September 1, 2016

Board Members:

I hope this packet finds you ready to engage in a meaningful planning retreat, to be held at beautiful Skamania Lodge in southwest Washington.

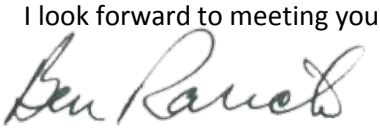
Enclosed is the board packet for the September 13-15 meeting in Stevenson. As per our usual structure, Tuesday and Wednesday are reserved for retreat deliberations, and Thursday is a business meeting agenda. Some members are assembling to socialize informally on Monday evening but that is not a formal component of the agenda, and is therefore completely voluntary.

Most of the key pieces of information that you need to prepare for this retreat are included in the first section of the packet, which we are calling the Retreat Roadmap. They articulate the goals for our retreat, how the agenda relates to those goals, and a little about the guest speaker and the facilitator that will be joining us. If you can ignore the packet "bulk" associated with the waiver applications and our published rules, we have tried to keep the remainder of the reading materials relatively light, and focused on our three policy "buckets." A number of reference documents – such as copies of our strategic plan materials, etc. – will be loaded in the online version of the packet only, so as to save trees!

Given the volume of videos you have already received for this meeting, we will not be doing a traditional board meeting pre-video. Please look to the data video and the documents in the Retreat Roadmap section to provide the basic guidance for this meeting.

I know we are all looking forward to Lindsey's first presentation as a student representative. Equally joyous will be the opportunities to recognize Superintendent Dorn's years of service as Superintendent of Public Instruction, and Jack's career of public service to Washington state.

I look forward to meeting you in the beautiful, bucolic setting of Stevenson, Washington!



Ben Rarick, Executive Director

THE WASHINGTON STATE BOARD OF EDUCATION

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

Skamania Lodge, Stevenson B Room
1131 SW Skamania Lodge Way, Stevenson, WA 98648

September 13-15, 2016
AGENDA

Board members will have an opportunity to gather informally on Monday, September 12 from 7-9 p.m. No official board action or discussion will take place.

Tuesday, September 13
Dress: Casual; Comfortable Walking Shoes
Members are on their own for breakfast.

8:00-10:00 a.m.	**Retreat Orientation**
10:00-12:00 p.m.	**Table Talk Discussions on Board Survey Results** • System Transitions • Student Transitions • ESSA Implementation
12:00-1:00	**Working Lunch** *Lunch for board members will be served on the Garden Patio*
1:00-1:30	**Travel**
1:30-3:00	**Wind River Middle School Site Visit**
3:00-3:30	**Travel**
3:30-5:00	**Small Group Team-Building Activities**
5:00	**Adjourn**
6:15	**Board Retreat Dinner in the Cascade Dining Room**

Wednesday, September 14
Dress: Casual

7:30-8:00 a.m.	**Board Breakfast**
8:00-10:00	**Making the Transition: ESSA Implementation, Year One** Ms. Kristen Amundson, Executive Director, National Association of State Boards of Education

10:00-10:15 **Break**

10:15-11:00 **Board Discussion**

11:00-12:00 p.m. **Board Norms Annual Review and Discussion**

12:00-1:00 **Lunch**

1:00-4:30 **Discussion of Strategic Plan**
Mr. Raj Manhas, Facilitator

- Student Transitions
- System Transitions
- ESSA Implementation

4:30-5:00 **Next Steps – Finalizing Guiding Principles for Strategic Plan Revisions**

5:00 **Adjourn**

Thursday, September 15
Dress: Business Casual

7:30-8:00 a.m. **Board Breakfast**

8:00-8:10 **Call to Order**

- Pledge of Allegiance
- Announcements

Agenda Overview

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

- Approval of the Minutes for the July 13-14, 2016 Board Meeting
- Approval of the Minutes for the August 15, 2016 Special Board Meeting

8:10-8:15 **Call for Executive Committee Nominations**
Mr. Bob Hughes, Nominations Lead Member

8:15-9:00 **Discussion: The Role of Equity and Social Justice in the Deliberations of the State Board of Education**

9:00-9:15 **Rules Amendments for WAC 180-51-115 (Special Education) - Public Hearing**

	Ms. Linda Drake, Director of Career- and College-Ready Initiatives Mr. T.J. Kelly, Director of School Apportionment and Financial Services, OSPI (via web conference)
9:15-9:30	**Rules Amendments for WAC 180-18-055 (Alternative High School Graduation Requirements) - Public Hearing** Mr. Jack Archer, Director Basic Education Oversight Mr. T.J. Kelly, Director of School Apportionment and Financial Services, OSPI (via web conference)
9:30-9:45	**Setting Certificate of Individual Achievement Threshold Scores for the Math and English Language Arts Collections of Evidence** Ms. Linda Drake, Director of Career- and College-Ready Initiatives Mr. Michael Middleton, Director of Select Assessments & Business Enterprises, OSPI (via web conference)
9:45-10:30	**Executive Director Update** Mr. Ben Rarick, Executive Director • Education System Health Report • Education Funding Task Force and *McCleary* Update • Agency Core Budget • Rules on 180-Day Waivers • Other
10:30-10:45	**Break**
10:45-11:15	**Executive Committee Election** • Member at-large Positions (3)
11:15-11:45	**BEA Waiver Presentation and Discussion** Mr. Jack Archer, Director of Basic Education Oversight
11:45-12:00 p.m.	**Public Comment**
12:00-12:30	**Lunch and Recognition of Superintendent Randy Dorn and Mr. Jack Archer** Ms. Judy Jennings, Board Member Mr. Randy Dorn, Board Member
12:30-1:00	**Experiences That Influenced My Life** Ms. Lindsey Salinas, Student Board Member
1:00-2:00	**Discussion of Potential Legislative Priorities for the 2017 Legislative Session**
2:00-2:30	**Board Discussion**
2:30-3:00	**Business Items *(Action Required)*** 1. Approval of BEA Waiver Applications from Reardan-Edwall School Distict and Auburn School District

2. Approval of Certificate of Individual Achievement Threshold Scores for Math and English Language Arts Collections of Evidence
3. Approval of the 2017-2019 Agency Core Budget
4. Approval of Filing of CR-101 on WAC 180-18-040 and WAC 180-18-050 (180-Day Waivers)

3:00 **Adjourn**

THE WASHINGTON STATE BOARD OF EDUCATION

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

Education Service District 101
Spokane, WA

July 13-14, 2016

Minutes for the Washington State Board of Education (SBE)'s Bi-Monthly Board Meeting

Wednesday, July 13

Members Attending:	Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung, and Ms. Lindsey Salinas (12)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Stefanie Randolph, Ms. Linda Sullivan-Colglazier and Ms. Denise Ross (9)
Members Absent:	Ms. Holly Koon, Ms. MJ Bolt and Superintendent Randy Dorn (3)
Guests:	Ms. Kaaren Heikes and Ms. Carole Lynch (2)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:04 a.m. and administered the oath of office to Ms. Lindsey Salinas. Dr. Mike Dunn, superintendent of ESD 101, thanked the Board for meeting with local superintendents on July 12 and for the educational policy work members are doing.

Chair Muñoz-Colón invited members to share experiences they've had recently at conferences and meetings. Member Laverty shared that he attended the Education Commission of the States Conference in June where many conversations were about lowest-performing schools and teacher preparation. Member Jennings attended the AWSP/WASA Summer Conference and sessions focused on implementing ESSA requirements and overcoming obstacles in a student's life. Member Estes thanked staff for providing 24-credit framework and High School and Beyond Plan materials for a STEM institute he attended. Member Fletcher reported she attended a Learning First Alliance meeting and Superintendents' Meeting about the teacher shortage issue. She also serves on the Governmental Affairs Committee for the Board of Directors for the National Association State Boards of Education and they recently discussed proposed rules for ESSA. Chair Muñoz-Colón participated in a retreat recently about building relationships between adults and students in schools. She expressed the importance of this broader priority in bringing people together as a community.

Mr. Rarick requested that the Civil Rights Settlement item be removed from the consent agenda and said that he'd provide further information during the Executive Director Update presentation.

Ms. Drake reported that, due to the SAT changing last spring, members were asked to approve, as part of the consent agenda, a cut score for the SAT as an alternative to the reading and writing High School Proficiency Exam (HSPE) and for the math Smarter Balanced Assessment for the Class of 2016. The Class of 2016 is the last class that can use the HSPE as a graduation requirement.

Motion made by Member Laverty to approve the consent agenda with exclusion of the Office of Civil Rights Settlement.
Motion seconded.
Motion carried.

Executive Session
Chair Muñoz-Colón adjourned the open session at 8:28 a.m. for the purpose of the performance evaluation of the Executive Director. Chair Muñoz-Colón reconvened the Board meeting from Executive Session at 8:49 a.m.

Executive Director Update
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Sullivan-Colglazier, Assistant Attorney General, Office of the Attorney General
Ms. Stefanie Randolph, Communications Manager

Mr. Rarick introduced the agency's newest hire, Ms. Kaaren Heikes. She begins employment on August 8 as the Director of Policy and Partnerships. Ms. Heikes attended to meet members and observe the meeting. She has experience in the legislature, administration and education. She also played a role in starting a charter school in Oregon.

Mr. Rarick provided an overview of the agenda and how each item relates to the Board's strategic plan.

Members reviewed the draft amendments to Chapter 180-19 WAC (Charter Schools) for the purpose of filing a CR-102 document. Mr. Archer summarized the content of the Notice of Intent form that applicants complete in order to disclose their interest in becoming a charter school authorizer.

Mr. Rarick reported that SBE is one of several state agencies that received notices of noncompliance from the U.S. Department of Education's Office of Civil Rights regarding the ability for people with disabilities to access the SBE web site. Staff believed the deliberations between SBE's legal counsel and the Office of Civil Rights would be completed by the date of the current board meeting, but the settlement is still in draft form at this time. Staff will present a motion asking the Board to approve delegating authority to the Executive Director to enter into a settlement agreement at a later date.

Ms. Sullivan-Colglazier summarized the lawsuit to board members. Staff and legal counsel responded in agreement to bring the web site up to compliance, and the process of having a settlement drafted has begun. The settlement would not be a monetary one, but an agreement to bring the web site into compliance. Once the settlement is finalized, staff will have two years to implement the changes. Ms. Randolph spoke of the changes, services and trainings that will be needed in order to meet compliance.

Chair Muñoz-Colón said this is a good opportunity for us to make sure all our agency services are accommodating to Americans with Disabilities Act (ADA) needs.

School Accountability and Required Action District Updates
Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Mr. Michael Merrin, Assistant Superintendent, OSPI
Ms. Kim Ewing, Principal, Wellpinit Elementary
Dr. Gil Mendoza, Deputy Superintendent, OSPI

Ms. Drake summarized the Board's duties and oversight for Required Action District (RAD) schools and the requirements districts must meet in order to be released from RAD status. Ms. Drake reported there are five current Required Action Districts. There are four districts that are in the second cohort of Required Action and have just completed the second year of implementing their Required Action Plans. A fifth district, Soap Lake, is from the first cohort of Required Action. Soap Lake District remained in Required Action because one of their schools is on the Priority School list. A condition of release from RAD status is that no school in the district may be a Priority School.

Mr. Merrin presented student demographic data, recommendations and next steps for the following schools:

- Tulalip Quil Ceda Elementary, Marysville School District
- Stewart Middle School, Tacoma Public Schools
- Washington Middle School, Yakima Public Schools
- Soap Lake Middle/High School, Soap Lake School District

Ms. Ewing presented student demographics, goal progress and next steps for Wellpinit Elementary. She shared that the Wellpinit community applied and was designated by the Obama administration as a Promise Zone area. This program pairs federal government partners with local leaders to streamline resources across agencies and deliver comprehensive support. The focus includes education, infrastructure, economic development, reduction in unemployment, and reduction in crime rates.

Mr. Merrin and Dr. Mendoza presented on how Required Action Districts will be affected by ESSA implementations and how Required Action relates to tasks outlined for the School and District Improvement Workgroup.

ESSA Accountability System Update
Dr. Andrew Parr, Research and Data Manager
Dr. Gil Mendoza, Deputy Superintendent, OSPI

Dr. Parr reported the Accountability System Workgroup (ASW) will start making recommendations to the ESSA State Plan working group in the fall and the Office of the Superintendent of Public Instruction (OSPI) might submit the Consolidated State Plan toward the start of 2017. If the plan is submitted by the end of 2016, approval by the United States Department of Education could be expected in spring of 2017. Depending on the actual approval date, the SBE may be asked to adopt the school and district improvement plans at the March 2017 meeting. Members reviewed a summary of the ASW's work.

