



THE WASHINGTON STATE BOARD OF EDUCATION

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

February 26, 2015

Board Members:

I hope this packet finds you optimistic about Washington schools, and eager to get back to work for kids. Enclosed is your packet for our meeting on March 11 and 12 at Pacific Lutheran University.

You will note that this particular packet is thicker than previous versions; however, the majority of the extra volume is attributable to our basic education waiver applications. A video pre-briefing will come by email shortly to help you prioritize your reading and preparation for this meeting.

This meeting will concentrate on several key policy issues. Linda Drake and Doug Kernutt will review additional research and field interviews they conducted to explore assessment alternative options for high school graduation, particularly those potentially impacting CTE students. They will also review OSPI's progress in developing statewide CTE course equivalencies in math and science, a requirement under Senate Bill 6552 passed last year. We may also entertain requests by OSPI to exit one or more districts from Required Action, while possibly adding another.

The Board will also enjoy a panel discussion by state education experts on the potential impacts of ESEA reauthorization in Congress, and consider a position statement. Andrew Parr will prepare the Board for potential changes to the Achievement Index and the Washington Achievement Awards ceremony, and Julia Suliman and I will update you on legislative activity impacting our priorities, with a particular focus on *McCleary* and how the Board may influence budget proposals likely to be offered in the next two months. It is an exciting time for school funding in our state!

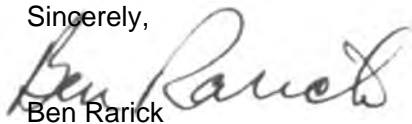
As promised, staff collaborated with OSPI to produce a video pre-briefing on the specific methodology for setting threshold scores for high school graduation on the Smarter Balanced Assessment Consortium (SBAC) test. You will have a chance to discuss and [approve this methodology](#) at the meeting.

You will also be hearing two Data Spotlight presentations from Andrew Parr and Parker Teed: one focusing on disparities in advanced course-taking in our state, and the other on progress on the graduation rate goals the board set in its '[Educational System Health Indicators](#)' work. You also have a variety of basic education waivers to consider at this meeting.

I'm pleased to report that we will be experimenting with live streaming on the internet for our March meeting at PLU. We are regarding this meeting as a "pilot" and will reevaluate its use going forward. And finally, we are thrilled to welcome Ms. Janis Avery to our Board. She brings a lifetime of service to improving outcomes for foster youth, and I know she will improve our discussions!

I look forward to seeing you in Tacoma!

Sincerely,



Ben Rarick

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Madaleine Osmon • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Janis Avery • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov



THE WASHINGTON STATE BOARD OF EDUCATION

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

Pacific Lutheran University, Anderson University Center - Building 34
Chris Knutzen Hall
12180 Park Ave S, Tacoma, WA 98447

March 11-12, 2015

AGENDA

Wednesday, March 11

8:00-8:30 a.m. Call to Order

- Pledge of Allegiance
- Announcements
- Oath of Office for Ms. Janis Avery
- Welcome from Dr. Thomas Krise, President, Pacific Lutheran University

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 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 January 7-8, 2015 Meeting (**Action Item**)

8:30-8:45

Strategic Plan Dashboard

Ms. Stefanie Randolph, Communications Manager

8:45-9:20

Career and Technical Course Equivalencies

Ms. Linda Drake, Research Director
Ms. Betty Klattenhoff, Career and Technical Education Director, OSPI
Ms. Anne Gallagher, Mathematics Teaching & Learning Director, OSPI
Ms. Kathleen Lopp, Assistant Superintendent, OSPI
Dr. Kristine Chadwick, Consultant, Educational Policy Improvement Center

9:20-10:00

Exploration of Assessment Alternatives for Graduation

Ms. Linda Drake, Research Director
Dr. Doug Kernutt, Consultant

10:00-10:15

Break

10:15-11:15

Elementary and Secondary Education Act (ESEA) Reauthorization

Mr. Jack Archer, Director of Basic Education Oversight
Ms. Gayle Pauley, Assistant Superintendent, OSPI
Mr. Alan Burke, Executive Director, WSSDA
Ms. Erin Jones, AVID District Director, Tacoma Public Schools

11:15-11:45

Board Discussion

11:45-12:00 p.m.

Public Comment

- 12:00-1:00** **Lunch**
- 1:00-1:15** **Rule Amendments and Repeals - Public Hearing**
Mr. Jack Archer, Director of Basic Education Oversight
Mr. T.J. Kelley, Director of School Apportionment and Financial Services, OSPI
- 1:15-2:15** **Achievement Index Update and High School Indicator Weightings**
Dr. Andrew Parr, Senior Policy Analyst
- High School Index Indicator Weightings
 - English Language Acquisition Award Criteria
 - Gap Reduction Award Criteria
- 2:15-2:45** **Required Action Districts Update**
Ms. Linda Drake, Research Director
Mr. Andy Kelly, Assistant Superintendent, OSPI
- 2:45-3:00** **Break**
- 3:00-3:50** **Option One and Option Two Basic Education Act Waivers**
Mr. Jack Archer, Director of Basic Education Oversight
- 3:50-4:10** **Credit-Based Graduation Waiver**
Mr. Jack Archer, Director of Basic Education Oversight
- 4:10-5:00** **Board Discussion**
- 5:00** **Adjourn**

Thursday, March 12

- 8:00-8:30 a.m.** **Student Presentation**
Ms. Mara Childs, Student Board Member
Ms. Madaleine Osmun, Student Board Member
- 8:30-9:45** **Legislative Update & Discussion**
Mr. Ben Rarick, Executive Director
Ms. Julia Suliman, Senior Research Analyst
- 9:45-10:00** **Break**
- 10:00-11:00** **Education Data Spotlight: Advanced Course-Taking Trends**
Dr. Andrew Parr, Senior Policy Analyst
Ms. Barbara Dittrich, Program Supervisor, OSPI
Mr. Parker Teed, Operations & Data Coordinator
- 11:00-11:45** **Board Discussion on Basic Education Act Waivers**
- 11:45-12:00 p.m.** **Public Comment**
- 12:00-1:00** **Lunch**
- 1:00-1:45** **Board Discussion**
- 1:45-3:00** **Business Items**
1. Approval of Designation of Required Action Districts
 2. Approval of Letter to Education Accountability System Oversight Committee

3. Adoption of Amendments to Washington Administrative Code
4. Approval of Letter to Congressional Delegation on ESEA Reauthorization
5. Approval of Option One Basic Education Waiver Requests for the Following School Districts:
 - o Newport School District
 - o Shoreline School District
 - o South Bend School District
6. Approval of Option Two Basic Education Waiver Request from Bickleton School District
7. Approval of Credit-Based Graduation Requirements Waiver Request from Highline School District
8. Approval of Achievement Award Categories
9. Approval of CR-102 for Rule Modifying the Date by Which Required Action Districts are Approved
10. Approval of a Special Meeting for the Graduation Threshold Score on August 25, 2015
11. Approval of the Process for the Graduation Threshold Score
12. Approval of Temporary Waiver of High School Graduation Requirements for the Following School Districts:
 - 1) Blaine School District
 - 2) Central Kitsap School District
 - 3) Edmonds School District
 - 4) Highline Public Schools
 - 5) Kiona-Benton City School District
 - 6) Lynden School District
 - 7) Mead School District
 - 8) North Thurston Public Schools
 - 9) Pasco School District
 - 10) Richland School District
 - 11) Sedro-Woolley School District
 - 12) Shoreline School District
 - 13) South Bend School District
 - 14) Sultan School District
 - 15) Tahoma School District
 - 16) Toutle Lake School District
 - 17) North Kitsap School District
 - 18) Kalama School District
 - 19) Marysville School District
 - 20) Ellensburg School District
 - 21) Prosser School District
 - 22) Chehalis School District
 - 23) Central Valley School District
13. Approval of Achievement Index High School Weightings

3:00

Adjourn



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

January 7-8, 2015

Minutes

Wednesday, January 7

Members Attending: Chair Isabel Muñoz-Colón, Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madeleine Osmun (15)

Members Excused: Dr. Dan Plung (1)

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

Call to Order

The meeting was called to order at 8:32 a.m. by Chair Muñoz-Colón.

Consent Agenda

Motion made to approve the Minutes for the November 13-14, 2014 Board Meeting.

Motion seconded.

Motion carried.

The Chair introduced the Board's new legal counsel, Ms. Linda Sullivan-Colglazier, Assistant Attorney General. The Chair announced the hiring of the new communications manager, Ms. Stefanie Randolph.

The Chair announced that there was a K20 connection enabling ESD 101 to participate in the meeting remotely.

The Chair introduced ESD 113 Superintendent, Dr. Dana Anderson, who welcomed the Board to Tumwater and shared the ESD's goals to partner with communities for improving education for children.

Nominations for the Executive Committee

Mr. Bob Hughes, Executive Committee Nominations Chair

Mr. Hughes reminded the Board of the outcome of the September election, which resulted in a tie for the Member At-Large position and the postponement of the election for the Immediate Past Chair position. Ms. Fletcher and Mr. Maier were the nominees for the Member At-Large member position. However, Mr. Maier withdrew his nomination prior to the January meeting and

indicated his intention to run for the Immediate Past Chair position. Ms. Jennings remained a nominee for the Immediate Past Chair position. No other nominations were made.

Members were asked to vote for the Member At-Large position and Immediate Past Chair position at the end of the day.

Strategic Plan Update

Mr. Ben Rarick, Executive Director

At the September meeting, members discussed adding a fourth goal for the Strategic Plan. Staff have since been further developing the four-goal structure. Mr. Rarick presented the additional action step to Goal #1 of "1.A.7 Create additional opportunities to see input from communities of color through board meetings, community forums, workgroup meetings and other venues." Staff had also developed measures and timelines to each goal. Board members will conduct an annual review of the Strategic Plan to reflect new tasks the legislature assigns each year.

Other changes in the document were emphasizing meeting the needs of the whole child, harvesting data on achievement and opportunity gaps, and utilizing the perspective and experiences of high school student members.

Members offered feedback on the following elements of the Strategic Plan:

- Support for ELL students was only embedded in one goal with a measure consisting of only staff presentations. The Strategic Plan would be strengthened if the goals were more action-oriented.
- More specification of the Board's policy work should be emphasized in Goal 1.B.1, titled "Advocate for expanded programs that provide career and college experiences for underrepresented students."
- Goal 1.A.7 could be seen by other groups, such as students in poverty and students with disabilities, as only focusing on one part of the diverse community. Wording should be changed to "diverse communities" to reflect that multiple communities are being targeted.
- Add the language "high quality or high performing" to the vision statement.
- Include more action steps for closing the achievement and opportunity gaps.
- For goals that are ongoing, extended timelines are needed.
- Include "outreach and partnering" to communities of color in Goal 1.A.7

Members discussed the importance of creating new strategies for approaching diverse communities to gather input, and determining what action the Board would take in response to that input to shape policies.

Assessment Requirements for High School Graduation

Ms. Linda Drake, Research Director

Ms. Drake reported that the Smarter Balanced consortium agreement requires all consortium states to use the 11th grade assessments for federal accountability purposes. The pass score for federal accountability is determined by the consortium and is tied to career and college readiness (the SBAC Level 3 Achievement Level). Ms. Drake reminded the Board that Washington is in the later stages of fully implementing career and college ready standards and this spring students will be tested on those standards for the first time. At this meeting, the Board will consider taking some final steps for full implementation of career and college ready standards.

The Board was asked to consider approving:

- The Smarter Balanced Consortium Achievement Level cut scores on the Smarter Balanced Assessment (SBAC) for use in Washington.
- An approach to setting the high school graduation cut score on the high school SBAC and the transition exit exams.
- A revised Board position statement on high school assessments required for graduation.

Ms. Drake reported that new test scores will provide comparable data to other consortium states. Washington State is a member of the Smarter Balanced Consortium (SBAC) which developed assessments based on the Common Core Standards and, if the Board does not approve the consortium scores, it would change Washington state's membership status. In addition, meeting standards in Washington would no longer be comparable to other states.

Members looked at the Smarter Balanced Achievement Level Cut Scores for math and English language arts/literacy that the Board may consider approving. The new tests are designed to assess student performance against new standards with higher expectations. Students on levels three and four are considered meeting career and college ready standards and are reported for federal accountability. The "equal impact" approach to setting a graduation score is likely to result in graduation scores in the level 1 or in the low level 2 range.

The SBE convened a work group of four members, Members Wilds, Koon, Estes, and Maier, to discuss and recommend an approach to setting a graduation achievement level on high school assessments and a revised Board position on assessments required for high school graduation. Work group members shared their discussion and thoughts with the Board, and offered a document summary of a draft position on high school assessments. Members reviewed the draft position statement.

The workgroup generally agreed with all the points of the draft statement except the support for high school exit exams.

Members reviewed the comparison of proposals on high school assessment from Superintendent Dorn and Governor Inslee. Superintendent Dorn's proposal included eliminating exit exams, elimination of transition exams and eliminating retakes and alternatives. Governor Inslee's proposal included retaining exit exams, eliminating transition exams after 2014-2015, retaining retakes and expanding alternatives, reassign implementation of alternatives and allow successful completion of a college readiness transition course as an alternative. Both Superintendent Dorn and Governor Inslee included using the SBAC in the 11th grade as an indicator for students being on-track or needing services in their proposal.

Board discussed the following regarding the SBAC cut scores:

1. The impact that would result from Washington's change of membership with the Smarter Balanced Consortium if the consortium scores were not approved.
2. Merits to continuing to administer the SBAC test to both 10th and 11th graders after the transitional test is no longer used.

Members discussed the guiding principles of the SBE position statement on assessments and there was concern of a possible perception that the test is designed only for college level admission and does not include the option for multiple postsecondary pathways. Members would like to continue emphasizing more on the career and technical element and that strong communication is needed to the students of what the test can do for them in all pathways.

Board was asked to take action on approving the smarter balanced consortium cut scores on Thursday.

Education Data Spotlight

Dr. Andrew Parr, Senior Policy Analyst

Mr. Parker Teed, Operations & Data Coordinator

Mr. Teed presented data on high school graduation requirements for the class of 2015 that were reported by all 249 high school districts during the 2014 basic education compliance process. Senate Bill 6552 eliminated the culminating project as a graduation requirement effective immediately, however majority districts still require the project. Courses required by districts that go beyond the minimum state graduation requirements are the culminating project, community service, technology courses and personal finance. The primary delivery model of the culminating project and community service is not for credit. These may be courses embedded in another course or for community service that completed outside of the school day. The technology and personal finances courses are primarily a four credit requirement within the district.

Mr. Teed reported that districts requiring 24 or more credits are primarily medium or small districts. Districts that require fewer credits are of all sizes, but include the largest districts. The majority of districts are not requiring a third credit of science for the class of 2015. Members can expect to see the four credits of English and three credits of social science increase from 209 to all 249 districts for the Class of 2016. Fifty-eight districts require a third credit of science. Mr. Teed said this is an increase from the class of 2014.

The majority of districts in the state offer CTE course equivalencies and competency-based crediting. However, these are not necessarily the same CTE course equivalencies required by E2SSB 6552 of one credit of math and one credit of science.

Dr. Parr presented data on unexcused absences and other forms of problematic attendance. Members reviewed data from other states showing that absences in grades 6-9 were associated with lower math and reading assessment results and lower graduation rates. A significant decline in graduation rates were reported for students with more than ten days of absences.

Members reviewed data on unexcused absence rates in Washington state for schools at different Index tier levels. Unexcused absence rates were considerably higher for schools in tier 1 and 2. The data also showed that the unexcused absence rate was substantially different for different subgroups. The free and reduced price lunch (FRPL) student group showed the highest unexcused absence rate in elementary and middle schools. Native Americans had the highest number of full day absences of any group for middle and elementary schools. For 2013-2014, chronic absenteeism was significantly higher for high school students than for elementary and middle school students. FRPL students are especially susceptible to chronic absenteeism and truancy.

Dr. Parr presented a case study of an elementary school by showing its district policy for excessive excused absences. The practice resulted in identifying and monitoring approximately 20 percent of the student enrollment with problematic absence patterns. The intervention plan put into place dramatically increased attendance for a large number of identified students.

Members discussed the following:

- Correlation of absences with discipline and the definition of an excused absence
 - The effect of multiple risk factors of a student
 - Supporting high risk students to increase attendance and graduation
 - Relation to Goal 1 in the SBE Strategic Plan and exploring actionable options for closing the opportunity gap.
-

Members requested staff to provide data on how many chronically absentees are homeless students. Members suggested that districts share best practices in supporting chronically absent students.

Public Comment

Time Knue, Washington Association of Career and Technical Education

Mr. Knue complimented the Board on their discussion of career and technical education in the alternatives assessments for high school graduation. The Washington Association of Career and Technical Education believes CTE is for all students and helps prepare students entering a four-year university with practical experience..

Janet Plantford

Ms. Plantford said that for the past 22 years she has dedicated her career to creating educational structures and policies that support students who have been traditionally underserved by the K-12 system. She believes Washington is at a critical juncture and the choices made related to assessments required for graduation and Smarter Balanced cut scores will have lasting impacts on the lives of the young people we are driven to serve. Over the last several years, Ms. Plantford has been encouraged by decisions made by the State Board and Legislature to make progress towards a meaningful diploma – a diploma that provides students with the opportunity to make choices about a post-secondary path that aligns with their goals and aspirations. Ms. Plantford asked members not to lose sight of college and career readiness outcomes. She is concerned that if Washington does not stay on the path towards a meaningful diploma that represents college and career readiness, students of color and low-income students will be the most negatively impacted.

Board Member Recognition of Dr. Kristina Mayer

Board members recognized Dr. Kristina Mayer for her eight years of service to the Board and thanked her for her commitment to improving education in Washington state. The Chair presented a letter of appreciation from Governor Inslee to Dr. Kristina Mayer

Review of Governor Inslee’s Proposed 2015-17 Operating Budget

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer provided an overview of Governor Inslee’s proposed 2015-17 operating budget and proposal for K-12 funding and Initiative 1351. A copy of the presentation can be found at www.sbe.wa.gov. Staff reviewed the following elements of the budget:

- Revenue available for the budget;
- Expenditures proposed in the budget;
- I-1351 funding obligations;
- The Governor’s proposed budget solution;
- Proposed new revenue;
- Budget for K-12 education;
- Major policy enhancements funded by the budget; and
- Governor’s proposal on assessments.

Staff said the Governor’s proposal showed commitment to meeting McCleary mandates and improving graduation rates. However, potential areas of concern were identified in the reliability of the major new revenue sources for basic education, absence of funding of professional development, and lack of transparency in the treatment of I-1351.

Members were concerned about the impact to districts’ local levy authority to fund basic education and the funding of I-1351.

Members directed staff to draft a response letter to Governor Inslee regarding his proposed budget.

Review of Basic Education Option One Waiver Request

Mr. Jack Archer, Director of Basic Education Compliance

Mr. Archer reported that the SBE received an application from Shoreline School District requesting a waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. The request is for a renewal for three years of the waiver requested and granted in May 2014. The district had previous waivers of five days granted in 2007, 2008 and 2011. The purpose of the waiver request was professional development of teachers on Common Core State Standards and Next Generation Science Standards in order to reduce the achievement gap while increasing academic growth and proficiency of all students. The district is working toward meeting the new, 24-credit Career-and-College-Ready Graduation Requirements. Shoreline has indicated that it will request a waiver to implement the 24-credit requirements for the Class of 2020 rather than the Class of 2019.

Members expressed concern that there wasn't sufficient data provided by the district on its progress towards closing achievement gaps, and on what student outcomes were from the previous waivers granted.

Consideration of Revised Bylaws & Review of Adopted Board Norms

Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman presented the most recent revision of the SBE Bylaws reflecting the feedback from board members from the September meeting and comments received during the interim between meetings. The three types of changes made to the bylaws were technical wording changes, alignment with current practices, and new procedures.

- Alignment With Current Practice
 - Liaison designation
 - Immediate Past Chair position
 - Election of Officers Ballots
 - Board member term limits
 - Voting privileges for executive committee
 - Process for agenda preparation
 - Changes to the consent agenda

- New Procedures and Practices
 - Tie breaking for committee elections
 - Executive committee agenda and minutes
 - Procedure for requesting agenda items
 - Standing committees and adhoc committees
 - Performance review of the Executive Director

A Member said the agenda items should be solely decided by the Executive Committee. However, if the bylaws regarding the Executive Committee are changed to allow any member to request a change to the agenda items, the member suggested that the bylaws state that the item will be considered for a future regular meeting and not be restricted to the next regular meeting.

Members requested more information describing when an executive session is permitted and if voting members are exclusive to the definition of a full board in the bylaws. Legal counsel

responded by offering to prepare information on executive session from the Open Public Meetings Act.

Members asked staff to create a FAQ document outlining the process for the election and appointment of members, membership terms, eligibility to serve and voting rights. This document would be separate from the bylaws and possibly included with the Board norms in the future.

Members were asked to take action on approving the Bylaws amendments during the Thursday business items.

Education Data Spotlight

Dr. Andrew Parr, Senior Policy Analyst

Dr. Parr reminded members that a number of the Statewide Indicators of Educational System Health for Washington state were not on target to meet goals and Washington's performance was not comparable to peer states. At the November meeting, board members requested additional information about how performance gaps for Washington students compare to students nationally and to peer states. Staff analyzed this data from the 2013 National Assessment of Educational Progress (NAEP) and, for this and other comparisons, Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, and Virginia were identified as peer states.

The three important findings from this work can be summarized as follows:

- Based on poverty status, the performance gaps identified for the Washington free and reduced lunch (FRL) student group are slightly smaller than the U.S. average and are generally smaller than the peer states by comparison. This conclusion holds for both reading and math for both fourth and eighth grade assessment data.
- The White-Black performance gap is small in relation to the U.S. average and small in comparison to the peer states. This is true for both content areas (reading and math) and gap measures (average scaled scores and percent at or Above Proficient).
- The fourth grade White-Hispanic performance gaps are among the largest one-third of all states in both reading and math, are significantly larger than the U.S. average, and are typical of the peer states'. The eighth grade performance gaps in reading are among the largest in the country, while the math performance gaps are closer to the US average but are substantial.

Dr. Parr also presented data showing that performance gaps on the NAEP (White-Black and White-Hispanic) increased in 2013 as compared to 2003, while the U.S. average indicates a decline over the same period. When all four NAEP assessments are collectively considered, the performance gap closure rates are among the worst in in the U.S.

Members felt it was important to learn best practices from states that are successful in closing performance gaps and how these practices can be shared with districts.

Executive Committee Elections

Ms. Connie Fletcher was elected to the Executive Committee as a Member At-Large (13 votes). Those voting yes: Estes, Koon, Maxie, Maier, Laverty, Wilds, Muñoz-Colón, Jennings, Dorn, Fletcher, McMullen, Mayer and Hughes.

Ms. Judy Jennings was elected to the Executive Committee as the Immediate Past Chair (8 votes). Those voting yes: Dorn, Jennings, Mayer, Muñoz-Colón, Wilds, Koon, Estes, and Maxie.

Board Discussion

Adoption of the Cut Score Consortium

Members want a communication strategy for announcing the adoption of the Smarter Balanced consortium threshold scores, with a note that the Board will take into consideration a threshold score for high school graduation in August, pending any changes to assessment graduation requirements by the Legislature.

Guiding Principles for the Assessment Position Statement

Members discussed the following:

- The system needs to support the choice of the student and their family for the student's postsecondary pathway.
- Consistent high standards across all schools for postsecondary education is important. More resources are needed for struggling students.
- Whether removing an exit exam would lower the level of accountability and thus hinder student success.
- Resources could be better used for teaching and learning instead of high-stakes tests.
- High-stakes exit exams require a significant amount of resources and time. Other means of accountability should be considered.

Adoption of the Bylaws:

Member Maxie repeated his comments from the adoption of the bylaws discussion earlier in the day that agenda items should be solely decided by the Executive Committee. However, if requests can be made, he suggested flexibility be emphasized so that a requested agenda item will be considered for a future regular meeting and not restricted to being added to the next regular meeting.

Minutes

Thursday, January 8

Members Attending: Chair Isabel Muñoz-Colón, Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Lavery, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madeleine Osmun (15)

Members Excused: Dr. Dan Plung (1)

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

Call to Order

The meeting was called to order at 8:30 a.m. by Chair Muñoz-Colón.

Student Presentation

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun updated the Board on her academic achievements and extracurricular activities. She presented findings from her original polling research that she conducted at her school. She discussed life skills in the High School and Beyond Plan and perspectives of Spokane students on the the High School and Beyond Plan.

Washington Administrative Code Review - Draft Rules

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reviewed the repeals and amendments to the Washington Administrative Code (WAC) that were proposed for inclusion in the filing of a CR-102. A table listing the WACs and the reasons for repeal or amendment are listed in a document called "Summary of Draft Rules for CR-102" that can be found in the WAC Review section of the online board packet. Mr. Archer answered questions about the transfer of authority at the reconstitution of the Board in 2005 and 2006, and how it relates to the repeals and amendments proposed for inclusion in the proposed CR-102.

Initiative 1351 – Implementation Considerations & Next Steps

Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman provided an overview of I-1351 so that the Board understands the impacts to basic education law. The presentation can be found in the I-1351 section of the online board packet.

She quizzed board members on the following questions:

- Initiative 1351 only impacts class sizes.
 - Answer: False.
- I-1351 reduces class sizes more than full implementation of 2776 in 2018.
 - Answer: False.
- Funding for I-1351 can be allocated whenever, as long as fully implemented by end of 2017-2019 biennium.
 - Answer: False.
- Funding for I-1351 counts towards the state's McCleary obligation
 - Maybe; the court has the option of considering funding for I-1351 as McCleary funding.
- SBE is responsible for ensuring compliance with RCW 28A.150.260, the funding allocation statute amended by I-1351.
 - Answer: True.
- Districts are required to implement the new I-1351 class sizes in RCW 28A.150.260
 - Answer: Maybe.

Members discussed and asked questions about the details on the ramifications and implementation of I-1351.

Break

Executive Director Update & Board Discussion

Mr. Ben Rarick, Executive Director

Mr. Rarick updated the board on the following:

- Questions and concerns that staff receive from districts and schools about the implementation of the 24 credit graduation requirements.
-

- If districts are requiring more than the minimum state graduation requirements but not the full four credits of electives, staff are responding that the Board will not be establishing a statewide definition of “elective” and local communities will be exercising considerable discretion on this issue. Staff will continue working on these issues and keep the Board updated.
- Personnel in the field have asked if districts can require Algebra II even though ESSB 6552 states that any math based on the HSBP can count as the third credit of math. Mr. Rarick stated that it is clear from ESSB 6552 that any math based on the HSBP can count as the third credit of math.
- Legislative session protocol has been sent to the Board and has not changed over the past three years.
 - A legislative update is sent to the Board, usually later in the week, to update the Board on the bills that the Board is taking a position on. Major issues are highlighted for the Chair, Executive Committee, and Board.
 - Members asked about how the Executive Director decides to respond to an issue that arises on an urgent, immediate basis.
- Mr. Rarick stated that he has sent a draft of the letter to the Governor on the Governor’s budget to board members.
- Mr. Rarick stated that staff embraces the involvement of members in meeting with legislators. He stated that when members meet with legislators, they should speak from the same sheet of music. He described this as raising issues at the appropriate time, following the flow of the policy work, and speaking from the position of the full board.

Board Discussion

Members discussed the Shoreline School District waiver. Mr. Archer provided additional information to the Board as a follow-up to questions asked on the first day. Members discussed the challenges of analyzing a waiver’s impact on student performance and the challenge of approving a waiver without being able to clearly correlate the actions taken by the district to student outcomes.

In preparation for the business items part of the meeting, members discussed revisions to the Strategic Plan and the letter to the Governor on the Governor’s budget.

Public Comment

Ms. Emma Margraf, Parent, Olympia

Ms. Margraf thanked the Board for having high expectations. She stated that her foster daughter came home with an acceptable letter from a college and was excited. She said that her daughter hadn’t fully accepted the idea that she was going to go to college, and that people told her daughter that she should prove herself before going to a four-year school by going to a community college. Once her daughter had decided that she was going to a four-year institution, she was given support from the colleges. Public schools did not support her daughter. Foster students are not talked about much. Ms. Margraf said that going to college changed her daughter’s whole life. She stated that every kid deserves that chance.

Ms. Teri Poff, Director of Teaching and Learning, Shoreline School District

Ms. Poff stated that she was here to provide public comment on the Shoreline School District waiver request. She stated that she would not be here if the state followed through with time dedicated to professional development. She stated that Shoreline School District requested a waiver to implement a new plan. Shoreline is requesting an extension to that waiver to fully realize the changes made in their new plan. Although they do not yet have data that will not be available until this Spring, they do believe that their time spent on intensive staff training has resulted in progress towards meeting their goals for student achievement. Teachers have been

trained to develop stronger goals for students based on the Common Core State Standards. She stated that early information has shown progress towards those goals, including information from the Teacher Principal Evaluation Project (TPEP). She said that their professional learning communities are making the progress that they designed the plan to achieve. She said that the data submitted to the Board show strong improvement for all groups. District graduation rates have improved, including for students from subgroups. She said that the improvements in their plan are essential to implementing the 24-credit graduation requirements. To refresh the Board's memory on the district's previous application, she said, that application shows the improvement in performance over the previous three years. The five waiver days have been mandatory for all teachers to attend. She said that levy-supported time allows for individual teachers to plan for instruction and assessment and that the teachers are held accountable by the more rigorous TPEP.

Ms. Sarah Butcher, Parent of Students with Special Needs, Bellevue Special Needs PTA

Ms. Butcher informed the Board of a task force convened by the Office of Education Ombudsman. She stated that representatives from many organizations took part in the task force discussion, and that their input went into a report by the task force convened by the Office of Education Ombudsman. She said that the conversation was remarkable and encouraging. She said that there are a number of reasons why the SBE should support this work. She cited statistics on the number of students in Individualized Education Plans and with special needs. She commented on foster students who also have special needs and stated that those combined issues cause challenges for the students. She said that many disabilities are seen and many more are unseen. She said that there is a values statement made when those students are put aside and action is not taken for these valuable students. Reflecting on the purpose of the SBE, she cited the statutory purpose of the SBE to "provide leadership in the creation of a system that personalizes education for each student," and said that this purpose includes students with special needs. She thanked the Board for the good work they do for students in Washington.

Mr. Bill Keim, Executive Director, Washington Association of School Administrators

Mr. Keim stated that he was reiterating the message sent in a letter from WASA and WSSDA to SBE a few years ago. He stated that the Strategic Plan shows promising actions by the Board. For waivers, however, he stated that the decisions to approve or deny are made in a vacuum based on perceptions. He encouraged the Board to allow a district representative to be present and address questions directly rather than only allowing comment during the public comment part of the meeting.

Ms. Wendy Rader-Konofalski, Lobbyist, Washington Education Association

Ms. Rader-Konofalski stated that she was providing public comment in response to the letter to the Governor on the Governor's budget. She stated that, in regard to praising the Governor's budget for sparing cuts to higher education, she wanted to inform the Board that the higher education community had concerns with the governor's budget. She stated that they viewed it as reducing the higher education budget by freezing tuition rates while not increasing state funding.

Lunch & Teacher of the Year Recognition

Mr. Lyon Terry, Lawton Elementary, Seattle Public Schools

Mr. Terry presented on the work that he is doing in his classroom to make students want to come to school. He wants to make great schools. He stated that social-emotional learning drives him as a teacher. Reflecting on his time as a student, he was interested in recess more than academics and worked hard to become a good person. He stated that the ultimate goal is to build good people with character. He showed a video by the Washington Education Association that describes his success with students in his school and district.

He summarized his experiences with regional teachers of the year during a recent retreat, stating that they all want their students to be great. What makes a great school is:

- Caring relationships;
- Relevant choices; and
- High expectations.

He provided an Edutopia video on Social-Emotional Learning (SEL). SEL interventions are very important for improving student outcomes. He offered ways that the State Board of Education could take state-level action to improve SEL.

Board Discussion

Board members discussed the documents, labeled as exhibits, that they would be voting on during business items. These documents included the SBE bylaws, the assessment position statement, the Strategic Plan, and the letter to the Governor on the governor's Budget.

Business Items

Motion made to approve Smarter Balanced Consortium threshold scores as set forth in Exhibit B.

Motion seconded.

Motion carried.

Motion made to adopt the assessment position statement as set forth in Exhibit A.

Motion seconded.

Amendment proposed to guiding principle two to change "postsecondary educational systems" to "postsecondary college and career systems" as set forth on the screen and to add a new principle, as number eight, that reads "Supports continued work on the integration of career readiness into high school assessment systems."

Friendly amendment proposed to change "postsecondary college and career systems" to "postsecondary education, training and career systems."

Friendly amendment accepted.

Amendment carried.

Amendment proposed to strike guiding principle three in its entirety and to strike "including alternatives to passing exit exams" from guiding principle nine.

Amendment seconded.

Amendment failed. Roll call requested. Five yes; eight no. Those voting no: Jennings, Lavery, Maxie, Mayer, Estes, Wilds, Muñoz-Colón, Maier. Those voting yes: Dorn, Fletcher, Hughes, McMullen, Koon.

Amendment proposed to guiding principle nine to state "supports the streamlining of the high school assessment system, including further research on the impact of exit exams and alternatives to passing exit exams."

Amendment seconded.

Friendly amendment proposed to state "including alternatives to passing exit exams, and further research on the impact of exit exams."

Friendly amendment accepted.

Amendment carried.

Amendment proposed to change "cut scores" to "threshold scores" throughout the document.

Amendment seconded.

Amendment carried.

Amendment proposed to guiding principle number five to state "minimum scores for graduation."

Amendment seconded.

Amendment carried.

Motion carried.

Motion made to approve temporary waiver from implementing the High School Graduation Requirements of WAC 180-51-068 for Battle Ground School District, Bethel School District, Seattle School District, Stanwood-Camano School District, Wellpinit School District, Kennewick School District, Auburn School District, and Concrete School District for the number of years requested in their applications to the Board.

Motion seconded.

Motion carried.

Motion made to adopt the amendments to the SBE Bylaws as set forth in Exhibit C.

Motion seconded.

Amendment proposed to Article VI, Section 1, to change “regularly scheduled meetings, an annual planning meeting, and other special meetings...” to “regularly scheduled meetings, including an annual planning meeting, and other special meetings...”

Amendment seconded.

Amendment carried.

Amendment proposed to strike Article VI, Section 2, Subsection 5, A and B, so that the Executive Director and Executive Committee continue to have the authority to set the board meeting agenda.

Amendment seconded.

Amendment failed. Roll call requested. Five yes; seven no; one abstained. Those voting no: Dorn, Fletcher, Hughes, Laverty, McMullen, Maier, Koon. Those voting yes: Maxie, Mayer, Estes, Wilds, Muñoz-Colón. Those abstained: Jennings.

Amendment proposed to change “the next regularly scheduled meeting” to “a regularly scheduled meeting” in Article VI, Section 2, Subsection 5, B.

Motion seconded.

Friendly amendment proposed to change the wording to “a future meeting.”

Friendly amendment accepted.

Amendment carried.

Amendment proposed to Article VI, Section 3, Subsection 3, A, to add the word “voting” before “members present” at the end of the first sentence. Under Article VI, to strike the word “full” because it is redundant. In Article VIII, Section 4, take out the word “full” because it is redundant. In Section V, to have the bylaws state “subject to approval of the Board.” In Article IX, Section 1, Subsection 1, to have the bylaws read “these bylaws may be amended by a two-thirds affirmative vote of the voting board members present at the meeting.”

Amendment seconded.

Amendment carried.

Motion carried.

Motion made to table Shoreline School District’s request for a waiver of the 180-day school year requirement to the next board meeting to allow the Board to examine the information that was presented this afternoon in order to be able to make a thoughtful and informed decision.

Motion seconded.

Motion carried.

Motion made to approve filing a CR-102 for rule repeals and amendments for the rules shown in Exhibit E.

Motion seconded.

Motion carried.

Motion made to approve the letter to the Governor on the Governor's proposed budget as set forth in Exhibit F.

Motion seconded.

Amendment proposed to change "guidance counselors" to "strengthening guidance counseling in secondary schools."

Amendment seconded.

Amendment carried.

Motion carried.

Motion made to approve the 2015-2018 Strategic Plan as set forth in Exhibit D.

Motion seconded.

Amendment proposed to change action step 1.A.7 from "pursue opportunities to collaborate with diverse communities to close achievement and opportunity gaps" to "identify strategies and develop a plan for effective outreach to diverse communities in order to gather input and build partnerships around specific issues related to closing the opportunity and achievement gaps."

Amendment seconded.

Friendly amendment proposed to change "...gather input and build partnerships..." to ... "gather input, build partnerships, and develop policies..."

Friendly amendment accepted.

Amendment carried.

Motion carried.

Adjournment

The meeting was adjourned at 3:45 p.m. by Chair Muñoz-Colón.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Strategic Plan Dashboard	
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:	None	
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 type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Board members will review current work related to the new 2015-2018 Strategic Plan. The materials for this agenda item include:</p> <ul style="list-style-type: none"> • Progress chart for the strategic plan January to present • Dashboard executive summary highlighting board work on the strategic plan goals • SBE 2015-2018 Strategic Plan web version preview 	

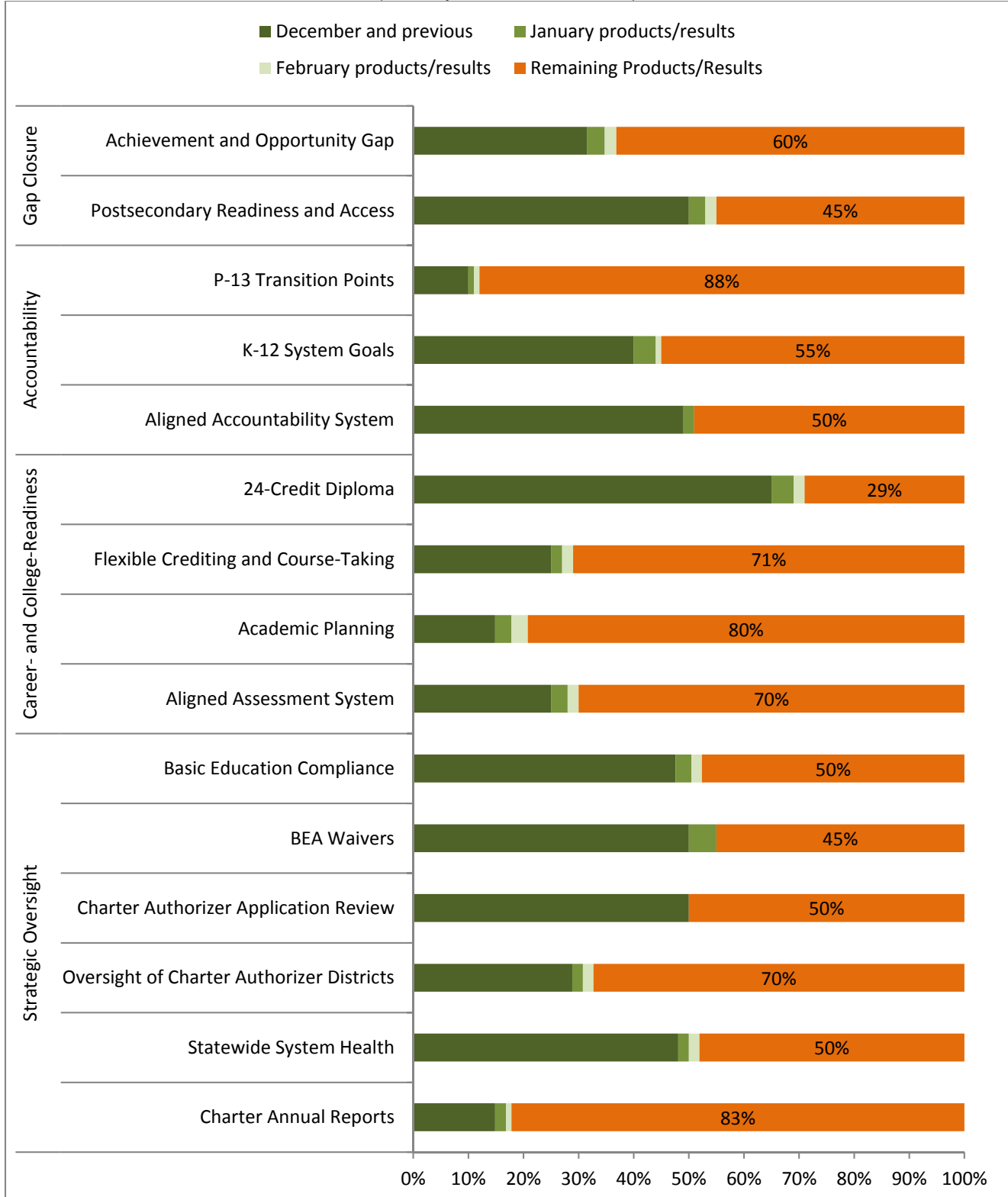


THE WASHINGTON STATE BOARD OF EDUCATION

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

Strategic Plan Progress Dashboard

(January 2015 - March 2015)



Strategic Plan Two-Month Executive Summary (January & February 2015)

Goal	Recent Work
Develop and support policies to close the achievement and opportunity gaps.	<ul style="list-style-type: none"> • Researched advanced course-taking gaps • Legislative advocacy related to achievement and opportunity gaps • Released first data spotlight • Worked on achievement gap closure award
	Outreach <ul style="list-style-type: none"> · Presentated at AWSP Board Meeting
Develop comprehensive accountability, recognition, and supports for students, schools and districts	<ul style="list-style-type: none"> • Released Achievement Index data to school districts for accuracy review • Started contract process for Achievement Index website
	Outreach <ul style="list-style-type: none"> · TBIP Task Force · EOGOAC Meeting · Mason County Superintendent's Meeting · BEA Compliance presentation
Ensure that every student has the opportunity to meet career- and college-ready standards	<ul style="list-style-type: none"> • Legislative advocacy related to Career and College Readiness • Worked with OSPI to update FAQs • Worked with stakeholders on implementation of 24-credit requirements
	Outreach <ul style="list-style-type: none"> · School Turnaround Summit · CTE Course Equivalency Workgroup · Bremerton School District Administrators · Washington Vocation Administrator Group (WAVA) · Washington Council
Provide effective oversight of the K-12 system	<ul style="list-style-type: none"> • Legislative advocacy related to SBE's 2014 Legislative Priorities • Filed CR-102 on proposed rule changes • Met with OSPI about Professional Learning
	Outreach <ul style="list-style-type: none"> · Legislative Priorities website · Washington State Charter School Commission meeting · Private Schools Rules Committee meetings · WSAC Council Presentation · Met with WSCSC executive director · Held Legislative Open House

Goal 1: Gap Closure

Develop and support policies to close the achievement and opportunity gaps.



1.A: Achievement and Opportunity Gap Research and Promising Practices

Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.

1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.

Annual - March
Achievement Index Results

1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.

Annual - September
Spotlight Report on Advanced Course-Taking Data

1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.

Annual - September
5491 Additional Indicators

1.A.4 Advocate increased access to early learning opportunities.

Annual - December
Legislative Priorities, 5491 Report

1.A.5 Advocate expanded learning opportunities.

Annual – Legislative Session
Final ELO Council Report

1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goal-setting regulations.

January 2016
Commissioned Research, Revised AMAOs

1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and develop policies around specific issues related to closing the opportunity and achievement gaps.

Ongoing
Have a Plan, Track Plan Completion

1.B: Postsecondary Readiness and Access

Develop policies to promote equity in postsecondary readiness and access.

1.B.1 Advocate expanded programs that provide career and college experiences for underrepresented students.

Annual, March 2015
Achievement Index Dual Credit and
Industry Certification Data

1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.

Annual - December
5491 Report

1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.

September 2015
Legislative Priority

1.B.4 Collect and analyze data on waivers of career- and college-ready graduation requirements and student course-taking.

March through July 2015
Briefing

1.C: P-13 Transition Points

Promote strategies to strengthen key transition points in a student's education.

1.C.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.

Annual - January starting in 2016
Data Analysis Report

1.C.2 Research data capacity to inform student transitions at key points in the P-13 pipeline.

July 2015
Briefing on P-13 Pipeline and 5491 Report

Goal 2: Accountability

Develop comprehensive accountability, recognition, and supports for students, schools, and districts.



2.A: K-12 System Goals

Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.

Annual – December
Biennial Report to Legislature, 5491 Report

2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.

Annual – December
Enhanced Website

2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.

Annual – On or before March
Enhanced Website

2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington’s federal ESEA flexibility application and other goals established in state law.

July 2016
Rule Adoption

2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.

March 2017
Inclusion of Adequate Growth in Achievement Index

2.B: Aligned Accountability System

Develop and implement an aligned statewide system of school recognition and accountability.

2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.

March 2017
Inclusion in the Achievement Index

2.B.2 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state’s aligned accountability framework.

Annual – On or before March
Identification of Challenged Schools in Need of Improvement

2.B.3 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and considerable approval of Required Action Plans.

Annual - Spring
Adherence to Rule

2.B.4 Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.

2015 Legislative Session
ESEA Flexibility Waiver

2.B.5 Explore the inclusion of additional indicators into the state’s accountability framework that reflect student social and emotional well-being and readiness for academic success.

Annual – December 5491
5491 Report

2.B.6 Partner with OSPI to advocate the provision of adequate supports for Challenged Schools in Need of Improvement.

Ongoing
Budget

2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.

Annual - May
Washington Achievement Awards

Goal 3: Career- and College-Readiness

Ensure that every student has the opportunity to meet career and college ready standards.



3.A: 24-Credit Diploma

Support district implementation of the 24-credit high school diploma framework.

3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.

Ongoing
Guidance for Counselors on Website

3.A.2 Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.

July 2015
Video and Summary Materials

3.B: Flexible Crediting and Course-Taking

Promote expansion and use of flexible crediting and course-taking options.

3.B.1 Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency courses.

May 2015
Approved State Equivalencies

3.B.2 Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.

July 2015
Guidance on Web Page

3.B.3 Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.

July 2015
Guidance on Web Page

3.C: Academic Planning

Strengthen student academic planning processes and enhance access to planning experiences.

3.C.1 In partnership with OSPI, develop tools and resources for use by students, families, schools, and districts to engage in the High School and Beyond Plan process.

Summer 2015
HSBP Web Page

3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.

September 2015
Guidance on Web Page, 5491 Report

3.C.3 Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.

Summer 2015
Video, Sample Plans, and District Highlights on Website

3.C.4 Utilize the perspective and experiences of our high school student representatives to inform board policymaking and guidance on High School and Beyond plan Implementation.

January to September 2015
Interview with Student Board Members

3.D: Aligned Assessment System

Support the implementation of career and college ready standards and an aligned assessment system.

3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.

August 2015
Scores Established; NGSS as Required

3.D.2 Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.

Annual - December
Annual Report, Legislative Priority

3.D.3 Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.

Ongoing
Guidance on Web Page

3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.

January 2015
Scores Established

Goal 4: Strategic Oversight

Provide effective oversight of the K-12 system.

4.A: Basic Education Compliance

Ensure compliance with all requirements for the instructional program of basic education.

4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.

Annual – July to November
100% Compliance

4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.

September 2015
Rule Adoption, Revised FAQ

4.A.3 Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.

Annual – January
Summary Documents and Data File

4.A.4 Review and revise rules for private schools on the private school approval process.

January 2016
Feedback from Private School Advisory Council

4.B: BEA Waivers

Conduct thorough evaluations of requests for waivers of BEA requirements.

4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.

Spring 2016
Revised Board Procedures and Review of Rules

4.C: Charter Authorizer Application Review

Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.

4.C.1 Disseminate information through SBE website and make public presentations on the authorizer application process.

Annual - Summer
Materials on Website, Public Presentations

4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.

Ongoing
Website Resources

4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.

Annual - May
Revised Application and Rubrics as Needed

4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.

Annual – February
Reviewed Applications

Goal 4: Strategic Oversight

Provide effective oversight of the K-12 system.



4.D: Oversight of Charter District Authorizer

Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.

4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.

Summer 2015

Working Agreement with Spokane Public Schools

4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.

Fall 2015

Plan for Board Review

4.D.3 Establish procedures for ongoing communication with district authorizers that ensure the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.

Fall 2015

Procedures

4.E: Charter Annual Reports

Issue high-quality annual reports on the state's charter schools.

4.E.1 Collaborate with the Washington State Charter School Commission, district authorizers, and OSPI to ensure timely and accurate data collection and reporting.

Ongoing

Data Quality and Presentation in Annual Reports

4.E.2 Collaborate with the Washington Charter Schools Commission to develop annual reports on the state's charter schools for the preceding school year.

Annual – December 1

Submission of Report to the Governor, Legislature and Public

4.E.3 Analyze authorizer annual reports and research best practices to identify areas for improvement in meeting the purposes of the state's charter school laws.

Ongoing

Findings and Recommendations in Annual Reports

4.F: Statewide System Health

Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.

4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.

Annual, December

5491 Report

4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.

Summer of 2015

Convene Achievement and Accountability Workgroup

4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.

Annual - December

5491 Report, Convene Achievement and Accountability Workgroup



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Career and Technical Education Course Equivalencies	
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 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 checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The Board will review the process for developing the course equivalency list and course frameworks. Key questions include:</p> <ul style="list-style-type: none"> Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards? What additional information is needed for the Board to consider approving the list and frameworks at the May 2015 meeting? 	
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 type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>E2SSB 6552, passed in 2014, increased the responsibility of districts to provide students access to CTE course equivalency credit. In addition, the bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list.</p> <p>At the March 11-12, 2015 Board meeting a panel including Kathleen Lopp, OSPI Assistant Superintendent of Career and College Readiness, Betty Klattenhoff, OSPI Director of Career and Technical Education, Anne Gallagher, OSPI Director of Mathematics, and Dr. Kristine Chadwick of the Educational Policy Improvement Center (contractor to OSPI), will present on the process of developing course equivalencies. Members will have the opportunity to ask questions about the process in preparation for consideration of approval of the course equivalency list and their frameworks.</p> <p>The Board will consider approval of the course equivalency list and course frameworks at the May 2015 Board meeting.</p>	



CAREER AND TECHNICAL COURSE EQUIVALENCIES

Policy Considerations

E2SSB 6552, enacted in 2014, increased the responsibility of districts to provide students access to Career and Technical Education (CTE) course equivalency credit. The bill directed the Office of the Superintendent of Public Instruction to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements. The list and the frameworks must be approved by the State Board of Education. Approval is planned for the May 2015 Board meeting.

At the March 11-12, 2015 Board meeting, the Board will:

- Receive an update on the development of the CTE course equivalency list and frameworks, in preparation for consideration of approval of the list and frameworks at the May 2015 meeting.

A key questions include:

- Does the process for developing the course equivalencies and frameworks support strong incorporation of math, science and CTE standards?
- What additional information does the Board need to approve the list and frameworks?

Background

Career and Technical Education (CTE) equivalency credit, CTE courses that meet core subject graduation requirements in addition to CTE course requirements, have been recognized and encouraged by the Legislature since 2006 (SHB 2973, Chapter 113, Laws of 2006). RCW 28A.230.097 requires that each “high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers.”

In practice, the application of CTE equivalency credit policy and opportunities created by credit equivalency is uneven around the state. (CTE Equivalency Credit memo prepared for the May 8-9, 2013 Board Meeting.) Skill centers face extra challenges in that each feeder district may have its own credit equivalency policy, and students in the same classroom may be earning different credit toward different graduation requirements.

E2SSB 6552 increases the opportunities for students to access course equivalencies by mandating that each district offer at least one math or science equivalency from the approved list. The bill also streamlines the process by ‘pre-approving’ course frameworks that would normally be developed locally and then be submitted to OSPI for review and approval.

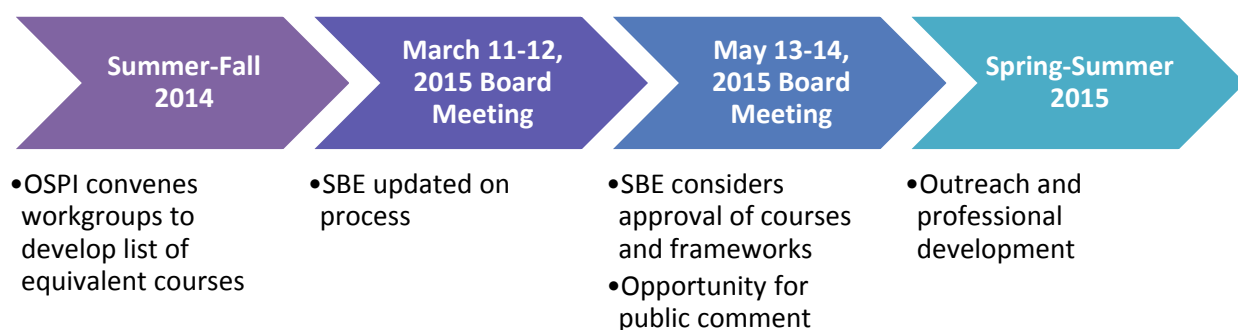
All districts, apart from those that have a waiver, must offer at least one course equivalency from the list, but as long as this requirement is met, any locally determined equivalencies would be unchanged. A waiver from this requirement is available to districts with fewer than 2,000 students. The SBE adopted rules on this waiver in July 2014.

Table 1 summarizes the provisions of E2SSB 6552 on course equivalencies.

Table 1: Summary of E2SSB 6552 on Course Equivalencies

Provision of E2SSB 6552:	Note:
<ul style="list-style-type: none"> OSPI shall develop curriculum frameworks for a selected list of career and technical courses that are equivalent to science or math courses that meet high school graduation requirements. 	SBE will be updated on this work at the March 2015 meeting.
<ul style="list-style-type: none"> The contents of the courses must align with math and science standards and industry standards. 	
<ul style="list-style-type: none"> A list of the courses and their curricula frameworks will be submitted to the SBE for review, an opportunity for public comment, and approval. 	Approval and an opportunity for public comment is planned for the May 2015 Board meeting.
<ul style="list-style-type: none"> First list of courses must be developed and approved before the 2015-2016 school year. 	
<ul style="list-style-type: none"> OSPI may periodically update or revise the list. 	
<ul style="list-style-type: none"> Beginning in 2015-2016, districts must grant equivalency to at least one math or one science course from the list. 	OSPI has a technical request bill to change this requirement to the 2016-2017 school year, since there is insufficient time for some districts to implement access to an equivalency by the fall.
<ul style="list-style-type: none"> Districts must provide access to at least one CTE course equivalent to math or one CTE course equivalent to science from the list through a high school, inter-district cooperative, skill center, branch or satellite skill center, online learning or Running Start vocational course. 	
<ul style="list-style-type: none"> Districts with fewer than 2,000 students may be granted a waiver by the SBE from these provisions. 	SBE adopted rules to implement in July 2014.

Figure 1: Timeline for Development and Approval of Course Equivalencies



CTE Program Standards

CTE programs and courses are characterized by:

- Alignment with proven workforce needs.
- Alignment with industry standards.
- Advisory committees of industry representatives.
- Teachers with substantial work experience in their teaching assignment.

- A curriculum framework: a document that describes the state core content standards, industry standards, and leadership and employability skills associated with the course. Frameworks are reviewed annually by program advisory committees and by OSPI program supervisors.

Resources

Report to the Legislature: Statewide Strategic Plan for Secondary Career and Technical Education. December 2012.

(<http://www.k12.wa.us/LegisGov/2012documents/StrategicPlanforCTE2012.pdf>)

Equivalency Credit Toolkit 3.3. September, 2013.

(<http://www.k12.wa.us/CareerTechEd/Forms/EquivalencyCreditToolkit.PDF>)

Memo on CTE Equivalency Credit—A Practitioner’s Perspective, prepared for the May 8-9, 2013 Board Meeting.

(<http://www.sbe.wa.gov/documents/2013.05.01%20CTE%20Course%20Equivalency.pdf>.)

Memo on CTE Course Equivalency, prepared for the July 9-10, 2014 Board Meeting.

(<http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/07CTEequivalency.pdf>)

High School Graduation and Career-Technical Education Program Completion: A Status Report to the State Board of education, January 2008.

(<http://www.sbe.wa.gov/documents/2013.04.25%2011%20Career%20and%20Technical%20Education%20Study.pdf>.)

Action

The SBE will review progress on development of the course equivalency list and frameworks. No Board action is required.

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.

Title: Exploration of Assessment Alternatives For Graduation

As Related To:

<input 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: Are there additional options for assessment alternatives that should be considered for students to demonstrate meeting standard if they are not successful on the SBAC?

Possible Board Action:

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

Materials Included in Packet:

<input checked="" type="checkbox"/> Memo
<input type="checkbox"/> Graphs / Graphics
<input type="checkbox"/> Third-Party Materials
<input type="checkbox"/> PowerPoint

Synopsis: At the January 2015 Board meeting the State Board of Education (SBE) adopted a [Position Statement on High School Assessments Required for Graduation](#). Part of the position statement included a list of options the Board wanted to explore. These included:

1. Tenth grade students taking the high school SBAC (Smarter Balanced Assessment), allowing more time for high school course-taking and alternatives if the student is not on-track.
2. Earning credit in Bridge To College transition courses recognized by higher education for college placement.
3. Earning dual credit in specific college-level courses.
4. Earning a professional certification or completing a Career and Technical Education (CTE) Program.
5. Additional assessments as alternatives, including CTE and work-readiness assessments.

This memo contains additional information about these options. At the Board meeting, SBE staff and Dr. Doug Kernutt will present information on these options.



EXPLORATION OF ASSESSMENT ALTERNATIVES FOR GRADUATION

Policy Considerations

At the January 2015 Board meeting the State Board of Education (SBE) adopted a [Position Statement on High School Assessments Required for Graduation](#). Part of the position statement included a list of options the Board wanted to explore. These included:

1. Tenth grade students taking the high school SBAC (Smarter Balanced Assessment), allowing more time for high school course-taking and alternatives if the student is not on-track.
2. Earning credit in Bridge To College transition courses recognized by higher education for college placement.
3. Earning dual credit in specific college-level courses.
4. Earning a professional certification or completing a Career and Technical Education (CTE) Program.
5. Additional assessments as alternatives, including CTE and work-readiness assessments.

This memo contains additional information about these options, and was created with Dr. Doug Kernutt, Retired Deputy Superintendent for Clover Park School District. Dr. Kernutt and SBE staff contacted selected district administrators, ESD staff, principals, skill center directors, OSPI staff and Career and Technical administrators to collect additional information and to provide perspective from stakeholders on assessment options.

Background

Other than tenth grade students taking the high school SBAC, the options listed above are alternatives to statewide assessments required for graduation. Current alternatives to statewide assessments required for graduation are specified in statute ([RCW 28A.655.061](#), [RCW 28A.655.065](#)) so adding any additional alternatives would require legislative action. Current approved alternatives include:

- Collection of Evidence
- College Entrance Scores (IB, AP, SAT, ACT)
- Out-of-State Tests
- Grades Comparison
- Recent Transfer Waiver
- Special Education Alternatives

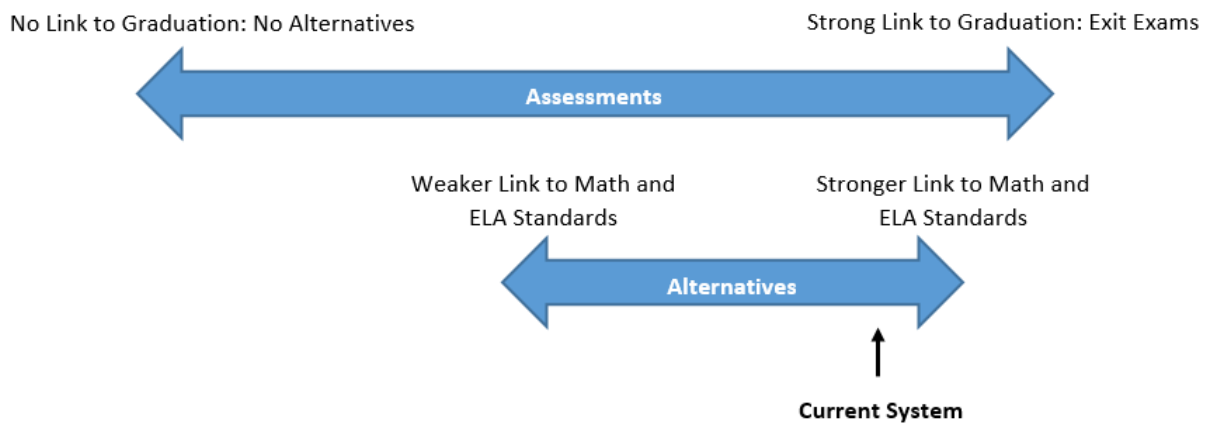
At the September 2014 Board meeting OSPI shared information on how assessment requirements were met by all students in the Class of 2014. Some of these alternatives are not being used by very many students. For example, Grades Comparison (which allows students who were not successful on the tests to be deemed to have met standard if their grades are

equal or higher than a comparison group of students who passed the test) is used by zero percent of students. By statute ([RCW 28A.655.065](#)), the Grades Comparison option is only available to students with a grade point average of 3.2 or higher. This option appears to be well suited for students who have mastered the standards but who do not test well. The Superintendent's "Option B" for the assessment system (presented to the Board at the September 2014 meeting) recommended removing the grade point average requirement. Streamlining the assessment system and system of alternatives should include examining the existing options and exploring whether they are being used effectively.

Statute requires that "The objective alternative assessments shall be comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment and be objective in its determination of student achievement of the state standards." ([RCW 28A.655.061\(10\)\(a\).](#))

Figure 1 is intended to graphically illustrate the range of linkage between high school assessments and graduation, and the range of linkage between alternatives and standards. The current system of assessments and alternatives is on the right-hand side of the visual, with assessment linked to graduation and alternatives that are "comparable in rigor." Possible assessment alternatives may have weaker links to standards, such as earning college-level credit in non-math and non-ELA subjects or earning a CTE certification. As the state transitions to a diploma tied to career and college readiness, the Board may want to have a policy discussion about whether there are valid ways that students may demonstrate career and college readiness that are less strongly linked to learning standards in math and ELA.

Figure 1: Range of Assessments and Alternatives Relative to Graduation and Standards



Further Information on Options

Comparable rigor, Transition Courses, and college math and ELA courses

The proposed alternative of college credit in math and English Language Arts (ELA) and Transition Courses (or Bridge Courses) both appear to meet the "comparable rigor" standard. Passing a 100-level college course in mathematics or ELA is logically comparable to passage of the exit exam, since it would *ipso facto* demonstrate readiness for college math or ELA. Successful completion of a Transition Course is also logically comparable to passage of the exit exam, since the course development process and curriculum are so closely aligned with the standards. The involvement of higher education in developing the courses has led to the

agreement by institutions of higher education in the state to accept the courses for college placement into college credit-bearing courses.

CTE assessments and industry certifications

There are several assessments and certifications that are used in the CTE arena. It may be possible in the future to compare performance on these tests to performance on the SBAC, similar to the way that the SAT, ACT, and others have been compared to the math End of Course Exams and the High School Proficiency Exams to determine the score needed on the alternative for “comparable rigor.” For a statistically valid comparison, results need to be available from a significant cohort of students who have taken both the SBAC and the alternative assessment.

Precision Exams are Career Skills exams and certifications supported by OSPI. They are relatively new to the state within the past few years, but are now being used in more than 50% of the districts in the state. Some districts are piloting the system and others are using them in a more comprehensive manner. A large number of assessments are available for a wide range of CTE courses including exams in:

- Agriculture, Food, and Natural resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Resources
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, technology, Engineering and Mathematics
- Transportation Distribution and Logistics

Districts and even skill centers are unable to offer classes in all of the above areas. The availability, however, gives districts and their students the ability to better connect their programs to industry standards and assess their students on their knowledge in each area.

Precision Exams, while important, do not meet the comparability standard currently in place. They do not focus on the ELA and Math standards in the same manner that the Smarter Balanced Assessment does (although the developers of Precision Exams have written the exams at a 10th to 11th grade reading level). While some of the individual exams may end up being of “comparable rigor” we currently do not have any evidence. Clearly the bulk of the individual assessments are focused on their specific industry skills and knowledge.

Another example of CTE assessment models is the **ACT “WorkKeys”** assessment. This is an expensive assessment that only a few districts have, or are utilizing. It focuses on assessments in:

- Applied mathematics
- Locating information
- Reading for information

We have no information that would allow us to show that “WorkKeys” is comparable in rigor to the high school Smarter Balanced Assessment.

A third example often referenced is the [ASVAB \(Armed Services Vocational Aptitude Battery\)](#). The ASVAB consists of the following eight individual tests:

- General Science
- Arithmetic Reasoning
- Word Knowledge
- Paragraph Comprehension
- Mathematics Knowledge
- Electronics Information
- Auto and Shop Information
- Mechanical Comprehension

Students are provided with scores on each of these individual tests and three Career Exploration Score composites: Verbal Skills, Math Skills and Science and Technical Skills. The battery takes approximately three hours to complete, and test results are returned to schools in a few weeks.

The Military uses students' ASVAB scores to identify the occupations that best suit their abilities. Junior, senior and post-secondary school students can use their ASVAB scores for enlistment for up to two years after taking the test.

While a widely used assessment, we do not have the information necessary to show that the ASVAB is assessing the same knowledge we are requiring in the Smarter Balanced assessment. It was developed as more of an interest inventory than as an exit exam for high school proficiency.

There are a number of other assessments or industry certifications that could be part of the discussion. For example, there are numerous certifications in the Information Technology arena (Adobe, Microsoft exams, etc). While the certifications show expertise in a certain arena, they do not, at face value, meet the comparable rigor standard of the state's graduation exit exams in math and ELA. Additional assessments that could be considered for an equivalency study might be the tests used by community and technical colleges for placement decisions (COMPASS and ACCUPLACER.)

CTE Programs of Study

[Career and Technical Education Programs of Study](#) were also mentioned as an option for exploration as we look at potential alternatives. OSPI has completed a significant amount of work developing the Program of Study concept.

“Programs of Study are detailed guides for students, mapping out specific course options for a chosen career path from high school through postsecondary education. Programs of Study show how to smoothly transition into postsecondary education from high school CTE programs. They exemplify the importance of career planning, beginning in the freshman year in high school, and even earlier.

There are 78 model Programs of Study (POS) for the 16 Career Clusters based on CareerClusters.org. Each model has been updated with the following information:

- Certificate and 4-year information as posted on [Workforce Explorer](#) (Note: Individual post-secondary institutions may change this data)
- Active apprenticeships in Washington (as of 6/1/2010)
- Current 2-year degrees at [Washington State Community and Technical Colleges](#) based on the SBCTC Matrix (published January 11, 2010)
- High demand jobs as published on [Workforce Explorer](#) (as of 6/1/2010)"

The Program of Study model is a strong model that can help our students in thinking about, planning, and preparing for their futures. There is not, however a connection of the Program of Study to the comparable rigor standard in the RCW's. The Program of Study model does not, for example, require a certain number of credits, the course type, etc... Programs vary between districts and were not expected to focus on the same skills assessed in the Smarter Balanced Assessment.

Conclusions related to CTE options and their ability to be used as an alternative assessment under the current RCW requiring assessments of comparable rigor

The proposed CTE options (certifications/assessments, program of study) do not meet the comparable rigor standard. Educational staff (teachers, principals, superintendents, assessment staff) at all levels of the system are in basic agreement that the options are not of comparable rigor. **However**, most, if not all, of the educators we talked with agreed that further study could be of value in the ongoing struggle to help insure we provide our students with a variety of alternatives.

Additional information obtained during our review

Educators from across the state are, and have been, thinking deeply about Washington's high school exit exam process. Although there are a number who believe the assessment should be delinked from high school graduation, there are others who believe the exit exam continues to serve a valid purpose. The following is additional information that may be of value in our ongoing considerations:

- There is strong agreement that the **High School and Beyond Plan (HSBP)** process could be a critical component as we move forward. Helping students understand career options, identify their interest areas, and determine the academic path during the 7th-12th grade years can be critical to student focus and motivation. Key issues include more rigorous standards, improved technology access, appropriate training, and appropriate staffing.
- There is strong agreement that the **development of CTE alternatives is important** if the exit exam process is maintained. Development of the Program of Study concept was an area that appeared to be of interest and could connect with certifications/exams (e.g. Precision Exams).
- There is general agreement that our **current College and Career ready standard is focused on readiness for College but does not adequately address readiness for Career**. Most agreed that College and Career ready connection should undergo further research as we move forward. CTE directors, representing all regions of the state, for example, were unanimous in their view that College and Career ready are not the same standard.
- District and program **size will continue to impact students' access to alternatives**.

- While not a focus of our review, all participants made sure that we were aware of the impact that our current assessment process is having on the educational programs in their school systems. While some stress during the assessment process is normal, participants report that the impacts are growing, students are losing a significant amount of instructional time, technology labs and resources are unavailable for instructional purposes for much of the assessment windows, and students who are in the alternative process are being pulled out of elective classes, including CTE courses.

Considerations for future action

- Development of a focus group or study committee (utilizing the process followed in development of the “Transition Courses” alternative proposal) to explore assessment alternatives in CTE. Set a goal for work completion prior to the 2016 legislation session.
- Conduct a thorough review of the research on how the College and Career ready concepts impact student readiness for their futures. Discuss the concept of academic preparation for college as it relates to academic preparation for a career. Utilize the research, as appropriate, in future decision making. Review the article on [“The Nation’s Report Card and 12th Grade Academic Preparedness”](#) to help spur the discussion.

Action

No Board action is required at this meeting.

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.

Title: Reauthorization of the federal Elementary and Secondary Education Act

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

- Relevant To Board Roles:**
- Policy Leadership
 - System Oversight
 - Advocacy
 - Communication
 - Convening and Facilitating

Policy Considerations / Key Questions: What are the highest priorities from the Board's standpoint for a reauthorized federal Elementary and Secondary Education Act (ESEA)? Why is it important for Congress to pass and the President to sign a rewrite of the long-since lapsed and deeply flawed No Child Left Behind Act this year? What message should the SBE transmit to the state's Congressional delegation as members deliberate on ESEA?

- Possible Board Action:**
- Review
 - Approve
 - Adopt
 - Other

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis: The Board will receive a staff briefing on major issues for reauthorization of the federal Elementary and Secondary Education Act and on the status of Congressional action on this crucial legislation. The Board will then hear perspectives on ESEA reauthorization from education leaders in Washington state. They include:

- Gayle Pauley, Assistant Superintendent, Office of Superintendent of Public Instruction
- Alan Burke, Executive Director, Washington State School Directors' Association
- Erin Jones, Advancement Via Individual Determination (AVID) District Director, Tacoma Public Schools

Reauthorization of the Federal Elementary and Secondary Education Act: Major Issues

Issue	Options
Data Collection and Reporting	<ul style="list-style-type: none"> • Maintain current law requiring districts and states to produce annual report cards showing academic achievement on state assessments and other academic indicators such as participation rates on assessments, graduation rates, and each school's evaluation under the statewide accountability system. Continue to require disaggregation of data by subgroup in reporting on student achievement. • Maintain current requirements on data collection and reporting but also require reporting on non-academic indicators such as school climate indicators, opportunity measures, and per pupil expenditures.
Academic Standards	<ul style="list-style-type: none"> • Require each state to provide assurance it has adopted "challenging state academic standards" in reading, math and science that apply to all schools in the state and are aligned with college entrance requirements, without need for remediation. • Require that state standards be validated by USED to ensure that proficiency in the standards signals that students are on track to enter the workforce or post-secondary education without remediation. • Eliminate the federal mandate on academic standards. Leave the setting of standards to states and local districts.
Assessments	<ul style="list-style-type: none"> • Continue to require state-selected, annual assessments in each of grades 3-8, and once in high school, and in science in each of three grade spans. • Replace required annual assessments with tests in certain grade-spans only. • Give states an option to choose between annual assessments and grade-span assessments. • Continue to require annual assessments, but count only results of grade-span tests for accountability purposes. • Allow districts to choose their own local assessments, in place of state-selected ones, with (a) state, or (b) federal approval.
Accountability – School and District Designations	<ul style="list-style-type: none"> • Require states to identify schools in need of strategies for improving academic achievement, but provide flexibility as to how schools must be identified. • Be more directive on designations, requiring, for example, identifying specific percentages of schools for certain interventions and supports. • No federal requirements. Designations left to the states.
Accountability – Performance Targets	<ul style="list-style-type: none"> • Eliminate AYP. Require states to set performance, growth, and graduation targets for all students, • Eliminate AYP. Require states to set annual district and school-level targets for grade-level achievement, high school graduation, and closing achievement gaps for all students, including accelerated progress for subgroups. • Eliminate AYP. Leave the setting of performance targets to the states.

<p>Accountability – School Improvement</p>	<ul style="list-style-type: none"> • Require each state to develop a single statewide accountability system meeting a few broad parameters, including annually measuring the academic achievement of each school. The state system must include a system of school improvement interventions, locally implemented, schools determined to be poorly performing under the state accountability system. Repeal mandated school improvement, corrective actions, and interventions in current law to give states and districts flexibility to develop appropriate turnaround strategies for their schools. • Require each state to use performance targets to identify schools in need of support that have missed targets and high priority schools that have both the lowest achievement and challenges identified by equity indicators. Schools in need of support must develop plans to improve achievement and address school challenges. High priority schools must develop plans to improve school-wide factors that affect student achievement and school climate. LEA's and SEA's must provide resources to support schools in implementing locally-identified interventions.
<p>Accountability – School Improvement Grant (SIG)</p>	<ul style="list-style-type: none"> • Eliminate the SIG program, together with its four federal turnaround models, and redirect its funding to Title I. • Retain SIG, under revised USED rules.
<p>Teacher Quality – Highly Qualified Teachers</p>	<ul style="list-style-type: none"> • Repeal the NCLB requirement that districts identify and document “Highly Qualified Teachers,” defined as holding a B.A. degree, being fully certificated or licensed by the state, and demonstrating competence in each core subject area taught. • Maintain the federal definition of Highly Qualified Teacher.
<p>Teacher Quality – Equitable Distribution</p>	<ul style="list-style-type: none"> • Require each state to assure that low-income and minority children enrolled in Title 1 schools are served by effective teachers and school leaders, and to adopt measures to evaluate and report to USED on its progress on this assurance. • Continue to require states to ensure equitable distribution of qualified and effective teachers and school leaders in classrooms with high percentages of low-income and minority students.
<p>Teacher Quality – Teacher Evaluation</p>	<ul style="list-style-type: none"> • Authorize use of current federal funds for developing a rigorous and fair evaluation system for teachers, principals, and other school leaders that is based in part on evidence of student achievement and may include academic and other growth measures, as determined by the state or LEA. • Authorize use of funds for development of state or locally driven teacher evaluation systems under broad parameters, including making student achievement data a significant part of the evaluation, using multiple measures of evaluation in assessing teacher performance, and seeking input from parents, teachers, school leaders and others in developing the system. • Ensure high-quality, comprehensive teacher and school leader evaluations that are developed foremost to inform professional development, include multiple measures of learning and practice, and are tied directly to targeted support for educators. • No federal requirements on teacher evaluations.

Early Childhood Education	<ul style="list-style-type: none"> • Provide formula grants to states, with a state match, for high-quality, full-day pre-kindergarten for 4 year-old children from families earning below 200% FPL. Require states to provide subgrants to local entities to offer children high-quality prekindergarten, with requirements for staffing, instruction, and other provisions. • Do not add provisions for early childhood education in a reauthorized ESEA.
English Language Learners	<ul style="list-style-type: none"> • Require each state plan to describe how the SEA will establish English language proficiency standards that are derived from the four recognized domains of speaking, listening, reading and writing and are aligned with the state's academic standards in reading or language arts. • Require each SEA to adopt and annually administer statewide English language proficiency assessments that are aligned with the State's English proficiency standards and academic content standards; are accessible, valid and reliable; measure proficiency in reading, listening, speaking and writing in English; assess progress and growth on language and content acquisition, and allow for the LEA to retest a student in individual domain areas.
Finance – Maintenance of Effort	<ul style="list-style-type: none"> • Eliminate current “maintenance of effort” provisions, which require states and school districts to keep their own spending to no less than certain levels in order to access Title I funds. • Retain “maintenance” of effort provisions.
Finance – Title 1 Portability	<ul style="list-style-type: none"> • Give states the option of allowing Title I money to follow low-income students to the traditional or charter public school the student chooses to attend. • Provide for Title 1 portability, but permit the money to follow low-income students to a private as well as public school. • No provision for Title 1 portability.
Finance – Grant Programs	<ul style="list-style-type: none"> • Consolidate federal grant programs into a much smaller number, allowing more flexibility for states and districts to use funding to meet identified needs. • Maintain most dedicated grant funding for programs targeting special populations and needs.
Secretary of Education Authority	<ul style="list-style-type: none"> • Explicitly limit the Secretary of Education's authority, including for imposing specific conditions on states for waiver of provisions of the ESEA, and imposing requirements in areas such as standards, assessments, and state accountability plans. • No additional provisions to limit the Secretary's authority.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: WAC Review: Public Hearing on Proposed Rules for Repeal

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

- Relevant To Board Roles:**
- Policy Leadership
 - System Oversight
 - Advocacy
 - Communication
 - Convening and Facilitating

The Board will receive testimony on the proposed repeal of WAC 180-16-225 (Waiver – Substantial lack of classroom space), Chapter 180-44 WAC (Teachers’ Responsibilities), and WAC 180-51-001 (Education reform vision)

Policy Considerations / Key Questions: Are there rules proposed for repeal that the Board wishes to delete from consideration for action at this time, based on public testimony and other public comment?

