her future plans, rather than trying to fit her into a standard mold, would be very beneficial to her.***

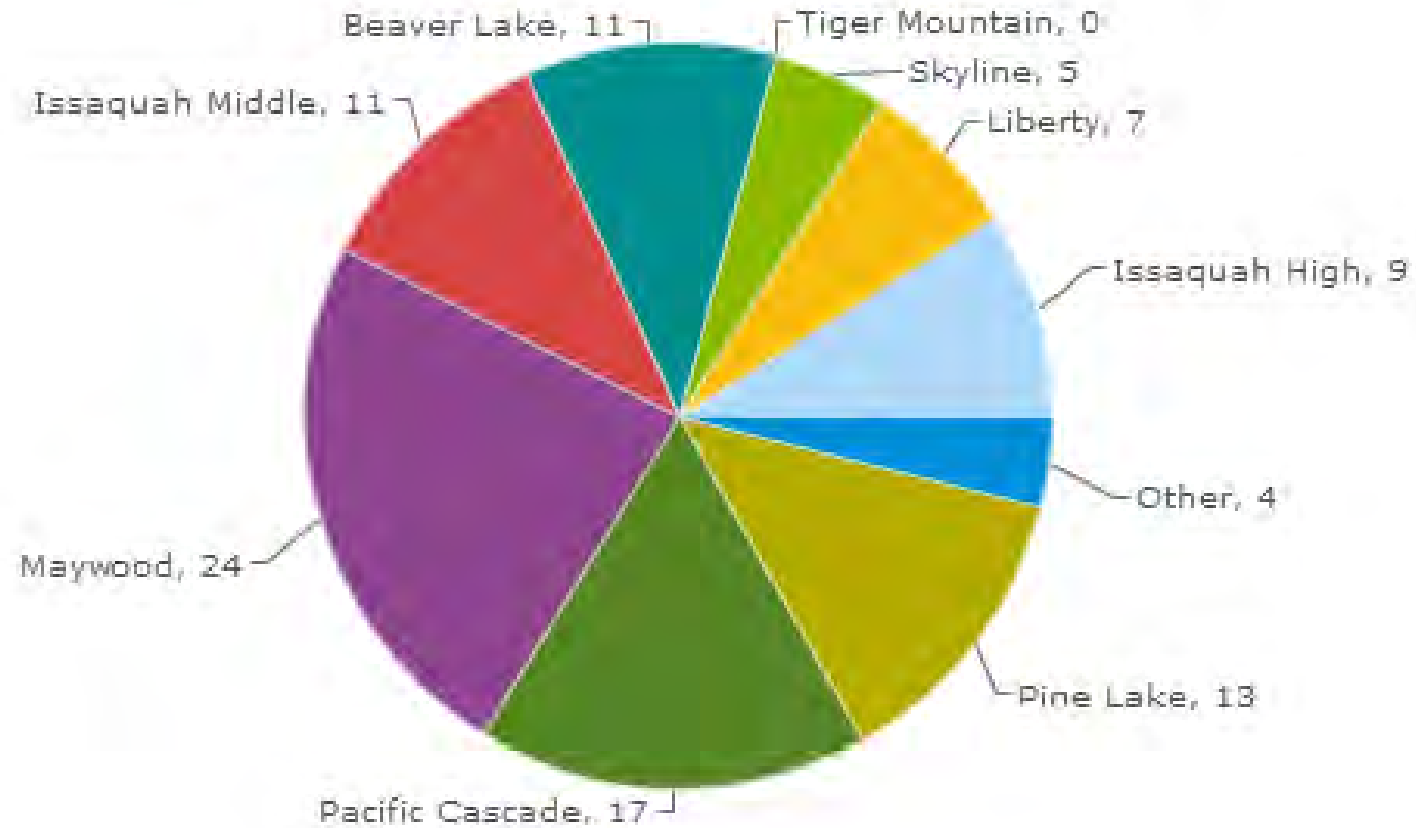
*I want my daughter to have an opportunity to thrive in school, to find her passion, **and to be successful.** In the standard curriculum, she continues to fail, and never feels good about herself. I have seen her excited about self-directed projects and activities and I believe **Gibson Ek gives her the opportunity to develop her strengths and finally find a place where she can succeed.***

Data from Applications

CURRENT GRADE

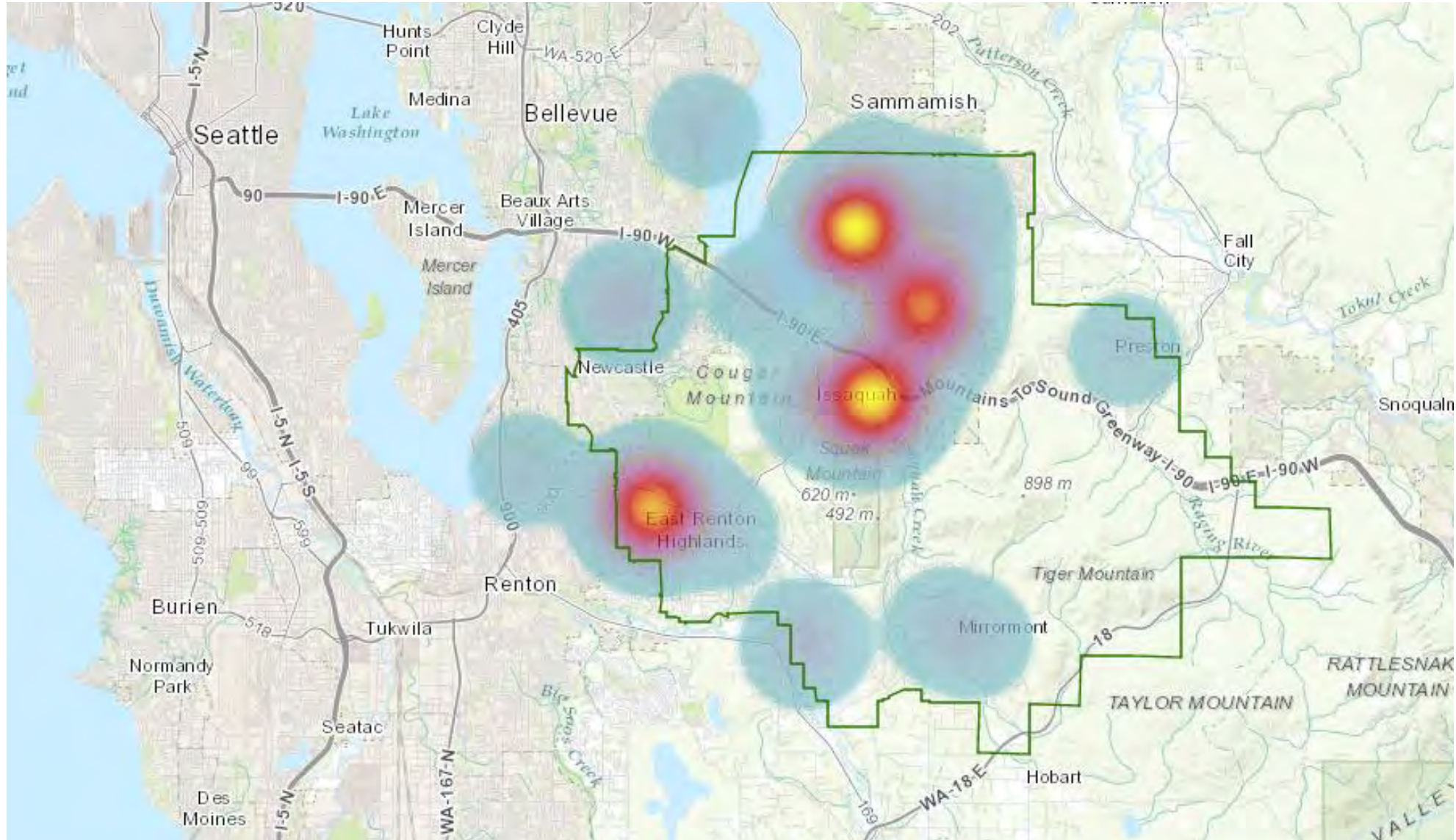


CURRENT SCHOOLS

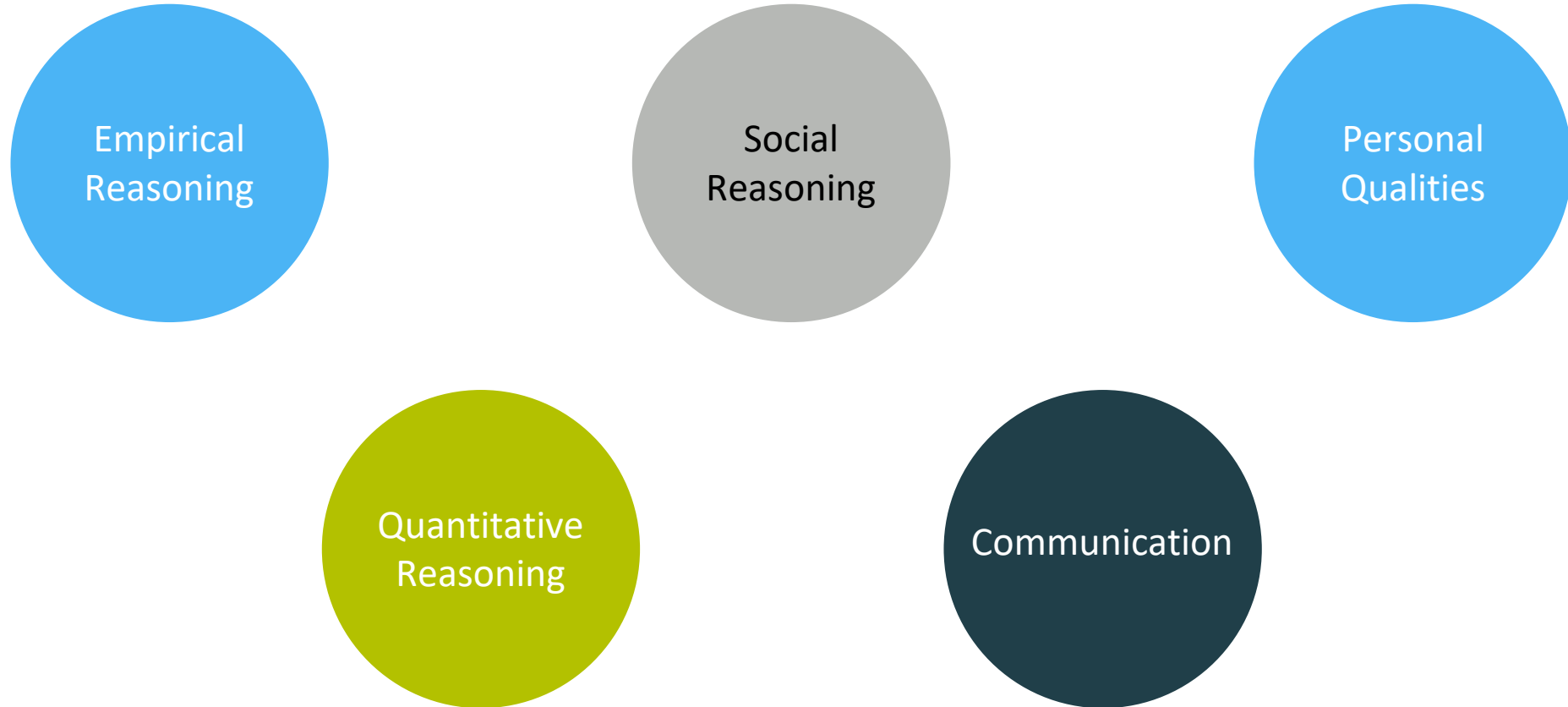


Data from Applications

CURRENT DISTRIBUTION



Competencies & Learning Goals



The most productive learning happens when students are engaged, curious, and passionate about what they are learning.