Members viewed the design of the current Index. Dr. Parr reminded members that long-term goals can't be set until the English Language Learner measures are determined, which will be recommended by the ESSA English Language Learner Workgroup. The indicator weights won't be changed until the new measures of school quality and school success are determined. A plan to identify schools also won't be developed until the long-term goals are determined, goals are established, and more information about how the Index will be changed is known.

Members reviewed how the ASW is connecting the various roles to the overall goal of meaningful differentiation, which include the indicators measured, weights applied and creating an Index rating with a summative score. Dr. Parr reported that the performance on the measures in combination with goal attainment determinations could be used to identify schools for awards, school improvement planning and candidates for targeted support.

Dr. Parr reported the U.S. Department of Education recently published proposed accountability rules for comment. Members reviewed questions the U.S. Department of Education is seeking comment on and the concerns of national stakeholders about the proposed rulemaking.

Dr. Mendoza summarized OSPI's statewide outreach forums about ESSA. He explained the reasons why OPSI has asked the Achievement and Accountability Workgroup (AAW) be suspended until after the ASW work is completed. Dr. Mendoza reported the feedback he's received from the other ESSA workgroups and the timeline for receiving an approved plan from the U.S. Department of Education.

Members discussed the specific duties of the ASW workgroup that will require the Board's approval or recommendations and the timelines for them. Members discussed responding to the proposed rules to the U.S. Department of Education with comments and having an outline or roadmap of the major roles the SBE should play in the state plan.

Option One Basic Education Act Waiver Requests
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reported the SBE received three requests for Option One waiver requests of the basic education requirement of a minimum 180-day school year.

Auburn School District's request is a renewal of an existing waiver of three days for one year granted in July 2015. The request is for the 2016-2017 school year only. The district has had a series of one-year waivers of the 180-day requirement. The purpose of the request is to revise and implement school improvement plans based on their district Strategic Improvement Plan.

Richland School District's request is a new request for seven days for two years for parent-teacher conferences in first grade only. The district was granted a waiver of five days for parent-teacher conferences under the expedited procedure in WAC 180-18-050(3) which does not require action by the Board. The number of waiver days that can be requested under that rule provision is five; therefore, the district has submitted an application requiring board approval. The district intends to use two days at the beginning of the school year to provide similar services as WaKIDS to first-graders and their families.

Tacoma Public School's request is a new request for ten days for two years and is for a new high school opening in the fall of 2016. The request would enable the school to operate on an alternative schedule in which it had fewer but longer school days, facilitating project-based learned and partnerships with the business and community, and embedded professional development activities for staff.

Board members were asked to take action on the applications during business items on Thursday.

Public Comment

Mr. Mick Miller, Member of Social Emotional Learning Benchmark Workgroup and Social Emotional Learning Washington

Mr. Miller wanted the Board to have an update on the progress of the workgroup and how they're in the process of gathering feedback on their draft benchmarks. The Legislature tasked this workgroup with development of benchmarks for social and emotional learning. Mr. Miller presented the Board with the draft benchmarks and noted the various standards. He thanked the Board for their work on how social and emotional learning impacts teachers and students.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning
Mr. Jeffries commended the work OSPI, SBE and local educators are doing for Required Action Districts (RADs). He acknowledged the limited resources the state has for identifying more districts that would qualify as RADs. A study was just completed on low-performing schools. Mr. Jeffries intends to release the results of that study in the coming months. He shared that the Washington Roundtable and Partnership for Learning would like to join the Board in addressing that issue via the legislature and other avenues to broaden the effect. What is being learned in RAD schools needs to be learned and implemented by all schools in the state because we have low performing students in all our schools.

Ms. Wendy Rader-Konofalski, Washington Education Association
Ms. Rader-Konofalski indicated she brought a group of local educators to speak about teacher shortage. She hopes the Board will invite educators to speak at its May meetings so teachers have an opportunity to express their voices on issues.

Ms. Teri Ochs, Teacher, Spokane Public Schools
Mr. Ochs loves her career and she's experienced a higher than average refugee student population and students of trauma. She'd like to see smaller class sizes in order to give more one-on-one attention to students, but this requires more teachers in the building. Ms. Ochs feels too many hours are spent assessing students. She asked the Board to continue working on reducing the classroom size for teachers.

Ms. Jamie Oleson, Teacher, Rodger High School
Ms. Oleson works in a high-poverty school. Many of her students are in trauma and stressed out. She tries to make students cared for inside and outside of the classroom, but has lost significant classroom time because of testing. She feels overwhelmed with helping students in trauma while in the midst of so much state testing requirements. Ms. Oleson would like to see smaller class sizes, a choice between Core 24 and state assessments, and more opportunities to have the teacher voice heard.

Mr. Brad Read, Teacher, Shadle Park High School
Mr. Read stated that over half of his students are on free or reduced lunch. He shared a story about a struggling student that sent him a note thanking him for helping him understand the way he thought and that no other teacher had done that. Kids aren't looking forward to learning and see it as something they have to get through and he suspects this is why graduates aren't going into the teaching profession. Mr. Read doesn't feel more mandates are needed, but instead a system where quality people are drawn to the profession. He asked the Board to provide opportunities for teachers and students to have regular conversations with the Board.

Ms. Kristene Gillmer, Teacher, Ridgeview Elementary
Ms. Gillmer has worked hard to be an excellent teacher, but feels it's getting harder to do the job. She feels overworked, underpaid, disrespected and undervalued. Ms. Gillmer thinks this is why teachers are leaving the profession. Students are raging, becoming violent towards teachers and verbally abusive. Many teachers feel isolated instead of supportive. The size of classes are too large. If we want to retain great teachers, we must address this problem now. She asked the Board to include teachers in these discussions.

Discussion on Next Steps in Defining Career Readiness
Ms. Linda Drake, Director of College- and Career-Readiness Initiatives
Ms. Beth Thew, Member, Workforce Training and Education Coordinating Board
Mr. Eric Wolfe, Policy Analyst, Workforce Training and Education Coordinating Board

Ms. Drake provided an update on the Competency-based Crediting Handbook and, although members will be asked to take action on approving it, the handbook will continue to be updated as feedback from the field is received. Members were also asked to review the proposal for an Equivalency Course of Study for Personalized Pathways Exploration. This proposal would allow for collaboration with districts that have some experience with developing high quality High School and Beyond Plans to develop an opportunity for students to earn credit while completing their High School and Beyond Plan.

Ms. Drake provided an overview of the discussion of the Workforce Training and Education Coordinating Board (WTECB) at their July special meeting on defining career readiness.

Member Muñoz-Colón shared her recent conversation with the Workforce Training and Education Coordinating Board's Chair about the vision for the two agencies defining career readiness together and the important components that should be included in the definition. Ms. Thew spoke on the importance of both boards having a common definition and understanding and supporting each other in the definition.

Mr. Wolfe would like to provide information on where their efforts are being engaged at the state level and hopes to share it with SBE at the September meeting.

Members discussed the following:

- Inviting a few members from each board to do work between meetings
- Importance of thinking about who would be responsible for implementing policy and inviting them to the conversation of defining career readiness
- The obstacles to competency-based crediting
- Acknowledging the handbook isn't ready for implementation yet, but possibly approving the handbook as a starting place to receive educator feedback
- Quality control in how districts will award competency-based crediting
- Raising standards and providing flexibility because the workplace is changing

Members discussed focus points for Mr. Rarick to take with him when attending the Workforce Training and Education Coordinating Board's next meeting in order to continue the discussion of defining career readiness.

Board members were asked to take action on the Competency-based Crediting Handbook and Equivalency Course of Study Concept Paper during business items on Thursday.

Rule Amendments for CR-102
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Linda Drake, Director of College- and Career-Ready Initiatives

Ms. Drake summarized WAC 180-51-115 stating that no student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. Districts are directed to adopt policies for meeting the unique limitations of each student. Ms. Drake stated there has been

confusion about how this rule interacts with the assessment system and the proposed amendment is intended to clarify the language that all students are required to participate in the assessment system.

Mr. Archer provided an overview of WAC 180-18-055 on alternative high school graduation requirements, the proposed changes made in the draft amendments, and which schools have been granted the waivers to date. The purposes for proposing draft amendments to the current rules are as follows:

1. The rules are out of date.
2. The rules lack clarity and specificity.
3. There is no due date for applications.
4. There are no criteria for board decisions on whether to approve or deny a waiver request.
5. There is no provision on the form and manner of the annual report to be submitted to the SBE.

Members were concerned about how the amendments would limit opportunities for schools struggling to reach low performing students, but also gave merit to the frameworks embedded in the amendments to help guide waiver applicants. Members discussed delaying approval of the amendments until more input from schools could be received and members had more time to discuss the potential impact.

Members discussed language revisions regarding the amendments.

Members were asked to take action on approving the filing of the CR-102 forms for WAC 180-51-115 and WAC 180-18-055 during business items on Thursday.

Education Data Spotlight: State Level Opportunity to Learn Index
Dr. Andrew Parr, Research and Data Manager

Dr. Parr reminded members of the Opportunity to Learn (OTL) Index first being introduced at the January 2016 board meeting. The proposal in January was to begin the work at the state level and eventually add the district and school levels over time. The district level work has been delayed until complexities can be worked out through the state level data. Dr. Parr is hoping to create a second version of the OTL based on the feedback of members at the meeting and to receive the support of the Board to reference the second version of the state-level OTL in the SB 5491 report due in December.

Dr. Parr said the OTL is in preliminary version and changes are expected. Members reviewed some of the measure shortcomings and plans to replace some measures in favor of others. An advance copy of the OTL memo was sent to internal and external stakeholders for review and comment. As work continues, Dr. Parr anticipates a formal peer review from an independent third party to be conducted to ensure reliability and validity.

Dr. Parr presented the following:

- Indicators derived from the separate measures and their purpose.
- How the indicators and measures are related.
- Peer state ranking comparison.
- Potential replacement measures for the next OTL version.
- Summary of Washington performance by indicator category.

Members discussed the following:

- Importance of showing the relationships between the indicators.

- Receiving feedback from external parties on the link between the social and health based indicators to education.
- Utilizing the research available on closing the achievement gap.
- Importance of early learning and the lack of funding available in providing it for all students.
- Making more specific statements about each indicator.

Student Perspective on the Role of Sports in Education
Mr. Baxter Hershman, Student Board Member

Mr. Hershman began his presentation by providing a student update. He has completed his junior year of high school, attended a national student leadership conference, and has begun looking at colleges.

Mr. Hershman presented on the following:
- The non-academic pros and cons of playing sports as a youth.
- The lessons sports teach that schools cannot.
- National and state standards for sports.
- Current state policy and credit requirements for physical education in schools.
- Absence of federal regulations for recess and physical activity.
- The role sports play in school climate and spirit.
- Correlation between sports and academic achievement.
- Possibilities for competency-based crediting.

Meeting adjourned at 5:00 p.m.

Thursday, July 14

Members Attending:	Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung, and Ms. Lindsey Salinas (13)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Stefanie Randolph, Ms. Linda Sullivan-Colglazier and Ms. Denise Ross (9)
Members Absent:	Ms. Holly Koon and Superintendent Randy Dorn (2)
Guests:	Ms. Kaaren Heikes and Ms. Carole Lynch (2)

Call to Order
The meeting was called to order at 8:03 a.m. by Chair Muñoz-Colón. She announced the Executive Session would be moved to 8:30 a.m. in order to provide human resource staff more time to prepare appropriate documents. The agenda item for preparation of the August 15 Special Board Meeting was moved to 8 a.m.

Preparation for the August Special Board Meeting
Mr. Ben Rarick, Executive Director
Ms. Linda Drake, Director of Career-and College-Ready Initiatives

Ms. Drake provided an overview for the purpose of the August Special Board Meeting in which the Board will be asked to approve the math and English Language Arts Collections of Evidence cut scores on the Smarter Balanced Assessment and End-of-Course exit exam. The SBE will also consider approving an SAT cut score as an approved alternative to the Smarter Balanced Assessment exam for the Class of 2017 and beyond. Board members may also elect to review the math Smarter Balanced Assessment cut score as approved last year.