- Possible Board Action:**
- Review
 - Approve
 - Adopt
 - Other

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis: At the November 7-8, 2014 meeting the Board approved the filing of a CR-101 (Preproposal Statement of Inquiry) with the Office of the Code Reviser on 14 sections in five chapters of Title 180, Washington Administrative Code. The CR-101 was the product of the periodic review of board rules required by WAC 180-08-015 (Scheduled review of state board rules). At the January 7-8 meeting the Board approved the filing of a CR-102 (Proposed Rule Making) and publication of proposed rules repealing two sections and one chapter of WAC included in the filing of the CR-101. Staff requested public comment on the proposed rules through posting on the SBE web site and e-mail outreach to interested persons. At this meeting the Board will hear public testimony on the proposed repeal of these rules, and consider adoption of the repeals during the business items portion of the meeting.

In your packet you will find:

- The CR-102, proposed rules as published in the State Register, and the fiscal impact statement prepared by the Office of the Superintendent of Public Instruction in accordance with RCW 28A.305.135.
- The full text of the rules proposed for repeal.

WSR 15-04-125
PROPOSED RULES
STATE BOARD OF EDUCATION
[Filed February 3, 2015, 3:08 p.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 14-24-030.

Title of Rule and Other Identifying Information: WAC 180-16-002 (Purpose and authority), 180-16-225 (Waiver—Substantial lack of classroom space), chapter 180-44 WAC (Teachers' responsibilities), and WAC 180-51-001 (Education reform vision).

Hearing Location(s): Pacific Lutheran University, 12180 Park Avenue South, Tacoma, WA 98447, on March 11, 2015, at 1:00 p.m.

Date of Intended Adoption: March 12, 2015.

Submit Written Comments to: Jack Archer, 600 Washington Street, P.O. Box 47206, Olympia, WA 98504, e-mail jack.archer@k12.wa.us, fax (360) 586-2357, by March 9, 2015.

Assistance for Persons with Disabilities: Contact Denise Ross by March 6, 2015, TTY (360) 664-3361 or (360) 725-6035.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of the proposal is to correct a statutory reference in WAC 180-16-002 and to repeal WAC 180-16-225, chapter 180-44 WAC, and WAC 180-51-001 as unnecessary or obsolete in Title 180 WAC.

Reasons Supporting Proposal: WAC 180-08-015 requires the state board of education (SBE) to review all board rules no less than every three years. This proposal is a product of that review, as presented to the board at its meeting in November 2014, at which the board approved the filing of a CR-101 for amendment or repeal of nine sections of rule. The board determined that the rules included for repeal in this proposal are unnecessary, out-of-date, duplicative of other agencies' rules, or not consistent with board policies.

Statutory Authority for Adoption: RCW [28A.150.220](#), 28A.305.130, 28A.230.090.

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: SBE, governmental.

Name of Agency Personnel Responsible for Drafting: Jack Archer, Old State Capitol, 600 Washington Street, Olympia, WA 98504, (360) 725-6035; Implementation and Enforcement: Ben Rarick, Old State Capitol, 600 Washington Street, Olympia, WA 98504, (360) 725-6025.

A school district fiscal impact statement has been prepared under section 1, chapter 210, Laws of 2012.

SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	Title of Rule: WAC 180-51-001 Education reform vision.	Agency: SDF - School District Fiscal Impact - SPI
-------------	--	--

Part I: Estimates: No fiscal impact, this section of rule does not require school districts to take any specific action. As such, there is not fiscal impact to school districts through the repeal of this rule.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: No estimated expenditures.

Estimated Capital Impact: No estimated capital impact.

Part II: Narrative Explanation:

II. A - Brief Description Of What the Measure Does That Has Fiscal Impact: Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

None.

II. B - Cash Receipts Impact: Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

None.

II. C - Expenditures: Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

None.

Part III: Expenditure Detail:

III. A - Expenditures by Object or Purpose: None.

Part IV: Capital Budget Impact: None.

WSR:	Title of Rule: Chapter 180-44 WAC, Teachers responsibilities.	Agency: SDF - School District Fiscal Impact - SPI
-------------	---	--

Part I: Estimates: No Fiscal Impact, repeal of chapter 180-44 WAC would not have any fiscal impact to school districts. Professional standards and teacher responsibilities are defined in chapter 181-187 WAC, which does not contain citations to chapter 180-44 WAC.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: No estimated expenditures.

Estimated Capital Impact: No estimated capital impact.

Part II: Narrative Explanation:

II. A - Brief Description Of What the Measure Does That Has Fiscal Impact: Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

None.

II. B - Cash Receipts Impact: Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

None.

II. C - Expenditures: Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

None.

Part III: Expenditure Detail:

III. A - Expenditures by Object or Purpose: None.

Part IV: Capital Budget Impact: None.

WSR:	Title of Rule: WAC 180-16-225.	Agency: SDF - School District Fiscal Impact - SPI
-------------	--	--

Part I: Estimates: No Fiscal Impact, a waiver as allowed under this WAC has never been requested by a school district. Therefore, repeal of this WAC will have no fiscal impact.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: No estimated expenditures.

Estimated Capital Impact: No estimated capital impact.

Part II: Narrative Explanation:

II. A - Brief Description Of What the Measure Does That Has Fiscal Impact: Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

None.

II. B - Cash Receipts Impact: Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

None.

II. C - Expenditures: Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

None.

Part III: Expenditure Detail:

III. A - Expenditures by Object or Purpose: None.

Part IV: Capital Budget Impact: None.

A copy of the statement may be obtained by contacting Thomas J. Kelly, Room 433, Old State Capitol, 600 Washington Street S.E., Olympia, WA 98504, phone (360) 725-6301, e-mail thomas.kelly@k12.wa.us.

A cost-benefit analysis is not required under RCW [34.05.328](#).

February 3, 2015
Ben Rarick
Executive Director

REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 180-16-225 Waiver-Substantial lack of classroom space-Grounds and procedure.

REPEALER

The following chapter of the Washington Administrative Code is repealed:

WAC 180-44-005 Regulatory provisions relating to RCW [28A.305.130](#)(6) and 28A.600.010.

WAC 180-44-007 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101-Application.

WAC 180-44-010 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101-Responsibilities related to instruction.

WAC 180-44-020 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101-Responsibilities related to discipline of pupils.

WAC 180-44-040 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101-Classroom-Physical environment.

WAC 180-44-060 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101-Drugs and alcohol-Use of as cause for dismissal.

REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 180-51-001 Education reform vision.

WAC 180-16-225

Waiver—Substantial lack of classroom space—Grounds and procedure.

(1) **Grounds.** The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC [180-16-200](#) through [180-16-220](#)(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate, at least, that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the referenced entitlement requirements.

(2) **Waiver procedure.** In order to secure a waiver pursuant to subsection (1) of this section a school district must submit a petition together with a detailed explanation and documentation in support of its request not later than thirty days prior to either:

(a) The state board of education meeting immediately preceding commencement of the school year; or

(b) The March (or such other meeting as the state board shall have established) meeting of the board at which the board will consider certifications of compliance and noncompliance with these entitlement requirements.

A school district that can reasonably foresee an inability to comply with entitlement requirements by reason of substantial lack of classroom space should petition for a waiver as early as the state board meeting immediately preceding commencement of the school year in order to allow for the possibility that the request may be denied.

[Statutory Authority: RCW [28A.150.220](#), 28A.305.140, and 28A.305.130. WSR 04-23-008, § 180-16-225, 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, § 180-16-225, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.58.754](#)(6). WSR 86-13-015 (Order 5-86), § 180-16-225, filed 6/10/86; WSR 84-11-043 (Order 2-84), § 180-16-225, filed 5/17/84. Statutory Authority: RCW [28A.04.120](#). WSR 83-13-002 (Order 3-83), § 180-16-225, filed 6/2/83; WSR 80-06-093 (Order 7-80), § 180-16-225, filed 5/29/80. Statutory Authority: RCW [28A.41.130](#) and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-225, filed 6/5/78.]

Chapter 180-44 WAC

TEACHERS' RESPONSIBILITIES

WAC Sections

- [180-44-005](#) Regulatory provisions relating to RCW [28A.305.130](#)(6) and 28A.600.010.
- [180-44-007](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Application.
- [180-44-010](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Responsibilities related to instruction.
- [180-44-020](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Responsibilities related to discipline of pupils.
- [180-44-040](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Classroom—Physical environment.
- [180-44-060](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-44-030 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Excuse for pupil absence required. [SBE 44-4-22, filed 3/29/65, effective 4/29/65.] Repealed by WSR 81-12-022 (Order 4-81), filed 6/1/81. Statutory Authority: RCW [28A.04.120](#) and 28A.58.101.
- 180-44-050 Regulatory provisions relating to RCW [28A.305.130](#)(6) and 28A.600.010—School day as related to the teacher. [Statutory Authority: RCW [28A.600.010](#). WSR 91-08-055, § 180-44-050, filed 4/2/91, effective 5/3/91; SBE 44-4-24, filed 3/29/65, effective 4/29/65.] Repealed by WSR 07-07-055, filed 3/14/07, effective 4/14/07. Statutory Authority: RCW [28A.305.130](#).

180-44-005

Regulatory provisions relating to RCW

[28A.305.130](#)(6) and 28A.600.010.

Pursuant to authority vested in the state board of education under provisions of RCW [28A.305.130](#)(6) and 28A.600.010 to prescribe rules and regulations for the government of the common schools, pupils and teachers, the state board of education hereby adopts rules and regulations provided in WAC [180-44-007](#) through [180-44-060](#) relating to teachers. [Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-44-005, filed 8/6/90, effective 9/6/90; Order 7-77, § 180-44-005, filed 6/1/77; SBE 44-4-1, filed 3/29/65, effective 4/29/65.]

180-44-007

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Application.

The rules and regulations provided for in WAC [180-44-010](#) through [180-44-060](#) shall be applicable to all teachers and other certificated personnel of grades kindergarten through twelve of the common schools.

[SBE 44-4-2, filed 3/29/65, effective 4/29/65.]

180-44-010

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Responsibilities related to instruction.

(1) It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school district, the state superintendent of public instruction and the state board of education, maintaining and rendering the appropriate records and reports.

(2) Teachers shall have the right, and it shall be their duty, to direct and control within reasonable limits the studies of their pupils, taking into consideration individual differences among pupils: Provided, That all pupils shall receive instruction in such prescribed courses of study as are required by law and regulations.

(3) Teachers shall be responsible for the evaluation of each pupil's educational growth and development and for making periodic reports to parents or guardian and to the designated school administrator.

(4) Teachers are required to make daily preparation for their duties, preparation to include attendance at teachers' meetings and such other professional work contributing to efficient school service as may be required by the principal, superintendent or board of directors.

[Order 7-77, § 180-44-010, filed 6/1/77; SBE 44-4-20, filed 3/29/65, effective 4/29/65.]

180-44-020

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Responsibilities related to discipline of pupils.

(1) Teachers shall maintain good order and discipline in their classrooms at all times, and any neglect of this requirement shall constitute sufficient cause for dismissal.

[Order 7-77, § 180-44-020, filed 6/1/77; SBE 44-4-21, filed 3/29/65, effective 4/29/65.]

180-44-040

Regulatory provisions relating to RCW

[28A.04.120](#)(6) and 28A.58.101—Classroom—Physical environment.

Every teacher shall give careful attention to the maintenance of a healthful atmosphere in the classroom, reporting to the principal or his designated representative any shortcomings in lighting, heating or ventilation.

[SBE 44-4-23, filed 3/29/65, effective 4/29/65.]

180-44-060

Regulatory provisions relating to RCW

[28A.04.120](#)(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

Use by any certificated person of habit-forming drugs, without pharmaceutical prescription by a duly licensed practitioner of medicine and/or dentistry licensed doctor of medicine, or any unauthorized use of alcoholic beverage on school premises, or at a school-sponsored activity off the school premises, shall constitute sufficient cause for dismissal or nonrenewal of contract.

[Order 7-77, § 180-44-060, filed 6/1/77; SBE 44-4-25, filed 3/29/65, effective 4/29/65.]

WAC 180-51-001

Education reform vision.

(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.

(2) Long-term, as the performance-based education system continues to evolve, the state board of education believes that there should be an on-going review of assessment administration issues. The state board envisions a time when state assessments are administered during one or more assessment windows annually. During these times, students are allowed to take the appropriate norm-referenced or criterion-referenced state assessment based upon the collective determination by the student, the student's parent(s), teacher(s), and counselor that the student is developmentally ready to take the assessment, rather than because the student is a particular age or is in a particular grade.

[Statutory Authority: RCW [28A.230.090](#). WSR 00-19-108, § 180-51-001, filed 9/20/00, effective 10/21/00.]



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	2014 Achievement Index and Washington Achievement Awards	
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 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>The 2014 Washington Achievement Index (WAI) was not subjected to any methodological changes but ratings and assessment results for the Non-Targeted student groups were added to the data file.</p> <p>Changes to the College and Career Readiness (CCR) indicator are proposed for Board discussion and will likely be required for U.S. Department of Education approval.</p> <p>The SBE staff met with stakeholder groups and the EOGOAC to discuss possible changes to some award criteria.</p> <p>Key Questions would include:</p> <ol style="list-style-type: none"> Should the CCR indicator be changed to reflect a greater portion of the HS Index rating, should the HS Proficiency indicator be weighted more heavily, and should the HS Growth indicator weighting be reduced? Will any of the Washington Achievement Awards be changed for the 2014 awards ceremony? Did the additional analyses made possible by the enhanced data file identify biases not previously identified? 	
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 type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The accompanying memo will address three main ideas involving the 2014 Washington Achievement Index: preliminary analyses of the Index, changes to the indicator weighting factors for high schools, and changes to two of the Washington Achievement Awards. The memo will show that:</p> <ul style="list-style-type: none"> None of these analyses conducted on the preliminary WAI data indicate a bias that would bring the validity of the WAI ratings into question. The weightings of the Proficiency, Growth, and CCR Indicators for high schools should be modified to reflect the SBAC assessments. One minor change to the English Language Acquisition Award and a redesign of the Performance Gap Reduction Award are proposed. 	



2014 WASHINGTON ACHIEVEMENT INDEX

Policy Considerations

At the March 2014 State Board of Education (SBE) meeting, the SBE adopted the Achievement Index for the purpose of meeting state and federal accountability requirements. This action was taken after SBE found the Index to provide valid and reliable school ratings which could be used for recognition and differentiated supports.

Since that meeting, the SBE has received and processed stakeholder feedback on possible improvements to some of the Washington Achievement Awards. At the time of Board actions at this meeting, the Board will consider whether to adopt proposed changes to some of the Achievement Award qualifying criteria.

As the Board responsible to the creation and implementation of the Washington Achievement Index, the Board may choose to discuss and approve new weightings to the Achievement Index to account for changes related to implementation of the SBAC assessments.

Summary

As Washington moves forward with full implementation of SBAC assessments, changes to the WAI indicator weighting for high schools are warranted. The SBE staff and the OSPI propose that the Proficiency and CCR Indicators be weighted more heavily than the Growth Indicator and that the graduation measure be equal to or greater than the proficiency measures. The proposed indicator weightings for high schools are:

- 35% Proficiency (equally weighted for Reading/ELA, Math, and Science)
- 20% Growth (equally weighted for Reading and Math)
- 45% CCR (40% weighting for Graduation and 5% for Dual Credit Participation)

The SBE staff received feedback from stakeholders regarding the Washington Achievement Awards, and the SBE staff is working with stakeholders to change some of the award criteria to make the awards more meaningful. This work is ongoing at the time of this writing, but the proposed changes will include the following:

- Using a two- or three-year average to compute the highest performing schools for the English Language Acquisition Award instead of a one-year measure.
- Establishing the criteria for the Gap Reduction Award to identify the schools which have made the most progress in reducing gaps based on race/ethnicity and FRL status.

The preliminary 2014 Washington Achievement Index was subject to a review by district assessment and accountability staff from February 17th to March 2nd. The statistics presented here are based on a preliminary data file and are subject to change. Regarding the 2014 WAI:

- The WAI output file was enhanced to provide more information about schools for stakeholders.
- The relationships between school characteristics and the 2014 AI rating are similar to those communicated to the Board last year and do not indicate any serious bias for schools.



Potential Changes to the 2015 Index

Indicator Weightings

The Office of the Superintendent of Public Instruction (OSPI) is preparing materials for the U.S. Department of Education (USED) in anticipation of seeking reinstatement of Washington’s ESEA Flexibility Waiver. Almost certainly, any reinstated Waiver for Washington would include modifications from that which was previously granted. With respect to the WAI, the current weighting of the indicators (Table 1) and the individual CCR measures are not expected to be approved by the USED as currently written. In particular, the OSPI does not anticipate the USED would approve any school accountability framework where graduation rate is not a substantial contributor to the identification of a high school. As currently described (Table 1), the graduation measure would account for only 11.1 percent of the Index rating for a high school.

Table 1: Weighting of Indicators and Measures (current and proposed) for high schools.

Indicator	Weighting in the Index									
	Total		Reading/ELA		Math		Science		Writing	
	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed
Proficiency	33.3	35.0	8.3	11.7	8.3	11.7	8.3	11.7	8.3	
Growth	33.3	20.0	16.7	10.0	16.7	10.0				
			Graduation		Dual Credit		HS SBAC			
CCR	33.3	45.0	11.1	40.0	11.1	5.0	11.1			

The SBE staff participated in a series of discussions with the OSPI on the possible changes necessary to gain USED approval of the Achievement Index for federal accountability. The OSPI and the SBE staff believe that the USED would approve the Index with the proposed indicator weightings for high school as shown in Table 1. The proposed weightings would be aligned to the following principles or ideas:

- Proficiency is valued over growth for high school students
- The HS SBAC will necessitate the computation of a three-year SGP (8th to 11th grade) and the meaningfulness of such a measure has yet to be determined or discussed.
- For the high school AI rating, the weighting of graduation should be equal to or greater than the proficiency rates.

As shown on Table 1, the weighting of the indicators as proposed:

- The Proficiency Indicator weighting will increase to 35 percent as compared to the current 33 percent. Reading, math, and science will be equally weighted. The HS SBAC results will be reported in the Proficiency Indicator and will reflect the national cut points.
- The weighting of the Growth Indicator will be reduced to 20 percent from 33 percent and the reading and math measures will be equally weighted.
- The weighting of the CCR Indicator will be increased to 45 percent from the current 33 percent. The graduation measure will be weighted at 40 percent (of the total WAI), while



THE WASHINGTON STATE BOARD OF EDUCATION

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

the Dual Credit participation measure will be weighted at five percent of the high school Index.

High School Growth Model Data and the WAI

Currently, the OSPI computes high school growth model SGPs based on the 10th grade High School Proficiency Exam (HSPE) and the Math End of Course (EOC) assessments that are typically completed in the 8th through the 10th grade. This means that the current high school SGPs are (at most) a two year growth measure. With the full implementation of the HS SBAC and elimination of the 10th grade HSPE for the current 10th grade students, the high school SGPs will become three-year growth measures beginning in the 2015 Index.

In recent correspondence with Dr. Damien Betebenner, the developer of the SGP growth model, it was confirmed that computing three-year SGPs is possible. In a separate discussion, the OSPI student information staff stated that the decision to compute (or not) high school SGPs for 2015 has not yet been made, citing Dr. Betebenner's statements at a 2014 SGP user group meeting. Also, it is not entirely clear if the USED would approve the use of a three-year SGP in the WAI because no state has done so at the time of this writing.

The current Index business rules include only records for students who are continuously enrolled (CE) at a school from October to the time of testing. This is done for the purpose of attributing only the student scores to a school that would be expected to have an impact on the student outcomes. In other words, the component reduces the negative impact of high mobility or transiency rates. Some consideration has been given to applying a three-year CE business rule to correspond with the three-year SGP but the practicality and ability to actually apply this business rule is not yet fully known. The OSPI student information staff indicates that such a computation can be made but the impact to schools is uncertain at best.

Washington Achievement Awards

Last year, the identification of the 2013 Washington Achievement Award (WAA) recipients and April awards ceremony resulted from a collaborative effort between the OSPI and the SBE to ensure that the awards were aligned with and met state and federal requirements. Since the WAA ceremony in April 2014, the SBE received some stakeholder feedback about some of the awards and, as a direct result, participated in several meetings to share ideas and solicit feedback about ways to improve the awards. In particular, stakeholders and the SBE staff explored opportunities to enhance the English Language Acquisition Award and the Special Recognition - Gap Reduction Award.

English Language Acquisition Award

The SBE staff developed the English Language Acquisition Award after several discussions with the AAW, after listening to Board discussion at the regular SBE meetings, and following guidance from the Board. After announcing the recipients of the inaugural English Language Acquisition Award in April 2014, the SBE staff received mixed comments about awards in general and the English Language Acquisition Award in specific.

To explore possible enhancements to the English Language Acquisition Award, the SBE staff made a presentation to the Transitional Bilingual Instructional Program (TBIP) Task Force in late-January and to the Bilingual Education and Advisory Committee (BEAC) after the time of this writing. The SBE staff is committed to continuing this dialogue in an effort to improve the



THE WASHINGTON STATE BOARD OF EDUCATION

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

award and will base the 2014 English Language Acquisition Award on the same criteria as the 2013 award, but with one change pending Board approval.

Based on stakeholder feedback, the SBE staff recommends that the 2014 English Language Acquisition Award be based on a two- or three-year average of student assessment (WELPA) data. This methodology enhancement will make the award criteria consistent with other Washington Achievement Awards and ensure that the award recipients have demonstrated marked improvement over time. So to qualify for the award, a school must meet the following criteria:

- Have at least 20 reportable and matched cases for each year on the WELPA
- The school met Title III AMAO 1 for each assessment year
- The school met Title III AMAO 2 for each assessment year
- The school is in the top five percent of school based on the median point gain on the WELPA (two- or three-year average) by
 - Program size (small program = 20 to 99 matched records and large programs ≥ 100 matched records)
 - School level (elementary, middle, high school, or combined school).
- Approximately 42 schools are expected to qualify for the English Language Acquisition Award (Table 2).

Table 2 shows the approximate number of schools to be identified for the award.

	Small Programs	Large Programs	Total Schools
Elementary Schools	20	7	27
Middle Schools	4	4	8
High Schools	6	1	7
Total	30	12	42

Gap Reduction Award

Around the time of the January 2015 SBE Board Meeting, the SBE staff began to investigate the Special Recognition –Gap Reduction Award. In early February, the SBE staff requested and was granted the opportunity to present to and collaborate with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) on enhancing the Gap Reduction Award. With the understanding that the Gap Reduction Award may require changes on account of the new SBAC assessment, the EOGOAC provided some general feedback about enhancing the 2014 award, which included the following:



THE WASHINGTON STATE BOARD OF EDUCATION

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

- If possible, disaggregate student groups to a greater degree than the ESEA student groups (for example, disaggregate the Asian student group into Korean, Japanese, Vietnamese, Chinese, and other student groups).
- If possible, report gap reductions based on a student group n-count of ten rather than 20 students.
- To the extent possible, be sure that any underperformance by a subgroup is not masked by other groups.

The EGOAC supported the idea of examining the performance gap reductions based on disparate proficiency rates between student groups. The SBE staff conducted two trial analyses using student proficiency as the basis. The only substantive difference was that Trial 1 compared the gap reductions between the Targeted Subgroup and the All Students group for each school, while Trial 2 compared the gap reductions between individual student groups (White-Black, White-Hispanic, and NotFRL-FRL for example). Trial 2 was favored by the EGOAC and the SBE staff as the methodology compares mutually exclusive groups and is less likely to mask the underperformance of a group of students.

The 2014 Special Recognition - Gap Reduction Award would be based on the following proposed criteria:

- The measure will be the gap reduction over three assessment years based on reading and math (combined) proficiency
- The school must have reportable subgroup data (≥ 20 students in each group being compared) for reading and math for each of the three years being analyzed
- The proficiency rates for both groups must not decline in any of the three years
- The total gap reduction for the three years of data must be equal to or greater than 10 percentage points
- The school may not be a newly identified Priority or Focus School.

The number of schools qualifying for this award is not available at the time of this writing due to the preliminary status of the WAI but information about the approximate number of recipients will be presented at the board meeting. While considering these criteria, the Board may wish to discuss and direct the SBE staff to develop criteria for a Special Recognition - Gap Closure Award for future years to recognize schools that have closed performance gaps.

Board Actions

Possible Board actions might include:

- Approve the proposed changes to the Achievement Index indicator weightings for high schools as recommended by SBE staff.
- Approve the use of a two-or three-year average for the English Language Acquisition Award.
- Approve the criteria for the Special Recognition –Gap Reduction Award as proposed by SBE staff.



Achievement Index Evaluation

As a Board responsible for approving the WAI for identifying schools for differentiated supports and recognition, you want to be sure that nothing has changed about the Index that might negatively impact the validity of the Index results. The paragraphs below explain the changes that were made to the Index data file, and that no changes to the computations or methodology were put into place.

Changes to the 2014 Index

No changes to the Index methodology were implemented for the 2014 WAI. However, several changes to the data file were made (Table 3), which provides more information to school staff and stakeholders. The paragraphs below discuss how the Smarter Balanced Assessment Consortia (SBAC) Field Test schools were measured through the WAI and how the changes to the WAI file enhance what we can learn about Washington schools.

Table 3. Data elements reported in the enhanced Washington Achievement Index.

	Proficiency	Growth	Graduation	Student Counts	Proficiency	Growth	Graduation	Student Counts	Proficiency	Growth	Graduation	Dual Credit	Student Counts
	All				Targeted Subgroups				Non-Targeted Subgroups				
	2013 Index	✓	✓	✓		✓	✓	✓					
2014 Index	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

During the 2013-14 assessment year, approximately one-third of Washington schools (and students) participated in the SBAC Field Test in place of the Washington Measurement of Student Progress (MSPs). As was done for the NCLB AYP analyses conducted by OSPI in the fall 2014, the 2012-13 assessment and growth model data were rolled forward for the SBAC Field Test schools to represent the 2013-14 assessment data in the 2014 WAI. This means that for the SBAC Field Test elementary and middle schools, the 2012-13 and 2013-14 assessment results and growth model data are the same, unless the students at those schools participated in the MSP Writing and Science assessments. The 2014 WAI will be the final Index analysis that exclusively uses MSP, HSPE, and EOC assessment results as the 2015 Index analyses will use a combination of MSP, HSPE, EOC and SBAC assessment results.

Dual Credit participation will be displayed as part of the College and Career Readiness (CCR) indicator in the 2014 WAI and will factor into the school Index ratings beginning with the 2015 WAI. At the August 2014 Accountability and Achievement Workgroup (AAW), the SBE staff presented the findings on a simulation study that included Dual Credit participation in the 2013 WAI scores, which was generally viewed as favorable by the AAW. The SBE staff is working with the OSPI to develop the business rules necessary to fully integrate Dual Credit participation into the WAI. In the coming months, the SBE staff will conduct and report on an analysis that simulates the inclusion of Dual Credit participation in the 2013 and 2014 AI ratings at a future Board meeting.



THE WASHINGTON STATE BOARD OF EDUCATION

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

The 2014 WAI data file that will be available through the WAI website includes the proficiency rates, growth percentiles, and graduation rates and Index ratings for the Non-Targeted Subgroup race/ethnicities (White, Asian, and Two or More student groups). This information will allow school staff and stakeholders to better understand how the academic performance of the Non-Targeted student groups compare to other student groups. The 2014 WAI file also includes the count of students for each of the measures which is necessary to compute other measures such as how Non-FRL, Non-ELL, and Non-SWD perform on academic measures.

Relationship to School Characteristics

At last year's March Board meeting, the SBE staff explained that the relationship of the Index to school characteristics could not be fully ascertained because the required data elements were not included in the WAI output file. However, the required data elements were included in the 2014 WAI and the relationships between school characteristics and the WAI can be further investigated. For example:

1. What is the relationship between the percent of students qualifying for FRL who tested on the MSPs to the 2014 AI rating?

A correlation coefficient (Pearson R) of -0.430 for 1706 schools resulted from the analysis which indicates a weak to moderate negative correlation. This means that schools with higher percentages of FRL students tend to be associated with lower AI ratings, but the relationship is not well developed.

2. What is the relationship between the percent of students with a disability (SWD) who tested on the MSPs to the 2014 AI rating?

A correlation coefficient (Pearson R) of -0.237 for 1338 schools resulted from the analysis which indicates a negative and weak correlation. This means that schools with higher percentages of SWD students are associated with lower AI ratings, but the relationship is very poorly developed.

3. What is the relationship between the percent of English Language Learner (ELL) students who tested on the MSPs to the 2014 AI rating?

A correlation coefficient (Pearson R) of -0.239 for 188 schools resulted from the analysis which is considered a negative and weak correlation. This means that schools with higher percentages of ELL students are associated with lower AI ratings, but the relationship is very poorly developed.

4. What is the relationship between the percent of Former ELL students who tested on the MSPs to the 2014 AI rating?

A correlation coefficient (Pearson R) of -0.287 for 966 schools resulted from the analysis which is considered a negative and weak correlation. This means that schools with higher percentages of ELL students are associated with lower AI ratings, but the relationship is very poorly developed.

None of these measures indicate a bias that would bring the validity of the WAI ratings into question and the correlation coefficients observed here are similar to those computed and communicated to the Board last year. Please be advised that additional analyses are being conducted by the SBE staff at the time of this writing and the analyses presented here are subject to change due to the ongoing district review.

Contact Andrew Parr at andrew.parr@k12.wa.ua if you have questions regarding this memo.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Required Action Districts Update

- As Related To:**
- | | |
|---|--|
| <input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. | <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. |
| <input checked="" 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 type="checkbox"/> Policy Leadership | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> System Oversight | <input type="checkbox"/> Convening and Facilitating |
| <input type="checkbox"/> Advocacy | |

Policy Considerations / Key Questions: As of the date of this memo, school data from 2014-2015 is still being validated so the Office of the Superintendent of Public Instruction (OSPI) has not finalized recommendations for required action. At this meeting, the State Board of Education (SBE) will:

- Consider releasing districts from required action status or designate new required action districts, based on recommendations from OSPI once they have been made.
- Approve a letter to the Education Accountability System Oversight Committee.
- Approve a CR-102 to modify rules on the timeline for designating Required Action Districts (RADs).

- Possible Board Action:**
- | | |
|---|--------------------------------|
| <input type="checkbox"/> Review | <input type="checkbox"/> Adopt |
| <input checked="" type="checkbox"/> Approve | <input type="checkbox"/> Other |

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis: It is anticipated that OSPI staff will present recommendations concerning required action to the Board. Based on OSPI recommendations, the Board may consider releasing districts from required action, recommend districts remain in required action Level I or be designated to Level II required action. If districts are not released, the SBE must communicate its findings to the Education Accountability and System Oversight Committee.

The Board will consider modifying rules to change the timeline for designating RADs, since the data necessary for designation recommendations are not available to meet the timeline currently in rule.



REQUIRED ACTION DISTRICTS UPDATE

Policy Considerations

At this meeting, the State Board of Education (SBE) will:

- Consider releasing districts from required action status or designate new required action districts, based on Office of the Superintendent of Public Instruction (OSPI) recommendations.
- Approve a letter to the Education Accountability System Oversight Committee.
- Approve a CR-102 to modify rules on the deadline for designating Required Action Districts (RADs).

The first cohort of required action districts have completed three years of their required action plans. As of the date of this memo, complete data from 2013-2014 is still being validated and OSPI has not yet determined their recommendation for required action. If OSPI recommends release from required action status, the SBE will release districts upon confirmation that the district has met the requirements for a release (RCW 28A.657.100).

If OSPI does not recommend release for a district, the SBE will:

- Consider recommending a district will remain in Level I required action, or
- Consider designating a district for Level II required action.

Before designating a district remain in Level I required action or for Level II required action, the SBE must submit their findings to the Education Accountability System Oversight Committee.

Background

Cohort 1 Required Action Districts and Possible Release from Required Action

At the January 2011 Board meeting, the Board designated four districts for required action (RAD Cohort 1):

- Lakeridge Elementary School, Renton School District
- Morton Junior-Senior High School, Morton School District
- Onalaska Middle School, Onalaska School District
- Soap Lake Middle and High School, Soap Lake School District

These districts have now implemented a required action plan for three years (2011-2012, 2012-2013, and 2013-2014), and are in their fourth year since being designated RADs. Data from the last year (2013-2014) of plan implementation, are recently available.

OSPI will determine if a district may be released from RAD status based on three criteria (RCW 28A.657.100, WAC 392-501-740, WAC 291-501-720):

1. The district no longer has a school that is persistently lowest achieving
2. The district has shown progress in closing the achievement gap
3. The school (or schools) that were on the persistently lowest-achieving list have had a positive improvement trend in reading and math on state assessments in the “all students” category for the past three years.

RCW 28A.657.100 calls for the Superintendent of Public Instruction (SPI) to recommend to the State Board of Education (SBE) that districts be released from required action. If the SPI does not recommend release, the SBE is responsible for designating that a district remain in Level I required action or be designated to Level II. Statute requires that prior to making these designations the SBE’s finding be submitted to the Education Accountability System Oversight Committee, and provide the committee an opportunity to review and comment on the findings.

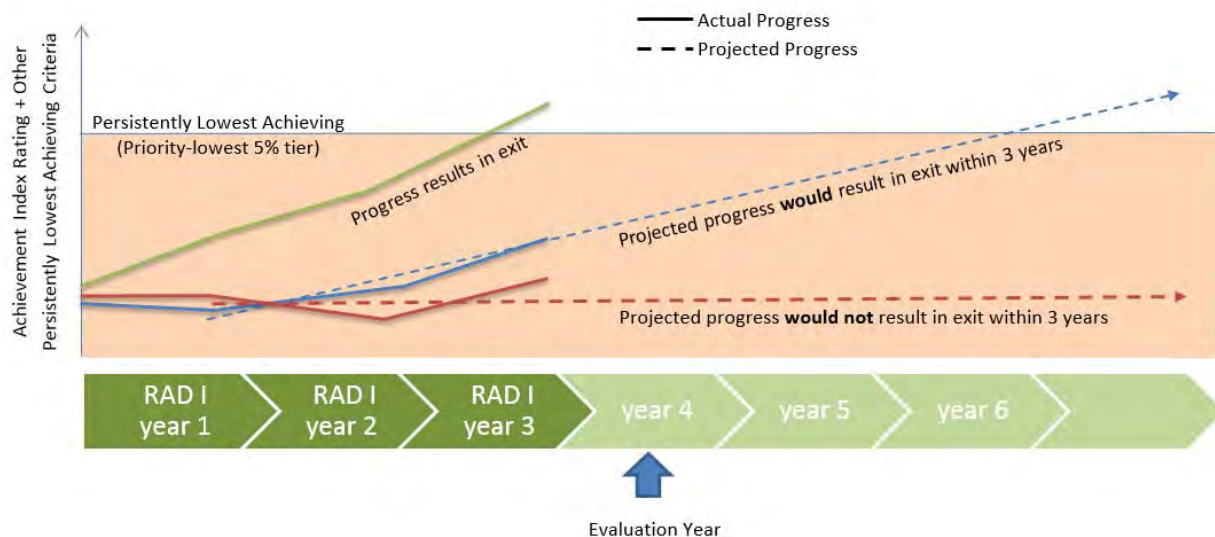
Table 1 summarizes the responsibilities by the SPI, the SBE and the Education Accountability System Oversight Committee (EASOC) in implementing RCW 28A.657.100.

Table 1: Responsibilities of RCW 28A.657.100.

OSPI	SBE	EASOC
Recommends districts exit from RAD status.	Releases districts from RAD status if recommended by OSPI upon confirmation that requirements for release have been met.	
	If districts do not exit RAD status, recommends districts remain in RAD I or move to RAD II. Submit finding to EASOC.	Reviews and provides comment on SBE findings on districts remaining in RAD I or moving to RAD II.
	Considers EASOC comments and designates districts remain in RAD I or designates them RAD II.	

Designating a district remain in RAD 1 or be designated to RAD II is dependent on whether the district has made “recent and significant progress toward release under RCW 28A.657.100,” defined in WAC 180-17-060. Figure 1 graphically summarizes the criteria for recent and significant progress.

Figure 1: Recent and Significant Progress: Assignment to Level II Required Action



School Improvement Grant Cohort II and Possible New Required Action Districts

In addition to recommending releasing districts from required action status, OSPI may recommend new required action districts. The candidate pool for new RADs includes the second cohort of School Improvement Grant (SIG) recipients that are not also RAD schools. RAD cohort 1 and SIG cohort 2 schools went through the school improvement process at the same time.

The criteria that OSPI will use for recommending a district for required action, if any are recommended, is described in WAC 392-501-730 and includes having at least one school that is Persistently Lowest Achieving based on the Washington Achievement Index and a priority rating that includes the lowest levels of achievement and lowest rates of improvement. The number of districts recommended by OSPI may depend on available resources.

Statute requires the SBE to designate districts to required action Level I if a district is recommended by OSPI: "The state board of education shall annually designate those districts recommended by the superintendent in subsection (1) of this section for required action districts." (RCW 18A.657.030.)

Modification of Rules Concerning the Timeline for Designating Required Action

Modifying rules on the timeline for designating RADs is needed because current rules (WAC 180-17-010) call for the SBE to designate required action districts recommended by OSPI in January of each year. However, data necessary for making a recommendation are routinely unavailable until February. Staff recommend modifying rules so that designation of required action districts happens by the end of March of each year.

Action

At the March 2015 meeting the SBE may:

- Release RAD cohort 1 from required action, based on recommendations of OSPI, upon confirmation that the requirements for release have been met.
- Consider RAD I status or RAD II status for any RAD cohort 1 district not recommended by OSPI for release.
- Designate RAD 1 status for any district recommended by OSPI from SIG cohort 2.
- Approval of a letter to the Education Accountability System Oversight Committee.
- Approval of moving forward with a CR-102 to modify rules on the timeline for designating RADs.

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

DRAFT

WAC 180-17-010

Designation of required action districts.

~~In January~~ By March 31st of each year, the state board of education shall designate as a required action district a school district recommended by the superintendent of public instruction for such designation.

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-010, filed 11/16/10, effective 12/17/10.]



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:		Option One and Option Two BEA Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input 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 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 type="checkbox"/> Communication	
	<input checked="" type="checkbox"/> System Oversight	<input type="checkbox"/> Convening and Facilitating	
	<input type="checkbox"/> Advocacy		
Policy Considerations / Key Questions:	<p>Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?</p> <p>Does the request by Bickleton School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?</p>		
Possible Board Action:	<input type="checkbox"/> Review	<input type="checkbox"/> Adopt	
	<input checked="" type="checkbox"/> Approve	<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 Board has before it both requests for Option One requests for waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year and a request for renewal of a 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141, termed Option Two. The Option One requests are from Newport, Shoreline and South Bend School Districts. Shoreline's request was considered by the Board at the January 7-8 meeting and tabled to the March 11-12 meeting pending receipt of additional information requested from the district. Bickleton requests renewal for three years of the Option Two waiver of 30 days granted to the district in March 2012. In your packet you will find:</p> <ul style="list-style-type: none"> • A memo summarizing the three Option One and one Option Two waiver requests. • The Option One applications submitted by Newport, Shoreline and South Bend. • The additional information provided by Shoreline in response to the request by the Board at the January meeting. • A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement.) 		

-
- Evaluation worksheets for each Option One waiver application.
 - The Option Two application submitted by Bickleton.
 - A copy of RCW 28A.140.141.
 - A copy of WAC 180-18-065. (Waiver from one hundred eighty-day requirement for purposes of economy and efficiency.)
-



THE WASHINGTON STATE BOARD OF EDUCATION

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

OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

OPTION TWO BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUEST

Policy Considerations

Do the requests by Newport, Shoreline and South Bend school districts for waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation adopted in WAC 180-18-040? If not, what are the reasons, with reference to the criteria, for denial of the request? If denied, what deficiencies are there in the application or related documentation that the district might correct for board consideration at a subsequent meeting per WAC 180-18-050?

Does the request by Bickleton School District for renewal of its "Option Two" waiver merit approval by the Board, based on the criteria for evaluation in WAC 180-18-065?

Background: Option One Waivers

The SBE uses the term "Option One" waiver to distinguish the regular 180-day waiver available to school districts under RCW 28A.305.140 from the "Option Two" waiver available to a limited number of districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day school year requirement of RCW 28A.150.220(5) "on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student."

WAC 180-18-040 implements this statute. It provides that "A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district." The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition to the waiver application, an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

As of February 2015, 49 districts had 180-day waivers under Option One. Another 31 districts had 180-day waivers for the sole purpose of parent-teacher conferences, granted under the procedure set forth in WAC 180-18-050(3).

Summary of Current Option One Requests

Newport, a district of about 1,100 enrollment in Pend Oreille County, requests waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. This is a new request. Newport previously had a waiver of five days for the 2011-12, 2012-13 and 2013-14 school years.

Newport states that the purpose of the proposed waiver plan is to continue to improve student academic success through improved instructional practices. Newport names specific goals including (1) increasing student achievement in reading, mathematics and science for all students, (2) reducing achievement gaps in reading and math of its low-income student subgroup, (3) improving on-time and extended graduation rates by identifying and implementing instructional programs vertically aligned with state standards, and (4) improving data analysis to drive instructional practices. The district also says the waiver will provide additional time needed for Common Core alignment and the work of Professional Learning Communities.

Newport discusses how the waiver plan supports its district and school improvement plans. It says that by the end of this school year the district's Strategic Plan will be revised to reflect current strengths and practices. Waiver day plans, goals, activities and timelines will be directly tied to the new, five-year Strategic Plan. The locally selected STAR Enterprise Assessment (link) is used to measure student growth in reading and math. The district presents in tabular form fall 2014 scores, both district-wide and for its low-income subgroup. It then shows its goals for student achievement on [STAR Enterprise](#), both district-wide and for low-income students, in grades 3 through 10. A further goal is to increase Newport's on-time graduation rate to 90.6% (from 86.2% in 2012-13) and its extended graduation rate to 85.8% (from 84.5% in 2012-13).

The district describes how the waiver days will be used to pursue specific goals for professional learning. They include, for example, educating instructional staff on data analysis techniques, ensuring vertical alignment of curricula from one grade to the next and with Common Core, and monitoring student progress and the effectiveness of interventions. Processes may include direct instruction and strategies to learn from exemplary schools that are utilizing best practices. Staff will be surveyed following each waiver day to gather input on the professional development provided. A committee of teachers and administrators convenes regularly to evaluate the effectiveness of the professional development activities and make changes as needed.

The waiver plan reduces the number of partial days on Newport's calendar by six, leaving 13, of which 10 are for parent-teacher conferences. As a small, rural district with high poverty and two schools in improvement, it says, it has a need for professional development of staff, and attempts to provide it on school days have been hampered by a lack of substitute teachers. Newport has five teacher work days above 180 days. One is district-directed and four teacher-directed. Optional teacher days, the district says, "are not collaborated with the district (according to the CBA) and allow for activities such as report cards, classroom curriculum, and more individualized classroom essentials."

Shoreline requests waiver of five days for each of the next three school years. *Shoreline originally submitted this request for consideration at the Board's meeting on January 7-8. The Board tabled the motion for approval pending receipt of additional information requested from the district.*

The purpose of the Shoreline request, as for the one-year request in May 2014, is for professional development of teachers on Common Core State Standards and Next Generation Science Standards. The objectives are to reduce the achievement gap while increasing academic growth and proficiency of all students in meeting the new standards.

The stated goals of the waiver for student achievement are the same as for the waiver granted by the Board for the 2014-15 school year. They include, over the next three years:

1. Increase the academic achievement of all students on the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics, measured by the percent of students reaching the grade level proficiency standard on the Smarter Balanced Assessments (SBAC).
2. Increase the academic growth of all students, as measured by changes in student growth percentiles on SBAC.

3. Close gaps between student subgroups in achievement of CCSS in English Language Arts and math, as measured by the percent of subgroups reaching proficiency on SBAC.
4. Increase academic achievement of all students on Next Generation Science Standards (NGSS) as measured by classroom-based assessments and the percent of students reaching proficiency on the state science assessments.

Shoreline provides considerable detail in its application. The district explains and documents alignment of its waiver plan with School Improvement Plans. Its Annual Measurable Objectives will be used to set and measure progress toward goals for student achievement, until such time as AMOs are replaced by new metrics based on Smarter Balanced tests. The district provides a narrative on the activities that will be undertaken on the proposed waiver days. Implementation of the plan will be documented in reports produced each February and June. It lists state and local assessments that will be used to collect evidence of the extent to which the goals of the waiver are being attained. It describes in detail the participation of staff, parents and the community in development of the waiver plan.

Shoreline's collective bargaining contract provides for 13 non-student work days, including the current five waiver days and eight teacher-directed days. Four of the five waiver days will be used for professional development focused on CCSS, NGSS, and strategies for effective core instruction. The fifth day will focus on accountability for the Washington Teacher Evaluation.

Shoreline states that it is using its current five waiver days as proposed in the prior request, and that it also used the five days as reported in its 2011-14 request. It describes in detail the professional development activities conducted through those waivers. "The work during the "2011-14 [waiver] provided the foundation for implementing the 2014-15 waiver and the requested renewal for 2015 through 2018."

In Part B, Shoreline provides a statistical table displaying the degree of progress toward student achievement goals from 2012-13 to 2013-14. The data show that the district achieved growth in most subjects and grades. For areas in which there were declines between the two years, such as grade 5 reading and math and grade 7 math, the district describes the steps taken to correct those results. It does not cite any changes in the waiver plan between the one being implemented and the one now proposed, though it does say that goals for growth will be revised when the Washington Achievement Index is updated.

Shoreline Additional Information

Shoreline has submitted the following materials in response to specific requests from members. They are included in your board packet.

- A letter to Executive Director Rarick addressing specific questions asked by members in January.
- Statistical tables showing (a) demographic changes in district enrollment over recent years and (b) achievement gap data for 7th graders in 2013-14
- Statistical tables with updated data on changes in measures of student achievement from 2010-11 through 2013-14.

In your additional material are charts distributed by Shoreline at the January meeting showing (1) on-time graduation rates for the district and each of its two high schools from 2010 through 2014, and (2) 2014 graduation rates by race and ethnicity, with the changes (increases) for each group from the corresponding rates for 2013.

In the letter to Mr. Rarick, Shoreline states that the district is in the middle of implementing the waiver plan approved by the Board for one year in May 2014, so will not have the opportunity to measure the results of implementing that plan until the end of this school year. “Principals are reporting,” however, “that Shoreline teachers are developing stronger student growth goals and measurements based on Common Core State Standards.”

South Bend requests waiver of three days for each of the three years. The request is for renewal of the waiver of three days granted in March 2012. The purpose of the waiver plan is to provide complete days during the school year for teachers to collaborate and obtain professional development targeted at increasing student achievement and student learning opportunities. The resolution adopted by the board of directors finds that “Full days designated for curriculum development and staff training are more productive than providing early release days for the same purpose.”

The district’s school improvement plans, it says, indicate the specific professional development activities that will be undertaken on the waiver days, linked to student achievement goals. The success of the activities depends on making time available for teachers to work on SIP implementation.

South Bend submits as goals of the waiver plan (1) increased student achievement on state assessments for math and reading, (2) increased achievement in reading based on DIBELS and [STAR](#) assessments, and (3) increased achievement in math using classroom-based assessments. State assessments will be used to measure progress toward goals for student achievement, in combination with DIBELS, [Accelerated Reader \(AR\)](#) and STAR.

Waiver days will be spent continuing work on implementing TPEP and for training on curriculum and instruction in math and reading. District staff will work on building leadership teams and organizing and discussing classroom walks. (Classroom walks are observations of how teachers implement a program practices that a district or school has adopted.) South Bend explains how building leadership teams helps identify professional development needs and assist the principal in planning the activities for each waiver day. The superintendent works with principals to make sure the plans align with building and district needs.

South Bend has three teacher work days above 180, all of which are teacher-directed. The district says that “Though we do have some days outside of the school year, we also need time during the school year so that we can take advantage of information and experiences in the moment. This helps us provide a ‘just in time’ approach to professional development needs to most impact student learning.”

Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal
Newport	5	3	Professional Development	175	5	N
Shoreline	5	3	Professional Development	175	8	R
South Bend	3	3	Professional Development	177	5	R

Background: Option Two Waivers

In 2009 the Legislature passed SHB 1292, authorizing a basic education waiver from the 180-day requirement for the purposes of economy and efficiency. The act is codified as RCW 28A.305.141. The waivers enable adoption of a flexible school calendar, typically resulting in a four-day school week with longer school days. The statute limits eligibility for the waiver to no more than five districts at any time, two for districts with “student populations” of less than 150, and three for districts with between 150 and 500. Waivers may be granted for up to three years.

The statute sets forth the information that must be provided in an application for an Option Two waiver. It includes, for example:

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;
- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning.

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson were granted renewal of their waivers in March 2012. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week.

The SBE adopted rules for evaluating requests for waivers under this section as WAC 180-18-065 in November 2012. The rules provide that a district requesting a waiver to operate one or more schools on a flexible calendar for purposes of economy and efficiency must meet each of the requirements for the application in RCW 28A.305.141. If more districts apply than can be approved under the statute, priority will be given to those waiver plans that best redirect projected savings to support student learning.

In establishing the waiver program in 2009, the Legislature placed an ending date of August 31, 2014 on the statute. It required the SBE to submit a report and recommendation to the Legislature by December 2013 on whether it should be continued, modified, or allowed to terminate on that date. The SBE recommendation was to focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. The Board submitted an extensive [report](#), supported by best available data on academic outcomes from the shortened school calendars.

On November 15, 2013, the Board approved the following recommendation to the Legislature:

Recognizing that the data are inconclusive as to the question asked by the Legislature, Did the alternative program lead to measurable growth in student achievement, but that the data does show no measurable decline in student achievement and that other benefits were identified by the waiver district communities, the State Board recommends that Option 2 waivers be allowed to continue for an interim period.

In the 2014 Session the Legislature passed and the governor signed legislation continuing the SBE's authority to grant waivers under RCW 28A.305.141 through August 31, 2017. No changes were made to eligibility for the waiver or other significant provisions. There is no requirement for additional SBE study of the program.

Current Waiver Request

Bickleton is a district in Klickitat County with enrollment of 90 and one school serving children in grades K-12. It requests renewal of its Option Two waiver of 30 days for school years 2015-16 and 2016-17 (or as long as allowed by the RCW). The bell schedule provided by the district indicates that most school days run to 3:45 p.m. The proposed school calendar indicates that 14 of the 30 Fridays on which students would not be attending would be used for professional development of staff. Three others (two in August and one in May) are teacher in-service days.

Bickleton estimates that its current, compressed schedule of 150 days results in savings to the district of about \$79,000, or 4 percent of its budget. About \$38,000 of the savings are obtained in transportation, and \$20,000 in utilities. (The district notes that under an OSPI rule, a waiver under RCW 28A.305.141 to permit a shortened school year results in a reduced state allocation for Pupil Transportation, offsetting savings gained. The state's new Transportation funding formula, however, also adjusts allocations for districts with high costs such as Bickleton.) Other reported savings are in costs for substitute teachers, teachers' aides, and facility maintenance.

The district states that all of these savings are redirected to maintain salaries and benefits for their paraprofessionals. "Due to our combination classrooms, to make the reading, mathematics and science classes work we have to split each room into single grade levels. We use classified staff to accomplish this and keep the intervention structure intact. It is this structure that bring[s] below average students up and beyond state standards."

Two unscheduled Fridays per month are used for required professional development activities to implement Common Core, TPEP, SBAC, "and a myriad other pertinent trainings." Students may also receive tutoring with teachers on the unscheduled days. Field trips, sports and other activities are scheduled for Fridays and Saturdays so as not to disrupt the class schedule on school days.

The benefit of the compressed calendar for instruction, Bickleton says, is that the extended school day gives teachers and students a longer block of time – an hour compared to a typical class period of 40 minutes -- to complete lessons in subjects such as lab science and CTE courses. It allows for as much or more quality instruction time, the district says, as the traditional five-day schedule. The district lists as benefits of the calendar more teacher-student contact time, lower absenteeism of both students and staff, reduced need for substitute teachers, "meaningful professional development," and fewer long commutes.

Bickleton attaches a series of graphs and data tables demonstrating the benefits it attributes to the modified calendar and class schedule. These show:

- Significant declines, for each grade span, in the four-year averages of days of student absences from the 180-day calendar to the 150-day calendar, and in the average percentages of each year lost to student absences.
- A marked decline in the average days of teacher absences from the 180-day to the 150-day calendar.
- A small increase in the number of hours worked by teachers in the change to the 150-day calendar, with the reduction in hours for school days made up for by the increase in hours for professional development days.
- A reduction in lost "contact time" for absences, athletics and field trips.
- A sharp increase in the four-year average of students obtaining or pursuing college degrees.

Bickleton also attaches messages from teachers and other staff advocating for continuation of the waiver, and handwritten letters from children in the 5th and 6th grades, most dated January 27, about the benefits to them of the four-day school week.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Newport, Shoreline and South Bend School Districts and summarized in this memorandum.

The Board will consider whether to approve the request for an Option Two waiver presented in the application by Bickleton School District and summarized in this memorandum.

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



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
jack.archer@k12.wa.us

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Newport School District #56-415

P.O. Box 70
1380 W. 5th Street
Newport, WA 99156

NEWPORT SCHOOL DISTRICT NO. 56-415
Pend Oreille and Spokane Counties, Washington

Phone: (509) 447-3167
Fax: (509) 447-2553
Web: www.newport.wednet.edu

RESOLUTION NO. 03-2014-2015 ADOPTION OF 2015-2018 WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18); and

WHEREAS, the Newport School District Improvement Plan has goals for providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the District staff, parents and advisory committees have established that staff need additional professional development days to further develop curriculum and instructional practices which support the goal for all students progressing toward achieving standard;

WHEREAS, staff and parents recommend waiver days to support these essential professional development activities; and

WHEREAS, the school district will offer the equivalent annual minimum program hour offerings are prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while these distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured; and

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of the Newport School District 56-41 hereby requests a five-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220, WAC 180-18-040, WAC 180-18-050 for the 2015-18 school years resulted in a 175-day school year for all students in grades kindergarten through twelve. The District may or may not want to waiver all five days every year, but wish to have that option open.

Adopted at a regular open public meeting of the Board of Directors held on January 13, 2015, the following Directors being present and voting therefore.

NEWPORT SCHOOL DISTRICT 56-415



April Owen, Chair of the Board



Jim Brewster, Board Member



Keith Cordes, Board Member

Excused Absence

Paul Wilson, Vice Chair of the Board



Mitch Stratton, Board Member



David E. Smith, Jr., Secretary to the Board

BOARD OF DIRECTORS: Paul Wilson – Mitch Stratton – April Owen – Keith Cordes – Jim Brewster

ADMINISTRATION: Dave Smith, Superintendent – Tom Crouch, Business Manager – Michele Hunt, Coordinator of Special Programs

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Newport School District
Superintendent	David E. Smith, Jr.
County	Pend Oreille County
Phone	(509) 447-3167 ext. 4501
Mailing Address	P. O. Box 70 Newport, WA 99156
Contact Person Information	
Name	Dave Smith / Michele Hunt
Title	Superintendent / Coordinator, Special Programs
Phone	(509) 447-3167 ext. 4501 / (509) 447-3167 ext. 4506
Email	smithdave@newport.wednet.edu huntmichele@newport.wednet.edu
Application type:	
New Application or Renewal Application	New Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	5
School Years	2015-16, 2016-17 and 2017-18
Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days reduced or avoided through the proposed waiver plan	6
Remaining number of half days in calendar	Total of 13 – 3 days are day before Thanksgiving, winter break and last day of school; and 10 half days are for parent/teacher conferences.
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose of the waiver is to continue to improve student academic success through improved instructional practice by:

- increasing student achievement on assessments in reading, math and science for all students;
- increasing student achievement for our low income student subgroup by reducing the achievement gap in reading and math;
- improving on-time and extended high school graduation rates by using data from multiple measures to identify and implement instructional programs that are vertically aligned K-12 and with state standards;
- improving data analysis to drive instructional practices; and
- providing additional time needed for Common Core alignment and Professional Learning Communities (PLC) work.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The waiver plan directly supports district and school improvement plans. The plan provides collaboration time for staff to engage in data analysis, planning, and implementing data driven instructional practices. The waiver time will be utilized to provide grade level teams, vertical level teams, building and district level trainings and peer collaboration time for supporting curriculum alignment; gathering, using and developing assessments to inform and plan instruction; and student intervention support.

In addition, by the end of this school year our Strategic Plan will be revised to reflect current strengths and challenges in our district. Our Strategic Plan will be written to cover a five-year period. Our waiver day plans, goals, activities and timelines will be directly tied to our Strategic Plan. Our Strategic Plan will be posted on our website. Currently our district and school improvement plans are posted on our website.

According to our fall 2014 STAR Enterprise testing data for **all students** our scores are as follows:

Reading	Level 1–Below 25 Percentile	Level 2 – 25-49 Percentile	Levels 3 and 4 – 50 th Percentile and Above
3 rd Grade – Class of 2024	27.7	21.7	50.6
4 th Grade – Class of 2023	25.8	12.1	62.1
5 th Grade – Class of 2022	26.2	29.8	44.1
6 th Grade – Class of 2021	26.9	22.6	50.6
7 th Grade – Class of 2020	29.6	32.1	38.3
8 th Grade – Class of 2019	17.1	28.6	54.3
10 th Grade –Class of 2017	31.0	29.0	40.0

Math	Level 1–Below 25 th Percentile	Level 2 – 25 th -49 th Percentile	Levels 3 and 4 – 50 th Percentile and Above
3 rd Grade – Class of 2024	13.4	12.2	74.4
4 th Grade – Class of 2023	16.2	8.8	75.0
5 th Grade – Class of 2022	20.2	20.2	59.5
6 th Grade – Class of 2021	16.1	20.4	63.5
7 th Grade – Class of 2020	19	24.1	57.0
8 th Grade – Class of 2019	10	14.3	75.7
10 th Grade – Class of 2017	9.1	14.1	76.8

Below is our STAR Enterprise Assessment data for our **low income sub group**:

Reading	Level 1–Below 25 Percentile	Level 2 – 25-49 Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	50.0	18.0	32.0
4 th Grade – Class of 2023	42.5	30.0	27.5
5 th Grade – Class of 2022	32.1	35.7	32.1
6 th Grade – Class of 2021	32.7	34.5	32.7
7 th Grade – Class of 2020	37.0	34.8	28.3
8 th Grade – Class of 2019	24.2	42.4	33.3
10 th Grade –Class of 2017	32.6	28.3	39.1

Math	Level 1–Below 25th Percentile	Level 2 – 25th-49th Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	21.6	25.5	52.9
4 th Grade – Class of 2023	22.5	25.0	52.5
5 th Grade – Class of 2022	25.0	19.6	55.4
6 th Grade – Class of 2021	29.1	12.7	58.2
7 th Grade – Class of 2020	22.7	29.5	47.8
8 th Grade – Class of 2019	12.1	27.3	60.7
10 th Grade – Class of 2017	14.6	18.8	66.7

Below are the links to our District Improvement Plan and individual School Improvement plans.

District Improvement Plan:

<http://www.newport.wednet.edu/dynimg/ ANAAA /docid/0x0F8506E5B8CF3764/1/NSD%2BDistrict%2BImprovement%2BPlan.doc>

Stratton Elementary:

http://www.edlinesites.net/files/ ANDBz /854b2fb194d2169c3745a49013852ec4/SIP_2014-15_Stratton.docx

Sadie Halstead Middle School:

http://www.edlinesites.net/files/ AaBlp /f9a2e272fd356eee3745a49013852ec4/SHMS SIP_2014-2015_-_Revised_10-28-14.pdf

Newport High School:

http://www.edlinesites.net/files/ ANAky /b1aa6182d701acd63745a49013852ec4/Goal_Statements_2014-15.docx

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

STAR Enterprise data will be used to measure student growth. We currently assess all students K-12 three times yearly. In addition, identified students are progress monitored monthly for growth.

Below are our specific, measurable, and attainable goals for student achievement:

STAR Enterprise goals for **all** students:

Reading	Level 1–Below 25 Percentile	Level 2 – 25-49 Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	22.7	16.7	60.6
4 th Grade – Class of 2023	20.8	7.1	72.1
5 th Grade – Class of 2022	21.2	24.8	54.1
6 th Grade – Class of 2021	21.9	17.6	60.6
7 th Grade – Class of 2020	24.6	27.11	48.3
8 th Grade – Class of 2019	12.1	23.6	64.3
10 th Grade – Class of 2017	26.0	24.0	50.0

Math	Level 1–Below 25th Percentile	Level 2 – 25th-49th Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	8.4	7.2	84.4
4 th Grade – Class of 2023	11.2	3.8	85
5 th Grade – Class of 2022	15.2	15.2	69.5
6 th Grade – Class of 2021	11.1	15.4	73.5
7 th Grade – Class of 2020	14	19.1	67
8 th Grade – Class of 2019	5	9.3	85.7
10 th Grade – Class of 2017	4.1	9.1	86.8

Using STAR baseline data in reading and math collected from the fall of 2014, per grade level cohorts: 5% of the at risk students will become basic, 10% of the basic will become proficient as measured by spring STAR scores 2018.

Our STAR Enterprise goals for our **low income sub group** are as follows:

Reading	Level 1–Below 25 Percentile	Level 2 – 25- 49 Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	45.0	13.0	42.0
4 th Grade – Class of 2023	37.5	25.0	37.5
5 th Grade – Class of 2022	27.1	30.7	42.1
6 th Grade – Class of 2021	27.7	29.5	42.7
7 th Grade – Class of 2020	32.0	29.8	38.3
8 th Grade – Class of 2019	19.2	37.4	43.3
10 th Grade –Class of 2017	27.6	23.3	49.1

Math	Level 1–Below 25th Percentile	Level 2 – 25th-49th Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	16.6	20.5	62.9
4 th Grade – Class of 2023	17.5	20.0	62.5
5 th Grade – Class of 2022	20.0	14.6	65.4
6 th Grade – Class of 2021	24.1	7.7	68.2
7 th Grade – Class of 2020	17.7	24.5	57.8
8 th Grade – Class of 2019	7.1	22.3	70.7
10 th Grade – Class of 2017	9.6	13.8	76.7

Using STAR baseline data in reading and math collected from the fall of 2014, per grade level cohorts: 5% of the at risk students will become basic, 10% of the basic will become proficient as measured by spring STAR scores 2018.

Our second goal is to increase Newport School District’s on-time graduation rate to 90.6% and extended graduation rate to 85.8%.

- 4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.**

To improve student success and effective instruction the Newport School District is committed to providing time and opportunity for grade level and vertical curriculum alignment. Through grade level and vertical teaming we will promote continuous use of student data to inform instruction and determine intervention needs for student success and adjustments needed in curriculum.

This waiver will allow time for:

- educating instructional staff on data analysis techniques;
- in depth analysis of current assessment data to identify students at-risk of not meeting state or district standards;
- developing differentiated instructional strategies to address the needs of a variety of learners
- continuation of curriculum alignment with CCSS and state learning requirements in all academic areas to improve student achievement;
- vertical alignment of curriculum from one grade to the next and ensure alignment with CCSS;
- monitoring student progress and effectiveness of interventions;
- developing effective instructional strategies that are aimed at learning targets based on individual student needs; and
- evaluating and reflecting on teaching practices based on assessment data.

This waiver is intended to allow for professional development of instructional staff in order to give them the tools needed to continue to positively impact student learning. Specifically, we intend to investigate those research-based strategies related to increased student achievement in literacy, and other core academics. Processes may include activities such as direct instruction, active reflection, and strategies to learn from exemplary schools who are utilizing effective best practices.

Attached you will find our proposed calendars for 2015-16, 2016-17 and 2017-18 school years with our proposed waiver days indicated.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

We will use multiple assessments and metrics to collect evidence of goal attainment. Our student achievement goals are aligned to STAR Enterprise assessments as we currently do not have Smarter Balanced Assessment data. According to Renaissance Learning, STAR Enterprise assessment is aligned to the SBAC. When SBAC data is available we will use this data in conjunction with our district assessment to measure student growth and to improve instructional strategies.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

Through the use of consistent and effective professional development time, we will work collaboratively to more effectively analyze test data, implement data-based instructional practices, and determine data-based interventions needed for student's achievement as an on-going process. This deeper understanding of data analysis allows teachers to engage students consistently at higher levels which will result in quality instructional time. We will continue district, vertical and grade level teaming activities for the duration of the waiver. Professional Learning Communities will continue to evolve and be implemented over the next three years. We will build on each year's activities and successes to meet the ever changing needs of our students.

In addition, staff will be surveyed following a waiver release day to gather input on the effectiveness of the professional development provided. The Professional Development Committee convenes to evaluate effectiveness of professional development and modifies professional development as needed based on teachers and administrative input and review of data.

We have a Professional Development Committee that consists of teachers and administrators that meet quarterly and following waiver release days to evaluate current professional development needs. We have agendas, minutes, and surveys that can be obtained upon request for the 2013-14.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Administrators, teachers, support staff, parents, and community members were involved in the development of the waiver request. Each building has a Site Council or Parent Advisory Committee that is made up of

administrators, teachers, staff, parents and community members. These teams and committees participated in the development and review of the waiver at the building level. In addition, the waiver was brought to the Newport School District Board of Directors for input from community members, parents and staff.

- 8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.**

NSD Calendar Days	Number of Days
Total Student Contact Days	180
Full Instruction Days	171
Early Release Days	9*
Late Start Days	0
Parent-teacher conferences	10
Non-Instruction Days	0
Professional Development Days	0
Total Per Diem (TRI) Days	
District Directed-Mandatory	1
Teacher Directed-Optional*	4
Teacher Directed-Last Year of Teaching	2

**Three early release days are district directed professional development days.*

- 9. Please provide the number of days per year for the following categories:**

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	5
Total	185

- 10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.**

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2	0%			X
3	0%			X
4	0%			X
5	0%			X
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

Newport School District is a small, rural school district with high poverty and two schools in improvement. We are in need of professional development time for vertical teaming, and data analysis from the district level to the classroom level. It enables teachers to collaborate with their colleagues and refine their instructional practices to help close the achievement gap. Whereas, our optional teacher days are not collaborated with the district (according to the CBA) and allow for activities such as report cards, classroom curriculum and more individualized classroom essentials.

In addition, the district has attempted to provide professional development on school days but has been unsuccessful due to the lack of substitutes for teachers. This has greatly impeded our ability to provide collaboration time during the school day. The approval of these waiver days will allow for us to provide meaningful, professional development for **all** staff not one or two staff at a time. Waiver days will provide staff much needed opportunities for professional development as required by federal grants due to school improvement as we are currently unable to meet the demands and needs of school reform. We have had to turn down professional development needs for our teachers due to the lack of substitutes in our District.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Option One Waiver Application Worksheet

District: Newport
Date: March 2015

Days requested: 5
Years requested: 3
New or Renewal: N

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District:

Renewals: “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:”

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

Shoreline School District No. 412
Shoreline, Washington

RESOLUTION NO. 2014-23

180-DAY WAIVER RENEWAL REQUEST FOR 2015-2016, 2016-2017, and 2017-2018 SCHOOL YEARS

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for the 2015-2016, 2016-2017, and 2017-2018 school years (WAC 180-18-040);

WHEREAS, the Shoreline School District has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for professional development, collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year; and

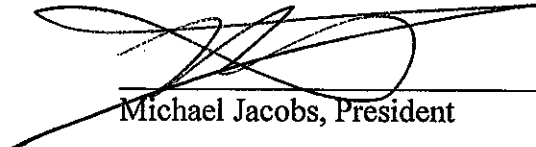
WHEREAS, the student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Shoreline School District to allow for up to five (5) waiver days in the school years 2015-2016, 2016-2017, and 2017-2018. During this time, students would not attend school in order to allow for all staff to participate in professional development, collegial teaming, and collaborative activities which would require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year, for the purpose of enhancing the educational program as well as providing more academic options for all students.

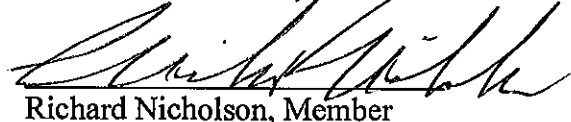
ADOPTED by the Board of Directors of the Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of November 17, 2014.

Shoreline Board of Directors



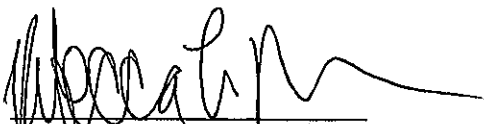
Michael Jacobs, President

Deborah Ehrlichman, Vice President




Richard Nicholson, Member


Attest: November 17, 2014



Rebecca L. Miner, Secretary
Shoreline School Board



Richard Potter, Member



David Wilson, Member



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
jack.archer@k12.wa.us

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Shoreline School District
Superintendent	Rebecca Miner
County	King
Phone	(206) 393-4203
Mailing Address	18560 1 st Avenue NE Shoreline, WA 98155
Contact Person Information	
Name	Teri Poff
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	Teri.poff@shorelineschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	Five
School Years	2015-16, 2016-17, 2017-18
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No. There are three scheduled half-days district wide: one on Oct. 24, one on the day before Thanksgiving, and one on the last day of school. Elementary students have seven half-days for parent conferences – three in October and four in January.
Remaining number of half days in calendar	Same as above.
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes. Shoreline School District will comply with the State's instructional hour requirements for 2015-2018.

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose of using the five days requested in this waiver is similar to the waiver request for 2014-2015. The focus is on reducing the achievement gap while increasing the academic growth and achievement of all Shoreline students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Teachers will receive professional development on CCSS and NGSS, and will focus on improving instruction using the Danielson *Framework for Teaching* and the Washington Teacher Evaluation. Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015.

The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities.

In addition, Shoreline has increased graduation requirements for the Class of 2016, and we are working toward meeting the SBE 24-credit Career- and College-Ready Graduation Requirements for the classes of 2018 and 2019. Our requested waiver will support this work to ensure that every student graduates career and college ready.

Our goals for the waiver remain the same as the goals previously submitted for the 2014-15 school year and have been extended through 2018:

1. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments.
2. From 2015 to 2018, increase the academic growth of all Shoreline students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured by *changes in student growth percentiles* on the Smarter Balanced Assessments.
3. By 2018, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments.
4. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).

5. By 2018, eliminate student group disparities in representation in the Highly Capable Program and enrollment in secondary Honors, Advanced Placement, STEM and CTE courses.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The waiver plan directly supports the Shoreline Board/Superintendent Priority #1: Increase the academic achievement of every student by:

- Creating a culture for learning
- Planning with data
- Aligning curriculum, instruction, and assessment
- Improving instruction and assessment practices
- Closing the gap

Our District Action Plan and our School Improvement Plans align with this Board priority. Our plans are reviewed every year to ensure consistency and coherence to the Board Priority. In 2014-2015, these plans include implementing the CCSS, NGSS, the Danielson *Framework for Teaching*, and the use of student growth goals and data to close achievement gaps and measure success. The desired outcomes of our District Action Plan and our School Improvement Plans are that students will meet more rigorous state standards and will be prepared to graduate career and college ready and to compete in a global society.

Shoreline School District Board/Superintendent Priorities for 2014-2015:

http://www.shorelineschools.org/school_board/14-15_priorities.pdf

School Improvement Plans for 2014-2015:

http://www.shorelineschools.org/schools/improvement_plans/bc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/bks_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/el_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ht_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/lfp_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/mp_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/pw_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/rc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sy_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ck8_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ae_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/fk_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sw_school_improvement_plan.pdf

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

To determine success and identification of expected benchmarks and results, Shoreline will continue to use data from the official state assessments. Our state assessment system, however, is in transition between instruments based on Washington State standards (MSP and HSPE) and those based on the Common Core State Standards (the Smarter Balanced Assessments). We will continue to use MSP and HSPE data until we receive data from the Smarter Balanced Assessments in the fall of 2015.

The Annual Measurable Objectives (AMOs), which were established as part of the state waiver from the requirements of No Child Left Behind, remain our baseline by which to determine the extent of our achievement gap. These AMOs indicate where our students need to be in the coming years, so this is our expectation and is reported in Table 1. We will revise these data as the state provides new metrics based on SBA data.

Table 1. Annual Measurable Objectives for Shoreline Public Schools¹

Subject	Subgroup Name	Target 2016	Target 2017	Target 2018
Mathematics	All	83.6	85.9	88.2
	Asian	87.4	89.2	91
	Black	69.6	73.9	78.2
	Hispanic	71.8	75.9	80
	White	86.2	88.2	90.2
	Limited English	60.1	65.8	71.5
	Special Education	58.2	64.2	70.2
	Low Income	71.1	75.2	79.3
	Two or More Races	84.3	86.6	88.9
	Reading	All	89.1	90.7
Asian		90.6	91.9	93.2
Black		77.2	80.5	83.8
Hispanic		79.1	82	84.9
White		91.7	92.9	94.1
Limited English		59.5	65.3	71.1
Special Education		65.2	70.2	75.2
Low Income		79.6	82.5	85.4
Two or More Races		90.7	92.1	93.5

¹Values reported are percents of students in the subgroups who met or exceeded the state proficiency standard on the MSP (which will be replaced by the Smarter Balanced Assessments).

In addition, Shoreline will collect and examine evidence from several other sources to show whether our goals were attained:

Beginning Fall 2015 and beyond:

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Scholastic Reading Inventory (SRI), easyCBM® mathematics measures, and Renaissance-STAR Math)
- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Student growth and achievement data from the common assessments determined in teachers' grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

The main focus of the waiver days will be to train teachers in the Common Core State Standards, the Smarter Balanced Assessment that will measure those standards, and the Next Generation Science Standards. Teachers will meet in grade level and content area teams to learn the new standards, understand the instructional shifts needed to ensure students meet those standards, and apply new instructional strategies to engage students in the CCSS and NGSS learning outcomes. Teachers will use student growth data to identify subgroups of students who need differentiated instruction and support to meet or exceed state standards.

To achieve our goals, Shoreline will continue to implement our action plan to meet our District Board Priority to increase the academic achievement of every student:

1. Create a culture for learning
2. Plan with data
3. Align curriculum, instruction and assessment
4. Improve instruction and assessment practices
5. Close the gap

To this end, the five waiver days will be used to provide high quality professional development and teacher collaboration around student learning. Specifically our staff will use the time to:

- Understand the Common Core State Standards and Smarter Balanced Assessments in English Language Arts and Math and the instructional shifts that teachers must embrace
- Apply understanding of the instructional shifts in the Common Core State Standards into new lessons, units, and assessments
- Learn and implement new instructional strategies to engage all students in learning Common Core State Standards
- Understand how to collect and analyze evidence of student academic growth
- Make instructional decisions to improve student growth for all students in order to close achievement gaps and provide enrichment and acceleration for those who are meeting or exceeding standard

- Understand the Next Generation Science Standards and the instructional changes that teachers must implement
- Apply understanding of the Next Generation Science Standards and new pedagogical strategies to develop and implement problem-based learning approaches integrating science, technology, engineering and math (STEM)
- Improve instruction for ELL students in a general education classroom setting using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol)
- Implement AVID (Advancement Via Individual Determination) strategies school-wide at secondary schools to ensure all students successfully access rigorous subject-area content
- Learn how to better deliver interventions immediately to students not meeting standards
- Learn how to better deliver curriculum enhancements, extensions, and accelerated instruction for students meeting or exceeding standard
- Provide targeted instruction, guidance and support to subgroups of students in order to eliminate discrepancies by race, gender, limited English, and disabilities in academic achievement and enrollment in advanced course work

The above planned activities represent research-based high-yield strategies. Implementation will be monitored and documented in our progress reports for our Board Priority Plan each February and June.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Student growth metrics and achievement data collected from classroom-based common assessments determined in grade level and content area professional learning communities
- Data from district assessments: DIBELS, SRI, easyCBM®, and Renaissance-STAR Math
- Data on student enrollment for ESEA student subgroups in highly capable programs, honors and advanced coursework, and CTE/STEM coursework

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

We will continue providing professional development and working in collaborative professional learning communities to strengthen and deepen our understanding and implementation of Common Core State Standards, Next Generation Science Standards and the Danielson *Framework for Teaching*. Teachers will need multiple opportunities to study and gain proficiency in the instructional shifts embedded in the new standards. Specific content needs will be determined based on staff feedback, but will likely include in-depth analysis of Smarter Balanced Assessment results, strategies to engage students in the CCSS mathematical practices, close reading of complex text, using evidence to support both written and verbal claims, application of Depth of Knowledge, greater use of formative assessment, use of the Digital Library resource, and engaging in engineering practices and problem-based learning. Additionally, in the following years, our certificated staff will be working to improve instruction,

as measured by the Danielson Framework and evidence of student growth. Areas of focus are likely to be student engagement, questioning and discussion techniques, using assessment in instruction, and analysis of student growth measures. This work also supports implementation of the new Washington Teacher and Principal Evaluation.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

We have involved groups and individuals in the development of this waiver through participation in meetings and surveys in spring 2014 and in fall 2014:

- Feedback from 2014 Superintendent search focus groups and online survey on district goals and professional development (school board, administrators, teachers, support staff, parents and community)
- New Superintendent's entry plan (fall 2014), which involved interviews with many different stakeholder groups through the district and community
- District PTA Council (Feb. 2014) and PTA Presidents (Oct. 2014) were given the opportunity to provide feedback and to seek feedback from PTA members at individual schools
- Superintendent's Cabinet meetings (Deputy Superintendent, Executive Director of Schools, and Directors of Teaching & Learning, Student Services, Human Resources and Business/Finance)
- Instruction department staff meetings (district instructional administrators, teacher instructional specialists and support staff)
- Shoreline Education Association leadership summit meetings with district administrators
- Certificated staff surveys regarding professional development and school calendar
- Professional Development Committee meetings (district administrators, principals, classroom teachers, teacher instructional specialists, and union leadership)
- Elementary and Secondary Principals meetings

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The 2011-2015 Shoreline Collective Bargaining Agreement specifies the use of non-student work days in sections 17.0 – 17.7. The thirteen (13) total non-students days are identified and defined as "Principal Time," "District Time," "Collegial Time," or "Individual Time." The CBA lists examples of activities that may be used during these time periods.