Rationale and Key Points



Intensely
Personalized

Real World

Future
Readiness



EST 2016

GIBSON EK

H I G H S C H O O L

(7) A waiver of WAC [180-51-060](#) may be granted only if the district or school provides documentation and rationale that any noncredit 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 higher education coordinating board 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) 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.

[Statutory Authority: RCW [28A.150.220](#) and [28A.305.140](#). WSR 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#), [28A.305.140](#) and [28A.600.010](#). WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Student Presentation	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Representative Baxter Hershman will speak on career readiness.	

Career and College Readiness

January 2016

College Readiness is...

College readiness is the combination of skills, knowledge, and habits of mind necessary to fully participate in **college-**level courses (courses at the 100 level and above) to completion.

[Washington State Board for Community and Technical Colleges](#)

Career Readiness is...

Career readiness is a convergence of all of these **definitions** (21st Century Skills). A **career**-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful **career**. A **career** is more than just a job.

[Career Readiness Partner Council](#)

Summary

College Readiness vs. Career Readiness

College has been the main focus of education

Common Core lines up with College Readiness

College Readiness is measurable

Career Readiness is made up of “soft skills”

Not as easy to measure and standardize

Measurable Factors of College Readiness

SAT/ACT

GPA

Standardized Testing (Various Types)

High School Credits

AP Test Scores

“Soft Skills”

Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information

Research skills and practices, interrogative questioning

Creativity, artistry, curiosity, imagination, innovation, personal expression

Perseverance, self-direction, planning, self-discipline, adaptability, initiative

Oral and written communication, public speaking and presenting, listening

Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces

Information and communication technology (ITC) literacy, media and internet literacy, data interpretation and analysis, computer programming

Civic, ethical, and social-justice literacy

“Soft Skills” Expanded

Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information

“Soft Skills” Expanded

Creativity, artistry, curiosity, imagination,
innovation, personal expression

“Soft Skills” Expanded

Perseverance, self-direction, planning, self-discipline, adaptability, initiative

“Soft Skills” Expanded

Leadership, teamwork, collaboration, cooperation,
facility in using virtual workspaces

“Soft Skills” Expanded

Civic, ethical, and social-justice literacy

Interviews

Who was interviewed (all are in the work force):

One person with a college degree

One person who completed a technical training

Three people with solely a high school diploma

Interview Questions

1. What sort of career preparation did you receive in high school?
 2. What sort of career preparation did you not receive that you wish you would have had in regard to your current occupation or any occupation you considered pursuing?
 3. What have been the most essential knowledge, skills, or abilities that have helped you to achieve your postsecondary goals?
 4. How would you define career readiness?
 5. Additional Comments
-

Responses: #1 What sort of career preparation did you receive in high school?

Very little, there were a couple of courses that taught general “how to be an adult” (checkbook, resume, etc.), DECA (Distributive Education Clubs of America) taught skills (majority of the source of preparedness) [#1]

How to financially prepare yourself [#2]

Taught how to be an employee and take orders, learned Algebra 2 but didn't find it useful, decisions (a class offered by that school) prepared him because of the real life applicability of what was being taught [#3]

Took business related classes, took oxford entrepreneurship (class on being your own boss) [#4]

Didn't receive any general life skills and no real career preparation [#5]

Responses: #2 What sort of career preparation did you not receive that you wish you would have had in regard to your current occupation or any occupation you considered pursuing?

There should have been more of a focus on **realistic application of subjects**, wasn't made clear of what the education could have been applied to, more of an applied math way of teaching, show between subjects and work field [#1]

How to deal with the general public, customer service [#2]

Psychology and real world people skills, felt like classes were something you HAD to learn "just because" in comparison to civic classes that tie what you are learning to real life [#3]

Timing (how much time they put into work), management and marketing, classes on finances, skills from marketing class should be taught in core classes [#4]

Classes in a way of teaching **outside (out of high school) skills**, more hands on, more specialized [#5]

Responses: #3 Reflecting on your experiences after graduating high school, how would you strengthen the career readiness preparation in high school?

A course designated on career exploration, make counselors more of a guide to things like career readiness [#1]

Give students different scenarios and how to deal with them [#2]

Hard to have an answer because **that is assuming that “kids” know what they want to do [how to get there and when (a plan)]**, options in career centers were very helpful to have but often not taken advantage of [#3]

Tell someone to go into further education, some education can help, some extra knowledge taught would be helpful [#4]

Résumés (how to make one), meaningful résumés, résumés that are tailored to a job [#5]

Responses: #4 What have been the most essential knowledge, skills, or abilities that have helped you to achieve your postsecondary goals?

That there will be corporate politics and how to work in the system [#1]

Diving into continued education, always continually learning, helped to get into a high end salon (prepared her) [#2]

Willingness to work hard, positive mentality, the ability to network by “being an overall good fella,” **skills that weren’t taught in high school but through the journey of high school**, money management [#3]

Teamwork skills, **how to manage people, dealing with people**, accountability, financial skills, that you have to work [#4]

Money management, algebra that is applied for construction [#5]

Responses: #5 How would you define “career readiness?”

Issue with it: **not knowing what**

career, knowing what you want to do, knowing how to be good at it; there is a practical application for everything [#1]

Understand what happens in the industry, have a broad and deep understanding of the industry, job-shadowing helps to ready people for career (has personal experience of job-shadowing) [#2]

How willing you are to follow your determined path, once you have picked up enough real life experience and gained enough positive traits that you can make a general direction towards your goal [#3]

Depends on the career, having the

knowledge about your job in general, how to work in your career, knowing how to work with people, best way to be prepared is to “learn it as you progress” [#4]

Being a good employee, life skills, punctuality, the ability to handle adversity, teamwork skills, common sense [#5]

Responses: Additional Comments

Don't ever pigeon-hole yourself, make sure you can see different perspectives, **find something you love and do it for work**, never get complacent, always aspire for more [#1]

Job shadow helps desk work, trade school is a great alternative to college [#2]

Wealth isn't just measured in money, **it feels like if you stray from a path to college you fail** when in reality not having \$100,000 worth of debt can be just as fruitful [#3]

School system teaches a lot of education but it isn't applicable.

Teach more life skills, how to pay a mortgage/taxes/bills, how the government works, simply how the real world works, prepare students for real life [#4]

Kids do not realize what it is like to work, every day is a new learning experience [#5]

General Consensus

There is very little career preparation in the high school

There is a want for general life and work skills

Students need help exploring their career options and how to get there

Remind students that a 4-year university is not the only path

The list of skills that are valuable to a student is specific to the career in which he/she is pursuing

Career readiness is dependent on the career

Facts and Figures

High School Graduates

Class of 2015 faced with a 37.0% underemployment rate and a 19.5% unemployment rate ([Economic Policy Institute](#))

College Graduates

Class of 2014 faced with a 16.8% underemployment rate and an 8.5% percent unemployment rate ([Slate](#))

Conclusion

High school insufficiently prepares students for career

Education is based around scores and numbers while the need is in life skills

High school must provide options for students to explore career choices and opportunities

College is not the only path to a successful career and life

Educators have to reinforce the idea that postsecondary education is beneficial but there are multiple options to receive it

Thank you for your time



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Every Student Succeeds Act	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What are some of the major changes in the reauthorized Elementary and Secondary Education Act from ESEA under the prior authorization, particularly with regard to school accountability and improvement? 2. What are some initial steps for the state in implementation of the law? 3. How does the ESSA affect implementation of the SBE Strategic Plan? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Ms. Sarah Bolton, Education Policy Director for U.S. Senator Patty Murray on the Senate Health, Education, Labor and Pensions Committee, will make a presentation on the Every Student Succeeds Act. Ms Bolton’s presentation will be followed by a panel discussion of the act and its policy implications for Washington. Participants will be:</p> <ul style="list-style-type: none"> • Mr. Gil Mendoza, Deputy Superintendent, Office of the Superintendent of Public Instruction • Mr. Alan Burke, Executive Director, Washington State School Directors Association • Mr. Bill Keim, Executive Director, Washington Association of School Administrators • Mr. Scott Seaman, Director of High School Programs, Association of Washington School Principals • Ms. Sally McNair, National/State Education Policy Coordinator, Washington Education Association • Ms. Bolton 	



EVERY STUDENT SUCCEEDS ACT

Policy Considerations

On December 10, 2015, President Obama signed S. 1177, titled the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act for the first time since enactment of the No Child Left Behind Act in January 2002.

The Every Student Succeeds Act retains the same annual testing requirements for schools and districts receiving federal Title I funds as under NCLB, and requires even more extensive reporting of school and student results than under NCLB. In a major departure from both NCLB and the flexibility waivers from that law granted to many states, ESSA gives much more authority to states on academic standards, assessments, and interventions, while the limiting the authority of the Secretary of the U.S. Department of Education (USED) in these and other areas.

First Steps for Implementation

The effective dates of the act are staggered over the next year and half. The key sections related to school accountability systems and school improvement first take effect for the 2017-18 school year. 2016-17 is a transition year, in which the Secretary must “take such steps as are necessary to provide for the orderly transition” from the prior law to the new. The sections related to non-competitive (formula-based) funding programs and competitive programs take effect on July 1, 2016 and October 1, respectively. ESEA flexibility waivers are terminated on August 1, 2016.

Each state educational agency (SEA), with participation of a wide range of stakeholders, organizations, and the public, must develop a State Plan explaining how the state’s efforts meet the goals and requirements of Title I of the ESSA. The State Plan will be subject to a peer-review process prior to plan approval by the Secretary, which must occur unless the Secretary presents research showing the plan does not meet requirements.

Since the day it seemed certain the compromise agreement between House and Senate was on its way to the President’s desk, staff to the Superintendent of Public Instruction, the State Board of Education, and education leaders and professionals across the state have been reading, discussing and analyzing the 1,059-page legislation. It is likely to take some time before the ESSA is understood, in all its complexity, outstanding questions are answered, and state and local responsibilities under the act become clear. At this time we can outline some, if by no means all, initial steps for our own SEA, the Office of Superintendent of Public Instruction, and the SBE in implementation of the act.

- Statutory and Rules review – What state laws, OSPI rules and SBE rules must, should or might be amended, depending both on the provisions of the new federal law and the policy directions the state might follow?
- Committee of Practitioners – The ESSA requires the SEA to involve a Committee of Practitioners, with members representing schools, school districts, education organizations, and others to develop and monitor the plan.
- Public Outreach – What efforts might be made to inform school and district personnel, state legislators, news media, advocacy organizations, parents, and the public about the requirements of the act, the changes from NCLB, and progress in development of the state plan?