Members asked staff questions about reasonable timing for receiving the data and impact of delaying the approval until student participation increases.

Executive Director Update
Mr. Ben Rarick, Executive Director
Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Ms. Linda Sullivan-Colglazier, Assistant Attorney, The Office of the Attorney General

Mr. Rarick announced that a biennial budget approval isn't necessary since it was approved last year, but board members will review the budget status at the September meeting.

Ben attended an ESSA community forum in Spokane the night prior and said it was well attended. Participants had many questions about special needs, WA-AIM, teacher shortage and assessment testing. Mr. Rarick met with Senator Billig on July 12 about summer learning and said the Senator expressed interest in collaborating on legislation on extended learning and basic education entitlement for drop-out students that wish to retrieve credits in summer school.

Mr. Rarick called attention to the 2016-2017 private school list in the packet. OSPI is recommending approval for all the schools, but has noted reservations for Saddle Mountain School and Alger Learning Center. Members reviewed copies of correspondences OSPI sent to both schools that document concerns. Ms. Drake noted that Alger Learning Center response appeared to satisfied OSPI's concerns. Saddle Mountain responded, but OSPI still had concerns about awarding diplomas to adult students. Ms. Sullivan-Colglazierr stated she concurred with OSPI's interpretation of the law that the Board cannot approve private schools to grant high school diplomas to adults, and that therefore private schools have no legal authority to issue diplomas to adult students. Staff plan to work with OSPI in developing guidance to private schools that approval of private schools does not confer authority to issue diplomas to adult students.

Members discussed the possible legal repercussions if the Board denied approval, the relationship between OSPI and SBE on oversight of private schools, and the possibility of requesting an onsite audit of the schools. Members requested that the Board's counsel research options for board action and defer discussion for later in the day.

Executive Session
Chair Muñoz-Colón adjourned the open session at 8:49 a.m. for the purpose of the performance evaluation of the Executive Director. Chair Muñoz-Colón reconvened the Board meeting from Executive Session at 10:07 a.m.

Board Discussion of Basic Education Act Waiver
Mr. Jack Archer, Director of Basic Education Oversight

Members asked clarifying questions to Mr. Archer about the waiver applications for Auburn School District and Tacoma Public Schools.

For Auburn School District, Member Fletcher asked about the connection between a provision of the district's collective bargaining agreement and the proposed waiver plan.

For Tacoma Public Schools, Member Plung asked about the basis of the goal setting.

Member decided to defer the discussion until the 180-day waiver rules agenda item.

Retreat Planning and Strategic Plan Discussion
Mr. Ben Rarick, Executive Director

Members reviewed the proposed three-day structure for the September retreat. Mr. Rarick reported that the Executive Committee met in June to begin planning for the retreat and discussed allowing for more open and less formal discussions this year. The Committee also decided not to host a community forum for this specific meeting and to invite the Executive Director of the National Association of State Boards of Education as a guest speaker. No facilitator has been invited at this time. The Executive Committee has proposed a retreat theme of 'The Three Buckets' consisting of ESSA Implementation, Student Transitions and System Transitions.

Members discussed the following:

- Continuing to develop the Board's skills in cultural competency
- Re-focusing of the Strategic Plan and the intent of the retreat
- Relationship between the categories of the buckets and the Strategic Plan submissions from members
- Whether a facilitator is needed
- Discussing next year's legislative priorities
- Three hot button issues: assessments, student discipline, and teacher shortage
- Materials for the board packet and the timing members receive it

Public Comment
Seeing no public comment, the Chair moved forward in the agenda.

Rule Amendments for Alternative High School Graduation Requirements
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer presented revised amendments for WAC 180-15-055 based on member feedback provided on Wednesday.

Board Discussion

<u>Input on the United States Department of Education Proposed Rules on ESSA</u>
The Board directed the Executive Director to submit a letter that included board member input to the United States Department of Education.

Members reviewed the business items and discussed which would need further discussion before taking action.

Board Discussion of Current Rules on 180-day Waivers
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Director of Basic Education Oversight

Members reviewed the authorizing statute, RCW 28A.305.140, on the Board's authority to grant basic education waivers, and Chapter 180-18 WAC on waivers for restructuring purposes. Mr. Archer presented the following:

- Past member concerns and discussions on basic education waivers
- The need for waivers for the purpose of parent-teacher conferences
- Overview of waiver rules adopted in 2012
- Number of current active waivers

Some members expressed interest in reviewing the rules for improvements at a future meeting, but said that resources and time will be needed to conduct a meaningful review.

Executive Session
Chair Muñoz-Colón adjourned the open session at 1:29 p.m. for the purpose of discussing with legal counsel matters relating to enforcement actions or potential litigation. Chair Muñoz-Colón reconvened the Board meeting from Executive Session at 1:48 p.m. and no final action was taken during Executive Session.

Board Discussion

2016-2017 Private School List
Members discussed an appropriate time allowance for a provisional approval for Saddle Mountain School and Alger Learning Center.

Alternative High School Graduation Requirements Rules – WAC 180-18-055
Members provided further feedback to staff on the rule amendments.

Business Items

Motion made by Member Jennings to approve the private school list for the 2016-2017 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit D with the exception of Alger Learning Center and Saddle Mountain School.
Motion seconded.
Motion carried.

Motion made by Member Jennings to approve the private school list for the 2016-2017 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit D as amended.
Motion seconded.
Motion carried.

Member Jennings withdrew her original motion and it became void.
Member Maier withdrew his second.

Motion made by Member Laverty to provisionally approve private school Alger Learning Center until Board action at the January 2017 regularly scheduled meeting.
Motion seconded
Motion carried.

Motion made by Member Fletcher to provisionally approve private school Saddle Mountain School until board action at the January 2017 regularly scheduled meeting.
Motion seconded
Motion carried.

Members expressed interest in having OSPI request additional information from Saddle Mountain School and Alger Learning Center and that it be provided to the Board prior to the January meeting.

Motion made by Member Jennings to direct staff to send a letter to OSPI to monitor compliance of Alger Learning Center and Saddle Mountain School and report back to the SBE prior to the January 2017 meeting.
Motion seconded.
Motion carried.

Motion made by Member Fletcher to approve the filing of the CR-102 with the proposed amendment to WAC 180-51-115 regarding graduation credits for students with special education needs, as shown in Exhibit A.
Motion seconded.
Member Bolt abstained.
Motion carried.

Motion made by Member Avery to approve the filing of the CR-102 with the proposed amendments to WAC 180-18-055 regarding alternative high school graduation requirements, as shown in Exhibit B.
Motion seconded.
Member Bolt abstained.
Motion carried.

Member Hughes was concerned about the timing of a September public hearing on the proposed rules because the September meeting location is remote and teachers are just returning from summer break. Mr. Rarick responded that the option to submit written comment is available for the public.

Motion made by Member Avery to approve the filing of the CR-102 with the proposed amendments to Chapter 180-19 WAC regarding the charter schools, as shown in Exhibit C.
Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the Career and College Planning Equivalency Course of Study Concept Paper, as shown in Exhibit E.
Motion seconded.
Member Bolt abstained.
Motion carried.

Motion made by Member Maier to approve the Competency Based Crediting Handbook 1.0: Implementation Guide for School Districts, as shown in Exhibit F.
Motion seconded.
Member Bolt abstained.
Motion carried.

Motion made by Member Jennings to approve Auburn School District's waiver request from the 180-day school year requirement for three school days for the 2016-2017 school year for the reasons requested in its application to the Board.
Motion seconded.

Member Fletcher said the waiver application is not tied to accomplishing educational goals for students, but rather to enable teacher compensation. She expressed her intent to vote against the motion.
Chair Muñoz-Colón requested a roll call.
Motion failed on a roll call. (3 yes/6 no). Members voting yes: Hughes, Laverty, and Maier
Members voting no: Fletcher, Jennings, Avery, Estes, Bailey, and Muñoz-Colón
Abstentions: Member Bolt

Motion made by Member Laverty to approve Tacoma Public Schools' waiver request from the 180-day school year requirement for three school days for the 2016-2017 school year for the reasons requested in its application to the Board.
Motion seconded.
Member Bolt, Member Avery and Member Bailey abstained.
Motion carried. (7 yes/3 abstentions/0 no)

Motion made by Member Maier to approve Richland School District's waiver request from the 180-day school year requirement for three school days for the 2016-2017 school year for the reasons requested in its application to the Board.
Motion seconded.
Member Bolt, Member Avery and Member Bailey abstained.
Motion carried (7 yes/3 abstentions/0 no)

Motion made by Member Laverty to approve a 4.5 percent increase in the Executive Director's salary in addition to the 2016 1.8 percent cost-of-living adjustment (COLA) approved by the legislature.
Motion seconded.
Motion carried.

Motion made by Member Fletcher to approve the delegation of authority to the Executive Director to enter into a settlement agreement with the Office of Civil Rights regarding SBE website accessibility.
Motion seconded.
Motion carried.

Chair Muñoz-Colón noted for the record that the Executive Director has the authority to give agency staff a COLA and board approval is not necessary.

Chair Muñoz-Colón adjourned the meeting at 2:30 p.m.

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Educational Service District 113, Mason & Lewis Room
6005 Tyee Drive SW, Tumwater, WA 98512

August 15, 2016

Minutes

Webinar Participants:	Chair Isabel Muñoz-Colón, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. MJ Bolt, Mr. Kevin Laverty, Mr. Bob Hughes, Ms. Mona Bailey, Janis Avery, (8)
In-Person Participants:	Ms. Holly Koon and Mr. Randy Dorn (2)
Staff Attending:	Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Kaaren Heikes and Ms. Denise Ross (9)
Guests:	Mr. Tony Brownell (1)

Call to Order

The meeting was called to order at 1:06 p.m. by Chair Muñoz-Colón. Ms. Ross conducted a roll call and confirmed a quorum of members are present. Mr. Brownell provided a brief tutorial of the webinar and how members can navigate the site for the meeting.

Establishing Scores on Alternative Assessments and Review of the Graduation Score on the Math Smarter Balanced Assessment

Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Dr. Robin Munson, Assistant Superintendent for Student Information and Assessment, OSPI
Dr. Deb Came, Assistant Superintendent for Student Information and Assessment, OSPI

Ms. Drake stated that the actions proposed for this meeting are to set graduation scores on the Math and English language arts Collections of Evidence and the graduation scores for college admissions tests, the SAT and ACT, as alternative assessments. She reminded members of the actions adopted by the Board at the August 2015 Special Board meeting, including passing a resolution to review the graduation score on the math Smarter Balanced assessment to determine whether or not the score needs to be changed. Ms Drake also summaried the rationale for establishing the scores on the Math and English language arts Collection of Evidence, SAT Math and English language arts and ACT English language arts. The new scores are intended to have approximately an equal impact on students as alternative assessments have in the past, and do not represent an increase or decrease in the level of difficulty.

Due to the alignment to Common Core standards, Dr. Munson reported new threshold scores need to be established for the Collection of Evidence test for math and English language arts. She summarized the reasons why the traditional standard setting process was not employed this year and the proposed cut score. She noted for math, the equal impact is relatively easy to apply, and is a fairly straightforward calculation. For English language arts the calculation is slightly more complex due to the shift from a separate reading and writing format to a single assessment in English language arts.

Dr. Came summarized the reasons why the exit exam alternatives for SAT and ACT have changed. She presented OSPI's proposal to use a concordance table for a new Math and English language arts SAT cut score and a revised methodology for the ACT reading and writing cut score. Dr. Came presented how the new ACT and SAT cut scores rank nationally.

Members reviewed the Board's cut scores adopted last year for the high school Smarter Balanced math exit exam. Dr. Munson reported that although participation increased this year, it was not sufficient for revisiting the score. She presented a comparison of the results from 2015 and 2016 for math and English language arts.

Members reviewed the the Superintendent's recommended graduation scores for the following assessments:

- English language arts collection of evidence
- Math collection of evidence
- SAT in English language and arts and math
- ACT in English language arts

OSPI recommending the Board defer taking action on the the Smarter Balanced Math exit exam graduation threshold score.

Public Comment
Seeing no requests for public comment, Chair Muñoz-Colón continued with the agenda.

Board Discussion

Members discussed the low participation rates, but that more data is expected in the future once the test becomes a graduation requirement for upcoming classes.