In addition, elementary teachers have three (3) early release days in October and four (4) early release days in January to hold parent-teacher conferences. All teachers have one (1) early release day for the purpose of participating in collegial work. Two (2) early release days are provided on the day before Thanksgiving and on the last day of school.

Appendix K (Memorandum of Understanding) states that employees shall have an optional eight (8) hours of additional paid time for collegial work to: a) focus on student learning; b)

develop result-oriented team goals; c) incorporate the regular collection and analysis of performance data into their work; d) develop and implement interventions to support student learning; or e) support implementation of the new classroom teacher evaluation system.

Link to the 2011-2015 Collective Bargaining Agreement:

<http://schools.shorelineschools.org/hr/files/2013/09/SEA-CBA-2011-2015-Final.pdf>

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	8
Total	188

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1				X
2			X	X
3				X
4		X	X	X
5		X	X	X
6		X		X
7			X	X
8		X		X
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

Four of the five waiver days will be used primarily for professional development activities focused on more in-depth learning of CCSS, NGSS and strategies for effective core instruction for all learners, including those struggling to meet standard and those that need enrichment and acceleration. One waiver day will be devoted to accountability for the Washington Teacher Evaluation by continuing to focus on creating student growth goals and measurements, and implementing all components of the evaluation process. The teacher

work days over and above the 180 school days will be used primarily for collegial and individual application of new learning into lessons, assessments, student interventions and enrichment. Waiver days for professional development are spaced throughout the school year. Additional teacher work days scheduled throughout the year are designated for teachers to apply new learning into their instruction and assessment practices to meet the changing academic growth needs for all of their students. Research is clear that this type of job-embedded professional development is most effective in improving teacher practice in the classroom. The blend of the waiver days and additional teacher work days will give teachers the knowledge and skills they need along with the collegial and individual time to embed that that knowledge into their instruction.

Our Collective Bargaining Agreement defines the use of Collegial Time: Collegially-directed time shall be used to improve student learning as planned and directed by collegial teams. The use of this time shall be within the discretion of the collegial teams, as long as the time is used to: (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Our Collective Bargaining Agreement defines the use of Individual Time: Individually-directed time shall be used to improve student learning as planned and directed by the individual certificated employee. Examples of activities which employees may choose to engage in on these days include, but are not limited to, classroom and workspace preparation, instruction and curriculum planning, student assessment, department, grade level and collegial planning, personally-directed professional development, grading and report card preparation and parent and student communication.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

For the 2014-2015 school year we are using the five waiver days as planned in our prior request. We have used one waiver day on September 29 dedicated to professional development and teacher implementation of student growth goals and measurements to meet the requirements of the Washington State Teacher Evaluation, criteria 3.1, 6.1, and 8.1. Teachers were given specific information about how to write effective growth goals and assessments. Teachers spent time in their professional learning community looking at student data and writing grade level or content area student growth goals, as well as individual teachers' student growth goals. On August 27 and October 24, teachers spent two waiver days becoming more familiar with the Smarter Balanced Assessment and the Depth of Knowledge levels of questions and performance tasks. Teachers also learned close reading strategies for complex text and academic language acquisition strategies for English Language Learners. In winter and spring 2015, teachers will learn more about specific strategies for implementing the instructional shifts of the Common Core and strategies to help all students build academic language, access complex grade level text, and writing claims supported with evidence. Teachers will also work in their professional learning communities to apply newly learned strategies into upcoming lessons and units of study.

The days were also used as reported in our 2011-2014 request. Our teachers met in grade level and content area teams to determine their power standards – those standards that were the

most critical for ALL students to meet. Teachers met in job-alike groups across the district so that standards were aligned both horizontally and vertically.

Since our focus for the 2011-2014 school years was in mathematics, our elementary and middle school teachers used their newly adopted math curriculum and materials to establish a common scope and sequence, match topic tests from the curriculum to the Washington State Standards, and match them to test items on the easyCBM® district math assessment. With a common scope and sequence and common assessments, teachers were better able to identify students needing interventions in math. Teachers then received professional development on how to use the interventions in their newly adopted curriculum materials to help individual students get the targeted assistance needed. In addition, elementary teachers received initial training in the Common Core State Standards in Mathematics and training on using modifications to the *enVision* curriculum that the district had adopted in 2010.

High school math teachers developed common semester and end-of-year assessments for algebra and geometry courses. They also received initial professional development on Common Core State Standards and met in professional learning communities by math course to determine how their current curriculum and common assessments needed to be adjusted to meet the new standards. Secondary math teachers also learned how to administer a new district math assessment (Renaissance-STAR) that promised better benchmark and progress monitoring data. Instructional specialists worked with secondary math teachers on waiver days to analyze student assessment results and make adjustments to instruction in order to ensure greater student growth in mathematics. As a follow-up to the professional development and collaborative work in professional learning communities on the requested waiver days, math teachers engaged in a lesson study model and peer observations. Teachers continue to request more professional development, especially around the Common Core State Standards and the Smarter Balanced Assessment.

While the focus of the 2011-2014 waiver days was on math for elementary teachers and for secondary math teachers, other secondary teachers focused on reading, writing, and content standards for their disciplines. Secondary teachers in all content areas aligned their curriculum, developed common assessments, and implemented strategies to strengthen reading, writing and math skills for their content areas. Science teachers focused on better alignment and implementation of the inquiry, applications, and systems strands of the science standards.

Building principals used part of the requested waiver days to work with their school staff on identification of students at-risk and to set up and maintain a system of interventions (Response to Intervention) and progress monitoring. As a result, staff members were very involved in developing a meaningful School Improvement Plan with action steps and measurable outcomes. This allowed staff to buy in to the school improvement process and to take ownership of the implementation of the plan and to take personal accountability for student achievement results.

The work during the 2011-2014 provided the foundation for implementing the 2014-2015 waiver plan and the requested renewal for 2015 through 2018.

- 2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.**

The current school year (2014-2015) is the implementation year for our most recent one-year waiver. Therefore we do not yet have data on outcomes from the activities described in our previous plan.

Table 2 contains the changes in achievement Shoreline students have shown in the 2013-14 school year, following implementation of the 2011-2014 waiver plan.

Table 2. Change in MSP/HSPE/EOC Results 2012-13 to 2013-14

Grade	Reading % Met Standard	Math % Met Standard	EOC Algebra % Met Standard	EOC Geometry % Met Standard	Writing % Met Standard	Science % Met Standard	EOC Biology % Met Standard
Gr. 3	-0.5	1.1					
Gr. 4	2.2	2.5			-0.6		
Gr. 5	-1.4	-3.3				0.8	
Gr. 6	1.7	6.4					
Gr. 7	0.4	-5.0			-4.6		
Gr. 8	4.4	2.3				3.9	
Gr. 9			5.1	1.3			
Gr. 10	2.4		2.5	-4.8	1.6		7.3

Although not all subjects and grades showed growth, the majority of them did. We anticipate continued growth during the period covered by the 2014-2015 waiver plan. In areas where there was a decline in student achievement results, the following steps are being implemented in the 2014-2015 school year:

- School Improvement Plans are focused more specifically on student achievement of Common Core State Standards in English Language Arts and mathematics
- Middle school social studies teachers are setting team goals around CCSS in writing
- One middle school math department is partnering this year with consultants from the University of Washington to implement a job-embedded coaching model for Complex Instruction. Our other secondary schools are exploring implementation of this model as well.
- The Renaissance-STAR Math assessment will be given to monitor progress of students in Geometry in addition to 7th & 8th Grade Math and Algebra I.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

Although we set a target of showing growth on the Washington Achievement Index in our 2014-2015 plan, the Index has not been updated based on 2013-2014 outcomes. Therefore we have not included the Index in our goals for the renewal request. We will continue to monitor growth on state and district assessments.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

The waiver will likely result in the advancement of the goals of the waiver plan as our students successfully complete a diploma meeting the SBE 24-credit Career- and College-Ready Graduation Requirements for the classes of 2018 and 2019.

With approval of the waiver, teachers will use the additional waiver days to fully understand the instructional changes that must occur in their classrooms and how those changes will improve student achievement of new standards. Teachers will be able to build district-wide consistency with implementation of Common Core, Next Generation Science Standards and new graduation requirements by collaborating with their grade level or content area teams across the district. They will examine district-wide, school-wide and classroom-based data and make collective agreements on how to best serve an increasing diversity of student learning needs and changing student demographics.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

The district website provided information on student achievement, district priorities and initiatives, and school improvement plans. School newsletters informed parents about the professional development and collaborative work on waiver days. In addition, PTA groups and site councils were informed of the work planned on each waiver day and the outcome of that work. School assessment reports were mailed out informing parents of student achievement results in their schools. Parents received additional information regarding each student's individual progress and learning needs during parent-teacher conferences. Presentations to the Board of Directors and PTA Presidents also provided information to the public about progress on district priorities, state and district initiatives, and growth in student achievement.

Principals and other administrative staff met several times per year to review our District Action Plan for meeting our District Board Priorities and developed the plan for the following year. Additionally, the principals, district administrators and instructional specialists discussed and gave input on the specific activities for the waiver days. A district Professional Development Committee, consisting of classroom teachers, teacher instructional specialists, the Shoreline Education Association President, principals and district administrators, met several times during the year and gave input on the district professional development and activities planned for waiver days.

Question 8

Supplemental Information

Summary of Collective Bargaining Agreement Information Specified in WAC 180-18-050(1) Between the Shoreline School District No. 412 and the Shoreline Education Association September 1, 2011 – August 31, 2015

Section 16.1 establishes the base contract year of 180 days or as many days as the State funds as part of the base salary.

Section 16.3 states that the school calendar shall include a half-day for staff and students on the day before Thanksgiving and is recognized as a trade for evening parent conferences for grades K-6 and open house/curriculum night for grades 7-12.

Section 16.5 states that the District shall, if permitted, apply to renew the current waiver of five (5) instructional days unless the District and Association have agreed to an alternative work year model.

Section 16.6 states that the school calendar shall include a half-day for students in order to permit employees to focus on collegial work. The use of time is the discretion of collegial teams as long as the time is used to (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Section 17.1 of the CBA defines non-student work days:

- a) Five (5) waiver days included in the base contract as defined in section 16.1
- b) Seven (7) non-student work days on a supplemental contract
- c) One (1) additional non-student work day funded for the 2013-2014 through the 2016-2017 school years to support the implementation of the new classroom teacher evaluation system

Sections 17.2 through 17.4 define the how time is used in the following categories: (a) individual time used to improve student learning and directed by the individual certificated employee; (b) administrative time used to improve student learning and directed by building and District administrators; and (c) collegial time used to improve student learning and directed by collegial teams

Section 17.5 describes how the non-student work days will be used:

- a) Four (4) full individually-directed days (one before school and three at or near the end of a grading period)
- b) Two (2) full or four (4) half individually-directed days
- c) Six (6) full or twelve (12) half administratively-directed
- d) One (1) full or two (2) half collegially-directed days

Section 31.1 states that for grades kindergarten through six, the parties agree to schedule four (4) early dismissal half-days and one (1) evening in January and three (3) early dismissal half-days in October for the purpose of conferencing with parents regarding an individual student.

Appendix K (Memorandum of Understanding) states that the District shall offer each employee eight (8) hours of optional additional paid time for collegial work. The use of time is at the discretion of collegial teams, as long as the time is used to: (a) focus on learning; (b) develop results-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; or (d) develop and implement interventions to support student learning. Plans for the use of this collegial time shall be shared with the building administrators. Each employee shall document the hours on a timesheet returned to the District prior to June 30.



Board of Directors

Deborah Ehrlichman

Mike Jacobs

Richard Nicholson

Richard Potter

David Wilson

Rebecca Miner

Superintendent

Secretary to the Board

February 5, 2015

Ben Rarick, Executive Director
State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206

Attention: Mr. Rarick

As the State Board of Education reviews the request by Shoreline School District for a waiver of five days of the basic education program requirement for school years 2015-16, 2016-17 and 2017-18, please consider these follow-up comments addressing some of the concerns expressed by Board members at the January 2015 State Board of Education meeting.

If the waiver is approved, Shoreline still exceeds minimum Total instructional time

- 1000 hours of instruction for grades 1-8
- 1080 hours of instruction for grades 9-12

Shoreline has not already bargained waiver days for future years

- Shoreline's current bargained contract with the Shoreline Education Association expires this year and is open for negotiation for the next school year.
- Draft school calendar for 2015-2016 shows waiver days for required professional development pending approval of the waiver by the SBE.
- The 2014-2015 school calendar designates waiver days for required district-directed professional development as outlined in Shoreline's approved waiver for this school year.
- Local levy funded days are designated for teacher-directed activities for the purpose of improving instruction and assessment to meet new Common Core State Standards and ensure all students graduate career and college ready. Teachers are held accountable for their professional practice through the new teacher evaluation system.

Student achievement data charts (attached) for 2009-2014 show steady progress, but work still needs to be done to close the achievement gap

- The percent of students meeting math standard on the 2014 MSP is lower than the district average for Hispanic students, low income, limited English and special education students.
- Disparities in representation exist in 8th grade advanced mathematics course enrollment for Hispanic, African American and Multiracial, low income, limited English, and special education students.

Last May 2014, the State Board of Education approved our waiver request for five days for the 2014-15 school year. Shoreline School District is currently in the middle of implementing the new plan and will not have the opportunity to measure results until the end of this year. However, as an outcome of professional

development delivered in the fall, significant progress has already been made toward meeting our stated goals. Principals are reporting that Shoreline teachers are developing stronger student growth goals and measurements based on Common Core State Standards. The work outlined in Shoreline's new waiver plan continues this work and cannot be done without using the time as proposed in the waiver request. We are confident that this time will be used effectively to bring higher quality instruction to students. Thank you for your consideration of Shoreline's waiver request.

Sincerely,

A handwritten signature in cursive script that reads "Teri Poff". The signature is written in black ink on a light-colored background.

Teri Poff
Director of Teaching and Learning
Shoreline Public Schools

Achievement in Shoreline Public Schools, 2010-11 to 2013-14

Early Literacy: Percent of Students at Standard on DIBELS Reading Fluency Test

Grade	2010-11	2011-2012	2012-2013	2013-2014
Kindergarten	85	75	78	81
Grade 1	79	75	79	76
Grade 2	77	80	67	71

Note: The first and second grade scores reported here for 2011-2012 and 2012-2013 are slightly different than those reported on the May 2014 waiver application based on information posted in Feb. 2014.

Mastery of Washington State Standards: Percent of Students Meeting Standard*

Subject and Grade	2010-11	2011-2012	2012-2013	2013-2014
Math (Gr. 3-10)	72.4	73.5	75.3	75.4
Reading (Gr. 3-10)	80.7	83.1	83.1	84.7
Writing (Gr. 4, 7, 10)	80.1	82.8	79.7	78.5
Science (Gr. 5, 8, 10)	71.9	81.4	79.4	82.4

Adjusted Graduation Rates*: Shoreline Public Schools

	2009	2010	2011	2012	2013	2014
All	87.87	88.8	88	87	83.0%	88.2%
Black	n/a	87	83.7	82.6	76.2%	77.3%
Hispanic	n/a	76.1	88.1	82.4	57.5%	75.3%
Low Income	n/a	80.5	83.7	77.4	70.6%	78.8%

* 2009-2013 rates are adjusted 5-year extended graduation rates. 2014 is the 4-year graduation rate. The 5-year rate has not been released yet.

Advanced Placement Award

The College Board included Shoreline Public Schools on the 2014 5th Annual AP Honor Roll — a list of 547 school districts across the U.S. and Canada being honored for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams. Reaching these goals indicates that these districts are successfully identifying motivated, academically prepared students who are likely to benefit from rigorous AP course work.

Table 1. Demographic Changes in Shoreline Public Schools, 2009-10 to 2013-14

Subgroup	2009-10	2010-11	2011-12	2012-13	2013-14
Race/Ethnicity¹					
Asian/Pacific Islander	18.1	15.4	15.5	15.1	14.6
Black/African American	7.3	6.5	6.5	6.5	6.4
Hispanic/Latino	6.6	10.7	11.3	11.5	12.2
White	60.9	56.1	55.4	55.6	55.6
Two or More Races	n/a	10.7	10.7	10.8	10.9
Free or Reduced-Price Meals ²	25.2	26.0	27.9	28.2	27.1
Special Education ²	12.6	12.4	12.6	12.4	12.0
Transitional Bilingual ²	6.3	6.9	7.1	7.0	6.7

¹Values are percents. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander excluded due to small numbers. Reported in October. Source: <http://reportcard.ospi.k12.wa.us>

²Values are percents. Reported in May. Source: <http://reportcard.ospi.k12.wa.us>

Shoreline has a growing body of evidence of achievement gaps. We have known from state assessment data (WASL/MSP) and accountability measures (AYP, AMOs, Washington Achievement Index ratings) that demographic factors (race, family income, etc.) are significant predictors of student achievement in our district. Table 2 presents a sample of more recent evidence.

Table 2. Recent Achievement Gap Data in Shoreline Public Schools, Grade 7 in 2013-14

Subgroup	N ¹	Percent of students in district grade level enrollment ¹	Percent of students meeting math standard on 2014 Grade 7 MSP ¹	Median student growth percentile in math (SGP) ²	% of current 8 th grade students enrolled in advanced mathematics course ³
Race					
African American	50	7.3	n/a ⁴	56	4.8
Asian	108	15.7	82.4	46	19.9
Hispanic	81	11.8	43.7	45	3.4
Multiracial	85	12.3	79.2	53	10.0
White	361	52.4	78.3	50	59.5
Low income	220	31.9	56.7	51	15.1
Limited English	36	5.2	31.2	61	1.3
Special education	77	11.2	12.6	55	1.0
Total	689	100.0	72.9	58	42.9

¹Based on 2014 MSP data from [OSPI Report Card](#)

²Based on individual student growth percentile data, based on 2013 and 2014 MSP scores, released by OSPI in Fall 2014. The state average of growth for any group of academic peers is 50.

³Based on middle school transcript data for Fall 2014. Advanced math courses are Algebra I and Geometry.

⁴Not available due to data suppression by OSPI.Hi

Option One Waiver Application Worksheet

District: Shoreline
Date: March 2015

Days requested: 5
Years requested: 3
New or Renewal: R

<p>WAC 180-18-040 (2)</p>	<p>(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.</p>	<p>(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.</p>	<p>(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.</p>	<p>(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.</p>	<p>(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.</p>	<p>(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.</p>
<p>Satisfies criterion Y/N</p>						
<p>Comments</p>						

District:

Renewals: "In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:"

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

SOUTHBENDSCHOOLDISTRICTNO. 118

405 East First Street
South Bend WA 98586

RESOLUTION 1-2015

Request of Waiver of Minimum 180-Day School Year

A RESOLUTION OF THE BOARD OF DIRECTORS of the South Bend School District No. 118 in Pacific County to request a waiver for students in grades K-12 from the minimum 180 day school year (WAC 180-18-040) to 177 days, for the 2015-16, 2016-17, 2017-18 school years;

WHEREAS, the South Bend School District Board of Directors recognize that:

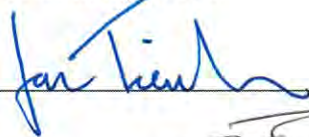
1. Planning time is essential for staff to review and revise our P-12 curriculum and align with the standards in all core subjects; and
2. Staff training is necessary for assessment strategies for reading, writing, math and science; and
3. Staff training is needed in the use of technology as an instructional tool; and
4. Planning time is requisite to research and to analyze test data (MSPE, HSPE, MAPS, Dibels) so we can provide the best instructional practices which will improve student learning; and
5. Full days designated for curriculum development and staff training are more productive than providing early release days for the same purpose; and

WHEREAS, the Washington State Board of Education has recognized the importance of and established waivers for restructuring purposes;

NOW, THEREFORE LET IT BE RESOLVED that the Board of Directors of the South Bend School District No. 118 does, hereby, request the minimum 180 day requirement waived from 180 days to 177 days for the 2015-16, 2016-17, 2017-18 school years. Should the waiver be granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Dated this 15th day of January 2015.

Board Secretary



Board Chairman



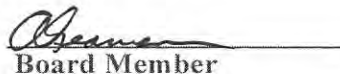
Board Member

Board Member



Board Member

Board Member



Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	South Bend
Superintendent	Jon Tienhaara
County	Pacific
Phone	360-875-6041
Mailing Address	PO Box 437 South Bend, WA 98586
Contact Person Information	
Name	Jon Tienhaara
Title	Superintendent
Phone	360-875-6041
Email	jtienhaa@southbendschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	3
School Years	2015-16, 2016-17, 2017-18
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	0
Remaining number of half days in calendar	7
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose and goal for the waiver plan is to provide complete days during the school year for teachers to collaborate and gain professional development. In coordination with each building principal, teachers are able to plan with each other and implement building and department initiatives targeted at increasing student achievement and student learning opportunities.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The school improvement plans indicate specific professional development activities that will occur during the proposed waiver days, as well as student achievement goals. These activities depend on the time made available for teachers to work on SIP implementation, and to increase our capacity to meet the student achievement benchmarks.

[South Bend Junior/Senior High School Improvement Plan](#)

[Chauncey Davis Elementary School Improvement Plan](#)

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Specific goals of the waiver days related to student achievement are: increased achievement on the state assessments for math and reading at the elementary and high school level, increased student achievement in reading utilizing DIBELS and STAR assessments, and increased student achievement in math using classroom based assessments.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Continuing work toward learning about and implementing TPEP, training on curriculum and instruction related to math and reading/language arts, technology, and other techniques in supporting student learning. Teacher/staff collaboration in building leadership teams, organization of classroom walks and the dialog and discussion/reflection of classroom walks.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The district will utilize the state annual assessments to measure student achievement. This achievement will be impacted by many of the activities and initiatives resulting from the teacher

collaboration and training during the waiver days. We will also utilize DIBELS, AR and STAR assessments to measure goal progress for student achievement.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The District evaluates progress on the school improvement plans, as well as progress gained from all professional development days. This evaluation will be used to adjust future waiver day activities to be in line with recommended changes and/or needs. We will also utilize state assessment data to adjust the focus of specific professional development. This will be done on a yearly basis as scores become available.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Administrators, both building and district, teachers and staff all contribute to planning professional development activities, including activities occurring during the waiver days. Building leadership teams work to develop professional development needs and assist the principal in planning for the waiver days. The superintendent works with building principals to ensure the plans align with building and district needs. The plan is shared with the community through the board of directors and allows for feedback.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our current contract allows for 180 instructional days, and up to 5 days outside of this. Three of these extra days are optional, though our teachers are very good at wanting and attending offered professional development. The other two days are district provided LID days that the state has failed to fund.

[Link to Specific CBA Language](#)

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	5
Total	185

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	
2	100	X	X	
3	Optional			X
4	Optional			X
5	Optional			X
6				
7				
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The District believes that more collaborative time is needed for teacher professional development. Though we do have some days outside of the school year, we also need time during the school year so that we can take advantage of information and experiences happening in the moment. This helps us provide a “just in time” approach to professional development needs to most impact student learning.

New 180 Day Applications- Stop here and skip to Section C, “Last Steps”.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

The waiver days were used for extensive collaboration and professional development for teachers and staff. This related to TPEP implementation as well as curriculum and instruction changes related to Common Core and Smarter Balanced assessments. The days were used as planned and resulted in needed progress toward these and other building goals.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

Our math scores in the high school have been increasing. We also were awarded achievement awards from the state at the junior-senior level. We still have work to do on getting all students up to the needed achievement levels. Our elementary is struggling in math and reading, though we are working on implementing new curriculum and teacher training for teachers.

Schools all over the country have continual issues in getting every student to pass the state and now federal achievement tests. There are countless issues that impact these scores. In South Bend, we have high poverty and ELL challenges. Though every waiver goal may not have been met, the activities implemented in the waiver days help our staff become better prepared to teach students.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

We are proposing very similar goals to the previous waiver goals, though we will be working on focused math and reading activities. We are going to focus on these goals in an effort to raise student achievement in these areas. Part of this work will center on adopting new curriculum and professional development training in the areas of math and reading instruction. We will also be planning for a 7 period day to provide increased opportunities for students. TPEP training will also be a continual topic.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

Schools wanting to increase student learning need time to plan, collaborate, and receive training. We cannot accomplish our goals for professional development for staff without these waiver days. The days are highly structured and regarded as useful by all stakeholders and participants.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

Parents and community are given the opportunity to learn about the waiver and offer input through school board meetings, parent nights, newsletters and the school website. I have personally had administrators, teachers, and parents comment to me on the usefulness of the waiver days. The days are expected in our school community and are highly regarded.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

Option One Waiver Application Worksheet

District: South Bend
Date: March 2015

Days requested: 3
Years requested: 3
New or Renewal: R

<p>WAC 180-18-040 (2)</p>	<p>(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.</p>	<p>(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.</p>	<p>(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.</p>	<p>(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.</p>	<p>(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.</p>	<p>(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.</p>
<p>Satisfies criterion Y/N</p>						
<p>Comments</p>						

District:

Renewals: "In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:"

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

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

(2) The state board of education, pursuant to RCW [28A.305.140](#)(2), shall evaluate the need for a waiver based on whether:

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

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

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

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

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

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

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

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

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

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

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

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

[Statutory Authority: RCW [28A.305.140](#)(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and 28A.655.180. WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]



Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency

Districts with fewer than 500 students are eligible to receive a 180-day waiver for the purposes of economy and efficiency. The application materials must be submitted to the State Board of Education (SBE) no later than 30 days before the regular SBE meeting at which the request will be considered. The schedule of SBE meetings can be found at the SBE home page at the tab titled "Meetings."

Under the pilot program created in RCW [28A.305.141](#), SBE may grant waivers from the basic education requirement of a 180-day school year to districts that propose to operate one or more schools for purposes of economy and efficiency. The SBE has termed these "Option Two waivers." The waivers may be granted to no more than five districts. Two of the five may be granted to school districts with student populations of less than 150 students, and three to school districts with student populations of between 150 and 500. Waivers may be granted for up to three years.

Districts approved for the waiver must still offer an annual instructional hour offering of at least 1,000 hours, pursuant to RCW [28A.150.220](#).

The economy and efficiency waiver program expires on August 31, 2014.

The SBE has adopted criteria for evaluation of requests for Option Two waivers as WAC [180-18-065](#).

Application materials must include:

1. A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained.
2. A school board resolution requesting the waiver and affirming that the district will meet the requirements of RCW 28A.150.220(2) for minimum offerings of instructional hours.
3. The completed application form (attached).

Completed application materials should be submitted by e-mail no later than 30 days before each SBE meeting to:

Jack Archer
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6035; Fax 360-586-2357
Jack.archer@k12.wa.us

Applications must include all three documents listed above to be considered complete.

BICKLETON SCHOOL DISTRICT NO. 203

3626 Bickleton Highway, P.O. Box 10, Bickleton, Washington 99322

Phone: 509 896-5473 Fax: 509 896-2071

Ric Palmer, Superintendent-Principal

Judy Naught, Business Manager

**180-DAY WAIVER
BICKLETON SCHOOL DISTRICT
BICKLETON, WASHINGTON 99322
Flexible Calendar
Resolution No. 15-01-01**

WHEREAS: Bickleton School District No. 203 requests a waiver of thirty days for the 2015-16, 2016-17 school years, and

WHEREAS: Bickleton School District understands at the end of each school year if the State Board of Education determines that student learning is adversely affected, Bickleton School District #203 shall discontinue the flexible calendar as soon as possible, but not later than the beginning of the next school year after the determination has been made, and

WHEREAS: Bickleton School District #203 assures it will meet the annual average 1080 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) and,


WHEREAS: Bickleton School District #203 assures it will collect and provide data on school attendance rates of students and teachers, and provide satisfaction surveys of parents, students, and teachers with a target of 60% or greater participation from each group,

THEREFORE BE IT RESOLVED: by the Board of Directors of the Bickleton School District No. 203 the request to continue obtaining a 180-day waiver from the Basic Education Program Requirement for the purpose of Economy and Efficiency be approved.


ADOPTED ON 01-27-15

**Bickleton School District No. 203
Bickleton, Washington**

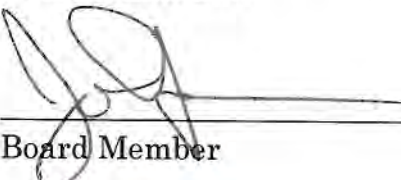
ATTEST:



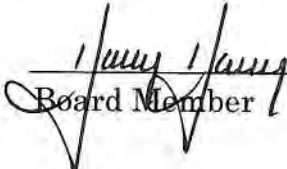
Board Chairman



Board Member



Board Member



Board Member



Secretary to the Board

SCHOOL BOARD

Chairman, Tom Mains, Vice-Chairman, John Jensen, Holly Harvey, Gary Hess

BICKLETON SCHOOL DISTRICT NO. 203

Ric Palmer-Superintendent
Principal

P.O. Box 10, 100 Market St.
Bickleton, WA 99322

Phone-509-896-5473
Fax-509-896-2071

Judy Naught-Business Manager
Administrative Assistant

January 27, 2014

To: Ben Rarick and Jack Archer

Re: Economies and Efficiencies Waiver

Enclosed is a renewal application to continue the economies and efficiencies waiver through 2017 when the statute ends.

We have had the waiver for the last six years and feel it has been very beneficial for our students, staff, and community. Statistically, this waiver has not been detrimental to the education of our students. We still have a 100% graduation rate and a 0% drop-out rate. As the enclosures indicate, we have increased the percent of students who continue on to four year institutions by using the modified schedule. Everyone in this community supports the waiver and we have worked extremely hard to get the most out of it. Since we have been there from the beginning, Bickleton School would like to see the waiver through the time of its expiration. Please give us this chance so we can better prepare for when the law finally sunsets.

If you have any questions, please feel free to contact me at any time. (509-896-5473) I look forward to discussing our options with you in greater detail.

Sincerely,



Ric Palmer
Superintendent
Bickleton Schools

Board of Directors:
Tom Mains, Chairman; John Jensen, Vice Chairman;
Gary Hess, and Holly Harvey



Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency

Districts with fewer than 500 students are eligible to receive a 180-day waiver for the purposes of economy and efficiency. The application materials must be submitted to the State Board of Education (SBE) no later than 30 days before the regular SBE meeting at which the request will be considered. The schedule of SBE meetings can be found at the SBE home page at the tab titled "Meetings."

Under the pilot program created in RCW [28A.305.141](#), SBE may grant waivers from the basic education requirement of a 180-day school year to districts that propose to operate one or more schools for purposes of economy and efficiency. The SBE has termed these "Option Two waivers." The waivers may be granted to no more than five districts. Two of the five may be granted to school districts with student populations of less than 150 students, and three to school districts with student populations of between 150 and 500. Waivers may be granted for up to three years.

Districts approved for the waiver must still offer an annual instructional hour offering of at least 1,000 hours, pursuant to RCW [28A.150.220](#).

The economy and efficiency waiver program expires on August 31, 2014.

The SBE has adopted criteria for evaluation of requests for Option Two waivers as WAC [180-18-065](#).

Application materials must include:

1. A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained.
2. A school board resolution requesting the waiver and affirming that the district will meet the requirements of RCW 28A.150.220(2) for minimum offerings of instructional hours.
3. The completed application form (attached).

Completed application materials should be submitted by e-mail no later than 30 days before each SBE meeting to:

Jack Archer
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6035; Fax 360-586-2357
Jack.archer@k12.wa.us

Applications must include all three documents listed above to be considered complete.

Application for Option 2 Waiver from 180-day Requirement for Purposes of Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	Ric Palmer
Title	Superintendent
School District	Bickleton School District #203
Phone	509-896-5473
Email	rpalmer@bickleton.wednet.edu
Mailing Address	P.O. Box 10, Bickleton, WA 99322

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	90	2014
Forecast for the next student count (if available)	90	2015

3. Does the district currently have any waivers? If yes, please explain.

Yes	If yes, explain: We are currently under the economies and efficiency waiver from the state.
-----	---

4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes	If no:	Bickleton Elementary & High School	Grades
			K-12

5. Number of waiver days requested:

School Years	2015-2016	2016-2017	Choose
Number of Days	30	30	Choose

6. If the request is granted, will the district meet the requirement of RCW 28A.150.220(2) that all districts offer a minimum 1,080 instructional hours in each of grades 7-12 and 1,000 instructional hours in each of grades 1-6?

Yes

7. Explain and estimate the economies and efficiencies expected to be gained from compressing the instructional hours into fewer days.

The areas that has helped us with economies are transportation, utilities, maintenance, aide salaries and substitute teacher costs. Our school district is over 500 sq. miles and almost 90% of our students utilize the bus to get to school. With the flexible schedule, we are saving almost \$79,000. The key to our success is the assurance of a non-interrupted school day. Our students are not being pulled from classes because of athletics, activities or appointments. Staff miss student contact time for the same reasons. Throughout the pilot program, staff and students have not been out of the classroom. We are experiencing lower absences for both students and staff and maintaining the necessary pacing for all curriculum.

8. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

Fuel	\$6,995.46
Transportation	37,890.00
Utilities	20,021.43
Sub-costs	4,000.00
Aide Salaries	7,000.00
Maintenance	3,000.00

Total: \$78,906.89

This is over 4% of our total budget and the transportation savings is recouped by the state.

9. Explain how monetary savings from the proposal will be redirected to support student learning.

While participating in the pilot program we have recouped lost revenue that supports the very programs in which our students have had so much success. All of the money saved has been used to maintain our parapro salaries and benefits. Due to our combination classrooms, to make the reading, mathematics, and science classes work we gave to split each room into single grade levels. We use classified staff to accomplish this and to keep the intervention structure in tact. It is this structure that bring below average students upa dn beyond state standards. We would like to keep the waiver for the next two years, that the legislature allows, to continue with our successful programs. Once the pilot program ends, parapro staff will have to be cut.

10. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.

Two days per month, the staff participate in professional development activities. It allows us to have a system wide conversation on how students are doing and what

needs to be implemented to realize student success. Curriculum is discussed at length. It has allowed us to implement common core, TPEP, SBAC, and a myriad of other pertinent trainings to keep up with the demands of OSPI. Along with PD days, students are able to get one-on-one tutoring with teachers when needed. All extra-curricular activities are held on the unscheduled day. It also allows us to make up any missed days due to inclement weather.

11. Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.

Since we have been participating in the waiver, there were not many comments. People were more concerned about losing this format. Enclosed is a sign-up sheet on who supported or not supported the flexible schedule. There are approximately 100 signatures and out of those only 1 signature that opposed the waiver.

12. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

We do not have a free and reduced-priced school child nutrition service.

13. Explain the expected impact on the ability of the child nutrition program to operate an economically independent program.

N/A

14. Explain the expected impact on the ability to recruit and retain employees in education support positions.

There is no impact on recruitment. When the waiver expires, some paraprofessionals will lose part of their employment. We are a non-union shop.

15. Explain the expected impact on students whose parents work during the missed school days.

Over the last six years of the waiver, this has not been an issue. All of our students have parents, grand-parents, aunt and uncles and siblings that live in the community. All students have a safe place to go. This is supported by the community and the school board.

16. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

The extended day gives students a longer block of time to complete lessons such as science labs and vocational classes. It has created opportunities to personalize education to meet the needs of all students. It has allowed more direct instruction time for math, reading, and science. The key is the non-interrupted school day. Our current schedule gives as much or more quality instruction as does the interrupted five day schedule.

17. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.

We use state tests (MSP, HSPE, End-of-Course, Progress Monitoring, CBA's, PSAT, and SAT's. The best data we use however is graduation rates and dropout rates. We have a 100% graduation rate, a 0% drop-out rate and most of our students go on to post-secondary education successfully.

18. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.

N/A This is a renewal application.

19. Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

More teacher-student contact time
Lower absenteeism from staff and students
Less substitute time
Meaningful Professional Development
Fewer long commutes

Please see attachedment.

For Renewal Requests

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

Please refer to questions # 7,8,and 9 of the application.

21. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

Please refer to questions 7,8, and 9.

22. Explain how monetary savings from the proposal were redirected to support student learning.

Please refer to question #9

23. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

Please refer to question #10

24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.

Please refer to question #11

25. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

N/A We do not have a child nutrition program.

26. Describe the impact on the district's ability to recruit and retain employees.

Please refer to question #14

27. Describe the impact on students whose parents work during the missed school day.

Please refer to question #15

28. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

Please refer to question #16

29. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.

See Attachment

30. Describe the academic benefits that the district gained from the flexible calendar (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Please refer to question #19

Aug.						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					

Sept.						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct.						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
24	26	27	28	29	30	31

Nov.						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Dec.						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August
 27-28 Tch. Ins.
 1st Student Day 31

September
 7 Labor Day

October
 1st Qtr Ends 29

November
 5 Conf.
 11 Vet's Day
 25-29 Thanks.

December
 21-31 Xmas

January
 18 MLK
 2nd Qtr Ends 25

February
 22 Pres. Day

March
 29 3rd Qtr Ends
 31 Conference Day

April
 1-10 Spring Break

May
 30 Mem. Day

June
 Graduation Promotion
 9 Last Student Day
 10 Inservice Day

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11						

July						
S	M	T	W	T	F	S

Holidays (No school)
 Inservice Day (Tchrs. Only.)
 School begins/ends/qtrs/sem.
 No school
 Conferences
 Professional Dev. Staff Only

Quarter Ends
 1st Oct. 29
 2nd Jan. 25
 3rd Mar. 29
 4th Jn. 9

Semester Ends
 1st Jan. 25
 2nd Jn. 9
 165 Staff Days
 150 Student Days

#1 Jan. 25, 2015

BICKLETON SCHOOL DISTRICT NO. 203

Ric Palmer-Superintendent
Principal

P.O. Box 10, 100 Market St.
Bickleton, WA 99322

Phone-509-896-5473
Fax-509-896-2071

Judy Naught-Business Manager
Administrative Assistant

Modified School Schedule

The data attached are some of the benefits the Bickleton School District is currently experiencing due to a modified school schedule. When we first started this process six years ago, we were primarily looking at economies and efficiencies. We certainly accomplished those goals. However, the data presented is something we did not anticipate.

This document compares four-year averages in student absences, teacher absences, hours worked by teachers, student contact time, post-secondary successes and hours lost to activities and athletics. The data is staggering.

Our modified school schedule has allowed us to keep pace with instruction and with all the demands that OSPI requires. One benefit that has been huge is our Professional Development days (15). We are able to sit down as a full staff and discuss and strategize what is best for our students from gifted to those who struggle. It has allowed on-site trainings in Common Core, Smarter Balanced, TPEP, Next Generation Science Standards and Safe Schools. This is just a few of the opportunities our Professional Development days make a reality.

It also gives us time to be on the cutting edge of technology, involvement in the School Nurses Corps, Special Education Cadre as well as giving our students opportunities with activities and athletics that do not take them out of the classroom. It is no wonder we have a 100% graduation rate and a 0% dropout rate. The modified school schedule is the only way we as a small, rural school district with limited resources are able to keep up with the demands of the state and meet the 1080 hour requirement. Our community, school board, staff, parents, students and teachers all support this endeavor. Over 20 states and Canada have successfully used this approach for many years. Please help us continue our success story.

Sincerely,

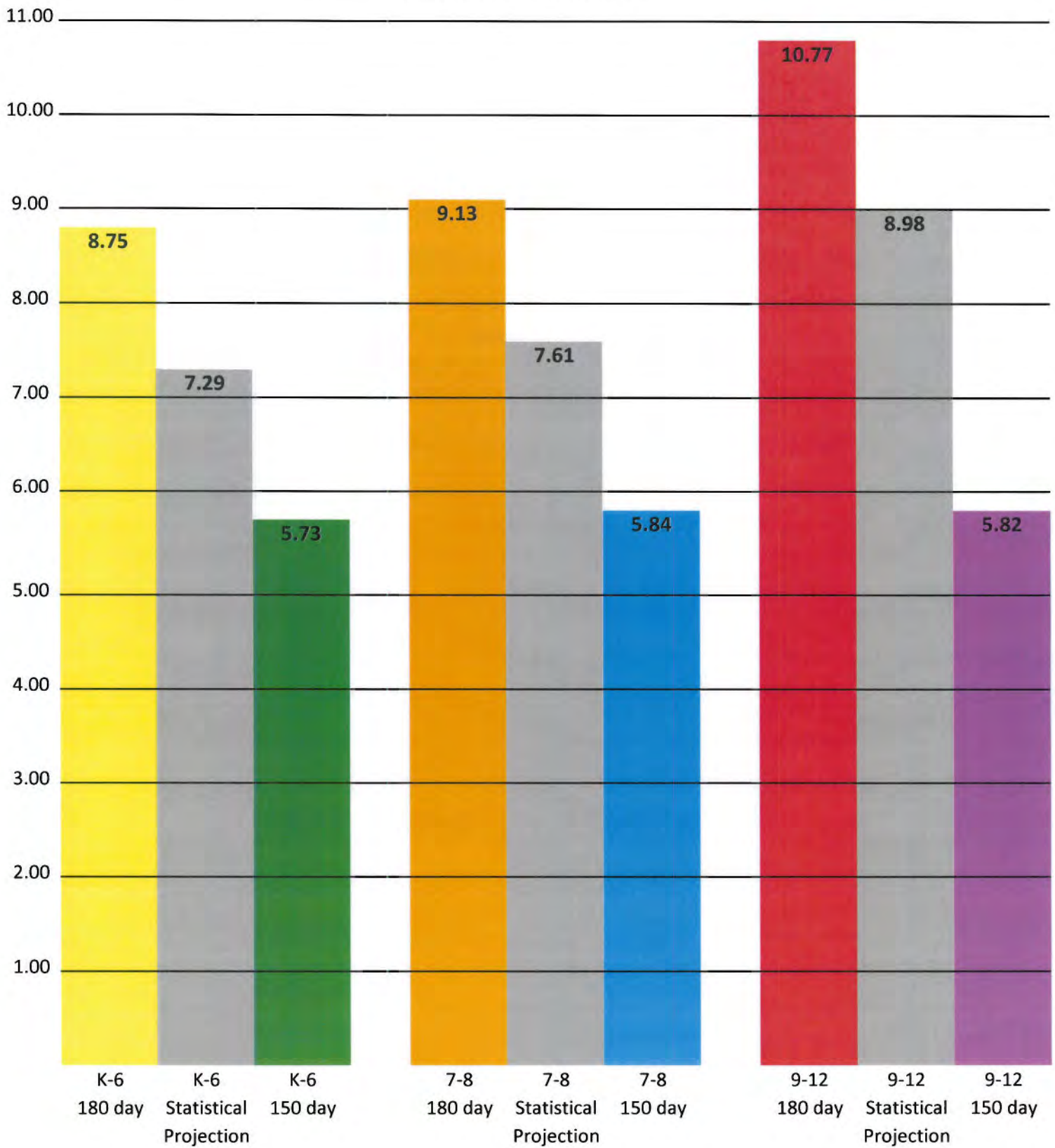


Ric Palmer
Superintendent
Bickleton Schools

Board of Directors:
Tom Mains, Chairman; John Jensen, Vice Chairman;
Gary Hess, and Holly Harvey

AVERAGE DAYS OF STUDENT ABSENCES

Comparing 4-Year Averages



Statistical Projection is calculated at 5/6 since 150 is 5/6 of 180.

In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day school year.

The bar on the right shows the actual average during the 150 day school year.

Student Attendance Comparison

TOTAL ABSENCES		10/11	11/12	12/13	13/14	4 year avg
Grades	05/06	291	298	291	176	264
K-6	543	94	149	174	57	118.5
7-8	176	140	171	223	234	192
9-12	311.5					

ABSENCES PER STUDENT		10/11	11/12	12/13	13/14	4 year avg
Grades	05/06	6.326087	6.930233	5.938776	3.744681	5.734944
K-6	10.44231	5.529412	6.772727	7.25	3.8	5.838035
7-8	8.8	5.833333	4.75	6.027027	6.685714	5.824019
9-12	9.439394					

% SCHOOL ABSENCE PER STUDENT		10/11	11/12	12/13	13/14	4 year avg
Grades	05/06	4.22%	4.62%	3.96%	2.50%	3.82%
K-6	5.80%	3.69%	4.52%	4.83%	2.53%	3.89%
7-8	4.89%	3.89%	3.17%	4.02%	4.46%	3.88%
9-12	5.24%					

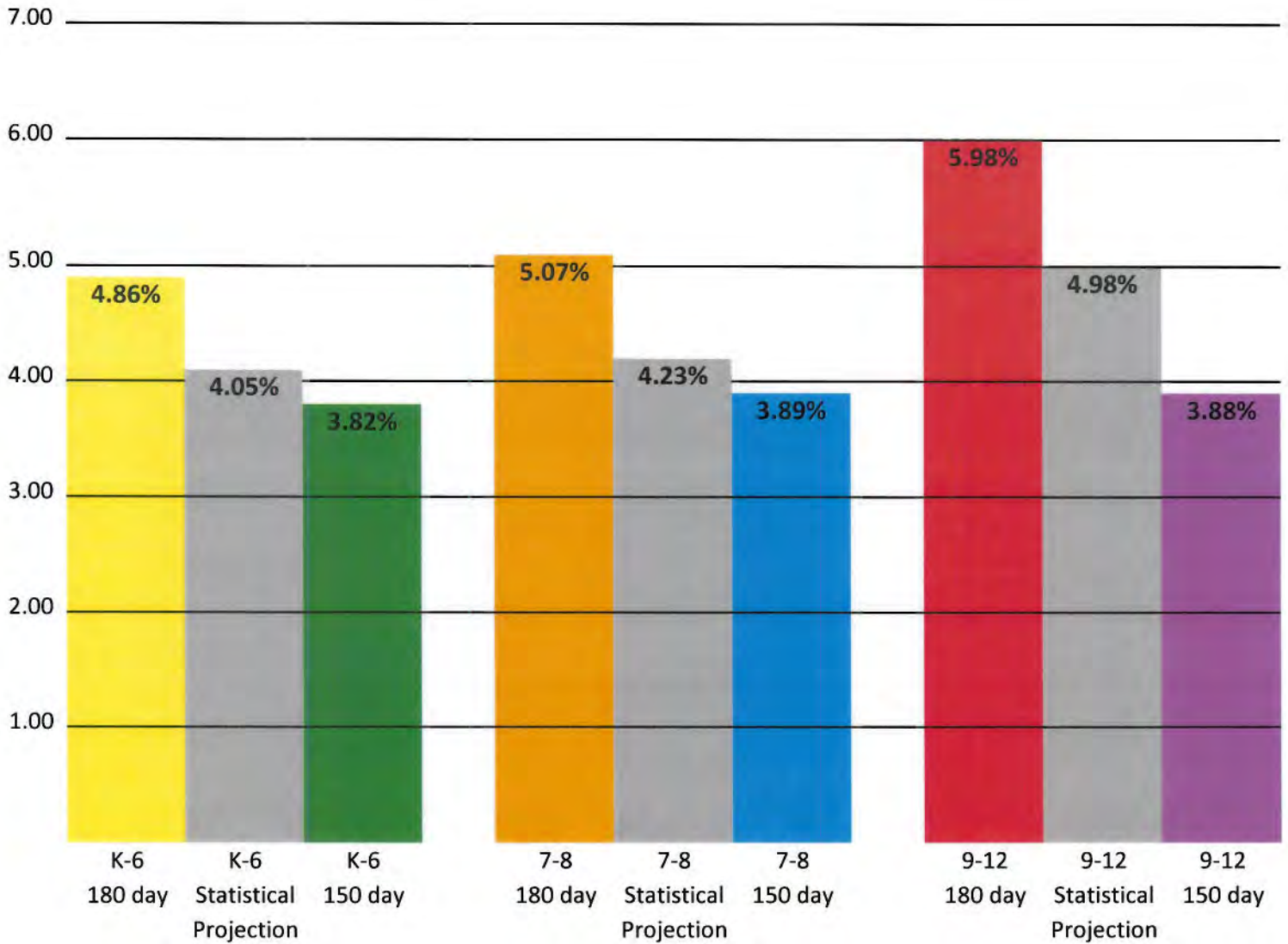
5.3% OVERALL

3.86% OVERALL

Note: 80% of 5.3% would be 4.24%
Bickleton's % of absence is 3.86%.

AVERAGE PERCENT OF EACH YEAR LOST TO ABSENCES

Comparing 4-Year Averages



Statistical Projection is calculated at 5/6 since 150 is 5/6 of 180.

In the groupings of the 3 bar graphs:

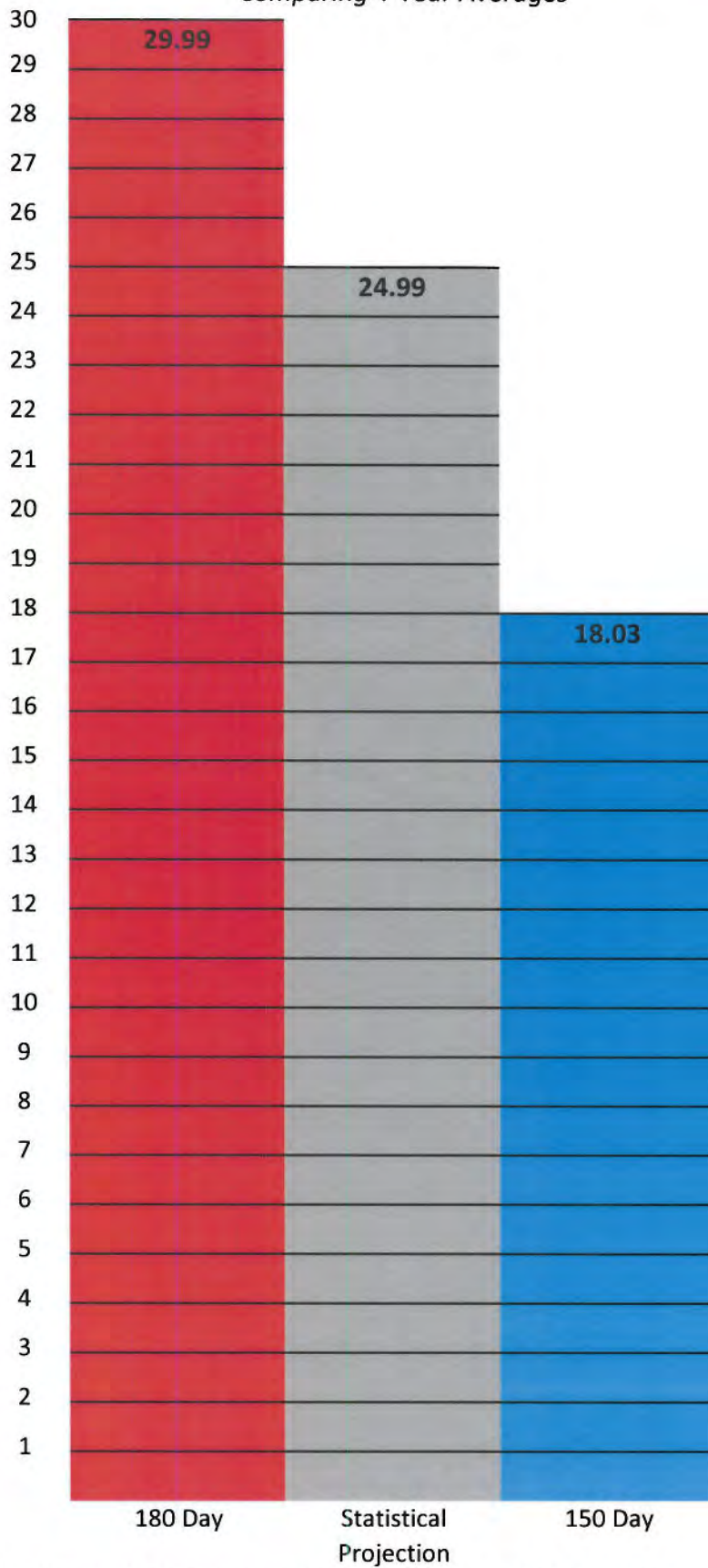
The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day school year.

The bar on the right shows the actual average during the 150 day school year.

AVERAGE DAYS OF TEACHER ABSENCES

Comparing 4-Year Averages



Statistical Projection is calculated at 5/6 since 150 is 5/6 of 180.

In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day.

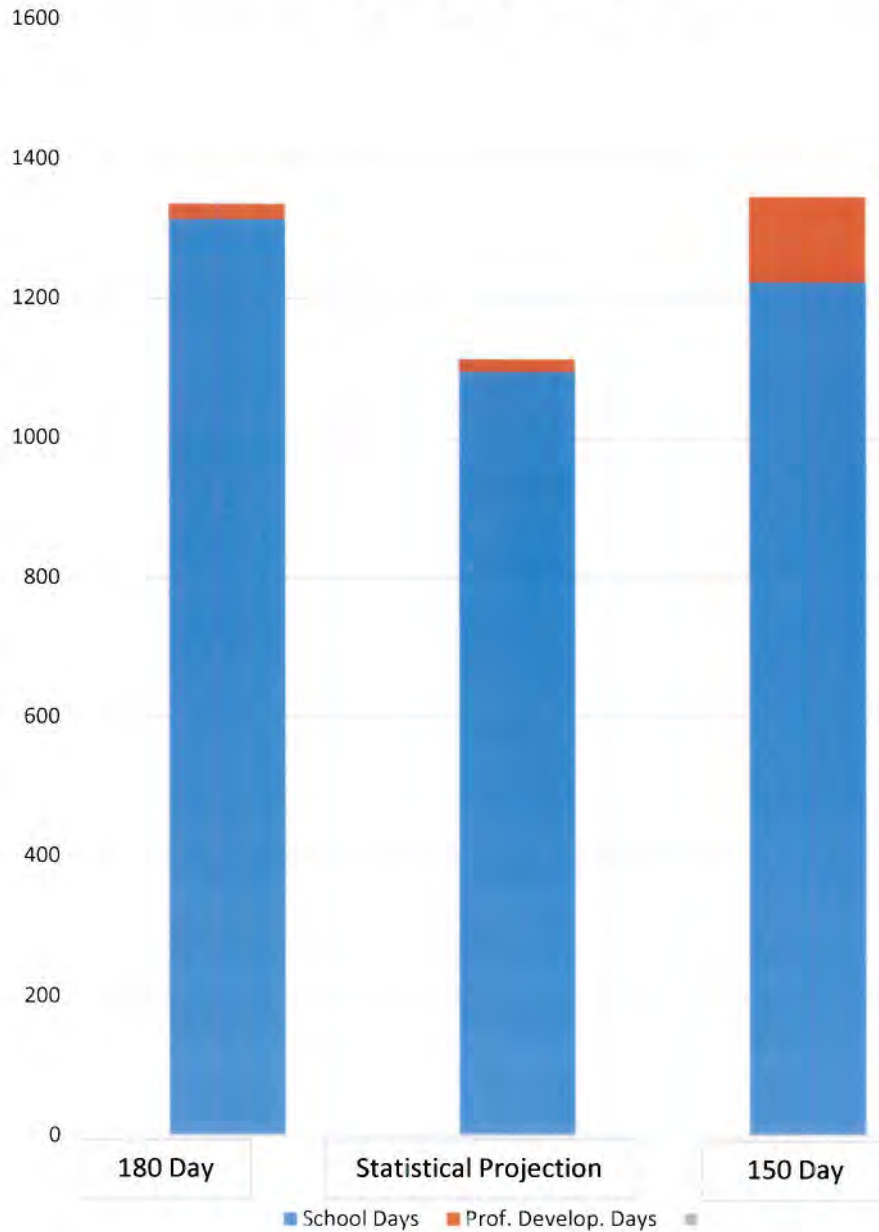
The bar on the right shows the actual average during the 150 day school year.

HOURS WORKED BY TEACHERS

Comparing 4-Year Averages

	180 Day	Stat. Proj.	150 Day
School Days	1314	1095	1225
Prof. Develop. Days	21.9	18.25	122.5
Totals	1335.9	1113.25	1347.5

Hours Worked By Teachers



In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day.

The bar on the right shows the actual average during the 150 day school year.

TEACHER TIME

5 DAY WEEK

438 min/day
2190 min/week
78840 min/year
1314 PD in minutes

80154 total min/year
1335.9 hrs/year

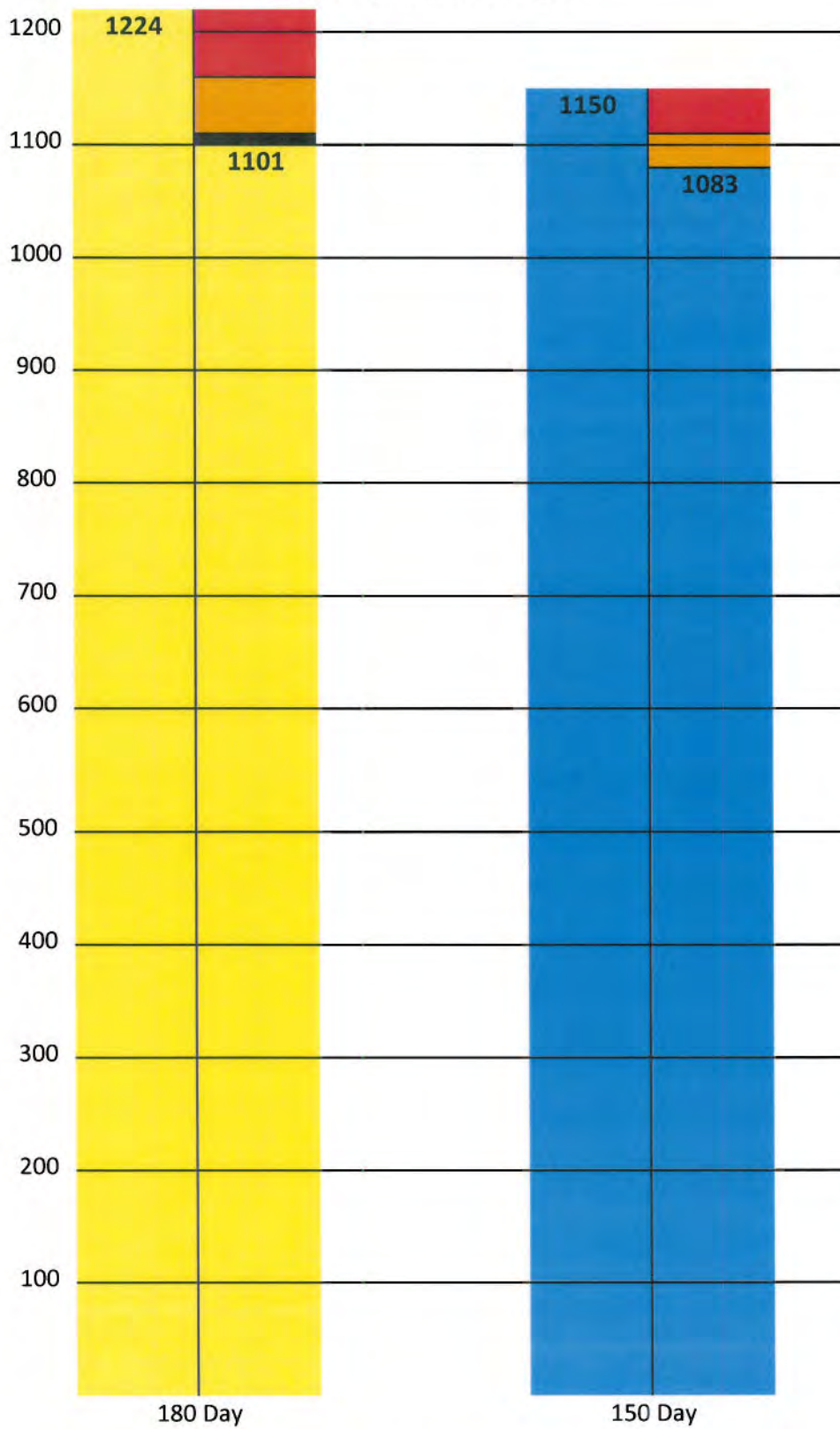
4 DAY WEEK

490 min/day
1960 min/week
73500 min/year
7350 PD in minutes

80850 total min/year
1347.5 hrs/year

CONTACT TIME AND LOSS

Comparing 4-Year Averages



1224	Scheduled Contact Hours	1150
64.872	Time lost to absences	44.39
44.875	Time lost to athletics	22.85
13	Time lost to field trips	0
1101.25	Net Contact Hours	1082.76

Meets the state's 1080 contact hour requirement.

CONTACT TIME

5 DAY WEEK

M-Thur 8:20-3:20 Fri 8:20-2:20

34 hours per week

hr/year

HOURS LOST

Absences 64.872

Athletics 44.875

Field Trips 13

NET HOURS

4 DAY WEEK

M-Thur 8:00-3:40

7 hr 40 min per day

hr/year

HOURS LOST

Absences 44.39

Athletics 22.85

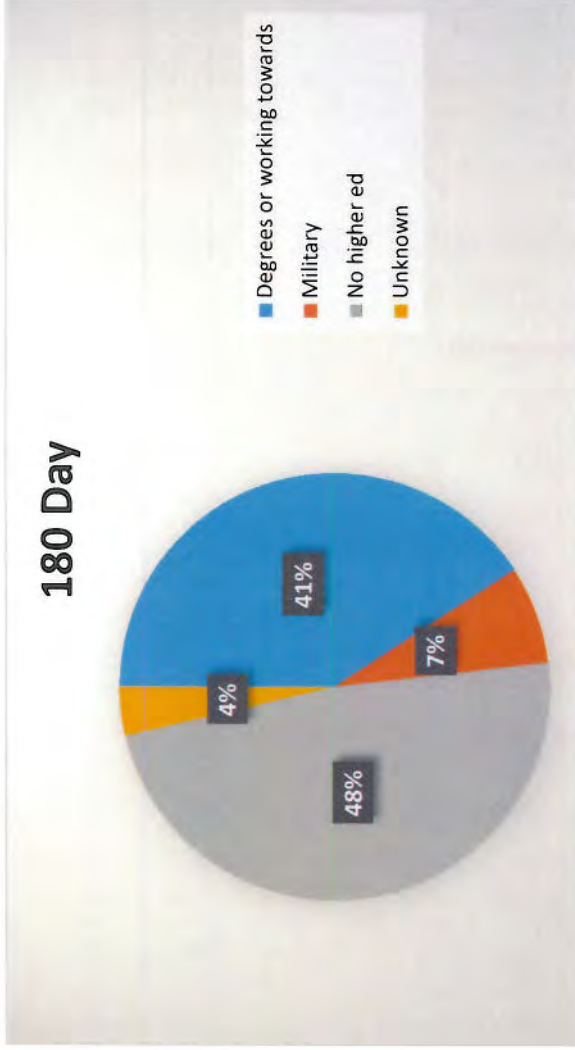
Field Trips 0

NET HOURS

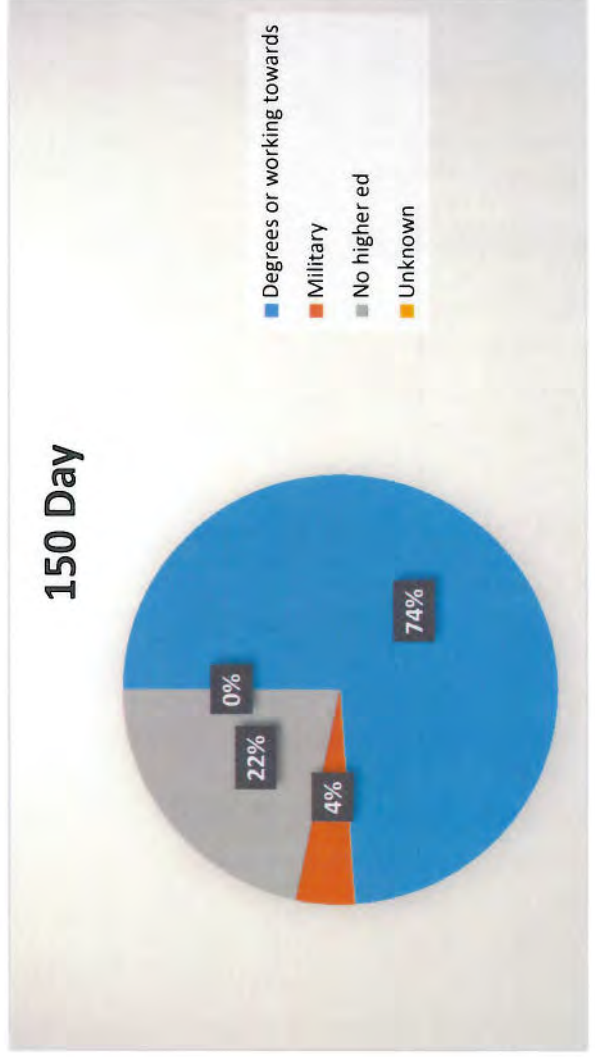
POST SECONDARY

Comparing 4-Year Averages

	180 Day
Degrees or working towards	11
Military	2
No higher ed	13
Unknown	1
Total Students	27



	150 Day
Degrees or working towards	17
Military	1
No higher ed	5
Unknown	0
Total Students	23



TIME IN HOURS LOST TO ATHLETICS

Comparing 4-Year Averages

Volleyball

180 Day
Statistical Projection
150 Day

91.25
76.04
32.50

100.00
80.00
60.00
40.00
20.00
0.00



180 Day

Volleyball

500.00
400.00
300.00
200.00
100.00
0.00



Statistical Projection

150 Day

Cross Country

180 Day
Statistical Projection
150 Day

451.25
376.04
286.25

Cross Country



180 Day

Statistical Projection

150 Day

Basketball

180 Day
Statistical Projection
150 Day

292.50
243.75
278.75 *Middle School still Mon & Thurs

350.00
300.00
250.00
200.00
150.00
100.00
50.00
0.00



180 Day

Statistical Projection

150 Day

Basketball

2000.00
1500.00
1000.00
500.00
0.00



180 Day

Statistical Projection

150 Day

Track

180 Day
Statistical Projection
150 Day

1857.50
1547.92
773.75

Track

2000.00
1500.00
1000.00
500.00
0.00



180 Day

Statistical Projection

150 Day

In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day school year.

The bar on the right shows the actual average during the 150 day school year.

Time Lost to Athletics in Minutes

	05/06	06/07	07/08	08/09	Average	10/11	11/12	12/13	13/14	Average
vb	20	40	35	270	91.25	0	15	0	115	32.5
xc	490	520	395	400	451.25	285	400	160	300	286.25
bball	0	320	295	555	292.5	200	265	225	425	278.75
track	2075	1235	2095	2025	1857.5	1320	785	300	690	773.75
					Avg Lost					Avg Lost
Min Lost	2585	2115	2820	3250	2692.5	1805	1465	685	1530	1371.25
Hr Lost	43.08333	35.25	47	54.16667	44.875	30.08333	24.41667	11.41667	25.5	22.85417

Teacher Input

4 elementary teachers taught here under the 180 day/5 days a week system and are still here currently teaching in the 150 day/4 day a week system.

When surveyed all 4 stated that without a doubt, they are getting as far in their curriculum in the 4 day week as they were in the 5 day week. Some reasons given are as follows:

"The reading curriculum is better suited to a 4 day week so when we were on the 5 day week many times I did not start a new story. I did something supplemental on the 5th day."

"We are actually getting farther in some of my curriculum because my classtime is more focused on it."

4 junior high and high school teachers that taught under both systems were surveyed.

When surveyed all 4 stated that they were still able to cover the same amount of curriculum in the 4 day week. Some comments were:

"I was covering 12 chapters during the 180 day school year system and am still covering the 12 chapters. In the 180 day school year system, I built in several days a quarter that I knew I was going to lose students and class time to athletics, assemblies etc. I no longer have those built in 'non-contact days' because we don't lose classtime anymore."

"Actually, most of my CT curriculum is designed to be implemented over 4 days. I haven't lost anything."

"I am getting 100% of the way through my curriculum."

Ric Palmer

From: Judy Naught
Sent: Tuesday, January 27, 2015 9:39 AM
To: Ric Palmer
Subject: 180-day waiver

Ric,

I want to let you know that I am completely supportive of our current 180-day waiver. I have been the Business Manager at Bickleton for 35 years, so have observed, and worked, in both the 180-day student system, and now the 150-day student system, and can tell you without reservation that the 150-day system has increased our student success rate because of the enriched, uninterrupted academic program we are able to offer, has provided greatly enhanced professional development for our teachers while keeping them in the classroom at a much higher teacher/student contact time ratio, and has provided fiscal savings to the district. We have been able to reach these goals while still assuring over 1080 hours of student seat time. It would be a great loss to our students, staff, and district if we had to revert back to the 180-day system. Please add my voice to those who support the State Board of Education, OSPI and our legislators in providing this waiver to the Bickleton School District.

Judy Naught
Business Manager

Reasons I feel the 4-day week is more beneficial than the 5-day week:

Even though I now teach 150 days instead of 180 days, I am still able to cover the same amount of curriculum. I am able to do this because when we had the 180 day year I had to build in "free days" into my teaching calendar. I put these free days in to cover all of the days that our athletes missed school due to athletic contests as well as days to cover student absences. Larger districts don't have to worry as much about athletes' absences, but as a small school we do. Missing 3 out of a class of 30 does not disrupt a class, like missing 3 out of a class of 4 does in our school. Since being on the 150 day school year, our athletes miss significantly less days. In fact this year, I have had 0 class periods affected by early athletic releases. Additionally, our student absence rate has dropped considerably as well. While students still get sick, students are not missing days for appointments and other miscellaneous outings. We try and encourage our students to make doctor, dentist, driver's license etc appointments on Friday. This may not be significant to a school that is not rural like us. However, you must keep in mind that we have to drive at least 35 miles sometimes 70 miles in order to go to the doctor, dentist etc. I think student absences are also lower now because we are trying to schedule all "away" athletic contests on Fridays or Saturdays. This means no more late night outings during the week for our athletes which in the past deprived them of much needed sleep on a school night which in turn made them more susceptible to getting sick. Plus, exhausted students do not learn as well as students who are not. On the four day week, our class periods are about 10 minutes longer. This additional 10 minutes has been very beneficial to my math students. It has afforded me more flexibility in my lecture time while still allowing adequate independent practice time for my students. I have more "quantity" time with my students daily and I believe this is also more "quality" time.

My students are still performing **very well** (if not better) on the state standardized tests like the EOC Algebra and EOC Geometry, and national tests like the ACT and SAT. If you look at my students' passing rate on the EOC, you will see that since we have been on the 4 day week, only 1 student has not passed the EOC Algebra the first time. (He passed it the second time though.) And only 1 student has not passed the EOC Geometry. (However, this student transferred into our district from another district and I only had him in class for the 1 year.)

With the 4-day week, we are also having a lot more time for Professional Development. We have 15 Fridays built into our school calendar that are totally devoted to professional development. This has allowed our district to address issues "in house," but we have also had the opportunity to have others from a variety of resources come in and give us professional development. We did not have this type of quality (and quantity) of time when we were on the 180 day school year.

The bottom line for me is that even though I may have less contact time "on paper," I am actually having more uninterrupted, quality contact time with my students. Additionally, I am having professional development opportunities now that I didn't have before. Both of these aspects are positively impacting student learning which is my ultimate goal as an educator!

A handwritten signature in black ink that reads "Kim Clinton". The signature is written in a cursive, flowing style.

Ric Palmer

From: Tom Whitmore
Sent: Tuesday, January 27, 2015 9:57 AM
To: Ric Palmer
Subject: Flexible Schedule

Four Day Week:

The four-day student week has been a very positive change in my classroom.

1. The extended day allows seven, one-hour classes. The one-hour class provides time to present the lessons, engage students in lessons, do examples, check for understanding and most importantly, have time to begin homework and check students one-on-one for understanding before they leave the classroom.
2. The students are more motivated Monday morning than they were on the five-day schedule.
3. Students are given homework for the weekend and I have a higher instance of it being completed than when we were on the five-day student week.
4. Students have fewer absences because most of them take care of their out of school business on Friday (Dr. ppts., job shadows, down time, etc...). This is very helpful because of our geographic location. When a student is gone, it is for most of the day, if not all day, because of the driving distance to get to services.
5. The district is committed to keep students in school for four days and use Fridays for field trips and sporting events. Again, this promotes fewer absences.
6. Professional Development on Fridays has been very good for several reasons.
 - a. We have the time to actually get something done. We have had trainings in TPEP, SBAC, Medical Trainings, Safe Schools, Assessments, Classroom Management, Student Needs, Common Core, Curriculum Collaboration, teaching collaboration, etc....
 - b. PD day is a regular work day vs. having PD at the end of a work day with limited time and fatigue from the work day, so our trainings and time spent discussing school issues are more productive and meaningful. There is no conflict with staff being gone because of school activities.

There has been an increase in student motivation and focus since we started the flexible schedule and that, together with the reduced absences, has made a tremendous increase in how much I can teach and what the students are learning.

Tom Whitmore
Business Education Teacher
Coach
Technology Coordinator

To: The Washington State Board of Education

From: Julie McBride

Date: January 27, 2014

Subject: Four-Day School Week

As both a parent and an educator in the Bickleton School system, I strongly urge you to consider extending the four-day school week for our district. I have been quite impressed with the academic progress and performance of our students. I see first-hand how our students benefit from the intense focus on uninterrupted instructional time in our classrooms as a result of prioritizing our school days to meet the high standards our district has set for our young people. I strongly believe that we accomplish more in a four-day school year than we did during the five-day due to the longer class periods, reduced absenteeism, and the reduction of non-academic distractions.

As an instructor, I feel better prepared to meet the individual and collective needs of my entire class due to the professional days that are built into our yearly calendar. We have the opportunity to meet as a staff and collaborate as a team to provide needed interventions and make curriculum decisions that benefit our entire student body. During the professional development days teachers also have a substantial amount of time in classrooms to prepare lessons and assess student performance which greatly enhances our teaching time with students. Bi-monthly in-service days have been essential in helping our district transition into common core curriculums which will greatly benefit the education of our students.

Our district is small and remote. The four-day week works for us because we have families that value education and are committed to working with their children to help them be successful. Because it takes a great deal of time to travel to local cities from where we live, parents have been very responsible about using the day off each week to plan for doctor/dentist/orthodontist appointments when at all possible. Thus, students are not missing out on educational time.

Thank you for the opportunity you have given our district to experiment with the four-day school week. I strongly urge you to allow us to continue providing for our students in this manner. If you have any questions or concerns, I would be most willing to address them. The four-day school week has been very beneficial for our district!

Julie McBride

5/6 Regular Education Teacher

Bickleton Elementary

jmcbride@bickleton.wednet.edu

Four day school week

Miss. Kathryn Leuthauser: 7th-12th grade Science Teacher

In-class time: Having 4-day school weeks lead to longer class periods each day, which as a science teacher, is crucial. I know from previous experiences teaching science at other schools, 40 minute periods can cause too much rushing through work. As a science teacher, these longer class times are needed for setting up, and conducting experiments. Hour long class periods allow students to explore science in the hands-on manner that it should be.

These longer periods, along with a small class size, ensures that all students are able to get the attention, and help that they need during each class. I am able to walk around the room during labs, or monitor a class discussion about the days topic without feeling too pressed for time. The students and I are able to take full advantage of the hour, and be sure that minimal points are missed during each lesson.

Professional development days: One of the greatest points about the 4-day work week has been the opportunity it gives us staff to collaborate on a regular, structured basis. These professional development days are spent discussing student performance, making sure no students are falling behind, and communicating strategies to better student performance. Also, these days offer chances to have people come up from the ESD, and various other places to talk about matters such as evaluation, learning standards, safety, student health, and many other topics. Because we are rural and far from a lot of these resources, these Fridays have been incredibly beneficial to my professional development, and I have learned, and continue to learn a great deal that makes me a more effective teacher.