- Regulatory Guidance – What guidance and other regulatory action will be coming from the U.S. Department of Education to help both state and local educational agencies through matters that may have been left unclear by the law, given the stringent restrictions in the act on the regulatory authority of the Secretary?

On December 18, the Department issued a letter of initial guidance to chief state school officers to support their efforts in preparing for the transition to the new law. The letter states, among other things, that USED will not require states to submit Annual Measurable Objectives (AMO's) in January 2016, or require them to report performance against AMO's for the 2014-15 or 2015-16 school years. Consistent with both prior and new law, however, states must continue to publish school report cards for the 2015-16 school year and beyond.

A second [letter](#), dated December 22, reminds states that assessment requirements under the No Child Left Behind Act remain in place for the 2015-16 school year, and that the ESEA as reauthorized by the Every Student Succeeds Act has similar requirements. States continue to be required to assess at least 95 percent of students in the “all students” group and individual ESEA subgroups statewide, the Department said. States with participation rates below 95 percent in the 2014-15 school year that also fail to assess at least 95 percent of its students on the statewide assessment in the 2015-16 school year will be subject to sanctions, including possible loss of some federal funds.

SBE Letter to Congressional Delegation

On March 16, 2015, the SBE sent a letter to Washington's U.S. Senators and House members urging the state's federal lawmakers to support reauthorization of the Elementary and Secondary Education Act by the end of this year. A copy of that letter, signed by Chair Munoz-Colon, is included in your packet. The letter outlined seven recommendations from the SBE for reauthorization. Those recommendations were:

- Protect and improve data collection and reporting;
- Maintain annual academic assessments;
- Require career- and college-ready standards;
- Provide for strong accountability while increasing state flexibility;
- Ensure strong support for English language learners;
- Promote equitable distribution of teachers and principals;
- Provide for early childhood education.

The ESSA achieves, or provides the tools to achieve, each of these recommendations. The SBE thanks each member of the state's Congressional delegation for their unanimous vote in support of the Every Student Succeeds Act. The Board is especially appreciative of the work of Sen. Patty Murray, Ranking Member of the Senate Health, Education, Labor and Pensions Committee, as a lead negotiator of the compromise bill. As with any legislation of such scope and magnitude, the test of the ESSA is ultimately not just that of language but of implementation by state education agencies, districts and schools, as well as support for their efforts by the Governor and Legislature.

How Does the ESSA Align with the Board's Strategic Plan?

As might be predicted, the ESSA aligns well with the work of the Board as specified in the first three goals of the latest version of the strategic plan. The ESSA has created opportunities for the Board to readdress educational issues through and for inclusion in the required state plan. Examples of the opportunities are included below.

Goal 1: Gap Closure

Develop and support policies to close the achievement and opportunity gaps.

The statewide assessment system required under the ESSA does not differ much from that currently in place. States are still required to assess all students in grades three to eight and once in high school in ELA and math, and science once in elementary school, middle school, and high school. The state is also expected to deliver a high quality assessment to English Language Learners (ELLs) to assess for English language proficiency and an Alternate assessment for the most cognitively disabled students. All of the assessments are required to be aligned to challenging academic learning standards and pass the peer review for validity and reliability. Finally, the OSPI must provide assurances that Washington students will continue to participate in the National Assessment of Educational Progress (NAEP).

The state is required to disaggregate results by the seven race/ethnicity categories, poverty status (FRL), ELL status, special education (SWD) status, gender, and migrant status. These assessments and disaggregated student groups form the bases on which achievement gap measures will be determined. These student groups should be considered the minimum, as nothing in this law prevents states from disaggregating into additional student groups (Former ELLs for example). A noteworthy change for ELL reporting is that under NCLB Former ELLs ≤ 2 years could be reported as part of the ELL student group, but the ESSA allows Former ELLs ≤ 4 years to be reported with the ELL student group.

This is an excellent opportunity to consider changing the manner in which ELL and Former ELL students are included in a new accountability system.

The ESSA requires that schools be identified for comprehensive or targeted supports if the school has a consistently low performing student group. However, the ESSA does not specify on which measure the low performance must be based – seemingly on one or a combination of measures or indicators in the Index. The Board has information that the performance of the Students with a Disability (SWD) student group is consistently low across all school levels statewide. This is borne out by the fact that nearly all currently served Focus Schools are identified on the basis of a low performing SWD student group. The state would have some latitude in ESSA for identifying low performing subgroups on a combination of indicators, not just a low proficiency rate.

Goal 2: Accountability

Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

The State Plan to be created by the OSPI must describe the state's adoption and implementation of challenging academic learning standards, the statewide assessment system, the statewide accountability system, and the educational supports and improvement for schools and districts.

The ESEA waivers are terminated on August 1, 2016, but the new accountability systems approved under the ESSA do not go into effect until the beginning of the 2017-18 school year. This would appear to provide the 2016-17 school year as the period of time during which Washington will transition from the old to the new accountability system. Until the new accountability systems are put into effect, the OSPI must ensure that supports provided to currently identified Title I schools continue.

The state is required to set or establish long-term goals separately for ELA and math (and possibly science) for the student groups specified above. Unlike the NCLB, the goal of 100 percent meeting

*The enactment of ESSA has created an **opportunity** or requirement to conduct long-term goal and target setting in a manner that yields ambitious and attainable goals.*

standard is not a requirement, and the Secretary is specifically prohibited from setting a time requirement for goal attainments. The attainment (or not) of these annual measurable targets (AMTs) must be determined each year. The state accountability system seemingly should include some recognition or sanction depending on target attainment status. [RCW 28A.305.130](#) requires the SBE to adopt and revise performance improvement goals for a variety of content areas and other measures that do not conflict with the ESEA as amended. Also, local school boards are required to set district and school improvement goals per [RCW 28A.655.100](#) and annually report on AMT attainment. Staff would expect most districts to construct local

goal and target-setting in a manner that is closely aligned with the state-level goal setting.

The ESSA specifies that at least 95 percent of the eligible students are expected to sit for assessments, and explicitly explains how the participation rate is to be calculated. However, the act allows the state to determine the consequence when the 95 percent participation target is not met. The minimum participation threshold is an important assessment element for many stakeholder groups and is viewed as a civil rights issue. If certain student groups are counseled out of testing, they have been denied a right or counseled to give up a right to certain educational services.

In its plan, the state must describe the system to be used to differentiate schools for support and improvement. For our state, this is the Washington State Achievement Index.

The ESSA is explicit as to the elements that must be included in the state index. Non-high schools must be differentiated on a combination of proficiency (ELA, math, and science), growth model data (or other measure), English Language proficiency, and at least one other indicator of school quality that is valid, reliable, and comparable statewide. High schools must be differentiated on a combination of proficiency, graduation (4-year rate preferred but 5-year rate is permitted with a solid rationale), English Language proficiency, and at least one other indicator of school quality or student success, such as a measure of student access to and completion of advanced coursework, postsecondary readiness, and school climate and safety. The first, more conventionally “academic” indicators must each be given “substantial weight” in differentiation of schools, and “much greater weight” than the school quality or student success indicator.

*This is an excellent **opportunity** to re-examine elements of the Achievement Index as at least one additional indicator will be required for the state plan approval.*

The state plan must describe the methodology to be used to identify schools for comprehensive support and improvement. The ESSA specifies that the identification must be based on all of the indicators

*The **opportunity** now exists to use the Index rating as the exclusive differentiating measure for the purpose of identifying schools for supports and recognition.*

comprising the index. The ESSA does not, however, specify how all of the indicators must be applied to the school identifications. The obvious interpretation would be to identify the lowest performing schools as measured by an index rating; but another might interpret that some schools be identified for low proficiency, some for low growth, some for low English language proficiency, and some for the low school quality or student success measure. In either manner, schools would be identified on the basis of “all of the indicators.” One method uses the

indicators in combination and the other uses the indicators separately. New school identifications are not required until the 2017-18 school year. This works out well as Washington can continue to serve the currently identified Priority and Focus Schools that do not meet exit criteria in the meantime.

The OSPI must identify schools for support and improvement that represent the bottom five percent of schools, that graduate less than two-thirds of students, or that have a consistently low-performing student group. The school and LEA must submit a school improvement plan meeting certain criteria, and the plan must be approved by the OSPI. The OSPI is required to develop exit criteria for the identified schools and periodically review and monitor progress toward meeting the exit criteria. If an identified school is not making sufficient progress toward improving student achievement within a predetermined time frame not to exceed four years, more rigorous state-determined interventions shall be implemented.

Goal 3: Career- and College-Readiness

Ensure that every student has the opportunity to meet career- and college-ready standards.

The ESSA requires that school differentiation be based on multiple indicators, one of which must be a measure of school quality or student success. For example, the ESSA text specifies access to and completion of advanced course work as one measure. The Board has heard about disparate participation in advanced course taking and credit attainment, as well as disparate exclusionary discipline measure, either of which would be appropriate for inclusion in an updated Index. The ESSA also identifies student/parent/educator engagement data, school climate/safety data, and post-secondary readiness data as possible measures of school quality and student success.

*The **opportunity** exists now to include multiple non-assessment measures in the Index that would measure school quality or student success in a manner other than a set of test scores.*

The ESSA requires the state educational agency to provide assurance that it has adopted challenging academic content standards for reading or English language arts, math and science, and may have such standards for any other subject determined by the state. The state must demonstrate that the standards are aligned with entrance requirements for credit-bearing courses in public higher education institutions and relevant career and technical education standards. Do these provisions meet the SBE goal of career and college-ready standards? On their face, it would appear that they do.

Action

The Board will adopt a position statement on the implementation of the Every Student Succeeds Act.