Business Items

Motion made by Member Koon to adopt the graduation threshold score of 14 for math Collections of Evidence, as recommended by the Superintendent of Public Instruction.
Motion seconded.
Motion carried.

Motion made by Member Koon to adopt the graduation threshold score of 24 for English Language Arts Collections of Evidence, as recommended by the Superintendent of Public Instruction.
Motion seconded.
Motion carried.

Motion made by Member Dorn to adopt the graduation threshold score of 430 for math on the SAT, as recommended by the Superintendent of Public Instruction.
Motion seconded.

Motion carried.

Motion made by Member Dorn to adopt the graduation threshold score of 410 for English on the SAT, as recommended by the Superintendent of Public Instruction.
Motion seconded.
Motion carried.

Motion made by Member Bailey to adopt the graduation threshold score of 14 for English Language Arts for the ACT, as recommended by the Superintendent of Public Instruction.
Motion seconded.
Motion carried.

The meeting was adjourned at 2:14 p.m. by Chair Muñoz-Colón.

Feedback Summary of the July 12 Community Forum

Eleven participants, plus nine board members (including students), and two staff, attended the July 12 community forum in Spokane. Parents, school board members, community leaders, and administrators attended the forum. The notes below are from staff's notes. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

School administration

- **Professional Development must be funded and more collaborative.**
- Work to make Pro-Cert work better for everyone and address teacher shortage.

Career Readiness

- **Develop multiple pathways for career readiness.**
- Support Running Start, College in the High School, etc.
- Broaden opportunities for core competencies.
- Develop more opportunities for career readiness, like internships and field trips.
- Work with colleges.

Every Student Succeeds Act:

- How do assessments look under ESSA?
- Find ways to measure the system in ways that support kids.

Assessments:

- Students need practical assessments.
- Assessments should balance time out of classroom.

If you have questions about this feedback summary or future community forums or outreach efforts, please contact the State Board of Education at sbe@k12.wa.us.

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Title:	
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:	The retreat roadmap provides basic information about the design and struction of the 2016 SBE Retreat. Members may wish to consider which segment of the retreat is best suited to addressing their priority issues.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	In this packet, you will find: • Description of how retreat was designed • Retreat goals • What is a guiding principle • Retreat norms and expectations • Indentification of the three "bucket captains" • Description of the "dot exercise" • A letter from the executive director on equity

2016 Retreat: Overview of goals

Goal for the Planning Retreat	What "Success" Looks Like
1. Clear direction to staff to make amendments to the Strategic Plan reflecting a succinct set of guiding principles or statements built around the three policy areas under discussion at the retreat: • Student Transitions • System Transitions • ESSA Implementation	• Establishment of written guiding principles to guide the staff's Strategic Plan development and revision process.
2. Clear direction to staff on how to develop a legislative priorities statement that would be voted on in November.	• The Chair brings the Board a list of possible legislative priorities for consideration and discussion. • Success would be a narrowing of the possible legislative priorities to a number that staff would further analyze in advance of the November board meeting.
3. Preparation for our ESSA policy decisions in November, specifically around establishment of long-term goals and Achievement Index revisions.	• Guiding principles for the ESSA policy decisions before the Board in November (e.g. description of the "have-to-haves" like 1: must focus on gaps 2: must be simple to understand)
4. Opportunity for bonding and sharing among board members to strengthen Board cohesion and unity of purpose.	• Success is stronger relationships, better communication, and a better collective understanding of individual needs and aspirations as board members.

Monday, September 12		
7:00-9:00 p.m. Casual Gathering	Retreat Goal #4	Members will have a chance to socialize and share ideas.

Tuesday, September 13		
8:30-10:00 a.m. Team Building Activity	Retreat Goal #4	Tami will facilitate a team-building activity.
10:00-12:00 p.m. Table Talk Conversations	Retreat Goal #1	The entire board will get a chance to discuss topics in the three policy "buckets" - this unstructured time is valuable preparation for Wednesday's discussions.
1:30-3:00 p.m. Wind River Middle School Visit	Retreat Goal #4	Members will visit a middle school to ground their discussions in classroom practice and dialogue with practicing educators in a rural setting.
3:30-5:00 p.m. Small Group Breakouts	Retreat Goals #2	Members will have a chance to meet in small groups to debrief on the school visit and continue discussions from earlier in the day.
6:15 p.m. Board Retreat Dinner in the Cascade Dining Room	Retreat Goal #4	

Wednesday, September 14		
8:00-10:00 a.m. Presentation by Kristen Amundson, Executive Director of NASBE	Retreat Goals #1 and #4	Executive Director Kristen Amundson of NASBE will provide context for the Board on ESSA implementation and system transitions.
10:15-1:00 p.m. Board Discussion with Lunch	Retreat Goals #1, #2, #3, and #4	Members will engage in discussion of the retreat goals during lunch. Ms. Amundsen is available for collaboration throughout the morning.
1:15-5:00 p.m. Strategic Plan Discussion	Retreat Goal #1	The entire board will get continue to guide the amendment of the Strategic Plan during discussion facilitated by former-Superintendent Raj Manhas. Member ideas will be sorted and contextualized using three policy idea buckets.

2016 SBE RETREAT – BASIC ASSUMPTIONS & FAQ

- Desire to leave plenty of unstructured discussion time for board members – to "under-plan rather than over-plan"
- Structure conversations around three policy priorities – called "buckets."
    1. Strengthening **Student Transitions**
    2. Anticipating **System Transitions**
    3. Implementing the **Every Student Succeeds Act**
- Slimmer packets -- Staff were asked to create pre-retreat materials and give members plenty of time to read and respond. The responses are used to narrow the focus of deliberations; to take the large policy topics and make them more manageable.
- Desire to weave a theme of **Race & Social Justice** into the deliberations – What commitment is the Board willing to make to integrate this work into its board meetings going forward?
- Dress code:
    1. Casual on Day 1 & Day 2 (keep in mind we visit a school in the afternoon on Day 1)
    2. Regular Board meeting attire for Day 3
- Staff role for the retreat
    1. Full participants on Day 1 – team building
    2. Limited participants on Day 2 – strategic discussions (resource to members)
- Two honored guests:
    1. Ms. Kris Amundson, executive director of the National Association of State Boards of Education
        - Ms. Amundson will present on two of our three policy areas of focus (ESSA implementation and system transitions). All of Wednesday morning is set aside to dialogue with Ms. Amundson. She has been invited to join us for lunch and stay for the afternoon session if she can.
    2. Mr. Raj Manhas, retired superintendent of Seattle Public Schools and North Thurston Public Schools
        - Mr. Manjas will facilitate the Wednesday evening conversation around the three policy areas of focus. Mr. Manhas will offer his opinion when called upon, but will assume an objective facilitator role throughout. We've invited Mr. Manhas to join us on Tuesday as well.
- One Executive Committee member will provide some introductory comments about each of the three "buckets;" Mr. Manhas will facilitate the dialogue that results from these initial statements.
- Legislative priorities and the education system health report discussions will happen on Thursday, so as not to spread the Retreat thin. (Every effort is being made to stick to the focusing mechanism of the "three buckets" approach.)

If you have questions regarding this memo, please contact Ben Rarick at ben.rarick@k12.wa.us

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2016 Retreat Roadmap: Guiding Principles

A goal of the retreat is to establish a few (three-five) "Guiding Principles" from Board to staff to guide revisions to Strategic Plan. The purpose of this document is to describe what we mean by guiding principles provide some examples.

Key Elements of Guiding Principles:

1. What? What is the current problem that needs solving?
2. Why? Why does this problem need to be solved?
3. How? How – broadly – might the SBE solve or help solve the problem?

Example: Career Readiness
What? Insufficient instruction and/or preparation for entry into living wage employment
Why? Live up to both college and career aspects of diploma, and make a difference in quality of life for students
How? Policy framework for standards and goals for career readiness.

Executive Committee: Each will describe his/her bucket then propose a guiding principle for it.

Full Board: Each member responds to each of the three guiding principle proposed, and/or advances one s/he brought for consideration of the full Board.

Strategic Plan Example: The 2015-2018 Strategic Plan contains four goals for the State Board of Education.

Below is an example of applying guiding principles to Student Transitions:

2015-18 Strategic Plan Goals (existing language/goal #3)	**2015-18 Strategic Plan Strategies** (existing language/a-d of goal #3)	**2016 Guiding Principles for revising the Strategic Plan**
3. Ensure that every student has the opportunity to meet career and college ready standards.	a. Support district implementation of the 24-credit high school diploma framework **b. Promote expansion and use of flexible crediting and course-taking options.** c. Strengthen student academic planning processes and enhance access to planning experiences d. Support the implementation of career and college ready standards and an aligned assessment system.	**Examples of what is/is not a guiding principle:** ***Is a good example*** *– (b) Include "competency-based credit" options in the Board strategy to advance College/Career Readiness.* ***Is <u>not</u> a good example (too detailed, prematurely operational in nature)*** *– (b) Design five types of competency-based credit using all of the following characteristics:* o *Student-centered (8/2017)* o *Standards-based (10/2017)* o *Ongoing assessment (1/2018)* o *Professional learning community (3/2018)*

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2016 Board Retreat "Bucket" Leads

Connie Fletcher

Peter Maier

Kevin Laverty

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Dear Board Members:

The first "on-site" activity related to this year's strategic planning retreat will be for each of you to provide feedback on the current strategic plan. Please begin thinking about which strategic plan objectives are most important to you and which you think should be removed either due to their low priority to you or their relevance. You will have an opportunity to provide this input upon your arrival in Stevenson on Monday evening OR before our agenda begins on Tuesday morning.

Board Member instructions for providing input to current strategic plan:

On Monday evening and Tuesday morning, you will find easels displaying poster-boards of our current strategic plan in the lobby near the fireplace. You will be given three green-dot stickers and three red-dot stickers.

- Put **GREEN** dot stickers on LIGHT GREEN components of the Strategic Plan that are your top three priorities.
- Put a **RED** dot sticker on the LIGHT GREEN components of the Strategic Plan that you think should no longer be in the SP (either because it is accomplished or addressed to the extent possible by the Board or because it is no longer relevant).

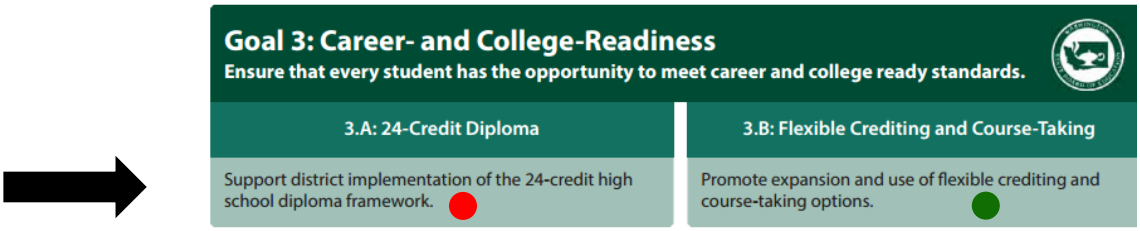
This activity will help to focus on our three "buckets" and will economize our strategic plan discussion time.

Please complete either Monday evening or Tuesday morning.

EXAMPLE –

If you believe that the Board has done 3.A to the extent possible, you would put a red dot on 3.A

If 3.B is one of your top three priorities for the next one-two years (you would put a green dot on 3.B), as illustrated below:



Norms of Collaboration

Annotated

1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…" or "Another consideration might be…".

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

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Title:	**"3 Buckets" Policy Discussion - Survey Results and Staff Summary**
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:	As a means of focusing its 2016 Retreat discussions, the Board has chosen to focus on three topical areas (or "buckets") for discussion. Discussion in these areas will guide revisions to the next SBE Strategic Plan.
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics / Other ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	In an effort to begin the processing of Retreat material early on, staff initiated a series of members surveys. Members were asked a series of key questions to help draw out each member's thinking and to see if there are common themes or key questions that might form the basis for productive Retreat discussions. The survey instrument was built upon the three "policy buckets" that the Board established to focus its Retreat deliberations. They are: 1. System Transitions 2. Student Transitions 3. Every Student Succeeds Act (ESSA) Implementation In this section, members are provided both the raw survey results, but also a staff summary for each topical area. The Board will use these materials in discussion to determine what its key strategic priorities are for the next iteration of the strategic plan. The Board will attempt to derive some guiding principles from its discussion at the Retreat to guide the revision of the plan over the next 2 months. In a separate section at the beginning of this packet, the norms, procedures, and assumptions of the facilitated discussion are outlined for your review.