Ric Palmer

From: Crystal Merfeld
Sent: Tuesday, January 27, 2015 10:35 AM
To: Ric Palmer

I feel the four day work week is successful for many reasons. The school day is longer which gives us more time to accomplish an assignment or learn a new concept. I have seen the test scores improve since moving to the four day work week. I teach Kindergarten and Special Education. These two groups of children need the extra day to rest and get ready for school. When we were on a five day week the children seemed more tired. They were absent from school and it was harder for them to keep up with the class.

Thank You,

Crystal Merfeld

Kindergarten, Special Education and 7th and 8th grade Language Arts

Ric Palmer

From: Chris Venema
Sent: Tuesday, January 27, 2015 11:05 AM
To: Ric Palmer
Subject: 4 day week

From the perspective of a CTE educator who teaches construction trades, three of the major benefits of a four day schedule are longer periods, a fifth day to gather materials and maintain machinery and following the scope and sequence of the typical 4 section chapters of my textbooks.

*The shop classes are far more productive when I have the students for a full hour. Time spent during each class taking out tools and getting ready to work and returning tools and cleaning up at the end of class leave a small window of time to be productive.

*Having Fridays to gather materials and maintain shop equipment allow me to be more productive when students are in class.

*All of the textbooks that I currently use seem to be designed with a four day work week in mind. Chapters are typically divided into three or four sections making topics covered in each chapter fit nicely into the four day week.

As a teacher I appreciate the longer days that are part of the four day week. Having longer days creates more uninterrupted teaching time. With less time lost in transitions, we are able to cover more material in greater depth each day.

In addition to having longer days, with this schedule we are able to have professional development twice a month on the non-student days. During this professional development time we are able to collaborate with each other on how to best serve our students, receive training in content specific areas and instructional practices, and work on setting goals for student growth.

With the remote location of our community I also believe that the students, their families, and the staff benefit from the four day week by having the fifth day available for doctor appointments and other personal needs. A typical doctor, dentist, or orthodontist visit that would only require a student or staff member to miss an hour of school in most cases results in at least a half day absence in our district due to the distance we have to travel in order to receive this care. Currently we are able to schedule most of those appointments for the day we are not in school.

Regan Alires
Third and Fourth Grade Teacher
Bickleton Elementary School

Ric Palmer

From: Maureen Baughan <mnmbaughan@gmail.com>
Sent: Tuesday, January 27, 2015 8:45 AM
To: Ric Palmer
Subject: Fwd: Economies and Efficiencies Waiver

FYI, Ric this is what I wrote to Mr. Archer and Mr. Rarick during x-mas break.

Mark

----- Forwarded message -----

From: **Maureen Baughan** <mnmbaughan@gmail.com>
Date: Fri, Jan 2, 2015 at 9:24 AM
Subject: Economies and Efficiencies Waiver
To: Ben.rarick@k12.wa.us, jack.archer@k12.wa.us

Good Morning Gentlemen,

I have never written either of you prior to today. I am new to the Bickleton School district. I had previously been teaching in Goldendale School district for 12 years. My perspective on the 4-day school week is probably very different from the other teachers from Bickleton. I had been working Mon-Fri with shorter days which means shorter class time (42 min classes), 25-32 students per class, 9% absenteeism in my classes (middle school), Core classes in the afternoon when athletes in sports/band/field trips/ASB officers are not in class and a host of other ill's when attempting to hold class 5-days per week.

In Bickleton, the 4-day week provides efficiencies to fix many things wrong with our 180 day requirement.

1. Absenteeism- it is extremely hard to teach anything with 9% absenteeism. Yes, at GMS they report better numbers because the office accepts any excuse provided by parents, so unexcused absences are they only thing reported. I don't care if a student is gone, their absent and loose that knowledge of the lesson forever. No, we don't have the time to repeat every lesson when students are gone. The average student in my past two years missed 16 days per year. Not good. 180-16 is 164 days by the way. This is not an efficient way to run a school. Half way through the school year my 7th and 8th graders in Bickleton have missed 2% total days. Braces and dental appointments causing this.

2. One-Hour classes - every class I get more taught per day than 42 min classes, I feel it, I can cover more material, review more concepts and make more connections for students. It's efficient. By the way, industrial settings that I worked for 28 years did away with the 8 hour/5day work week about 30 years ago, why because 4-10's are more efficient. Saves money for the company and the employees, funny thing I see it's the same for schools.

3. Massive transportation issues. Bickleton covers approximately 250 square miles of Klickitat county. Bus cost alone are approximately 30K per school year, plus buses don't necessarily pick up students at their home. Parents must transport students to specific bus stops throughout this region. By doing away with the 4-day week it will drive costs up 20% (simple math) fro all concerned. District buses, parents and staff. This district operates more like a school in Colorado or Wyoming, it's desolate, it's not like the I-5 corridor. Why would you want to increase costs?

4. Sports- students are simply in class Mon-Thur. Sports are on Friday and Saturday's for the most part.

5. Sub-teaching pay- in my previous district 150K/year was common place. In Bickleton, as of this writing not one red cent has been paid for a sub teacher, ZERO costs. How does this happen, because teachers care for kids,

and get things done on Fridays when not in school... not possible on the 180 day required schedule. Please take the hand-cuffs off.

6. Professional Development Days - the biggest difference. Teach all day long, then go to a PD/5 hour training module and attempt to stay focused. Doesn't happen. Early release days are a joke!!!! PD days in Bickleton start at 9:00am and go to 1:00pm on Fridays/no students. All staff attend, all are fresh and focused to the issues at hand. We discuss kids, what are we seeing, what can we do to get better, are there and safety issues. etc..... everyone is involved in educating kids, isn't that what we are supposed to be doing? By the way it's more efficient.

In conclusion, Washington is not the only state with a 4-day week Colorado has been doing it for 20 years with no difference academically either way but, more efficient schools, the east side is different geographically than the west side. Here are 6-great reasons to take the hand-cuffs off and let districts get creative for their community. Maybe the year long school is even better I don't know, I do know that this school on the 4-day week is efficient and is spending state money wisely. I encourage you to listen to our Sup. Ric Palmer or better yet come for a visit. I totally support the 4-day school week, it saves money.

Thank you for your time, Mark Baughan Junior High teacher, Bickleton School district

Ric Palmer

From: Maureen Baughan
Sent: Tuesday, January 27, 2015 10:08 AM
To: Ric Palmer
Subject: 4 day school week

Ric here are some of my thoughts:

Being new to the Bickleton School District this year but coming from Goldendale School District I see these benefits.

4 day week

Longer day = longer time for a class (less movement, more education) Fridays off means Staff members do not use sick time or sub time to do DR. appointments, all members are present everyday which equal better quality instruction. Fridays off for students means Friday Professional Development Days are staff only. Staff is there rested and ready to learn themselves.

I know the items below should be happening with a 5 day week but seem more evident here in Bickleton.

Both students and teachers engaged during the school day. Ready to learn and teach. Rested.

As a parp pro I seem to be able to help more students as a one to one, to help those students that need just a bit more help.

Personally I feel the four day week works very well. I hope that Bickleton is able to continue with this schedule for myself as a staff member and for our students.

Maureen

Reflection on 4-day school week: Teacher

The four-day school week has worked well from the point of view of efficiency: work that would have been done in the classroom on Fridays can just as easily be taken care of at home (silent reading and journal entries or writing essays). One does not need to travel for an hour on a school bus to accomplish that work. Our district is rural and vast; some students live far away from the school and can work at home on their school work.

School seat time has drastically improved: students never/rarely make appointments during the Mo-Thu week and sports are scheduled for Fridays and Saturdays, thereby not affecting class time.

On Fridays, teachers have professional development time during which we work on our evaluations and common core lesson plan alignments.

However, this system works only if students are actually working on their academics over the weekend, so parents must enforce that.

Dear Washington State Board Of Education,

In my own opinion I feel that the four day school week should still be maintained due to the fact that it allows the opportunity, not for long weekends, but for school sports and events to have a day to themselves. This year and those previous that fell under the four day school week allowed for us to schedule games that were mostly on Fridays and Saturdays. This allowed us to have an efficient amount of time to work on our school studies as well as any time necessary for extracurricular activities such as out practices. The longer weekends allow us to, not just schedule games to prevent loss of school time, but make it easier to study for our classes, especially before any large test. I do not feel that the GPA average of this school has fallen or risen, but it defiantly makes a difference to those that have trouble in school and need more time to get their grade up. If we had returned to the regular school week, the students in sports, which is most of the student body, will lose the school time. This time is well used when we have the four day school week. We should maintain and would greatly appreciate the four day school week.

4-Day school week

To whom it may concern, I strongly believe that the 4 day school week enhances student learning. First of all with longer time in school and longer classes everyday students focus more; 1 hour class time compared to 40 min is substantially more effective. Teachers can prepare longer lessons and get across more information. Also I hope that you realize that we are actually in class MORE with a 4 day school week. Also sporting events can take place on Fridays and Saturdays and never miss any time in the classroom. The longer weekends recharge students, causing less absences. The 4 day school week is more practical in almost every sense, expenses, absences, classroom time, and student learning.

State Board of Education in [REDACTED]

The four day school week is very helpful for students. The extra day off gives us time to do all of the homework we are given, and extra time to study and review for tests the next week. And even though we have an extra day off, we are still in school for an hour longer than any other school. I have come from a school that you attend five days a week and it is very stressful to keep grades up and to stay on top of all your assignments. The four day school week allows us to stay on top of all of these things and keep good grades. These are just a few of the reasons why I like the four-day school week.

Paragraph to State Board of Education.

For a 4-day school week.

Dear State Board of Education,
We have had the 4-day school week for a few years now and I have really enjoyed getting Fridays off. It lets Friday be a study day for school and it really helps me do better in school. Although we have longer school days, everyone is used to it and it allows us to catch up for the 5th day we don't go to school. I would like you to consider keeping us in this 4-day week to keep test scores up Bickleton High School.

For a Four Day School Day.

- They already add an hour to each day so we make up a day lost throughout each day of the week
- An extra day on the weekend gives us much needed time for studying and home work
- I need it in particular because I don't have a computer except at our business so I especially need the extra day to complete portfolio and other assignments.
- I am constantly helping my parents at their job so this extra day is essential to my future career.
- It also gives our teachers an extra day to grade our home work assignments
- Compared to other schools, even though we only have a four day week we are still academically elite.

Dear State Board of Education,

I, [REDACTED], believe that the four day school week has helped the students with extra studying. Studies have shown that students have done better on tests & quizzes since the four day school week has been in effect. All seven of my High School teachers have agreed with me.

1/27/18

4-Day week

The 4-Day school week allows more time to do homework over the weekend, it gives an extra for sports games, and the Friday also gives us a day for field trips. My thoughts are that the ~~the~~ 4 day week is a good thing and should stay.

4-Day School week

I think that the four day school week is beneficial to students, because I really enjoy the extra day off. I use it to catch up on homework, and it makes it easier to go places on the weekends without missing time from school.

Dear State Board of Education,

The school that I attend, Bickleton school, is currently experiencing a 4-day school week. I for one can not find any fault in this. There are many reasons why our 4-day school week works. Throughout the week we come to school and attend school for an hour extra than most other schools. As students we work hard in class and on our homework to receive good grades. We love our 3-day weekend and use that extra day to finish up all our homework. The 4-day school week does not take away from our education but helps us learn responsibility and time management skills. I believe that Bickleton school should keep the 4-day school week.

Dear State Board of Education, our 4-day school week is clearly beneficial because of a few different reasons. The first; I believe most test scores are improving. Mine personally are, but being a student I don't know for sure about everyone else. We should also be allowed to keep the 4-day school week because it gives longer school days, which means more class time. Our teachers don't have to worry about having to teach us the entire lesson, and they can more thoroughly do so. It also gives us more time in class to work on homework so we have less of it in our own distracting households. We have more time to get help from the teachers. The 4-day school week is also good because without school on Fridays, they are open to do other things such as sports games, doctors appointments and homework. These things can be done on Fridays instead of taking time away from during the week to go to games and doctors appointments.

- I think the 4 day School is right
- It's a way to get our school work done from long days at school
- It's hard for me in school because I wake up at 5:30am to go to school that starts at 8:00am then school gets out at 3:40pm, next is practice and that's over at 6:00pm, by the time I get home and do schoolwork it's midnight and it's not healthy to sleep for 5 to 6 hours everyday so I think it's necessary to have a 4 day school week

Four day School week

The reasons why I think the four day school week is good is that it gives us more time to do our homework. Ever sense we started this four day school week, I have been getting my work done earlier and able to check it, so I have been getting better grades.

Another reason why it is good for the school is that it gives us time to do other things such as go to the doctor, or maybe a family event, which will make it so that more kids will be at school. It can also help with sports, giving us a day to put basketball games or Track meets to schedule on.

The final reasons is that it will cost the school less if we have a four day school week. We will not have to run everything on Friday, which will make the community happy.

4 Day School week

As a highschool student I love the 4-day school week. We can do things on Fridays without having to worry about school or missing any work. Kids have better grades. We have more time to do homework on the weekends. The cost for teachers that sub goes down, the cost for fuel for the bus goes down, and its just overall cheaper. Highschool students are less tired, and not so many kids are missing school so attendance and grades are overall just better. One hour classes which more time for learning. I hope you keep it.

Mr. Palmer
4 day week
27, Jan 2015

4 day week

Having the four day school week is amazing. Our school has an awesome attendance. We all love the four day school week because we can all take the Friday we get off & use it to study, go to appointments, & get all of our homework done. Having Friday off is a blessing. How many kids get to say they only go to school for four days. And plus, going to school on Friday's is costing teachers & parents to drive that extra mile.

Our kids here in Bickleton, well most of us get one on one teaching from the teachers. This for our grades & averages stand out in the state. Why take away the four day school week if we are doing so well?

We should really keep the four day school week. No kid wants to go to school on Friday's. Please & thank you.

Four Day School Week

Personally, I like having the four day school week. You have time on Fridays to go to doctor/dental appointments and do other stuff you can't generally do on Saturdays & Sundays. Besides, our absences aren't nearly as much because of this. During the four day week, it shortens transportation costs and lengthens class periods, so you actually have time to learn something in class. Also, for those of us students that do sports, we need an extra day to do homework because we're gone all the time for games - sometimes during school.

4 Day school week

I like having 4 Day week Because when you have a dentist appointment I could do it in Fridays, And you could do some other things in Fridays that you want to do, so when you go to another appointment and its on Sunday and you have a five day week that appointment its going to be closed.

In some schools they do five day week and they don't get to do things in Friday and they get to leave early in some schools because they do sports and miss schools in Fridays So thats why its better having 4 day weekend you have more things to do in Fridays, Saturdays, and Sunday

Four Day School Week

I think the four day school weeks are a great benefit. I find that with the extra day off I get extra rest and time to do longer weekend assignments. Last year I attended GHS, Granger High School was a quite poor school for me to attend. Now I have transfered to BHS I see that with the extra Friday off I can sleep in and rest then do my homework for the weekend. This helps so much because I'm always busy on the weekends either working or just having fun, but that's not the point what I'm getting at is that this day helps with assignments.

Not only is the extra day useful for assignments, but attendance is better. We have an advantage to go to doctors on Fridays and not miss school. And teachers get to go to meetings on Fridays and the school doesn't have to pay for substitutes. This four day week system is all beneficial.

four day school week

I am personally all for the four day week. There are so many advantages to it such as students early miss school for any doctor appointments, or any other excuses check ups. It also allows our athletic director to schedule sports events on Fridays so no one misses any school so no one starts to fall behind academically.

Another reason that a four day school week is so beneficial is that it saves the school so much money for transportation our school district is a big one and running the bus that distance. The last thing is it allows classes to be an hour long which let students have a longer time to learn what they need to to have a brighter future.

Four Day School Week

As I have been in school here in Bickleton I have learned that the four day school week has really helped me with my school work. I usually have time to go to the Dentist or to a Doctor's appointment on Friday as well as get work done from getting home late after a basketball game.

When I was in Prosser I didn't have the time to work or go somewhere important, now that I have four days of school I can spend more time on work and less time worrying how long I have left. Lastly, if I start golfing for Sunnyside Christian, I will not even be in school some days due to tournaments.

I came from a large school in a southwestern town in Illinois. There were over 500 children and we had five day school weeks. Our days were short compared to Bickleton High School's but far more cramped with schoolwork. I noticed as soon as I started going to school in Bickleton that I was learning more and in a far less stressful way. My previously five-day weeks were altered to four days, and although the school days were longer, there was far less of a rush to get work done. I had plenty of time over the weekend to finish my homework and get done with matters I ordinarily would struggle finding time with, and although at first my grades struggled from the sudden rise in the difficulty in academics, they eventually rose higher than ever. The four-day school week has highly benefited me and my fellow Bickleton High School students, and I believe that not only should we keep our unique school week, but that other schools should consider following our example and shortening their school weeks.

Over the past four years, since my seventh grade year, our school has been partaking in the 'experiment' of the four-day school week. In this span of time, however, our four-day week has gone from feeling like an experiment to just everyday life; I could not imagine going back to a five-day week. I love the four day week because during our three-day weekends, I have more time to complete or catch up on homework, more time to spend on family outings, and more flexibility allowed for special occasions, and (being very important for a teenager like myself) more time to spend with friends. Also, considering sporting events usually come on weekends, the elongated weekend gives me more time during a game day to focus and not worry so much about school, while still leaving plenty of time to complete homework.

The four day school week definitely has its advantages. For example, weekends full of basketball games and family outings takes up a lot of time, ... and doesn't leave a lot of time for homework. But with one extra day, I'm stress free to get homework done so I'm worry free and can enjoy my weekend.

Of course, there's always disadvantages. Longer school days, practice, and a long night of homework every day. Because we only have 4 days, we receive more homework. If we had a shorter school day, I think it would benefit more than people think. It would provide more time to get homework done and have more time for chores, family, or relaxing time. Also, it would give students a chance to increase their grades.

The four day school week definitely has its advantages. For example, weekends are open for homework and sports, family outings and hanging out with friends.

I enjoy the four day school week because I have time for homework on Friday and the rest of the weekend is free time.

There are disadvantages also, such as there not being another day in school that we can use to get help. Also, with longer school days and practice, we don't get home until later which cuts into our homework time. If the school days were a bit shorter, we would have more time for homework even after practice. But overall, I think the four day school week benefits everyone.

1-23-15

I think that having a 4 day week at school is better than having 5 days at school because we get to spend more time with our family, so we could be together more often.

With a 4 day week of school we don't miss school that often because we can make our appointments on Friday. Since each of our classes is one hour long we get alot of things done.

4-day school week


I like a 4-day because it gives me more time to study through the three day weekend. Anything I struggle with I get more time to study. When assignments come I can know how to work it out.

I also would like to say that school is important, but family is important. Everyone needs to spend time with his/her family. Family can also give you help on your studies and over-weekend homework.

The students in class also need some rest for school. This three day weekend can give the students more time to sleep. This can help the students stay awake during school the next week, and not be so tired and cranky.

four day a week

I think that it's good to have a four day week because if you have a doctor's appointment you can set the appointment for Friday and you will not miss school at all and you can learn just as much in four days as a five day week in school and it gives you time to spend with your family and help them with yard work and other things these teachers have never missed a day from a appointment because there is no school on Friday's and they go then and knowing the school you can learn just as much as five days



I honestly think having a four day week is better than a five day week at school, because having a four day school week gives us more time to get all of our homework done.

It also gives us a lot more time to spend with our families and go to doctor's or other things we need to do. And we learn more on the days we do have school.

I think we should keep our four day school week because with that extra day off I can spend time with my family. During the weekend I also have an extra day to finish my homework.

With a 4-day week I don't have to worry about missing two-or-three periods of school on Friday. Also, with the 4-day school week the periods are longer so there is no time to mess around.

On our 3-day weekend I have so much extra time to do all of my homework. Also with a 4-day school week we only have a certain amount of time to get to sports practice if we do sports. That is why I think we should keep our 4-day-school weeks.

4 day weekend

I think being in a four day school is very good. I spent more time with my family & I also have time to do my homework. I get enough rest in the weekend.

You get a long day in school & each class is 1hr. I use to go to Prosser Middle School & its really different from this school. The classes are longer & the Day more attention to you.

So, I think we should have a four day school every day its way much better than a five day school day. You have enough time for everything.

E-27415

four day school week

I think we should keep the four day school week because it gives kids time with their family on the weekend. For kids like me I don't get to see my dad very often but with the three day weekend it gives me more time with him. It also gives students more time to do homework so that it is always done and turned in on Monday. The four day school week also saves the school money by not having to drive the buses on Friday's. In my opinion I think we need to keep the four day school week because it saves money, and it lets kids have time with family and friends, and they will have more time to do their homework.

4 school days per week

1/27/14

Having a 4 day school week is much better than having a 5 day school week because it gives you a three day weekend and more time to relax and having longer days helps with sports. Since we get out of school at 3:40 PM, we do not have to wait around for practice to come we can go right away to practice. Having a 4 day school week helps with people not being absent and having to miss school. And having longer periods helps with having time to do home work.

11/26/15

4 day week

Having 4 day school week is good because it gives the students time to go on doctor appointments on Friday's so you won't have to go absent from school to go to a doctor appoi.

Having a 4 day school week will give students who are currently in sports more time to rest than just two days & also help your family like babysitting or doing chores while their gone at work.

Having a 4 day school week

1.27.15

ESSAY

Hi my name is Dawson Naught.
I am a student in the Bickleton
school district. I am writing
this essay to tell you why
I like the four day school
week.

I like the four day school
week because with three
days of week and we can
schedule appointments in
the offices that are open.
Such as the dentist or doctor.

I like it also because
we can have more fun
and family time. As well as
get some work done
around the house.

So I hope I told you
enough about why I like the
four day school week good bye.

Four Day School Week

I think that our school should keep our four days. Why, you may ask, you've probably thinking that we want our three day weekend, but the truth is we do need it. Most people think we want it because we can sleep in & watch other kids suffer the wrath of going to school on Friday. I'll admit, I do sleep in every Friday, but because I need my sleep. Did you know teenagers need about 9-10 hours of sleep each night? I use my Fridays to catch up on my sleep. I also use my Friday as a study day. It's a good time to get caught up on studying & getting my homework done.

The four day week

I like having a four day school week because it help out with doing homework an catching up on things for school. Doing sports is harder to do when you have to worry about your grades. But having that extra day to finish your work makes it easier to stay eligable for sports.

Having Fridays off helps with not missing school for doctor an other things like the dentist. If you are sick and miss a day of school it is easier to get your grades back up because you have a whole day to work on your homework.

No school on fridays helps with making up for snowdays and times we dont have school because of the power or the school is closed for some reason you could go to school on

Four day week
1/27/15

I think we should keep our four day school week because we barely have absents, we don't leave school early on Fridays for games, and the cost of a four day week is cheaper than a five day school week would be.

When you go to school for only four days a week you don't miss school as often because you have 3 day weekends that you can be sick on or can get homework done. You can also get stuff done on the weekend that you didn't have time to do during the week. You also don't have to leave school early for sports because you don't have school to leave from. You also don't spend as much money on gas and tires for the school busses. Around here most of the kids get rides from either their parents or an older sibling unless you live down the hill or really far away.

In conclusion, I think we should keep the four day week because less cost for the school, don't miss school for sports, and there's hardly any absents.

The 4 day week

1/17/15

School for only for 4 days is common sense because kids are not stressed out with all this homework for two days and have to catch up on assignments. With a 3 day weekend kids can do their homework on Fridays and do things on Saturday + Sunday. It helps our busses from being torn up on roads, and if we had school on Fridays more parents would have to pay school even more.

As you can see 4 day school weeks are the best because you can have appoints on Fridays. Also the teachers get to come Friday to catch up on grading papers.

The four day school week

Maybe if you didn't know the Bickleton School district K-12 is one of the smallest school in the state of Washington. We kids have longer days than any other school and most schools have a half day on Friday anyway. I think that if you're in school for all the hours that you shouldn't have to worry about 4 day school weeks.

This school has about 8-10 teachers. There rarely isn't any subs unless something bad happens and subs are never here cause we have most of our teacher cause they have most of their open lunches on Friday which they can do things cause they have the day off. If we had subs we really don't look much because we're given homework then just do it by ourselves.

I believe that kids love the 4 day school week because we have that extra day to relax and do homework or get chores done around the house. So if you keep the 4 day school week we will do better in school and beyond that.

4 day OF the week

I like it because I new in this school
In my old school I had five day of school
that didn't help me because I didn't
have time to do my homework and
if I didn't finish my homework
I get a tardy that gave me detention.
But we want have more time with
my family's not just worrying
about doing your homework. It
is awesome have 4 day because we only have 3
day weekend and we don't have
to worry about not doing your
homework. When it starts Monday
you feel good and fresh ready
to start a day.

Imagine if your kids are in school
five day a week working hard to
keep they grades up. He get lots
of homework in a Friday he so
tired of all those days of hard working
he listings to the teacher he get a's but
he trying to keep his grades he works
at nights finishing his homework
he finishes at mid night when he sleeps
and in morning he wants to sleep more
but he can't because he has to go
to school he sleep during some classes
because he never gets lots of sleep
that it is one reason why it is best
to have a 4 day weekend think about it.

I like the four day school week because it allows me and the rest of my school to get an extra day off of school. It allows me to get away from the stress that school brings. It's always nice to get a break when you work really hard for a while. I mean am I right? The three day weekend that the four day school week brings is that it gives students like myself to have more time to study for big tests and/or quizzes. Not only does it give us students an extra day to relax, but it also allows for more time to do homework as well. Every day during the school week, we students will have homework and have to get it all done that night. Sometimes, the homework is so piled up that we end up finishing all of it by 10:00 at night or maybe a little earlier during the weekdays. What I'm getting at, is that by the time our homework is complete it's time for us students to go to bed and rest up for the next day; we don't even have any time to ourselves! But the four day school week has given us students and myself something to look forward to. Also the four day school week has even given us students more learning time as well. Every class period of every day, the students and I have a whole hour to be taught a lesson for each individual class period. This allows us students to intake more, allowing us to improve our knowledge and our grades too. Also it has improved our school's attendance as well. Now that we have been able to get an extra day off of school, we can schedule any doctor appointments or whatever other errands that our families have planned on Fridays too. I feel that having the four day school week these past few years has really benefited me and has prepared me for my future. I am now currently a senior and feel that I have learned a lot from having this four day school week. It has given me confidence in myself to know that I can go out in the future and make something of myself.

The bottom line is, I believe that we should continue to have a four day school week. It something that both the students and teachers look forward to and can be beneficial to us as well. So please, take into consideration of the idea that we should keep the four day school week at our school.

TO: the Washington state board of Education
FROM: [REDACTED]
Date: January 27, 2015
Subject: FOUR-day School week

Hello there! I'm writing to talk about our four day school week. I actually like the four day school weeks because at the beginning of the week you come to school well-rested and ready to learn because of the three day weekend. The three day weekend is good because you get more time to go to town because maybe you want to go to the doctors or you need to do laundry or maybe you have a meeting to go to. About the school days, the class periods are longer so we get more education. We get two hours of math, forty-five minutes of science, almost two hours of reading, forty-five minutes of band, and those are all the examples of long periods. So, for four-day school weeks, we get more education! We need four day school weeks. They are very helpful.

Sincerely,

[REDACTED]

To: The Washington State Board
of Education,

From: [REDACTED] 6th grade student

Date: January 27, 2015

Subject: Four day school week

I think our four-day school week is beneficial for me, because I am getting enough sleep on the weekends, which means I get more done. Also, I can schedule my dental and orthodontist appointments on off school days so I don't miss class time. Why do you want to change our four day school week that excels in providing our education?

Sincerely,

[REDACTED]

To: Washington State Board of Education

From: [REDACTED]

Date: January 27, 2015

Subject: Four-day school work

I am enjoying our four-day school week because

we get a better education. I think we get a better education

because our class periods are longer and we learn more.

I also think that we should stay on a four-day school week

because we have more time to rest and do homework

on the weekends. We come to school ready to learn!

PLEASE let us stay with our four-day school week.

[REDACTED]

To: The Washington State Board of Education
From: [REDACTED]
Date: January 27, 2015
Subject: Four-Day School week

I am enjoying our four-day school week. We live a great ~~a great~~ distance from cities so on Fridays we can go to the doctor and we don't have to miss school.

Another reason I like the four-day week is our class periods are longer and we have more time to study about a subject. The teacher is able to help us more with our papers due to the fact that we have more in-class time.

I think the four-day school week works very well for me and my family!

[REDACTED]

To: The Washington State Board of Education

From: [REDACTED]

Date: January 27, 2015

Subject: four-day school week

I think our four-day school week has been beneficial for me because I live 45 minutes from the nearest medical center & grocery store. When I go to the doctor it usually takes a whole day. With the extra day on the weekend, I can make appointments and not miss school.

Our longer school days, four days a week, gives us longer periods for learning each subject. The time is focused and we have plenty of time to get instructions, ask questions, and practice what we are learning. I think we wouldn't have enough education if we switched to a five day school week.

Sincerely,
[REDACTED]

To: The Washington State Board of Education
From: [REDACTED]
Date: January 27, 2018
Subject: Four day week.

I am enjoying our four day weekend because we get a lot of time to work on all the subjects. I like P.E. and Math are two of my favorites! Bickleton is the closest school to my house because we live in a rural area. They have all the materials to teach students. When we don't have school, I think of it as a time to do my chores or to work outside. School is a time to work hard on academics and to respect your classmates. The four day school week has been a good thing for my family. I like it!

[REDACTED]

To The Washington board of education

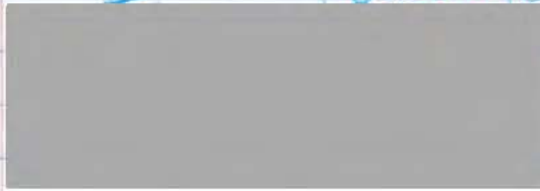
From: 

Date: January 27, 2015

Subject: Four day school week

The four day school week is good!!! I'll tell you why. We have time to run errands, relax, and spend time with family on weekends. Then we come back to school ready to study. We live in the country so we can go to town after school. The extra day on the weekend helps us not to miss school for appointments. We also stay in class longer and get a more focused education. I love math and I get to stay longer because of our longer in class, because of our longer school days. But one question why do you want us to change to five day school week and not just keep it the same as a four week?

Good Bye



To: The Washington State Board of Education

From: [REDACTED]

Date: January 27, 2015

Subject: four-day school week

I am enjoying our four-day school week and we're getting a good education. We need a four-day school week so that we can have an extra day of rest so that we can get our homework done, our chores done, and so we can go to appointments in town. (We live in the country.)

If we can have a four-day school week, we can go to the doctor, the dentist, or anywhere else on the extra days so that way, we won't miss school.

We also have longer periods too, like for example: Math, from 8:00 to 10:00. That's why we need a four-day school week, so we can get a better education.

[REDACTED]

The four day school week

Maybe if you didn't know the Bickleton School district K-12 is one of the smallest school in the state of Washington. We kids have longer days than any other school and most schools have a half day on Friday anyway. I think that if you're in school for all the hours that you shouldn't have to worry about 4 day school weeks.

This school has about 8-10 teachers. There rarely isn't any subs unless something bad happens and subs are never here cause we have most of our teacher cause they have most of their appointments on Friday which they can do things cause they have the day off. If we had subs we really don't learn much because we're given homework then just do it by ourselves.

I believe that kids love the 4 day school week because we have that extra day to relax and do homework or get chores done around the house. So if you keep the 4 day school week we will do better in school and beyond that.

4 day of the week

I like it because I new in this school
In my old school I had five day of school
that didn't help me because I didn't
have time to do my homework and
if I didn't finish my homework
I get a tardy that gave me detention.
But we want have more time with
my family not just worrying
about doing your homework. It
is awesome have 4 day because we only have 3
day weekend and we don't have
to worry about not doing your
homework. When it starts Monday
you feel good and fresh ready
to start a day.

Imagine if your kids are in school
five day a week working hard to
keep they grades up. He get lots
of homework in a Friday he so
tired of all those days of hard working
he listings to the teacher he get a's but
he trying to keep his grades he works
at nights finishing his homework
he finishes at mid night when he sleeps
and in morning he wants to sleep more
but he can't because he has to go
to school he sleep during some classes
because he never gets lots of sleep
that it is one reason why it is best
to have a 4 day weekend think about it.

There are many reasons why I like the four day school week. It's not just because I like the break although that is nice sometimes. Coming from a bigger school that goes five day a week I know the difference, one reason I like the four day is that if the teacher has a paper due on Monday or any other assignment you have a full day to do nothing but work on your homework and our grades stay above average throughout the year. Another reason why I like and think the four day school week is a great thing is because it gives the students a chance to have a job or something that gives them an insight of the real world. Having a four day school week is a great all around idea for grades and real life situations.

RCW 28A.305.141

Waiver from one hundred eighty-day school year requirement — Criteria. (Expires August 31, 2017.)

(1) In addition to waivers authorized under RCW [28A.305.140](#) and [28A.655.180](#), the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW [28A.150.220](#) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW [28A.150.220](#) that school districts offer minimum instructional hours shall not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on employees in education support positions and the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2017.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) This section expires August 31, 2017.

[2014 c 171 § 1; 2009 c 543 § 2.]

Notes:

Finding -- 2009 c 543: "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning. Small rural school districts in particular could benefit due to their high per-pupil costs for transportation and utilities. Therefore, the legislature intends to provide increased flexibility to a limited number of school districts to explore the potential value of operating on a flexible calendar, so long as adequate safeguards are put in place to prevent any negative impact on student learning." [2009 c 543 § 1.]

WAC 180-18-065

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

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

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the state board of education under RCW [28A.305.141\(3\)](#), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-065, filed 11/30/12, effective 12/31/12.]



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 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:	Does the application of Highline School District for Big Picture School meet each of the requirements for the application specified in WAC 180-18-055? Does the application for renewal of the waiver of credit-based graduation requirements for Big Picture School warrant approval by the Board, based on the evidence presented of the school's performance?	
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 type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>WAC 180-18-055 authorizes the SBE to waive, on application by a district, or by a school with permission of the district, one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements), and to renew such a waiver on request of the district. Highline School District requests renewal for an additional four years of the waiver of four years granted by the Board under this rule in 2012.</p> <p>In your packet you will find:</p> <ul style="list-style-type: none"> • A memo providing background on credit-based graduation waivers and summarizing the application from Highline for Big Picture School. • A copy of WAC 180-18-055. • The application from Highline for Big Picture School and the several attachments to the application. 	



WAIVER OF CREDIT-BASED GRADUATION REQUIREMENTS: CURRENT REQUEST

Policy Considerations

1. Does the application of Highline for Big Picture School meet each of the requirements for the application in WAC 180-18-055 in a satisfactory manner?
2. Has Highline shown clear and sufficient evidence that the program of instruction at Big Picture School has resulted in increased learning and good post-secondary outcomes for its students?

Background

In 1999 the SBE adopted WAC 180-18-055, creating a waiver from credit-based graduation requirements. Section 1 declares

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

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

WAC 180-18-055 provides that a school district or a high school with permission of the district's board, 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 (High school graduation requirements). The SBE may grant the waiver for up to four school years. The waivers are sometimes called "competency-based," because the applicant typically would substitute evidence of competencies in core subjects for earned credits to meet student requirements for graduation.

The rule specifies in detail the information that must be submitted to the Board with the waiver request. It 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, and how it plans to determine whether the higher standards are met. The applicant must also provide documentation that the school is successful as demonstrated by such indicators as assessment scores, graduation rates, college admission rates, and student, parent and public satisfaction with the school. The SBE may not grant the waiver unless the district or school shows that the proposed noncredit-based graduation requirements meet minimum college core admission standards.

A school or district seeking renewal of a waiver under this section must inform the Board about the activities and programs implemented under the waiver and whether higher standards are being achieved. The district must hold at least one public meeting to receive public comment before filing the renewal request.

Highline is one of two districts that has submitted requests for waiver of credit-based graduation requirements under 180-18-055 in the time the option has been in place. Federal Way received

a four-year waiver for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. Highline received its initial, four-year waiver for Big Picture in November 2008. It proposed to operate Big Picture as a 9-12 high school, with intent to extend its model to middle school grades. In March 2012 the Board approved Highline's request for renewal of the Big Picture waiver for school years 2012-13 through 2014-15.

[Big Picture Learning](#) is a nonprofit organization, founded in Providence, Rhode Island in 1995, that promotes and assists in the creation of public schools adopting its distinct model for learning. It describes its mission as to

catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all students, especially underserved urban students, and the expectation that these students can achieve success.

Current Request

Highline seeks continuation of its waiver from credit-based graduation requirements for Big Picture School for an additional four years, or through 2018-19.

The letter to the Board from Big Picture principal Loren Demeroutis states that since the waiver's initial approval in 2008, enrollment has grown from 120 students to nearly 200, that seventh and eighth grades have been added, that high school students have been connected to internships in numerous professional organizations, that test scores have improved in all subjects, that graduating seniors have earned offers of admission to scores of colleges and universities, and that the school is earning a state and national reputation as an innovative learning center.

In its application materials, Highline/Big Picture provides information and documentation on each of the required components in WAC 180-18-055.

The district states that the curriculum through which students will develop and demonstrate proposed competencies is "integrated and vocationally immersed," so that students acquire and demonstrate academic proficiencies through both school-based work and internships in workplaces under supervision of mentors. Competencies are stated as consistent with college admissions requirements. The district says they are closely aligned with the Proficiency-based Admissions Standards System ([PASS](#)) developed by Oregon colleges and universities, were developed in consultation with admissions staff from major private and public institutions in Washington, and build on the successful requirements of other schools in the Big Picture Network.

A leadership team, it reports, reviewed and updated the school's competencies this year. Additions to the competencies include, for example, elements of the Common Core and of the New Hampshire State Board of Education Competencies. (New Hampshire has been a leader in competency-based education.)

Highline/Big Picture provides substantial detail on the standards for increased student learning it expects to achieve. On pp. 19-24 of its application package it shows the specific proposed competencies for learning, adapted from the school's learning goals, which will be used in place of credits for graduation. For each of the learning goals – Quantitative Reasoning, Empirical Reasoning, Communications, Social Reasoning, and Personal Qualities – it defines each competency and describes the "evidentiary work" to be done by students to demonstrate its attainment. On pages 32-36 it provides a draft of the school's revised competencies.

The materials also include:

- Notes from a forum in 2008 with college admissions staff on what students need to succeed in college, and why they fail. This is not placed in any specific context, but is presumed to have informed the development of the competencies.
- A list of colleges that to which Big Picture alumni have been accepted.
- Employment and college attendance data for the last graduating classes. According to the data, the 70% of the Class of 2013 enrolled in two- or four-year colleges exceeds the percentages for the district or the state.

Highline Big Picture says it will achieve the standards described in the documents through continued implementation of the Big Picture High School Design. The structure and rationale for the Big Picture design are described in a summary of the presentation made to the Highline School Board in 2004, a year before the opening of the school. It appears on pp. 38-39 of the application package. Some leading features include:

- The school is made up of grade-level “advisories” consisting of 17 students and one generalist teacher, or advisor. Students stay with the same advisor throughout their high school career.
- Each student has an individualized learning plan (ILP), which he or she develops in collaboration with the advisor and parents.
- Students spend three days per week at the school site and two days off-site working in internships with adult mentors.
- In place of a traditional schedule of classes, advisors teach and facilitate learning one-on-one and in various configurations based on the needs of the advisory group and students’ ILP’s.
- Students move up from one level to the next by demonstrating, through exhibitions and portfolios, their competence in various learning goals aligned with state standards.

“Social and academic expectations,” the school concludes, “are raised throughout the program by the assumption from the time of enrollment that each student will pursue higher education. Steps to ensure this outcome begin in the first year with visits to higher education programs and culminate with required applications to colleges and scholarships.”

Highline/Big Picture will show how the district or school plans to determine if the higher standards are met through the following:

- The School Learning Plan for the 2014-15 school years.
- Graduation rates for the previous four years relative to district and state averages. These have compared favorably over the last four years, for all students and for subgroups, with those for the district and the state.
- HSPE and EOC test scores. 10th grade HSPE scores for 2013-14 show Big Picture exceeding the district for all students and all subgroups. Math and Biology EOC scores show improvement over the last two years.
- Enrollment and discipline data. Big Picture shows the dramatic decline in suspensions at the school since 2011, and highlights its equity-based recruiting, which includes 11 times the percentage of homeless students than the district as a whole.

Last, Highline/Big Picture submits evidence of the commitment of the school board, teachers, administrators and classified employees to working cooperatively to implement the plan, as required by the SBE rule.

In your additional materials you will find:

1. The 2013-14 OSPI Report Card for Big Picture School.
2. Achievement Index data for Big Picture School.

Action

The Board will consider approval of Highline School District's request for renewal of the waiver of Big Picture School from credit-based graduation requirements through the 2018-19 school year.

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

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.

(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.]



Highline Big Picture first cohort alumni, Keyanna Chambers, graduating with BA from Seattle University June 2014.

Renewal for Waiver from WAC 180-51-061: Minimum subject areas for high school graduation.

January 2015

**Highline Big Picture High School
440 S 186th St
Seatac, WA 98168**

Highline School District #401



CONTENTS

Application for Waiver from Credit Based Graduation Requirement.....	3
Highline School District Resolution No. 2353	8
School cover letters from Principal Loren Demeroutis and Founding Principal Jeff Petty.....	9
WHY DO STUDENTS AND PARENTS COME TO HIGHLINE BIG PICTURE HIGH SCHOOL?.....	15
Required Components of Proposal as Specified in WAC	
IDENTIFICATION OF THE REQUIREMENTS OF CHAPTER 180-51 TO BE WAIVED.	19
SPECIFIC STANDARDS FOR INCREASED STUDENT LEARNING THAT THE DISTRICT OR SCHOOL EXPECTS TO ACHIEVE.....	21
COMPETENCY OVERVIEW for QUANTITATIVE REASONING LEARNING GOAL	22
COMPETENCY OVERVIEW for EMPIRICAL REASONING LEARNING GOAL	23
COMPETENCY OVERVIEW for COMMUNICATION LEARNING GOAL	24
COMPETENCY OVERVIEW for SOCIAL REASONING LEARNING GOAL.....	25
COMPETENCY OVERVIEW for PERSONAL QUALITIES LEARNING GOAL.....	26
Embedded Competencies in the Arts and Health and Fitness.....	27
Big Picture Learning Goals.....	28
College Forum Notes.	30
Sample Transcript 31	
Highline Big Picture College Admissions 32	
Highline Big Picture College and Workforce Data for previous four graduating classes	
Draft of revised Competencies	
HOW THE DISTRICT OR SCHOOL PLANS TO ACHIEVE THE HIGHER STANDARDS, INCLUDING TIMELINES FOR IMPLEMENTATION.	36
HOW THE DISTRICT OR SCHOOL PLANS TO DETERMINE IF THE HIGHER STANDARDS ARE MET.	37
Overview of School Learning plan from 2008-2009	
Overview of School Learning Plan from 2014-2015	
Highline Big Picture graduation Rates for previous four years	
HSPE and EOC test score data	
Enrollment and Discipline data	
EVIDENCE THAT THE BOARD OF DIRECTORS, TEACHERS, ADMINISTRATORS, AND CLASSIFIED EMPLOYEES ARE COMMITTED TO WORKING COOPERATIVELY IN IMPLEMENTING THE PLAN.	48
evidence of district and regional contributions	
IDENTIFICATION OF THE SCHOOL YEARS SUBJECT TO THE WAIVER.	
Additional Indicators of Success	
2015 family survey results	
2015 student survey results	
2015 alumni survey results	

Washington State Board of Education
Waiver from
Requirements of Chapter 180-51 WAC High School Graduation Requirements
Updated May 30, 2012

Introduction

State-mandated, credit-based graduation requirements convey an expectation about the breadth and depth of learning expected of all students in order to earn a diploma in Washington State. The Legislature delegated to the State Board of Education (SBE) the authority to establish graduation requirements. SBE specifies requirements for students graduating in 2013 through 2015 in WAC 180-51-066. Requirements for the class of 2016 will soon be published in WAC 180-51-067. In addition, SBE defines a credit in WAC 180-51-050. Revisions to WAC 180-51-050 were adopted in November 2011, and will soon be published as well.

In order to facilitate a transition from a time- and credit-based system of education to a standards and performance-based system, WAC 180-18-055 provides districts and high schools the opportunity to create and implement alternative graduation requirements.

A school district, high school with permission of the district board of directors, or approved private high school wishing to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students may apply for a waiver from one or more of the requirements of chapter 180-51 WAC. The State Board of Education may grant the waiver for up to four school years.

A waiver of WAC 180-51-066 may be granted only under the following circumstances:

- The district or school demonstrates that any noncredit-based graduation requirements that will replace in whole or in part WAC 180-51-066 will support the state's performance-based education system under to RCW 28A.630.885, and
- The noncredit-based requirements meet the minimum college core admissions standards of the Higher Education Coordinating Board for students planning to attend a baccalaureate institution.

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

- Clear expectations for student learning.
- Graduation rates for the last three years.
- Follow-up employment data for graduates from the last three years.
- College admission rates of graduates from the last three years.
- Use of student portfolios to document student learning.
- Student scores on the high school state assessments from the last three years.
- The level and types of family and parent involvement at the school.
- The school's annual performance reports from the last three years.
- The level of student, family, parent, and public satisfaction with the school as reflected in any survey done by the school during the last three years.

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.

A waiver granted under this section may be renewed. Before filing the request, the school district will need to conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request must include:

- The systems implemented as a result of the waiver.
- The extent to which students are meeting high expectations.
- Assurances that students in advanced placement or other postsecondary options programs are not disadvantaged.
- A summary of the comments received at the public meeting or meetings.

Application Procedure

Please send:

- This completed application form.
- A resolution adopted by the board of directors requesting the waiver.
- Supporting documentation (see section two of the application) for restructuring the educational program of one or more high schools.

Sarah Rich

sarah.rich@k12.wa.us

Phone: 360-725-6311

Fax: 360-586-2357

Please provide the application document in Word format and fax or email the signed school board resolution.

Application for Waiver from
Requirements of Chapter 180-51 WAC High School Graduation Requirements

The following questions are for all renewal and new applications. Please include as much detail as possible.

1. Contact Information

Name	Loren Demeroutis
Title	Principal
School District	Highline
Phone	206.631.7700
Email	Loren.demeroutis@highlineschools.org
Mailing Address	440 S 186 th St Seatac, Wa 98168

Application Information

Type of Application (new or renewal)	Renewal
School(s) Impacted by the Waiver	Highline Big Picture Schools
School Years Subject to the Waiver (maximum of four years)	Four years
Date of Application	1.30.15

2. Supporting documentation for new and renewal applications is attached to document the following (check all):

- √ The school's expectations for student learning.
- √ The graduation rate for 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.
- √ The system for documenting student learning (e.g., student portfolios, etc.).
- √ Student scores on the high school HSPE and EOCs for the past three years.
- √ The school's annual performance report for the last three years. (to be included after board vote)
- √ 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 (to be completed prior to submission to state board)

For Renewal Applications Only:

8. When was the public meeting held to evaluate the educational requirements that were implemented as a result of the waiver?

February 4, 2015

9. Provide a summary of the comments received at the public meeting or meetings.

To be included prior to submission to state board

10. Provide information regarding the systems implemented as a result of the previous waiver.

Included

HIGHLINE SCHOOL DISTRICT NO. 401

RESOLUTION NO. 01-15

A RESOLUTION requesting a waiver from the state high school graduation requirements for Big Picture High School in Highline Public Schools.

WHEREAS, Highline Public Schools 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 Highline School District 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 95% graduation rate by 2017; and

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Highline School District No. 401, King County, Washington, approves the application by Big Picture 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 180-51-066 (1)(a) through (h).

ADOPTED this 18th day of February, 2015.

HIGHLINE SCHOOL DISTRICT NO. 401

Board of Directors

I, Susan Enfield, Secretary to the Board of Directors of Highline School District No. 401, do hereby certify that the above is a true and accurate copy of Resolution No. 01-15 for the use and purpose intended.

Susan Enfield, Ed.D
Secretary to the Board

HIGHLINE BIG PICTURE HIGH SCHOOL

440 S 186TH STREET, SEATAC, WA 98168

206.631.7700

WWW.BIGPICTURE.ORG

WWW.HIGHLINESCHOOLS.ORG

January 26, 2015

Dear Members of the Highline School Board and State Board of Education:

When I sat down to write this cover letter I reviewed Jeff's original submission and application for the credit-based graduation requirement waiver and believe the writing still speaks to the constantly evolving work of Big Picture. While we don't take the WASL anymore we do continue to over-represent student groups who predictably struggle in traditional settings. Our data certainly speaks well to our success and growth as a school but it doesn't necessarily convey the stories behind the data. I've included a brief story about one of our graduates in this letter and hope it conveys the power of the innovative and individualized instruction we can employ as a direct result of the waiver.

One of our third cohort graduates, Vince, (name changed to protect anonymity) was born addicted to heroin, crack, and meth. When Vince was in fifth grade his mother was shot and killed in White Center while prostituting to support her meth addiction. Vince moved in with his grandparents who, while incredibly supportive, struggled with health issues of their own. Often Vince needed to work to support the family and, despite the supports of a heavily accommodated IEP, he failed nearly all of his middle school classes. By the time he enrolled at Big Picture Vince was convinced school "wasn't for him." He doubted his abilities as a learner and often repeated self-deprecating stories handed down to him by adults seeing very few of Vince's gifts. Vince spent his first year at Big Picture unlearning these negative mindsets and, as another student's father recently commented, "unwrapping his gifts." Over the course of four years at Big Picture Vince obtained internships at local schools, a community center, and a non-profit organization. Through rigorous projects he grew into a powerful public speaker, a community leader, and helped mediate conflicts amongst students. One of his projects was a revealing autobiographical video filmed by his advisor as Vince walked through the location of his mother's murder for the first time since fifth grade. Vince produced the video to help youth deal with death, violence, and forgiveness. I met with Vince over winter break this year and was not surprised to learn he is graduating in June with a Bachelor's degree in Sociology from Evergreen State College. After graduation he intends to help re-engage youth who have dropped out in the White Center community.

As with many of us, Vince's most powerful learning experiences happened outside of school. Through his internships Vince learned how to navigate systems, work under pressure, and manage meaningful projects. By stepping outside of the classroom and revisiting the location of his mother's murder, Vince learned how to turn adversity into strength and how to move from anger to compassion. The credit waiver allowed Vince and his advisor to create relevant and powerful learning experiences which helped Vince learn how to think, how to conduct and find research and, more importantly, to learn to see himself as a scholar.

Since the credit based graduation requirement waiver's initial approval, our school has grown from 120 to nearly 200 students. We've added a 7th and 8th grade, connected high school students to internships in over 170 professional organizations, taken middle school students to exploratory field trips in over 50 local businesses, and developed a strong staff and student leadership voice. Our last two graduating classes have averaged over \$20,000 of scholarships per student, earned offers of admission to over 35 colleges and universities, and continue to defy statistics predicting their likelihood of dropping out. At

the same time, our test scores continue to improve in all subjects, especially math and science, and our school is increasingly recognized locally and nationally as a professional development and innovative learning center.

Thank you for your time and consideration of our renewal application. Many students will thank you.

Sincerely,

Loren Demeroutis
Principal, Big Picture Schools

LETTER FROM PREVIOUS APPLICATION

HIGHLINE BIG PICTURE HIGH SCHOOL

440 S 186TH STREET, SEATAC, WA 98168

206.631.7700

WWW.BIGPICTURE.ORG

WWW.HIGHLINESCHOOLS.ORG

October 2, 2008

Dear Members of the State Board of Education:

This waiver proposal represents the culmination of several years of work in the context of the State's vision of reform for Washington public schools. For me this project came into focus during three years of work with the Truman Center in Federal Way, the first school to receive such a waiver in 2001. In 2004 began the present collaboration between the Highline School District and the Big Picture Company (now Big Picture Learning) to design and launch Highline Big Picture High School.

As described in more detail in the attached documents, this school is designed around the concepts of relevance, relationships, and rigor. We now serve about 120 students in grades nine through twelve, and this year we have our first cohort of graduating seniors. 75% of these students receive free or reduced meals, and about 30% receive special education services. Our WASL scores are strengthening, our student and parent survey data are the strongest of all high schools in our district, and all of our students are required to apply to multiple colleges or post-secondary programs as a condition of graduation.

For reasons we look forward to discussing further when we present to you in person, we believe the waiver from credit-based graduation requirements to be an essential component of our work to engage students at risk of dropping out as well as to provide increased rigor for all students. Core components of our school include integrating curriculum across subject areas, performance-based assessments such as exhibitions and portfolios, and learning through extended internships with adult mentors in their workplaces. Each of these is hindered by a system that tracks learning in terms of subject area credits based on class time.

I have included at the beginning of this packet some excerpts from students and parent letters of application to our school. I believe these speak to what we are doing and also to the some of the possibilities when learning is liberated from a credit-based approach.

In lieu of credits, we have developed an array of competencies based on college admission criteria adapted from work in other states and in collaboration with admissions staff from major colleges and universities here in Washington.

The core staff of the school remains the same as when we opened in 2005-06, and throughout this time we have worked closely with the same leaders in the Highline School District and at Big Picture Learning. We hope to present to you both a unified vision as well as a clear commitment to continue working together to improve what we have started in the service of the families enrolled with us and our shared vision for school reform in Washington.

The following pages present the components specified in WAC 180-18-055 as required for alternative graduation requirements. These are:

- Identification of the requirements of chapter 180-51 WAC to be waived;
- Specific standards for increased student learning that the district or school expects to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine if the higher standards are met;
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;
- Identification of the school years subject to the waiver.

Additional documents attest to the success of the school so far, and our ongoing commitment to improvement.

Thank you for your consideration.

Jeff Petty
Principal

WHY DO STUDENTS AND PARENTS COME TO HIGHLINE BIG PICTURE HIGH SCHOOL?

Each excerpt below is from the Student Essay portion of an eighth grader's application to our school, with alternating italics to indicate a new writer. At the end are several excerpts from the Parent Essay portion of the application.

From students -

The more I think about Highline Big Picture High School, the better and better it gets. In school, I never truly feel like I get to do anything that interests me personally. I know that if I am accepted into Big Picture I would have so many opportunities to be in the kinds of career tracks that I really enjoy. I also like the fact that I would not only be doing beneficial things for myself but also for the people that I intern with.

In middle school I always wished that I could connect with my teachers better and now at Big Picture I would have that chance. I know that I would feel a lot more comfortable challenging myself if I had teachers that would be there for support. I will still be aware that self responsibility is the key to advancing in my learning.

I don't want my intelligence to be based on just grades and test scores. I am excited to learn new skills and I know that I can be mature and work hard to match your high standards. I am ready to do things in my community and get out there. Please accept me into Big Picture High School. I guarantee that if you do, you will see fantastic work and endless effort come out of me in all stages of my learning.

Middle school has been a weary experience for me because watching my peers, I realized I was caught in a crowd that didn't have dreams or goals. This made me crave for something more. I wanted diversity and dreams. About the time I realized that, I discovered my passion: photography. This put everything into perspective. I had something to strive for now, and it made me work harder in school. I felt powerful with the knowledge that I could do something amazing when I worked hard for it. Big Picture is the perfect school for me because I feel as if it treats every student as an individual and not just a general audience. I believe this school will help me pursue my career and expand my horizons. I plan to take complete advantage of the internships. Big Picture will change me as a person also. It will make me a person who can handle responsibilities and become more outgoing... I have a dream, and Big Picture would help me accomplish anything I dream of.

I want to go to the Highline Big Picture School because I want to learn how to be a mechanic, and I don't do good on spelling but I do better at hands-on stuff. It is hard to do stuff on paper like reading because I am dyslexic and that makes it hard in school. I've been to so many schools trying to find one that would best fit me, and I think Big Picture would be the best. I want to take over my Dad's business as a mechanic. Maybe if I go to Big Picture I can do something I love to do and it will help me be better at what I want to do.

The reason I want to attend Highline Big Picture School is to have a more challenging education. When I grow up I want to know how it feels to do more advanced work. Another reason I want to get into this school is it would help me get a good career so I can have a good salary. I would learn from my mistakes in my work if I attended this school. My parents would be so proud that I made it in a great high school.

I would like to attend your school because I feel that this school will really teach me the true things of subjects, but not only teach me but show me the fascinations of things, and how it's all worked out. Your school is not just some ordinary, boring school. It has values, and I want to learn and cherish those values. I really want to attend this school, and if I were to get accepted I would start screaming, that's how much I want it so bad. Anyways, to be able to share your work with others who are interested in the same thing would be awesome. I really hope that you do accept me into your school, because I'm interested.

I highly believe in this tactic of education. Although this new learning environment may be different and limited to a small amount of students, I think that this form of learning may include a lot of exclusive experiences that may help me in the near future, in and outside school. I think the most appealing curriculum in Big Picture is the LTI program, or Learning Through Internships... As I keep advancing toward college, I have to know about what my passion is in life, and with the LTI program it may give me a better impression in some specific field of jobs. In conclusion, I would like to say that it would be a great opportunity for me to attend Big Picture. I enjoy reading about this school and I can connect some aspect of my life to your curriculum.

I want to attend Highline Big Picture School because I want to learn about and focus on the career I want to be in. Right now I want to work in forestry; I really love the outdoors. I also want to be in the filming business because I have a great imagination and I love filming my ideas. In the school I'm attending now it feels like I'm not really learning anything. It's like a big daycare because some of the teachers don't control the kids so it's really distracting, and I want to be in an environment where people want to learn and are kind to each other... I'm great with working with groups and I'm very kind, I'm a leader when I need to be a leader and I listen to my teammates when they suggest their thoughts or ideas....

I would like to go to Big Picture because I really want to be an architectural designer. I think if I go to Big Picture I could really see what it's like to be an architect and that could help me choose if that's what I really want to do or if I want to be something else. In this process I could really get close to the work, and I like the educational plan....

I would like to go to Highline Big Picture because I believe Big Picture will help me to take responsibility for my own learning and prepare me for my future career, college, and beyond...

I would like to attend Highline Big Picture because Big Picture has opportunities that will help me become what I want to be when I'm older. I also want to go to Big Picture because you get to live like the real world. Another reason why I want to go Big Picture is because at Big Picture there are a small amount of people in classes which means you can be a family with everyone in the class and not worry about being left out.

I'm moving from California to Washington and from middle school into high school, so I find myself at a crossroads. After inspecting school systems on the internet, and eliminating most of them, Big Picture High School stood out. The 17:1 student-teacher ratio means supportive academics, and school hours are workable, and an internship 2 days a week means hands-on education in my chosen career. Big Picture is a dream for my parents and me. For about a year or two now, cooking has been my passion. Instead of reading teen magazines I read recipes; instead of shopping, I'd rather cook. My dream is to become a chef when I grow up. Nutrition is what we are and everyone has to eat, so the sky's the limit and the possibilities are endless. Big Picture's internships would help me understand the restaurant

scene hands-on – with the rush of pans sautéing and flambéing – it’s my dream come true. What I learn in school would actually help me later in my life.

After learning about Big Picture (when they came to my school), I became very very interested in the school and how it works. Why am I interested? I am interested in the Tuesday and Thursday internship that can help me get ready and experience what it would be like to work in the career I want to pursue. To be honest, I don’t have a career in mind that I want to pursue but that is why I want to go to Big Picture, I know I will be able to experiment and find a career that I will enjoy. I also like the fact that you have a maximum of 17 kids per class. I think less students will help me understand and collaborate more with others. Last but not least is the fact that you choose the students who want a better future and work hard for it. That’s the environment I want to be in.

I think the idea of interning is a very cool idea and will help me to learn even more about what I want to be. It also gives me hands-on experience while I’m still learning during school. I love to learn and I believe this is the best way to help me gain knowledge and maybe even change my mind about my career if I need to. I really want to be a part of this school.

I want to attend Highline Big Picture because it opens up a better future for me. Since I want to study business marketing, it can help me get ready. Other schools don’t offer a class like that. Also I will get to get out of school to interview a business person about what they do and it will give me a better perspective... Something you should know about me is I like to play basketball. Also I’m a very nice and funny person at times and I like to try new things. Also I’m determined to get what I want if I really work for it.

I would like to attend the Highline Big Picture School because over the years in various schools I haven’t done the best of my abilities and I believe this school will help me in the challenges that I have come to face in a normal school. In my understanding you really take the time to help out the students and make them really understand what is going on with what you are speaking of. In my eyes you guys are my only hope for me getting right back on the road and helping me succeed in my learning abilities. My reasons come in very different ways but I can assure you that I will do my best if the teachers do their best to help me.

Thank you for your time and attention.

From parents:

What appealed to us is that the student is a part of directing their education and the focus is on what they will need in real life, from preparing them for college to daily problem solving.

Internships based on her specific interests (exposing her to real life experiences now rather than later), will accelerate her awareness of jobs, further motivating her to stay on track with her goals. This is crucial since, like many, they’re often unable to see the relevance between school and career.

When _____ came home from school the other day, she was so excited to tell me about the Highline Big Picture High School. The kids who came to present your school at Pacific Middle School really hit a chord with her and she knew this was the school she wanted to attend.... It is important to her to have a diverse group of students, and I am so glad to see that your student body has a mix of kids that are so close.

I am very impressed with the Big Picture model school which gives students the opportunity to explore various careers by participating in the working environment... I am surprised my son is interested in this model as it will require him to allocate his time and set his own timelines. I willingly support him if he desires to perform to this level of maturity.

I would like my son to be a part of this program because I feel that conventional high school education does not adequately prepare kids for the real world or the full onset of college. I would like my child to get an opportunity that I wish that I had at his age.

_____ and I have talked for hours about why it is important for her to get a college education, and the initiative she took to get more details about the school for me alone lets me know as a parent she has been listening to the guidance I have been providing her in early years.

It is quite possible that the Big Picture model may be the future of public education, especially considering the LTI (Learning Through Internship) aspect of it.

We truly believe that your program has been offered to us not by chance but an answer to his and our hopes for his future. A light not at the end of the tunnel but hopefully just his beginning. Your school is a much needed and welcomed beacon of hope for _____.

I am sorry for the wrinkled state of this application. This morning I informed _____ on the way to school that his father and I had not finished his application because we didn't have any information about Highline Big Picture High School and couldn't write our essay. _____, who never really gets upset about anything, crumpled up his paper and stuffed it between the console and the seat. He murmured, "It's OK. It doesn't really matter anyway."

Obviously it did. The mere fact that he brought the form home speaks volumes about his interest in the program. His persistence in filling it out and his attempt to bring it to school unfinished by us, on the due date, tells me this is one of the few things he is committed to right now.

So I hope you don't hold the crumpled-ness of his application against him. Once I realized the importance and significance of this opportunity for _____, I rescued his form and brought it to work with me. I just finished calling his father and explaining the school to him from the information on your website. From that, we have written our essay.

Required Components of Proposal as Specified in WAC

IDENTIFICATION OF THE REQUIREMENTS OF CHAPTER 180-51 TO BE WAIVED.

Specifically, this proposal requests a waiver from WAC 180-51-061: *Minimum requirements for high school graduation*. In lieu of the credits specified in WAC 180-51-061, Highline Big Picture proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture school design are consistent with the State's school reform vision as defined in WAC 180-51, 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.

The Big Picture curriculum through which students will develop and demonstrate the proposed competencies 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 workplace skills. 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.

Our competencies are consistent with college admissions requirements in that they (1) are closely aligned with the PASS (Proficiency-based Admission Standards System) requirements developed by Oregon colleges and universities; (2) were developed in consultation with admissions directors and senior admissions staff from the major public and private colleges and universities in Washington; and (3) build upon the graduation requirements of other schools in the Big Picture Learning network, which has demonstrated in other states an exceptional track record of college acceptance and retention for all students, particularly students of color and low-income students.

Next Steps for Big Picture Competencies:

A leadership team consisting of the principal and five teachers has met several times during the 2014-2015 school year to update our competencies. Additions include:

- Research supported meta- or non-cognitive variables into the Personal Qualities Competency. These eight variables are amongst the best predictors of college and career success.
- Elements of the Common Core Standards into the competencies
- Elements of the New Hampshire State Board of Education Competencies
- Elements of professional competencies such as the Electricians Professional Competencies, the Information Science Professional Competencies, and Veterinarian Professional Competencies
- Collaboration with Big Picture regional and national networks
- Alignment with colleges using competency based learning

•
SPECIFIC STANDARDS FOR INCREASED STUDENT LEARNING THAT THE DISTRICT OR SCHOOL EXPECTS TO ACHIEVE.

Ultimately the goals this proposal expects to achieve include increased graduation rates and college placement and retention of graduates, with a particular focus on populations not well-served by traditional comprehensive high schools. Big Picture Learning is currently in the early years of a longitudinal study that is tracking graduates until the age of 30 and collecting various data on quality of life indicators, including post high school education and employment. Highline Big Picture graduates will be part of this study, and early study data from other schools in the network is already being incorporated at Highline Big Picture to make improvements in preparing students for college and career.

The **specific proposed competencies** for increased student learning to be used in place of accumulation of credits are outlined in the following pages, and are adapted from the Big Picture Learning Goals; the Performance-based Assessment System (PASS) developed by Oregon colleges and universities; input from Washington college and university admissions directors; and the learning from other schools in the Big Picture Learning network. Included in this section are:

1. competency overviews of the 5 competencies from the original application and Big Picture learning goals
2. notes from a forum of Washington admissions directors hosted by Highline Big Picture in January of 2008
3. a sample transcript
4. a list of colleges Big Picture students have attended are earned offers of admission
5. college attendance data for the last four graduating cohorts with comparison to Highline and Washington State
6. a draft version of our revised competencies

1. COMPETENCY OVERVIEW for QUANTITATIVE REASONING LEARNING GOAL

Quantitative Reasoning (QR): Students are active and capable users of mathematics and Quantitative Reasoning. Students utilize both in multiple contexts, including reflection and planning. Students effectively present and communicate mathematical and Quantitative Reasoning concepts using a variety of tools and representations.		
Competency	Includes	Evidentiary Work
Solve Mathematical Problems: Apply mathematical problem solving strategies to problems from within and outside mathematics.	Formulating and understanding mathematical problems, selecting or generating relevant information; using mathematical concepts, models, and representations; considering and choosing among various strategies, algorithms, models, and concepts to devise and carry out solutions; evaluating processes, strategies, calculations, and solutions to verify reasonableness; exploring alternative approaches, extensions, and generalizations; representing and communicating reasoning processes, solutions, ideas, and conclusions; using appropriate mathematical technologies, terminology, symbols, and notation.	Ongoing: Reasonable/Unreasonable problems; ALEKS/Cognitive Tutor/Plato Web work; internship- and school-based projects, including time, budget and materials calculations in planning, evaluating and reflecting upon projects. Advisory based QR work; Math 500 classes; community college classes. Culminating: Evaluated advisory based QR work; project reports; exhibition demonstrations and teaching; QR notebook; ALEKS,/CT/Plato Web reports; community college exams; math WASL; Compass tests; level-up exhibitions and portfolios.
Perform Algebraic Operations.	Solving equations and inequalities numerically, graphically and/or algebraically; using computation, estimation, and mathematical properties to solve problems; estimating and checking the reasonableness of results, including those obtained by technology.	Same as above.
Use Geometric Concepts and Models.	Representing and solving problems with two- and three-dimensional geometric models; measuring directly and indirectly using geometry and right-angle trigonometry.	Same as above.
Use Probability and Statistics to Collect and Study Data: Use probability and statistics in the study of various disciplines, situations, and problems.	Understanding and applying concepts of probability; collecting, organizing and displaying data using charts, tables and graphs, and using these to draw inferences, make predictions, and solve problems; developing and evaluating inferences and predictions based on data; designing, conducting, and critiquing statistical experiments, simulations, or surveys.	Same as above plus junior research paper and senior thesis project.
Use Functions to Understand Mathematical Relationships.	Representing functions using and translating among words, tables, graphs, and symbols; recognizing and distinguishing a various classes of functions; using a variety of functions to model situations and solve problems.	Same as above plus junior research paper and senior thesis project.

COMPETENCY OVERVIEW for EMPIRICAL REASONING LEARNING GOAL

Empirical Reasoning: Students are active and capable empirical reasoners, versed in the language of scientific inquiry and discerning readers of scientific content. They have investigated a field of science in sufficient depth to learn how to learn in the scientific realm, and they have designed and conducted a scientific inquiry.		
Competency	Includes	Evidentiary Work
Design and conduct scientific inquiry.	Determining scope and focus of inquiry; forming questions and hypotheses involving scientific relationships; designing investigations using appropriate methodology and tools to address questions and test hypotheses; collecting and presenting data; analyzing data and developing	Ongoing: School- and internship-based projects; Senior Institute science curriculum; community college classes. Culminating: Senior Institute science presentations; junior research paper; senior thesis project; level-up portfolios and exhibitions, science WASL; community college final assessments.
Know fundamental concepts of the sciences.	Learning and applying fundamental unifying concepts of science as well as concepts of the physical, life, and earth and space sciences.	Ongoing: School- and internship-based projects; Socratic seminars in science; Senior Institute science curriculum; community college classes. Culminating: Senior Institute science presentations; level-up portfolios and exhibitions, science WASL; community college final assessments.
Analyze scientific knowledge, theories, and research.	Analyzing scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluating the scientific, social, and ethical implications of scientific research and writings.	Ongoing: School- and internship-based projects; Socratic seminars in science; Senior Institute science curriculum; community college classes. Culminating: Senior Institute science presentations; junior research paper; senior thesis project; level-up portfolios and exhibitions; science WASL; community college final assessments.
Understand, use, and investigate a field of science.	Understanding and correctly applying essential concepts, theories, relationships, and experimental processes specific to a particular field of science; investigating, through research and inquiry, important principles, theories, and relationships from a field of science.	Ongoing: School- and internship-based projects; Socratic seminars in science and social implications; Senior Institute science curriculum; community college classes. Culminating: Senior Institute science presentations; junior research paper; senior thesis project; level-up portfolios and exhibitions; community college final assessments.

COMPETENCY OVERVIEW for COMMUNICATION LEARNING GOAL

Communication: Students are active and capable readers; skilled writers in multiple contexts, including reflection and planning; effective presenters; able to use various media to communicate ideas; responsible and purposeful communicators.		
Competency	Includes	Evidentiary Work
Write for varied purposes.	Reflection; summarizing and analyzing articles, literature, poetry, etc.; using an effective writing process; writing to persuade, explain, inform, etc.; creative and artistic writing; etc.	Ongoing: Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, creative writing, college admissions essays and letters, community college class work, etc. Culminating: <i>Who Am I</i> Project, end-of-year personal narratives, Gateway essay, autobiography, junior research paper, senior thesis project, writing WASL, level-up exhibitions and portfolios, Compass tests, community college final assessments.
Read and interpret from a variety of genres and periods.	Reading to learn about topics of interest; reading articles and essays for discussion; reading for research; reading and interpreting creative works; etc.	Ongoing: Articles for seminar discussion, internship-based reading, assigned and interest-based books, community college class work, etc. Culminating: Reading WASL, level-up exhibitions and portfolios, Compass tests, community college final assessments.
Conduct inquiry and research.	Conducting research to address questions and problems of interest in various contexts; using and citing primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.	Ongoing: Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, planning and leading Socratic seminars, community college class work, creative writing, etc. Culminating: <i>Who Am I</i> Project, autobiography, junior research paper, senior thesis project, internship and interest-based projects, level-up exhibitions and portfolios, community college final assessments.
Communicate and analyze in various forms.	Developing fluency in multiple communications media; choosing and implementing most effective media for purpose, audience, and context.	Ongoing: Audio and video productions associated with internship and other projects, powerpoint and other presentation media, creative expression, community college class work, etc. Culminating: <i>Who Am I</i> Project, end-of-year personal narratives, autobiography, junior research paper, senior thesis project, level-up exhibitions and portfolios, Writing WASL, Compass tests, community college final assessments.
Present to groups in various contexts.	Public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.	Ongoing: Advisory presentations, PMU (school assemblies), seminar discussions, internship work, artistic presentations, independent project work (e.g. auction project), internship-based presentations. Culminating: Gallery Walks, exhibitions, Artistic Revolution, Mentor Appreciation Night, community college class presentations, graduation, etc.

COMPETENCY OVERVIEW for SOCIAL REASONING LEARNING GOAL

Social Reasoning: Students are active and capable social reasoners, able to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.		
Competency	Includes	Evidentiary Work
Analyze issues and events.	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.	Ongoing: Socratic seminars; school- and internship-based projects; advisory-based investigations; community college classes. Culminating: Level-up exhibitions and portfolios; junior research paper; senior thesis project; community college final assessments.
Reflect on patterns of human history.	Understanding significant concepts and relationships in world and U.S. history; analyzing patterns of change or continuity in history; employing historical thinking and inquiry to understand events, developments, relationships, and perspectives in history.	Same as above.
Know and use geographic information.	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.	Same as above.
Examine aspects of human behavior.	Examining social influences, beliefs, and behavior; examining and reflecting on group dynamics and effects on individuals; examining cultural dynamics; reflecting on issues of ethics and social responsibility.	Same as above plus work referenced in Personal Qualities competencies related to collaboration and problem-solving in diverse contexts.
Understand structures and systems of U.S. government.	Understanding the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	Same as above.

COMPETENCY OVERVIEW for PERSONAL QUALITIES LEARNING GOAL

NOTE: Per Washington State law, personal attributes may not be used as graduation requirements. While we hope and expect that our students will develop the attributes below, these are expectations and not requirements.

Personal Qualities: Students are respectful, responsible, persevering, resourceful, well-spoken, and organized. They are reflective about their goals and abilities, and they contribute effectively in diverse interpersonal contexts.

Competency	Includes	Evidentiary Work
Work effectively in diverse teams.	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.	Ongoing: Daily advisory work; Socratic seminars; internships; school- and internship-based projects; school committees; PMU (school assembly) planning and leadership; etc. Culminating: <i>Who Am I</i> Project; autobiography; level-up exhibitions and portfolios; senior thesis project.
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 workflow in context of conflicting priorities; applying effective technologies of managing workflow.	Ongoing: Independent work time management; school- and internship-based projects; Learning Plan development and maintenance; project planning; calendaring and task-listing; <i>Getting Things Done</i> curriculum; etc. Culminating: Level-up exhibitions and portfolios; junior research paper and senior thesis project.
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.	Ongoing: Learning plan development and maintenance; college planning; interest exploration; college essays; etc. Culminating: Application to Big Picture; <i>Who Am I</i> Project; autobiography; level-up exhibitions and portfolios; Gateway essay.
Collaborate in varied contexts.	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.	Ongoing: Daily advisory work; Socratic seminars; internships; school- and internship-based projects; school committees; etc. Culminating: Level-up exhibitions and portfolios; Gateway essay; senior thesis project.
Mediate conflicts.	Being proactive to 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.	Ongoing: Daily advisory work; acculturation of new students; etc. Culminating: Level-up exhibitions and portfolios; Gateway essay.
Think and act as a leader.	Applying the above with 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.	Ongoing: ASB; school- and internship-based projects; PMU facilitation; Socratic seminar facilitation; school committees; etc. Culminating: Level-up exhibitions and portfolios; Gateway essay; senior thesis project.

Embedded Competencies in the Arts and Health and Fitness

Listed below are the Essential Academic Learning Requirements in the Arts and Health and Fitness. At Big Picture we understand these to be embedded within the five Big Picture Learning Goals. Below are listed some of the ways students address and demonstrate these competencies within our program.

The student...	At Highline Big Picture...
Understands and applies arts knowledge and skills.	Students complete an extensive <i>Who Am I</i> project in 9 th grade that includes an Artist's Statement and creative expressions of personal and family history; students engage in poetry and creative writing through the Writer's In Schools Program; music and video production lab supports students with individual and internship-based projects; Socratic seminars use works of visual art as text; students exhibit their work four times each year; Artistic Revolution annual arts night with student dance, singing, poetry, and other performances; students participate in theater productions at other high schools in district; artistic expression in required autobiography; etc.
Demonstrates thinking skills using artistic processes.	
Communicates through the arts.	
Makes connections within and across the arts to other disciplines, life, cultures, and work.	

The student...	At Highline Big Picture...
Acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.	Individual projects focus on how personal decision-making affects health and wellness; students reflect on personal and family health as part of <i>Who Am I</i> project; advisories develop close family-like relationships, discuss health in relationships and other life choices; advisory curriculum includes wellness, nutrition awareness, reducing health risks, etc.; visiting instructors work with all groups on healthy choices, sexuality and relationships, etc; many students participate in sports programs at their home high school; Big Picture students have gym access and can participate in PE activities multiple days/week.
Acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.	
Analyzes and evaluates the impact of real-life influences on health.	
Effectively analyzes health and safety information to develop health and fitness plans based on life goals.	

Big Picture Learning Goals

1. EMPIRICAL REASONING

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.

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 error do I have?

What conclusions can I draw from my research?

How will I present my results?

2. QUANTITATIVE REASONING

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.

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 formula or diagram?

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?

3. COMMUNICATION

How do I take in and express ideas?

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

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?

- Who 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?

4. SOCIAL REASONING

What are other people's perspectives on this?

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- 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?

5. PERSONAL QUALITIES

What do I bring to this process?

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I strengthen 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 take on more of a leadership role?
- How can I work cooperatively with others?
- How can I enhance my community through this?

2. College Forum Notes.

Senior Admissions Staff 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 discuss what students need to succeed in college and what causes them to drop out.