Please contact Jack Archer at jack.archer@k12.wa.us and Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

**Reauthorization of the Federal Elementary and Secondary Education Act (ESEA)
No Child Left Behind Act (2002) and Every Student Succeeds Act (2015)
Comparison of Selected Provisions**

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
ESEA Reauthorization Period	Five years (2003-2007)	Four years (FFY 2017- FFY 2020)
Effective Dates		<ul style="list-style-type: none"> • July 1, 2016 for non-competitive (formula) programs • October 1, 2016 for competitive programs • SY 2017-2018 for requirements on state accountability system and school improvement. <p>ESEA flexibility waivers granted by the Secretary of Education before enactment of this act are terminated on August 1, 2016.</p>
Transition		The Secretary must take necessary steps for the orderly transition to this act from programs authorized under the ESEA as in effect before enactment of this act.
State Plan Provisions	The Secretary must approve a Title I state plan within 30 days of submission unless the Secretary determines it does not meet the statutory requirements. States must be provided an opportunity to revise and resubmit their plans.	<p>The Secretary must establish a peer review process meeting certain requirements to assist in the review of Title 1 state plans. The Secretary and appointees may not participate in or attempt to influence the peer review.</p> <p>The Secretary must approve a state plan within 30 days of submission unless the Secretary determines the plan fails to meet specific requirements set forth in the law. States must be offered an opportunity to revise and resubmit their plans.</p>

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
Standards	All states must have academic and achievement standards in math, reading or English language arts (ELA) that include four levels of performance: advanced, proficient, basic, and below basic.	<p>Each state must provide assurance that it has adopted challenging academic content standards and aligned academic achievement standards. The achievement standards must include at least three levels of achievement.</p> <p>The state must provide an assurance that the challenging academic standards are aligned with entrance requirements for credit-bearing coursework in the state’s public higher education system and the state’s career and technical education standards.</p> <p>The state is not required to submit its standards to the U.S. Secretary of Education for review.</p>
Standards – Limitations on Secretary’s Authority	USED is barred from any action that might mandate or control a state’s, LEA’s, or school’s instruction and standards.	The Secretary may not mandate, coerce, or exercise any supervision over any challenging state academic standards adopted or implemented by a state.
Assessments	<p>Each state must implement a set of high-quality, annual academic assessments that include, at a minimum, assessments in math, reading or ELA, and science. Math and reading/ELA are assessed annually in grades 3-8 and once in grades 10-12. Science is assessed once in each of three grades spans: 3-5, 6-9, and 10-12.</p> <p>Schools must assess at least 95% of each subgroup.</p>	<p>Same annual, academic assessment requirements as in NCLB, in same subjects, grades and grade spans. Assessments must be aligned with the challenging academic standards.</p> <p>Must require 95% participation in total and by subgroup.</p> <p>Must include multiple measures of student academic achievement. May include measures of academic growth.</p> <p>Must enable achievement results to be disaggregated within each state, LEA and school by subgroup, except where a subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information for individual students.</p>

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
		<p>May be administered through a single summative assessment or multiple interim assessments that result in a single summative score providing valid information on achievement or growth.</p> <p>A state may set a target limit on the aggregate time devoted to administration of assessments for each grade.</p> <p>A local educational agency (LEA) may administer a nationally recognized high school academic assessment in lieu of the state-designed academic assessment if the state educational agency (SEA) approves such assessment through certain procedures and criteria.</p> <p>A state may develop computer adaptive assessments as the assessments implemented under this section, so long as they meet specified requirements for students with the most significant cognitive disabilities and English learners.</p>
Opting Out of Assessments	No provision on opt out. Requires 95% participation rate in assessments.	Requires LEAs to provide parents with information on state or local policy, procedures and parental rights on student participation in mandated assessments. Does not preempt any state or local law with regard to a parental decision on participation in assessments.
State Assessment System Audit	No provision	The Secretary may make grants to states for audits of state and local assessments to improve and streamline assessment systems and eliminate unnecessary assessments.
Innovative Assessment Pilot	No provision	The Secretary may grant up to seven states initial authority to implement innovative assessments, such as competency- or performance-based assessments that validate when students can demonstrate mastery and allow for differentiated support based on individual student needs.

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
Assessments – Limitations on Secretary’s Authority	No provision.	<p>The Secretary may not prescribe specific assessments or items to be used in assessments.</p> <p>No funds provided to the Secretary or the recipient of any award may be used to develop, incentivize, test, administer or distribute any federally sponsored national test in reading, math or other subject unless specifically authorized by law, including testing materials aligned to the Common Core State Standards.</p>
Accountability: Annual Yearly Progress/State Accountability System	<p>Each state must establish a definition of Annual Yearly Progress (AYP) that sets Annual Measurable Objectives (AMO’s) for subgroups in all schools to meet 100% proficiency on state assessments by the 2013-14 school year.</p> <p>For secondary schools, the definition of AYP must also include graduation rates, and for elementary schools, an indicator in addition to the results on state assessments.</p>	<p>Eliminates AYP and replaces it with a state-defined, index-based system with certain required components.</p> <p>Goals – Each state must establish “ambitious, state-designed, long-term goals,” with measurements of interim progress for all students and subgroups for, at a minimum, improved:</p> <ul style="list-style-type: none"> • Academic achievement, as measured by proficiency on the required annual assessments • Graduation rates (four-year adjusted cohort, with option for extended-year adjusted cohort). • For English learners (EL), progress in achieving English language proficiency. <p>State Index -- The state-defined index must include the following indicators, which must be measured for all students and subgroups, except for a separate EL indicator:</p> <ol style="list-style-type: none"> 1. Academic achievement, based on the long-term goals, as measured by proficiency on annual assessments. May, at the state’s discretion, include student growth. 2. For non-high schools, a measure of student growth or “other valid and reliable statewide academic indicator.” 3. For high schools, the four-year adjusted cohort graduate rate, with discretion to use the extended-year adjusted cohort rate. 4. For EL, progress in achieving English language proficiency, as defined by the state and measured by assessments.

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		<p>5. For all schools, at least one indicator of school quality or student success that allows for meaningful differentiation in school performance and is valid, reliable, comparable and statewide. These may include measures of student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety, and any other indicator meeting the criteria above.</p> <p>Annual Meaningful Differentiation (AMD) – Each state must “meaningfully differentiate” schools annually based on the performance of schools and subgroups in schools on the indicators above. “Substantial weight” must be given to each of the first four indicators. In the aggregate, “much greater weight” must be given to these four academic indicators than to the fifth, school quality or school success indicator.</p> <p>States must annually measure the achievement of 95% of all students and all students in each subgroup. States must provide a clear explanation of how they will factor this requirement into the statewide accountability system.</p> <p>For purposes of the accountability system, states may include a student in the EL subgroup for up to four years after the student is proficient in English.</p>
<p>School Improvement: Identification and Notification for Support and Improvement</p>	<p>Each LEA must identify schools that do not make AYP for certain numbers of years for School improvement, Corrective Action and Restructuring. Schools are identified for School Improvement after missing AYP for two years, for Corrective Action after missing AYP for four years, and for Restructuring after missing AYP for five years.</p>	<p>NCLB’s identification of schools for School Improvement, Corrective Action and Restructuring is replaced with two categories of school support and improvement activity:</p> <ol style="list-style-type: none"> 1. <i>Comprehensive Support and Improvement</i>, for any schools identified under the state accountability system described above. 2. <i>Targeted Support and Improvement</i>, for any schools in which any subgroup of students is consistently underperforming, as

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		<p>determined by the state through its system of Annual Meaningful Differentiation.</p> <p>Identification for Comprehensive Support and Improvement -- Each state must establish a methodology to identify, beginning with school year 2017-18 and at least once every three years thereafter, one statewide category of schools for support and improvement. The methodology shall be based on the state’s system of Annual Meaningful Differentiation of school and subgroup performance. Schools meeting the following criteria must be identified for Comprehensive Support and Improvement:</p> <ul style="list-style-type: none"> • The 5% lowest performing in the state, as determined by the State Index and AMD. • High schools that graduate less than two-thirds of their students. • Schools in which a subgroup is consistently underperforming as determined by the state. <p>Each state educational agency must notify each LEA of any school served by the LEA that the SEA has identified for Comprehensive Support and Improvement. On notification, each LEA shall, for each school identified, develop and implement a comprehensive support and improvement plan for the school. The LEA plan must:</p> <ul style="list-style-type: none"> • Be informed by all indicators in the State Index, including performance against state-determined long-term goals; • Include evidence-based interventions; • Be based on a school-level assessment; • Identify resource inequities; • Be approved by the school, the LEA, and the state educational agency. <p>After approval and implementation, the SEA must monitor and periodically review the LEA plan.</p>

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		<p>SEAs may allow differentiated improvement activities that predominantly serve students in dropout recovery or credit retrieval. The state may also allow an LEA to forego implementation of improvement activities in the case of an identified school.</p> <p>An LEA may give students in a school identified for comprehensive support and improvement the option to transfer to another public school served by the LEA. Priority for the option must be given to the lowest-achieving children from low-income families.</p> <p>Notification for Targeted Support and Improvement – Each SEA, using its system of meaningful differentiation of schools, must notify each LEA of any school served by it in which a subgroup is consistently underperforming, and ensure that the LEA provides notification to the school.</p> <p>Each school receiving such a notification must develop and implement a school-level targeted support and improvement plan to improve student outcomes, based on the indicators in the state accountability system, for each subgroup that was the subject of the notification. The school-level plan must:</p> <ul style="list-style-type: none"> • Be informed by all the state indicators, including student performance against long-term goals; • Include evidence-based interventions; • Be approved by the LEA prior to implementation; • Be monitored by the LEA; • Result in additional action following unsuccessful implementation of the plan after a number of years determined by the LEA.

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		<p>A targeted support and improvement plan developed under these provisions must also identify resource inequities to be addressed through plan implementation, which may include a review of district and school-level budgeting.</p> <p>Exit criteria – The SEA shall establish statewide exit criteria for schools identified for comprehensive support and improvement and for schools identified for additional targeted support.</p> <p>State Action -- Failure by the school to satisfy the exit criteria within a state-determined number of years, not to exceed four years, “shall result in more rigorous state-determined action, such as the implementation of interventions. . . .”</p> <p>The SEA shall also:</p> <ul style="list-style-type: none"> • Periodically review resource allocation to support school improvement in each LEA serving “a significant number” of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans. • Provide technical assistance to each LEA serving “a significant number” of schools identified for comprehensive support and improvement or implementing targeted support and improvement. <p>The SEA may:</p> <ul style="list-style-type: none"> • Initiate additional improvement in any LEA with a significant number of schools consistently identified for comprehensive support and improvement and not meeting exit criteria. • Establish alternative evidence-based, state-determined strategies that can be used by LEAs to assist a school identified for comprehensive support and improvement.

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School Improvement: Strategies	<p>Under Restructuring, LEAs are required to adopt one of five alternative governance options for schools that have missed AYP for five years:</p> <ol style="list-style-type: none"> 1. Reopening the school as a charter school; 2. Replacing all or most of the staff relevant to failure to make AYP; 3. Placing operation under private management; 4. State takeover of the school; 5. Other major restructuring of governance. <p>Under the School Improvement Grants (SIG) program, schools identified for assistance must implement one of four turnaround models:</p> <ol style="list-style-type: none"> 1. <i>Turnaround</i>, which would include replacing the principal and at least 50% of staff, adopting a new governance structure, and implementing a new instructional program; 2. <i>Restart</i>, in which the LEA would reopen the school under the management of a charter school operator, a charter management organization, or an educational management organization. 3. <i>Closure</i>, in which the LEA would close the school and enroll its students in other, high-achieving schools in the district. 4. <i>Transformation</i>, addressing each of four areas critical to transforming the lowest achieving schools: <ol style="list-style-type: none"> (1) Comprehensive teacher and school leader effectiveness; (2) Comprehensive instructional reform strategies; (3) Extended learning time and community-oriented schools; (4) Operating flexibility and sustained support. 	<p>ESSA specifies no school improvement strategies. States are granted wide discretion to determine how to intervene in low-performing schools. The Secretary is specifically prohibited from prescribing school improvement strategies.</p> <p>The School Improvement Program (SIG) is eliminated.</p>