System Transitions

Policy Considerations

2017 will bring significant changes to governance of the K-12 system in Washington, with the potential for much greater changes. The state will have a new Superintendent of Public Instruction. Legislative deliberations on K-12 governance, a seemingly perennial subject, may resume in the next session. Crucial next steps will be taken in the more than ten-year-long *McCleary* case on the state's constitutional obligation for funding of basic education.

How will the Board prepare for those changes, and respond to them in a way that maximizes benefit to the schoolchildren of Washington?

Superintendent of Public Instruction

For the first time since 2008, our state will have a new Superintendent of Public Instruction. An expert on education governance at the University of Washington says the elected office of Superintendent of Public Instruction in Washington "really is what you make of it." As in any such transition, the new SPI may bring a different set of priorities, and different management and leadership styles, to the office from those of the last eight years. We are reminded that the Superintendent is not only the head of the state education agency, but a voting member of the State Board of Education, who can use that platform as well to exert influence and exercise policy leadership.

The transition to a new SPI comes at a pivotal time for education in Washington. The state is under a judicial mandate to meet the requirements of the 2012 *McCleary* decision for full funding of basic education "by 2018." The 2017 Legislative Session will determine whether, how and when the state will meet that mandate. The state must also put in place a plan to implement the 2015 reauthorization of the Elementary and Secondary Education Act, titled the Every Student Succeeds Act. The SPI, as head of the state education agency, is responsible for the final plan to be submitted to the U.S. Department of Education in spring 2017. The effects of the choices made by the SPI, under a law that vests much more control in the states, than its predecessor, the No Child Behind Act, will be profound and long-lasting.

Questions for Board Discussion

1. Without regard to the merits of each candidate, how are the priorities of the next Superintendent of Public Instruction likely to differ from those of the current SPI? How are they likely to be the same? What policy initiatives might we see from him or her in the 2017 Session? How might their input impact the process of getting approval from the US Department of Education for a revised accountability program under ESSA?

2. How can the Board best build a productive working relationship with the next SPI? What specific steps should the Board take to help in a transition that recognizes the distinct but complementary roles that the SPI and the SBE have in K-12 governance?

3. What issues would you bring to the attention of the new SPI as priorities for the Board, or for you as an individual member? What opportunities do you see for working with the new SPI in pursuit of common objectives?

4. What specific assistance can be provided to the new SPI as a new member of the SBE?

K-12 Governance

In the 2016 Legislative Session the House Majority Leader introduced HB 2947, with accompanying constitutional amendment, eliminating the office of the Superintendent of Public Instruction and the State Board of Education and transferring their powers, duties and functions to a new state Department of Education headed by a Director of Education appointed by the governor. The bill had a public hearing in the House General Government and Information Technology Committee on February 5. Executive Director Rarick testified with concerns about the proposal, but also expressed the willingness of the Board to assist in any review of the governance system that the Legislature might undertake. Mr. Rarick noted that effective governance of the of the K-12 system was a goal of the Board's previous Strategic Plan, and provided copies to committee members of the Governance Final Briefing Paper prepared for the Board's March 2011 meeting.

While HB 2947 and its companion, HJR 4216, did not advance further through the process in the 2016 Session, they are but the latest manifestation of a long interest by the executive and legislative branches in possible changes to K-12 governance. Gov. Gregoire offered a proposal in 2012 to replace the elected Superintendent of Public Instruction with an appointed head of a Department of Education, generating a vigorous discussion of whether the state should make such a far-reaching change in how it organizes the education function. Several bills have been offered in recent years to change the powers and duties of the State Board of Education, or, like HB 2947, to eliminate it altogether. The chair of the House Education Committee made governance a focus of the committee's interim activities in 2015. It is not too much to say that both the 2012 legislation creating the Washington State Achievement Council and the 2005 act reconstituting the SBE and redistributing duties among agencies are of a piece with the continuing interest of governors, legislators and stakeholders in restructuring education governance in Washington to more effectively reach desired policy goals.

Given this history, and the challenges facing the state to address *McCleary* mandate and other major issues in public education, we may see other proposals to overhaul the governance system in 2017 and beyond. The State Board of Education is uniquely positioned to be a key participant in that discussion.

Questions for Board Discussion

1. Does the Board wish to re-engage in the discussion of education governance that it last conducted in 2009 and 2010?

2. What role should the Board take in the event that proposals to revise the K-12 governance system are offered in the 2017 Session? How actively should it seek to shape such proposals in the interest of preserving a citizen voice in education policy, while also being responsive to legitimate desires for change?

3. How can we ensure that the interests of students are kept at the forefront of any reopened discussion of education governance?

4. What supports can the National Association of State Boards of Education provide to the SBE both in examining governance and responding to potential legislative proposals?

5. Within the current K-12 governance system, consisting of multiple agencies with defined roles and responsibilities, what can board members do to build productive relationships with members of other boards and commissions and improve coordination among education agencies?

Next Steps in *McCleary*

On May 18 the Legislature's Joint Select Committee on Title IX Litigation submitted its 2016 Report to the Supreme Court. The Title IX Committee stated that beginning with the 2013-15 biennial budget and continuing through the 2015-17, the Legislature has committed substantial state funding to fulfill the state's statutory obligations under ESHB 2261 and SHB 2776, and that the State has achieved this implementation by the deadlines established in that legislation. It acknowledged that both the Court and the Legislature have recognized that under ESHB 2261 the 2776 allocations "do not represent the totality of the state's Article IX obligation," and that more remains to be done to address state allocations for school district staff salaries and eliminate reliance on local levies to support the state's statutory program. In E2SSB 6195, it said, "the Legislature has complied with the Court's request to provide this Court with a plan for legislative action on the remaining issue of the funding for the state's program of basic education." Moreover, "E2SSB 6195 provides the Legislature with a mechanism to gather the remaining data needed to quantify the remaining portion of the state's salary obligation."

In a series of briefs that followed, plaintiffs and the Superintendent of Public Instruction and other amici contended that the 2016 actions taken by the Legislature were insufficient to achieve compliance with the Court's August 2015 order and purge the Court's order of contempt. They further argued that the $100,000 per day remedial penalty imposed by the Court was insufficient to coerce the Legislature into complying with *McCleary*, and asked for such sanctions as:

- Holding individual legislators in contempt and subject to a remedial penalty;
- Enjoining the payment of excess levy funds to school districts;
- Enjoining the operation of certain state tax credits;
- Have all tax exemptions enacted by the Legislature struck down as unconstitutional;
- Enjoining the expenditure of non-education state funds that are not constitutionally required or otherwise necessary;
- Declare the state's school funding statutes unconstitutional, effective the first day of the 2017-18 school year, with the effect of shutting down the public schools.

In the state's reply brief on June 18, Attorney General Ferguson, et. al. stated that there is no legal or factual basis for the Court to impose additional sanctions. The state has submitted a plan and therefore

has purged contempt, the Attorney General stated, and the attacks on that plan by plaintiffs and amici are unfounded or legally in error. The State remains on track, he said, to achieve constitutional compliance by 2018, as required by ESHB 2261. He also set forth the reasons why the specific sanctions proposed by plaintiffs should, each in turn, be rejected.

On July 14 the Supreme Court directed the parties to *McCleary* to appear before them on September 7 before making a decision whether the state is in compliance and its contempt order should be lifted. "[W]e will hear from the parties on precisely what the legislature has accomplished, what remains to be accomplished, and what significance we should attach to E2SSB 6195," the Court said. The State will be expected to provide specific and detailed answers to a list of questions, including:

- How the State precisely understands the 2018 deadline for being in compliance with ESHB 2261;
- Whether E2SSB 6195, when read together with ESHB 2261, satisfies the court's January 2014 order for a plan and, if not, what opportunities remain for the Legislature to provide that plan;
- The estimated current cost of full state funding of the program of basic education identified in ESHB 2261 and implemented by SHB 2776, including estimated capital costs;
- The estimated cost of full state funding of competitive market-rate basic education staff salaries, including the cost of recruiting and retaining competent staff, and of professional development of instructional staff;
- The components of basic education the state has fully funded, the costs it has not yet fully funded, and the costs of achieving full funding of those costs by the deadline;
- How the state intends to meet its constitutional obligation to implement its plan of basic education through dependable and regular revenue sources by that deadline;
- Whether the court should dismiss the contempt order or continue sanctions;

The court set a due date of August 22 for the State to submit a brief addressing the matters specified above. Staff will review the State's and subsequent filings and be prepared to answer questions.

The consultant selected by the Washington State Institute for Public Policy will present preliminary findings at the task force meeting on September 6. E2SSB 6195 requires that the consultant's work include total staff compensation data; an analysis of compensation paid in addition to basic education salary allocations, including the source of funding and the duties for which it is paid; identification of market rate salaries that are comparable to each of the staff types in the prototypical school funding model adopted in SHB 2776, and an analysis of whether, and if so how, a local labor adjustment formula should be implemented. The consultant's final report is due November 15. The task force report is due by January 9.

Questions for Board Discussion

1. What position, if any, should the Board take on possible additional sanctions the Court may choose to impose in *McCleary* subsequent to the oral arguments on September 7?

2. Through what means would the Board prefer that staff and counsel keep it informed of progress in the case over the rest of this year?

3. Should the Board schedule time at the November and/or January meetings for briefings on judicial developments in McCleary and the work of the Basic Education Funding Task Force?

4. Does the Board anticipate the need for a letter to the Governor and the Legislature on *McCleary* before the beginning the 2017 Legislative Session, or a board resolution?

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A. Van Cleave. "Role of State Superintendent 'Can Be What You Make of It.'" KPLU. July 16, 2016.

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B.L. Welburn. "Why State Boards of Education Are an Essential Part of Our Public Education System." National Association of State Boards of Education. March 2011.

Washington Legislature. 2016 Report to the Washington State Supreme Court by the Joint Select Committee on Article IX Litigation. May 18, 2016.

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

System Transitions

Policy Considerations

2017 will bring significant changes to governance of the K-12 system in Washington, with the potential for much greater changes. The state will have a new Superintendent of Public Instruction. Legislative deliberations on K-12 governance, a seemingly perennial subject, may resume in the next session. Crucial next steps will be taken in the more than ten-year-long *McCleary* case on the state's constitutional obligation for funding of basic education.

How will the Board prepare for those changes, and respond to them in a way that maximizes benefit to the schoolchildren of Washington?

Section 1: Superintendent of Public Instruction

Q: How are the priorities of the next Superintendent of Public Instruction likely to differ from those of the current SPI? How are they likely to be the same? What policy initiatives might we see from him or her in the 2017 Session? How might their input impact approval from the US Department of Education for a revised accountability program under ESSA?

Members said they believe the next SPI will place a stronger emphasis on reducing achievement and accountability gaps, and will question the use of Smarter Balanced Assessments for accountability and high school graduation. The SPI will seek a more positive and productive relationship with the Legislature. There will be more of an opportunity for the SBE to work with the SPI in the Legislature. There will be more of an emphasis on support and professional development to local districts. OSPI will need to beef up staff capacity for more visibility and accessibility to districts in the field.

There were no comments on how election of a new SPI might affect the state's accountability plan under ESSA.

Member Survey Responses
Defined path to achieve equitable student outcomes. Creative strategies to influence accountability - possibly performance-based funding incentives.
I think either candidate will focus on the type of assessment(s) we are using to measure student progress. I anticipate at the HS level there will be an effort to steer the 11th grade accountability test to the ACT and/or newly revised SAT. The effort to support struggling schools at all levels - particularly the lowest 5% - will take center stage.

I think the policy initiatives with a new SPI might be a much bigger focus on decreasing the achievement gap or cutting proficiency gaps (I like the latter much better.) The other things I am not sure on.
I think there will be a questioning of the use of SBA and SBE's role in state's accountability system and graduation requirements. SBE shares with both candidates a focus on closing the opportunity & achievement gap.
Much of the work of the OSPI is pro forma. The compliance work will need to continue, however, the next SPI should place more emphasis on providing support and professional development to local school districts, as well as the ESD's that are now taking a much more important role in providing support to districts on a regional basis. This will mean beefing up the staff capacity in the OSPI, becoming more visible, valuable and accessible to those out in the field. Policy initiatives should focus on providing, and allocating, resources differently in order to bridge the opportunity gap. I don't expect that our state will have difficulty getting approval from the US Dept. of Ed. for our revised accountability program.
The next SPI is likely to seek a more positive, more productive relationship with the Legislature. This may mean OSPI legislative proposals that are drafted with eye towards passage. This will provide an opportunity for the SBE to work with the OSPI.
They will pursue full K-12 funding. They will seek to reduce testing. They will be focused on achievement and opportunity gaps.