Highline Big Picture High School forum, January 2008

Group 1 (w/ Loren Demeroutis facilitating)

- 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
- Test scores
- Able to self-assess/self advocate

Top 5, organized from left

- Interpersonal qualities
- Internal qualities
- Knowing how to learn/adapt
- Reading/writing
- Goal-oriented
- General academic proficiencies

Why 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 (w/ Jude Garnier facilitating)

- 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 (w/ Kari Thierer facilitating)

- 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

3. Sample Transcript (included as attached .pdf file)

OFFICIAL TRANSCRIPT **Final Report**

Highline Big Picture High School
Highline Public Schools

206.631.7700
 440 South 186th Street
 Burien, WA 98148

Legal Name: XXXXX
 Birth Date: 09/10/1994
 Parent: XXXXX
 District ID: XXXXX
 SSID #: XXXXXX
 Graduation Date: June, 2013

THIS IS AN ACADEMIC RECORD FOR GRADE(S):
 9, 10, 11, 12

WE DO NOT GRADE OR RANK OUR STUDENTS
 Total number in class: 26

9th Grade Applied Learning Goals	Degree of Proficiency	CADR	9th grade internships, real world learning, and highlights
In Progress, Met, Exceeded Expectations	IP ME EE		
COMMUNICATION			<ul style="list-style-type: none"> Member of Student Leadership Forum; on school recruiting committee and spoke to middle schools for high school recruiting. Co-president of Unidos, Latino club on campus. Planned and led community wide field trips, promoted cultural diversity at the school, and brought in guest speakers. Interned with Maximum Sport Conditioning in Bellevue, WA. Helped organize Washington Strongest School Competition for high school teams throughout the Puget Sound area. May Day March: Participated in march at Green River Community College to promote immigrant workers' rights. Junior Varsity Football Team. Safety, linebacker, and tight end.
Writing and Text Analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	
Debate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	
Reading and Socratic Response Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	
Facilitating and Presenting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
QUANTITATIVE REASONING			
Mathematical problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	
Algebraic operations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	
	<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"/>		
EMPIRICAL REASONING			
Fundamental science concepts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9	
Scientific inquiry	<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"/>		
SOCIAL REASONING			
Analysis of issues and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13	
Analysis of Lethal Force in Criminal Justice System	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
PERSONAL QUALITIES			
Teamwork and collaboration	<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"/>		
Physical Fitness Conditioning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

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		
COMMUNICATION			<ul style="list-style-type: none"> Interned at Pasefika, a non-profit organization serving the Pacific Islander community of Puget Sound. Prepared and served cultural meals and taught water aerobics. Member of Student Leadership Forum; on school recruiting committee and interviewed incoming 9th grade students. Also on hiring committee and helped interview new staff. Co-president of Unidos. Organized a walk-out at two high schools in the Highline School District to help persuade politicians to pass the DREAM Act. Varsity Football: Letterman. Tight end and linebacker. Passed all state assessments in Reading and Writing (persuasive and explanatory).
Writing and Text Analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	
Reading & Socratic Response Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	
Memoir Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	
Debate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
QUANTITATIVE REASONING			
Applied quantitative thinking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	
Mathematical problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	
Algebraic operations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	
Data analysis and probability	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
EMPIRICAL REASONING			
Intro to Evolutionary Biology & Genetics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9	
Scientific inquiry	<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"/>		
SOCIAL REASONING			
Analysis of issues and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13	
Inquiry and Research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13	
Diverse Perspectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14	
Human Rights Study: Child Labor Laws	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
PERSONAL QUALITIES			
Reflection and life planning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Conflict mediation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Mentoring and Leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Physical Fitness Conditioning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Authorized Signature

Title

Date

OFFICIAL TRANSCRIPT Final Report

Legal Name: XXXXX

11th Grade Applied Learning Goals	Degree of Proficiency	CADR	11th grade internships, real world learning, and highlights
In Progress, Met, Exceeded Expectations	IP ME EE		
COMMUNICATION			<ul style="list-style-type: none"> Latino Educational Achievement Project (LEAP) Ambassador: Organized Youth around issues of immigration policy, including legislative lobbying. Empowered youth to pursue higher education regardless of citizenship status. Unidos: President - Designed and taught a Cultural Studies course to a group of 8 High School Students. Course explored Chicano, Mayan, and Aztec culture. Student Leadership Forum: Big Picture High School Student Government. Responsible for leadership, community building, student organizing, school spirit. Participated in new-student recruiting and application process. Careful reading, analysis, and written reflection of Siddhartha, by Herman Hesse. Varsity Football: Letterman. All-league tight end - honorable mention.
Expository Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	
Poetry	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	
Spanish Translation and Interpretation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11	
Autobiographical Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	
Lesson Planning and Teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	
Literature Analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	
QUANTITATIVE REASONING			
Geometric Concepts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	
Algebraic operations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	
Probability and ratios	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	
Linear Equations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	
EMPIRICAL REASONING			
	<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			
Introduction to Applied Anthropology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	
Chicano, Aztec, and Mayan Cultural Studies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	
Political Activism/immigration Policy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14	
History of Latino Community Involvement: Seattle	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
PERSONAL QUALITIES			
Political Organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Youth Mentoring	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Project Planning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
School Leadership and Community Building	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Post High School Planning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Facilitating and Presenting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

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		
COMMUNICATION			<ul style="list-style-type: none"> President of Unidos, a school-wide club focused on community outreach and deepening the community's understanding of Chicano, Aztec, and Mayan cultures. Latino/a Education Achievement Project (LEAP) ambassador. Recruits student participants, attends conferences, helps train youth activists, lobbies state and national legislators. Highline High School Football: Team Captain; League honorable mention; Highline High School all-time receptions leader. Tutors at-risk Latino/a youth at Chief Sealth high school. Native Student Alliance Peer Leader: Explores Native cultures, values, and traditions. Introduces and honors elders when they visit our school. Head Basketball Coach (Middle School Basketball Club): Teaches discipline, work ethic, and teamwork to younger students.
English Composition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	
Poetry: Composition and Performance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	
	<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"/>		
QUANTITATIVE REASONING			
Applied algebraic concepts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7	
Applied quantitative reasoning: Data Analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8	
Geometric concepts	<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			
Intro to Chemistry	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10	
Applied Empirical Reasoning: Achievement Gap	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10	
	<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			
Honors Applied Anthropology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	
Senior Issues	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	
Social Activism: Political Organization and Lobbying	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	
Chicano, Aztec, & Mayan Cultural Studies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	
First Peoples: History, Culture, & Traditions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
PERSONAL QUALITIES			
Leadership: Student Government	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Tutoring and Youth Mentoring	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Coaching Basketball	<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"/>		

COLLEGE CREDIT EARNED:			
Semester / Quarter / Term	Class, Grade	Class, Grade	Class, Grade
or PRIOR SCHOOLS ATTENDED:			
School Name	Dates	Course	Grade
Puget Sound Skills Center	S1/2011-12	CT3500	A

SENIOR THESIS PROJECT
XXXXX is leading a multifaceted anthropological study of at risk Latino/a youth in traditional educational settings. The objective of this study is to gain greater understanding of the personal, cultural, and institutional issues that contribute to the achievement gap for his target population. The project will culminate with a presentations to teachers and district administrators, and with article submissions to academic journals.

STANDARDIZED TEST SCORES
SAT: Taken 11/3

Key to the CADR Column

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:

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.

4. Colleges 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

5. College attendance data for the last four graduating cohorts with comparison to Highline and Washington State

Big Picture Graduate Post High School Status

	Unknown or not currently enrolled or working	Working	Military	2 year college	4 year college	Total College
Class of 2011	20%	28%		20%	32%	52%
Class of 2012	20%	12%	8%	32%	28%	60%
Class of 2013	5%	25%	5%	35%	35%	70%
Class of 2014	15%	19%		35%	27%	62%*

* four students indicated they are enrolling spring or fall of 2015, bringing total to 76% college enrollment

BP Graduates Attending College:

Class of 2011: 52%

Class of 2012: 60%

Class of 2013: 70%

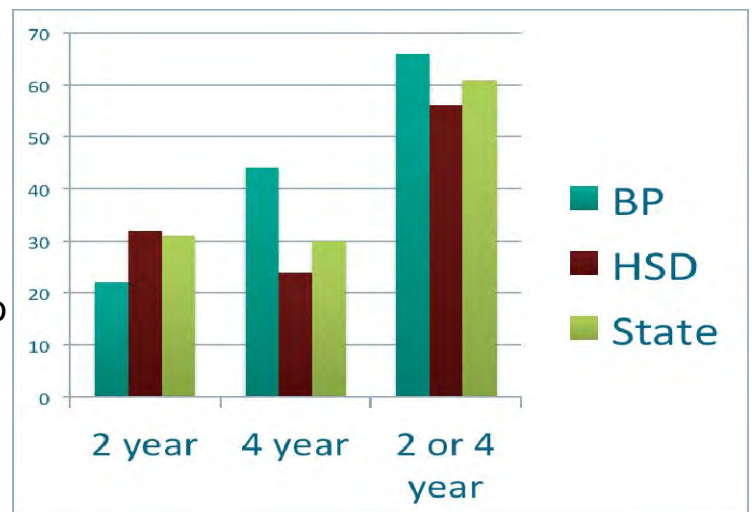
Class of 2014: 62%*

*four student indicated enrolling spring or fall of 2015, bringing total to 76%

HSD Class of 2012: 56%

Washington Class of 2012: 61%

Post High School Enrollment Status (BP Class of 2013 compared to HSD and State for Class of 2012)



6. Draft version of our revised competencies

Personal Qualities Competency

Students are drivers of their own...strong and deep understanding of the skills needed to realize

PERSONAL QUALITIES	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
PRODUCTIVE MINDSET	Positive self-concept and growth mindset realistic self-appraisal, relationships, healthy choices	Healthy choices, smart goals, to learn goals, challenging self,
PROACTIVE LEARNER	Long-term goal planning and achievement	Effective timelines, timely follow-through, connecting with adult mentors and experts, seeking feedback, effective plans,
REFLECTIVE LEARNER	Identify strengths and growth areas,	Project reflections, autobiography, self assessment, exhibitions, circle
COMMUNITY ENGAGER	Navigating systems community leadership quality mentorship learning inside and outside of school	Internship, advisory, electives, post high school planning, application, restorative justice

Communication Competency

COMMUNICATION	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
UNDERSTANDING	Comprehension, analysis, critique of both literary and informational texts across a variety of media.	Socratic texts, class reads, independent reading, LTI/interest-based reading, Running Start, research, articles, novels, memoirs.
EXPRESSION	Effectively write persuasive, explanatory and narrative texts for a variety of purposes and audiences.	Journals, reflections, research papers, college/scholarships essays, personal statements, project papers, LTI/professional writing, book reports/analysis, Running Start.
RESEARCH AND INQUIRY	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information.	LTI research, independent project research, research papers, data digs, college exploration, Running Start.
PRESENTATION & FEEDBACK	Present and defend work in various contexts. Receive, incorporate and think critically about and respond to outside feedback and ideas.	Presentation and reflection of exhibitions, panelist feedback, project presentations and assessments, Socratic seminars, advisory presentations, tuning protocols, LTI, Running Start, elective/club facilitation, recruitment, SMOs, public performances.
MULTIMEDIA LITERACY	Effectively use technology to acquire, evaluate, produce and present information.	Using the internet to find and gather resources, internet search skills, digital documentation and presentation, digital portfolios, MS Office (or comparable software), Running Start

Quantitative Reasoning Competency

QUANTITATIVE REASONING	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
FLUENCY AND COMPUTATION	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.	Work from math groups (worksheets, complex instruction, quizzes, tests, portfolio), standardized test results, demonstrating work at exhibitions, project presentations, PHS prep (budgets, student loans, taxes), HS and Running Start classes
LOGICAL REASONING	<p>Use stated assumptions, definitions and previously established results to construct and support arguments.</p> <p>Use deductive reasoning and proofs to test conjectures and develop logical conclusions.</p>	STP research, LTI projects, Socratic seminars, thesis statements, theory of change, data digs, science labs and experimentation, PHS planning
PROBLEM SOLVING	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning.	Data dig, complex instruction, calculating or tracking information and how it changes
MODELING AND ANALYZING DATA	<p>Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables.</p> <p>Use appropriate models to make predictions, analyze relationships and draw inferences from data.</p>	Data digs, STP, complex instruction, math groups, business models, LTI, documenting change over time, developing and measuring data through surveys, experiments, tracking progress and other research methods to support project work.

Social Reasoning Competency

SOCIAL REASONING	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
CRITICAL ANALYSIS	Reflect on past and current events, analyze cause and effect, understand implications of policy and change over time, distinguish fact from opinion.	Socratic seminars, advisory activities, project research, student clubs, Running Start, LTI projects, autobiography excerpts, college essays.
DIVERSE PERSPECTIVES	Use of primary and secondary sources, developing empathy, understanding bias.	Research papers, restorative justice, Socratic seminars, STP, Running Start, LTI goals.
PEOPLE, PLACES AND ENVIRONMENT	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, climate.	Autobiography, independent reading, student clubs, interviews, current events, advisory activities.
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.	Socratic seminars, student clubs/electives, advisory activities, current events, PHS planning, restorative justice
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.	Restorative justice, Running Start, current events, Socratic seminars, class reading, electives/student groups,

Empirical Reasoning Competency

Students will demonstrate the ability to formulate inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

EMPIRICAL REASONING	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
FLUENCY AND RESEARCH FUNDAMENTALS	Fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Able to critically evaluate and cite scientific sources.	Advisory activities, science electives, LTI projects, individual projects, data digs, Socratic seminars, Running Start, PSSC classes, independent research
DESIGN AND CONDUCT SCIENTIFIC INQUIRY	Determining scope and focus of inquiry; forming questions and hypotheses; designing investigations and testing hypotheses; collecting, analyzing and presenting data; reflecting on results and developing reasoned conclusions.	Advisory activities, science electives, LTI projects, data digs, Running Start, STP, elective surveys, independent projects
UNDERSTAND, USE AND INVESTIGATE A FIELD OF SCIENCE	Understanding and correctly applying essential concepts of a particular field of science; investigating, through research and inquiry, important principles, theories, and relationships from a field of science.	LTI-related research, Running Start, PSSC classes, mentor/expert interviews, independent projects (film, acoustics, engineering, etc), biology classes
ANALYZE SCIENTIFIC KNOWLEDGE, THEORIES AND RESEARCH	Analyzing scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluating the scientific, social, and ethical implications of scientific research and writings.	LTI projects, STP, Socratic seminars, independent projects, project reflections, mentor/expert interviews

Sources on Competency-based Ed.

<http://www.competencyworks.org/wp-content/uploads/2014/02/Screen-Shot-2014-02-27-at-1.29.25-PM.png>

<https://www.odu.edu/content/dam/odu/offices/assessment/docs/quantitative-reasoning-report.pdf>

<http://www.cde.ca.gov/be/st/ss/index.asp>

<http://www.nextgenscience.org/sites/ngss/files/Appendix%20F%20%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf>

HOW THE DISTRICT OR SCHOOL PLANS TO ACHIEVE THE HIGHER STANDARDS, INCLUDING TIMELINES FOR IMPLEMENTATION.

The district plans to achieve the standards described above through continued implementation of the Big Picture high school design. Following is a summary of the structure and rationale of this design presented to the Highline School District Board of Directors in 2004, one year prior to the opening of the school.

Highline Big Picture High School enrolls academically, economically, and culturally diverse students and prepares them for higher education and responsible participation in communities. HBPHS immerses students in caring and challenging adult cultures, both on and off the school site, that link students' interests to rigorous and clearly articulated academic standards and real work in the greater Highline and Seattle area. HBPHS graduates are adept readers, writers, speakers, listeners, thinkers, planners, researchers, and facilitators, and they have the skills and personal qualities to be leaders in diverse communities.

what it looks like (structures)

- *The school is made up of grade-level "advisories" consisting of 17 students and one generalist teacher (advisor).*
- *Students remain with the same advisor throughout their high school career.*
- *Each student has an Individualized Learning Plan (ILP), which he or she develops in collaboration with the advisor and parent(s).*
- *Students spend three days/week at the school site and two days off-site working in internships with adult mentors who share their interests.*
- *In lieu of a traditional schedule of classes, advisors teach and otherwise facilitate learning one-on-one and in various configurations according to the needs of the advisory group and students' Individualized Learning Plans.*
- *Apart from advisors, additional adult staff include an administrator, an internship coordinator, and an office manager.*
- *Students complete academic requirements through school-based projects and activities and a series of increasingly complex projects developed through their internships.*
- *Students "level-up" from one level to the next by demonstrating, through exhibitions and portfolios, their competence in various learning goals aligned with state standards.*
- *Families, mentors, advisors, and peers form the learning plan team and participate in student exhibitions three times a year to assess progress to competencies.*

why (design principles)

HBPHS is based on four interrelated principles, each indispensable to the integrity of the model. These include multiple, meaningful, and extended adult relationships; a small learning community; academics in the context of real work outside the school; and a school culture pervaded by the expectation of higher education for all students.

Chronically unsuccessful students need trust in adults to overcome fear and frustration associated with schoolwork or schools generally (or adults generally). Traditionally successful students need adults who know them well to effectively push them to excel beyond grade level expectations and into intellectual terrain they might otherwise avoid. Also, one of the best ways to learn how to be an adult is to get to know adults and spend time with them. HBPHS students work with the same advisor for four years, and the school is small enough to facilitate long-term connections

with other staff. Through their internships, students work closely with several adult mentors who share their interests.

The small size of HBPHS is essential to students' learning about how to interact effectively and responsibly in groups of various sizes and purposes. A sense of belonging and being known well is integral to the transitions HBPHS students will make between enrolling and graduating.

Through their internships, students develop and complete projects that serve real needs in adult workplaces among adult colleagues. The relevance, ownership, and accountability inherent in such work are difficult to simulate in the classroom. Internships motivate and provide context for students' academic pursuits.

Finally, social and academic expectations are raised throughout the program by the assumption from the time of enrollment that each student will pursue higher education. Steps to ensure this outcome begin in the first year with visits to higher education programs and culminate with required applications to colleges and scholarships.

Implementation Timeline

The school opened in September of 2005 with 34 9th graders and has added a new cohort of 9th graders in each of the last three years. The proposed competencies have been developed over the last three years, and these will be refined in response to increased capacity of the school to implement rigorous curriculum and our ongoing dialogue with colleges about the preparedness of our graduates.

We now have approximately 200 students in grades 7-12 and continue to evolve our competencies to include elements of professional competencies, the common core, elements from other models of competency based learning, feedback from professionals, alumni, and families, as well as insight and developments from other Big Picture Schools.

HOW THE DISTRICT OR SCHOOL PLANS TO DETERMINE IF THE HIGHER STANDARDS ARE MET.

At the district level, the school is subject to the accountability of the yearly School Improvement Planning process.

Please see the following supplemental documents included below:

1. School Learning Plan for the 2008-2009 school year
2. School Learning Plan for the 2014-2015 school year
3. Graduation Rates for the previous four years relative to district and state averages
4. HSPE and EOC test scores
5. Enrollment and discipline data

See prior sections for information about college and post high school data.

the 2008-2009

Picture Movement,

ments
2010.

STAR goal: To increase the number of students completing rigorous projects, as defined by score of higher than 2.0 on rubric adapted from "6 A's of Quality Project-based Learning."

Theory of action: Based on data from Met schools in Providence and our own evidence, we believe consistent well-structured 1:1 meetings between advisors and students are essential to good project scaffolding; and that in-person meetings between advisors and mentors support relationships leading to more effective collaboration among adults in support of student project planning and implementation.

or and assessing impact of

ings, advisor/student and

ices through sharing and
ied by advisors.

ween project rigor and
visor/mentor collaboration.
s on project scaffolding and
practices.

ring exhibitions and spring

assess progress on STAR
strategies.

Fall 2008

Monitoring implementation and collecting baseline data on project numbers and rigor.

- Advisor/Student 1:1 meetings and Advisor/Mentor meetings defined and counted.
- Admin/Advisor meetings model same Learning Plan format as Advisor/Student meetings.
- Two staff meetings (of 4 per month) devoted to project scaffolding, Learning Plans, and 1:1 meeting refinement.
- Share goal and strategies with parents October 2nd.
- October 9-10 staff retreat: use rubric to generate 07-08 baseline data and refine expectations for implementation measures.
- Nov/Dec: collect 08-09 baseline data during Nov/Dec exhibitions and BP network principal's visit Dec 12.

Winter 2008-09

Continued monitoring of implementation strategies; initial impact assessment w/ project number and rigor.

- Continued counting of 1:1 meetings, advisor/student and advisor/mentor.
- Refinement of 1:1 meeting practices through sharing and scale-up of best practices identified by advisors.
- Examination and reflection on connections between project rigor and advisor/student meetings and advisor/mentor collaboration

Unit or Project and
nts Need to Succeed."
1998.

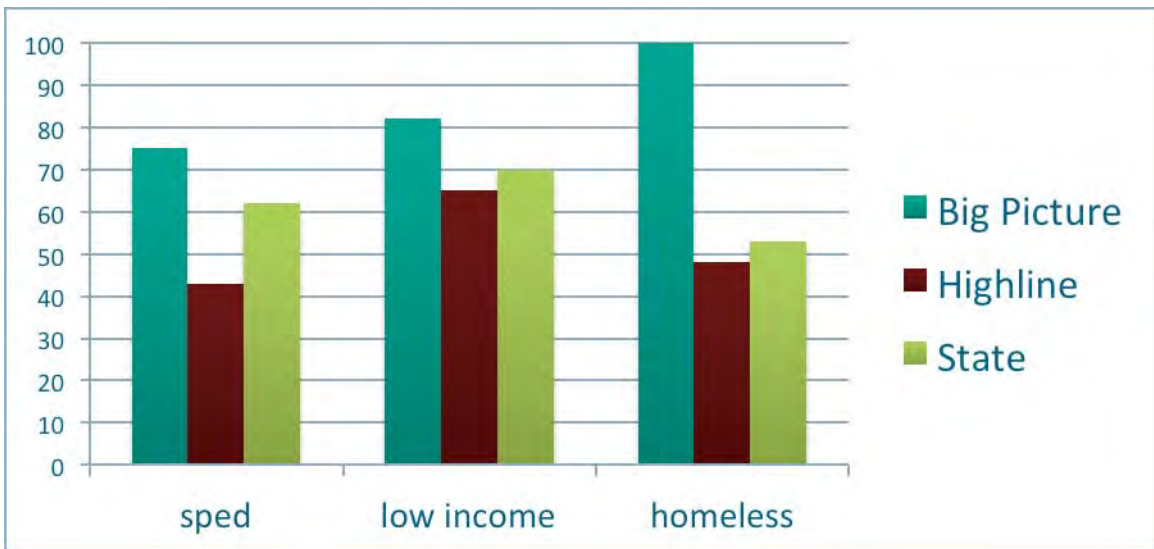
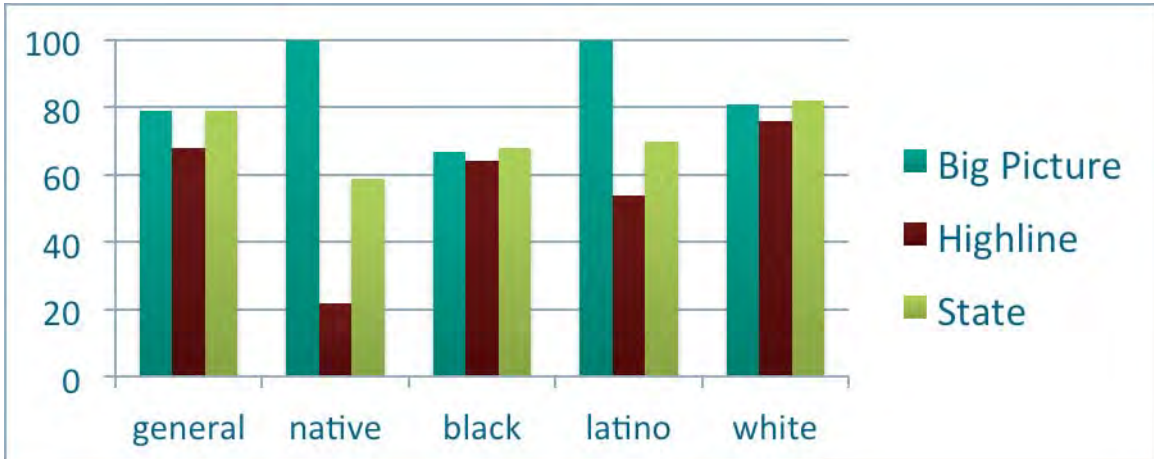
Big Picture Learning Plan

2013-2014

<p><i>Vision</i> What are we going to prioritize?</p>	<p>Support the BP Mission by:</p> <ol style="list-style-type: none"> 1. maintaining an unrelenting Focus on the Ten Distinguishers 2. maximizing Professional Growth driven by the Ten Distinguishers 3. developing sustainable systems to support the Ten Distinguishers 4. aligning instruction and resources 5. articulate high leverage agreements with district
<p>PRIORITY LEARNING GOAL -or- <i>Competencies to be Addressed</i></p> <p>What do we need to get better at?</p>	<ul style="list-style-type: none"> • understanding competency development and competency based instruction • capturing, sharing, and aligning best practices • looking at student work to inform instruction • facilitating coherent professional development • publicizing student work • utilizing students, staff, and families for feedback and professional growth • efficiently and effectively utilizing restorative practices and MCVs to increase community wellness and student progress • evolved understanding of assessing and tracking the quality of independent projects • develop articulated policies/agreements with district regarding school of choice, testing, competencies, scheduling, common core, highly qualified, IEP support, 504 support
<p>SMART GOALS What are high priority outcomes we want to achieve?</p>	<p>LEARNING THROUGH INTERESTS and INTERNSHIPS</p> <ul style="list-style-type: none"> • 100% of HS students engaged in meaningful internships and high-quality project work by second exhibition • 100% of MS students developing interests through unit based field trips and professional connections (on-going) • 50% increase in the number of 8th, 10th, and 12th grade students meeting level-up expectations by the end of the school year <p>PERSONALIZATION and LEARNING PLANS</p> <ul style="list-style-type: none"> • 100% of HS students create, post, and utilize learning plans to inform and assess work • 100% of HS families and mentors interact with student learning plans • HS and MS Advisors track and facilitate 1:1 meetings with each student at least twice per month <p>AUTHENTIC ASSESSMENT</p> <ul style="list-style-type: none"> • 100% of students publicly exhibit work at least three times per year • Staff creates and employs shared best practices to assess and provide feedback according to individualized strengths and interests • 8th, 10th, and 12th grade advisors utilize Big Picture benchmark expectations to inform instruction and support student work
<p>PROJECTS High priority projects designed to support the outcomes and goals</p>	<ul style="list-style-type: none"> • Staff Website: To share and capture best practices and provide electronic access to curriculum • PGE and PD: To focus professional development on the distinguishers and learning cycle • Restorative Justice and Wellness Plan: To promote restorative practices and create effective restorative justice process • Competency Learning Committee: To evolve and create a shared understanding of competency based learning • Alignment of Curriculum and Expectations: To align core curriculum, resources, and best practices

-
- | |
|--|
| <ul style="list-style-type: none">• Recruitment and Retention: To define what it means to be a “school of choice” and to maintain sustainable student numbers• Sixth Grade Instruction: To create sixth grade curriculum aligned to the Ten Distinguishers and core BP curriculum• Publicized Student work: To celebrate 10 years of BP, motivate and inspire project work, and to influence local and regional practices |
|--|
-

3. Graduation Rates for the previous four years relative to district and state averages



Class of 2013 Graduation Rates (from OSPI)

	Highline		Big Picture		STATE	
	4 year	5 year	4 year	5 year	4 year	5 year
general	62	68	66	79	76	79
native	39	22	n/a	100	53	59
black	55	64	67	67	65	68
latino	50	54	50	100	66	70
white	73	76	71	81	79	82
sped	29	43	29	75	54	62
low income	55	65	58	82	65	70
homeless	29	48	33	100	45	53

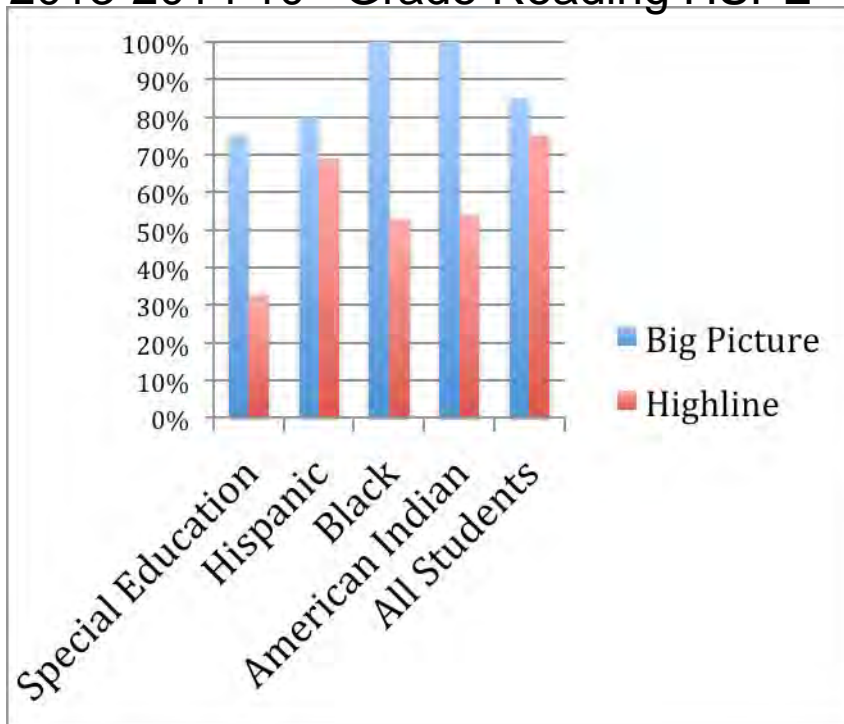
GRADUATION DATA CONTINUED

Big Picture Graduation Data from OSPI

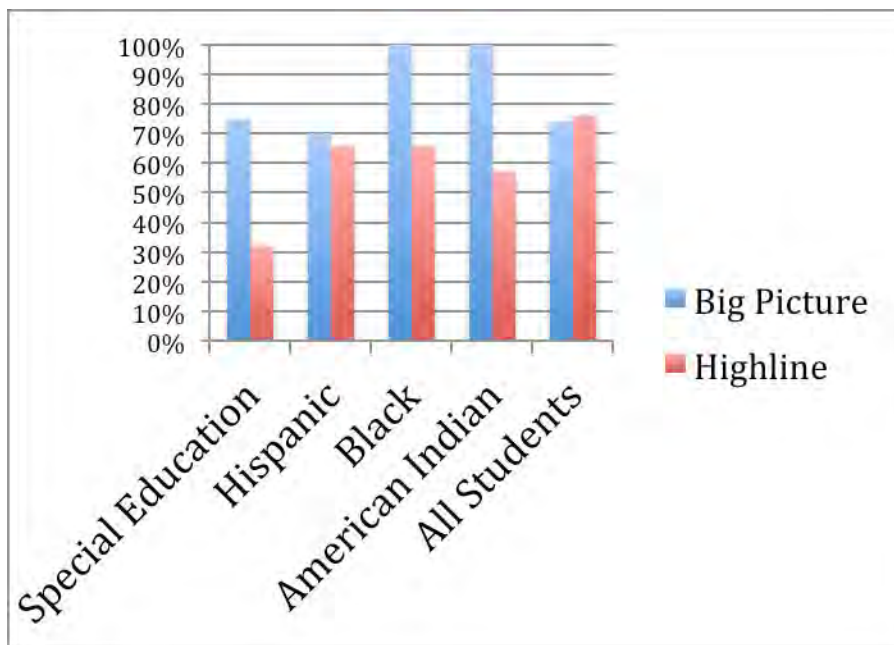
Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	65.5%
Adjusted 5-year Cohort Graduation Rate (Class of 2012)	78.6%
Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	77.8%
Adjusted 5-year Cohort Graduation Rate (Class of 2011)	78.1%
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	60.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	64.3%
Estimated Annual On-Time Graduation Rate (2009-10)	71.2%
Estimated Annual Extended Graduation Rate (2009-10)	83.8%
Adjusted 4-Year Cohort Graduation Rate (Class of 2010)	51.7%
Adjusted 5-year Cohort Graduation Rate (Class of 2009)	58.1%

4. HSPE and EOC test scores

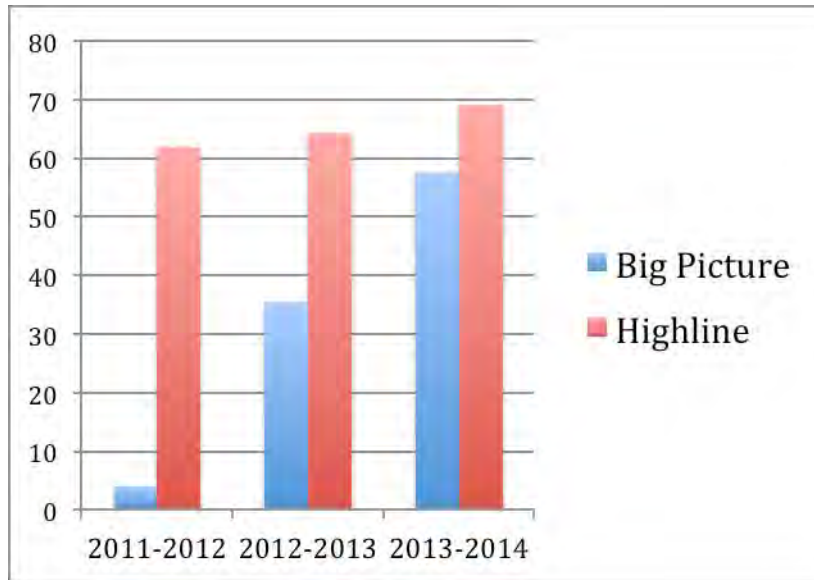
2013-2014 10th Grade Reading HSPE



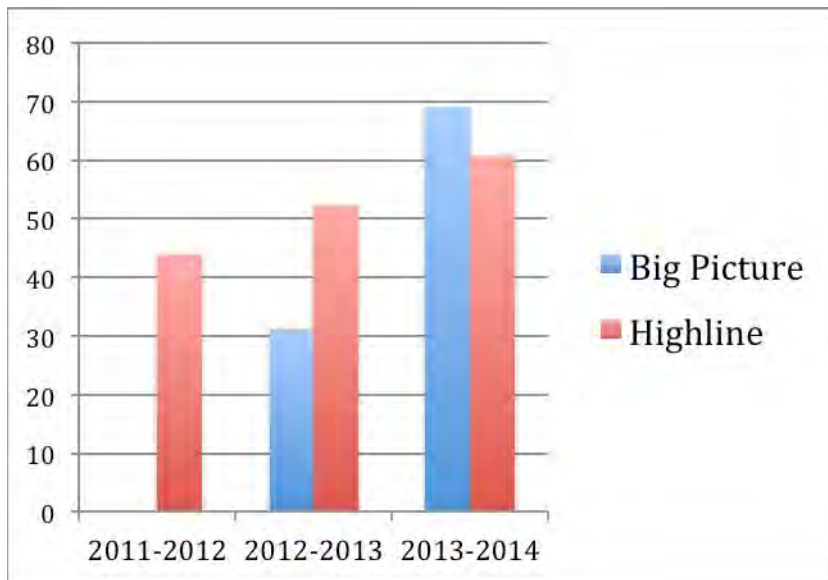
2013-2014 10th Grade Writing HSPE



2013-2014 10th Grade Math 1 EOC



2013-2014 10th Grade Bio EOC



HSPE AND EOC DATA CONTINUED

10th Grade

Reading

Year	BP	District	State
2006-07 WASL	55.50%	72.80%	80.80%
2007-08 WASL	69.20%	75.70%	81.80%
2008-09 WASL	64.20%	77.60%	81.20%
2009-10 HSPE	72.40%	71.90%	78.90%
2010-11 HSPE	73.00%	75.80%	82.60%
2011-12 HSPE	65.30%	72.20%	81.30%
2012-13 HSPE	68.70%	76.40%	83.60%
2013-14 HSPE	88.40%	74.60%	82.9

10th Grade

Writing

Year	BP	District	State
2006-07 WASL	69.20%	71.20%	83.80%
2007-08 WASL	77.70%	84.20%	86.80%
2008-09 WASL	87.50%	81.30%	86.60%
2009-10 HSPE	74.10%	80.60%	86.00%
2010-11 HSPE	81.40%	76.00%	86.20%
2011-12 HSPE	74.00%	79.10%	85.40%
2012-13 HSPE	80.00%	75.10%	84.90%
2013-14 HSPE	76.00%	76.10%	85.60%

HSPE AND EOC DATA CONTINUED

10th Grade EOC

Biology

Year	BP	District	State
2011-12 EOC Biology	n/a	43.90%	61.30%
2012-13 EOC Biology	32%	52.30%	71.50%
2013-14 EOC Biology	69.20%	60.90%	77.70%

10th Grade EOC Math 1

Year	BP	District	State
2010-11 EOC M1	22.20%	54.10%	61.70%
2011-12 EOC M1		61.80%	68.80%
2012-13 EOC M1	35.40%	64.40%	75.90%
2013-14 EOC M1	57.60%	69.10%	79.50%

4. ENROLLMENT AND DISCIPLINE DATA

	BIG PICTURE SCHOOLS	
		assigned
	enrollment	suspensions
2011	113	700
2012	149	500
2013	177	280
2014	189	100
2015	194	8

HIGHLIGHTS OF OUR EQUITY BASED RECRUITING:

- **11 TIMES THE % OF HOMELESS STUDENTS RELATIVE TO HSD**
- **24% STUDENTS WITH IEPs**
- **70%+ WILL BE FIRST TIME COLLEGE STUDENTS**
- **AVERAGE HS STUDENT IN 2012 MISSED OVER 20 DAYS OF SCHOOL IN THE YEAR BEFORE ENROLLING AT BP**
- **SIMILAR TO HSD IN FR, LATINO, AND BLACK POPULATIONS**
- **2 TIMES THE % OF NATIVE STUDENTS**

**EVIDENCE THAT THE BOARD OF DIRECTORS, TEACHERS, ADMINISTRATORS,
AND CLASSIFIED EMPLOYEES ARE COMMITTED TO WORKING
COOPERATIVELY IN IMPLEMENTING THE PLAN.**

The Highline Board of Directors, district leadership, school staff, and Big Picture Learning have cooperated in implementing this plan since its inception in 2003-2004. That year the school's founding principal, Jeff Petty, met with then Deputy Superintendent John Welch and Big Picture Learning co-founder Elliot Washor to begin developing the proposal for a new school that was later adopted by the Highline Board of Directors.

School staff have presented to the Highline District Board of Directors many times over the last ten years to update the Board on the progress of the school and to develop this competency proposal. Most of these presentations have involved students, families, and/or alumni from the school. The unanimous passage of this proposal at the local Board level with prior applications is evidence of the cooperation between the school and district leadership. The letter on the following page attests to the school staff's shared commitment to this proposal.

Documents to be included after board vote:

1. letter signed by students, staff, families, and alumni
2. evidence of school contributions to district and regional innovation

IDENTIFICATION OF THE SCHOOL YEARS SUBJECT TO THE WAIVER.

The proposed waiver would continue for the four school years beginning in 2015-2016 through the 2018-2019 school year. Our intent is that this would continue for all subsequent classes. WAC 180-18-055 specifies that the local district will monitor successful implementation of the proposed program and will present yearly updates to the State Board of Education regarding progress.

INDICATORS OF SUCCESS OF THE SCHOOL INCLUDED ABOVE.

ADDITIONAL INDICATORS INCLUDE:

- **EARNED OVER \$20,000 OF SCHOLARSHIP PER GRADUATING SENIOR FOR LAST TWO CLASSES**
- **INTERNSHIPS IN OVER 170 ORGANIZATIONS**
- **LOG OVER 10,000 HOURS OF STUDENT INTERNSHIPS PER YEAR**
- **NEAR 100% FAMILY INVOLVEMENT THREE TIMES PER YEAR FOR STUDENT EXHIBITIONS AND PANELS, 7-12**
- **SCHOOL-BASED PARTNERSHIPS INCLUDE SEATTLE EDUCATION ACCESS, EDGE COACHING, SOUND MENTAL HEALTH, PAUL G ALLEN FAMILY FOUNDATION, DISCUREN FOUNDATION, TRILLIUM FOUNDATION, YOUTH IN FOCUS, NW NETWORK, YMCA, BOYS OUTDOOR LEADERSHIP DEVELOPMENT, WELS, NOLS, BIG PICTURE NETWORK, PUGET SOUND CONSORTIUM FOR SCHOOL INNOVATION, CES, COLLEGE SUCCESS FOUNDATION, AMERICORPS, YEAR UP**
- **RECENTLY FEATURED ON FRONT PAGE OF SEATTLE TIMES (JANUARY 25, 2015) AND FEATURED ON KIRO NEWS RADIO FOR RESTORATIVE JUSTICE**

TO BE INCLUDED AFTER HIGHLINE BOARD VOTE:

- **2015 FAMILY SURVEY RESULTS**
- **2015 STUDENT SURVEY RESULTS**
- **2015 ALUMNI SURVEY RESULTS**



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 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 checked="" type="checkbox"/> Other |

-
- Relevant To Board Roles:**
- | | |
|---|---|
| <input checked="" type="checkbox"/> Policy Leadership | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> System Oversight | <input type="checkbox"/> Convening and Facilitating |
| <input type="checkbox"/> Advocacy | |

Policy Considerations / Key Questions:

- 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: Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Board Members Madaleine Osmun and Mara Childs will speak on the student perspective of a High School and Beyond Plan.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Legislative Update and Discussion</u>	
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 type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Key questions to consider: -What progress has been made in advancing the legislative goals of the State Board of Education? -Will the Board consider taking a public position on educator compensation?	
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 type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will review the progress of legislation relating to their legislative priorities. The Board will also discuss the McCleary budget solutions that are being considered by the Legislature.</p> <p>The Board is also scheduled to hear from Ms. Jennifer Wallace from the Professional Educator Standards Board on future opportunities to align the state's credentialing policies and educator compensation policies.</p>	



LEGISLATIVE UPDATE: PRIORITY BILL SUMMARY

Ample Provision

Priority: Meet the state's constitutional obligation to make ample provision for basic education.

No legislative budgets have been published at the time of this writing. There are a few policy bills that would address funding structure and compensation issues, but none pertain specifically to the Board's legislative priority. More detail on potential funding solutions is provided later in this section.

High School and Beyond Plan

Priority: Strengthen the High School and Beyond Plan (HSBP) for Washington's students.

- **HB 1591** defines the High School and Beyond Plan and requires that it include a career goal, educational goal, four-year course plan, and identification of assessments. The bill specifies that the HSBP process should start in 8th grade, include a skills and interests assessment, and be revisited throughout high school. It also directs OSPI to work on creating a list of best practices and work with SBE to identify and address barriers.

HB 1591 was amended in the House Education Committee and reported out. It was then referred to the Appropriations Committee. The amendments included that the SBE is no longer listed as a required collaborator with OSPI to identify and address barriers, the HSBP must be updated annually, and the HSBP must include a resume.

Public testimony on the bill was overwhelmingly positive with many touting the importance of the HSBP process in preparing students for life after high school and in successfully completing more rigorous graduation requirements, as well as the need for more consistency across the state.

- **HB 1864** supports various dropout prevention strategies including increased investment in and development of Career Guidance Washington, a new dropout prevention and credit retrieval curriculum in the form of Jobs for Washington Graduates, and enhancements to the longitudinal data system. As part of the Career Guidance Washington resources, the bill directs OSPI to develop an online tool for the High School and Beyond Plan, in consultation with the SBE. HB 1864 is request legislation from OSPI.

The bill was amended and reported out of the House Education Committee and referred to the Appropriations Committee. The amendment changed language concerning the Jobs for Washington Graduates (JWG) program to make it more general so that eligible programs included those like JWG, but not only JWG.

Public testimony on the bill was positive citing the need to address academic and non-academic barriers to graduation.

ESEA Flexibility Waiver

Priority: Take the needed action to restore Washington's ESEA Flexibility Waiver and return control of federal funds to local districts.

- **HB 2019** is the companion to SB 5748. It requires that evaluations for teachers that teach reading, language arts, or mathematics in grades in which the federally mandated statewide assessments are administered must include student growth on the assessment as one of the multiple measures. Principals that are assigned to a school in which the federally mandated assessments are administered must also have student growth on the assessment incorporated as one of the multiple measures. The bills also requires OSPI to provide the relevant state-level assessment information to districts and delays the use of the evaluation in personnel decisions to 2016-17 school year.

The bill did not receive a public hearing in the House Education Committee.

- **SB 5748** requires that evaluations for teachers that teach reading, language arts, or mathematics in grades in which the federally mandated statewide assessments are administered must include student growth on the assessment as one of the multiple measures. Principals that are assigned to a school in which the federally mandated assessments are administered must also have student growth on the assessment incorporated as one of the multiple measures. The bills also requires OSPI to provide the relevant state-level assessment information to districts and delays the use of the evaluation in personnel decisions to 2016-17 school year.

SB 5748 was reported out to the Rules Committee.

Public testimony was heard on SB 5748 in conjunction with testimony on SB 5749 and was mixed. Those who supported the bills cited the importance of control over federal dollars afforded by the waiver from ESEA, which this bill would help restore; the importance of student growth and state assessments in evaluating outcomes throughout the system, including teachers and principals; and that the proposed bills would make student growth on assessments one aspect of a teacher's evaluation, not the sole determining factor in an admittedly complicated process. Those who were opposed to the bills cited the external factors over which teachers have no control and significantly impact a student's performance on state assessments; tests cannot accurately reflect all of the work that teachers put in; using assessment scores to evaluate teacher performance is not a proven evidence-based practice; and that ESEA reauthorization might not include a test score requirement for teacher evaluation.

- **SB 5749** requires that starting in the 2016-17 school year, teacher and principal evaluations must include student growth on state assessments, when relevant. The bill also delays the use of evaluation results in personnel decisions to 2016-17, instead of 2015-16.

SB 5749 received a public hearing in the Senate Early Learning & K12 Committee, but was not on an agenda for executive action.

Public testimony was heard in combination with SB 5748 and comments were similar.

Modify Career & College Ready Exam Requirements

Priority: Streamline alternative assessments required for graduation.

- **HB 1363** removes the requirement that a student pass the state assessment and earn a certificate of academic or individual achievement to graduate.

The bill was heard in the House Education Committee, but no executive action was taken.

- **HB 1703** continues the requirement for students to demonstrate achievement of state academic standards on the state assessment to earn a high school diploma. The bill shifts the responsibility for determining, administering, and evaluating alternatives to the assessments from OSPI to local districts. College readiness transition courses are also added as objective alternatives to the assessments. This bill is a Governor request.

HB 1703 was heard in the House Education Committee, but no executive action was taken.

- **HB 1785** eliminates the requirement to earn a certificate of academic achievement through demonstrating proficiency on the state assessment as a graduation requirement. The bill also provides that additional alternative classes should be developed for students who do not meet standard on the state assessment by local districts. New HSBP requirements are also included, such as a four-year course plan and alternatives to assessments if a student has not met standards by 12th grade. This bill is a request from OSPI

The bill was heard in the House Education Committee and reported out to the Appropriations Committee.

Public testimony on the bill was mixed. Those in support stated that high-stakes testing can lead to higher dropout rates and that this bill allocates resources to helping students graduate rather than on testing and re-testing. Those opposed stated that proficiency on the state standards should continue to be demonstrated through objective assessments.

- **HB 1950** eliminates the Biology End-of-Course exam as a high school graduation requirement. This bill is a request from SBE

No public hearing was held on this bill.

- **HB 2184** eliminates the Biology End-of-Course exam as a high school graduation requirement. The content of the bill is identical to HB 1950, but the title clarifies that there are expected savings from eliminating the EOC.

The bill was referred to the House Appropriations Committee, but as of this writing, public hearing has not been scheduled for this bill.

- **SB 5520** is the companion to HB 1703.

No public hearing was held on this bill.

- **SB 5825** is the companion to HB 1950 and eliminates the Biology End-of-Course exam as a high school graduation requirement.

No public hearing was held on this bill.

Professional Learning for Educators

Priority: Incorporate a robust program of educator professional learning into the state's program of basic education.

- **HB 1345** defines professional learning and standards for high quality.

The bill was amended and reported out of the House Education Committee and referred to the House Appropriations Committee. The amendment added a null and void clause to the bill, meaning that if no funding was appropriated for the bill in the budget, the policy would not be implemented. The amended bill did not receive a hearing in the Appropriations Committee. However, the original, un-amended bill was sent to the House floor for a vote and was passed out of the House. It has been referred to the Senate Early Learning & K12 Committee.

Public testimony in the House Education Committee was overwhelmingly positive, with no one signing in opposed to the bill. Supporters cited the importance of professional learning development in closing achievement gaps and the bill's creation of some standard definitions to address inconsistencies across districts. Supporters also emphasized the benefits of job-embedded professional development, as defined in the bill.

- **SB 5415** requires the Legislature to provide funding for one-day equivalent of professional development. In 2015-16, the day must be used for TPEP training, in 2016-17 it must be used for Common Core training. Uses in later years will be specified in the appropriations act. The professional learning provided for in the bill is added to the definition of basic education.

No public hearing was held on this bill.

- **SB 5807** provides funding for two professional development days. The specific purposes and uses of the professional development time are to be determined when the bill is funded. The bill does not make professional development part of basic education.

No public hearing was held on this bill.

If you have questions regarding this memo, please contact Julia Suliman at Julia.suliman@k12.wa.us.

Range of McCleary Options Discussed During 2015 Session (Selected Examples/Non-Exhaustive)

Definition of “Ample Provision?”	More than we have now (typically accompanied by skepticism about Court’s legitimate K-12 budget role)	Based on our position relative to other states (i.e. ‘if we fund <u>more than most other states</u> , or a particular state...’)	Based on the Joint Task Force on Education Funding (JTFEF)	Based on an external study (Basic Education Funding Task Force, Washington Learns - Odden/Picus , “What Will It Take,” etc.)	Based on the Quality Education Council recommendations
How Much Funding in 2015-17?	Fund Just What is Required in 2015-17 by HB 2776 -MSOC: \$752 million \$752 million	Fund all of HB 2776 this Biennium, backload in 2 nd Fiscal Yr (Governor’s Budget) \$1.3 billion (Governor: \$2.3 billion total P-20)	Fund HB 2776 in “ Linear Phase-in ” manner Est ~\$2.1 billion	Fund JTEF Recommendations ~\$3.4 billion	Superintendent Dorn’s Proposal (based on QEC + Compensation Tech Working Group Rpt.) \$7.2 billion
How to Pay for it?	Combination of growth assumptions and/or one-time revenues (rainy day, small ending fund balance, etc.)	Growth + one time revenues + Gov’t service reductions	State Property Tax Increase (w/ or w/o Local Excess Levy Swap)	Capital Gains, Cig/E-cig Tax, Carbon Cap/Trade (Governor)	Other: Increase Sales Tax, B&O Tax, Real Estate Excise Tax, etc.
Local Levy Reform	Do nothing (merely supplant local \$ with state, and free up local levy expenditures)	Reset levy lids to lower amount, but nothing else	Reset levy lids to lower amount, <u>and</u> put new restrictions on TRI pay.	State “buys back” all or most TRI pay, and eliminates TRI pay.	State freeze’s TRI pay at current levels (grandfathered into old definition), and adopts tighter definition of TRI going forward.
Compensation	Do nothing (state COLA costs local \$’s)	Give a COLA or additional compensation increase in uniform	Raise the minimum salary + give a COLA (“surgical” approach)	Restructure the teacher salary guide to career ladder concept	Statewide collective bargaining

Range of McCleary Options Discussed During 2015 Session (Selected Examples/Non-Exhaustive)

		manner (“peanut butter” approach)		(“structural” approach)	
“Next Up” to Fund - What’s Next After these Components of SB 2776? 1. Transportation 2. K-3 Class Size 3. Full Day K 4. Supplies (MSOC)	Professional Development	Compensation	Early Learning (Early Start Act) & Higher Education	Capital Construction (Schools)	Initiative 1351?
Initiative 1351 Approach	Implement as current law	Seek 2/3 vote to repeal the initiative in whole.	Seek 2/3 vote to repeal the initiative in part.	Send the Initiative back to the voters with a specific revenue source.	Send a large package back to the voters, including I-1351 & More.
Galvanizing student achievement goal(s)?	88.5% 4 yr. high school graduation rate target? (mid-target toward 100% goal)	Cut remediation rates in half at institutions of higher education.	70% of adults with post-secondary degree or credential	Cut the achievement gap in half	Cut the growth gap in half
Any structural changes that may accompany <i>McCleary</i> funding?	Alter Assessments -De-link from grad requirements (total); or -End just the Biology EOC grad requirement	Expand H.S. Assessment Alternatives: -add dual credit -add senior yr transition courses -reform COE’s	Strengthen definition of school day/limit half days, w/ PD funding	Strengthen High School and Beyond Plan Requirements	Initiative 1351?



THE WASHINGTON STATE BOARD OF EDUCATION

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

February 26, 2015

Jennifer Wallace, Executive Director
Professional Educator Standards Board
600 Washington Street SE, Room 400
Olympia, WA 98504-7236

Dear Ms. Wallace:

Thank you for agreeing to join us for the legislative update portion of our next meeting, on March 12th. As the Board pursues its top legislative priority of securing ample provision for public schools, we continue to monitor the legislature's plans on educator compensation, and we see an opportunity for our two Board's to collaborate on this issue.

The March meeting will present an opportunity to revisit the goals established in ESHB 2261 with regards to educator compensation, and hear about the work that PESB has done to move towards a career ladder structure in this state. In rereading ESHB 2261, it established a goal of aligning the state's policies around professional development, credentialing, and compensation into one unified policy. We are interested in hearing your thoughts on how far we have come, and how far we have to go.

You should have about 20 minutes to present on Thursday morning, and I wonder if you might come prepared to speak to the following questions. (Of course, you may also add questions you think are pertinent as well).

- What do you think a fully mature 'career ladder' structure in Washington State would look like? In what ways can or should PESB's work on performance-based credentials align with educator compensation practices?
- What states out there have achieved this sort of alignment? Are there 'best practice' models out there for us to see?
- What do you think were the most important recommendations of the Compensation Technical Working Group in this regard?

Thanks for joining us, and looking forward to the discussion!



Ben Rarick

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Data Spotlight – Graduation and Advanced Course Taking

- 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 type="checkbox"/> Advocacy | |

Policy Considerations / Key Questions:

Key Questions:

1. Did the Class of 2014 graduation rate increase from 2013 and what does the trend data look like?
2. How does the 2014 graduation data compare to the Statewide Indicators of Educational System (ESSB 5491) annual targets?
3. Did the graduation gap based on poverty status narrow or widen?
4. Is any disproportionality in participation rate in advanced course taking and Dual Credit evident in recent data?
5. Which student groups are taking Advanced Placement assessments and what success are they having?
6. Which students are taking STEM related Advanced Placement tests?

- Possible Board Action:**
- | | |
|--|--------------------------------|
| <input checked="" type="checkbox"/> Review | <input type="checkbox"/> Adopt |
| <input type="checkbox"/> Approve | <input type="checkbox"/> Other |

- Materials Included in Packet:**
- | |
|--|
| <input checked="" type="checkbox"/> Memo |
| <input type="checkbox"/> Graphs / Graphics |
| <input type="checkbox"/> Third-Party Materials |
| <input type="checkbox"/> PowerPoint |

Synopsis:

This data spotlight will focus on three separate topics related to outcomes for high school students. The broader topics encompass the class of 2013-14 graduation rates, advanced course-taking patterns of those students, and Advanced Placement participation and attainment. Some of the important findings include:

- Graduation rates increased for all but one student group in 2014 as compared to 2013, but the five-year trend data shows small gains for only one-half of the student groups.
- Advanced course-taking disproportionality based on race/ethnicity, poverty status, and geography is evident across the state.
- Participation in the Preliminary SAT and Advanced Placement is disproportionate based on race/ethnicity and student groups that are traditionally viewed as being underserved in the educational system are under-represented in the Advanced Placement STEM related testing system.



DATA SPOTLIGHT GRADUATION AND ADVANCED COURSE TAKING

Policy Considerations

The Washington Achievement Index (WAI) currently uses the 5-Year Adjusted Cohort Graduation Rate (ACGR) as the only College and Career Ready (CCR) indicator for rating high schools. Beginning with next year's WAI, the CCR indicator will include Dual Credit participation as an additional measure from which high schools will be rated.

The OSPI will present on one Dual Credit program (Advanced Placement (AP)) and the OSPI's efforts to provide equitable access to AP coursework. At the same time, the OSPI will inform the Board as to impediments to full access to AP for all students.

Summary

This data spotlight will focus on three separate topics related to outcomes for high school students. The broader topics encompass the class of 2013-14 graduation rates, advanced course-taking patterns of those students, and Advanced Placement participation and attainment. The most important findings include:

1. Graduation rates mostly increased from 2013 to 2014.
 - a. The Washington 4-Year (On-Time) ACGR for the class of 2013-14 increased 1.2 percentage points to 77.2 percent.
 - b. All student groups required for federal reporting (except for the Two or More race/ethnicity student group) showed an increase in graduation rate in 2014 as compared to 2013.
 - c. While the two-year trend for most student groups is up, the five-year trend is positive for only one half of the student groups used for federal reporting.
2. Advanced course taking patterns are addressed in a separate memo in this packet.
3. Disproportionality based on race and ethnicity percentages is evident with respect to participation in the College Board's PSAT and AP program;
 - a. The participation rates on the PSAT for the Hispanic/Latino student group is disproportionately low and that for the Asian student group is disproportionately high.
 - b. The percent of Asian AP test-takers is disproportionately high and the percent of Hispanic/Latino test-takers is disproportionately low.
 - c. More than 90 percent of all AP STEM tests are taken by White and Asian students.

Class of 2013-14 Graduation

On-Time Graduation Rates for the Class of 2013-14

The 2013-14 On-Time ACGR was recently released by the OSPI and showed a 1.2 percentage point increase for the All Students group from the previous year and a 1.8 percentage point increase from the class of 2009-10 (Table 1). The on-time graduation rates for most of the

student groups used for federal reporting declined each year beginning the class of 2009-10. The 2013-14 rates appear to signal a reversal of the downward trend.

Table 1 shows that the five-year change (five graduating classes) from the class of 2009-10 to the class of 2013-14 for Asian, Hawaiian / Pacific Islanders, Two or More races, and English Language Learners (ELLs) is positive, while the five-year change for Black / African Americans, American Indian / Alaskan Native, Hispanic / Latino, White, Students with Disabilities (SWD), and students qualifying for Free and Reduced Price Lunch (FRL) is negative.

Table 1. On-time graduation rates for the ESEA subgroups for the five most recent years.

4-Yr Cohort Grad Rate	2009-10	2010-11	2011-12	2012-13	2013-14	2-Year Change⁺	5-Year Change⁺
All Students	75.4%	76.6%	77.2%	76.0%	77.2%	1.2	1.8
Black / African American	70.0%	68.9%	66.9%	65.4%	67.8%	2.4	-2.2
American Indian / Alaskan Native	62.9%	62.2%	56.4%	52.5%	53.7%	1.2	-9.2
Asian	85.9%	84.9%	84.4%	84.1%	86.5%	2.5	0.6
Hispanic / Latino	68.6%	67.6%	66.5%	65.6%	67.3%	1.7	-1.3
Hawaiian / Pacific Islander	61.9%	66.9%	64.4%	62.3%	64.6%	2.3	2.7
White	82.5%	81.9%	80.2%	79.4%	80.5%	1.1	-2.0
Two or More		73.6%	78.1%	76.2%	75.5%	-0.7	*1.9
Students with Disabilities	63.7%	59.6%	57.4%	54.4%	55.7%	1.3	-8.0
Limited English	53.6%	54.5%	53.8%	50.4%	53.7%	3.3	0.1
Low-Income	71.2%	68.5%	66.0%	64.6%	66.4%	1.7	-4.8

*Note: 4-Year change for the Two or More student group

⁺Note: Change shown as percentage points

Comparison to the Statewide Indicators of the Educational System (ESSB 5491) Targets

At the November Board meeting, the SBE staff presented on the Statewide Indicators of the Educational System (ESSB 5491), but the presentation did not include this new graduation data. The SBE staff believes the Board would be interested to know whether the ESSB 5491 annual targets were met. For the All Students group, Table 2 shows that the 2013-14 on-time graduation rate of 77.2 percent was 3.0 percentage points below the 2013-14 annual target. The table also shows (Column C) that the 2013-14 graduation rates for all subgroups were lower than the annual target.

Table 2. Summary of the Statewide Indicators of the Educational System annual targets.

4-Yr Cohort Grad Rate	A	B	C	D	E	F
	2013-14	Target 2013-14	Diff 2013-14*	Actual Change* 2013-2014	Goal: Yearly Step*	Diff *
All Students	77.2%	80.2%	-3.0	1.2	1.7	-0.5
Black / African American	67.8%	72.5%	-4.7	2.4	2.3	0.1
American Indian / Alaskan Native	53.7%	65.1%	-11.4	1.2	2.9	-1.7
Asian	86.5%	86.8%	-0.3	2.5	1.1	1.4
Hispanic	67.3%	71.8%	-4.5	1.7	2.4	-0.7
Pacific Islander	64.6%	70.6%	-6.0	2.3	2.5	-0.2
White	80.5%	83.8%	-3.2	1.1	1.4	-0.3
Two or More	75.5%	79.3%	-3.8	-0.7	1.7	-2.4
Students with Disabilities	55.7%	64.4%	-8.7	1.3	3.0	-1.7
Limited English	53.7%	60.7%	-7.0	3.3	3.3	0
Low-Income	66.4%	71.9%	-5.6	1.7	2.3	-0.6

*Note: The unit of measure is percentage points

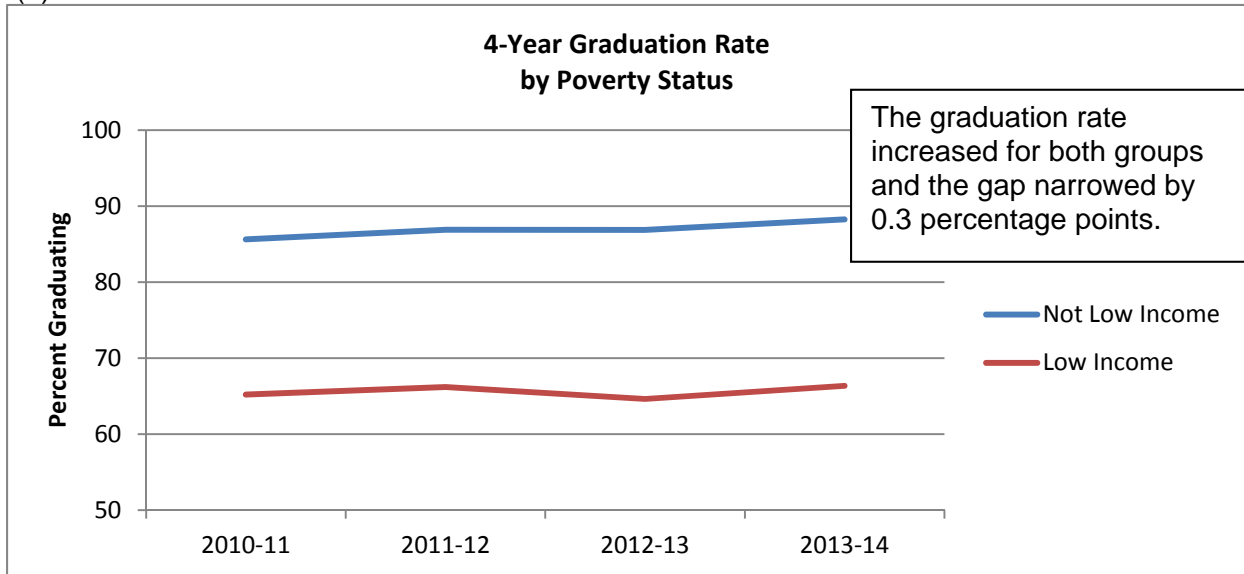
The manner in which the ESSB 5491 targets were developed means that for each year a group fails to meet the annual target, the group must exceed the annual target in future years to reach any given target. With this in mind, the Board might wish to know whether any student group met or exceeded the annual step increase. To answer this question, Column D shows the actual change in graduation rate from 2013 to 2014 and Column E shows the annual step or increase computed through the target-setting process. Table 2 (Column F) shows that the Black, Asian, and English Language Learners student groups met or exceeded their annual step increase, while all of the other groups' increase (or decrease) was below the individual targets. This means that even though most groups showed modest improvements, the improvements were below annual step increases.

Graduation Gap Based on Poverty Status

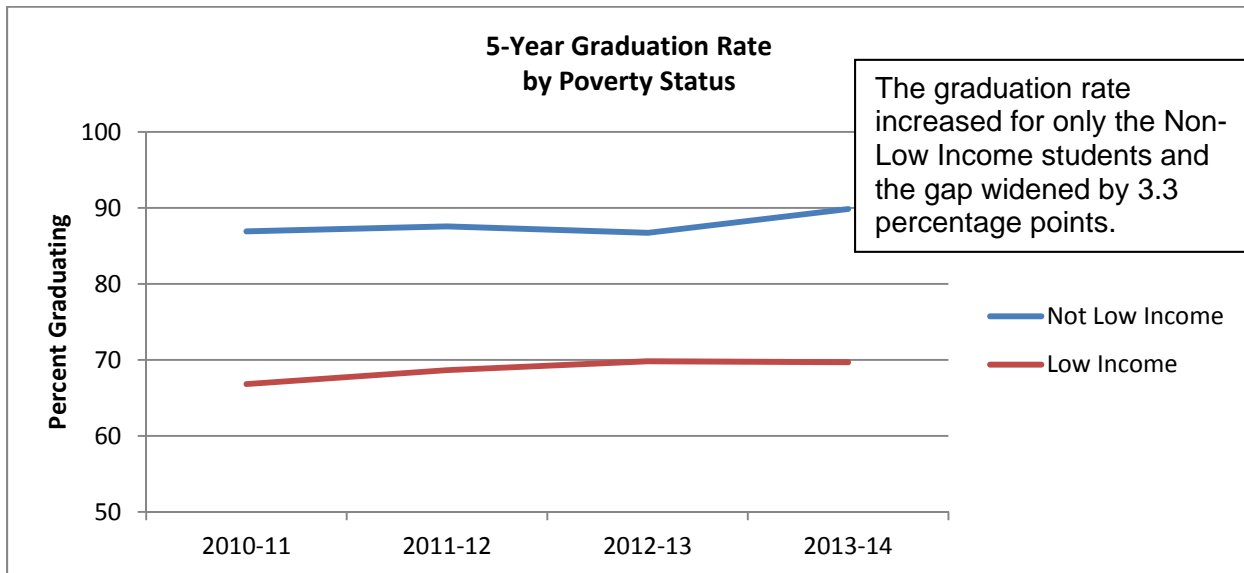
At the September Board meeting, the SBE staff presented to the Board on performance gaps based on poverty status. For the on-time graduation rate, the rate for students qualifying for Free and Reduced Price Lunch (FRL) increased by 1.8 percentage points while the rate for the Not-FRL increased by 1.4 percentage points. This means that the graduation performance gap based on poverty status decreased by about 0.3 to 0.4 percentage points (Table 3b). For the Five-Year ACGR (Table 3b), the FRL graduation rate declined by 0.1 percentage points while the Not-FRL rate increased 3.2 percentage points. This gap shows a net increase of 3.3 percentage points.

Table 3. On-time (a) and Five-Year (b) graduation rates based on poverty status.

(a)



(b)



In a broad sense, the graduation rates and gaps are troubling as large gaps are evident and the gaps are not narrowing substantially. Over the last four reporting years, the on-time graduation gap based on poverty increased approximately 1.5 percentage points to 21.9 percentage points in 2013-14, while the 5-Year graduation gap based on poverty was essentially unchanged at 20.2 percentage points.

Dual Credit in the Index

The SBE staff addressed the issue of including Dual Credit measures in the Index with the Achievement and Accountability Workgroup (AAW) on multiple occasions over the previous two years. In fall 2014 the AAW recommended that the SBE use a 'phase-in' process to include Dual Credit measures in the Index over multiple years, beginning with the inclusion of participation and then attainment. To this end, the SBE is including Dual Credit participation in the 2014 Index, but for display purposes only. Dual Credit participation will not factor into the school ratings until the 2015 WAI, set to be released approximately one year from now.

The AAW members contended, and cited research supporting the idea that Dual Credit participation is at least as important as Dual Credit attainment. The AAW members were concerned that not all students had access to Dual Credit and that attainment might be hindered on account of socioeconomic status. The AAW members' concerns are noteworthy because it is likely true that not all high school students in Washington have equal access to all Dual Credit programs.

The ensuing discussion is centered on only the Advanced Placement (AP) program developed by the College Board. The Board members should note that the access, participation, and credit attainment through the other Dual Credit opportunities, such as International Baccalaureate, Cambridge, Running Start, College in the High Schools, and other Career/Technical Educational programs, will vary considerably by program and by school district.

One Measure of Dual Credit

The College Board developed and administers several programs and assessments related to predicting success in college. Many high school students will assess for CCR by:

- Participating in practice Preliminary SAT (PSAT) as a freshman,
- Participating in the live PSAT as a sophomore to assess for AP readiness,
- Participating in the live PSAT as a junior to qualify for the National Merit Scholarship Program,
- Participating in Advanced Placement (AP) to attain credits toward college, and
- Participating in the live SAT as a junior and or senior as a requisite for admission to some institutions of higher education.

College and career preparation is not a single event, but rather a sequence of opportunities that should be made available to all high school students throughout their high school careers. The programs addressed in the remainder of this memo are the PSAT and AP. Information presented here will be augmented by the OSPI presentation at the Board meeting in Tacoma.

What students are participating in the PSAT as sophomores? In 2014,

- 25,355 Washington sophomores (31 percent) sat for the PSAT
- The Asian student group participates at a disproportionately high rate and the Hispanic/Latino student group at a disproportionately low rate. The other race/ethnicity groups participate at a rate approximating that across the state.

What students are participating in the PSAT as juniors? In 2014,

- 36,210 Washington juniors (46 percent) sat for the PSAT
- The Asian student group participates at a disproportionately high rate and the Hispanic/Latino student group at a disproportionately low rate.

Table 4 provides more information about who participated on the 2014 PSAT. The table shows that approximately 21 percent of Hispanic/Latino sophomores and 32 percent of Hispanic/Latino juniors participated in the 2014 PSAT. Compare those percentages to the Asian Student group where 49 percent of sophomores and 77 percent of juniors sat for the same assessment. White, Black, and Native American sophomores all participate at a rate of approximately 30 percent but the rates of junior test-takers are substantially different.

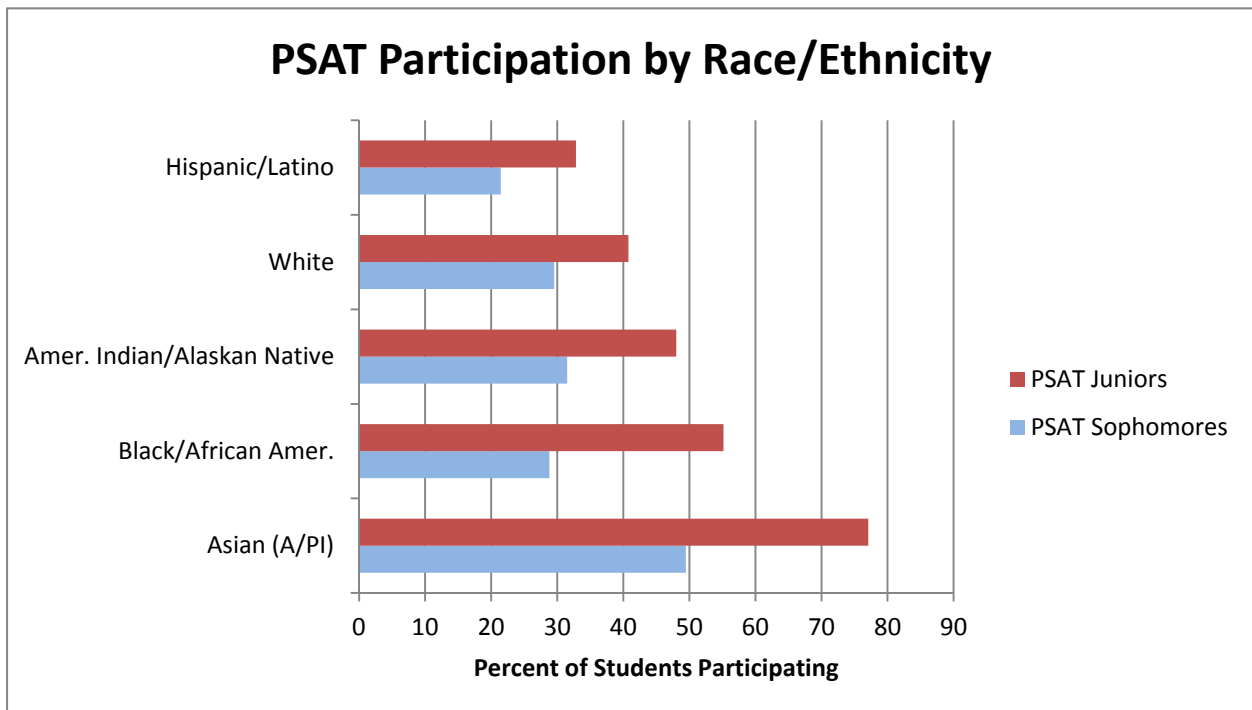
Which students are enrolling in AP courses in their high schools? The AP participation will be:

- addressed by the OSPI staff in their presentation to the Board and
- in another data spotlight memo in this board packet.

How many students are taking AP tests and what kind of success are they having? In Washington:

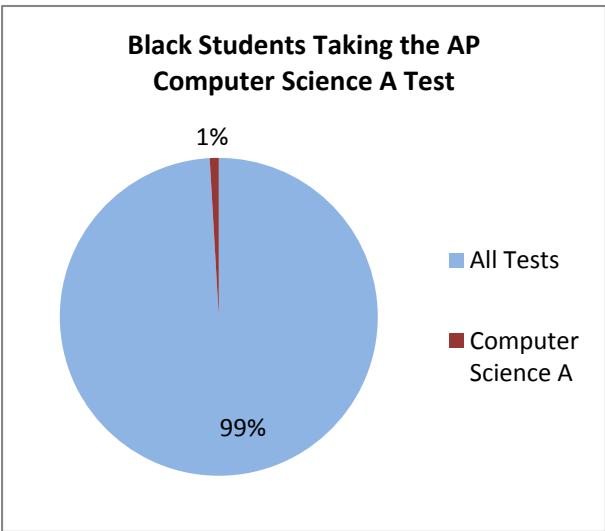
- 36,361 students took a total of 73,069 AP tests, meaning that each student took two approximately two AP tests.
- Approximately 60 percent of the total number of tests received a passing score of three or higher.

Table 4. Percent of student groups participating on the 2014 PSAT as sophomores and juniors.

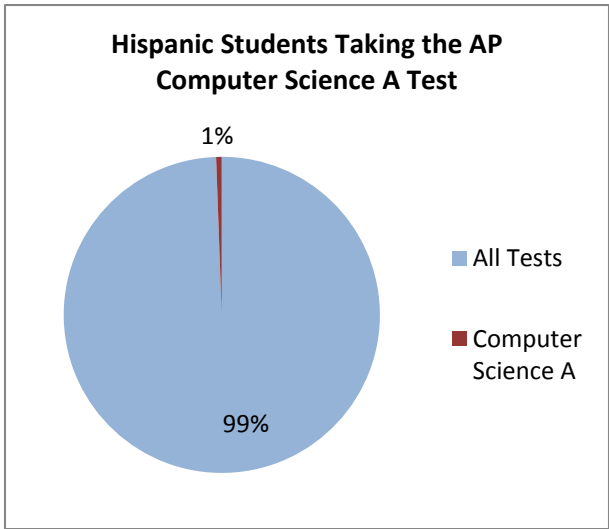


Are traditionally underserved populations taking the STEM-related AP tests? This is difficult to answer without a deeper analysis, but a few facts include:

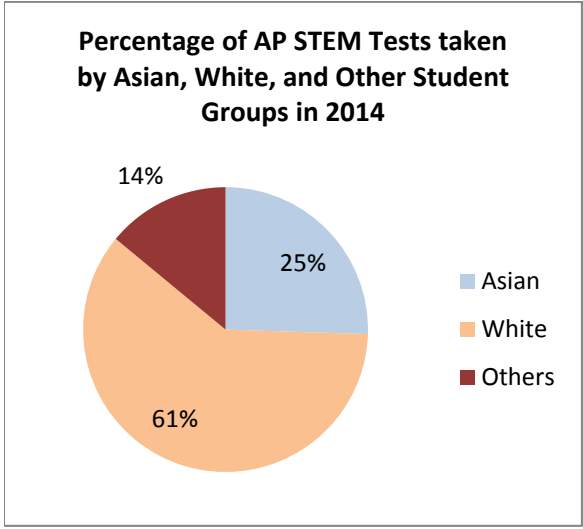
- One percent of Black students who took at least one AP test took the Computer Science A test Figure 1a.
- 511 Native American students took at least one AP test, but only 10 took the Computer Science A test and only 17 took the Calculus BC test.
- One percent of Hispanic students who took at least one AP test took the Computer Science A test (Figure 1b) and only 33 (2 percent) took the Calculus BC test.
- Approximately 86 percent of the STEM tests are taken by students self-identifying as White or Asian (Figure 1c).