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Accountability: Limitations on Secretary's Authority	No applicable provisions.	<p>Contains a series of restrictions on the Secretary's authority with respect to state accountability and school improvement systems. The Secretary may not add requirements or criteria that are inconsistent with or outside the scope of this part of the law or in excess of the statutory authority granted to the Secretary.</p> <p>The Secretary may not, as a condition of approval of the state plan or any waiver, prescribe:</p> <ul style="list-style-type: none"> • Specific elements of the challenging state academic standards; • Long-term goals or measurements of interim progress that states establish under their accountability systems; • Specific academic assessments or assessment items; • Indicators that states use in their accountability systems, including any requirement to measure student growth; • The weight assigned to any measure or indicator used to identify or meaningfully differentiate schools; • The methodology used to identify or meaningfully differentiate schools; • Any specific school support and improvement strategies; • Any exit criteria from identification for comprehensive support and improvement; • Minimum numbers of students (n-groups). <p>The Secretary is also prohibited from issuing regulatory guidance that, in explaining requirements under this section, provides a strictly limited or exhaustive list to illustrate successful implementation, or that purports to be legally binding.</p>
Other Plan Provisions		<p>Each state plan must describe, for example:</p> <ul style="list-style-type: none"> • How the SEA will support LEAs receiving Title I funds to improve conditions for student learning, including through reducing bullying, the overuse of discipline practices that remove

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	<p>States must provide assurance that they will participate in 4th and 8th grade reading and math assessments under the National Assessment of Education Progress (NAEP) if the Secretary pays for the costs of the assessments.</p> <p>States must assure that the SEA has involved a committee of practitioners in developing the state plan and monitoring its implementation. Similar provision as ESSA on committee of practitioners.</p>	<p>students from the classroom, and the use of aversive behavioral interventions;</p> <ul style="list-style-type: none"> • How the state will work with LEAs for effective transitions to middle school and high school to reduce the risk of dropout; • How the SEA will collaborate with the state agency responsible under other federal law for ensuring the educational children in foster care; • How the SEA will support LEAs in identification, enrollment, and school stability of homeless children and youth. <p>The state plan must provide assurances that the state will, among other things, support the dissemination of effective parent engagement strategies and ensure that the collection and reporting of student-level data is consistent with the Family Education Rights and Privacy Act.</p> <p>Same state assurance required on NAEP participation.</p> <p>Same provision with slightly different membership on the committee of practitioners.</p>
<p>State and Local Report Cards</p>	<p>Each state and LEA must publish report cards that include information on student achievement, graduation rates and professional qualifications of teachers. Student achievement data must be disaggregated by subgroup.</p> <p>LEA’s also must report the number of schools identified for school improvement and comparisons of schools’ achievement to the LEA and state.</p>	<p>Adds to information that must be included on state and local report cards. State report cards must include, for example:</p> <ul style="list-style-type: none"> • A description of the accountability system, including goals, indicators used to differentiate schools, and weights assigned to indicators. • For all students and accountability subgroups, plus homeless, foster youth, and students with a parent in the military,

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
		<p>disaggregation of achievement on academic assessments, and percentages of students assessed and not assessed.</p> <ul style="list-style-type: none"> • Information on the high school graduation rates used as part of the accountability system, with disaggregation on homeless and foster youth. • Information on acquisition of English proficiency by English learners. • Names of all schools identified for comprehensive support and improvement or implementing targeted support and improvement, and criteria for exit from identification for support and improvement. • Information on measures of school quality. • Information collected through the biennial Civil Rights Data Collection survey. • Professional qualifications of teachers, principals, and other school leaders, disaggregated by high-poverty schools and low-poverty schools with regard to certain prescribed data. • Per-pupil expenditures, disaggregated by source of funds. • NAEP results in grades 4 and 8. • Beginning 2017, the rate at which high school students enroll in postsecondary education. • Any other information the state wishes to provide. <p>Local report cards must include all the information on the state report card except NAEP results and comparisons of a school's performance to the performance of the LEA and the state.</p>
<p>Title I Funding: Set-Aside for School Improvement</p>	<p>States must reserve 4% of their Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies) grants, of which 95% must be allocated to LEAs to assist schools identified for improvement. The amount reserved must not decrease the amount received by each LEA in the prior year.</p>	<p>The set-aside is increased from 4% to 7% (with some formula qualification). The amount reserved must not decrease the amount received by each LEA in the prior year.</p>

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
Highly Qualified Teachers/Access to Effective Teachers	<p>All teachers in Title I programs must be highly qualified. Each state must define “highly qualified teacher” and establish a plan to ensure that teachers in core academic subjects are highly qualified.</p> <p>No comparable provision.</p>	<p>Eliminates Highly Qualified Teacher. In its place, requires that each state’s Title I plan contain an assurance that the SEA will ensure that all teachers and paraprofessionals supported by Title I funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p> <p>In addition, the state’s Title I plan must describe how low-income and minority children in Title I schools are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report progress on this requirement;</p>
Teacher and Principal Evaluations	<p>No provision.</p>	<p>Funding to states under Title II may be used to develop or provide assistance to LEAs for the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on student achievement, which may include student growth, and include multiple measures of educator performance and provide timely and useful feedback to teachers, principals and other school leaders.</p> <p>Under Title I, the Secretary is prohibited from prescribing any indicators or measures of teacher, principal, or other school leader effectiveness or quality.</p> <p>The section on state application for Title II funds declares that nothing therein shall be construed to authorize Secretary or other federal employee to mandate or direct the development, improvement or implementation of any teacher, principal or other school leader evaluation system.</p>
English Language		<p>ESSA brings accountability provisions for Title III (Language Instruction for English Learners and Immigrant Students) into Title I.</p>

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
Learners -- Standards		<p>Each state must demonstrate that it has adopted English language proficiency standards that:</p> <ul style="list-style-type: none"> • Are derived from the four recognized domains of speaking, listening, reading and writing; • Address the different proficiency levels of English learners; • Are aligned with the challenging state academic standards.
English Language Learners -- Assessments		<p>The state plan for student academic assessments must provide for the inclusion of English learners, who must be assessed in a valid and reliable manner and provided appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data, until such students have achieved English language proficiency.</p> <p>Each state plan must identify the languages other than English that are present to a significant degree in the participating student population of the state and indicate the languages for which annual student academic assessments are not available and are needed.</p>
Early Childhood Education	No early childhood education program in NCLB.	<p>Authorizes a Preschool Development Grants program. Program funds are authorized through the U.S. Department of Health and Human Services (HHS), and the program is jointly administered by USED and HHS.</p> <p>The purposes of the program are to:</p> <ul style="list-style-type: none"> • Assist in collaboration among existing early childhood programs to prepare low-income and disadvantaged children for kindergarten and improve transitions to elementary school; • Encourage partnerships among Head Start providers, state and local governments, and other public and private entities to improve program quality and delivery of services; • Maximize parental choice among a mixed delivery system of early childhood education providers.

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
		<p>States apply for one-year, renewable competitive grants, which must be matched at no less than 30% of the grant amount.</p> <p>A state receiving a grant may use the funds for the following activities:</p> <ol style="list-style-type: none"> 1. Conducting a periodic statewide needs assessment; 2. Developing a strategic plan for collaboration, coordination and quality improvement among existing programs; 3. Maximizing parental choice among programs and providers. 4. Sharing best practices among providers. 5. After completing the first two activities, improving the overall quality of early childhood education programs, including by improving professional development for providers. <p>Funds provided through the program may not supplant other federal, state or local funds for the same activities.</p> <p>The Secretary of HHS and Secretary of Education are prohibited from engaging in regulatory actions for operation of funded programs, including, for example, for standards, assessment, curricula, teacher and staff qualifications, and class sizes.</p>
Governor Consultation and Signature	No provision.	Requires the SEA to consult with the governor in the development of state plans for Title I and Title II. The consultation must take place during the development of the plan and prior to submission to the plans to the Secretary. The governor has 30 days prior to the SEA submitting a plan to sign it. If the governor has not signed the plan within 30 days of delivery by the SEA to the governor, the SEA submits the plan to the Secretary without the governor’s signature.
ESEA Waivers	States, LEAs or Indian tribes receiving funds under the act may request waivers of ESEA provisions. The waivers	The list of prohibited topics for waivers is maintained.

Subject	No Child Left Behind Act (NCLB)	Every Student Succeeds Act (ESSA)
	<p>must demonstrate how they will increase the academic achievement of students.</p> <p>Waivers are not permitted of provisions on a list of topics concerning, for example, maintenance of state and local expenditure effort; civil rights; parental participation and involvement; charter school requirements; private school participation; prohibitions on using ESEA funds for sex education, and prohibitions on state aid and religious instruction.</p>	<p>Outside of prohibited topics, an SEA or Indian tribe receiving funds under this act may submit a request to waive any statutory or regulatory requirement of the act. An LEA receiving funds under this act may submit a request, containing specified information, for waiver of any statutory or regulatory requirement to the SEA. The SEA may then submit the request to the Secretary if the SEA determines the waiver appropriate. A school desiring a waiver must submit a request, containing specified information, to the LEA serving the school, which then submit the request to the SEA if it determines the waiver appropriate. Opportunity must be provided for public comment on waiver requests.</p> <p>The Secretary has 120 days from submission to issue written approval or disapproval of the request, based on whether it meets requirements in this section. The Secretary may not disapprove a waiver request based on conditions outside the scope of the waiver request.</p>

Sources

Penn Hill Group. "Comparison of Select Elements of ESEA Proposals and Conference Report. Council of Chief State School Officers. December 1, 2015.

U.S. House of Representatives. Committee on Education and the Workforce. S.1177. Conference Report. November 29, 2015. http://edworkforce.house.gov/uploadedfiles/every_student_succeeds_act_-_conference_report.pdf

President Signs ESEA Rewrite, Giving States, Districts Bigger Say on Policy

By [Alyson Klein](#) on December 10, 2015 11:31 AM

Washington

UPDATED

For the past quarter century, federal education policy has been moving in one direction: toward standards-based education redesign, a greater reliance on standardized tests, and bigger role for Washington when it comes to holding schools accountable for student results.



President Barack Obama reversed course with the stroke of a pen Thursday, putting states and districts back at the wheel when it comes to teacher evaluation, standards, school turnarounds, and accountability, through a new iteration of the five-decade old Elementary and Secondary Education Act.

Before signing the legislation, Obama said the Every Student Succeeds Act "builds on the reforms that have helped us make so much progress already."

"This bill upholds the core value that animated the original Elementary and Secondary Education Act signed by President Lyndon Johnson, the value that says education, the key to economic opportunity, is a civil right," Obama said.

He said that while the authors of the No Child Left Behind Act, the previous iteration of ESEA, were well-intentioned, "In practice it often fell short" and led to too much time spent on testing, among other problems. And while his administration offered NCLB waivers, he said, "The truth is, that could only do so much."

"For years, I have called on Congress to come together and get a bipartisan effort to fix No Child Left Behind," Obama said. "This is really a good example of how bipartisanship can work."

Obama praised the law for, among other things, focusing on putting students on track to be ready for college and career.

The new law coasted through Congress on a wave of bipartisan, bicameral support, and has been **enthusiastically embraced by teachers' unions, governors, state chiefs, and principals**. It even got a **measured endorsement** from the civil rights community.

ESSA retains key tenets of the law it is replacing, the decayed No Child Left Behind Act, calling on states and districts to focus on helping flailing schools and those where traditionally overlooked groups of students are struggling.