Q: How can the Board best build a productive working relationship with the next SPI? What specific steps should the Board take to help in a transition that recognizes the distinct but complementary roles that the SPI and the SBE have in K-12 governance?

There was seeming agreement on the need for a better working relationship between the SPI and the SBE, and to clarify the roles of the two agencies in relation to each other.

Members suggested the Board begin building a relationship now, by inviting the candidates to meet with us to discuss mutual concerns and the importance of working together, rather than waiting until after the election. At an early meeting we should define roles and responsibilities, and reach agreement about collaborative and separate roles in policy. Analyze our existing relationship with the SPI – what aspects are working well, and what are not. Choose a few high-priority aspects of our relationship and work on those. Initiate an overarching discussion of the system that looks at the vertical integration of policies, programs and practices to achieve a shared purpose for K-12.

Members remarked on the importance of the relationship between the SPI and the Executive Director of the SBE. The Board's ED can be a mentor to the new SPI. Regular meetings and informal conversations can help build a relationship that identifies common interests and distinct roles. The chair and ED should meet with the SPI to discuss our work, define a working relationship, and identify common priorities, with a goal of building trust between the two organizations.

The Board and the SPI could initiate work together on a joint legislative remedy to the problem of 180-day waivers.

Member Survey Responses
Breakthrough thinking is in order here. We ought to work with this individual in this position to rectify or modify the 180-day school year waiver process. One might hope a joint legislative remedy proposal could be part of this. In addition, we need to request a meeting with this individual to discuss common areas of interest and how we wish to make efforts to work in tandem with one another rather than as two separate entities with the SBE being just an annoyance to the SPI getting done what he or she believes his/her mandate is.
Early meeting spent defining different roles and responsibilities, reaching agreement about collaborative and solo roles in policy. Identify gaps in policy responsibility and agree to collaboration pathway to resolve.
Invite the candidates prior to the election to a meet and greet with the Board & Staff. Now is the time to build relationships, not after the election. We could focus on why it is so important for SPI & SBE to work together and decide together, as well as get a commitment from each candidate, on how best to do that.
One level is the Superintendent and how that person sees his/her role on the State Board. It might be useful for the Board to hear from the SPI early on (perhaps not first meeting with the new SPI) about how he/she views that role. A second level is the staff interaction between OPSI and SBE, which I hope and believe will be strengthened.
Relationship management between the new OSPI superintendent and SBE's Executive Director will be key. I would love to see an overarching discussion regarding the system that includes looking at the vertical integration of policy, program and practices to achieve a commonly shared purpose for K-12. Then I would encourage the leaders of OSPI and SBE to step back and ask what is each organization's authentic (perhaps statutory) in achieving that purpose and what other partners (beyond OSPI and SBE) are required for long-term improvement/success.
Start w / an analysis of our existing relationship; what aspects of the relationship work smoothly and accomplish our shared objectives? What aspect are not working so smoothly? How did we arrive at the current model? Are there parts we can take this opportunity to reinvent? What kind of value added does the SBE offer OSPI? Are there things SBE can do differently or better to increase that value? Conversely, what (if any) aspects of our relationship with OSPI are frustrating in terms of getting what we need to do our job? I'd say pick a few high priority aspects of the relationship and work specifically on those. Success to be measured in product outcomes. Make sure we are clear that we are willing to change some things too if needed.

The Chair w/ Executive Director should meet with SPI to discuss work of SBE, define working relationship and expectations SBE and OSPI, and identify common priorities across both organizations. The goals would be to build trust between the two organization and identify any areas where we can work together heading into the 2017 Legislative Session.
The new SPI will need supporters from among his/her peers. Our executive can be a mentor. A good overview of the distinct roles of our two organizations will be helpful. Regular meetings and informal conversations will help build a relationship that. The board can be welcoming, and would also benefit from this overview of distinct roles and responsibilities.

Q: What issues would you bring to the attention of the new SPI as priorities for the Board, or for you as an individual member? What opportunities do you see for working with the new SPI in pursuit of common objectives?

There was a variety of responses by members to these questions, including a social justice framework for policy, discipline practices, aligned governance among education agencies, differentiated instruction, competency-based crediting, CTE course equivalencies, and the 180-day waiver process. Themes mentioned by multiple respondents included:

1. The need to help districts understand and effectively use the Achievement Index to increase student achievement.
2. The need to jointly advocate for funding of professional development time for educators.
3. Reducing achievement gaps between Asian and white students and those of other races and ethnicities and of lower income.
4. Defining career readiness and alternative pathways to post-secondary success.

A member stated that a first step in working with the new SPI in pursuit of common objectives is to identify what are our common objectives, to prioritize that list, and to identify what falls to OSPI, what to the SBE, and on what we should be working together. It would be good, said another, to hear from the SPI on how OSPI's strategic goals align with our own.

Member Survey Responses
Finalizing the ESSA plan is critical and making sure that it maintains a focus on improving outcomes for students of color. 2. Being an active partner in the work to define career readiness and the development of a career pathway K-12. 3. Developing a state level race and social justice policy framework that would be use to drive our future work.
Help to school districts in understanding and effectively utilizing the Achievement Index. 2. Technical assistance/professional development to help more schools reduce the opportunity & achievement gaps. 3. Jointly lobbying the Legislature to include educator professional development as part of Basic Education. 4. Creating a three-way "collective impact" initiative for aligned education governance between Early Learning, K-12 (OSPI/SBE) and Post-Secondary Education

(Washington Student Achievement Council) which would also connect with the Governor, Workforce Board and PSEB.
As noted above, a discussion on how to effectively modify the 180-day school year waiver process. We would also want to advocate for ten days of professional learning pay for teachers statewide - and make that a priority in tandem with rationalizing the waiver system. The other area would be how we can best focus the Achievement Index on supporting school excellence. That is, making it meaningful to schools and the entire K-12 system. This isn't to say that it isn't well thought out, just that it may require more buy-in so that ten or more awards aren't continuing to go to Lake Washington schools while others with considerably heavier lifts are left to wonder if the Index is even relevant to what they do. We already know anecdotally that most school districts don't take into consideration in the plans or execution. It is more icing on the cake than anything else.
Decreasing the proficiency gaps/achievement gaps. How to better recognize turnaround best practices and how policy an influence those practices. How to better understand the effect (costs of time & money) of the current assessment system to figure out where we can improve, and working together to build parent understanding of the the assessment system and buy-in. Also, better alignment of our accountability index to what matters for Districts.
It would be interesting to hear from the new SPI how the OSPI's strategic goals align with the SBE's: what are the commonalities, and are there any divergences?
SPI and SBE could collaborate on making meaning from data related to equity, defining career readiness and alternative post-secondary success pathways, improve differentiated instruction, powerfully move disciplinary practice. There's a need for stronger "marketing" messages from SPI and SBE and I hope we could work together for common messaging.
What ARE our common objectives? Maybe start by developing a (prioritized?) list of some common objectives. Then, for each common objective, spell out what part of the objective falls to OSPI, what part of it falls to the SBE and what parts we should both be working on each in our unique venues. As a Board member, I am often pretty confused about all of the nuance involved in the intersection of each agency's statutory responsibilities related to various issues, and it ends up feeling more like a turf war than a collaboration. Not saying this is actually the case, just saying that, that is what it feels like from where I sit (admittedly pretty far down the ladder). Again, I think it comes down to identifying what, if anything we can do better for OSPI, and what, if anything they could do better for us so that we can both be more effective. In terms of bringing issues to the attention of the SPI; pick just one or two high impact issues and start there (Timely access to data?
While we are pleased with the gains in the standardized tests, we should be alarmed at the gaps between Asian and white students and those of other races and the low income. Given demographic trends this is not likely to correct itself without very intensive intervention at the state

and local levels. This is an issue on which we will need to work together. The OSPI and SBE are also interdependent when it comes to the other big priority for me: career readiness along with college readiness. While we can propose, it is up to OSPI to dispose when it comes to providing new curriculum and working with districts on implementing competency based crediting and course equivalencies.

Q: What specific assistance can be provided to the new SPI as a new member of the SBE?

Members stated that a good first step toward building a productive relationship would be a strong effort at orientation of the new SPI as a board member, going beyond the usual orientation for new members and asking what he or she needs. Members suggested, for example, briefings and conversations on major policy issues and SBE and OSPI roles for them, the SBE's strategic plan and its current work to implement it, our system indicators, and an overview of current and historical organization of state education agencies. A member suggested providing gentle coaching in board norms.

Member Survey Responses
An orientation by the exec director and board chair to the current state of the board and its strategic plan and the work of the SBE to engage constituent groups in addressing common areas of interest and responsibility.
Anything that is at our disposal. We should provide all of the typical new-member orientation, AND any additional assistance the new SPI can think of he or she might need. We should ask what he or she needs, and then do our best to provide it. This is an excellent way to start building a personal relationship.
I think a meeting spent defining roles and responsibilities will take us far in productivity and effectiveness.
I would hope that an "onboarding" program could be provided. I think this is really a need for all SBE members, which really hasn't been addressed at the depth it should be.
I would recommend a series of briefings for the new SPI on pressing policy issues and work items and the roles OSPI and SBE play in those common policy spaces.
Overview of current and historical authorities of the state ed organization. Understanding the bigger picture - our system indicators. Help relay the information we have heard recently from our Superintendents about where the hot issues are.
We can be welcoming, providing gentle coaching in our board norms.

Section 2: K-12 Governance

Q: Does the Board wish to re-engage in the discussion of education governance that it last conducted in 2009 and 2010?

Most members responded to this question in the affirmative. One member noted that few current members were part of the previous discussion, and that there would be benefit to having a clearer understanding of what makes the Board unique and necessary, whatever the model of governance.

Members also, however, expressed cautions that re-engaging with this issue might strain board time and resources, and distract from other areas of responsibility.

Member Survey Responses
4 votes -- Yes
?? (not familiar)
Such a discussion could consume a considerable amount of Board time and staff resources. We should be wary of launching such an effort without a careful look of what other initiatives would then have to be dropped or delayed.
To the extent it provides overall value to the K-12 system, yes. If it is a bunny trail or distraction from other areas of responsibility, no.
Yes. Very few sitting members were part of the previous discussion. It would also be good to develop a clear picture of what makes the Board unique and necessary. What aspects of what we do must be maintained-- no matter what the model is?

Q: What role should the Board take in the event that proposals to revise the K-12 governance system are offered in the Legislature? How actively should it seek to shape those proposals?

Members offered a range of views, but most agreed the Board should be an active participant in any discussion of changes to the governance system that may arise. Multiple responses emphasized the importance of maintaining a citizen voice in education policy and governance in the interest of better outcomes for all students, and communicating that to the public. Members also said that consideration of governance changes should take in the entire education system, and not just K-12. One member cited a need for an honest discussion of why we are seeing proposals to diminish the Board's role and overhaul the governance of public education.