(a)



(b)



(c)

Figure 1. Shows the percentage of Black (a) and Hispanic (b) students taking the AP Computer Science A test in 2014, and the percentage of AP STEM tests taken by various student groups in 2014.

Action

No Board action is proposed – for information only.

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



OPPORTUNITY GAPS IN ADVANCED COURSE-TAKING

Policy Considerations

The State Board of Education has as Goal One of the 2015-2018 Strategic Plan to develop and support policies to close the achievement and opportunity gaps. Under that goal, the Board has a strategy to research and promote policies to close opportunity gaps in advanced course-taking. No board action is expected at this time.

- What is the importance of completing advanced courses?
- What do the data show about national trends in advanced course-taking?
- What do the data show about advanced course-taking gaps in Washington?
- What may cause opportunity gaps in advanced course-taking?
- What policy work could close those opportunity gaps?

Background

Course-taking data allow for a quantitative analysis of an opportunity gap – the opportunity to take advanced courses. These course-taking data are relatively new, collection started in the 2009-2010 school year. These data takes us beyond achievement gaps measured by assessment data to opportunity gaps measured by credits earned in advanced courses that impacts career- and college-readiness.

What is the definition of an advanced course in this analysis?

For the purposes of the quantitative analysis in this Data Spotlight, credits earned in higher-level math and science courses were examined. These higher level courses are those that go beyond the minimum graduation requirements and are generally considered to be more rigorous than what the majority of students complete. State Course Codes, a standardized way of identifying course content throughout the state, were used to group math and science courses into categories such as calculus courses, international baccalaureate math courses, physics courses, and others. For the part of this Data Spotlight that examines potential causes of the opportunity gaps and possible policy solutions, the definition of an advanced course is broadened to include Dual Credit programs in addition to the higher-level math and science courses.

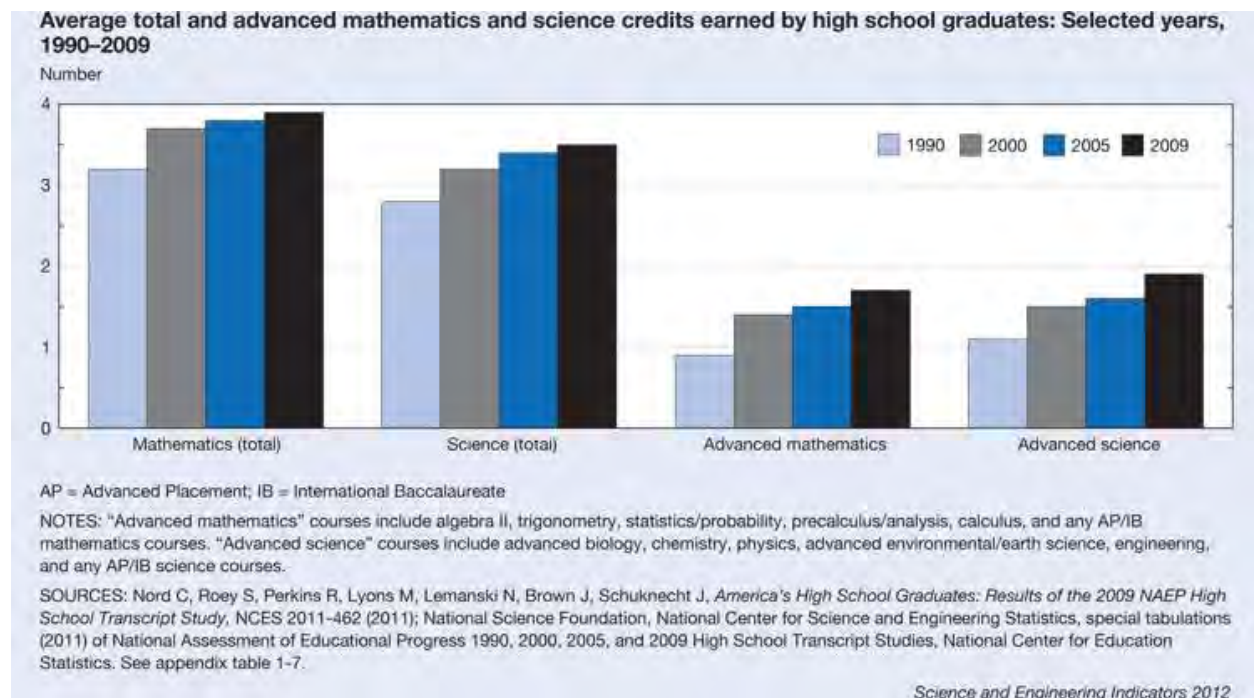
What is the importance of completing advanced courses?

Completing advanced courses is predictive of meeting four-year college admission requirements, raises achievement levels, saves the state money by giving high school students college credits, and improves outcomes for highly capable students. The [2012 Road Map Transcript Follow-Up Study](#) by the BERC Group found that students who completed advanced math in middle school were more likely to meet four-year college admission requirements than students who did not complete advanced math (Baker, et al. 2012). The Office of Superintendent of Public Instruction has reported to the Legislature that the state saves money by giving high school students college credits through Dual Credit programs ([Hubert, 2013](#)). The Washington Student Achievement Council Roadmap [2014 Strategic Action Plan](#) states that expansion of Dual Credit is a strategic priority for the state and will save money if expanded (WSAC, 2014). Highly capable students who are accelerated to more advanced courses may

have improved social and emotional outcomes once afforded sufficiently challenging coursework that engages their intellect ([Wells, 2009](#)).

What do the data show about national trends in advanced course-taking?

As shown in the chart below, total course-taking and advanced course-taking have increased over the last 25 years ([National Science Foundation, 2012](#)). On average, students complete more credits of advanced math and science than ever recorded. States have increased minimum graduation requirements, thus requiring students to earn more credits in math and science. Options for advanced course-taking have expanded with the growth of Dual Credit programs. Dual Credit programs include Tech Prep, Running Start, International Baccalaureate, Advanced Placement, College in the High School, and Cambridge.



However, traditionally underserved student groups have not had equitable access to advanced courses. An analysis by the U.S. Department of Education office for civil rights in 2014 has found that:

Just 68 percent of African-American students attend high schools that offer calculus. That's compared to 81 percent of white high school students, and 87 percent of Asian American students. What's more, American Indian and Native American students are much less likely than any other ethnic group to attend high schools that offer Advanced Placement classes, calculus, or physics.

What do the data show about advanced course-taking gaps in Washington state?

Data Limitations and Methodology

OSPI staff pulled data on credits earned, referred to as "grade history" by OSPI, by 12th graders in math and science for the Classes of 2012, 2013, and 2014. The data were first collected in the 2009-2010 school year and the data quality is the poorest in that year, then the data quality has improved for subsequent years. OSPI staff have stated concerns about incorrect data entries, miscoded courses, partial records of some students, and potentially incomplete data that does not include every student in Washington. It is important to note that there are data quality issues, but that these data were the best available for analyzing course-taking across the entire state.

In order to calculate the percentage of students from each student group who completed a given course, the number of students who earned one credit or more was used as the numerator. The choice of denominator was more challenging because there were two options that each had drawbacks: dividing by the number of students from each student group who had grade history in the content area or dividing by the total number of students in that graduation class. The denominator that was used for this analysis is the total number of students from each student group who had grade history in math when analyzing math courses and those who had grade history in science when analyzing science courses. Due to the incomplete dataset, this option compensated for missing data by only looking at the students who had grade history records. The alternative option for the denominator was to use the enrollment of the entire student group for the given year. The drawback of this alternative option was that it would make the percentages artificially low due to missing data.

The following math course groups were analyzed:

- **International Baccalaureate** – IB Mathematical Studies 02131, IB Mathematics 02132, IB Mathematics and Computing-SL 02133, IB Further Mathematics-SL 02134
- **Statistics** – Probability and Statistics 02201, Inferential Probability and Statistics 02202, AP Statistics 02203, Particular Topics in Probability and Statistics 02204, Probability and Statistics-Independent Study 02207, Probability and Statistics-Other 02209
- **Calculus** – Calculus 02121, Multivariate Calculus 02122, Differential Calculus 02123, AP Calculus AB 02124, Calculus BC 02125, Particular Topics in Calculus 02126
- **Pre-Calculus** 02110
- **Trigonometry** – Trigonometry 02103, Math Analysis 02104, Trigonometry/Math Analysis 02105, Trigonometry/Algebra 02106, Trigonometry/Analytic Geometry 02107
- **Algebra II** - Algebra II 02056, Integrated Math-third year 02063

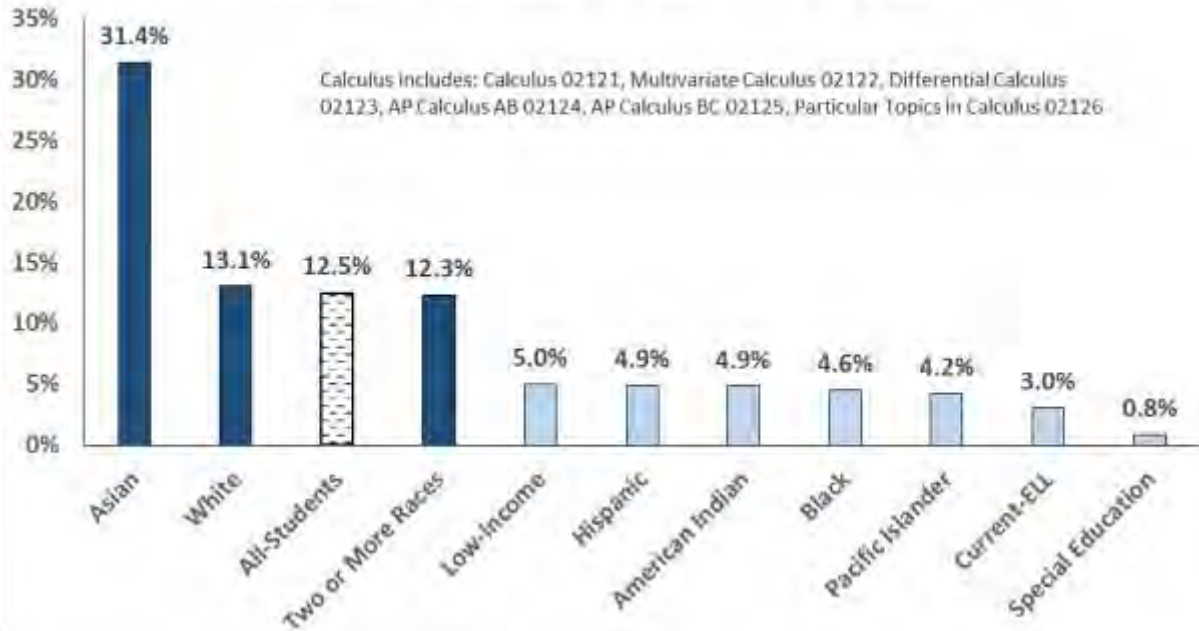
The following science course groups were analyzed:

- **Physics** – Physics 03151, Physics-Advanced Studies 03152, AP Physics B 03155, AP Physics C 03156, IB Physics 03157, Conceptual Physics 03161, Particular Topics in Physics 03162, Physics-Independent Study 03197, Physics-Workplace Experience 03198, Physics-Other 03199
- **Chemistry** – Chemistry 03101, Chemistry-Advanced Studies 03102, Organic Chemistry 03103, Physical Chemistry 03104, Conceptual Chemistry 03105, AP Chemistry 03106, Particular Topics in Chemistry 03108, Chemistry-Independent Study 03147, Chemistry-Other 03149, Applied Biology/Chemistry 03203

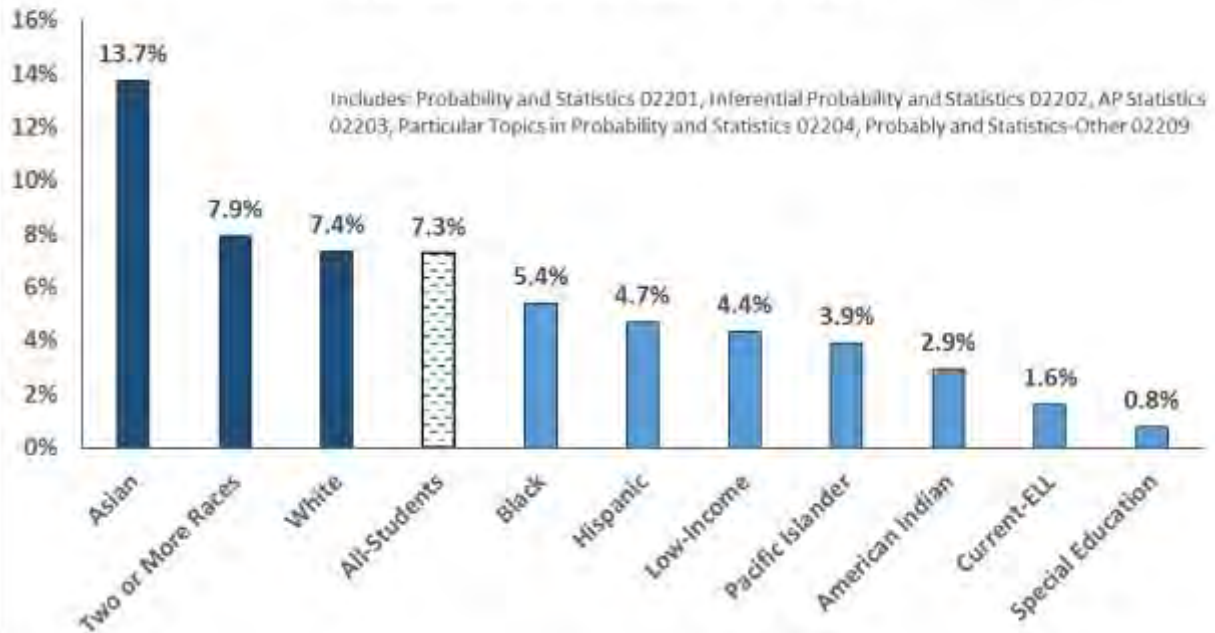
Findings and Results

Similar gaps were found among student groups for each of the math course groupings. The gaps that were found between the Asian student group and other groups were significantly wider than those found in assessment data. Asian students were clearly the most represented in advanced math courses and were extraordinarily represented in IB math courses. The gaps between Asian and the other groups are larger for the more advanced math courses. For instance, precalculus or statistics have smaller gaps between Asian students and the other student groups than calculus or IB math. There are also gaps between Non-Targeted subgroups (White, Asian, and Two or More Races), shown in dark blue in the column charts, and Targeted Subgroups (Black, American Indian, Pacific Islander, Low-Income, Hispanic, Current-ELL, and Former-ELL), shown in light blue in the column charts. Rather than provide many charts that look similar, the following statistics and calculus graphs are representative of the gaps found in each course grouping:

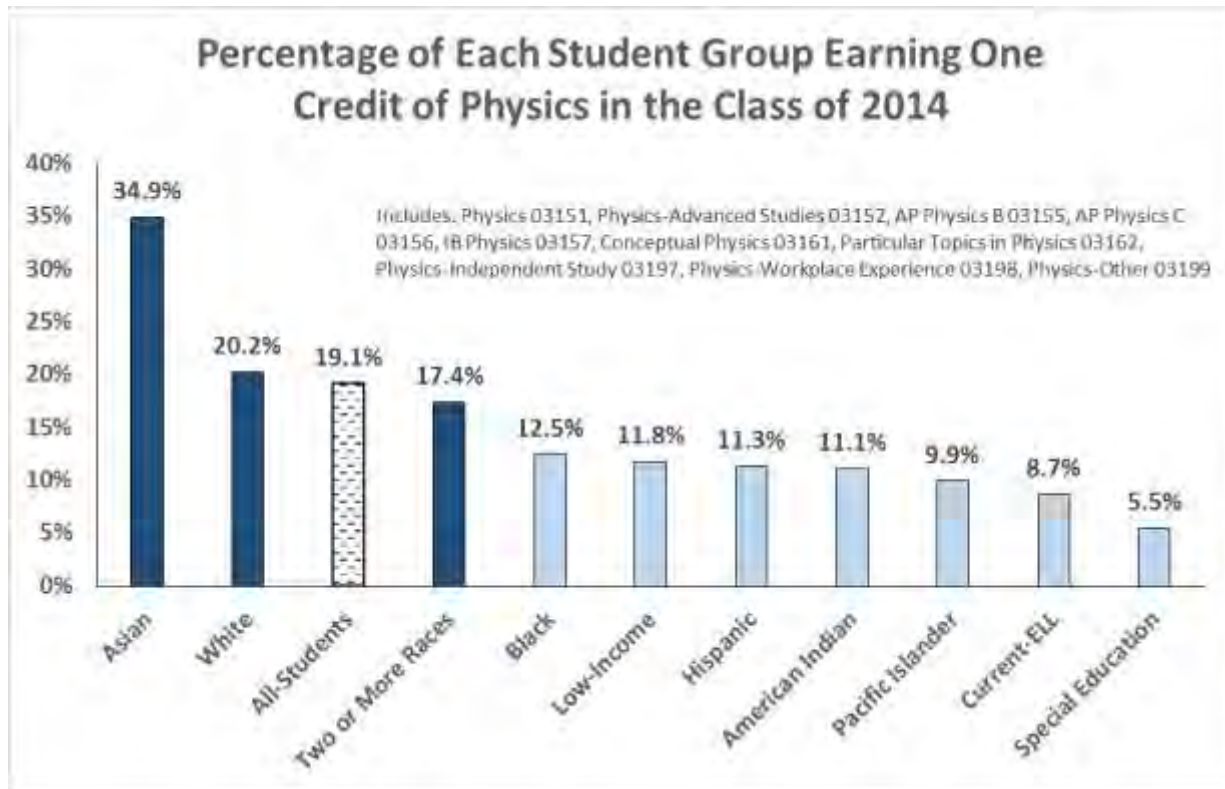
Percentage of Each Student Group Earning One Credit of Calculus in the Class of 2014



Percentage of Student Group Earning One Credit of Statistics in the Class of 2014



Gaps in advanced science courses look very similar to those found in advanced math courses. Again, Asians have the largest proportion of enrollment in advanced science courses as demonstrated by this chart on physics.



What may cause opportunity gaps in advanced course-taking? What policy work could close those opportunity gaps?

Achievement Gaps – Adequate Performance is Needed to Thrive in Advanced Courses

Problem? It surely is a noble goal for all students to be ready for advanced courses, enroll in the advanced courses, and then master the highest levels of math and science. However, there is danger in placing students into advanced courses when they do not already have a solid, thorough understanding of prerequisite content. Thus, prematurely placing a student in an advanced course can come at the cost of giving that student a solid foundation in that content area by way of a lower-level course. When students do not adequately understand the prerequisite content needed to succeed in an advanced course, enrolling them in advanced courses can set them up for failure. The achievement gaps among student groups, as evidenced by assessment results, contribute to the advanced course-taking opportunity gap. If students do not have a mastery of the necessary content, they do not have the opportunity to succeed in advanced courses. Unfortunately, assessment results show that students from Targeted Subgroups are, on average, less likely to be proficient and, thus, less likely to be ready to perform at the level necessary to thrive in an advanced course.

Solution? Closing achievement gaps among student groups will lead to closing gaps in advanced course-taking because more students will be ready to thrive in advanced courses if their achievement levels are higher. Placement of students who are not ready into advanced coursework can be avoided through careful guidance counseling and use of assessment data to

make sure that students who are placed in advanced courses fully grasp the content of lower-level courses.

Access – Some Students who are Ready are Not Placed in Advanced Courses

Problem? An Advanced Placement potential analysis of PSAT data by the College Board has shown that far more students have demonstrated the level of readiness needed to succeed in Advanced Placement Courses than are actually enrolled in the courses ([Zhang, et al., 2014](#)). This indicates that there are students who are ready for advanced coursework but not being placed into advanced courses, thus contributing to the gaps among student groups.

Solution? Acceleration policies encourage the placement of ready students into advanced courses and would reduce the advanced course-taking opportunity gap by automatically enrolling students into higher level courses if ready. [A Nation Deceived: How Schools Hold Back America's Brightest Students](#) states that acceleration is the most effective curriculum intervention for highly capable students (Colangelo, 2004).

There is a variety of acceleration options that generally fall into two groupings: content-based acceleration and grade-based acceleration. Content-based acceleration policies allow students who have demonstrated proficiency on assessments to progress to the higher level coursework. Grade-based acceleration, referred to as “grade-skipping,” allows students to advance grade level or enter college early. [RCW 28A.320.195](#) encourages the use of acceleration policies and allows for local district policy but does not require that acceleration be made available to all students.

Within Washington, Federal Way and Tacoma have acceleration policies in place that allow for multiple acceleration options and they have been leaders among districts in the implementation of acceleration policy. The Highly Capable program includes content- or grade-based acceleration as options for getting high-performing students into advanced coursework.

The Institute for Research and Policy on Acceleration provides a comparison of state acceleration policies to its guidelines for developing an academic acceleration policy and provides a [summary of Washington state policy \(IRPA, 2009\)](#). Most states leave the choice to develop an acceleration policy to local education agencies. Only Iowa has a comprehensive state acceleration policy, including the Iowa Acceleration Scale that provides extensive guidance to districts on how to objectively decide on whether to accelerate a student in grade level.

Policy work can be done at the state level to close achievement gaps, thereby preparing more students for the challenges of advanced courses. For the students who are ready but are not being enrolled into advanced courses, acceleration policies are a promising way to promote them into challenging and rewarding coursework. Washington allows for local policy on acceleration but, at the state level, does not require that acceleration be an option for students.

Access – Fees and Transportation

Problem? Advanced Placement and International Baccalaureate programs have fees to complete the examination that is required to receive college credit. Running start students do not pay tuition, but do pay for fees, books, and transportation. Students incur transportation costs when they commute from a school that does not offer advanced courses to a school in their district that does offer advanced courses. Advanced courses may require special equipment like graphing calculators for math courses or lab equipment for science courses, thereby exacerbating the financial barriers to low-income students. These costs are barriers that disproportionately impact low-income students.

Solution? A solution to this financial barrier is a fee waiver or reduction program so that low-income students can take advanced courses. Washington state has taken advantage of a federal program that reduces fees for College Board Advanced Placement, International Baccalaureate, and Cambridge Capstone programs ([OSPI, 2015](#)). Within the community college system, [RCW 28A.600.310](#) requires institutions of higher education to make available fee waivers for low-income Running Start students and establish a written policy for the determination of eligibility. State Board of Community and Technical College waiver guidance recommends that foster youth be eligible in addition to low-income students. However, books and other materials are not included in the fee waiver, so community colleges and libraries have locally offered book loans for low-income Running Start students. When students need to commute, giving them an hour for transportation in their class schedule can allow them the time needed to get from their high school to a facility that offers an advanced course, whether it be a college or another high school that does offer the desired course. Although free bus passes for students and College in the High School are ways of mitigating transportation barriers, the convenience of having a personal vehicle or a parent who is available to drive the student are advantages often conferred to higher-income students.

Access – Only 11th and 12th Graders are Allowed to Enroll in Dual Credit Programs

Problem? [RCW 28B.15.821](#) limits access to certain Dual Credit programs like College in the High School to 11th and 12th graders.

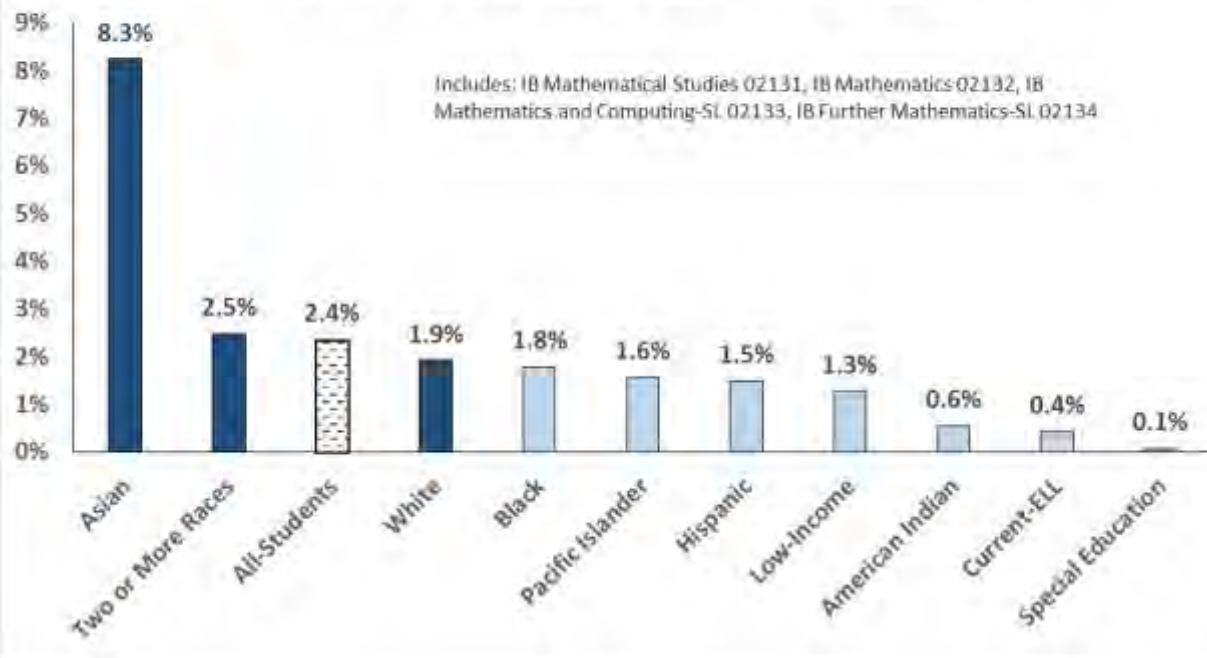
Solution? Expanding access to 10th graders and, possibly, 9th graders would expand access to the advanced coursework in Dual Credit Programs. During the 2015 legislative session, Member Childs and Member Osmun testified in support of HB 1031 and HB 1081 that would seek to expand access to Dual Credit programs.

Access – Course Availability – Differences among Regions, Districts, and Schools

Problem? Having access to advanced courses in your district means having a choice – having an opportunity – to take those courses. Regional differences range from small districts with a limited selection of math courses or no advanced courses at all to large districts that have a full menu of Dual Credit Programs and other advanced courses. Offering advanced courses at rural and isolated school districts can be challenging due to limitations on capacity, availability of teachers qualified to teach advanced content, having enough student enrollment to fill advanced courses, and distance to community colleges or skills centers. Some small districts are far away from colleges, universities, and technical skills centers that provide meaningful dual credit opportunities. On the other hand, large districts may have enough capacity, qualified teachers, and eager students to offer an International Baccalaureate program or a full selection of advanced math courses.

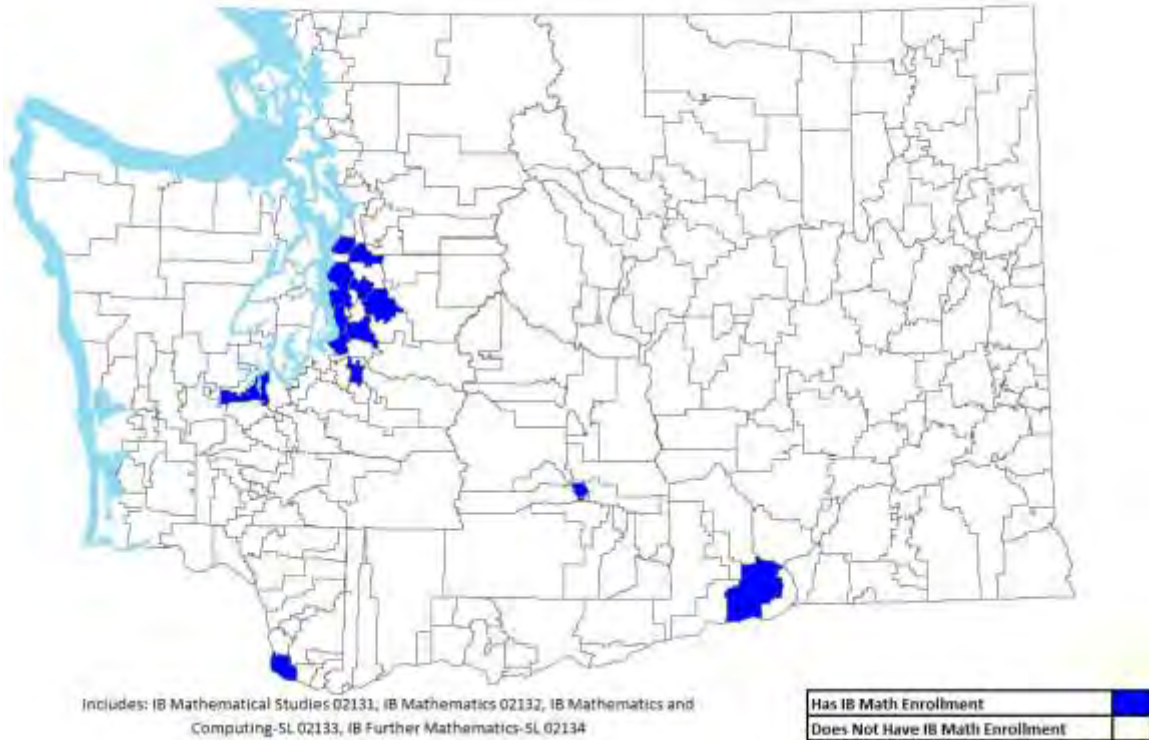
The opportunity gaps in advanced course-taking may, in some cases, have a relationship with the demographics of the area and the availability of advanced courses in that area. For instance, the gaps among student groups are large in International Baccalaureate math course-taking. Asian students represent the largest percentage of students earning credit in IB math in proportion to the population of Asian students in the state. International Baccalaureate math programs are available in only a handful of districts, as depicted by the map below. Some of the districts offering IB happen to also be districts where the Asian students make up a larger percentage of enrollment than the average percentage of Asian students in the state. Thus, part of the course-taking gap is related to where the students live. Also, some research has explored the relationship of local labor market needs to course offerings and enrollment but that aspect of the course-taking opportunity gap has not been investigated for this analysis.

Percentage of Each Student Group Earning One Credit of IB Math in the Class of 2014

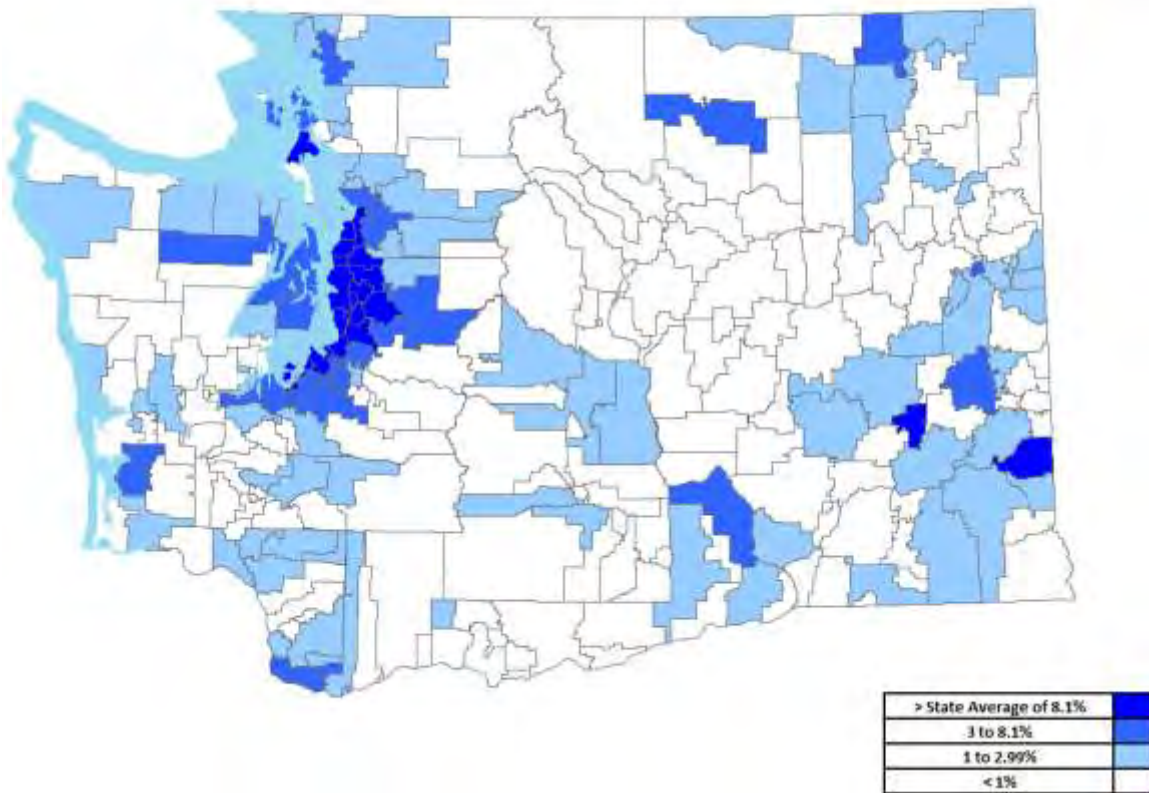


State of Washington

Districts with Students Enrolled in International Baccalaureate High School Math in the 2013-2014 School Year



State of Washington Asian Percentage of Enrollment 2013-2014



Solution? Districts and the state can improve course availability by offering advanced courses when there is enough demand from students who are ready for advanced coursework and by continuing to expand access to Dual Credit programs in remote, small districts. Grant programs for starting or expanding Dual Credit programs can improve availability. Online courses can provide advanced coursework even if the provider is located remotely.

Two large districts - Federal Way and Tacoma - have policies that support student access and success in advanced courses, including high school acceleration, fee waivers, and guidance counselling. However, being a small district doesn't mean that advanced courses can't be offered. Curlew School District, one of Washington's smallest districts with fewer than 250 students, had an Advanced Placement participation rate of 56% in the 2011-2012 school year and earned an award from U.S. News as a top school district in the nation in 2014 ([U.S. News, 2014](#)). Bridgeport High School in Bridgeport School District, another small district with fewer than 900 students, was selected as one of the top three finalists in a nationwide contest to have President Obama be its commencement speaker ([Lacitis, 2011](#)). The selection was due to Bridgeport's high participation rate in Advanced Placement, among other successes of Bridgeport High School.

Accountability – Dual Credit Data in the Achievement Index

Problem? The accountability system has not used course-taking data in its accountability measure.

Solution? The use of Dual Credit participation in the Career- and College-Readiness indicator in the Achievement Index provides an incentive for districts to increase participation in Dual Credit, one type of advanced course. For the 2015 Index that is based on 2013-2014 school year data, participation rates in Dual Credit programs will be reported but not used in the accountability measure. For the 2016 Index that is based on 2014-2015 data, participation rates in Dual Credit programs are planned to be used in the accountability measure.

Social Factors - Expectations of the Student, Parents, School Staff

Problem? Student expectations for career and college can influence course-taking decisions. Student confidence and interest in a content area can impact their course-taking decisions, particularly when a student has made the decision that "I am bad at math." Parents, especially those who are knowledgeable of the American educational system, may drive their students to take advanced courses. Parents who are less informed about the system may not influence their children to take advanced courses.

Solution? School staff, like teacher advisors or guidance counselors, help students to choose courses. Their expectations of the student can impact how they help, the suggestions they make and, ultimately, what courses the student enrolls in. Student and parent engagement by school staff is a step towards getting all of the parties involved and informing them of advanced course opportunities. Cultural competency is important for school staff to assess how their expectations of the student are related to advice and counsel given to the student and family. In particular, cultural competency is important when thinking about who can make it or who cannot in advanced courses.

Social Factors – Course-Taking of Friends, Significant Others, Siblings

Iowa, the only state with a comprehensive state acceleration policy, takes sibling course-taking into consideration when accelerating a student into more advanced courses and counselors assess the student's interest in being enrolled in an advanced course ([IRPA, 2009](#)). When school staff are helping a student to choose an advanced course, it is important to consider whether the student's friends, significant other, or siblings are in those advanced courses along with the student.

Summary

Advanced course-taking gaps among student groups exist in Washington and throughout the nation. These opportunity gaps leave some students with a foundation for success in career and college, and other students with less exposure to advanced coursework. There are promising policies that could narrow these gaps, but placement should be done carefully to ensure that students are adequately prepared for advanced coursework and it is a good fit for the individual student.

Action

No action by the Board is anticipated.

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

Bibliography

Baker, D.B., Gratama, C.A., Ford, R.F., Peterson, K.M. (2012). *Road Map Project Transcript Follow Up Study*. The BEREC Group.

Colangelo, N., Assouline, S.G., Gross, M.U. (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students*. The Templeton National Report on Acceleration.

Hubert, M., (2013). *UPDATE: Dual Credit Programs*. Office of Superintendent of Public Instruction, Secondary Education and Support.

IRPA (2009). *Guidelines for Developing an Academic Acceleration Policy*. Institute for Research and Policy on Acceleration, National Association for Gifted Children, and Council of State Directors of Programs for the Gifted.

Lacitis, E. (2011). *Eastern Washington's Bridgeport High makes Final 3 for Obama visit*. The Seattle Times.

National Science Foundation (2012). *Science and Engineering Indicators 2012*. National Science Foundation.

OSPI (2015). *Advanced Placement: AP/IB Test Fee Program*. Office of Superintendent of Public Instruction.

U.S. News (2014). *Best High Schools: Curlew School Overview*. U.S. News and World Report.

WSAC (2014). *2014 Strategic Action Plan*. The Washington Student Achievement Council.

Zhang, X., Patel, P., Ewing, M. (2014). *AP Potential Predicted by PSAT/NMSQT Scores Using Logistic Regression*. The College Board.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Approval of Process for Setting the Mimimum Scores for Graduation on New Exit Exams

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

- Relevant To Board Roles:**
- Policy Leadership
 - System Oversight
 - Advocacy
 - Communication
 - Convening and Facilitating

Policy Considerations / Key Questions: Does the process recommended by the Office of the Superintendent of Public Instruction (OSPI) for setting a minimum score for graduation reflect the intent of the Board as expressed in the Board's position statement on assessments?

- Possible Board Action:**
- Review
 - Approve
 - Adopt
 - Other

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis: At the January 2015 Board meeting, the State Board of Education (SBE) approved a position statement on assessments that included an approach to setting a score for graduation on the new exit exams, the high school Smarter Balanced Assessment and the transition math End-of-Course (EOC) exams. OSPI has recorded a video summarizing the process for determining a minimum score for graduation, based on the SBE's approach. The video has been distributed to Board members prior to the meeting, and is available online as part of this Board packet at: <http://www.sbe.wa.gov/materials.php#.VO4DLTbTmpo>

At the March 2015 meeting, during the Business Items portion of the agenda, the Board will consider approval of the process described in the video and summarized in the attached document.

The Office of the Superintendent of Public Instruction recommends the following approaches to setting the minimum cut scores for graduation on the new exit exams:

- ▶ Determine the Smarter Balanced high school exam cut scores from the 11th graders performance in 2015.
- ▶ Base the Math EOC exit exam cut scores on the average results of the math EOCs over the past three years.

1) Smarter Balanced ELA Comprehensive:

- a) Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT).
- b) Use the pool of 2015 11th grade students who have both a Smarter Balanced ELA score and both Reading HSPE and Writing HSPE scores.
- c) Conduct an equipercentile linking between the percent meeting the assessment graduation requirement on reading **and** writing (passed both HSPEs) and that same percentile point in the Smarter Balanced file.
- d) Determine the Smarter Balanced scale score that yields that percentile.

2) Smarter Balanced Math Comprehensive:

- a) Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT).
- b) Use the pool of 2015 11th grade students who have both a Smarter Balanced mathematics score and a score on the algebra/integrated 1 EOC OR the geometry/integrated 2 EOC.
- c) Conduct an equipercentile linking between the percent meeting the math assessment graduation requirement (passed at least one math EOC) and that same percentile point in the Smarter Balanced file.
- d) Determine the Smarter Balanced scale score that yields that percentile.

3) Math Year 1 and Math Year 2 EOC

- a) Equal impact cut scores would yield comparable “passing” rates on the new tests as the former tests.
- b) For each of these new tests, OSPI proposes using an average of the past three years on the Math Year 1 and Math Year 2 EOCs as the target impact for determining the graduation minimum cut score.

4) Basic:

- a) Some students served in special education are considered to have met standard by earning a Level 2 – or Basic – score rather than the typical Level 3.
- b) We propose to follow the same procedures described above to establish the new exit exam cut scores for these student.



THE WASHINGTON STATE BOARD OF EDUCATION

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

REQUESTS FOR TEMPORARY WAIVER OF CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS MARCH 2015

Requesting School District	Date of Application	School Board Resolution Adopted	Proposed Class for Implementation
Blaine	2/23/2014	2/23/2015	2021
Central Kitsap	2/25/2014	2/11/2015	2021
Edmonds	2/2/2014	1/27/2015	2021
Highline	2/19/2015	2/18/2015	2021
Kiona-Benton	1/12/2015	1/12/2015	2021
Lynden	2/26/2015	2/26/2015	2021
Mead	2/23/2015	1/26/2015	2020
North Thurston	1/23/2015	1/14/2015	2021
Pasco	1/21/2015	1/13/2015	2021
Richland	1/27/2015	2/27/2015	2021
Sedro Woolley	2/23/2015	2/9/2015	2021
Shoreline	1/27/2015	1/26/2015	2021
South Bend	12/10/2014	1/15/2015	2021
Sultan	1/12/2015	1/20/2015	2021
Tahoma	1/6/2015	11/25/2014	2021
Toutle Lake	2/4/2015	2/24/2015	2021



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 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

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

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

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the district 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.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

BLAINE SCHOOL DISTRICT NO. 503

Resolution No: 1415-12

A resolution of the Board of Directors of the Blaine School District #503 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068(11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

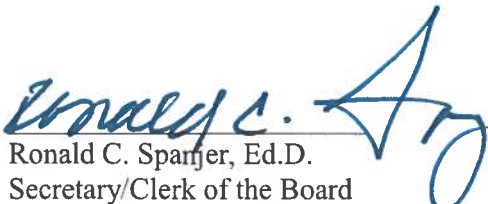
THEREFORE BE IT RESOLVED that the Board of Directors for the Blaine School District #503 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

APPROVED by the Board of Directors of Blaine School District #503 in a regular meeting thereof held on the 23rd of February 2015.

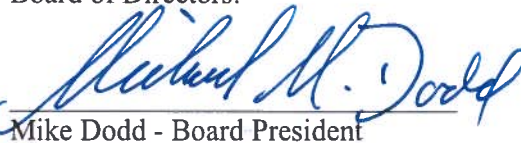
ATTESTED TO:

BLAINE SCHOOL DISTRICT #503

Board of Directors:



Ronald C. Sparjer, Ed.D.
Secretary/Clerk of the Board



Mike Dodd - Board President



Todd Berge - Director



Charles Gibson - Director



Joan Lotze - Director

Campbell McClusky - Director

Application

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

1. Name of district: Blaine School District #503

2. Contact information
Name and title: Ronald C Spanjer; Superintendent
Telephone: 360-332-5881
E-mail address: rspanjer@blainesd.org

3. Date of application: 2/23/2015

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 Blaine School District currently requires 22.5 credits for student to graduate from high school. With a six (6) period day, we have a number of students who leverage against the additional flexibility of up to three(3) courses for the purpose of pursuing credit recovery options. A 24 credit graduation requirement will eliminate the regular school day for accessing make-up or recovery credits, and as such alterantive options will need to be considered, outside the standard schedule. It will take significant time to consider what the alternatives are and how these alterantives will be staffed, and subsequently funded. It should be noted that the Blaine School District already has in place a student day that meets the 1080 instructional hour threshold, soon to be required for students at the Grade 9-12 level. We are right up against contract hour requirements (not unique to Blaine) specific to our certificated instructional staff. We cannot further extend the instructional day for students/staff without incurring substantial cost. We will need the two additional years to consider how an expanded schedule would be established and supported. It should be noted that while we indeed have concerns specific to where additional staff supporting world language, science and arts courses will be found and how they will be funded, the most significant concern at the moment, on the part of the Blaine School District Board of Directors, is the issue of credit recovery. Lastly, there is great concern that any efforts to address these expanded requirements will present the dilemma of having to eliminate quality programs that are currently in place, but not aligned with, or required by, the new requirements. The Blaine School District will need the two additional years to give purposefull consideration to all options and related implications.

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

As referenced in the prior summary, the key concerns (impediments) in place at this time for the Blaine School District include:

1. Options for supporting a significant level of credit recovery needs, without incurring staffing and other related costs that cannot be supported without a substantial infusion of resources.
2. Limitations in identifying and securing additional certificated staff to support the expanded schedule.
3. A high risk of losing established, high quality programs from the existing schedule, examples of which could be AVID electives and AP courses.
4. It is also noted that until we have a clearer understanding of the context "Personalized Pathway Requirements" and the implications for expanded CTE course offerings, this issue is also being viewed as having the potential to be a substantial barrier.

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.

The Blaine School District Board of Directors have participated in two formal, public meeting reviews with staff regarding the SBE 24 credit requirement. The staff have assured the Board that, in spite of pending two-year waiver status, we will immediately start the process of considering expanded course offerings for our students, with specific, initial emphasis on world language and courses in the arts. In addition, we will intensify consideration of options for students to recover lost credit and to that end will remain in ongoing consultation with other school districts specific to their planned approaches to this issue. It needs to be noted that without continued attention given to the need for new resources to fund what is currently in place, i.e. full funding of basic education, adding time and course requirements to the schedule will clearly compromise our ability to sustain quality programs that are already in place for students in the Blaine School District.

Final step

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

– Board of Directors –

MARK A. GAINES
ERIC K. GREENE
CHRISTOPHER A. STOKKE



Central Kitsap School District

DAVID MCVICKER
SUPERINTENDENT

9210 SILVERDALE WAY NW
MAILING ADDRESS: PO BOX 8
SILVERDALE, WASHINGTON 98383
(360) 662-1610 • Fax: (360) 662-1611
www.cksd.wednet.edu

RESOLUTION NO. 20-14-15

WHEREAS, 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 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019; and

WHEREAS, the School Board has the final authority to set the policies of the District to ensure quality in the content and extent of the District's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and


WHEREAS, the District currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the District to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the District Board of Directors.

THEREFORE, BE IT RESOLVED, the Board of Directors of the Central Kitsap School District authorizes the District to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow sufficient time to effectively implement the requirements.

Passed by the Board of Directors of Central Kitsap School District No. 401, Silverdale, Washington, at the regular meeting held the 11th day of February 2015.



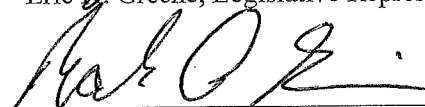
Bruce J. Richards, President



Eric K. Greene, Legislative Representative



Jeanie Schulze, Vice President



Mark A. Gaines, Member

Not Present

Christopher A. Stokke, Member

Attest:  _____, Secretary

Application

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

1. Name of district: Central Kitsap School District

2. Contact information
Name and title: Franklyn MacKenzie, Director of Secondary Teaching and Learning
Telephone: (360) 662-1632
E-mail address: franklyn@cksd.wednet.edu

3. Date of application: 2/25/2015

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.

Central Kitsap School District currently has a traditional six period day. This allows for a total of 24 credits in a four year period. We are also currently in our first year of transitioning our 9th graders into our high schools. We are also in the process of converting our junior highs to middle schools during the 15-16 school year. A waiver would allow us to focus on these two important transitions and properly plan for and provide appropriate resources to career and college ready requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
 - Current traditional master schedule of six period day with collective bargaining implications in order to change.
 - Qualified teachers in particular in the area of science, but also in the areas of world language and art.
 - Potential need for additional classroom space in the area of science.
 - Lack of additional options like summer school, online, and equivalency credit for struggling students.
 - Assure policy alignment across the district for athletic eligibility, waiving of credits and potentially other areas.
 - High School and Beyond Plan process that supports all areas of the Personalized Pathway 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.
- Analyze course taking in the areas of science, world language and art to address additional needs.
 - Recruit teachers in areas of science, world language and art.
 - Develop appropriate additional courses to support 24 credit requirement.
 - Develop course equivalency options through the CTE program.
 - Develop plan to address personalized pathway needs for students and provide professional development to support staff.
 - Explore high school schedules that better support a 24 credit requirement. The exploration includes working with the associations regarding the collective bargaining implications.
 - Plan for the implementation of a robust summer school program that supports struggling students attaining 24 credits.
 - Implement in-building supports on a daily basis supporting students with credit recovery, credit options and additional supports in order to assure career and college readiness.
 - Research and provide supports to our alternative programs to support students with credit options.
 - Communicate requirements to elementary and middle school students and families.

Final step

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

Resolution No. 15-04

A RESOLUTION OF THE BOARD OF DIRECTORS OF CENTRAL VALLEY SCHOOL DISTRICT No. 356 TO SUBMIT APPLICATION TO THE STATE BOARD OF EDUCATION (SBE) FOR A TEMPORARY WAIVER FROM THE REVISED CAREER AND COLLEGE READY GRADUATION REQUIREMENTS FOR ENTERING FRESHMEN IN 2015 AND 2016

WHEREAS, on January 9, 2014 the Washington State Board of Education (SBE) approved revised career and college ready high school graduation requirements effective for freshmen entering high school in 2015 and beyond (Graduating class of 2019); and,


WHEREAS, the SBE allows for districts to apply for a temporary waiver (up to two years) in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and,

WHEREAS, the Central Valley School District needs additional time to address funding, staffing and facilities issues created by these new graduation requirements;


NOW, THEREFORE, BE IT RESOLVED the School Board of Directors approves the application for a temporary, two-year waiver in implementing the revised career and college ready high school graduation requirements for freshmen entering high school in 2015 and 2016 (Graduating classes of 2019 and 2020, respectively).

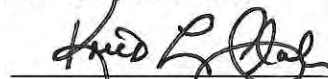
The foregoing resolution was adopted at a regular meeting of the Board of Directors of Central Valley School District No. 356 held the 9th day of March, 2015 the following members present and voting:

ATTEST:


Benjamin C. Small, Superintendent
Secretary to the Board


BOARD OF DIRECTORS


MJ Bolt, President


Keith Clark, Vice President


Debbie Long


Tom Dingus


Amy Mason

Application

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

1. Name of district: Central Valley School District #356

2. Contact information
Name and title: Kent Martin – Executive Director, Secondary Learning and Teaching
Telephone: (509) 228-5430
E-mail address: kentmartin@cvsd.org

3. Date of application: 3/9/2015

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.

Our school district is requesting a waiver to delay implementation of the career and college ready (24-credit) graduation requirements in WAC 180-51-068 for the graduation classes of 2019 and 2020 for the following reasons:

1. We are a growing district whose enrollment is over-capacity at each of our two comprehensive high schools. As a result, classroom space is at a premium, and in order to move to the new 24-credit graduation requirements we would not have enough lab/science classrooms, nor lab equipment, at these schools to meet the additional credit of required lab science this new diploma entails.
2. The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budgetary impact, which we need more time than we currently have to analyze and address appropriately. Currently, we would be unable to appropriately cover these new lab/science classrooms within our master schedule with our current staff due to their existing teaching certificates (not enough science endorsements). With this in mind, staff attrition and new teacher hires would need to be anticipated and planned for, respectively, over the next two years to ensure that we have an adequate number of highly qualified science teachers to meet this new science demand.
3. Our district needs two more years to complete our Career and College Readiness strategic initiative (2014-2017), which will ultimately provide our students with personalized academic pathway choices, aligned to their identified strengths, interests and ambitions through defined programs of study at the high school level.

We anticipate that we will be able to bring the above changes to fruition by the spring of 2017, which would enable our incoming freshmen in the fall of 2017 to be in position to successfully complete this new 24-credit diploma by the spring 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 specific impediments preventing our implementation of the career and college ready (24-credit) graduation requirements beginning with the graduation class of 2019 are as follows:

1. Each of our comprehensive high schools have capacities of 1,500 students. In September 2014, Central Valley HS had an enrollment of over 1,900 students, and University HS has an enrollment of over 1,700. For the past three years, an average of 45% of our seniors at these schools completed at least three years of science courses during their high school careers, which, over time, we have accounted for by transforming classrooms to lab/science classrooms, and ensuring an appropriate number of highly qualified science teachers.

Due continued enrollment increases the past five years, there are no classrooms left unfilled at these two schools. Each school has four portable classrooms as well. In order to implement the additional lab/science courses for 100% of all students under this new graduation requirement, we would have to transform current "regular" classrooms into lab/science classrooms, which will have a significant cost to the district. Even if we could complete this prior to the fall of 2015, we would still have to find classrooms for these displaced "regular" classes, which would require additional portable classrooms at these two campuses.

2. As mentioned in #4 above, we need to study the anticipated teacher attrition the next two years at our high schools, and strategically hire new teachers to ensure an adequate number of highly qualified science teachers to meet the new demand of the additional lab/science credit requirement for 100% of our students by the end of the waiver period.
3. We currently do not have personalized academic pathways defined for our students, which will be needed for them to appropriately plan their high school course selections, and to utilize the crediting options allowed under this new 24-credit diploma.

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.

The efforts that are or will be undertaken to achieve implementation of the career and college ready (24-credit) graduation requirements for the graduating class of 2021 are as follows:

1. In studying the impending lab/science classroom shortage at our two comprehensive high schools, we have determined that 2-3 "regular" classrooms at each school will

need to be converted to lab/science classrooms at a conservative estimate of \$20,000-\$25,000 per classroom (including classroom instructional materials). These conversions could be completed over the next two years, beginning in the summer of 2015, pending Board approval.

Since the converted “regular” classrooms would still be needed due to continued enrollment growth, the district will be looking to purchase and place additional portable classrooms at each high school, with a cost of around \$300,000 per two-classroom portable (this cost includes permits, site prep work, fire access, classroom materials, etc.). This process would start in the 2015-16 budget year pending Board approval.

2. Our Human Resources department tracks the endorsements of our teachers and the staffing ratios at all of our schools. HR officials are aware of this impending graduation requirement, and will be working closely with our high school administrators to determine how to “ramp” the hiring of the additional highly qualified science teachers at each school over the next two years. Through staff attrition and targeted hiring practices, we hope to be properly staffed for these additional science courses by the end of the waiver period.
3. In the fall of 2014, a Career and College Readiness district steering committee was established to develop a timeline for increasing the rigor and relevancy of the district High School and Beyond Plan (HSBP), and the creation and implementation of personal academic pathways for our high school students. The revised HSBP requirements for students in grades 9-12 are scheduled for implementation beginning in the fall of 2015, while the personal academic pathways are scheduled for implementation in the spring of 2017.

Final step

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



LEARNERS TODAY. LEADERS TOMORROW.

Chehalis School District

Resolution 14-15-012

Temporary Waiver from High School Graduation Requirements

A RESOLUTION OF THE BOARD OF DIRECTORS, CHEHALIS SCHOOL DISTRICT NO. 302, SUPPORTING THE APPLICATION TO THE WASHINGTON STATE BOARD OF EDUCATION FOR A TWO YEAR WAIVER FROM IMPLEMENTING THE REQUIREMENTS OF WAC 180-51-068 (THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS).

WHEREAS, the increase in the number of credits required by the State of Washington to graduation from high school to 24 credits will require a substantial amount of study and planning to implement effectively; and

WHEREAS the District is currently working with the BERC Group following a comprehensive review of its student services, courses, and instructional practices to ensure career and college readiness of its graduates; and

WHEREAS implementation of BERC Group recommendations as well as additional District revisions necessary to meet the 24 credit requirement requires additional time; and

WHEREAS, the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements until 2021; and

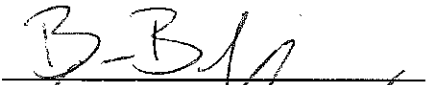
WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

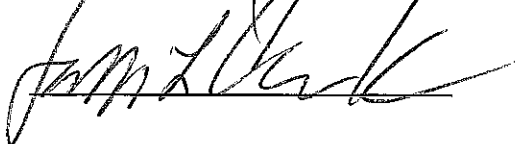
NOW, THEREFORE, BE IT RESOLVED THAT THE Chehalis School District No. 302, by and through its Board of Directors, adopts resolution No. 14-15-012 and hereby requests a waiver of the 24-credit requirement for the classes of 2019 and 2020.

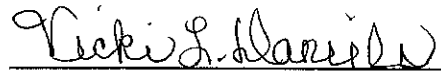
Adopted this 3rd day of March 2015.

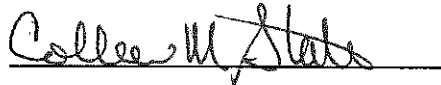
Board of Directors



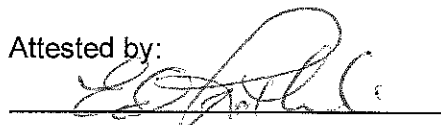








Attested by:



Ed Rothlin, Secretary to the Board

Ed Rothlin
Superintendent

Mary Lou Bissett
Assistant Superintendent

Heather C. Pinkerton
Director of Business & Operations



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Application

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

1. Name of district: Chehalis School District

2. Contact information

Name and title: Ed Rothlin, Superintendent

Telephone: 360 807 7200

E-mail address: erothlin@chehalisschools.org

3. Date of application: March 4, 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.

Chehalis School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

Our district needs extra time to implement and refine systems to meet the new 24 credit requirements. We need the additional time to effectively allow students to transition, without penalty, and assure systems are in place to support students path to graduation.

Delaying the implementation of new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff needs to have an in-depth understanding of 24-credit career and college ready graduation requirements, as well as time to design and incorporate systems of support.

Chehalis School District is currently implementing district initiatives that will greatly enhance student learning and teacher instructional practices. These initiatives require substantial planning, and professional development. By adding time to meet increased graduation requirements both the 24-credit graduation requirements and the instructional improve initiatives will be allowed time for quality implementation.



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

The additional time will allow us to develop a comprehensive communication plan to better communicate the new graduation requirements. Parents and students must understand the rationale and need for the 24-credit graduation requirement. By developing a strategic communication plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported in their work toward these new graduation requirements.

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

The impediments that prevent successful implementation of the career and college ready graduation requirements are:

Our current academic supports and counseling systems are structured to meet the existing 22 credit graduation requirement. Our district's challenge with on-time graduation is credit deficiencies. Additional time will allow for more comprehensive planning an implementation of supports.

We have not had time to adequately communicate to parents, students and our community about how our district plans to meet the new 24-credit graduation requirement. This is a major change and students will no longer have room to fail classes, without serious consequences. Parents and students need to have clear information.

Chehalis School District will need 2 years of additional time to resolve these impediments and to communicate to parents, students and our community. Additionally, we need further time to test and implement systems to insure student success.

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.

Implement K-12 Career and College Readiness work towards district initiatives preparing all students to meet the 24 credit career and college ready standards.

Work with the BERCC Group on instructional practices to insure career and college readiness of graduates; and

Implement BERCC Group recommendations as well as additional District revisions necessary to meet the 24 credit requirement for students

**RESOLUTION NO. 15-08
OF EDMONDS SCHOOL DISTRICT No. 15
SNOHOMISH COUNTY, WASHINGTON**

**Application for Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014**

WHEREAS, the Washington State Legislature passed E2SSB 6552 which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24 credit requirement; and

WHEREAS, the Board of Directors and the district's Strategic Direction, Graduates Who Are Ready for Life Work Group have discussed this issue at great length and have carefully considered the necessary time and resources required to implement the new requirements in a reasonable manner; and

WHEREAS, the Board of Directors of the Edmonds School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Edmonds School District in accordance with RCW 28A.230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

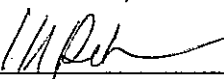
ADOPTED by the Board of Directors of the Edmonds School District No. 15, Snohomish County Washington, in a regular meeting thereof held on the 27th day of January, 2015.

Edmonds School District No. 15

BOARD OF DIRECTORS



Diana White, President



Kory DeMun, Vice President




April Nowak, Legislative Representative

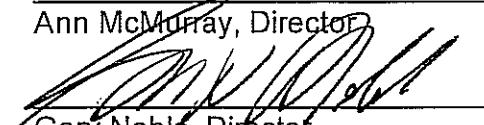


Ann McMurray, Director

ATTEST:



Nick J. Brossoit, Ed.D.
Superintendent/Secretary of the Board



Gary Noble, Director

Application

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

1. Name of district: Edmonds School District

2. Contact information
Name and title: Dr. Patrick Murphy, Assistant Superintendent
Telephone: 425-431-7094
E-mail address: murphypa@edmonds.wednet.edu

3. Date of application: 2/2/2015

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 Edmonds School District is requesting a waiver to delay implementation of the graduation requirements in WAC 180-51-068 for the graduating classes of 2019 and 2020. This request is based on the following factors:

- 1) In our most recent graduating class, 2014, approximately 70% of our graduates would have met the new 24 credit requirement. A slightly higher percentage, 74% would have met the new 3 credit science requirement. The current Edmonds School District requirements of 22 credits and 2 credits of science was met by approximately 82.5% of the members of the class of 2014. Under the current 22 credit requirement delivered in a 6 period schedule that is in our high schools, students have four (4) open semesters in which to make up credits should a failure occur. This option is free and convenient for families. With a 24 credit requirement in the same system, we would have no free or convenient options for families and students who fail and need to make up credit. We need time to create those options and find funding sources.
- 2) Our "Graduates Ready for Life" Committee made up of staff, students, parents, and community members, has begun the work of identifying options and potential solutions to allow students more flexibility and latitude in a 6 period high school schedule with a 24 credit requirement. Possibilities being considered include: expansion of high school credit options in middle school; increasing STAMP and other assessment opportunities for high school credit for ELL students and other native speakers of a language other than English; possible limited 7th period class options for credit retrieval or acceleration; end of semester compressed credit retrieval options for nearly passing students; expand 2:1 credit equivalencies in CTE courses. The school district needs time to flesh out these ideas, train staff, and find funding sources.
- 3) Parent and student communication is a critical part of the middle to high school transition process. Families need clear direction and information about how best to support and guide their students through high school and post-secondary learning opportunities. A two year waiver will allow us to put supports and options in place for

families while also allowing us to design and implement a strong communication plan.

- 4) Increased science requirements along with potential increases in high school credit options will have budget, staffing, and certification ramifications. Our Human Resources and Operations departments will need time to work with principals and teachers to ensure that we have appropriately qualified teachers in place and the facilities and classroom space to deliver new courses.
- 5) The Edmonds School District is in the process of adopting a web-based tool for enhancing and augmenting the High School and Beyond Planning Process. This tool will play a key role in planning and preparing students and parents for the new requirements. The waiver will allow us time to perform needed training in this regard.

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

As alluded to above, the implementation of the new graduation requirements contained in WAC 180-51-068 will have significant impact on Edmonds School District policies, procedures, training, staffing, facilities, and communication. All of our current supports are based on the old requirements. More time is needed for adequate planning to implement changes in a high quality manner to meet the needs of students and families.

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.

- 1) Develop Free and Accessible Credit Retrieval Options for students in a 6 period high school schedule with a 24 credit graduation requirement
- 2) Develop comprehensive communication plan for students, parents, and staff that fully explains the new graduation requirements and clearly articulates pathways, interventions, and supports for students.
- 3) Create a professional development and training plan for new course offerings, high school and beyond plan technology tools, and counseling curriculum and activities that align with the new graduation requirements.
- 4) Identify resources to fund the actions above.

Final step

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


ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON

RESOLUTION NO. 06-02-15
State Board of Education Wavier Application

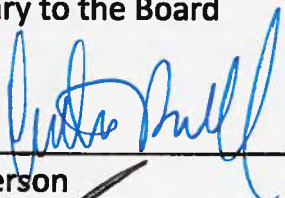
A resolution of the Board of Directors of Ellensburg School District No. 401 hereby authorizes Ellensburg School District to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by RCW 28A.230.090(1)(d)(ii), Chapter 217, Laws of 2104 (E2SSB 6552) for the graduating classes of 2019 and 2020. The career and college readiness graduation requirements will be implemented beginning with the graduating class of 2021.

DATED this 11th day of February, 2015.

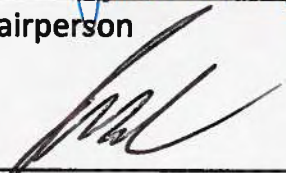
ATTEST:



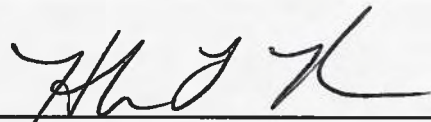
Paul J. Farris, Superintendent
Secretary to the Board



Chairperson



Director



Director



Director

Application

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

1. Name of district: Ellensburg School District

2. Contact information

Name and title: Dr. Paul Farris

Telephone: 509-925-8010

E-mail address: pfarris@eburg.wednet.edu

3. Date of application: 2/6/2015

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.

Ellensburg High School is requesting a waiver to delay the implementation of career and college ready graduation requirements for the following reasons;

1. Time is needed to address scheduling concerns. EHS currently has a 6-period day semester schedule with 22-credits to earn a diploma. With the increase to 24 credits there is no room in the schedule for credit retrieval opportunities for students.

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

1. Continued incorporation of new Common Core Standards.
2. Develop modifications in current courses that will allow for additional course equivalencies.
3. Eighth graders are currently housed at our high school campus which limits scheduling options to address the increase in credit offerings.
4. Current 6-period day on semester schedule does not leave any room for credit retrieval opportunities for students.

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.

1. Core 24 Committee formed in January 2015 to address the impediments addressed in question #5.
2. Goal is to have the Core 24 Committee make a recommendation to the Ellensburg School Board regarding graduation requirements by January 2017.

Final step

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

HIGHLINE SCHOOL DISTRICT NO. 401

RESOLUTION NO. 02-15

A RESOLUTION requesting a two-year waiver from state high school graduation requirements for Highline Public Schools.

WHEREAS, Highline Public Schools is currently in compliance with the high school graduation requirements set forth in 180-51-067; and

WHEREAS, the Highline School District Board of Directors has established a vision for college and career preparation for all high school students in the context of rigorous standards, and has established a goal of reaching a 95% graduation rate by 2017; and

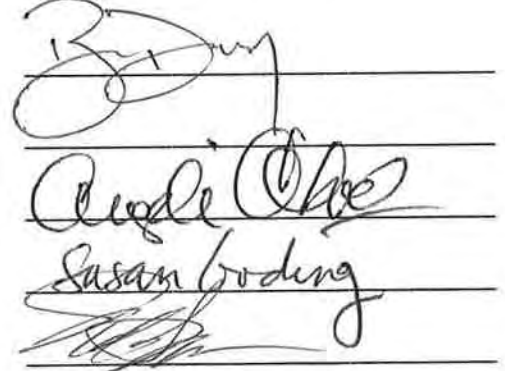
WHEREAS, the current six-period day that is used by the district means that a student may not earn more than 24 credits during their time in high school, which means that there is no margin of error for students who may need to make up or retake a course; and

WHEREAS, the district is committed to working with staff, students and families during the term of this waiver to redesign school schedules and opportunities for students to allow all students to reach 24 credits and graduate ready for the next stage of life;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Highline School District No. 401, King County, Washington, authorizes the district to request a two year waiver of the credit requirements in WAC 180-51-068 to allow sufficient time to effectively implement the requirements.

ADOPTED this 18th day of February, 2015.

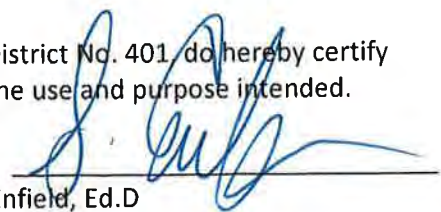
HIGHLINE SCHOOL DISTRICT NO. 401



Three handwritten signatures are written over four horizontal lines. The signatures are in black ink and appear to be: 1. A stylized signature starting with 'B'. 2. A signature starting with 'C'. 3. A signature starting with 'S' and 'L'.

Board of Directors

I, Susan Enfield, Secretary to the Board of Directors of Highline School District No. 401 do hereby certify that the above is a true and accurate copy of Resolution No. 01-15 for the use and purpose intended.



Susan Enfield, Ed.D
Secretary to the Board

Application

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

1. Name of district: Highline Public Schools

2. Contact information

Name and title: Susanne Jerde, Chief Academic Officer

Telephone: 206-631-3110

E-mail address: Susanne.Jerde@highlineschools.org

3. Date of application: 2/19/2015

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.

Like most Washington districts, Highline Public Schools has offered a traditional 6 period high school schedule. This arrangement provides the opportunity to earn 24 credits over a four year period, leaving no margin of error for students to meet the new requirements. A 2 year waiver would enable the district to redesign course offerings in support of students meeting higher standards as well as design high school master schedules that allow students to earn the necessary credits and both make up credits and go deeper in a course of study, as appropriate. The conditions needed for this work will include both resources as well as collaboration with principals, teachers, community members and employee groups.

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

Resources needed for redesign of courses and master schedules

Time to develop agreements and common implementation practices with all stakeholders

Personnel and hiring

Professional learning needs for ensuring differentiated opportunities for all students to meet course requirements

Development of standards based approaches to earn credit to supplement the master schedule.

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.

Implementation of academic assurances to guarantee all students can take up to 5 college ready courses in their junior and senior years

Implementation of professional learning for staff that includes differentiation, standards based instruction and grading, and rigorous content to meet graduation requirements.

District committee to explore and develop systems for supporting credit accrual and retrieval.

Final step

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

KALAMA SCHOOL DISTRICT #402

James D. Sutton Superintendent
Gerri Brewer-Harkleroad Business Manager
Twila Fox Office Manager
Kalama MS/HS (360) 673-5212
Kalama Elementary (360) 673-5207

548 CHINA GARDEN ROAD
KALAMA, WASHINGTON 98625
PHONE: (360) 673-5282
FAX: (360) 673-5228

Excellence and a Quality Education for Every Student

BOARD OF DIRECTORS
Bruce Rader District 1
Ryan Crusier District 2
Wes Eader District 3
Amber Buck District 4
Amos R. Ipock District 5

RESOLUTION NO. 2014/15-04 Temporary Waiver from High School Graduation Requirements

The Kalama School District is requesting a waiver to delay the implementation of the new graduation requirements which were codified into law in 2014, after the passage of E2SSB 6552. The requested waiver would affect the class of 2021.

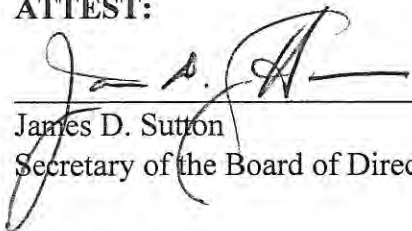
The District is specifically seeking more time to plan for increased requirements in Science, Foreign Language and the Personal Pathway. The District also needs time to adopt new student schedules that will require changes to current practice in terms of the amount of time students spend in each class, coordination of classes and the number of graduation requirements beyond the newly required 24 credits. The District is also in an administrative leadership transition in the summer of 2015.

The Kalama School District has consistently required more credits than the minimum state requirements to provide opportunity beyond the state core. It will now need time to thoughtfully plan for this transition with the involvement of all representative stakeholders.


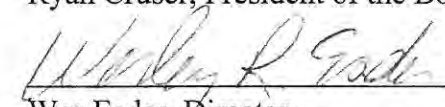
Through this resolution and in cooperation with the school administrators, teachers and Kalama Education Association, the Kalama School District Board of Directors hereby requests the approval of the Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014.

Signed this 23rd day of February, 2015.


ATTEST:

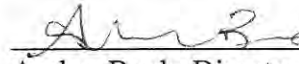

James D. Sutton
Secretary of the Board of Directors

BOARD OF DIRECTORS:


Ryan Crusier, President of the Board

Wes Eader, Director

Bruce Rader, Director


Russ Ipock, Director


Amber Buck, Director

Application

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

1. Name of district: Kalama School District

2. Contact information

Name and title: James Sutton, Superintendent

Telephone: (360) 673-5282

E-mail address: jim.sutton@kalama.k12.wa.us

3. Date of application: 3/3/2015

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 is specifically seeking more time to plan for increased requirements in Science, Foreign Language and the Personal Pathway. The District also needs time to adopt new student schedules that will require changes to current practice in terms of the amount of time students spend in each class, coordination of classes and the number of graduation requirements beyond the newly required 24 credits. The District is also in an administrative leadership transition in the summer of 2015.

The Kalama School District has consistently required more credits than the minimum state requirements to provide opportunity beyond the state core. It will now need time to thoughtfully plan for this transition with the involvement of all representative stakeholders.

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

Limited space and capacity for additional art, science STEM, and lab courses. A limit as to staffing foreign language and art. Currently, limited options in the area of online learning and credit recovery. Limited options for our students who are currently accessing the 22 credit diploma to jump to 24. Our data shows approximately 25% of our seniors earn at least 22 credits, but have less than 24 at graduation. Our high school students have limited options to make up credit in our current structure of a 6-period day.

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.

Our principals and district office administrators will soon be engaged in a study of our current 6-period day schedule to see if there would be other options that would better fit the new graduation requirements. Our staff and administrators are working closely with the district office to develop a plan to transition students from the current 22 credit district requirement to the new 24 credit high school diploma.

Final step

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



Kiona-Benton Schools

District No. 52
1107 Grace Avenue
Benton City, Washington 99320

(509) 588-2000



January 13, 2015

Dear Washington State Board of Education:

We are pleased to enclose the application package for a temporary waiver from high school graduation requirements under Chapter 217, Laws of 2014. In addition to the application, we have attached a resolution of our school board to pursue this waiver.

We anxiously await your decision.

Sincerely,

A handwritten signature in blue ink that reads "Joe Lloyd".

Joe Lloyd
Assistant Superintendent
Kiona-Benton City School District



Kiona-Benton City School District No. 52
Board Resolution
Resolution No. 1-2015

A **RESOLUTION** of the Board of Directors of Kiona-Benton City School District No. 52, Benton County, Benton City, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

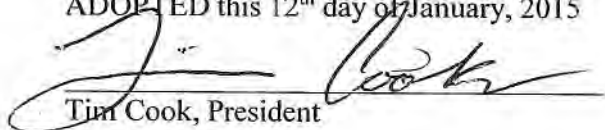
WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;


NOW THEREFORE, BE IT

RESOLVED, that the Kiona-Benton City School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 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 this 12th day of January, 2015


Tim Cook, President

ATTEST: 
Wade Haun, Superintendent
Secretary, Board of Directors
Kiona-Benton City School District No. 52
Benton County, WA

Application

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

1. Name of district: Kiona-Benton City School District

2. Contact information

Name and title: Joe Lloyd, Assistant Superintendent

Telephone: (509) 588-2077

E-mail address: jlloyd@kibesd.org

3. Date of application: 1/12/2015

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.

We are requesting the wavier for the following reasons:

- 1.) We have had a full high school administrative leadership transition this school year and time is needed to plan with students, staff and community the best course to take for our high school transitioning to the career and college ready requirement in WAC 180-51-068.
- 2.) We currently have a 22 credit requirement for graduation and need the time to plan staffing, new course implementation and to communicate the adjustments to the community as a whole. Moving forward with the 24 credit graduation requirement for our 8th graders will have impacts with curricular, staffing, and budget issues that will need addressing. We are also currently looking at our CTE department to find equivalencies. Our teaching staff will also need professional development, training to support our students through the Personalized Pathway.
- 3.) Our district needs the extra two years to communicate the new graduation requirements to parents and embed the information fully so that students can meet these requirements through their high school and beyond plans.
- 4.) The time will allow us to complete an in-depth review of programs and supports needed to allow our students to meet the challenges of their future education.

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

-New administration in place and needing time to review current building practices and planning for the future academic, scheduling and assessments for success.

-Meetings to review the option of transitioning from a 6 period day to a 7 period day

-Master schedule to allow an advisory period once a week and aligning with middle school.

-Not had time to expand equivalencies, need to offer additional courses and section that are now required to meet the 24 credit graduation requirement. These will require budget, staffing, professional development and thinking out of the box to structure a model of success for all students in the future.

- Review and expand equivalencies available to students taking CTE courses.

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.

1.) District Administrative Leadership Team meeting to define parameters for scheduling, budget, master scheduling (w/ middle school), highly qualified, building hours, flexible staffing configuration to transition.

2.) Review and expand equivalencies available to students taking CTE courses. This may include the expansion of course offerings that are automatically equivalent under OSPI development frameworks.

3.) Review and identify new course offerings to meet 24 credit requirement for graduation.

4.) Analyze benefits of transitioning from a 6 period to a 7 period school day.

5.) Analyze and review benefits for an advisory period at the high school.

6.) Develop plan for Personal Pathway Plans.

7.) Develop transition plan for middle to high school.