And even though it would stick with NCLB's annual testing schedule, ESSA directs states to incorporate a broader mix of factors into their accountability systems, such as teacher engagement and success in advanced coursework. (**More on the ins-and-outs of the bill here.**)

Before Obama signed ESSA, his administration put out "**A Progress Report on Elementary and Secondary Education**" that touts the improvement of public schools and K-12 policy on his watch. In addition to calling attention to the nation's all-time high graduation rate of 81 percent and historic lows in the dropout rate (more on that **here**), the report highlights Race to the Top, the Investing in Innovation program, and various teacher initiatives that began on Obama's watch.

The legislation is "a wonderful accomplishment, especially given the ideological chasm in the Congress," said Jack Jennings, who served as an aide to Democrats on the House education committee for nearly three decades, where he worked on previous versions of the ESEA. "The federal government overstepped its bounds, and it got a smackdown from Congress."

But now, there's a need for a new direction. That, Jennings said, is where ESSA is largely silent. "Where are we going to go? I don't think the [law] answers that at all."

Sen. Lamar Alexander, R-Tenn., one of the lead architects of ESSA, doesn't see it that way. The legislation, he said in a quick interview after **Senate passage** Wednesday, makes it clear that the new vision for K-12 is going to come from the states, not Washington.

"What it means is that governors and school boards and teachers can immediately begin to plan and make their own decisions about the design of their tests, how many tests, what their academic standards ought to be, all of the basic decisions about student achievement," he said. "It basically reverses the trend toward a national school board and will unleash a new of era of innovation and excellence."

State Influence

Different factions of the education community are already gearing up to help states and districts bring that new era forward—**preferably in a way** that works for them.

The National Education Association, for instance, will be working with its affiliates across the country to help states craft accountability systems that move beyond what the union's president, Lily Eskelsen Garcia calls the "test and punish" regime of NCLB.

And both the NEA and the American Federation of Teachers would love to see states move beyond teacher evaluations that rely heavily on test scores, a key feature of the Obama administration's waivers from portions of the NCLB law.

"The way tests were used in teacher evaluation ... it became lunacy," AFT President Randi Weingarten told reporters in advance of Senate passage of ESSA.

Meanwhile, the Leadership Conference for Civil and Human Rights will be helping its partners figure out how they help local and state leaders maintain the ESEA's historic focus on equity for traditionally overlooked groups of students in this new version.

Secretarial Smackdown

To be sure, there's still plenty to puzzle over inside the Beltway. The new law includes a laundry list of prohibitions on the education secretary's authority when it comes to setting standards, measuring teacher performance, and more.

That crackdown is largely aimed at Obama's education chief, Arne Duncan, who flexed his executive muscle more than any education secretary in history through NCLB waivers. It's unclear whether the language will make it harder politically—or even legally—for the department to take a hard line in regulating on the law.

That could impact how the administration chooses to fill in the blanks on some key issues, including how much academic factors must count relative to other indicators, like school climate. (One of the bill's sponsors, Rep. Bobby Scott, D-Va., said the department has the authority it needs to enforce ESSA.)

Legacy of ESEA

But if ESSA is ambiguous, that puts it squarely in the tradition of its great-granddaddy, the original ESEA of 1965, said Mike Kirst, **who worked on implementation of the very first version of the law** during President Lyndon B. Johnson's administration.

Kirst and his colleagues in what was then called the Office of Education waded through a host of sticky issues, including how to make sure that the new federal Title I funds were targeted to the students most in need, not everyone. And ultimately, they were told they'd overstepped their bounds and had to "slenderize" the regulations.

ESEA has a "long history where you pit an aggressive federal approach against" the need for state flexibility, he said.

And Kirst who is now president of the California State Board of Education, wouldn't mind if the department erred on the side of leeway for states this time around. "I'm at the bottom looking up now and wanting to preserve flexibility," he said.

The Golden State is one of just a handful that didn't participate in the Obama administration's waiver program. (It couldn't get on board with Duncan's teacher-evaluation vision.)

Kirst is happy to be shrugging off NCLB for good, and especially to be gaining access to federal money that the state has had to set aside for the law's mandatory interventions—school choice and tutoring—which he saw as largely ineffective.

But ESSA may not be a breeze to implement. Kirst is already scratching his head over one new requirement borrowed from the Obama administration's waivers that states turn around their bottom 5 percent of schools. In California, that would mean about 500 low-performers—a tall order for the state education agency, in Kirst's view.

For state officials, embracing ESSA represents "a huge time and conceptual burden," he said. "But it feels to be a step in the right direction, so at least you're swimming with the tide."

Photo: President Barack Obama, flanked by Senate Health, Education, Labor and Pension Committee Chairman Sen. Lamar Alexander, R-Tenn., left, and the committee's ranking member Sen. Patty Murray, D-Wash., signs the Every Student Succeeds Act, a major education law setting U.S. public schools on a new course of accountability, Thursday, Dec. 10, 2015, in Washington. The law will change the way teachers are evaluated and how the poorest performing schools are pushed to improve. (AP Photo/Evan Vucci)

http://blogs.edweek.org/edweek/campaign-k-12/2015/12/president_barack_obama_signs_e.html



THE WASHINGTON STATE BOARD OF EDUCATION

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

March 16, 2015

On behalf of the Washington State Board of Education (SBE), it is my privilege to share our position on reauthorization of the Elementary and Secondary Education Act (ESEA).

The Board recognizes that the federal government has an important role in protecting the rights and interests of our most vulnerable student populations. Accordingly, the Board offers its recommendations to strike a proper balance between the federal and state roles in reaching our common goal of improving education for all children.

We strongly urge you to reauthorize the Elementary and Secondary Education Act this year.

Congress needs to act now to correct the very real deficiencies of the No Child Left Behind Act (NCLB) and restore the consistency and predictability to federal education policy that our state and all others so urgently need.

At the same time as we insist on the need to fix NCLB without delay, we recognize the benefits it has had for children since enactment in 2002. In its focus on improved achievement for all students and its requirements for annual assessments, transparency of results, and identification of achievement gaps, NCLB was a major step forward. A reauthorized ESEA should not retreat from the progress made under NCLB; it should build on it.

Specific recommendations of the State Board of Education for ESEA reauthorization are:

Protect and improve data collection and reporting. Continue to require rigorous and easily accessible reporting of assessment data and other indicators of academic achievement, such as attendance, graduation rates and school evaluations. Maintain requirements for disaggregation of data by student subgroups. Provide support through research and grants for efforts by states to develop and report data on such non-academic indicators as student engagement, discipline, teacher and principal quality, and access to advanced courses.

Maintain annual assessments. Retain requirements for statewide annual assessments in reading/language arts and mathematics in each of grades 3-8 and once in the high school grades, and in science in each of three grade spans. Annual assessments are fundamental to any meaningful system of school accountability and to ensuring equity in opportunity for disadvantaged students. Annual, state-selected assessments allow us to measure and compare school performance in an effective state system of accountability. They enable the use of growth measures, without which performance cannot be evaluated in a fair and valid way. They provide the ability to identify and provide supports for low-performing schools and student subgroups, and inform research on the

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most effective ways to improve performance. They are also integral to the success of the state's emerging charter sector.

For these reasons the Board strongly opposes any proposal that would replace annual testing with some variant of grade-span testing, whether as practice or for purposes of accountability.

The SBE opposes proposals that would give states the option to use locally-chosen assessments in place of statewide assessments for federal accountability. The use of local options means a loss of comparability in assessments across a state, with consequences that ripple through a state accountability system. It also invites the lowering of standards for children most in need of higher standards.

We do share the concern of many Washington parents and educators about the amounts of school time spent for testing. We support the use of federal funds for audits to identify low-quality or duplicative tests for possible elimination and for research and development on improved assessment systems.

Require career and college-ready standards. Require each state to set career- and college-ready standards for its public schools. Each state would define career- and college-ready for itself, in what continues to be a dynamic area of study. State definitions should be reported to USED, where they would provide valuable information for policy-makers and researchers, but they should not require validation by USED.

Provide for strong accountability while increasing state flexibility. The SBE supports a federal framework for accountability in which states must set specific performance targets for all schools, but would have the freedom to design and implement ways of meeting them that best fit their needs. This framework should include meaningful family engagement. ESEA could, for example, require states to designate schools in need of improvement, while leaving to the states how those designations are made. The law could require states to set explicit achievement targets for districts, schools and subgroups, including for growth, and to measure progress against those goals, while leaving to the states the goals, measures and supports they judge most likely to be effective. An approach to school improvement that is appropriately "tight on ends, loose on means" would enable states to design their own, research-based systems of consequences and interventions for their schools. As a condition of federal funds, state accountability systems should expect progress in closing achievement gaps so that all students have the opportunity to graduate ready for college and career.

Ensure strong support for English Language Learners. In Washington, the English Language Learners group is the fastest-growing of all ESEA subgroups. The SBE supports formula grants to help states ensure that all students are meeting rigorous academic standards. A reauthorized ESEA should require all states to establish rigorous and achievable targets in English language proficiency and other content areas. The standards developed by each state education agency should predict success on grade level English language arts assessments, while still addressing the different proficiency levels of English learners.

Promote equitable distribution of teachers and principals. Too often the children most in need of the best instruction are the least likely to receive it. The SBE supports a strong federal role in helping assure that low-income and minority children in Title I schools are served by effective teachers and school leaders. State applications for grants under Title II should describe how the state will assure that low-income and minority students are not taught at higher rates than are other students by teachers rated in the lowest of the state's evaluation categories, and not assigned at a higher rate to schools administered by principals in the lowest evaluation categories.

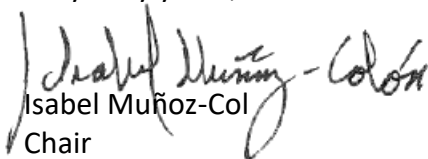
Provide for early childhood education. The Board recognizes that early childhood education can be a foundation for success in school, particularly for children with social and economic disadvantages. The Board supports inclusion in ESEA of supports for equitable access to early childhood education.

The Board's concerns are by no means limited to those summarized above. We are also paying close attention to such issues for reauthorization as maintenance of effort, Title I portability, children with disabilities, charter schools and others before the Congress in this legislation. Board members will be happy to share their views on these and other issues.

While ESEA reauthorization is a priority for all states, the urgency is all the greater in Washington, where the loss of a flexibility waiver has forced us to label nearly all of our schools "failing" under the 100% NCLB proficiency target for 2014. Many of these schools had received well-earned "exemplary" ratings under the state's Achievement Index only months before. Enabling a strong but realistic, state-driven framework for goal-setting will ensure that no state and no schools have to go through this harmful exercise again.

Thank you for your consideration, and for your commitment to improving educational outcomes for all the children of Washington.

Very truly yours,


Isabel Muñoz-Col
Chair



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 18, 2015

Dear Colleague:

On December 10, 2015, the President signed into law the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). The reauthorized law, which we will refer to in this document as the ESSA, prioritizes excellence and equity for our students and supports great educators. Your work provides a strong foundation to help ensure that every child graduates from high school ready for college and careers. The ESSA reinforces your efforts, and the U.S. Department of Education (ED) looks forward to supporting you during the upcoming transition and throughout ESSA implementation.