Member Survey Responses
Certainly review the mish-mash of organizational structures nationwide among the states and then help the Legislature and/or OSPI construct a reasonable model. It would seem to me from purely a streamlining POV, folding the SBE in with OSPI makes sense. However, this shouldn't be driven by

some desire to maybe save a few hundred thousand $. It should simply be an exploration of what makes the most sense for a coherent educational system based on this state's constitution. If the SPI weren't a constitutionally elected office, I would seriously consider a model akin to AZ where the SPI is appointed and members of the board are elected. Finally, PESB ought to be folded back in under either OSPI or the SBE rather than retaining its status as an independent agency. While it does important work related to the teaching profession, it is a function that ought to be brought back in under OSPI most likely.
Close monitoring and thoughtful input. Probably not our own bill.
Hmmm... Hard question because it is a tricky line to walk. I think at a minimum, we need to identify and advocate for any unique aspects of the SBE mission that we identify as essential to any good governance model.
I expect the trend to consider the education system P-20 to continue either formally or through stronger alignment between systems. SBE is taking an active role coordinating with WDC and PSBE. SBE could lead alignment efforts with DEL, WSAC and SBCTC as well. The Governor's move to establish a children's department separate from DSHS may also create opportunities.
I think we need to have a honest discussion with Board members and staff about why we are seeing these proposals. Usually that is because there are significant gaps in what we currently offer. We have a huge leadership role to play in our ed policy of our state, and I don't think we are completely utilizing and respecting that influence. I think it is very important for their to be a citizen voice in effecting policy. However, I do think we as part of the whole system, can do much better to work together as a whole.
The Legislature should be responsive to it citizenry. Hence a citizen voice through the SBE is a critical component of any governance system. I would advocate for being involved in such conversations and demonstrating the value add of the reconstituted SBE. I do think that a big challenge for these multiple entities is to have a common vision and set of goals and agree to their role in success.
The SBE should be helpful, since we prepared a very useful document on education governance, open to new ideas, willing to offer our own thoughts and suggestions and not be defensive. We should be pro-active in helping to craft a new model for educational governance that will maximize opportunities to improve student achievement. We should not limit a new governance model to k-12, but include early learning and higher ed - the logical continuum of the educational spectrum, recognizing that our k-12 students cannot be successful without a fair start and that we, as a k-12 system, cannot be successful unless our k-12 students are successful in the higher education and career opportunities.

We should be an active partner in these discussion with a focus on developing a system that can ultimately support better outcomes for all students, particularly are students of color. The issue of preserving citizen voice is a significant concern to me. Students, parents, community members, teachers, principals, and so on need to continue to have a place to share their ideas, concerns, and perspectives on education policy issues directly to those who are making the decision.

Q: How can we ensure that the interests of students are kept at the forefront of any reopened discussion of education governance?

There was a range of responses to this question. A repeated theme was to leverage our own work to keep the interests of students the focus of the discussion. A member said that we are not telling stories, with students at the center, that a broad range of stakeholders understand and can support. Another said we need to truly understand how policy, and the way it is developed and implemented, impacts practitioners in the field, and therefore students. A member said the Board should adopt the same value for education as in health care: "First, do no harm."

Member Survey Responses
I don't think that leaves the barn - ever. All we're talking about here is whether or not administrative and organizational efficiencies will support the goals the Legislature has for schools and students.
I think someone needs to develop a story (vignette) using a hypothetical student that demonstrates how education governance (done well) ensures the interests of students. That vignette about policy must also include statements about education purpose, effective programs and practices and what partnerships both within the policy community and with other stakeholder groups looks/feels like and how the student benefits. We are not telling stories, with students at the center, that a broad set of stakeholders understand and can support.
Keep up our own student-centered work on important issues.
Might be helpful to articulate a set of principals to guide SBE discussion of a new governance structure that includes a focus on students and closing opportunity gaps. We also need to leverage the data analysis staff have done in the discussion of governance. For example, data on "Summer Melt" may lead us to recommend a governance structure that links state agencies overseeing K-12 and post-secondary systems.
Students first should be the consistent messaging drum beat of the SBE.
This has to be our number one responsibility. Much of the discussion will be around adult interests unless we keep the focus on the students. We can be at the table, both as participants and as audience when discussions take place. We can be assertive in our advocacy for the interests of

children during public comment, in personal visits with legislators and the Governor's office and in the media.
We need to be extra diligent in keeping lines of communication open with practitioners. We should be hearing from panels of educators at every meeting. We need to truly understand how policy, and the way it is developed and implemented, impacts the field (and therefore students). This is something we can improve on, and is potentially one way the SBE could be unique.
What is the best for students and referring to other states' best practices. We must keep "what is best for students" at the forefront. I also believe in education we should adopt the value the same as the health system: "first, do no harm."

Q: What supports can the National Association of State Boards of Education provide to the SBE both in examining governance and responding to potential legislative proposals?

Members agreed that NASBE's research and expertise can be a valuable asset to the SBE in any new legislative discussion of K-12 governance. One responded simply, "A lot. We have much to learn from other states and best practices."

Member Survey Responses
.? Shouldn't we be asking them this question?
As mentioned in #6, NASBE may have some good insight into the rationale for an independent SBE reporting to no one directly other than the Legislature. There may be exemplars that show differentiated areas of responsibility are in the best interest of students and the K-12 system.
Examples of governance models in other states may be useful, though there is considerable variance in the powers and organization among State Boards of Education
I would think NASBE would be invaluable from a research perspective. That is, being able to tell us when other states are considering similar governance proposals or legislative actions, and (if possible) discussing the outcomes (if known) or the potential outcomes of actions.
If possible NASBE could help us with the following questions: Are there similar governance structures within states that show better outcomes for students and narrowing of the achievement gap? How do those governance structures work?
It would be helpful for its research and expertise to be invited to share with the board and legislative leaders and committees should legislation be proposed.
They can provide us with their research and other supporting documentation on governance models used in other states, and confer with us on the advantages and disadvantages of each. This is the number one question they get, so they should be in a good position to assist us.

a lot. We have much to learn from other states and best practices.

Q: Within the current K-12 governance system, consisting of multiple agencies with defined roles and responsibilities, what can board members do to build productive relationships with members of other boards and commissions and improve coordination among education agencies?

There was again a range of responses. Members said we already do a good job of reaching out to and engaging with other boards and commissions relevant to our work, but that there is more we can do. Suggestions included advocating for seats on other boards and commissions, identifying opportunities to meet one-on-one with members of other boards, working through the Learning First Alliance, and assigning Board member representatives to different agencies and constituent groups. This is a year, one member said, to be even more active in reaching out to other education boards and groups, attending their meetings, and inviting them to participate in ours.

Member Survey Responses
Has anyone ever facilitated an Institute or conference aimed at building understanding? Has anyone ever posed challenges to the collective bodies asking them to examine how their actions either contribute or inhibit success? This seems like the kind of leadership role a Governor might undertake.
I think we do a reasonably good job via the executive director in reaching out to and engaging with other commissions and boards relevant to our work. That should continue whether we are conveners or participants.
I'm not sure we are very involved with the Student Learning Council, but I believe we are involved with the others. Many of the key groups are represented on the Learning First Alliance and the monthly meetings present a good opportunity to build relationships and share information, and at times take action together. Many of our members are involved with WSSDA and the ESD's. I believe our own deliberations on governance should consider how the education system can be streamlined. This is a particularly good opportunity with staff changes at the exec. level and conditions, such as the teacher shortage, ESSA, and McCleary changing the education landscape.
Identify opportunities to meet one-on-one with members of other boards. It would be interesting, similar to the work on career readiness, if we could identify topics of common interest and work on them together.
It would be good for SBE to advocate for seats on those respective boards to build a more cohesive system. We also could do that through more informal means through specific collaborations between SBE members & other organization members through an standard meeting time so many times a year. But at the least our Board needs to discuss and hear and have value statements on how important it is for us to build & have relationships with these respective boards and organizations.

Part of the retreat or a future meeting might be spent mapping the agencies and broad responsibilities. Many members may be able to play a liaison role with other boards and commissions.
This will be a year to be even more active in reaching out to other ed boards and groups, to attend their meetings, and to invite them to participate in ours.
We used to assign Board member representatives to different agencies and constituent groups. Why don't we still do this?

Section 3. Next Steps in *McCleary*

Q: What position, if any, should the Board take on possible additional sanctions the Supreme Court may choose to impose in McCleary subsequent to the oral arguments on September 7?

Most members favored staying out of any debate about additional sanctions. Members also said it is difficult to say without knowing what such sanctions might be, what the Legislature will do in the 2017 session, or what effects the levers available to the court would have on the Legislature.

Member Survey Responses
"Full Funding" has been our #1 leg. priority for the last 3 years. We have not so far minced words. Why start now? I think we should support the court in putting pressure on the legislature.
Continuing litigation is not a productive route to resolving state responsibility for basic education. I believe the continued lawsuits serve as a major distraction from actually negotiating solutions.
I think the Board continues to advocate for full funding of K-12 education per its constitutional responsibilities, but I think we stay out of the speaking for or against additional sanctions. All that does is add to the rancor.
It depends on what they are! The court will likely impose sanctions only after the legislature convenes in the 2017 session, and I might add, after the election. I believe the Court will give the legislature a deadline sufficient to allow it to pass legislations funding (at least in large measure) McCleary. If the Leg. does not take action, then I think we should start kicking and screaming. There may be opportunities to speak out after the Sept. 6th task force meeting.
None.
Not sure at this point. I don't have a sense of whether any of the courts financial or policy levers would have an impact on the Legislatures inability to address McCleary.

The SBE likely will have little to add to the discussion on the issue of sanctions. A more useful contribution may be to make proposals on specific implementation issues, such as how the Legislature can have confidence that additional funding will have an impact at the student level
none

Q: Through what means would the Board prefer that staff and counsel keep it informed of progress in the case over the rest of the year?

Responses indicated that members are generally satisfied with the way staff has kept the Board up to date with developments in *McCleary*. One responded, "Briefs just like the one written to introduce these survey questions." E-mail alerts and updates are good, members said, perhaps with links to sites chronicling progress on *McCleary* and the Education Funding Task Force. One member recommended discontinuing "day of" briefings as putting too much pressure on staff.

Member Survey Responses
An email alert when any new information is released is very appreciated. Likewise, forwarding any especially good or interesting analysis etc.
Appropriate electronic updates and presentations at board meetings when/if needed.
Briefs just like the one written to introduce these survey questions.
I appreciate getting email updates & summarizes. Also, if there are helpful sites or links chronically the progress on McCleary and the EFTF, I would appreciate getting links to those as well.
I have appreciated being part of the executive committee and getting more in-depth and frequent updates during the legislative session. Perhaps we can get a weekly narrative report as well as the progress on bills.
I trust we will be updated as needed. "Day of" briefings put tremendous pressure on staff and I would recommend discontinuing them. A reasonable time frame for staff summary and other player's analysis will serve the board members adequately.
Same as in the past is fine. Maybe without a high level of detail on financial analyses.
email is great - maybe weekly updates when appropriate - not unlike the legislative update

Q: Should the Board schedule time at the November or January meetings for briefings on judicial developments in McCleary and the work of the Education Funding Task Force?

All members responded in the affirmative, though one qualified that by suggesting it depends on whether there are policy implications related to our purpose. A member said the Board should schedule time at the September retreat as well. (Time has been scheduled.)

Member Survey Responses
Absolutely!
Absolutely.
The key question is about policy implications related to our purpose. If there are opportunities to improve the policy environment, by contributing testimony or analyzing these opportunities, board time should be spent that way.
Yes - this is paramount to our state ed policy
Yes, this would be a good idea. I'd recommend January.
Yes.
Yes. Also at the Sept. retreat, since the Task Force report will have been released and the Court may have even responded by then, although probably not.
yes

Q: Does the Board anticipate the need for a letter to the Governor and the Legislature before the beginning of the 2017 Legislative Session, or a board resolution?

Opinion was divided on this question. Four of eight respondents said yes. ("Silence might be interpreted as acceptance of the status quo.") Two said no. ("I am not sure we have anything new to say.") Two said possibly. ("This session has huge implications for our education policy and for most students across the state.")

Member Survey Responses
I am not sure that we have anything new to say. If we think cheerleading the decision makers is helpful, I encourage it and otherwise focus on our own responsibilities.
I think it is quite possible.
No.
Some sort of communication probably will be necessary. Silence might be interpreted as acceptance of the status quo, esp. if there is an impasse
Why stop now?. Yes.
Yes
Yes. We need to continue to public voice to the Governor and the Legislature the need to fully fund McCleary.

possibly - this session has huge implications for our education policy and foremost students across the state.

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

BOARD SURVEY RESULTS ON STUDENT TRANSITIONS

How are State Board of Education (SBE) members' priorities for Washington student transitions reflected in the work of the Board? How are they reflected in the SBE's strategic plan? To help frame a discussion about student transitions at the September 2016 Board meeting, members had the opportunity to complete a brief online survey. This memo summarizes the survey results, pulling together observations, questions, and topics for further discussion that may create a starting point for productive discussions at the meeting. The complete survey responses follow this memo in the board meeting packet.