8.) Develop new course requirements and equivalencies.

9.) Expand assessment and academic supports that identify student needs quickly and provide immediate support (Star Enterprise).

10.) Scale up the allocation of resources to meet the above needs which include: curriculum material, teacher training/professional development, and time.

Final step

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

RESOLUTION NO. 05-15

A Resolution of Lynden School District No. 504, Whatcom County, Washington, providing for a request to temporarily waive the 24 credit career and college graduation requirement as provided in WAC 180-51-68.

WHEREAS, the Board of Directors (the "Board") of Lynden School District No. 504, Whatcom County, Washington (the "District"), do so agree that the career and college graduation requirements, identified in WAC 180-51-068, reflect the learning requirements that will effectively prepare students for the demands of post high school success.

And

WHEREAS, the Board supports the implementation of the 24 credit graduation requirement, but deems it necessary to postpone those requirements until a time that is sufficient to fully study and plan for the new requirements, both at the program level (course offerings, student schedule, Personal Pathways Requirement, credit recovery options, and impact to current academic program) and at the fiscal level (additional staff needs, extended school day, and program costs).

And

WHEREAS, the Board deems it necessary to implement the career and college ready graduation requirements for Freshman entering high school in 2017 and graduating in the year 2021.

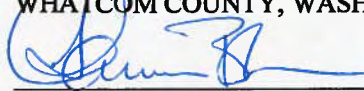
AND

WHEREAS, the graduates from a high school in the Lynden School District will be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school years for which the waiver has been granted.

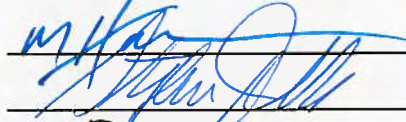
NOW, THEREFORE BE IT RESOLVED, BY THE BOARD OF DIRECTORS OF LYNDEN SCOOOL DISTRICT NO. 504, WHATCOM COUNTY, WASHINGTON, that a temporary waiver be requested from the career and college ready graduation requirements as provided by WAC 180-51-068.

ADOPTED by the Board of Directors of Lynden School District No. 504, Whatcom County, Washington, at a regular meeting thereof held this 26th day of February, 2015.

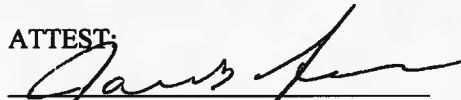
LYNDEN SCHOOL DISTRICT NO. 504
WHATCOM COUNTY, WASHINGTON



President and Director



ATTEST:



Secretary, Board of Directors

Application

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

1. Name of district: Lynden School District

2. Contact information

Name and title: Jim Frey

Telephone: 360-354-4443

E-mail address: freyj@lynden.wednet.edu

3. Date of application: Febraury 26, 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.

In order to provide time to assess the impact of the overall requiremetns on the high school program at both the school level and fiscal level the Lynden School District is requesting a waiver to delay the implementation of the career and college ready graduation requirements.

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

This allows time for the formal development of a plan for implementation and purposeful communication of that plan to staff, students, and parents. Currently Lynden High School has a 6 period schedule that allows students to earn 24 credits over the course of a 4 year high school career. For some students more time and support is necessary to ensure success in meeting the career and college ready requirements.

In addition, adding a two year requirement for world languges and options that fall under a Personal Pathways Requirement will take some time to develop and implement.

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.

Lynden High School staff will continue to plan for and implement the necessary program adjustments to meet the career and college requirements. This will include creating more credit bearing opportunities, determining the best way to provide for additional

world language classes, and maintaining a rigorous system of support for students who need additional time to meet graduation requirements.

This additional time will also provide the Lynden School District the ability to assess the financial impact of adding staff, creating credit recovery options, and more clearly defining the Personal Pathways Requirement with the requisite support and resources to effectively implement.

Final step

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

Marysville School District No. 25

Resolution No. 2015-7; 24-Credit Two-Year Implementation Waiver

A RESOLUTION of the Board of Directors of Marysville School District No. 25, Snohomish County, Marysville, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 23 credits to graduate from high school; and

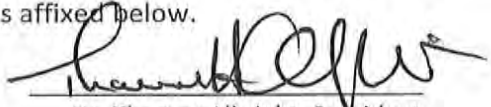
WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and


WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

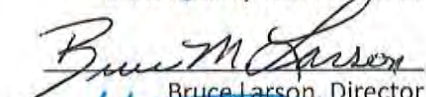
NOW THEREFORE, BE IT RESOLVED, that the Marysville School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

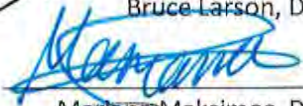
RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

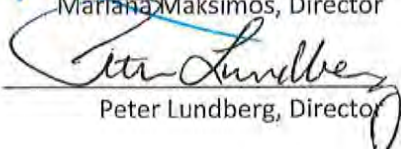
ADOPTED this 9th day of February 2015, and authenticated by the signatures affixed below.


Dr. Thomas Albright, President


Chris Nation, Vice President


Bruce Larson, Director


Marlane Maksimos, Director


Peter Lundberg, Director

ATTEST:

BY: 
Dr. Becky Berg, Superintendent and Secretary to the Board

Application

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

1. Name of district: Marysville School District No. 25

2. Contact information
Name and title: Raymond Houser, Assistant Superintendent
Telephone: 360-653-0818
E-mail address: Raymond_houser@msvl.k12.wa.us

3. Date of application: 2/9/2015

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 Marysville School District is requesting a two-year waiver to delay implementation of the 24 credit (WAC 180-51-068) to begin for the graduating class of 2021 for the following reasons.

This year our district endured a major traumatic event. Additional time to implement the new requirements will provide us an opportunity to continue to implement our recovery efforts as well.

All 8 of our high schools within the district currently require 23 credits for students to graduate. Increasing the graduation requirement by 1.0 credit could mean the addition of several sections to the master schedule, along with the need for additional staff and classrooms.

While all of our high schools provide the appropriate courses to ensure their students are able to meet high school graduation requirements and college entrance requirements, they are designed around and focus on student interests and Snohomish County career trends. We would need to ensure the extra credit at each learning community meets the unique needs, interests and aspirations of the students they serve.

Currently, each school operates with a 6-period day. Adding 1.0 credit would require the schools to change their schedules. Leadership teams at schools would need time to research different school schedules. The potential changes to the schedule might mean a change to the start and ending times of the high school day. This will impact not only the high school, but transportation, food services, teacher contracts as well as activities and athletics. Parent and student schedules will also be impacted. In order to facilitate the changes, additional resources and funding may be required.

We would have to potentially RIF some teachers in order to hire teachers in specific endorsement areas to satisfy the new requirements. That would require School Board action, and that process takes a considerable amount of time. The delay in implementation will allow for normal attrition or possible reassignment of teachers within the district.

With the 24 credit requirement, our current schedules limit the ability for students to recover or take additional credits. We will need time to allow for planning and implementation of a schedule conducive to a 24 credit requirement.

We have a very robust alternative program where some students access the current 20 credit State diploma. Extending the timeline would give us the opportunity for our alternative programs to adjust to the added requirements.

We need additional time to plan for counseling and academic support development. The current credit design allows for flexibility with on time graduation.

Delaying the implementation of new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff, students, and parents need to have an in-depth understanding of 24-credit college and career ready graduation requirements, as well as time to design and incorporate systems of support.

We need two years to plan how we will provide the additional counseling and academic supports that will be required, beginning with our current 8th graders, to ensure that they remain on the path to on-time graduation. The current number of credits required for graduation in our district (23) all students the flexibility to still graduate on time if, for some reason, they earn all but one (1.0) credit during their four-year high school career.

We are currently implementing a digital technology initiative that will greatly enhance student learning and instructional practices. These changes require substantial planning, testing of systems and professional development. By adding time to meet increased graduation requirements, both the 24-credit graduation requirements and the digital technology learning initiatives will be allowed time for quality implementation.

The delay in implementation will allow us to evaluate our programs offered at the high school level to ensure our students are receiving the best education possible to prepare them for Career and College Readiness.

Additional time is needed to analyze and expand our CTE program. Another challenge will be finding highly qualified teachers to meet the expanded CTE programs.

The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 8th graders, the options available under the Personalized Pathway.

We need to fully plan how we will address new facility, curricular and equipment needs that come with adding a third year of science.

At this point we are just now seeing STEM options for our students increasing and we could use more time to develop our capacity to teach courses in this area and those identified by the Board as third year math and science courses.

Communication of Personalized Pathways, addressing Career & College Readiness requirements, will take additional time, planning and staffing.

Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their "High School and Beyond Plans".

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

Time to adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

Our unique structure of 8 choice high schools with no boundary lines for attendance, results in the majority of our high schools having populations of 400 students or fewer. Having that small population makes master schedule development allowing the acquisition of 24 credits of specifically required courses extremely challenging.

Limited space and capacity for additional art, science, STEM and lab courses.

Limited options in the area of online learning and credit recovery.

Time to advertise for, and subsequently hire, highly qualified staff for new course offerings in World Language, science, STEM, and art.

Time to analyze how to shift budget priorities and evaluate use of future levy dollars to implement the new graduation requirements.

Time to analyze the impact of CTE equivalent credits which we currently have, and to consider additional work and support in this area. We also need time to analyze how we might be able to move more high school credited courses to the middle level.

Time to develop a comprehensive implementation plan to be used in negotiations with our affected bargaining units.

Develop and implement district policy to address the waiver of two credits as outlined in WAC 180-51-067.

Develop a meaningful High School and Beyond Plan process that is in alignment with the goals of the career and college ready graduation requirements.

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.

Our principals and district office administrators will soon be engaged in a study of our current 6-period day schedule to see if there would be other options that would better fit the new graduation requirements.

District and Building administrators will analyze current elective offerings within the SLC system. This includes student equitable access to courses, FTE allocation and school autonomy/decision making and oversight. All of these impact student choice, access of enhanced options, and potential to meet PPR options within 24 credit requirement.

We are currently engaged in a facilities review. Our intent would be a possible proposal for a construction bond to put to our voters in the near future.

We are establishing a planning team to look at ALE options for our students and the possibility of an academy for our district or within our high schools.

Our alternative program administrators are working closely with the district office to develop a plan to transition students from the current 20 credit State diploma to the new 24 diploma.

Prepare students to reach for the 24 credit college and career ready graduation requirements.

District Administrators will develop a plan for early identification of struggling students and a plan to provide additional student supports for academic success and credit retrieval.

Determine how to ensure students can be enrolled in AVID all four years in high school.

Strengthen the AVID Program in schools where AVID is in place and ensure that students can take AVID as an elective for all 4 years of their high school career.

Committee to determine if an Advisory program should be implemented to help guide the students through the decision making process as they work towards the new graduation requirements and a career after High School.

Creation of CTE programs that will provide our students with knowledge that will focus on Career & College Readiness and High School & Beyond planning help them decide what they want to do, while giving them credit within the required classes.

Administration will continue developing equivalency credits through approved CTE courses.

Strengthen the World Language department to offer more selections (i.e. Spanish, Lashootseed, ASL, etc.)

Communication with community, teachers, parents, and students will begin this year and continue in following years to ensure all stake holders are aware of the career and college ready graduation requirement.

Transition of existing district staff to more STEM, science, world language, and art teaching positions will commence through attrition, transfers and increased staffing due to student growth.

The next two summers will be utilized to make facility changes to accommodate additional science lab space.

Administration will develop and implement extended day options allowing students to earn additional credits. Increased staffing will be needed to implement this option.

Board and community approval of new graduation requirements.

Final step

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



Learning Services
2323 E. Farwell Rd., Mead, WA 99021
509-465-6015
www.mead354.org

February 26, 2015

The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504

Re: Temporary Waiver from High School Graduation Requirements Application

Enclosed please find our application for a temporary waiver from high school graduation requirements, as well as a copy of Resolution 15-1 authorizing the Mead School District to submit a one-year waiver request for the class of 2019 to the State Board of Education.

Thank you for your consideration. If you have any questions please give me a call.

Sincerely,

Ken Russell
Assistant Superintendent

Enclosures (2)



RESOLUTION 15-01

Temporary Waiver from High School Graduation Requirements

WHEREAS, the Washington State Legislature has approved revised high school graduation requirements effective for the class of 2019, and

WHEREAS, the RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduation class of 2020 or 2021 instead of the graduation class of 2019, and

WHEREAS, the Mead School District needs an additional year to communicate, plan and support the new graduation requirements,

NOW THEREFORE BE IT RESOLVED, that the Mead School District submit a one year waiver request for the class of 2019 to the State of Board of Education.

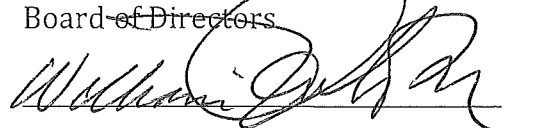
ADOPTED by the Board of Directors of the Mead School District No. 354, Spokane County, Washington, and authenticated by the signatures affixed below.

Dated this 26th day of January, 2015.

Attest:

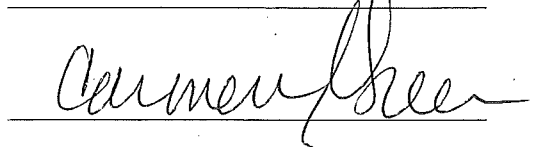

Secretary to the Board

Mead School District No. 354
Board of Directors









Application

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

1. Name of district: Mead School District

2. Contact information
Name and title: Ken Russell, Assistant Superintendent of Learning Services
Telephone: (509) 465-6040
E-mail address: ken.russell@mead354.org

3. Date of application: 2/23/2015

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.
 - We need one more year to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond Plans.
 - We need one more year to plan and provide additional support and guidance to assure that students, especially those from underserved populations, remain on track for on-time graduation. Currently, with 22.5 credits, we have some wiggle room to recover credits. 24 credits, as you know, means 6 classes each semester for all four years of high school. There is less wiggle room to recover credits, if necessary.
 - We need one more year to fully analyze and address staffing, curricular, and budget impacts. For example, we need one more year to assess and develop course equivalencies in CTE programs. We also need one more year to prepare our teachers to teach such course equivalencies. Finally, we need one more year to determine and communicate the options available under the Personalized Pathway Requirement.
 - We need one more year to fully plan how we will address new facility, curricular, and equipment needs that come with adding a third year of science, a second year of art, and two years of world language.
 - Currently we require the culminating project as a district graduation requirement. We need one more year decide whether or not we continue to require the culminating project. In turn, we need to determine our stance on student-led conferences for freshmen, sophomores, and juniors.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
 1. Current counseling models, progress monitoring tools, and academic supports are established to ensure students meet our existing district graduation requirements of

22.5 credits. We will need to expand counseling resources, evaluate progress monitoring tools, and expand academic supports that begin with 8th graders.

2. We have not yet expanded CTE course equivalencies and other course offerings that address the new graduation requirements. Additional courses and programs require additional resources in the form of staffing, professional development, and budget. We have not yet determined and allocated the resources necessary to run additional programs and courses.
 3. Because we have not yet addressed the needs outlined above, we have not yet communicated with students, parents, and the community how our district will meet the new 24-credit requirements and provide the supports to students that will enable them to graduate on-time.
 4. Our district does not currently possess the facilities, curricular materials, and equipment needed to meet the additional graduation requirements, particularly in equipment and lab-driven courses such as science.
 5. We will need one year to address the impediments outlined above and bring implementation up to scale in our two large, comprehensive high schools, our one STEM/entrepreneurship academy, and our alternative programs.
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.
1. Review graduation monitoring tools and procedures and implement those that better support planning in 8th grade and follow-up as students enact their High School and Beyond Plans.
 2. Expand assessment and academic supports that identify student needs quickly and provide timely support.
 3. Review and expand course equivalencies available to students taking Career and Technical Education courses. Provide professional development to teachers of newly identified equivalencies to ensure those courses address state, federal, and industry standards.
 4. Review and identify new course offerings and the increased number of sections required in lab/equipment heavy courses, so that we allocate the staffing, budget, and facilities necessary for these courses to be meaningful for students.

5. Scale up the allocation of resources to meet the needs discussed above. Include the purchase of additional curricular and technology resources.
6. Communicate the course offerings, counseling, and academic supports available to students and families as they work toward on-time graduation.

Final step

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

NORTH KITSAP SCHOOL DISTRICT NO. 400
KITSAP COUNTY, WASHINGTON

RESOLUTION 02-01-15

REQUEST FOR TEMPORARY WAIVER FROM THE 24 CREDIT HIGH SCHOOL GRADUATION REQUIREMENTS

A RESOLUTION of the Board of Directors of North Kitsap School District No. 400, Kitsap County, Washington, to pursue a one-year waiver from implementing the requirements of WAC 180-51-068.

WHEREAS the district currently requires 22 credits to graduate from high school; and

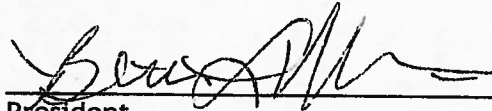
WHEREAS the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a one-year waiver to delay the implementation of the credit requirements; and


NOW THEREFORE BE IT RESOLVED that the Board of Directors of North Kitsap School District No. 400, Kitsap County, Washington, authorizes the district to request a one-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

ADOPTED by the Board of Directors of North Kitsap School District No. 400, Kitsap County, Washington, at a regular meeting thereof, held on the 12th day of February, 2015.

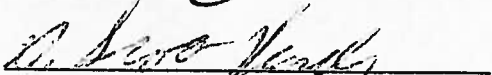
APPROVED: North Kitsap School District No. 400
Board of Directors

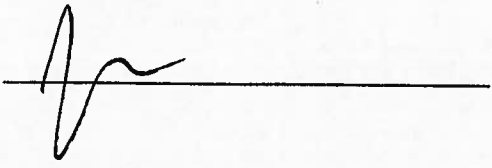


President

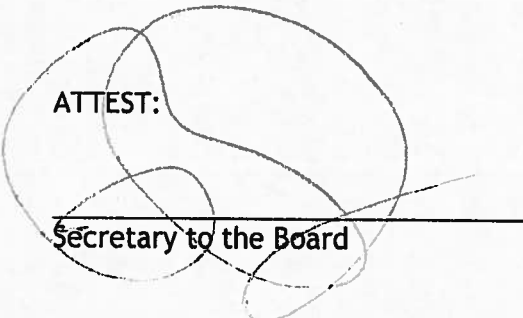


Vice President





ATTEST:



Secretary to the Board

Application

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

1. Name of district: North Kitsap School District

2. Contact information

Name and title: Jeff Sweeney, Director of Secondary Education

Telephone: (360) 396-3021

E-mail address: jsweeney@nkschools.org

3. Date of application: 1/23/2015

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 North Kitsap School District is requesting a one year waiver to delay implementation of the 24 credit graduation requirements to provide us with additional time to create new opportunities for students to earn credits for graduation. Our district currently has a 22 credit requirement and our students take 6 periods per day. We are in the beginning stages of discussing the creation of additional options for those students who do not pass every class.

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

Listed below are the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the class of 2019:

- Lack of time to develop additional options for those students who do not pass every class;
- Lack of identified resources to create remediation opportunities for students who do not pass every class;
- Lack of identified resources for adding an additional science class that could require additional staffing and upgrading facilities;
- Need additional time to review a variety of master schedules for our high schools, including the possibility of shifting from a six to a seven period day. Changing master schedules will require:
 - Meeting with all stakeholders to review a variety of models;
 - Meeting with bargaining units to negotiate new CBA language; and
 - Discussing possible transportation modifications to accommodate a new busing schedule.

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.

The North Kitsap School District will create a task force to review the listed impediments and create solutions that will be presented to our Board of Directors for final decision.

Final step

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

NORTH THURSTON PUBLIC SCHOOLS

RESOLUTION #904

A RESOLUTION of the Board of Directors of North Thurston Public Schools, District No. 3, Thurston County, Washington, to pursue a two-year waiver from implementing the requirements of WAC 180-51-068.

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's education program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district Board of Directors.

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of North Thurston Public Schools, District No. 3, Thurston County, Washington, authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements; and

ALSO BE IT 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.

PASSED by the Board of Directors of North Thurston Public Schools No. 3, Thurston County, Washington, at the regular meeting held on January 20, 2015 on the motion of Marcia Coppin and the second of Chuck Namit.

NORTH THURSTON PUBLIC SCHOOLS NO. 3
Thurston County, Washington

Liamie G. Davies

Board Member

[Signature]

Board Member

Marcia Coppin

Board Member

Board Member

Board Member

ATTEST [Signature]
Secretary, Board of Directors

Application

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

1. Name of district: North Thurston Public Schools

2. Contact information

Name and title: Vicky Lamoreaux, Assistant Superintendent of Instructional Services

Telephone: 360-412-4462

E-mail address: vlamoreaux@nthurston.k12.wa.us

3. Date of application: 1/14/2015

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.

North Thurston Public Schools is requesting a waiver to delay implementation of the Career and College Ready Graduation Requirements in WAC 180-51-068 for the graduating classes of 2019 and 2020. We are requesting this waiver for the following reasons:

A. Teaching and Learning Implications

We need additional time to plan for additional credits in Science, Fine Arts, and World Languages. We need to expand our credit equivalencies as well as plan for some accelerated opportunities at our middle schools. This will require us to rethink and refine our academic programming at all of our secondary schools. It will be important to be thoughtful in our planning and implementation so that the high school experience is relevant and meaningful.

B. Increased need for student supports to meet on-time graduation

Currently, North Thurston Public Schools requires students to attain 22 credits for graduation. This allows for some flexibility for students to meet their on-time graduation target in the event that they don't earn all their credits or meet all the assessment requirements. The 24 credit framework eliminates this flexibility. We will need to provide additional counseling and academic supports to ensure that students achieve academically within this new framework. Our high schools and beyond plan needs to be redefined as well. We will need to develop a system and strategies for tracking credits within a personalized pathway too.

C. Staffing, Facility, and Budget Implications

We haven't fully analyzed the impact this framework change will have on staffing, our facilities, or our budget capacity. Currently only 46% of our students take a third year of science and only 5% take a second year of Fine Arts. We need to look at our current capacity in light of the changes and predict what these changes will mean for the system

and to plan for implementation. Delay in implementation will also allow for normal attrition or reassignment of teachers within the district.

D. Communication Implications

Families already have a difficult time understanding the requirements for graduation. The individualized nature of the new framework adds a more complicated feature. It is important that we develop a clear communication plan for our families so that they can see how to navigate the new framework and the new requirements. They need to understand the real opportunities and the multiple pathways available to their child. By developing a strategic communications plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported towards the new graduation requirements.

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

The impediments that prevent implementation of the Career and College Ready Graduation Requirements are:

A. Teaching and Learning, Staffing and Facility Implications

We will need to increase our Science, Fine Arts, and World Languages course offerings. Increasing these curricular areas will have an impact on curricula, staffing, facilities, as well as the budget. How we allocate resources will have to be explored too. We will want to look at whether or not we can expand our credit equivalencies and/or accelerated learning opportunities at the middle school level.

At this time, North Thurston Public Schools does not have the staff, facilities, curricular materials or equipment needed to meet the additional requirements.

B. Student Support Implications

Our counseling and monitoring tools, as well as our academic supports, were built to ensure students meet the current requirement of 22 credits for graduation. The new framework will require us to expand these resources. Additional time will allow for more comprehensive planning and supports.

C. Communication Implications

We need to develop a clear and simple communication plan that communicates the personal pathway options for graduation. This is a major change and students will no longer have room to fail, without serious consequences. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements.

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.

North Thurston Public School will undertake the following efforts to achieve implementation of the Career and College Ready Graduation Requirements for the graduating class of 2021:

- Maintain comprehensive programming at all secondary schools;
- Use data to determine the facility, staffing, and curricular changes;
- Allocate resources to align with facility, staffing and curricular changes;
- Develop new course offerings to include equivalencies and accelerated learning opportunities;
- Establish systems to address both academic and emotional needs of students;
- Refine our high school and beyond planning to include middle school planning;
- Develop and implement a professional development plan for counselors and teaching staff. Deepen the understanding of student options and requirements;
- Develop a clear communication plan for students, parents, staff and community. Implement strategies to communicate to a broad based audience to aid in the understanding of changing expectations.

Final step

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



**Temporary Waiver from High School
Graduation Requirements**

RESOLUTION NO. 899

WHEREAS, on July 10, 2104 the Washington State Board of Education (SBE) adopted rules to implement the Career and College Ready Graduation Requirements revising high school graduation requirements effective for the Class of 2019;

WHEREAS, the Pasco School District is requesting a waiver to delay the implementation of the new graduation requirements which were codified into law in 2014, after the passage of E2SSB 6552, beginning with the Class of 2021;

WHEREAS, the District needs time to plan how we will provide the additional counseling and academic supports that will be required to ensure students remain on the path to on-time graduation, to communicate the new graduation requirements to parents and to fully advise the ways that students can meet these requirements;

WHEREAS, the 24 credit graduation requirement will have staff, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs and to prepare and hire teachers;

WHEREAS, the District will need to fully plan how we will address new facility, curricular and equipment needs;

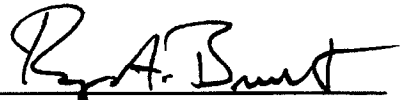
WHEREAS, if the District deems it is ready to fully or partially implement the 24 credit requirement for the Class of 2020, the District will do so;

THEREFORE, BE IT RESOLVED, the Board of Directors of Pasco School District No. 1 hereby request the approval of the Temporary Waiver from High School Graduation Requirements as required by the Washington State Board of Education;

FURTHERMORE, BE IT RESOLVED that the Board of Directors of Pasco School District No 1. intends to comply with all Washington State Board of Education requirements, conditions and requests as set forth above.

APPROVED by the Board of Directors of Pasco School District, Franklin County, Washington, in a meeting thereof held on January 13, 2015.

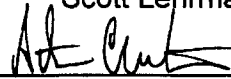
BOARD OF DIRECTORS:



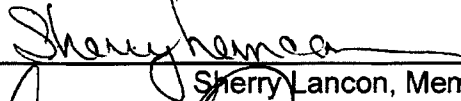
Ryan Brault, President



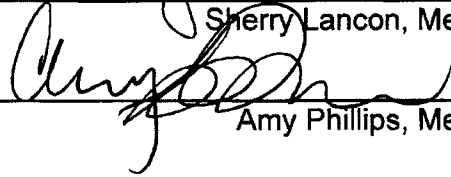
Scott Lehrman, Vice President



Steve Christensen, Member

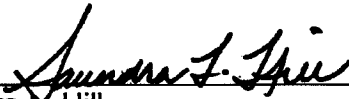


Sherry Lancon, Member



Amy Phillips, Member

ATTEST:



Sandra L. Hill
Superintendent and Secretary of the Board

Application

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

1. Name of district: Pasco School District No. 1

2. Contact information
Name and title: Glenda Cloud, Deputy Superintendent
Telephone: 509-546-2817
E-mail address: gcloud@psd1.org

3. Date of application: 1/21/2015

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.

Time is needed to:

- Communicate new requirements to students, staff, parents and patrons
 - Determine appropriate class offerings
 - Recruit qualified teachers
 - Address facility needs given the new requirements and our consistent student growth and need for classroom space
 - Address curricular and equipment needs
 - Develop a master schedule to meet requirements
 - Provide academic supports needed to meet requirements
 - Develop credit opportunities for credit deficient students
 - Consider expansion of CTE offerings and equivalencies
 - Provide professional development to staff
 - Consider and plan for budgetary impacts
-
5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Impediments that prevent the implementation of the new framework are:

- Staff models, school day, master schedules, graduation support systems, class offerings and professional development opportunities are in place to assist students in meeting the current graduation requirements of 20 at the alternative high school and 22 at the comprehensive high schools
- Parents have not received adequate information on the new requirements

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.

Efforts that are and will be undertaken include involvement of stakeholders in the following:

- Expand graduation support systems
- Review and identify appropriate course offerings at the middle and high schools
- Review of staffing needs
- Review of current schedule and identification of a master schedule to meet requirements
- Review of facility needs
- Review and plan for financial impacts
- Develop a communication plan for students, staff, parent/guardians and community

Final step

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

PROSSER SCHOOL DISTRICT NO. 116
RESOLUTION #04-15

Temporary Waiver of Implementation of the 24 Credit Framework for Up to Two Years

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 graduation classes 2019 and 2020; and

WHEREAS, The Prosser School District will continue to maintain a 23 credit graduation requirement for the graduating classes of 2019 and 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

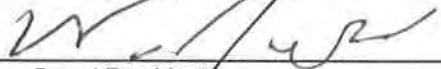
WHEREAS, Prosser School District is seeking more time to ensure systems are in place to best support students in meeting new requirements; and

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 Prosser School District, Benton and Klickitat County, Washington, hereby authorize its Superintendent to request waiver of the Temporary Waiver from Core 24 college and career ready graduation requirements.

DATED: this 17 day of February, 2015


Board of Directors,
PROSSER CONSOLIDATED
SCHOOL DISTRICT NO. 116



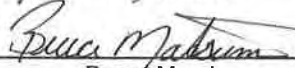
Board President



Board Member

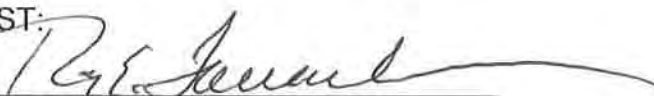


Board Member



Board Member

Board Member

ATTEST:


Ray E. Tolcacher, Clerk of the Board

Application

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

1. Name of district: Prosser School District

2. Contact information

Name and title: Dr. Ray Tolcacher, Superintendent

Telephone: 509-786-3323

E-mail address: Ray.tolcacher@prosserschools.org

3. Date of application: 3/5/2015

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.

Prosser School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

Our district currently maintains 23 credits to graduate however, we will need extra time to implement and refine systems to meet the 24 credit requirements. With the waiver in place it would allow students to effectively transition, without penalty, and assure systems are in place to support students path to graduation and career readiness.

By delaying the implementation of career and college ready graduation requirements it would allow the district additional time to plan and communicate the changes in requirements. These changes would include, but not be limited to professional development for staff to further develop communication to better implementation and support for students and parents.

While we currently have a requirement of 23 credits to graduate, there are necessary changes to course-taking requirements. The delay in implementation allows for normal attrition or reassignment of teachers within the district to accommodate our need for additional staffing in academic areas are such as world language and art.

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

Several specific impediments that prevent successful implementation of the career and college ready graduation requirements are:

We need additional time to adequately communicate to parents, students, and our community about how our district plans to meet the new 24-credit graduation requirement. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements. The additional two years would resolve these impediments, including the need to test and implement systems to ensure student success.

A clear impediment for our district is inadequate staffing to provide for the additional credit requirements in world language and art.

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.

The efforts to be undertaken to achieve implementation of the career and college ready graduation requirements for the graduation class of 2021 would be the following:

Develop and initiate a comprehensive communication plan for students, parents, staff and community. Implement strategies to communicate to a broad-based audience to aid in the understanding of changing expectations resulting from these new requirements.

Develop and implement a professional development plan for counselors and teaching staff. Deepen the understanding of student options and requirements.

Develop a plan to modify the high school master schedule and hire necessary teaching staff for the additional credit requirements.

Prepare students to reach for the 24 credit college and career ready graduation requirements.

Develop a plan for early identification of struggling students. Provide additional student supports for academic success and credit retrieval.

Final step

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



Richland School District No. 400
Benton County
Richland, Washington
RESOLUTION NO. 785

RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE RICHLAND SCHOOL DISTRICT'S DECISION TO DELAY THE IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021.

WHEREAS, it is the desire and intent of the Richland School District Board of Directors to graduate students well-prepared for success in post-secondary education, work, and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

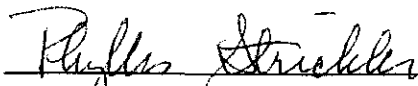
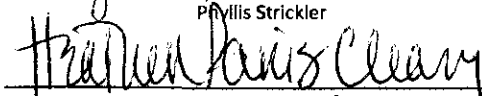
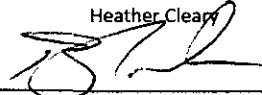
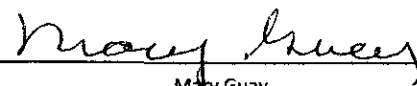
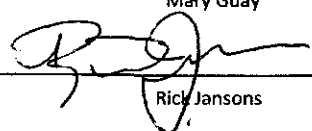
WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

WHEREAS, the elected School Board of the Richland School District has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

THEREFORE, BE IT RESOLVED that the Board of Directors of Richland School District No. 400, Benton County, Washington, in accordance with the provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and will implement the 24 credit requirement beginning with the class of 2021.

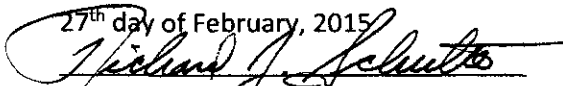
APPROVED by the Board of Directors of Richland School District No. 400, Benton County, Washington, in a regular meeting thereof held on the 27th day of February, 2015.

Board of Directors:

President	 _____ Phyllis Strickler
Vice-President	 _____ Heather Cleary
Member	 _____ Rick Donahoe
Member	 _____ Mary Guay
Member	 _____ Rick Jansons

Adopted and signed this

27th day of February, 2015



Dr. Rick Schulte, Secretary
Board of Directors

Application

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

1. Name of district: Richland School District

2. Contact information
Name and title: Dr. Richard Schulte, Superintendent
Telephone: 509-967-6001
E-mail address: Rick.Schulte@rsd.edu

3. Date of application: 1/27/2015

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 requested waiver will provide needed time to develop and implement additional credit opportunities for students.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
The Richland School District believes that time is needed to develop additional credit opportunities for students and locate appropriate staff to teach courses. This includes the expansion of opportunities for high school level courses at the Middle School level and additional course offerings during zero and/or seventh hour at the high school. The waiver will allow time to retrofit existing classrooms for science lab space if needed and transition teaching staff to meet the new graduation requirements.

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.
 1. Communication with community, teachers, parents, and students will begin this year and continue in following years to ensure all stake holders are aware of the career and college ready graduation requirement.
 2. Transition of existing district staff to more science and world language teaching positions will occur through attrition, transfers and increased staffing due to student growth.

3. Examine current facilities and scheduling options to determine if increase in lab science requirement can be met with existing facilities or if retrofits need to be considered.
4. Administration will look at extended day options to allow students to earn additional credits and consider increasing high school courses offered at middle schools.
5. Administration will continue developing opportunities for equivalency credits through approved CTE courses.

Final step

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

SEDRO-WOOLLEY SCHOOL DISTRICT NO. 101

RESOLUTION NO. 1044

A resolution of the Board of Directors of the Sedro-Woolley School District No. 101 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068(11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Law of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduation class of 2019;

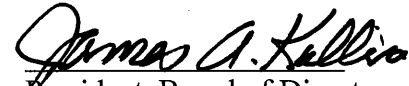
WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

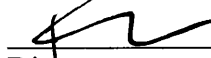
THEREFORE BE IT RESOLVED that the Board of Directors of the Sedro-Woolley School District No. 101 requests a two-year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

ATTEST:


Approved on this 9th day of February, 2015.



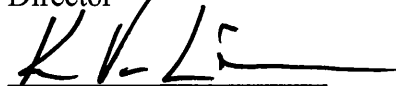
President, Board of Directors




Director



Director



Director



Director



Secretary to the Board

Application

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

1. Name of district: Sedro-Woolley School District

2. Contact information
Name and title: Michael Olson, Assistant Superintendent
Telephone: 360-855-3500
E-mail address: molson@swsd.k12.wa.us

3. Date of application: 2/10/2015

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.

We are requesting more time to ensure a seamless transition for our students to the new career and college ready graduation standards including 24 credits. Our current comprehensive high school schedule is a 6-period day schedule. This schedule provides few options for students who desire to make a shift in their post-secondary planning thereby affecting their Personalized Pathway. Additionally, school and district staff need more time to ensure proper identification of courses aligned with Pathway options for students.

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

As noted above there exist several impediments preventing implementation of career and college ready graduation requirements beginning with the graduating class of 2019. We need to analyze our current 6-period schedule to ascertain appropriateness of this schedule format in light of 24 credit requirements. We need to verify that our High School and Beyond Plan and support system provides necessary alignment to provide students clarity in developing Personalized Pathways toward graduation. We need to analyze course alignment with Personalized Pathways and code them for cross crediting where appropriate. We need to ensure levels and type of staffing to support increased science required courses for students. We need to educate our students and families about the new career and college ready graduation requirements to prepare them for developing clear High School and Beyond Plans in middle school. We need to consider how high school credit bearing courses might be extended into the middle school program. We need to examine development of CTE courses and pathways for students attending our small learning community alternative high school.

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.

We have convened a CORE 24 work group of middle and high school staff and administrators. This work group, along with site-based work teams, are engaged in addressing the impediments listed above to successful implementation of career and college ready graduation requirements. To date, progress has been made in assessing various school schedule options; refining the high school and beyond plan and planning process; analyzing courses for cross crediting; aligning courses with pathways; development and distribution of new graduation requirement communications; considering appropriate credit opportunities at the middle level; and developing model pathways for students to consider in their high school and beyond planning.

Final step

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

Shoreline School District No. 412
Shoreline, Washington

RESOLUTION NO. 2015-1
TEMPORARY WAIVER REQUEST FROM HIGH SCHOOL GRADUATION REQUIREMENTS

A RESOLUTION requesting the State Board of Education grant 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 2021 instead of the graduating class of 2019 (WAC 180-51-068).

WHEREAS, the Shoreline School District has established goals for making changes to current Shoreline School District graduation requirements that will comply with the career and college ready graduation requirements directed by Chapter 217 Laws of 2014 (E2SSB 6552); and

WHEREAS, the Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need time to develop course pathways for students, provide staff training about the new graduation requirements and ways to support students for success meeting them, analyze staffing needs and contractual obligations and develop a funding model and operating budget for implementation of the requirements; and

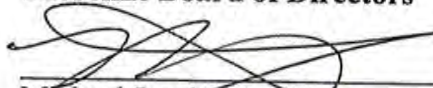
WHEREAS, the student graduation requirements for the classes of 2019 and 2020 would exceed current state graduation requirements; and


WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established the temporary waiver of the career and college ready graduation requirements for restructuring purposes;


NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests 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 2021 instead of the graduating class of 2019. During this time, staff will develop academic options for the purpose of implementing career and college graduation requirements and providing academic support systems for all students.

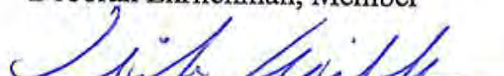
ADOPTED by the Board of Directors of the Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of January 26, 2015.

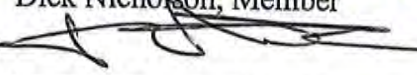
Shoreline Board of Directors


Michael Jacobs, President



David Wilson, Vice President


Deborah Ehrlichman, Member


Dick Nicholson, Member


Dick Potter, Member

Attest: January 26, 2015


Rebecca L. Miner
Secretary to the Board

Application

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

1. Name of district: Shoreline School District

2. Contact information

Name and title: Teri Poff, Director of Teaching and Learning

Telephone: 206-393-4222

E-mail address: teri.poff@shorelineschools.org

3. Date of application: 1/27/2015

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 Shoreline School District needs additional time to develop courses and put course pathways in place for students to meet all graduation requirements. We currently offer a 6-period day, which does not provide any additional time for students to earn 24 credits should they need it. The waiver will give the district time to:

- Develop specialized programs, course pathways and extended day options so that all students can meet the 24-credit requirement.
- Train staff about the new career and college ready graduation requirements and how best to support students for success meeting these new requirements.
- Analyze staffing needs and contractual obligations.
- Develop a funding model and budget for implementation.

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

Currently 23% of our students graduate having earned at least 22.5 credits but less than 24 credits. We currently do not have enough structures in place to provide students with any flexibility within the existing 6-period day to allow for personal, family or life circumstances that may prevent students from earning 6 credits per year during their four years in high school.

We currently do not have the capacity to provide all the training necessary for our staff to be fully informed about the career and college ready graduation requirements and to understand how these requirements fit into the student's high school planning process. Without this deep understanding, staff will not be able to expertly guide students and their families toward meeting the requirements. We will need to adjust our counseling processes, planning tools and academic supports available to students.

We do not yet have full analysis of the impact on staffing, budgeting, and contractual obligations. We will need two years to address these impediments and implement the program, scheduling, staffing, and counseling changes needed.

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.

1. Seek Board approval on new graduation requirement policy.
2. Develop a model within existing structures and explore adding extended learning opportunities that would provide students the additional options they need to meet the 24-credit requirement.
3. Develop Personal Pathways that provide multiple opportunities for student success.
4. Determine staffing needs to implement the model.
5. Develop a budget that prioritizes implementation of a model that will allow students to have increased academic opportunities and support to meet the new credit requirements.
6. Develop master schedules to provide extended academic options for all students.
7. Develop counseling plans for student success meeting new graduation requirements.
8. Inform students and families about the new graduation requirements, available career and college pathways, and tools for high school and beyond planning.

Final step

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

SOUTH BEND SCHOOL DISTRICT NO. 118
405 East First Street South
Bend WA 98586

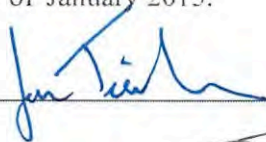
RESOLUTION 2-2015

Request of Waiver Application for High School Graduation Requirements

The South Bend School District Board of Directors hereby requests to the State Board of Education under RCW 28A.230.090(1)(d)(ii), a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552), waiving such requirements for the class of 2019 and 2020. The career and college ready graduation requirements will be implemented with the class of 2021.

Dated this 15th day of January 2015.

Board Secretary



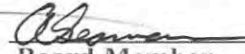
Board Chairman



Board Member



Board Member



Board Member

Board Member



Application

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

1. Name of district: South Bend School District

2. Contact information

Name and title: Jon Tienhaara, Superintendent; Jason Nelson, 7-12 Principal

Telephone: (360)875-6041

E-mail address: jtienhaara@southbendschools.org; jnelson@southbendschools.org

3. Date of application: 12/10/2014

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 South Bend School District and South Bend High School are requesting a waiver to delay implementation of college ready graduation requirements for the classes of 2019 and 2020. Here are four reasons why we are currently requesting a waiver.

1. Currently, South Bend High School operates under a six period day. In order to meet the career and college ready graduation requirements, it is imperative that we revisit and potentially revise our schedule. In order to come up with a plan that effectively meets the needs of our district, we need a minimum of one year to study a variety of schedule structures and how each of those structures will affect our district and align with our current district and building goals.
2. South Bend High School currently requires 22 credits for graduation. This provides flexibility for students who, for many different reasons, are unable to meet all 24 credits during the course of their high school career. It is important that resources are allocated to effectively deal with those students not meeting credit requirements for graduation. This is another reason that our district needs a minimum of 1-2 years to determine how to allocate those resources.
3. Other areas that we will need to address are funding for additional curriculum, class offerings, and staffing. It is likely that we will need to increase CTE offerings for students whose High School and Beyond plans do not call for two years of Art, Algebra II, and Chemistry, increase Science and Mathematics offerings, and increase curriculum, supplies, and materials that would come with an increase in the number of offerings. For a small district and a small school, this could prove to be both difficult and costly, and will require additional time.
4. Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.

We anticipate that we will be able to adequately prepare for the new graduation standards by the time the class of 2021 enters their freshman year.

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

The impediments that prevent implementation of the career and college ready graduation requirements are:

1. Our current system, including counseling and academic supports, facilities, curricula, and course offerings, are all geared toward a 22 credit requirement for graduation. We will need to expand these supports, research the impact this new plan will have on facilities, and potentially invest in new curriculum for a variety of subjects.
2. At this point, we have not been able to effectively communicate with parents and students how we will meet the new 24 credit requirement and provide the resources necessary for students to graduate on time with a plan to carry them into their college or career of choice.
3. We do not currently have a plan for expanding and/or altering the schedule to allow for more credit opportunities. There is no consensus at this time regarding which type of schedule (7 period day, trimesters, blocks) would be the best fit.
4. We need time to align our district goals with a plan to meet the new requirements. This will involve meeting and problem-solving with all stakeholders and extensive communication with the school board as well.

The South Bend School District will need two years to address these impediments and properly prepare our system to meet the new 24 credit requirements.

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.

The South Bend School District will prepare for the incoming college and career ready 24 credit graduation requirements by taking the following steps.

1. Review procedures for monitoring student progress, creating High School and Beyond plans, and following up throughout the course of those students' careers. Included in this process would be boosting our advisory program to make room for the sizeable planning needed.
2. We will work to align our current goals with a schedule that better meets the new graduation requirements. This will involve revisiting and potentially revising our district and building goals, researching a number of different schedule structures, rolling out different ideas to stakeholders, and refining our decision-making process for choosing the type of schedule.

3. In addition, we will expand offerings where needed. Areas that will definitely need expansion include CTE, mathematics, and science. Other potential areas include remediation for mathematics, reading, and science, as well as the expansion of additional elective offerings. Regardless of the type of expansion, this type of growth means finding the time and resources to meet our needs, which could easily take two years.
4. Along with the above steps, a communication plan will need to be created to ensure effective communication with all stakeholders.

Final step

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

Sultan School District #311
Resolution No. 14-07
Two Year Waiver for Implementation of the
24 Credit Graduation Requirement

A RESOLUTION of the Board of Directors of Sultan School District No. 311, Snohomish County, Sultan, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

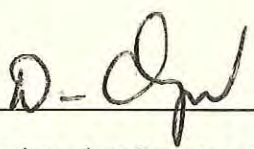
WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

NOW THEREFORE, BE IT RESOLVED, that the Sultan School Board of Directors authorizes the district to request a two year waiver (class of 2019 and 2020) of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

BE IT ALSO 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.

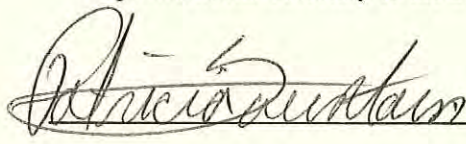
ADOPTED this twentieth day of January 2015.

ATTEST: 

Superintendent-Secretary to the Board



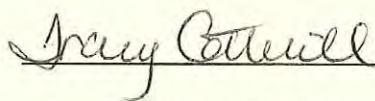
Board Chairman



Board Member



Board Member



Board Member



Board Member

Application

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

1. Name of district: Sultan School District

2. Contact information
Name and title: Dan Chaplik, Superintendent
Telephone: 360-793-9801
E-mail address: dan.chaplik@sultan.k12.wa.us

3. Date of application: 1/12/2015

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.

Our school district is requesting a waiver to delay implementation of the career and college ready graduation requirements in WAC 180-51-068 for the graduation classes of 2019 and 2020. We are requesting this waiver for three reasons:

1. We need two years to plan how we will provide the additional counseling and academic supports that will be required, beginning with our current 7th graders, to ensure that they remain on the path to on-time graduation. The current number of credits required for graduation in our district (22) allow students the flexibility to still graduate on time if, for some reason, they earn all but two credits during their four-year high school career.
2. Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.
3. The 24-credit graduation requirement for current 7th graders will have a staffing, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop course equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 7th graders, the options available under the Personalized Pathway.
4. We need to fully plan how we will address new facility, curricular and equipment needs that come with adding a third year of science. We don't currently have adequate lab space for our lab science courses.

In order for the new college and career ready graduation requirements to be meaningful and attainable to students, our school district is committed to planning how we bring this to scale. We must be able to communicate real options to incoming freshman who are starting to build their High School and Beyond plans as 8th graders. We anticipate that we will be able to bring these changes to a reality by the time our graduating class of 2021 enters high school in the fall of 2017.

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

The impediments that prevent implementation of the career and college ready graduation requirements are:

1. Current counseling, monitoring systems and academic supports are built to ensure students meet our district requirement to earn 22 credits for on-time graduation. Though we currently offer 24 credits over a four year high school experience, we want to build a schedule that will allow students to earn 26-28 credits with flexibility. We will need to expand counseling resources, evaluate graduation monitoring tools and expand academic supports that begin with each cohort of 8th graders.

2. We have not yet had the opportunity to expand equivalencies, address the need to offer additional courses and sections of courses that are now required to meet the 24-credit graduation requirement. These will require resources in budget, staffing and professional development in order to map out the options available to students as they plan their high school careers.

3. Because we have not had the opportunity to address the needs outlined above, we have not been able to communicate with parents how our district will meet the new 24-credit requirement and provide the supports available to students that will enable them to graduate on-time.

4. Our district does not have the facilities, curriculum materials or equipment needed to meet the additional requirements, particularly in equipment/lab-driven courses such as science.

We will need two years to address the impediments outlined above and bring implementation up to scale in both regular high schools and in our alternative programs.

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.

We will work over the next two years to implement the career and college ready graduation requirements at all of our high schools through the following activities:

1. Review graduation monitoring tools/procedures and implement those that better support planning in 8th grade and follow-up as students enact their High School and Beyond plans

2. Expand assessment and academic supports that identify student needs quickly and provide timely support. (This already includes implementation of the new Star Enterprise assessment system in our district for freshman.)

3. Review and expand equivalencies available to students taking CTE courses. This may include the expansion of course offerings that are automatically equivalent under

Temporary Waiver from High School Graduation Requirements Application

OSPI-developed frameworks. Provide professional development to teachers of newly identified equivalencies to ensure those courses are addressing state standards.

4. Review and identify new course offerings and the increased number of sections required in lab/equipment-heavy courses, so that we are allocating the staffing, budget and facilities necessary for these courses to be meaningful to students.

5. Scale up the allocation of resources that meet the needs discussed above, including purchasing additional curriculum material.

6. Communicate the course offerings, counseling and academic supports available to students and families as they work toward on-time graduation.

Final step

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

TAHOMA SCHOOL DISTRICT NO. 409
Maple Valley, Washington

RESOLUTION NO. 2014-20

A Resolution of the Board of Directors of the Tahoma School District #403, King County, Washington, requesting a temporary waiver from the career and college ready graduation requirements for the graduating classes of 2019 and 2020. The career and college ready graduation requirements of 24 credits as prescribed by the Washington State Board of Education would begin with the graduating class of 2021, entering 9th grade in fall 2017. [WAC 180-51-068 (11)]

WHEREAS, the Tahoma School District Board of Directors recognizes that:

1. In 2012 a committee composed on staff, students, parents, and community partners refreshed the mission statement for the Tahoma School system to more clearly align with a vision for Career and College Readiness for all students; Together, provide the skills and experiences every student needs to create an individual, viable and valued path to lifelong personal success, and
2. Ensuring all students are Future Ready is a high priority initiative in the Tahoma School system, and
3. Passage of a construction bond in November 2013 will result in construction of a new high school and resulting realignment of grade configurations across all of the Tahoma schools, grades 6-12, occurring in fall 2017, and
4. The new facilities and grade alignments will have significant impact on program choices and the delivery model for all students, grades 6-12 in the Tahoma school system, and
5. Implementation of the 24 credit requirement for the Classes of 2019 and 2020 will have significant impact on student options for elective choices that align with their career and college path, and
6. This impact will be mitigated through flexibility options available when the construction of the new high school comes on-line in fall 2017; with the incoming 9th graders (Class of 2021) best positioned to take full advantage of those options, and
7. Implementation of the 24 credit requirement for the Tahoma Classes of 2019 and 2020 creates unequal opportunity and unnecessary hardship for students in the classes of 2019 and 2020 when compared with the Classes of 2018 and 2021.

WHEREAS, the Washington State Board of Education has established temporary waivers delaying implementation of the 24 credit requirement for the Classes of 2019 and 2020 as directed by Chapter 217, Laws of 2014 (E2SSB 6552).

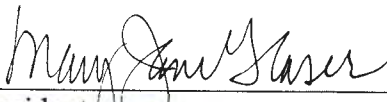
NOW, THEREFORE, BE IT RESOLVED that the Tahoma School District Board of Directors requests a temporary waiver from the college and career ready graduation requirements for the Tahoma School District classes of 2019 and 2020 and this requirement be implemented for the graduating class of 2021.

TAHOMA SCHOOL DISTRICT NO. 409
Maple Valley, Washington

RESOLUTION NO. 2014-20

ADOPTED THIS 25th day of November, 2014

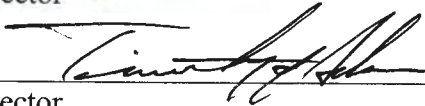
ATTEST:




President



Director



Director



Director



Director

Attest:



Secretary

Application

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

1. Name of district: Tahoma School District

2. Contact information

Name and title: Dawn Wakeley, Executive Director Teaching and Learning

Telephone: 425-413-3424

E-mail address: dwakeley@tahomasd.us

3. Date of application: 1/6/2015

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.

Tahoma School District passed a bond measure in 2013 for construction of a new high school. The new building will come on-line in fall 2017. Our current grade configuration includes 6-7 middle schools, 8-9 junior high and a 10-12 high school. In the fall of 2017, the grade configuration will look significantly different with 6-8 middle schools and a 9-12 high school. The school system is currently working on a secondary model review and will be implementing significant changes in schedule and course offerings, grades 6-12, in fall 2017. The anticipated changes in fall 2017 will have positive impact for students and should mitigate against negative impacts of the new career and college ready graduation requirements will potentially have for our students by limiting elective choices and possibly reducing the on-time graduation rate with the increased requirements.

There will be significant change for the entire Tahoma secondary system (grades 6-12) in fall 2017. Physical location moves will happen for all 6-12 students and staff. Program changes in both core and elective programs will be implemented in fall 2017 that are currently not possible due to lack of space and facility design. Our two middle schools will be moving to what is currently our junior high school and senior high school facilities, opening up significant new options in program design and development, especially within Career and Technical Education. All 9-12 students will move to a brand new high school facility, being built with new program models in mind.

Simultaneous implementation of the new graduation requirements for the class of 2021, beginning with the first 9th-grade class to enter the new high school in the fall of 2017, reduces the impact of the new requirements on students and the entire system.

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

Implementation of the new graduation requirements for the Tahoma classes of 2019 and 2020 will create unnecessary hardship and unequal opportunity for students when compared to students in the classes of 2018 and 2021. This can be avoided with a temporary waiver of the 24 credit graduation requirement for the classes of 2019 and 2020.

The Tahoma School District is currently working on a model review for grades 6-12 as we look toward the new facilities and grade configurations in Fall 2017. As part of the model review we anticipate a change in schedule at high school from a traditional 6 period day to either a 7 or 8 period day. This will provide for additional elective choices and opportunity to earn credits, minimizing some of the potential negative impacts of CORE 24.

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.

1. Secondary model review, currently underway, may result in a change in the number of classes in the core student schedule at both middle level and high school.
2. Establish policy and procedure, including course fees, to allow for expanded opportunities for students to take classes outside the core student schedule.
3. Increase the number of courses with dual crediting.
4. Develop and implement process for acceleration and HS classes offered at middle level in the new grade configurations.
5. Establish appropriate policy and procedure, and implement proficiency testing and crediting in World Languages.
6. Develop and implement a robust electronic system connected to the student information system for 4-year planning and determining whether an elective substitution for 1.0 credit in fine art or 2.0 credits in world language is appropriate based on the student's personalized pathway.
7. Provide a structure and supports for comprehensive 4-year High School and beyond planning, beginning at the middle level and continuing throughout high school, resulting in a viable post high school plan for all students. The Tahoma Future Ready College and Career Planning curriculum framework is a key part of this process and we anticipate prototyping the 4-year planning process in winter 2015 with full implementation in winter 2016, allowing the comprehensive 4-year planning process to be fully in place for the class of 2021.

Final step

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

**TOUTLE LAKE SCHOOL DISTRICT NO. 130
RESOLUTION 01-15**

TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

The Toutle Lake School District is requesting a waiver to delay the implementation of the new graduation requirements for the graduating classes of 2019 and 2020.

The District is specifically seeking more time to plan for increased requirements in Foreign Language and Science. The District also needs time to research high school schedule options. We currently operate on a 6 period day. This schedule allows little leeway for students who may be credit deficient to access options to make a credit up. There are also staffing concerns in the Foreign Language, Science and Art Departments as well as facility limitations to fully implement the career and college ready graduation requirements.

The Toutle Lake School District has consistently required more credits than the minimum state requirements to provide opportunity beyond the state core. This requested waiver will give us more time to plan and implement the career and college ready graduation requirements.

Through this resolution the Toutle Lake School District Board of Directors does, hereby, request the two year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

The following Directors were present and voting:




Director



Director

Director



Director



Director

ATTEST:



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: Toutle Lake High School

2. Contact information
Name and title: Scott Grabenhorst, Superintendent
Telephone: 360-274-6182, ext. 1003
E-mail address: s.grabenhorst@toutlesd.k12.wa.us

3. Date of application: 2/4/2015

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.

We would like additional time to research several high school schedule options. We currently operate on a 6 period day. This schedule allows little leeway for students who may be credit deficient to access options to make the credit up. Our current schedule would allow NO leeway for credit recovery when career and college ready graduation requirements are in place. We need time to research a 5 period trimester schedule, a 7 period day schedule and a 4 period block schedule to decide which will best suit our needs. There are also staffing concerns in the foreign language, science, and art departments as well as facility limitations to implement the extra credit required in science. Budgeting will also be a large factor in implementing the career and college ready graduation requirements. Also, extra time is needed to educate the staff, community, and students on the new requirements.

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

Specific impediments include:

Facility limitations, specifically in the additional credit required in science

Staffing limitations, specifically in attracting an additional foreign language teacher to our small community

Credit recovery and how we will be able to manage what is needed.

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.

Administration and other lead staff will be researching scheduling options that might work better than our current 6 period day. We have been involved with running a modernization bond to update our secondary school facilities. This will impact how our facilities may be utilized or improved to accommodate our needs for the implementation of career and college ready requirements beginning with the class of 2021.

Final step

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Approval of Process for Setting the Mimimum Scores for Graduation on New Exit Exams

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

- Relevant To Board Roles:**
- Policy Leadership
 - System Oversight
 - Advocacy
 - Communication
 - Convening and Facilitating

Policy Considerations / Key Questions: Does the process recommended by the Office of the Superintendent of Public Instruction (OSPI) for setting a minimum score for graduation reflect the intent of the Board as expressed in the Board's position statement on assessments?

- Possible Board Action:**
- Review
 - Approve
 - Adopt
 - Other

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis: At the January 2015 Board meeting, the State Board of Education (SBE) approved a position statement on assessments that included an approach to setting a score for graduation on the new exit exams, the high school Smarter Balanced Assessment and the transition math End-of-Course (EOC) exams. OSPI has recorded a video summarizing the process for determining a minimum score for graduation, based on the SBE's approach. The video has been distributed to Board members prior to the meeting, and is available online as part of this Board packet at: <http://www.sbe.wa.gov/materials.php#.VO4DLTbTmpo>

At the March 2015 meeting, during the Business Items portion of the agenda, the Board will consider approval of the process described in the video and summarized in the attached document.

The Office of the Superintendent of Public Instruction recommends the following approaches to setting the minimum cut scores for graduation on the new exit exams:

- ▶ Determine the Smarter Balanced high school exam cut scores from the 11th graders performance in 2015.
- ▶ Base the Math EOC exit exam cut scores on the average results of the math EOCs over the past three years.

1) Smarter Balanced ELA Comprehensive:

- a) Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT).
- b) Use the pool of 2015 11th grade students who have both a Smarter Balanced ELA score and both Reading HSPE and Writing HSPE scores.
- c) Conduct an equipercentile linking between the percent meeting the assessment graduation requirement on reading **and** writing (passed both HSPEs) and that same percentile point in the Smarter Balanced file.
- d) Determine the Smarter Balanced scale score that yields that percentile.

2) Smarter Balanced Math Comprehensive:

- a) Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT).
- b) Use the pool of 2015 11th grade students who have both a Smarter Balanced mathematics score and a score on the algebra/integrated 1 EOC OR the geometry/integrated 2 EOC.
- c) Conduct an equipercentile linking between the percent meeting the math assessment graduation requirement (passed at least one math EOC) and that same percentile point in the Smarter Balanced file.
- d) Determine the Smarter Balanced scale score that yields that percentile.

3) Math Year 1 and Math Year 2 EOC

- a) Equal impact cut scores would yield comparable “passing” rates on the new tests as the former tests.
- b) For each of these new tests, OSPI proposes using an average of the past three years on the Math Year 1 and Math Year 2 EOCs as the target impact for determining the graduation minimum cut score.

4) Basic:

- a) Some students served in special education are considered to have met standard by earning a Level 2 – or Basic – score rather than the typical Level 3.
- b) We propose to follow the same procedures described above to establish the new exit exam cut scores for these student.



THE WASHINGTON STATE BOARD OF EDUCATION

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

REQUESTS FOR TEMPORARY WAIVER OF CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS MARCH 2015

Requesting School District	Date of Application	School Board Resolution Adopted	Proposed Class for Implementation
Blaine	2/23/2014	2/23/2015	2021
Central Kitsap	2/25/2014	2/11/2015	2021
Edmonds	2/2/2014	1/27/2015	2021
Highline	2/19/2015	2/18/2015	2021
Kiona-Benton	1/12/2015	1/12/2015	2021
Lynden	2/26/2015	2/26/2015	2021
Mead	2/23/2015	1/26/2015	2020
North Thurston	1/23/2015	1/14/2015	2021
Pasco	1/21/2015	1/13/2015	2021
Richland	1/27/2015	2/27/2015	2021
Sedro Woolley	2/23/2015	2/9/2015	2021
Shoreline	1/27/2015	1/26/2015	2021
South Bend	12/10/2014	1/15/2015	2021
Sultan	1/12/2015	1/20/2015	2021
Tahoma	1/6/2015	11/25/2014	2021
Toutle Lake	2/4/2015	2/24/2015	2021



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 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

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

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

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the district 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.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

BLAINE SCHOOL DISTRICT NO. 503

Resolution No: 1415-12

A resolution of the Board of Directors of the Blaine School District #503 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068(11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

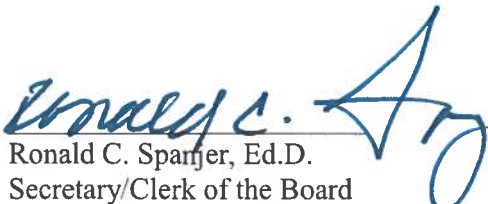
THEREFORE BE IT RESOLVED that the Board of Directors for the Blaine School District #503 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

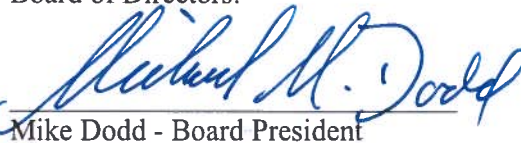
APPROVED by the Board of Directors of Blaine School District #503 in a regular meeting thereof held on the 23rd of February 2015.

ATTESTED TO:

BLAINE SCHOOL DISTRICT #503

Board of Directors:


Ronald C. Sparjer, Ed.D.
Secretary/Clerk of the Board


Mike Dodd - Board President


Todd Berge - Director


Charles Gibson - Director


Joan Lotze - Director


Campbell McClusky - Director

Application

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

1. Name of district: Blaine School District #503

2. Contact information
Name and title: Ronald C Spanjer; Superintendent
Telephone: 360-332-5881
E-mail address: rspanjer@blainesd.org

3. Date of application: 2/23/2015

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 Blaine School District currently requires 22.5 credits for student to graduate from high school. With a six (6) period day, we have a number of students who leverage against the additional flexibility of up to three(3) courses for the purpose of pursuing credit recovery options. A 24 credit graduation requirement will eliminate the regular school day for accessing make-up or recovery credits, and as such alterantive options will need to be considered, outside the standard schedule. It will take significant time to consider what the alternatives are and how these alterantives will be staffed, and subsequently funded. It should be noted that the Blaine School District already has in place a student day that meets the 1080 instructional hour threshold, soon to be required for students at the Grade 9-12 level. We are right up against contract hour requirements (not unique to Blaine) specific to our certificated instructional staff. We cannot further extend the instructional day for students/staff without incurring substantial cost. We will need the two additional years to consider how an expanded schedule would be established and supported. It should be noted that while we indeed have concerns specific to where additional staff supporting world language, science and arts courses will be found and how they will be funded, the most significant concern at the moment, on the part of the Blaine School District Board of Directors, is the issue of credit recovery. Lastly, there is great concern that any efforts to address these expanded requirements will present the dilemma of having to eliminate quality programs that are currently in place, but not aligned with, or required by, the new requirements. The Blaine School District will need the two additional years to give purposefull consideration to all options and related implications.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
As referenced in the prior summary, the key concerns (impediments) in place at this time for the Blaine School District include:

1. Options for supporting a significant level of credit recovery needs, without incurring staffing and other related costs that cannot be supported without a substantial infusion of resources.
2. Limitations in identifying and securing additional certificated staff to support the expanded schedule.
3. A high risk of losing established, high quality programs from the existing schedule, examples of which could be AVID electives and AP courses.
4. It is also noted that until we have a clearer understanding of the context "Personalized Pathway Requirements" and the implications for expanded CTE course offerings, this issue is also being viewed as having the potential to be a substantial barrier.

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.

The Blaine School District Board of Directors have participated in two formal, public meeting reviews with staff regarding the SBE 24 credit requirement. The staff have assured the Board that, in spite of pending two-year waiver status, we will immediately start the process of considering expanded course offerings for our students, with specific, initial emphasis on world language and courses in the arts. In addition, we will intensify consideration of options for students to recover lost credit and to that end will remain in ongoing consultation with other school districts specific to their planned approaches to this issue. It needs to be noted that without continued attention given to the need for new resources to fund what is currently in place, i.e. full funding of basic education, adding time and course requirements to the schedule will clearly compromise our ability to sustain quality programs that are already in place for students in the Blaine School District.

Final step

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

– Board of Directors –

MARK A. GAINES
ERIC K. GREENE
CHRISTOPHER A. STOKKE
BRUCE J. RICHARDS
JEANIE SCHULZE



Central Kitsap School District

DAVID MCVICKER
SUPERINTENDENT

9210 SILVERDALE WAY NW
MAILING ADDRESS: PO BOX 8
SILVERDALE, WASHINGTON 98383
(360) 662-1610 • Fax: (360) 662-1611
www.cksd.wednet.edu

RESOLUTION NO. 20-14-15

WHEREAS, 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 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019; and

WHEREAS, the School Board has the final authority to set the policies of the District to ensure quality in the content and extent of the District's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and


WHEREAS, the District currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the District to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the District Board of Directors.

THEREFORE, BE IT RESOLVED, the Board of Directors of the Central Kitsap School District authorizes the District to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow sufficient time to effectively implement the requirements.

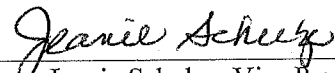
Passed by the Board of Directors of Central Kitsap School District No. 401, Silverdale, Washington, at the regular meeting held the 11th day of February 2015.



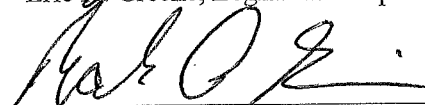
Bruce J. Richards, President



Eric K. Greene, Legislative Representative



Jeanie Schulze, Vice President



Mark A. Gaines, Member

Not Present

Christopher A. Stokke, Member

Attest:  _____, Secretary

Application

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

1. Name of district: Central Kitsap School District

2. Contact information

Name and title: Franklyn MacKenzie, Director of Secondary Teaching and Learning

Telephone: (360) 662-1632

E-mail address: franklyn@cksd.wednet.edu

3. Date of application: 2/25/2015

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.

Central Kitsap School District currently has a traditional six period day. This allows for a total of 24 credits in a four year period. We are also currently in our first year of transitioning our 9th graders into our high schools. We are also in the process of converting our junior highs to middle schools during the 15-16 school year. A waiver would allow us to focus on these two important transitions and properly plan for and provide appropriate resources to career and college ready requirements.

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

- Current traditional master schedule of six period day with collective bargaining implications in order to change.
- Qualified teachers in particular in the area of science, but also in the areas of world language and art.
- Potential need for additional classroom space in the area of science.
- Lack of additional options like summer school, online, and equivalency credit for struggling students.
- Assure policy alignment across the district for athletic eligibility, waiving of credits and potentially other areas.
- High School and Beyond Plan process that supports all areas of the Personalized Pathway 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.
- Analyze course taking in the areas of science, world language and art to address additional needs.
 - Recruit teachers in areas of science, world language and art.
 - Develop appropriate additional courses to support 24 credit requirement.
 - Develop course equivalency options through the CTE program.
 - Develop plan to address personalized pathway needs for students and provide professional development to support staff.
 - Explore high school schedules that better support a 24 credit requirement. The exploration includes working with the associations regarding the collective bargaining implications.
 - Plan for the implementation of a robust summer school program that supports struggling students attaining 24 credits.
 - Implement in-building supports on a daily basis supporting students with credit recovery, credit options and additional supports in order to assure career and college readiness.
 - Research and provide supports to our alternative programs to support students with credit options.
 - Communicate requirements to elementary and middle school students and families.

Final step

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

Resolution No. 15-04

A RESOLUTION OF THE BOARD OF DIRECTORS OF CENTRAL VALLEY SCHOOL DISTRICT No. 356 TO SUBMIT APPLICATION TO THE STATE BOARD OF EDUCATION (SBE) FOR A TEMPORARY WAIVER FROM THE REVISED CAREER AND COLLEGE READY GRADUATION REQUIREMENTS FOR ENTERING FRESHMEN IN 2015 AND 2016

WHEREAS, on January 9, 2014 the Washington State Board of Education (SBE) approved revised career and college ready high school graduation requirements effective for freshmen entering high school in 2015 and beyond (Graduating class of 2019); and,


WHEREAS, the SBE allows for districts to apply for a temporary waiver (up to two years) in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and,

WHEREAS, the Central Valley School District needs additional time to address funding, staffing and facilities issues created by these new graduation requirements;


NOW, THEREFORE, BE IT RESOLVED the School Board of Directors approves the application for a temporary, two-year waiver in implementing the revised career and college ready high school graduation requirements for freshmen entering high school in 2015 and 2016 (Graduating classes of 2019 and 2020, respectively).

The foregoing resolution was adopted at a regular meeting of the Board of Directors of Central Valley School District No. 356 held the 9th day of March, 2015 the following members present and voting:

ATTEST:


Benjamin C. Small, Superintendent
Secretary to the Board

BOARD OF DIRECTORS


MJ Bolt, President


Keith Clark, Vice President


Debbie Long


Tom Dingus


Amy Mason

Application

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

1. Name of district: Central Valley School District #356

2. Contact information
Name and title: Kent Martin – Executive Director, Secondary Learning and Teaching
Telephone: (509) 228-5430
E-mail address: kentmartin@cvsd.org

3. Date of application: 3/9/2015

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.

Our school district is requesting a waiver to delay implementation of the career and college ready (24-credit) graduation requirements in WAC 180-51-068 for the graduation classes of 2019 and 2020 for the following reasons:

1. We are a growing district whose enrollment is over-capacity at each of our two comprehensive high schools. As a result, classroom space is at a premium, and in order to move to the new 24-credit graduation requirements we would not have enough lab/science classrooms, nor lab equipment, at these schools to meet the additional credit of required lab science this new diploma entails.
2. The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budgetary impact, which we need more time than we currently have to analyze and address appropriately. Currently, we would be unable to appropriately cover these new lab/science classrooms within our master schedule with our current staff due to their existing teaching certificates (not enough science endorsements). With this in mind, staff attrition and new teacher hires would need to be anticipated and planned for, respectively, over the next two years to ensure that we have an adequate number of highly qualified science teachers to meet this new science demand.
3. Our district needs two more years to complete our Career and College Readiness strategic initiative (2014-2017), which will ultimately provide our students with personalized academic pathway choices, aligned to their identified strengths, interests and ambitions through defined programs of study at the high school level.

We anticipate that we will be able to bring the above changes to fruition by the spring of 2017, which would enable our incoming freshmen in the fall of 2017 to be in position to successfully complete this new 24-credit diploma by the spring 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 specific impediments preventing our implementation of the career and college ready (24-credit) graduation requirements beginning with the graduation class of 2019 are as follows:

1. Each of our comprehensive high schools have capacities of 1,500 students. In September 2014, Central Valley HS had an enrollment of over 1,900 students, and University HS has an enrollment of over 1,700. For the past three years, an average of 45% of our seniors at these schools completed at least three years of science courses during their high school careers, which, over time, we have accounted for by transforming classrooms to lab/science classrooms, and ensuring an appropriate number of highly qualified science teachers.

Due continued enrollment increases the past five years, there are no classrooms left unfilled at these two schools. Each school has four portable classrooms as well. In order to implement the additional lab/science courses for 100% of all students under this new graduation requirement, we would have to transform current "regular" classrooms into lab/science classrooms, which will have a significant cost to the district. Even if we could complete this prior to the fall of 2015, we would still have to find classrooms for these displaced "regular" classes, which would require additional portable classrooms at these two campuses.

2. As mentioned in #4 above, we need to study the anticipated teacher attrition the next two years at our high schools, and strategically hire new teachers to ensure an adequate number of highly qualified science teachers to meet the new demand of the additional lab/science credit requirement for 100% of our students by the end of the waiver period.
3. We currently do not have personalized academic pathways defined for our students, which will be needed for them to appropriately plan their high school course selections, and to utilize the crediting options allowed under this new 24-credit diploma.

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.

The efforts that are or will be undertaken to achieve implementation of the career and college ready (24-credit) graduation requirements for the graduating class of 2021 are as follows:

1. In studying the impending lab/science classroom shortage at our two comprehensive high schools, we have determined that 2-3 "regular" classrooms at each school will

need to be converted to lab/science classrooms at a conservative estimate of \$20,000-\$25,000 per classroom (including classroom instructional materials). These conversions could be completed over the next two years, beginning in the summer of 2015, pending Board approval.

Since the converted “regular” classrooms would still be needed due to continued enrollment growth, the district will be looking to purchase and place additional portable classrooms at each high school, with a cost of around \$300,000 per two-classroom portable (this cost includes permits, site prep work, fire access, classroom materials, etc.). This process would start in the 2015-16 budget year pending Board approval.

2. Our Human Resources department tracks the endorsements of our teachers and the staffing ratios at all of our schools. HR officials are aware of this impending graduation requirement, and will be working closely with our high school administrators to determine how to “ramp” the hiring of the additional highly qualified science teachers at each school over the next two years. Through staff attrition and targeted hiring practices, we hope to be properly staffed for these additional science courses by the end of the waiver period.
3. In the fall of 2014, a Career and College Readiness district steering committee was established to develop a timeline for increasing the rigor and relevancy of the district High School and Beyond Plan (HSBP), and the creation and implementation of personal academic pathways for our high school students. The revised HSBP requirements for students in grades 9-12 are scheduled for implementation beginning in the fall of 2015, while the personal academic pathways are scheduled for implementation in the spring of 2017.

Final step

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



LEARNERS TODAY. LEADERS TOMORROW.

Chehalis School District

Resolution 14-15-012

Temporary Waiver from High School Graduation Requirements

A RESOLUTION OF THE BOARD OF DIRECTORS, CHEHALIS SCHOOL DISTRICT NO. 302, SUPPORTING THE APPLICATION TO THE WASHINGTON STATE BOARD OF EDUCATION FOR A TWO YEAR WAIVER FROM IMPLEMENTING THE REQUIREMENTS OF WAC 180-51-068 (THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS).

WHEREAS, the increase in the number of credits required by the State of Washington to graduation from high school to 24 credits will require a substantial amount of study and planning to implement effectively; and

WHEREAS the District is currently working with the BERC Group following a comprehensive review of its student services, courses, and instructional practices to ensure career and college readiness of its graduates; and

WHEREAS implementation of BERC Group recommendations as well as additional District revisions necessary to meet the 24 credit requirement requires additional time; and

WHEREAS, the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements until 2021; and

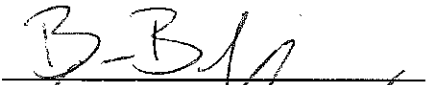
WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

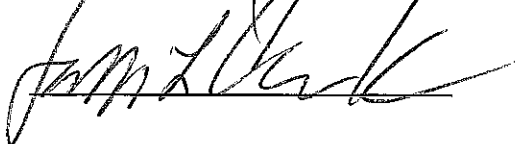
NOW, THEREFORE, BE IT RESOLVED THAT THE Chehalis School District No. 302, by and through its Board of Directors, adopts resolution No. 14-15-012 and hereby requests a waiver of the 24-credit requirement for the classes of 2019 and 2020.

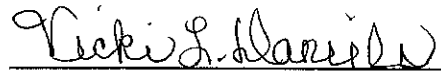
Adopted this 3rd day of March 2015.

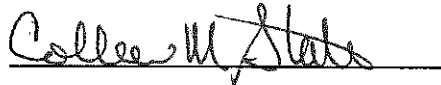
Board of Directors



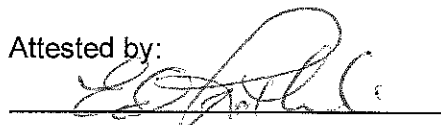








Attested by:



Ed Rothlin, Secretary to the Board

Ed Rothlin
Superintendent

Mary Lou Bissett
Assistant Superintendent

Heather C. Pinkerton
Director of Business & Operations



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Application

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

1. Name of district: Chehalis School District

2. Contact information

Name and title: Ed Rothlin, Superintendent

Telephone: 360 807 7200

E-mail address: erothlin@chehalisschools.org

3. Date of application: March 4, 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.

Chehalis School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

Our district needs extra time to implement and refine systems to meet the new 24 credit requirements. We need the additional time to effectively allow students to transition, without penalty, and assure systems are in place to support students path to graduation.