To facilitate an orderly transition to the programs authorized by the ESSA, we are conducting a careful review of the work in which you and your State are currently engaged. In the coming months, ED will provide ongoing guidance to support schools, districts, and States in the transition to the ESSA. This letter begins this process and provides guidance regarding certain activities for which we know you are working toward imminent deadlines and that are affected by this reauthorization. In particular, this letter covers ED's expectations regarding: Title I assessment peer review; annual measurable objectives (AMOs) and annual measurable achievement objectives (AMAOs) for school years 2014–2015 and 2015–2016; conditions and other related requirements under ESEA flexibility; priority and focus school lists; and educator evaluation and support systems under ESEA flexibility.

Title I Assessment Peer Review

The reauthorized law maintains the requirement that each State administer high-quality annual assessments in at least reading/language arts, mathematics, and science that meet nationally recognized professional and technical standards. As described in ED's letter to you on September 25, 2015, a high-quality State assessment system that is aligned to State-determined content standards is essential to providing information that States, districts, principals, and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most, evaluate school and program effectiveness, and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their child's advancement against and achievement of grade-level standards.

We are reviewing the ESSA to better understand the impact of any changes to the requirements for State assessment systems but, because the essential requirements are unchanged, ED's peer review of State assessment systems will continue so that each State receives feedback from external experts on the assessments it is currently administering. However, the schedule will be slightly altered; ED is cancelling the January 2016 peer review window and adjusting the March and May 2016 windows to April and June 2016. More information will be provided in the coming weeks.

AMOs and AMAOs

In accordance with a February 27, 2015, letter from the Director of ED's Office of State Support, many States that implemented new assessments in the 2014–2015 school year are preparing to submit new AMOs for ED's review and approval in January 2016. However, the ESSA requires States to “establish ambitious State-designed long-term goals...for all students and separately for each subgroup of students” instead of AMOs. ED wants to support State efforts to prepare for this transition; therefore, in accordance with ED's authority to ensure an orderly transition to the ESSA, ED will not require States to submit AMOs (for school years 2014–2015 or 2015–2016) in January 2016 for ED's review and approval, nor will ED require States to report performance against AMOs for the 2014–2015 or 2015–2016 school years. Additionally, ED will not require States to hold districts accountable for their performance against AMAOs 1, 2, and 3 under Title III of the ESEA for the 2014–2015 or 2015–2016 school years.

Please note, however, that all States and districts must continue to publish report cards, including report cards for the 2014–2015 school year (if those report cards have not yet been published), for the 2015–2016 school year, and beyond. Report cards must continue to include information that shows how a district's student achievement on the State assessments compares to students and subgroups of students in the State as a whole. At the school level, the district must include information that shows how a school's student achievement on the State assessments compares to students and subgroups of students in the district and in the State as a whole. However, consistent with ED's authority to ensure an orderly transition to the ESSA, report cards need not include the information required under ESEA section 1111(h)(1)(C)(ii).

General ESEA Flexibility Update

Under ESSA section 4(c)(1), waivers granted through ESEA flexibility remain effective through August 1, 2016. Given this timeframe, ED expects each State that is currently approved to implement ESEA flexibility to continue to meet all ESEA flexibility principles during the 2015–2016 school year. However, because ESEA flexibility terminates on August 1, 2016, ED will not seek or review requests to extend ESEA flexibility from a State with an ESEA flexibility request approved only through the 2015–2016 school year. In addition, ED will no longer review or approve requests for ESEA flexibility, as announced by ED on September 23, 2011, from a State that does not yet have an approved flexibility request. ED will continue to make decisions on a case-by-case basis but, generally speaking, will prioritize monitoring and enforcement on principles that are included in both the ESEA and ESSA.

Follow-Up Actions Required Under ESEA Flexibility Renewal

During the ESEA flexibility renewal process, ED renewed some States subject to certain follow-up actions and conditions as described in our renewal letter. Many of the follow-up actions, including those required to resolve a condition, required a State to take certain actions during, or by the end of, the 2015–2016 school year. Because ESEA flexibility terminates on August 1, 2016, a State will no longer be required to submit follow-up responses to ED related to areas of ESEA flexibility that are not required under both the ESEA and ESSA. Instead, ED will continue to provide technical assistance, feedback, and support to States and districts in these key areas so they can continue to build on the strong foundations they have constructed and facilitate a smooth transition.

For follow-up actions related to areas that are required under both the ESEA and ESSA, a State must submit required follow-up responses as specified in its ESEA flexibility renewal approval letter. In particular, a State is required to provide information for follow-up actions under Principle 1 of ESEA flexibility, including follow-up actions related to consultation with stakeholders, college- and career-ready standards, and high-quality assessments, and under Principle 2 related to reporting requirements. In the coming days, a member of my staff will contact each State's ESEA flexibility contact to clarify whether any follow-up actions that were required as part of the State's ESEA flexibility renewal must be carried out.

All Other Amendments to ESEA Flexibility Requests

Through August 1, 2016, a State may continue to request amendments affecting activities required under the ESSA; ED will review these amendments and make a determination on their approval. If a State wishes to amend Principle 1 or any of the reporting components of Principle 2 of its approved ESEA flexibility request, it must submit an amendment for ED's review.

On areas no longer required under both the ESEA and ESSA, ED will continue to provide technical assistance, including feedback and support, but will not formally process amendment requests or decisions on their approval. If you have questions about whether a particular change requires an amendment, please reach out to your program officer in ED's Office of State Support.

Priority and Focus School Lists

Under ESEA flexibility, many States were required to submit updated priority and focus school lists in January 2016. In order to facilitate an orderly transition to ESSA during the 2015–2016 school year, all States implementing ESEA flexibility may now select either of the following options with regard to these lists:

Option A: Do not exit schools and maintain current identification. A State may “freeze” its current lists of priority and focus schools as of December 10, 2015 (the date of enactment of the ESSA). These schools would continue to implement their approved interventions through the 2015–2016 and 2016–2017 school years. The State would not be able to exit schools from the current lists until after the 2016–2017 school year.

Option B: Exit schools and identify new priority and focus schools. A State may exit priority and focus schools that meet the State's approved exit criteria and identify new priority (at least 5 percent of Title I schools) and focus (at least 10 percent of Title I schools) schools based on more recent data. Newly identified schools, as well as those that remain on these lists because they did not meet the State's exit criteria, would implement their approved interventions through the 2016–2017 school year. A State selecting this option must provide updated lists of priority and focus schools to ED by **Monday, March 1, 2016**; please note that this deadline supersedes prior assurances and communications requiring some States to submit these lists in January 2016.

Each State implementing ESEA flexibility should inform ED of which of the above options it has selected through an e-mail to its State e-mail address, OSS.[STATE]@ed.gov, submitted on or before Friday, January 29, 2016.

Supporting Educator Effectiveness

To help ensure that all educators have the necessary tools to be maximally effective, every State implementing ESEA flexibility is engaged in the challenging and critical work of designing, building, and operationalizing educator evaluation and support systems. We believe that this hard work and leadership should be recognized and encouraged. As noted, the law provides for ESEA flexibility, including those principles related to educator evaluation and support systems, to continue to be implemented through August 1, 2016. Given that educator evaluation and support systems are not required under the ESSA, ED will continue to provide technical assistance, including feedback and support, but will not formally process amendment requests related to these systems, and will prioritize monitoring and enforcement on principles that are included in both the ESEA and ESSA.

I understand that you may have additional questions about how to proceed, including specific questions about which portions of the guidance provided above applies to schools and districts in your State. You can find the latest information at www.ed.gov/essa and can ask questions by e-mailing us at essa.questions@ed.gov or through your contact in our Office of State Support. Please also know that ED is working to provide you with comprehensive guidance on the transition, as well as guidance on the requirements of the programs authorized under the ESSA. We will work with stakeholders to understand the issues on which guidance would be most helpful; in the meantime, I hope this letter answers some of your most urgent questions.

Please note that a Request for Information (RFI) that seeks advice and recommendations regarding regulations under Title I of the ESEA as reauthorized by the ESSA is available today for public inspection at <https://www.federalregister.gov/public-inspection>. A link to that document will be available at www.ed.gov/essa when it is published in the *Federal Register*.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work.

Sincerely,

/s/

Ann Whalen
Delegated the Authority to Perform the Functions
and Duties of Assistant Secretary for
Elementary and Secondary Education

cc: State Title I Directors
State Assessment Directors
State ESEA Flexibility Leads



LOCATION CHANGE FOR THE MARCH 8-9, 2017 MEETING

Location Change Needed

In November 2014, the Board approved the 2017-2018 meeting locations and dates. Staff recently began the process of securing facility contracts for the March 2017 meeting in Gig Harbor and found limitations in the meeting space found in that area.

Recommendation

Staff recommend changing the location of the March 8-9, 2017 meeting from Gig Harbor to Everett. The Everett School District office has meeting space available that would allow the Board to conduct both its meeting and community forum on the dates needed.

Action

Members will be asked to take action on approving the location change.

If you have questions regarding this memo, please contact Denise Ross at denise.ross@k12.wa.us.



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 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 2014 (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:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us



RESOLUTION 15-06

TEMPORARY WAIVER OF IMPLEMENTATION OF THE 24 CREDIT FRAMEWORK

WHEREAS, the Washington State Legislature codified into law the passage of E2SSB 6552 increasing graduation requirements to Core 24 college and career ready; and

WHEREAS, under RCW 28A.230.090(1)(d)(ii) the State Board of Education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with the graduating classes of 2019 and 2020; and

WHEREAS, the Clarkston School District will continue to maintain the Board adopted credit requirements of 23.5 for the graduating classes of 2019 & 2020; and

WHEREAS, the district is seeking additional time to plan and communicate the changes in requirements; and

WHEREAS, by building a deeper understanding of options and requirements students will experience greater success; and

WHEREAS, Clarkston School District is seeking more time to ensure systems are in place to best support students in meeting new requirements; and

WHEREAS, it is fitting that we support the application of a State Board of Education Core 24 career and college ready graduation requirement waiver;

THEREFORE, BE IT RESOLVED the Board of Directors of Clarkston School District #J250-185, Walla Walla County, Washington, hereby authorizes its Superintendent to request a waiver of the Temporary Waiver from Core 24 college and career ready graduation requirements.

APPROVED by the Board of Directors of Clarkston School District #J-250-185, Clarkston, Washington, in a regular meeting thereof held on the 14th day of December, 2015.

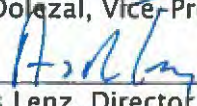
BOARD OF DIRECTORS:



Greg Castellaw, President



Scott Dolezal, Vice-President



Dennis Lenz, Director



Jim Nelly, Director

ATTEST:



Secretary to the Board of Directors

Board of Education: Greg Castellaw | Scott Dolezal | Dennis Lenz | Jim Nelly

Application

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

1. Name of district: **Clarkston School District J-250-185**

2. Contact information

Name and title: **Jim Fry, Assistant Superintendent**

Telephone: **(509) 769-5534**

E-mail address: **fryj@csdk12.org**

3. Date of application: **December 14, 2015**

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.

The district has been looking at various ways to prepare students for college and career readiness by increasing elective opportunities and providing rigorous core opportunities as well. In order to do this, there will need to be adjustments to course offerings and possibly employing a different bell schedule. The district is not satisfied with its level of preparedness to implement these to meet the needs of our students as they relate to the new career and college ready graduation requirements.

Unfortunately, during planning for the 2015-16 school year, the high school principal left the school for another position. Due to administrator shortages in the state, the district was unable to find a suitable candidate for the position and moved an elementary principal from within the district into an interim position at the high school. The task of revamping a master schedule as well as the bell schedule are laborious tasks that take a lot of time, knowledge and commitment by a staff. Despite the outstanding efforts by the interim principal, without a permanent person in the position, it proved too difficult to accomplish this school year.

Our goal would be with the hiring of a permanent high school principal in the spring of 2016 that we would have a successful collaborative process for the 2016-17 school year to make these needed adjustments to the course offerings and bell schedule allowing for full successful implementation of the college career ready graduation requirements in the 2017-18 school year as the class of 2021 enters high school.

The district's alternative high school, Educational Opportunity Center, is tied to Clarkston High School and will need to follow the graduation plan instituted there. They too will prepare for full implementation in the subsequent school years to be prepared for full implementation in 2017-18.

In conclusion, we feel that it would be beneficial to the students in Clarkston to remain on the former graduation requirements until the 2017-18 school year. This would allow us to hire the principal at Clarkston High School who can lead this change process. We know that a change to the operating norms of the building are most successful when they are done in a collaborative manner with staff input and buy in. It is important that the permanent principal be empowered to do this with the benefit of extended time to examine and address all of the varying issues.

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

The two most significant barriers to implementing the career and college ready graduation requirements are the course offerings and the bell schedule. Currently course offerings in elective courses are limited and in some cases are not a coherent sequence where students are afforded the opportunity to refine and master the skills by taking a succession of courses. The district is reviewing the course offerings and giving direction and support to the campus to provide new course offerings that will meet the demands of the new career and college readiness requirements. These types of changes take time and money and the additional time provided by the waiver will afford the district the opportunity to implement these changes.

The second issue that restricts our ability to grow and evolve in offering new courses is Clarkston High School's current six period bell schedule. The bell schedule does not allow for any intervention, failed classes, or exploration into other courses due to its restrictive nature. Often students cannot take courses that will allow them to be either career ready, college ready, or both due to schedule conflicts. These students will be forced to go in one direction as that is all their schedule will allow. To permit time for the CHS staff to explore other bell schedules, implement a bell schedule that will allow greater opportunity, and to receive training in how to successfully teach on a new schedule will prove greatly beneficial to our students.

As mentioned before, these two factors are momentous tasks to address. Anyone who has worked at the high school level can attest to the many facets of both, as well as the leadership that is needed to make them successful. The Clarkston School District believes that with the addition of permanent leadership in the high school principal position and the waiver, we can overcome the obstacles that lie before us.

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

_____ Class of 2020

___x___ 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.

The waiver will allow the Clarkston School District to work to implement the changes noted above to improve the course offerings and opportunities for the class of 2021 after hiring a permanent high school principal. These students will not only see more core course opportunities, but also elective courses that will broaden their horizons and give them the experiences and skills to be career ready or be ready to go to college to further prepare for successful careers. Our goal is that by expanding the opportunities of courses and class schedule that students will not have to make decisions where they have to sacrifice one course to take another; but will have ability to take both courses. The two changes noted above will directly impact this class of 2021.

Finally, we will continue to focus on better articulation with our middle school to educate, teach, and train our middle school students and their families on the Personalized Pathway Requirements for these students. Our continued work is to ensure that our students come into high school with a solid, educated plan. We are in the infancy in our implementation and the additional time for continuing to teach our students and plan successfully for the transition to the high school level is critical.

**EVERETT SCHOOL DISTRICT NO. 2
SNOHOMISH COUNTY, WASHINGTON
RESOLUTION NO. 1120**

**Temporary Waiver of 24 Credit Graduation Requirement
for the Graduating Classes of 2019 and 2020**

A RESOLUTION of the Board of Directors of Everett School District No.2, Snohomish County, Everett, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068 for students entering the ninth grade in 2015 and 2016;

WHEREAS, the Board of Directors has the final authority to set the policies of the district to ensure the quality in the content and extent of the district's educational program; and

WHEREAS, the Board of Directors has determined that increase in the number of credits required by the state of Washington to graduate from high school to 24 requires substantial study, community engagement, careful planning and investment of additional resources to ensure effective implementation; and

WHEREAS, the Board of Directors currently requires students earn 22 credits to graduate from high school; and

WHEREAS, the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to enable the Board of Directors to submit a two-year waiver to delay implementation of the requirements for 24 credits; and

WHEREAS, WAC 180-51-068 requires that the Board of Directors' application be accompanied by a resolution adopted by the Board of Directors and signed by the board's president and the district superintendent;

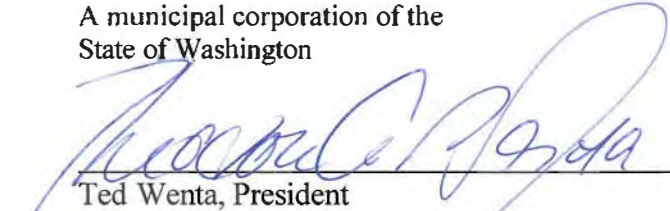
NOW, THEREFORE, BE IT RESOLVED: that the Board of Directors of Everett School District No. 2 authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 for students entering the ninth grade in 2015 and 2016 to allow for sufficient time to effectively implement the requirements;

RESOLVED that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education as an attachment to the waiver request.

ADOPTED by the Board of Directors Everett School District No. 2, Snohomish County, Washington, at a regular open public meeting thereof, held this 8th day of December, 2015, the following directors being present and voting in favor of this Resolution.

EVERETT SCHOOL DISTRICT NO. 2

A municipal corporation of the
State of Washington



Ted Wenta, President



Caroline Mason, Vice President



Traci Mitchell, Legislative Representative



Carol Andrews, Board Member



Pam LeSesne, Board Member

ATTEST:



Dr. Gary Cohn
Superintendent & Secretary to the Board of Directors

Application

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

1. Name of district: Everett School District #2

2. Contact information
Name and title: Dr. Tony Byrd, Associate Superintendent, Curriculum, Assessment and Special Programs
Telephone: (425) 385-4050
E-mail address: tbyrd@everettsd.org

3. Date of application: 12/8/2015

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.

A temporary waiver to delay implementation of the 24 credit graduation requirement will provide Everett Public Schools additional time to review, research, and analyze systems, structures, and policies to support college and career readiness and 24 credits for all students. Also, the temporary waiver will provide an opportunity to engage a wider range of stakeholders in collaboratively developing content, structure, and process solutions to ensure successful implementation of the new credit requirements, beginning with the graduating class of 2021.

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

The three comprehensive high schools in Everett Public Schools currently operate on a six-period day. With the 24 credit graduation requirement, the six-period day limits the ability of schools to provide additional opportunities for students to recover credit and/or earn additional credit. To engage students, families, and staff in planning and developing scheduling options to support successful student progress to graduation, Everett Public Schools is submitting a temporary waiver to delay the implementation of the 24 credit graduation requirement until the graduating class of 2021.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
 Class of 2020
 Class of 2021

December 16, 2015

SPOKANE SCHOOL DISTRICT NO. 81

Resolution No. 2015-29

**A BOARD RESOLUTION REQUESTING TEMPORARY WAIVER FROM
HIGH SCHOOL GRADUATION REQUIREMENTS**

WHEREAS, Spokane School District No. 81 (the "District:") will submit a resolution to the Washington State Board of Education delaying the implementation of the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 E2SSB 6552; and


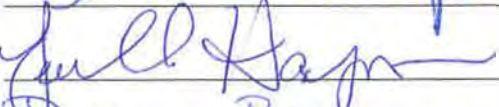


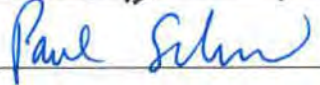
WHEREAS, a temporary waiver will also allow more time for the District to ensure we have fully planned and implemented all aspects of our six-part implementation plan in order to best support students in meeting the new requirements; and

WHEREAS, the District is seeking additional time to plan and communicate the changes in requirements;

NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Spokane School District No. 81 hereby requests, based on extension, that this new state requirement would go into effect for the freshman class of 2017, graduating in 2021.

Adopted this 16th day of December, 2015 in Spokane, Washington.

MEMBERS, BOARD OF DIRECTORS

ATTEST:



Application

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

1. Name of district: **Spokane Public Schools**

2. Contact information

Name and title: **Steven Gering, Chief Academic Officer**

Telephone: **(509) 354-7396**

E-mail address: **steveng@spokaneschools.org**

3. Date of application: **December 17, 2015**

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.

Since the passage of E2SSB 6552, Spokane Public Schools has been actively working on a six part implementation plan. We have successfully implemented four of the six parts of the plan and have made significant progress on the last two components of our plan.

Component five of our implementation plan involves expanding opportunities for students to garner credits while in high school. Spokane Public Schools currently offers a six period high school day, so students during our regular school day can collect 24 total credits during high school. By not passing a class in high school, they will not be able to meet the 24 credit diploma. For this part of our plan, we have been actively studying methods for students to get more credits during their high school experience. Options that have been explored range from the following: adding more summer school advancement opportunities; adding more zero hour and/or seventh period electives; expanding Spokane Virtual Learning access and availability; and adding additional classes to the school day for students. We are continuing to actively study all of these options. Additionally, we are studying what will need to be done to fund options that are selected.

Component six of our implementation plan involves our four year planning and personalized pathways. Staff has been implementing this component. We are using Naviance and the career planning and course planning resources in this tool. Additionally, we are revamping our student advising and guidance curriculum. Finally, we are launching a new conference format for all of our secondary schools to support this work. While we feel that we have put a lot of the components into place, we are also testing and making modifications as we build the infrastructure to support this work. Having additional time to fully implement this would be helpful.

Our school district is committed to ensuring that all students graduate with diplomas that prepare them for post-secondary routes of study. We are most concerned about students who currently are not graduating with 24 credits. That is why we are so actively studying component five of our implementation plan to find additional ways for students to garner more credits. This will ensure that we can continue to increase our graduation rates and successfully implement the Career and College Ready Graduation requirements outlined in this law.

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

As mentioned in the previous question, the largest impediment is currently the six period school day that is offered in our high schools. We are actively examining ways for students to have the opportunity to garner additional credits. However, at this time, we have approximately 2-4% of our current graduating seniors getting diplomas from Spokane Public Schools with less than 24 credits. We are actively exploring solutions to help ensure that all of these students can get the necessary credits to meet this new requirement.

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

Class of 2020

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.

Attached to this application is a PowerPoint that outlines our six part implementation plan. Ever since the passage of this law, we have been actively working on all six parts of this plan. Four of the six parts of this plan have been implemented to their full extent, and we are in the revision phase at this time. The final two components are partially implemented at this time and efforts to achieve implementation have been described above. We will continue to refine our implementation plan during the next two years in all six areas. Part five of our plan (Expanding Credit Opportunities at High School) is one area of the plan that will take financial resources to implement, so our team is studying ways to expand opportunities that are both cost effective and that support student post-secondary aspirations.