Delaying the implementation of new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff needs to have an in-depth understanding of 24-credit career and college ready graduation requirements, as well as time to design and incorporate systems of support.

Chehalis School District is currently implementing district initiatives that will greatly enhance student learning and teacher instructional practices. These initiatives require substantial planning, and professional development. By adding time to meet increased graduation requirements both the 24-credit graduation requirements and the instructional improve initiatives will be allowed time for quality implementation.



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

The additional time will allow us to develop a comprehensive communication plan to better communicate the new graduation requirements. Parents and students must understand the rationale and need for the 24-credit graduation requirement. By developing a strategic communication plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported in their work toward these new graduation requirements.

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

The impediments that prevent successful implementation of the career and college ready graduation requirements are:

Our current academic supports and counseling systems are structured to meet the existing 22 credit graduation requirement. Our district's challenge with on-time graduation is credit deficiencies. Additional time will allow for more comprehensive planning an implementation of supports.

We have not had time to adequately communicate to parents, students and our community about how our district plans to meet the new 24-credit graduation requirement. This is a major change and students will no longer have room to fail classes, without serious consequences. Parents and students need to have clear information.

Chehalis School District will need 2 years of additional time to resolve these impediments and to communicate to parents, students and our community. Additionally, we need further time to test and implement systems to insure student success.

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.

Implement K-12 Career and College Readiness work towards district initiatives preparing all students to meet the 24 credit career and college ready standards.

Work with the BERG Group on instructional practices to insure career and college readiness of graduates; and

Implement BERG Group recommendations as well as additional District revisions necessary to meet the 24 credit requirement for students

**RESOLUTION NO. 15-08
OF EDMONDS SCHOOL DISTRICT No. 15
SNOHOMISH COUNTY, WASHINGTON**

**Application for Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014**

WHEREAS, the Washington State Legislature passed E2SSB 6552 which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24 credit requirement; and

WHEREAS, the Board of Directors and the district's Strategic Direction, Graduates Who Are Ready for Life Work Group have discussed this issue at great length and have carefully considered the necessary time and resources required to implement the new requirements in a reasonable manner; and

WHEREAS, the Board of Directors of the Edmonds School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Edmonds School District in accordance with RCW 28A.230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

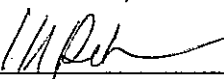
ADOPTED by the Board of Directors of the Edmonds School District No. 15, Snohomish County Washington, in a regular meeting thereof held on the 27th day of January, 2015.

Edmonds School District No. 15

BOARD OF DIRECTORS



Diana White, President



Kory DeMun, Vice President




April Nowak, Legislative Representative

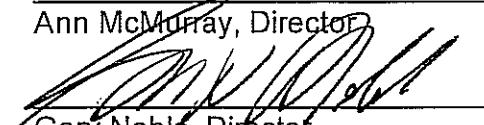


Ann McMurray, Director

ATTEST:



Nick J. Brossoit, Ed.D.
Superintendent/Secretary of the Board



Gary Noble, Director

Application

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

1. Name of district: Edmonds School District

2. Contact information
Name and title: Dr. Patrick Murphy, Assistant Superintendent
Telephone: 425-431-7094
E-mail address: murphypa@edmonds.wednet.edu

3. Date of application: 2/2/2015

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 Edmonds School District is requesting a waiver to delay implementation of the graduation requirements in WAC 180-51-068 for the graduating classes of 2019 and 2020. This request is based on the following factors:

- 1) In our most recent graduating class, 2014, approximately 70% of our graduates would have met the new 24 credit requirement. A slightly higher percentage, 74% would have met the new 3 credit science requirement. The current Edmonds School District requirements of 22 credits and 2 credits of science was met by approximately 82.5% of the members of the class of 2014. Under the current 22 credit requirement delivered in a 6 period schedule that is in our high schools, students have four (4) open semesters in which to make up credits should a failure occur. This option is free and convenient for families. With a 24 credit requirement in the same system, we would have no free or convenient options for families and students who fail and need to make up credit. We need time to create those options and find funding sources.
- 2) Our "Graduates Ready for Life" Committee made up of staff, students, parents, and community members, has begun the work of identifying options and potential solutions to allow students more flexibility and latitude in a 6 period high school schedule with a 24 credit requirement. Possibilities being considered include: expansion of high school credit options in middle school; increasing STAMP and other assessment opportunities for high school credit for ELL students and other native speakers of a language other than English; possible limited 7th period class options for credit retrieval or acceleration; end of semester compressed credit retrieval options for nearly passing students; expand 2:1 credit equivalencies in CTE courses. The school district needs time to flesh out these ideas, train staff, and find funding sources.
- 3) Parent and student communication is a critical part of the middle to high school transition process. Families need clear direction and information about how best to support and guide their students through high school and post-secondary learning opportunities. A two year waiver will allow us to put supports and options in place for

families while also allowing us to design and implement a strong communication plan.

- 4) Increased science requirements along with potential increases in high school credit options will have budget, staffing, and certification ramifications. Our Human Resources and Operations departments will need time to work with principals and teachers to ensure that we have appropriately qualified teachers in place and the facilities and classroom space to deliver new courses.
- 5) The Edmonds School District is in the process of adopting a web-based tool for enhancing and augmenting the High School and Beyond Planning Process. This tool will play a key role in planning and preparing students and parents for the new requirements. The waiver will allow us time to perform needed training in this regard.

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

As alluded to above, the implementation of the new graduation requirements contained in WAC 180-51-068 will have significant impact on Edmonds School District policies, procedures, training, staffing, facilities, and communication. All of our current supports are based on the old requirements. More time is needed for adequate planning to implement changes in a high quality manner to meet the needs of students and families.

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.

- 1) Develop Free and Accessible Credit Retrieval Options for students in a 6 period high school schedule with a 24 credit graduation requirement
- 2) Develop comprehensive communication plan for students, parents, and staff that fully explains the new graduation requirements and clearly articulates pathways, interventions, and supports for students.
- 3) Create a professional development and training plan for new course offerings, high school and beyond plan technology tools, and counseling curriculum and activities that align with the new graduation requirements.
- 4) Identify resources to fund the actions above.

Final step

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


ELLENSBURG SCHOOL DISTRICT NO. 401
KITTITAS COUNTY, WASHINGTON

RESOLUTION NO. 06-02-15
State Board of Education Wavier Application

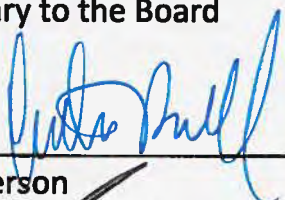
A resolution of the Board of Directors of Ellensburg School District No. 401 hereby authorizes Ellensburg School District to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by RCW 28A.230.090(1)(d)(ii), Chapter 217, Laws of 2104 (E2SSB 6552) for the graduating classes of 2019 and 2020. The career and college readiness graduation requirements will be implemented beginning with the graduating class of 2021.

DATED this 11th day of February, 2015.

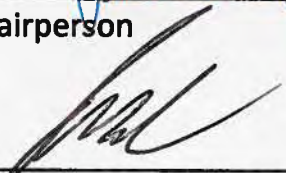
ATTEST:



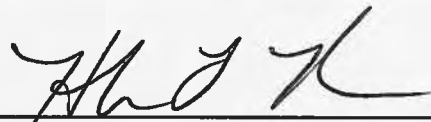
Paul J. Farris, Superintendent
Secretary to the Board



Chairperson



Director



Director



Director

Application

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

1. Name of district: Ellensburg School District

2. Contact information

Name and title: Dr. Paul Farris

Telephone: 509-925-8010

E-mail address: pfarris@eburg.wednet.edu

3. Date of application: 2/6/2015

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.

Ellensburg High School is requesting a waiver to delay the implementation of career and college ready graduation requirements for the following reasons;

1. Time is needed to address scheduling concerns. EHS currently has a 6-period day semester schedule with 22-credits to earn a diploma. With the increase to 24 credits there is no room in the schedule for credit retrieval opportunities for students.

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

1. Continued incorporation of new Common Core Standards.
2. Develop modifications in current courses that will allow for additional course equivalencies.
3. Eighth graders are currently housed at our high school campus which limits scheduling options to address the increase in credit offerings.
4. Current 6-period day on semester schedule does not leave any room for credit retrieval opportunities for students.

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.

1. Core 24 Committee formed in January 2015 to address the impediments addressed in question #5.
2. Goal is to have the Core 24 Committee make a recommendation to the Ellensburg School Board regarding graduation requirements by January 2017.

Final step

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

HIGHLINE SCHOOL DISTRICT NO. 401

RESOLUTION NO. 02-15

A RESOLUTION requesting a two-year waiver from state high school graduation requirements for Highline Public Schools.

WHEREAS, Highline Public Schools is currently in compliance with the high school graduation requirements set forth in 180-51-067; and

WHEREAS, the Highline School District Board of Directors has established a vision for college and career preparation for all high school students in the context of rigorous standards, and has established a goal of reaching a 95% graduation rate by 2017; and

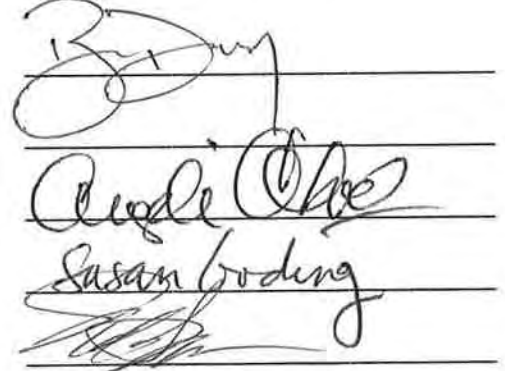
WHEREAS, the current six-period day that is used by the district means that a student may not earn more than 24 credits during their time in high school, which means that there is no margin of error for students who may need to make up or retake a course; and

WHEREAS, the district is committed to working with staff, students and families during the term of this waiver to redesign school schedules and opportunities for students to allow all students to reach 24 credits and graduate ready for the next stage of life;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Highline School District No. 401, King County, Washington, authorizes the district to request a two year waiver of the credit requirements in WAC 180-51-068 to allow sufficient time to effectively implement the requirements.

ADOPTED this 18th day of February, 2015.

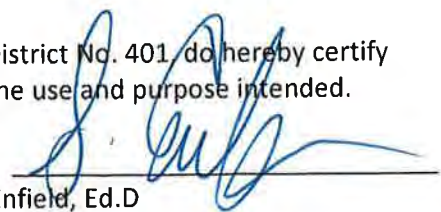
HIGHLINE SCHOOL DISTRICT NO. 401



Three handwritten signatures are written over four horizontal lines. The signatures are in black ink and appear to be: 1. A stylized signature starting with 'B'. 2. A signature starting with 'C'. 3. A signature starting with 'S' and 'G'.

Board of Directors

I, Susan Enfield, Secretary to the Board of Directors of Highline School District No. 401 do hereby certify that the above is a true and accurate copy of Resolution No. 01-15 for the use and purpose intended.



Susan Enfield, Ed.D
Secretary to the Board

Application

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

1. Name of district: Highline Public Schools

2. Contact information

Name and title: Susanne Jerde, Chief Academic Officer

Telephone: 206-631-3110

E-mail address: Susanne.Jerde@highlineschools.org

3. Date of application: 2/19/2015

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.

Like most Washington districts, Highline Public Schools has offered a traditional 6 period high school schedule. This arrangement provides the opportunity to earn 24 credits over a four year period, leaving no margin of error for students to meet the new requirements. A 2 year waiver would enable the district to redesign course offerings in support of students meeting higher standards as well as design high school master schedules that allow students to earn the necessary credits and both make up credits and go deeper in a course of study, as appropriate. The conditions needed for this work will include both resources as well as collaboration with principals, teachers, community members and employee groups.

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

Resources needed for redesign of courses and master schedules

Time to develop agreements and common implementation practices with all stakeholders

Personnel and hiring

Professional learning needs for ensuring differentiated opportunities for all students to meet course requirements

Development of standards based approaches to earn credit to supplement the master schedule.

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.

Implementation of academic assurances to guarantee all students can take up to 5 college ready courses in their junior and senior years

Implementation of professional learning for staff that includes differentiation, standards based instruction and grading, and rigorous content to meet graduation requirements.

District committee to explore and develop systems for supporting credit accrual and retrieval.

Final step

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

KALAMA SCHOOL DISTRICT #402

James D. Sutton Superintendent
Gerri Brewer-Harkleroad Business Manager
Twila Fox Office Manager
Kalama MS/HS (360) 673-5212
Kalama Elementary (360) 673-5207

548 CHINA GARDEN ROAD
KALAMA, WASHINGTON 98625
PHONE: (360) 673-5282
FAX: (360) 673-5228

Excellence and a Quality Education for Every Student

BOARD OF DIRECTORS
Bruce Rader District 1
Ryan Crusier District 2
Wes Eader District 3
Amber Buck District 4
Amos R. Ipock District 5

RESOLUTION NO. 2014/15-04 Temporary Waiver from High School Graduation Requirements

The Kalama School District is requesting a waiver to delay the implementation of the new graduation requirements which were codified into law in 2014, after the passage of E2SSB 6552. The requested waiver would affect the class of 2021.

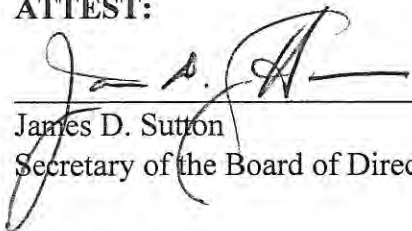
The District is specifically seeking more time to plan for increased requirements in Science, Foreign Language and the Personal Pathway. The District also needs time to adopt new student schedules that will require changes to current practice in terms of the amount of time students spend in each class, coordination of classes and the number of graduation requirements beyond the newly required 24 credits. The District is also in an administrative leadership transition in the summer of 2015.

The Kalama School District has consistently required more credits than the minimum state requirements to provide opportunity beyond the state core. It will now need time to thoughtfully plan for this transition with the involvement of all representative stakeholders.

Through this resolution and in cooperation with the school administrators, teachers and Kalama Education Association, the Kalama School District Board of Directors hereby requests the approval of the Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014.


Signed this 23rd day of February, 2015.

ATTEST:

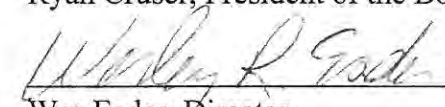


James D. Sutton
Secretary of the Board of Directors

BOARD OF DIRECTORS:

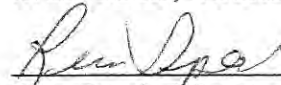


Ryan Crusier, President of the Board

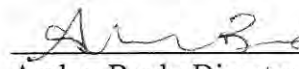


Wes Eader, Director

Bruce Rader, Director



Russ Ipock, Director



Amber Buck, Director

Application

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

1. Name of district: Kalama School District

2. Contact information

Name and title: James Sutton, Superintendent

Telephone: (360) 673-5282

E-mail address: jim.sutton@kalama.k12.wa.us

3. Date of application: 3/3/2015

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 is specifically seeking more time to plan for increased requirements in Science, Foreign Language and the Personal Pathway. The District also needs time to adopt new student schedules that will require changes to current practice in terms of the amount of time students spend in each class, coordination of classes and the number of graduation requirements beyond the newly required 24 credits. The District is also in an administrative leadership transition in the summer of 2015.

The Kalama School District has consistently required more credits than the minimum state requirements to provide opportunity beyond the state core. It will now need time to thoughtfully plan for this transition with the involvement of all representative stakeholders.

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

Limited space and capacity for additional art, science STEM, and lab courses. A limit as to staffing foreign language and art. Currently, limited options in the area of online learning and credit recovery. Limited options for our students who are currently accessing the 22 credit diploma to jump to 24. Our data shows approximately 25% of our seniors earn at least 22 credits, but have less than 24 at graduation. Our high school students have limited options to make up credit in our current structure of a 6-period day.

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.

Our principals and district office administrators will soon be engaged in a study of our current 6-period day schedule to see if there would be other options that would better fit the new graduation requirements. Our staff and administrators are working closely with the district office to develop a plan to transition students from the current 22 credit district requirement to the new 24 credit high school diploma.

Final step

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



Kiona-Benton Schools

District No. 52
1107 Grace Avenue
Benton City, Washington 99320

(509) 588-2000



January 13, 2015

Dear Washington State Board of Education:

We are pleased to enclose the application package for a temporary waiver from high school graduation requirements under Chapter 217, Laws of 2014. In addition to the application, we have attached a resolution of our school board to pursue this waiver.

We anxiously await your decision.

Sincerely,

A handwritten signature in blue ink that reads "Joe Lloyd".

Joe Lloyd
Assistant Superintendent
Kiona-Benton City School District



Kiona-Benton City School District No. 52
Board Resolution
Resolution No. 1-2015

A **RESOLUTION** of the Board of Directors of Kiona-Benton City School District No. 52, Benton County, Benton City, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

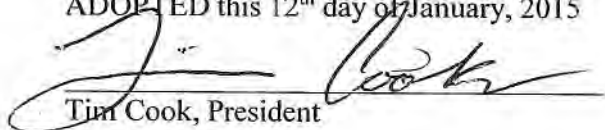
WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

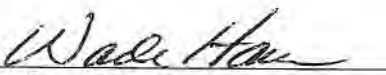
NOW THEREFORE, BE IT

RESOLVED, that the Kiona-Benton City School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 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 this 12th day of January, 2015


Tim Cook, President

ATTEST: 
Wade Haun, Superintendent
Secretary, Board of Directors
Kiona-Benton City School District No. 52
Benton County, WA

Application

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

1. Name of district: Kiona-Benton City School District

2. Contact information

Name and title: Joe Lloyd, Assistant Superintendent

Telephone: (509) 588-2077

E-mail address: jlloyd@kibesd.org

3. Date of application: 1/12/2015

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.

We are requesting the wavier for the following reasons:

- 1.) We have had a full high school administrative leadership transition this school year and time is needed to plan with students, staff and community the best course to take for our high school transitioning to the career and college ready requirement in WAC 180-51-068.
- 2.) We currently have a 22 credit requirement for graduation and need the time to plan staffing, new course implementation and to communicate the adjustments to the community as a whole. Moving forward with the 24 credit graduation requirement for our 8th graders will have impacts with curricular, staffing, and budget issues that will need addressing. We are also currently looking at our CTE department to find equivalencies. Our teaching staff will also need professional development, training to support our students through the Personalized Pathway.
- 3.) Our district needs the extra two years to communicate the new graduation requirements to parents and embed the information fully so that students can meet these requirements through their high school and beyond plans.
- 4.) The time will allow us to complete an in-depth review of programs and supports needed to allow our students to meet the challenges of their future education.

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

-New administration in place and needing time to review current building practices and planning for the future academic, scheduling and assessments for success.

-Meetings to review the option of transitioning from a 6 period day to a 7 period day

-Master schedule to allow an advisory period once a week and aligning with middle school.

-Not had time to expand equivalencies, need to offer additional courses and section that are now required to meet the 24 credit graduation requirement. These will require budget, staffing, professional development and thinking out of the box to structure a model of success for all students in the future.

- Review and expand equivalencies available to students taking CTE courses.

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.

1.) District Administrative Leadership Team meeting to define parameters for scheduling, budget, master scheduling (w/ middle school), highly qualified, building hours, flexible staffing configuration to transition.

2.) Review and expand equivalencies available to students taking CTE courses. This may include the expansion of course offerings that are automatically equivalent under OSPI development frameworks.

3.) Review and identify new course offerings to meet 24 credit requirement for graduation.

4.) Analyze benefits of transitioning from a 6 period to a 7 period school day.

5.) Analyze and review benefits for an advisory period at the high school.

6.) Develop plan for Personal Pathway Plans.

7.) Develop transition plan for middle to high school.

8.) Develop new course requirements and equivalencies.

9.) Expand assessment and academic supports that identify student needs quickly and provide immediate support (Star Enterprise).

10.) Scale up the allocation of resources to meet the above needs which include: curriculum material, teacher training/professional development, and time.

Final step

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

RESOLUTION NO. 05-15

A Resolution of Lynden School District No. 504, Whatcom County, Washington, providing for a request to temporarily waive the 24 credit career and college graduation requirement as provided in WAC 180-51-68.

WHEREAS, the Board of Directors (the "Board") of Lynden School District No. 504, Whatcom County, Washington (the "District"), do so agree that the career and college graduation requirements, identified in WAC 180-51-068, reflect the learning requirements that will effectively prepare students for the demands of post high school success.

And

WHEREAS, the Board supports the implementation of the 24 credit graduation requirement, but deems it necessary to postpone those requirements until a time that is sufficient to fully study and plan for the new requirements, both at the program level (course offerings, student schedule, Personal Pathways Requirement, credit recovery options, and impact to current academic program) and at the fiscal level (additional staff needs, extended school day, and program costs).

And

WHEREAS, the Board deems it necessary to implement the career and college ready graduation requirements for Freshman entering high school in 2017 and graduating in the year 2021.

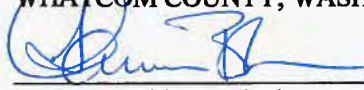
AND

WHEREAS, the graduates from a high school in the Lynden School District will be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school years for which the waiver has been granted.

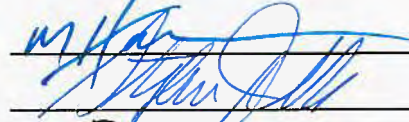
NOW, THEREFORE BE IT RESOLVED, BY THE BOARD OF DIRECTORS OF LYNDEN SCOOOL DISTRICT NO. 504, WHATCOM COUNTY, WASHINGTON, that a temporary waiver be requested from the career and college ready graduation requirements as provided by WAC 180-51-068.

ADOPTED by the Board of Directors of Lynden School District No. 504, Whatcom County, Washington, at a regular meeting thereof held this 26th day of February, 2015.

LYNDEN SCHOOL DISTRICT NO. 504
WHATCOM COUNTY, WASHINGTON



President and Director



ATTEST:



Secretary, Board of Directors

Application

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

1. Name of district: Lynden School District

2. Contact information

Name and title: Jim Frey

Telephone: 360-354-4443

E-mail address: freyj@lynden.wednet.edu

3. Date of application: Febraury 26, 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.

In order to provide time to assess the impact of the overall requiremetns on the high school program at both the school level and fiscal level the Lynden School District is requesting a waiver to delay the implementation of the career and college ready graduation requirements.

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

This allows time for the formal development of a plan for implementation and purposeful communication of that plan to staff, students, and parents. Currently Lynden High School has a 6 period schedule that allows students to earn 24 credits over the course of a 4 year high school career. For some students more time and support is necessary to ensure success in meeting the career and college ready requirements.

In addition, adding a two year requirement for world languges and options that fall under a Personal Pathways Requirement will take some time to develop and implement.

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.

Lynden High School staff will continue to plan for and implement the necessary program adjustments to meet the career and college requirements. This will include creating more credit bearing opportunities, determining the best way to provide for additional

world language classes, and maintaining a rigorous system of support for students who need additional time to meet graduation requirements.

This additional time will also provide the Lynden School District the ability to assess the financial impact of adding staff, creating credit recovery options, and more clearly defining the Personal Pathways Requirement with the requisite support and resources to effectively implement.

Final step

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

Marysville School District No. 25

Resolution No. 2015-7; 24-Credit Two-Year Implementation Waiver

A RESOLUTION of the Board of Directors of Marysville School District No. 25, Snohomish County, Marysville, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 23 credits to graduate from high school; and

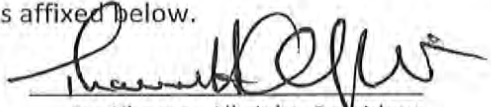
WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

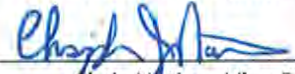
WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

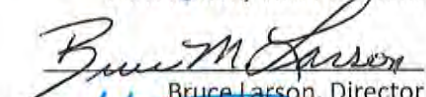
NOW THEREFORE, BE IT RESOLVED, that the Marysville School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

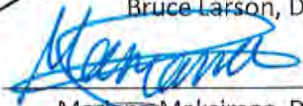
RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

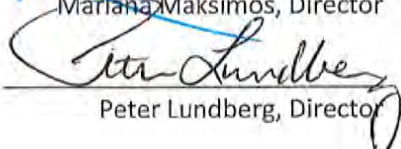
ADOPTED this 9th day of February 2015, and authenticated by the signatures affixed below.


Dr. Thomas Albright, President


Chris Nation, Vice President


Bruce Larson, Director


Mariana Maksimos, Director


Peter Lundberg, Director

ATTEST:

BY: 
Dr. Becky Berg, Superintendent and Secretary to the Board

Application

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

1. Name of district: Marysville School District No. 25

2. Contact information
Name and title: Raymond Houser, Assistant Superintendent
Telephone: 360-653-0818
E-mail address: Raymond_houser@msvl.k12.wa.us

3. Date of application: 2/9/2015

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 Marysville School District is requesting a two-year waiver to delay implementation of the 24 credit (WAC 180-51-068) to begin for the graduating class of 2021 for the following reasons.

This year our district endured a major traumatic event. Additional time to implement the new requirements will provide us an opportunity to continue to implement our recovery efforts as well.

All 8 of our high schools within the district currently require 23 credits for students to graduate. Increasing the graduation requirement by 1.0 credit could mean the addition of several sections to the master schedule, along with the need for additional staff and classrooms.

While all of our high schools provide the appropriate courses to ensure their students are able to meet high school graduation requirements and college entrance requirements, they are designed around and focus on student interests and Snohomish County career trends. We would need to ensure the extra credit at each learning community meets the unique needs, interests and aspirations of the students they serve.

Currently, each school operates with a 6-period day. Adding 1.0 credit would require the schools to change their schedules. Leadership teams at schools would need time to research different school schedules. The potential changes to the schedule might mean a change to the start and ending times of the high school day. This will impact not only the high school, but transportation, food services, teacher contracts as well as activities and athletics. Parent and student schedules will also be impacted. In order to facilitate the changes, additional resources and funding may be required.

We would have to potentially RIF some teachers in order to hire teachers in specific endorsement areas to satisfy the new requirements. That would require School Board action, and that process takes a considerable amount of time. The delay in implementation will allow for normal attrition or possible reassignment of teachers within the district.

With the 24 credit requirement, our current schedules limit the ability for students to recover or take additional credits. We will need time to allow for planning and implementation of a schedule conducive to a 24 credit requirement.

We have a very robust alternative program where some students access the current 20 credit State diploma. Extending the timeline would give us the opportunity for our alternative programs to adjust to the added requirements.

We need additional time to plan for counseling and academic support development. The current credit design allows for flexibility with on time graduation.

Delaying the implementation of new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff, students, and parents need to have an in-depth understanding of 24-credit college and career ready graduation requirements, as well as time to design and incorporate systems of support.

We need two years to plan how we will provide the additional counseling and academic supports that will be required, beginning with our current 8th graders, to ensure that they remain on the path to on-time graduation. The current number of credits required for graduation in our district (23) all students the flexibility to still graduate on time if, for some reason, they earn all but one (1.0) credit during their four-year high school career.

We are currently implementing a digital technology initiative that will greatly enhance student learning and instructional practices. These changes require substantial planning, testing of systems and professional development. By adding time to meet increased graduation requirements, both the 24-credit graduation requirements and the digital technology learning initiatives will be allowed time for quality implementation.

The delay in implementation will allow us to evaluate our programs offered at the high school level to ensure our students are receiving the best education possible to prepare them for Career and College Readiness.

Additional time is needed to analyze and expand our CTE program. Another challenge will be finding highly qualified teachers to meet the expanded CTE programs.

The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 8th graders, the options available under the Personalized Pathway.

We need to fully plan how we will address new facility, curricular and equipment needs that come with adding a third year of science.

At this point we are just now seeing STEM options for our students increasing and we could use more time to develop our capacity to teach courses in this area and those identified by the Board as third year math and science courses.

Communication of Personalized Pathways, addressing Career & College Readiness requirements, will take additional time, planning and staffing.

Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their "High School and Beyond Plans".

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

Time to adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

Our unique structure of 8 choice high schools with no boundary lines for attendance, results in the majority of our high schools having populations of 400 students or fewer. Having that small population makes master schedule development allowing the acquisition of 24 credits of specifically required courses extremely challenging.

Limited space and capacity for additional art, science, STEM and lab courses.

Limited options in the area of online learning and credit recovery.

Time to advertise for, and subsequently hire, highly qualified staff for new course offerings in World Language, science, STEM, and art.

Time to analyze how to shift budget priorities and evaluate use of future levy dollars to implement the new graduation requirements.

Time to analyze the impact of CTE equivalent credits which we currently have, and to consider additional work and support in this area. We also need time to analyze how we might be able to move more high school credited courses to the middle level.

Time to develop a comprehensive implementation plan to be used in negotiations with our affected bargaining units.

Develop and implement district policy to address the waiver of two credits as outlined in WAC 180-51-067.

Develop a meaningful High School and Beyond Plan process that is in alignment with the goals of the career and college ready graduation requirements.

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.

Our principals and district office administrators will soon be engaged in a study of our current 6-period day schedule to see if there would be other options that would better fit the new graduation requirements.

District and Building administrators will analyze current elective offerings within the SLC system. This includes student equitable access to courses, FTE allocation and school autonomy/decision making and oversight. All of these impact student choice, access of enhanced options, and potential to meet PPR options within 24 credit requirement.

We are currently engaged in a facilities review. Our intent would be a possible proposal for a construction bond to put to our voters in the near future.

We are establishing a planning team to look at ALE options for our students and the possibility of an academy for our district or within our high schools.

Our alternative program administrators are working closely with the district office to develop a plan to transition students from the current 20 credit State diploma to the new 24 diploma.

Prepare students to reach for the 24 credit college and career ready graduation requirements.

District Administrators will develop a plan for early identification of struggling students and a plan to provide additional student supports for academic success and credit retrieval.

Determine how to ensure students can be enrolled in AVID all four years in high school.

Strengthen the AVID Program in schools where AVID is in place and ensure that students can take AVID as an elective for all 4 years of their high school career.

Committee to determine if an Advisory program should be implemented to help guide the students through the decision making process as they work towards the new graduation requirements and a career after High School.

Creation of CTE programs that will provide our students with knowledge that will focus on Career & College Readiness and High School & Beyond planning help them decide what they want to do, while giving them credit within the required classes.

Administration will continue developing equivalency credits through approved CTE courses.

Strengthen the World Language department to offer more selections (i.e. Spanish, Lashootseed, ASL, etc.)

Communication with community, teachers, parents, and students will begin this year and continue in following years to ensure all stake holders are aware of the career and college ready graduation requirement.

Transition of existing district staff to more STEM, science, world language, and art teaching positions will commence through attrition, transfers and increased staffing due to student growth.

The next two summers will be utilized to make facility changes to accommodate additional science lab space.

Administration will develop and implement extended day options allowing students to earn additional credits. Increased staffing will be needed to implement this option.

Board and community approval of new graduation requirements.

Final step

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



Learning Services
2323 E. Farwell Rd., Mead, WA 99021
509-465-6015
www.mead354.org

February 26, 2015

The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504

Re: Temporary Waiver from High School Graduation Requirements Application

Enclosed please find our application for a temporary waiver from high school graduation requirements, as well as a copy of Resolution 15-1 authorizing the Mead School District to submit a one-year waiver request for the class of 2019 to the State Board of Education.

Thank you for your consideration. If you have any questions please give me a call.

Sincerely,

Ken Russell
Assistant Superintendent

Enclosures (2)



RESOLUTION 15-01

Temporary Waiver from High School Graduation Requirements

WHEREAS, the Washington State Legislature has approved revised high school graduation requirements effective for the class of 2019, and

WHEREAS, the RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduation class of 2020 or 2021 instead of the graduation class of 2019, and

WHEREAS, the Mead School District needs an additional year to communicate, plan and support the new graduation requirements,

NOW THEREFORE BE IT RESOLVED, that the Mead School District submit a one year waiver request for the class of 2019 to the State of Board of Education.

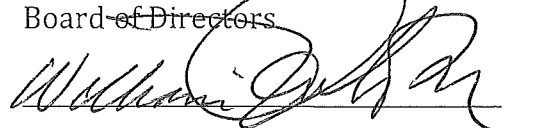
ADOPTED by the Board of Directors of the Mead School District No. 354, Spokane County, Washington, and authenticated by the signatures affixed below.

Dated this 26th day of January, 2015.

Attest:

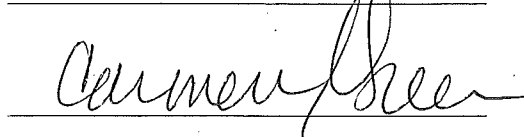

Secretary to the Board

Mead School District No. 354
Board of Directors









Application

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

1. Name of district: Mead School District

2. Contact information
Name and title: Ken Russell, Assistant Superintendent of Learning Services
Telephone: (509) 465-6040
E-mail address: ken.russell@mead354.org

3. Date of application: 2/23/2015

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.
 - We need one more year to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond Plans.
 - We need one more year to plan and provide additional support and guidance to assure that students, especially those from underserved populations, remain on track for on-time graduation. Currently, with 22.5 credits, we have some wiggle room to recover credits. 24 credits, as you know, means 6 classes each semester for all four years of high school. There is less wiggle room to recover credits, if necessary.
 - We need one more year to fully analyze and address staffing, curricular, and budget impacts. For example, we need one more year to assess and develop course equivalencies in CTE programs. We also need one more year to prepare our teachers to teach such course equivalencies. Finally, we need one more year to determine and communicate the options available under the Personalized Pathway Requirement.
 - We need one more year to fully plan how we will address new facility, curricular, and equipment needs that come with adding a third year of science, a second year of art, and two years of world language.
 - Currently we require the culminating project as a district graduation requirement. We need one more year decide whether or not we continue to require the culminating project. In turn, we need to determine our stance on student-led conferences for freshmen, sophomores, and juniors.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
 1. Current counseling models, progress monitoring tools, and academic supports are established to ensure students meet our existing district graduation requirements of

22.5 credits. We will need to expand counseling resources, evaluate progress monitoring tools, and expand academic supports that begin with 8th graders.

2. We have not yet expanded CTE course equivalencies and other course offerings that address the new graduation requirements. Additional courses and programs require additional resources in the form of staffing, professional development, and budget. We have not yet determined and allocated the resources necessary to run additional programs and courses.
 3. Because we have not yet addressed the needs outlined above, we have not yet communicated with students, parents, and the community how our district will meet the new 24-credit requirements and provide the supports to students that will enable them to graduate on-time.
 4. Our district does not currently possess the facilities, curricular materials, and equipment needed to meet the additional graduation requirements, particularly in equipment and lab-driven courses such as science.
 5. We will need one year to address the impediments outlined above and bring implementation up to scale in our two large, comprehensive high schools, our one STEM/entrepreneurship academy, and our alternative programs.
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.
1. Review graduation monitoring tools and procedures and implement those that better support planning in 8th grade and follow-up as students enact their High School and Beyond Plans.
 2. Expand assessment and academic supports that identify student needs quickly and provide timely support.
 3. Review and expand course equivalencies available to students taking Career and Technical Education courses. Provide professional development to teachers of newly identified equivalencies to ensure those courses address state, federal, and industry standards.
 4. Review and identify new course offerings and the increased number of sections required in lab/equipment heavy courses, so that we allocate the staffing, budget, and facilities necessary for these courses to be meaningful for students.

5. Scale up the allocation of resources to meet the needs discussed above. Include the purchase of additional curricular and technology resources.
6. Communicate the course offerings, counseling, and academic supports available to students and families as they work toward on-time graduation.

Final step

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

NORTH KITSAP SCHOOL DISTRICT NO. 400
KITSAP COUNTY, WASHINGTON

RESOLUTION 02-01-15

REQUEST FOR TEMPORARY WAIVER FROM THE 24 CREDIT HIGH SCHOOL GRADUATION REQUIREMENTS

A RESOLUTION of the Board of Directors of North Kitsap School District No. 400, Kitsap County, Washington, to pursue a one-year waiver from implementing the requirements of WAC 180-51-068.

WHEREAS the district currently requires 22 credits to graduate from high school; and

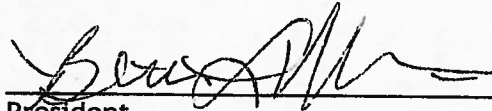
WHEREAS the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a one-year waiver to delay the implementation of the credit requirements; and

NOW THEREFORE BE IT RESOLVED that the Board of Directors of North Kitsap School District No. 400, Kitsap County, Washington, authorizes the district to request a one-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

ADOPTED by the Board of Directors of North Kitsap School District No. 400, Kitsap County, Washington, at a regular meeting thereof, held on the 12th day of February, 2015.

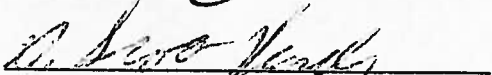
APPROVED: North Kitsap School District No. 400
Board of Directors

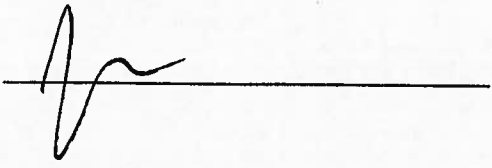


President

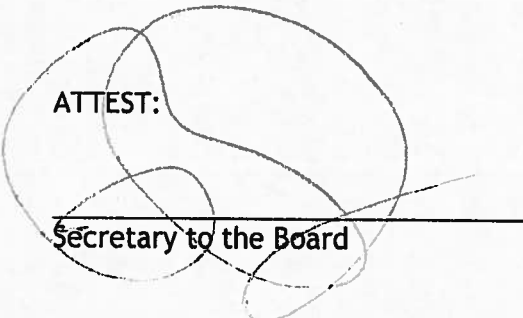


Vice President





ATTEST:



Secretary to the Board

Application

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

1. Name of district: North Kitsap School District

2. Contact information

Name and title: Jeff Sweeney, Director of Secondary Education

Telephone: (360) 396-3021

E-mail address: jsweeney@nkschools.org

3. Date of application: 1/23/2015

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 North Kitsap School District is requesting a one year waiver to delay implementation of the 24 credit graduation requirements to provide us with additional time to create new opportunities for students to earn credits for graduation. Our district currently has a 22 credit requirement and our students take 6 periods per day. We are in the beginning stages of discussing the creation of additional options for those students who do not pass every class.

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

Listed below are the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the class of 2019:

- Lack of time to develop additional options for those students who do not pass every class;
- Lack of identified resources to create remediation opportunities for students who do not pass every class;
- Lack of identified resources for adding an additional science class that could require additional staffing and upgrading facilities;
- Need additional time to review a variety of master schedules for our high schools, including the possibility of shifting from a six to a seven period day. Changing master schedules will require:
 - Meeting with all stakeholders to review a variety of models;
 - Meeting with bargaining units to negotiate new CBA language; and
 - Discussing possible transportation modifications to accommodate a new busing schedule.

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.

The North Kitsap School District will create a task force to review the listed impediments and create solutions that will be presented to our Board of Directors for final decision.

Final step

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

NORTH THURSTON PUBLIC SCHOOLS

RESOLUTION #904

A RESOLUTION of the Board of Directors of North Thurston Public Schools, District No. 3, Thurston County, Washington, to pursue a two-year waiver from implementing the requirements of WAC 180-51-068.

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's education program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district Board of Directors.

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of North Thurston Public Schools, District No. 3, Thurston County, Washington, authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements; and

ALSO BE IT 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.

PASSED by the Board of Directors of North Thurston Public Schools No. 3, Thurston County, Washington, at the regular meeting held on January 20, 2015 on the motion of Marcia Coppin and the second of Chuck Namit.

NORTH THURSTON PUBLIC SCHOOLS NO. 3
Thurston County, Washington

Laurie G. Davies

Board Member

[Signature]

Board Member

Marcia Coppin

Board Member

Board Member

Board Member

ATTEST [Signature]
Secretary, Board of Directors

Application

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

1. Name of district: North Thurston Public Schools

2. Contact information

Name and title: Vicky Lamoreaux, Assistant Superintendent of Instructional Services

Telephone: 360-412-4462

E-mail address: vlamoreaux@nthurston.k12.wa.us

3. Date of application: 1/14/2015

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.

North Thurston Public Schools is requesting a waiver to delay implementation of the Career and College Ready Graduation Requirements in WAC 180-51-068 for the graduating classes of 2019 and 2020. We are requesting this waiver for the following reasons:

A. Teaching and Learning Implications

We need additional time to plan for additional credits in Science, Fine Arts, and World Languages. We need to expand our credit equivalencies as well as plan for some accelerated opportunities at our middle schools. This will require us to rethink and refine our academic programming at all of our secondary schools. It will be important to be thoughtful in our planning and implementation so that the high school experience is relevant and meaningful.

B. Increased need for student supports to meet on-time graduation

Currently, North Thurston Public Schools requires students to attain 22 credits for graduation. This allows for some flexibility for students to meet their on-time graduation target in the event that they don't earn all their credits or meet all the assessment requirements. The 24 credit framework eliminates this flexibility. We will need to provide additional counseling and academic supports to ensure that students achieve academically within this new framework. Our high schools and beyond plan needs to be redefined as well. We will need to develop a system and strategies for tracking credits within a personalized pathway too.

C. Staffing, Facility, and Budget Implications

We haven't fully analyzed the impact this framework change will have on staffing, our facilities, or our budget capacity. Currently only 46% of our students take a third year of science and only 5% take a second year of Fine Arts. We need to look at our current capacity in light of the changes and predict what these changes will mean for the system

and to plan for implementation. Delay in implementation will also allow for normal attrition or reassignment of teachers within the district.

D. Communication Implications

Families already have a difficult time understanding the requirements for graduation. The individualized nature of the new framework adds a more complicated feature. It is important that we develop a clear communication plan for our families so that they can see how to navigate the new framework and the new requirements. They need to understand the real opportunities and the multiple pathways available to their child. By developing a strategic communications plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported towards the new graduation requirements.

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

The impediments that prevent implementation of the Career and College Ready Graduation Requirements are:

A. Teaching and Learning, Staffing and Facility Implications

We will need to increase our Science, Fine Arts, and World Languages course offerings. Increasing these curricular areas will have an impact on curricula, staffing, facilities, as well as the budget. How we allocate resources will have to be explored too. We will want to look at whether or not we can expand our credit equivalencies and/or accelerated learning opportunities at the middle school level.

At this time, North Thurston Public Schools does not have the staff, facilities, curricular materials or equipment needed to meet the additional requirements.

B. Student Support Implications

Our counseling and monitoring tools, as well as our academic supports, were built to ensure students meet the current requirement of 22 credits for graduation. The new framework will require us to expand these resources. Additional time will allow for more comprehensive planning and supports.

C. Communication Implications

We need to develop a clear and simple communication plan that communicates the personal pathway options for graduation. This is a major change and students will no longer have room to fail, without serious consequences. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements.

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.

North Thurston Public School will undertake the following efforts to achieve implementation of the Career and College Ready Graduation Requirements for the graduating class of 2021:

- Maintain comprehensive programming at all secondary schools;
- Use data to determine the facility, staffing, and curricular changes;
- Allocate resources to align with facility, staffing and curricular changes;
- Develop new course offerings to include equivalencies and accelerated learning opportunities;
- Establish systems to address both academic and emotional needs of students;
- Refine our high school and beyond planning to include middle school planning;
- Develop and implement a professional development plan for counselors and teaching staff. Deepen the understanding of student options and requirements;
- Develop a clear communication plan for students, parents, staff and community. Implement strategies to communicate to a broad based audience to aid in the understanding of changing expectations.

Final step

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



**Temporary Waiver from High School
Graduation Requirements**

RESOLUTION NO. 899

WHEREAS, on July 10, 2104 the Washington State Board of Education (SBE) adopted rules to implement the Career and College Ready Graduation Requirements revising high school graduation requirements effective for the Class of 2019;

WHEREAS, the Pasco School District is requesting a waiver to delay the implementation of the new graduation requirements which were codified into law in 2014, after the passage of E2SSB 6552, beginning with the Class of 2021;

WHEREAS, the District needs time to plan how we will provide the additional counseling and academic supports that will be required to ensure students remain on the path to on-time graduation, to communicate the new graduation requirements to parents and to fully advise the ways that students can meet these requirements;

WHEREAS, the 24 credit graduation requirement will have staff, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs and to prepare and hire teachers;

WHEREAS, the District will need to fully plan how we will address new facility, curricular and equipment needs;

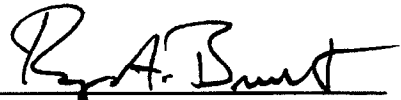
WHEREAS, if the District deems it is ready to fully or partially implement the 24 credit requirement for the Class of 2020, the District will do so;

THEREFORE, BE IT RESOLVED, the Board of Directors of Pasco School District No. 1 hereby request the approval of the Temporary Waiver from High School Graduation Requirements as required by the Washington State Board of Education;

FURTHERMORE, BE IT RESOLVED that the Board of Directors of Pasco School District No 1. intends to comply with all Washington State Board of Education requirements, conditions and requests as set forth above.

APPROVED by the Board of Directors of Pasco School District, Franklin County, Washington, in a meeting thereof held on January 13, 2015.

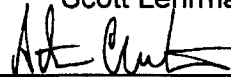
BOARD OF DIRECTORS:



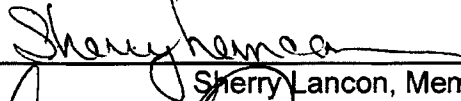
Ryan Brault, President



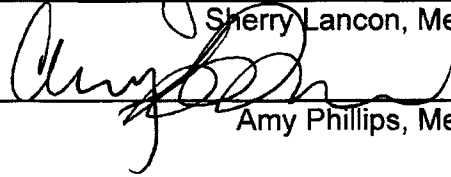
Scott Lehrman, Vice President



Steve Christensen, Member

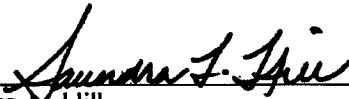


Sherry Lancon, Member



Amy Phillips, Member

ATTEST:



Sandra L. Hill
Superintendent and Secretary of the Board

Application

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

1. Name of district: Pasco School District No. 1

2. Contact information
Name and title: Glenda Cloud, Deputy Superintendent
Telephone: 509-546-2817
E-mail address: gcloud@psd1.org

3. Date of application: 1/21/2015

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.

Time is needed to:

- Communicate new requirements to students, staff, parents and patrons
 - Determine appropriate class offerings
 - Recruit qualified teachers
 - Address facility needs given the new requirements and our consistent student growth and need for classroom space
 - Address curricular and equipment needs
 - Develop a master schedule to meet requirements
 - Provide academic supports needed to meet requirements
 - Develop credit opportunities for credit deficient students
 - Consider expansion of CTE offerings and equivalencies
 - Provide professional development to staff
 - Consider and plan for budgetary impacts
-
5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
Impediments that prevent the implementation of the new framework are:
 - Staff models, school day, master schedules, graduation support systems, class offerings and professional development opportunities are in place to assist students in meeting the current graduation requirements of 20 at the alternative high school and 22 at the comprehensive high schools
 - Parents have not received adequate information on the new requirements

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.

Efforts that are and will be undertaken include involvement of stakeholders in the following:

- Expand graduation support systems
- Review and identify appropriate course offerings at the middle and high schools
- Review of staffing needs
- Review of current schedule and identification of a master schedule to meet requirements
- Review of facility needs
- Review and plan for financial impacts
- Develop a communication plan for students, staff, parent/guardians and community

Final step

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

PROSSER SCHOOL DISTRICT NO. 116
RESOLUTION #04-15

Temporary Waiver of Implementation of the 24 Credit Framework for Up to Two Years

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 graduation classes 2019 and 2020; and

WHEREAS, The Prosser School District will continue to maintain a 23 credit graduation requirement for the graduating classes of 2019 and 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

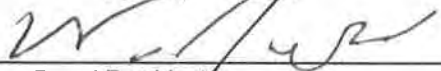
WHEREAS, Prosser School District is seeking more time to ensure systems are in place to best support students in meeting new requirements; and

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 Prosser School District, Benton and Klickitat County, Washington, hereby authorize its Superintendent to request waiver of the Temporary Waiver from Core 24 college and career ready graduation requirements.

DATED: this 17 day of February, 2015

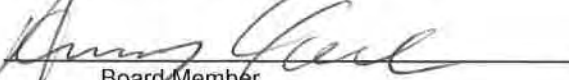
Board of Directors,
PROSSER CONSOLIDATED
SCHOOL DISTRICT NO. 116



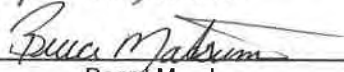
Board President



Board Member

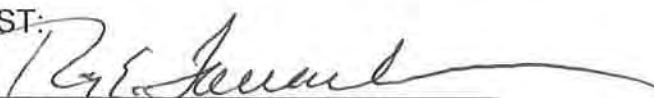


Board Member



Board Member

Board Member

ATTEST:


Ray E. Tolcacher, Clerk of the Board

Application

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

1. Name of district: Prosser School District

2. Contact information

Name and title: Dr. Ray Tolcacher, Superintendent

Telephone: 509-786-3323

E-mail address: Ray.tolcacher@prosserschools.org

3. Date of application: 3/5/2015

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.

Prosser School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

Our district currently maintains 23 credits to graduate however, we will need extra time to implement and refine systems to meet the 24 credit requirements. With the waiver in place it would allow students to effectively transition, without penalty, and assure systems are in place to support students path to graduation and career readiness.

By delaying the implementation of career and college ready graduation requirements it would allow the district additional time to plan and communicate the changes in requirements. These changes would include, but not be limited to professional development for staff to further develop communication to better implementation and support for students and parents.

While we currently have a requirement of 23 credits to graduate, there are necessary changes to course-taking requirements. The delay in implementation allows for normal attrition or reassignment of teachers within the district to accommodate our need for additional staffing in academic areas are such as world language and art.

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

Several specific impediments that prevent successful implementation of the career and college ready graduation requirements are:

We need additional time to adequately communicate to parents, students, and our community about how our district plans to meet the new 24-credit graduation requirement. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements. The additional two years would resolve these impediments, including the need to test and implement systems to ensure student success.

A clear impediment for our district is inadequate staffing to provide for the additional credit requirements in world language and art.

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.

The efforts to be undertaken to achieve implementation of the career and college ready graduation requirements for the graduation class of 2021 would be the following:

Develop and initiate a comprehensive communication plan for students, parents, staff and community. Implement strategies to communicate to a broad-based audience to aid in the understanding of changing expectations resulting from these new requirements.

Develop and implement a professional development plan for counselors and teaching staff. Deepen the understanding of student options and requirements.

Develop a plan to modify the high school master schedule and hire necessary teaching staff for the additional credit requirements.

Prepare students to reach for the 24 credit college and career ready graduation requirements.

Develop a plan for early identification of struggling students. Provide additional student supports for academic success and credit retrieval.

Final step

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



Richland School District No. 400
Benton County
Richland, Washington
RESOLUTION NO. 785

RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE RICHLAND SCHOOL DISTRICT'S DECISION TO DELAY THE IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021.

WHEREAS, it is the desire and intent of the Richland School District Board of Directors to graduate students well-prepared for success in post-secondary education, work, and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

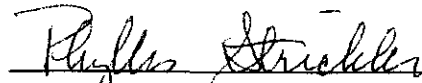
WHEREAS, the elected School Board of the Richland School District has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

THEREFORE, BE IT RESOLVED that the Board of Directors of Richland School District No. 400, Benton County, Washington, in accordance with the provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and will implement the 24 credit requirement beginning with the class of 2021.

APPROVED by the Board of Directors of Richland School District No. 400, Benton County, Washington, in a regular meeting thereof held on the 27th day of February, 2015.

Board of Directors:

President



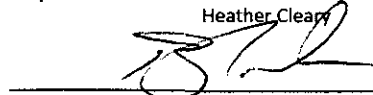
Phyllis Strickler

Vice-President



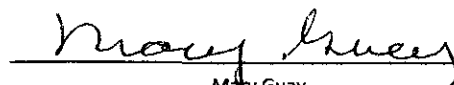
Heather Cleary

Member



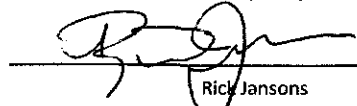
Rick Donahoe

Member



Mary Guay

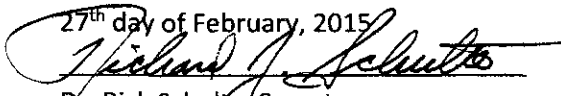
Member



Rick Jansons

Adopted and signed this

27th day of February, 2015



Dr. Rick Schulte, Secretary
Board of Directors

Application

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

1. Name of district: Richland School District

2. Contact information
Name and title: Dr. Richard Schulte, Superintendent
Telephone: 509-967-6001
E-mail address: Rick.Schulte@rsd.edu

3. Date of application: 1/27/2015

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 requested waiver will provide needed time to develop and implement additional credit opportunities for students.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
The Richland School District believes that time is needed to develop additional credit opportunities for students and locate appropriate staff to teach courses. This includes the expansion of opportunities for high school level courses at the Middle School level and additional course offerings during zero and/or seventh hour at the high school. The waiver will allow time to retrofit existing classrooms for science lab space if needed and transition teaching staff to meet the new graduation requirements.

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.
 1. Communication with community, teachers, parents, and students will begin this year and continue in following years to ensure all stake holders are aware of the career and college ready graduation requirement.
 2. Transition of existing district staff to more science and world language teaching positions will occur through attrition, transfers and increased staffing due to student growth.

3. Examine current facilities and scheduling options to determine if increase in lab science requirement can be met with existing facilities or if retrofits need to be considered.
4. Administration will look at extended day options to allow students to earn additional credits and consider increasing high school courses offered at middle schools.
5. Administration will continue developing opportunities for equivalency credits through approved CTE courses.

Final step

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

SEDRO-WOOLLEY SCHOOL DISTRICT NO. 101

RESOLUTION NO. 1044

A resolution of the Board of Directors of the Sedro-Woolley School District No. 101 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068(11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Law of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduation class of 2019;

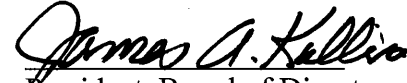
WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

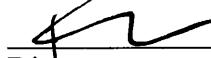
THEREFORE BE IT RESOLVED that the Board of Directors of the Sedro-Woolley School District No. 101 requests a two-year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

ATTEST:


Approved on this 9th day of February, 2015.



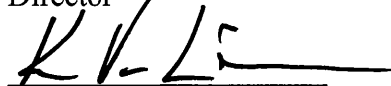
President, Board of Directors




Director



Director



Director



Director



Secretary to the Board

Application

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

1. Name of district: Sedro-Woolley School District

2. Contact information
Name and title: Michael Olson, Assistant Superintendent
Telephone: 360-855-3500
E-mail address: molson@swsd.k12.wa.us

3. Date of application: 2/10/2015

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.

We are requesting more time to ensure a seamless transition for our students to the new career and college ready graduation standards including 24 credits. Our current comprehensive high school schedule is a 6-period day schedule. This schedule provides few options for students who desire to make a shift in their post-secondary planning thereby affecting their Personalized Pathway. Additionally, school and district staff need more time to ensure proper identification of courses aligned with Pathway options for students.

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

As noted above there exist several impediments preventing implementation of career and college ready graduation requirements beginning with the graduating class of 2019. We need to analyze our current 6-period schedule to ascertain appropriateness of this schedule format in light of 24 credit requirements. We need to verify that our High School and Beyond Plan and support system provides necessary alignment to provide students clarity in developing Personalized Pathways toward graduation. We need to analyze course alignment with Personalized Pathways and code them for cross crediting where appropriate. We need to ensure levels and type of staffing to support increased science required courses for students. We need to educate our students and families about the new career and college ready graduation requirements to prepare them for developing clear High School and Beyond Plans in middle school. We need to consider how high school credit bearing courses might be extended into the middle school program. We need to examine development of CTE courses and pathways for students attending our small learning community alternative high school.

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.

We have convened a CORE 24 work group of middle and high school staff and administrators. This work group, along with site-based work teams, are engaged in addressing the impediments listed above to successful implementation of career and college ready graduation requirements. To date, progress has been made in assessing various school schedule options; refining the high school and beyond plan and planning process; analyzing courses for cross crediting; aligning courses with pathways; development and distribution of new graduation requirement communications; considering appropriate credit opportunities at the middle level; and developing model pathways for students to consider in their high school and beyond planning.

Final step

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

Shoreline School District No. 412
Shoreline, Washington

RESOLUTION NO. 2015-1
TEMPORARY WAIVER REQUEST FROM HIGH SCHOOL GRADUATION REQUIREMENTS

A RESOLUTION requesting the State Board of Education grant 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 2021 instead of the graduating class of 2019 (WAC 180-51-068).

WHEREAS, the Shoreline School District has established goals for making changes to current Shoreline School District graduation requirements that will comply with the career and college ready graduation requirements directed by Chapter 217 Laws of 2014 (E2SSB 6552); and

WHEREAS, the Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need time to develop course pathways for students, provide staff training about the new graduation requirements and ways to support students for success meeting them, analyze staffing needs and contractual obligations and develop a funding model and operating budget for implementation of the requirements; and

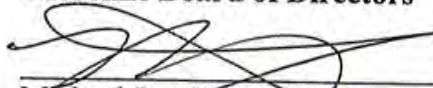
WHEREAS, the student graduation requirements for the classes of 2019 and 2020 would exceed current state graduation requirements; and

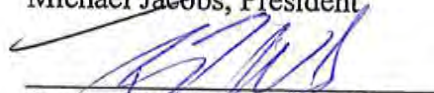
WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established the temporary waiver of the career and college ready graduation requirements for restructuring purposes;


NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests 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 2021 instead of the graduating class of 2019. During this time, staff will develop academic options for the purpose of implementing career and college graduation requirements and providing academic support systems for all students.

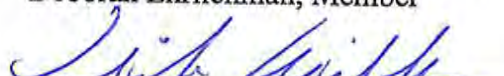
ADOPTED by the Board of Directors of the Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of January 26, 2015.

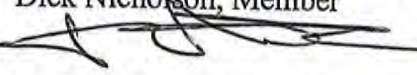
Shoreline Board of Directors


Michael Jacobs, President



David Wilson, Vice President


Deborah Ehrlichman, Member


Dick Nicholson, Member


Dick Potter, Member

Attest: January 26, 2015


Rebecca L. Miner
Secretary to the Board

Application

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

1. Name of district: Shoreline School District

2. Contact information

Name and title: Teri Poff, Director of Teaching and Learning

Telephone: 206-393-4222

E-mail address: teri.poff@shorelineschools.org

3. Date of application: 1/27/2015

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 Shoreline School District needs additional time to develop courses and put course pathways in place for students to meet all graduation requirements. We currently offer a 6-period day, which does not provide any additional time for students to earn 24 credits should they need it. The waiver will give the district time to:

- Develop specialized programs, course pathways and extended day options so that all students can meet the 24-credit requirement.
- Train staff about the new career and college ready graduation requirements and how best to support students for success meeting these new requirements.
- Analyze staffing needs and contractual obligations.
- Develop a funding model and budget for implementation.

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

Currently 23% of our students graduate having earned at least 22.5 credits but less than 24 credits. We currently do not have enough structures in place to provide students with any flexibility within the existing 6-period day to allow for personal, family or life circumstances that may prevent students from earning 6 credits per year during their four years in high school.

We currently do not have the capacity to provide all the training necessary for our staff to be fully informed about the career and college ready graduation requirements and to understand how these requirements fit into the student's high school planning process. Without this deep understanding, staff will not be able to expertly guide students and their families toward meeting the requirements. We will need to adjust our counseling processes, planning tools and academic supports available to students.

We do not yet have full analysis of the impact on staffing, budgeting, and contractual obligations. We will need two years to address these impediments and implement the program, scheduling, staffing, and counseling changes needed.

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.

1. Seek Board approval on new graduation requirement policy.
2. Develop a model within existing structures and explore adding extended learning opportunities that would provide students the additional options they need to meet the 24-credit requirement.
3. Develop Personal Pathways that provide multiple opportunities for student success.
4. Determine staffing needs to implement the model.
5. Develop a budget that prioritizes implementation of a model that will allow students to have increased academic opportunities and support to meet the new credit requirements.
6. Develop master schedules to provide extended academic options for all students.
7. Develop counseling plans for student success meeting new graduation requirements.
8. Inform students and families about the new graduation requirements, available career and college pathways, and tools for high school and beyond planning.

Final step

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

SOUTH BEND SCHOOL DISTRICT NO. 118
405 East First Street South
Bend WA 98586

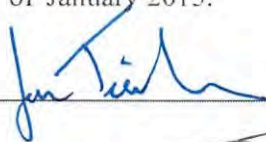
RESOLUTION 2-2015

Request of Waiver Application for High School Graduation Requirements

The South Bend School District Board of Directors hereby requests to the State Board of Education under RCW 28A.230.090(1)(d)(ii), a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552), waiving such requirements for the class of 2019 and 2020. The career and college ready graduation requirements will be implemented with the class of 2021.

Dated this 15th day of January 2015.

Board Secretary



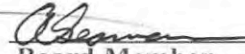
Board Chairman



Board Member



Board Member



Board Member

Board Member



Application

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

1. Name of district: South Bend School District

2. Contact information

Name and title: Jon Tienhaara, Superintendent; Jason Nelson, 7-12 Principal

Telephone: (360)875-6041

E-mail address: jtienhaara@southbendschools.org; jnelson@southbendschools.org

3. Date of application: 12/10/2014

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 South Bend School District and South Bend High School are requesting a waiver to delay implementation of college ready graduation requirements for the classes of 2019 and 2020. Here are four reasons why we are currently requesting a waiver.

1. Currently, South Bend High School operates under a six period day. In order to meet the career and college ready graduation requirements, it is imperative that we revisit and potentially revise our schedule. In order to come up with a plan that effectively meets the needs of our district, we need a minimum of one year to study a variety of schedule structures and how each of those structures will affect our district and align with our current district and building goals.
2. South Bend High School currently requires 22 credits for graduation. This provides flexibility for students who, for many different reasons, are unable to meet all 24 credits during the course of their high school career. It is important that resources are allocated to effectively deal with those students not meeting credit requirements for graduation. This is another reason that our district needs a minimum of 1-2 years to determine how to allocate those resources.
3. Other areas that we will need to address are funding for additional curriculum, class offerings, and staffing. It is likely that we will need to increase CTE offerings for students whose High School and Beyond plans do not call for two years of Art, Algebra II, and Chemistry, increase Science and Mathematics offerings, and increase curriculum, supplies, and materials that would come with an increase in the number of offerings. For a small district and a small school, this could prove to be both difficult and costly, and will require additional time.
4. Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.

We anticipate that we will be able to adequately prepare for the new graduation standards by the time the class of 2021 enters their freshman year.

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

The impediments that prevent implementation of the career and college ready graduation requirements are:

1. Our current system, including counseling and academic supports, facilities, curricula, and course offerings, are all geared toward a 22 credit requirement for graduation. We will need to expand these supports, research the impact this new plan will have on facilities, and potentially invest in new curriculum for a variety of subjects.
2. At this point, we have not been able to effectively communicate with parents and students how we will meet the new 24 credit requirement and provide the resources necessary for students to graduate on time with a plan to carry them into their college or career of choice.
3. We do not currently have a plan for expanding and/or altering the schedule to allow for more credit opportunities. There is no consensus at this time regarding which type of schedule (7 period day, trimesters, blocks) would be the best fit.
4. We need time to align our district goals with a plan to meet the new requirements. This will involve meeting and problem-solving with all stakeholders and extensive communication with the school board as well.

The South Bend School District will need two years to address these impediments and properly prepare our system to meet the new 24 credit requirements.

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.

The South Bend School District will prepare for the incoming college and career ready 24 credit graduation requirements by taking the following steps.

1. Review procedures for monitoring student progress, creating High School and Beyond plans, and following up throughout the course of those students' careers. Included in this process would be boosting our advisory program to make room for the sizeable planning needed.
2. We will work to align our current goals with a schedule that better meets the new graduation requirements. This will involve revisiting and potentially revising our district and building goals, researching a number of different schedule structures, rolling out different ideas to stakeholders, and refining our decision-making process for choosing the type of schedule.

3. In addition, we will expand offerings where needed. Areas that will definitely need expansion include CTE, mathematics, and science. Other potential areas include remediation for mathematics, reading, and science, as well as the expansion of additional elective offerings. Regardless of the type of expansion, this type of growth means finding the time and resources to meet our needs, which could easily take two years.
4. Along with the above steps, a communication plan will need to be created to ensure effective communication with all stakeholders.

Final step

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

Sultan School District #311
Resolution No. 14-07
Two Year Waiver for Implementation of the
24 Credit Graduation Requirement

A RESOLUTION of the Board of Directors of Sultan School District No. 311, Snohomish County, Sultan, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

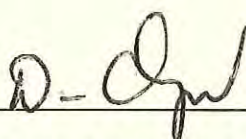
WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

NOW THEREFORE, BE IT RESOLVED, that the Sultan School Board of Directors authorizes the district to request a two year waiver (class of 2019 and 2020) of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

BE IT ALSO 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.

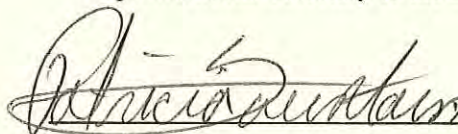
ADOPTED this twentieth day of January 2015.

ATTEST: 

Superintendent-Secretary to the Board



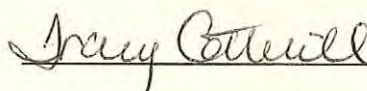
Board Chairman




Board Member



Board Member



Board Member



Board Member

Application

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

1. Name of district: Sultan School District

2. Contact information
Name and title: Dan Chaplik, Superintendent
Telephone: 360-793-9801
E-mail address: dan.chaplik@sultan.k12.wa.us

3. Date of application: 1/12/2015

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.

Our school district is requesting a waiver to delay implementation of the career and college ready graduation requirements in WAC 180-51-068 for the graduation classes of 2019 and 2020. We are requesting this waiver for three reasons:

1. We need two years to plan how we will provide the additional counseling and academic supports that will be required, beginning with our current 7th graders, to ensure that they remain on the path to on-time graduation. The current number of credits required for graduation in our district (22) allow students the flexibility to still graduate on time if, for some reason, they earn all but two credits during their four-year high school career.

2. Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.

3. The 24-credit graduation requirement for current 7th graders will have a staffing, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop course equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 7th graders, the options available under the Personalized Pathway.

4. We need to fully plan how we will address new facility, curricular and equipment needs that come with adding a third year of science. We don't currently have adequate lab space for our lab science courses.

In order for the new college and career ready graduation requirements to be meaningful and attainable to students, our school district is committed to planning how we bring this to scale. We must be able to communicate real options to incoming freshman who are starting to build their High School and Beyond plans as 8th graders. We anticipate that we will be able to bring these changes to a reality by the time our graduating class of 2021 enters high school in the fall of 2017.

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

The impediments that prevent implementation of the career and college ready graduation requirements are:

1. Current counseling, monitoring systems and academic supports are built to ensure students meet our district requirement to earn 22 credits for on-time graduation. Though we currently offer 24 credits over a four year high school experience, we want to build a schedule that will allow students to earn 26-28 credits with flexibility. We will need to expand counseling resources, evaluate graduation monitoring tools and expand academic supports that begin with each cohort of 8th graders.

2. We have not yet had the opportunity to expand equivalencies, address the need to offer additional courses and sections of courses that are now required to meet the 24-credit graduation requirement. These will require resources in budget, staffing and professional development in order to map out the options available to students as they plan their high school careers.

3. Because we have not had the opportunity to address the needs outlined above, we have not been able to communicate with parents how our district will meet the new 24-credit requirement and provide the supports available to students that will enable them to graduate on-time.

4. Our district does not have the facilities, curriculum materials or equipment needed to meet the additional requirements, particularly in equipment/lab-driven courses such as science.

We will need two years to address the impediments outlined above and bring implementation up to scale in both regular high schools and in our alternative programs.

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.

We will work over the next two years to implement the career and college ready graduation requirements at all of our high schools through the following activities:

1. Review graduation monitoring tools/procedures and implement those that better support planning in 8th grade and follow-up as students enact their High School and Beyond plans

2. Expand assessment and academic supports that identify student needs quickly and provide timely support. (This already includes implementation of the new Star Enterprise assessment system in our district for freshman.)

3. Review and expand equivalencies available to students taking CTE courses. This may include the expansion of course offerings that are automatically equivalent under

Temporary Waiver from High School Graduation Requirements Application

OSPI-developed frameworks. Provide professional development to teachers of newly identified equivalencies to ensure those courses are addressing state standards.

4. Review and identify new course offerings and the increased number of sections required in lab/equipment-heavy courses, so that we are allocating the staffing, budget and facilities necessary for these courses to be meaningful to students.

5. Scale up the allocation of resources that meet the needs discussed above, including purchasing additional curriculum material.

6. Communicate the course offerings, counseling and academic supports available to students and families as they work toward on-time graduation.

Final step

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

TAHOMA SCHOOL DISTRICT NO. 409
Maple Valley, Washington

RESOLUTION NO. 2014-20

A Resolution of the Board of Directors of the Tahoma School District #403, King County, Washington, requesting a temporary waiver from the career and college ready graduation requirements for the graduating classes of 2019 and 2020. The career and college ready graduation requirements of 24 credits as prescribed by the Washington State Board of Education would begin with the graduating class of 2021, entering 9th grade in fall 2017. [WAC 180-51-068 (11)]

WHEREAS, the Tahoma School District Board of Directors recognizes that:

1. In 2012 a committee composed on staff, students, parents, and community partners refreshed the mission statement for the Tahoma School system to more clearly align with a vision for Career and College Readiness for all students; Together, provide the skills and experiences every student needs to create an individual, viable and valued path to lifelong personal success, and
2. Ensuring all students are Future Ready is a high priority initiative in the Tahoma School system, and
3. Passage of a construction bond in November 2013 will result in construction of a new high school and resulting realignment of grade configurations across all of the Tahoma schools, grades 6-12, occurring in fall 2017, and
4. The new facilities and grade alignments will have significant impact on program choices and the delivery model for all students, grades 6-12 in the Tahoma school system, and
5. Implementation of the 24 credit requirement for the Classes of 2019 and 2020 will have significant impact on student options for elective choices that align with their career and college path, and
6. This impact will be mitigated through flexibility options available when the construction of the new high school comes on-line in fall 2017; with the incoming 9th graders (Class of 2021) best positioned to take full advantage of those options, and
7. Implementation of the 24 credit requirement for the Tahoma Classes of 2019 and 2020 creates unequal opportunity and unnecessary hardship for students in the classes of 2019 and 2020 when compared with the Classes of 2018 and 2021.

WHEREAS, the Washington State Board of Education has established temporary waivers delaying implementation of the 24 credit requirement for the Classes of 2019 and 2020 as directed by Chapter 217, Laws of 2014 (E2SSB 6552).

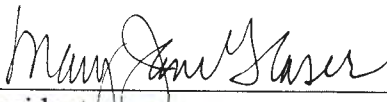
NOW, THEREFORE, BE IT RESOLVED that the Tahoma School District Board of Directors requests a temporary waiver from the college and career ready graduation requirements for the Tahoma School District classes of 2019 and 2020 and this requirement be implemented for the graduating class of 2021.

TAHOMA SCHOOL DISTRICT NO. 409
Maple Valley, Washington

RESOLUTION NO. 2014-20

ADOPTED THIS 25th day of November, 2014

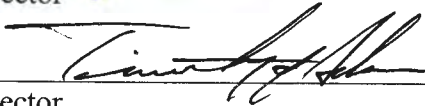
ATTEST:




President



Director



Director



Director



Director

Attest:



Secretary

Application

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

1. Name of district: Tahoma School District

2. Contact information

Name and title: Dawn Wakeley, Executive Director Teaching and Learning

Telephone: 425-413-3424

E-mail address: dwakeley@tahomasd.us

3. Date of application: 1/6/2015

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.

Tahoma School District passed a bond measure in 2013 for construction of a new high school. The new building will come on-line in fall 2017. Our current grade configuration includes 6-7 middle schools, 8-9 junior high and a 10-12 high school. In the fall of 2017, the grade configuration will look significantly different with 6-8 middle schools and a 9-12 high school. The school system is currently working on a secondary model review and will be implementing significant changes in schedule and course offerings, grades 6-12, in fall 2017. The anticipated changes in fall 2017 will have positive impact for students and should mitigate against negative impacts of the new career and college ready graduation requirements will potentially have for our students by limiting elective choices and possibly reducing the on-time graduation rate with the increased requirements.

There will be significant change for the entire Tahoma secondary system (grades 6-12) in fall 2017. Physical location moves will happen for all 6-12 students and staff. Program changes in both core and elective programs will be implemented in fall 2017 that are currently not possible due to lack of space and facility design. Our two middle schools will be moving to what is currently our junior high school and senior high school facilities, opening up significant new options in program design and development, especially within Career and Technical Education. All 9-12 students will move to a brand new high school facility, being built with new program models in mind.

Simultaneous implementation of the new graduation requirements for the class of 2021, beginning with the first 9th-grade class to enter the new high school in the fall of 2017, reduces the impact of the new requirements on students and the entire system.

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

Implementation of the new graduation requirements for the Tahoma classes of 2019 and 2020 will create unnecessary hardship and unequal opportunity for students when compared to students in the classes of 2018 and 2021. This can be avoided with a temporary waiver of the 24 credit graduation requirement for the classes of 2019 and 2020.

The Tahoma School District is currently working on a model review for grades 6-12 as we look toward the new facilities and grade configurations in Fall 2017. As part of the model review we anticipate a change in schedule at high school from a traditional 6 period day to either a 7 or 8 period day. This will provide for additional elective choices and opportunity to earn credits, minimizing some of the potential negative impacts of CORE 24.

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.

1. Secondary model review, currently underway, may result in a change in the number of classes in the core student schedule at both middle level and high school.
2. Establish policy and procedure, including course fees, to allow for expanded opportunities for students to take classes outside the core student schedule.
3. Increase the number of courses with dual crediting.
4. Develop and implement process for acceleration and HS classes offered at middle level in the new grade configurations.
5. Establish appropriate policy and procedure, and implement proficiency testing and crediting in World Languages.
6. Develop and implement a robust electronic system connected to the student information system for 4-year planning and determining whether an elective substitution for 1.0 credit in fine art or 2.0 credits in world language is appropriate based on the student's personalized pathway.
7. Provide a structure and supports for comprehensive 4-year High School and beyond planning, beginning at the middle level and continuing throughout high school, resulting in a viable post high school plan for all students. The Tahoma Future Ready College and Career Planning curriculum framework is a key part of this process and we anticipate prototyping the 4-year planning process in winter 2015 with full implementation in winter 2016, allowing the comprehensive 4-year planning process to be fully in place for the class of 2021.

Final step

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

**TOUTLE LAKE SCHOOL DISTRICT NO. 130
RESOLUTION 01-15**

TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

The Toutle Lake School District is requesting a waiver to delay the implementation of the new graduation requirements for the graduating classes of 2019 and 2020.

The District is specifically seeking more time to plan for increased requirements in Foreign Language and Science. The District also needs time to research high school schedule options. We currently operate on a 6 period day. This schedule allows little leeway for students who may be credit deficient to access options to make a credit up. There are also staffing concerns in the Foreign Language, Science and Art Departments as well as facility limitations to fully implement the career and college ready graduation requirements.

The Toutle Lake School District has consistently required more credits than the minimum state requirements to provide opportunity beyond the state core. This requested waiver will give us more time to plan and implement the career and college ready graduation requirements.

Through this resolution the Toutle Lake School District Board of Directors does, hereby, request the two year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

The following Directors were present and voting:




Director



Director

Director



Director



Director

ATTEST:



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: Toutle Lake High School

2. Contact information
Name and title: Scott Grabenhorst, Superintendent
Telephone: 360-274-6182, ext. 1003
E-mail address: s.grabenhorst@toutlesd.k12.wa.us

3. Date of application: 2/4/2015

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.

We would like additional time to research several high school schedule options. We currently operate on a 6 period day. This schedule allows little leeway for students who may be credit deficient to access options to make the credit up. Our current schedule would allow NO leeway for credit recovery when career and college ready graduation requirements are in place. We need time to research a 5 period trimester schedule, a 7 period day schedule and a 4 period block schedule to decide which will best suit our needs. There are also staffing concerns in the foreign language, science, and art departments as well as facility limitations to implement the extra credit required in science. Budgeting will also be a large factor in implementing the career and college ready graduation requirements. Also, extra time is needed to educate the staff, community, and students on the new requirements.

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

Specific impediments include:

Facility limitations, specifically in the additional credit required in science

Staffing limitations, specifically in attracting an additional foreign language teacher to our small community

Credit recovery and how we will be able to manage what is needed.

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.

Administration and other lead staff will be researching scheduling options that might work better than our current 6 period day. We have been involved with running a modernization bond to update our secondary school facilities. This will impact how our facilities may be utilized or improved to accommodate our needs for the implementation of career and college ready requirements beginning with the class of 2021.

Final step

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