Survey on Student Transitions

The survey sent to members started with an acknowledgement of the broad reach of the topic. As an illustration of this, and as a starting point for collecting member responses, the survey included two excerpts from member feedback on the current strategic plan:

Member Maier

"What is lacking is a set of overarching, coherent state-wide policies that address the transition from high school. As a result, some of the transition efforts listed above are only partially implemented (e.g. Bridge courses), or lack funding and policy definition (e.g. HSBP). And significant policy gaps and system weaknesses remain. A specific example is the "summer melt" in which students (especially lower income) graduate from high school in June but don't show up for college in September. What innovative ways could address this phenomenon? How can high schools and community colleges cooperate in making sure students make the transition and don't get lost between separate educational systems? What policy changes are needed to address this problem? Would social science methods such as cell phone reminders, incentives, etc. provide possible ways to change behavior patterns? Another specific example is the mismatch between the training and experience of high school counselors, who are already overextended, and the need for counseling on college and career options. (The Student Achievement Council is interested in this issue.)"

Member Avery

"Learn about and develop policy framework to support educational continuity for students who make non-normative school transitions (within the school year and between years but not at standard transition points); particularly focus on highly mobile student populations (poverty/homelessness, child welfare, juvenile justice and mental health systems-involved students)."

Question 1—What thoughts do you have on members Maier and Avery's statements in the context of the Board's work?

Responses to this question indicates that members generally agreed with both statements and felt these were important perspectives on the topic. Some themes within the responses include:

- The Board needs to look at what works, use best/proven practices and cross-sector partnerships to address the challenges of student transitions.
- Our state's students are diverse. We need flexibility in the system to address all students' needs.

- Both thoughtful policies and advocating for proven supports and programs are needed.
- The state's K-12 and higher education systems are not well aligned.
- There is a disconnect between what is taught and real world careers and life.

Specific suggestions mentioned in the responses include:

- Look at the programs of organizations like the College Success Foundation that have had good results.
- Look at a strategy to address the need for a path to postsecondary opportunities for recent high school age immigrants and refugees.

Question 2—Choose two or three transitions that you consider of particular interest to you

- Early childhood to Kindergarten
- High school to post-secondary education and training
- K-12 to careers
- Middle school to high school
- Elementary to middle school
- All grade-level transitions
- Transitions of students between schools and districts, particularly highly mobile students
- Transitions of students (or their families) into and out of local, state and federal assistance or social services programs
- Transitions of English language learners into and out of Transitional Bilingual Programs
- Grade level transitions of traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care and low income students
- Grade level transitions of students in Special Education and students in Section 504
- K-12 to postsecondary transitions of traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care and low income students
- K-12 to postsecondary transitions of students in Special Education and students in Section 504
- Any additional transitions that are of interest to you

The objective of Question 2 was to help focus members' interests in the broad topic. Unfortunately, the survey was flawed in that it only permitted participants to click one of the choices, but members used the comment box to indicate their choices.

Among the responses, the most commonly mentioned transitions listed under Question 2 were early childhood to Kindergarten and the general transition of high school to post-secondary education and training, followed more specifically by transitions from high school to postsecondary education for the student groups in the bottom bullets: traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care, low income students, students in Special Education and Section 504 students, and also, highly mobile students.

Question 3—Please describe why you are interested and what actions the Board could take to study, support, or enhance that student transition

Themes in member responses included:

- An interest in the transitions (particularly preschool to Kindergarten and high school to postsecondary education) of traditionally underserved populations, students of highly mobile families, and the student groups listed in the bottom bullets. "A focus on what will work for these populations will improve transitions for all population," one response stated.

- Several members expressed an interest in careful focus on transition points, study of these points, and identification of policies and practices that are demonstrating success in supporting students through the challenges of transitioning. “For each of the transition challenges listed there must be somebody addressing it well somewhere. I would advocate finding those places, studying them, understanding specifically what has to be in place--”
- Identification of gaps in policy, and working with partners to address them. “By identifying and examining where the policy gaps and opportunities may exist, the SBE could develop legislative or other types of policy proposals.”
- An interest in students who slip through the system. “How do we identify the invisible, track the highly mobile, and successfully engage families and guardians in the education of their children?”
- An interest in identifying what work has the greatest impact, specifically, the pre-K to Kindergarten transition and the transitions of English language learners through the system.

Action

At the September meeting, the Board will have the opportunity to engage in discussions about student transitions and the work of the Board. The responses to the survey generally suggest an interest by members in two transitions in particular:

- Early learning to Kindergarten.
- High school to postsecondary education, training, and career opportunities.

The responses also suggest a particular interest in student groups:

- Traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care and low income students.
- Special Education and students in Section 504.
- Highly mobile students.
- English language learners.

Possible guiding questions for the discussion include:

- Are these transitions for these student groups what the Board would like to focus on?
- To what extent should other transitions be part of the Board’s work?
- What are advantages and disadvantages of a broad approach versus a focused approach?

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

SBE Student Transitions Survey Report

Survey Response Rate

	Survey responses
Complete	8
Partial	7
Total	15

What thoughts do you have on Members Maier and Avery's statements in the context of the Board's work?

All Responses:
I agree with both. Excellent. The focus of their comments is right on.
I believe they both bring up great items for consideration. While it is important to have statewide policies that would provide a anew org for these transitions, it is important to remember that our state is not a homogeneous group of students. The policies we adopt and implement need to have inherent flexibility to address the varying demographics of our state. This must be a very thoughtful process. If one of our core values is that all students succeed, we must be thorough in identifying all of the possible variables our students present. One solution or prescribed path will not fit all.
I mostly agree with member Maier, however, it becomes a matter of funding and that is out of our power. We need to have staff in school that guarantee that every student has some sort of post secondary education. Policy wise, we need to make sure that what is being taught in schools is applicable to the real life. I believe we do a good job of that already but that needs to be the focus. The age old phrase of "when will I use this outside of high school" needs to be resolved.
I think they both make important statements that deserve attention. I also think they illustrate the need for a coordinated approach that not only includes policy, but also point to the need for strong programmatic efforts, the use of best/proven practices to address these challenges and the formation of cross-sector partnerships.
In considering whether to start a new initiative, the starting point should be assessing the impact it would have on our state's students. The Board's time and staff resources are finite. We want to make sure our work has a broad and positive effect on students. Improved systems for students making the transition from high school to college or career would make a big difference in the outcome of our public school students, especially for lower income and students of color who too often do not make this transition successfully. In conversations with high school principals, superintendents, and higher education leaders, I have heard strong agreement that at present our state's K-12 and higher education systems are not well aligned and only partly coordinated in

policies. Alignment and coordination have improved in the last few years, but much remains to be done. As a result, Washington State lags behind the nation in two- and four-year college enrollment (let along college com
The inexplicit policy is that transitions are natural and will simply happen when the truth is that transitions require a great deal of work to accomplish successfully. When public schools don't provide the direct intervention needed to accomplish both of these sets of transitions, and students don't have well-resourced caregivers or advocates, the transition is at best bumpy and worst fails completely.

Choose two or three transitions that you consider of particular interest to you.

Responses to *"Any additional transitions that are of interest to you"*
High School to post secondary education and training - only one choice was allowed. Also Early Childhood to K
I cannot mark the survey, but I am interested in the transitions from early learning to K, then elementary to middle, middle to high school and high school to post-secondary.
This survey is set for one choice. Mine are Transitions...particularly highly mobile students. and final two K-12 postsecondary transitions

In the text box below, please describe why you are interested and what actions the Board could take to study, support, or enhance that student transition.

All Responses
Because of poverty and other variables, mobility is increasing and K-12 is not prepared with adequate policy & practice - even though we know these transitions are correlated with poorer outcomes. K-12 to postsecondary transitions are of great interest and I selected the bottom two categories because I believe a focus on what will work for these populations will improve transitions for all populations.
First, the survey would only allow one choice. I believe that preschool to kindergarten, high school to post secondary, and those families who are highly mobile, and in and out of social services. All children need to enter kindergarten ready to learn. Otherwise they begin behind others and decrease their opportunities for success. Having students prepared to exit school in 12th grade is equally important. Students need a career path even if they change their n they graduate. Another concern are those student who slip through the system. This is an area, I believe we have a great amount of work to do. How do we identify the invisible, track the highly mobile, and successfully engage families/guardians in the education of their children.

I think it is a lacking area that is a necessity. I know that I benefitted from early childhood education because my parents were able to place me in those classes. The sooner we start teaching students, the more in depth their ability to learn.
It strikes me that at each juncture or transition point, students need to be ready to succeed, not just be eligible to move on. To not be ready for success means the students next stage likely compounds the chance of failure. I also think all of the other challenges listed, whether they relate to language, homelessness, foster care, low income, racial/ethnicity etc. are key challenges at each juncture. For each of the transition challenges listed there must be somebody addressing it well somewhere. I would advocate finding those place, studying them, understanding specifically what has to be in place and then seeking to put in place (through policy, program, practice and partnership) efforts that demonstrate fidelity to what works.
The SBE's work on an initiative focusing on the transition from high school could begin with determining what policies currently exist and where are the gaps, for example high school and beyond plans, enrollment of high school graduates in community college and career training programs (four year colleges are better organized in helping students make the transition), transition and college courses offered in high school, Running Start, etc. The SBE will need to reach out to its policy partners such as the Student Achievement Council, OSPI, Workforce Training and Education Coordinating Board, State Board of Community and Technical Colleges. By identifying and examining where the policy gaps and opportunities may exist, the State Board could develop legislative or other types of policy proposals. Some high schools and school districts are presently working on this issue, though in a scattered manner and with little coordination or even knowledge state-wide about what is occurring
While all these are important and worth working on, I'd look for the areas that we can made the biggest impact on. Pre-k because of the high return on investment, ELL's because if you look at our test scores, this is the highest percentage of students not passing our exit exams and not graduating, high school to post secondary because we are losing students before they become capable of earning a living wage.

ESSA – BOARD DISCUSSION

Policy Considerations

RCW 28A.305.130 authorizes the State Board of Education (SBE) to adopt and revise performance improvement goals in ELA (reading and writing), science, and mathematics, by subject and grade level; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning. The Board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.

The goals shall not conflict with requirements contained in Title I of the federal Elementary and Secondary Education Act (ESEA) of 1965 as amended. Under Section 1111(c)(4)(A) of the Every Student Succeeds Act (ESSA), the state must establish ambitious long-term goals and interim targets for specified indicators for the All Students group and the other student groups as under the ESEA. The term set by the state for such goals is the same multi-year length of time for all students and for each subgroup of students, which means that currently low-performing student groups must make larger annual improvement steps to make significant progress in closing performance gaps.

The Board shall adopt the required school and district goals by rule (WAC 180-105-020 and WAC 180-105-060). However, before each goal is implemented, the Board shall present the goal to the education committees of the legislature for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature.

With the December 10, 2015 signing of the ESSA, the Board is obliged to revise the performance improvement goals for schools and districts and present those revised goals to the education committees of the legislature at the start of the 2017 legislative session.

On the topic of the Achievement Index, RCW 28A.657.110 authorized the SBE to develop an Achievement Index to identify schools for recognition, continuous improvement, and for additional state support. Section (4) further states that in coordination with the Office of the Superintendent of Public Instruction (OSPI), the SBE shall seek approval from the U.S. Department of Education (USED) for use of the Index to replace the No Child Left Behind Adequate Yearly Progress.

Role of the Board

The Board has an important role in helping to reshape the statewide accountability system in a manner that is compatible with the recently signed ESSA federal law. Two very important elements of the system include the following.

- Adopt long-term improvement goals for achievement and graduation for schools and districts that are aligned with the ESSA federal law.
- Develop an Achievement Index that includes, at a minimum, all of the elements required under the ESSA federal law.

ESSA ASW Update

The ESSA Accountability Systems Workgroup (ASW) most recently met on August 18, and spent much of the meeting discussing possible measures of Student Success and School Quality and hearing a presentation on the work of the ESSA English Learner (EL) Workgroup. On measures of Student Success and School Quality, the ESSA ASW identified the measures described in Table 1 for further consideration as possible measures for school accountability. The support level (Table 1) is loosely based on the number of times the measure was identified through a small group activity conducted during the meeting.

Table 1: Possible measures of Student Success and School Quality identified for consideration as an element of school accountability.

Identified Measures		
Better Support	***Moderate Support***	***Weaker Support***
Attendance/Absenteeism	Persistence	Discipline Rate
Adv. Course Taking and Access	9th Grade Credit Attainment	Seal of Biliteracy
Disproportionate Discipline	Suspension Rate	WaKIDS
Equitable Teacher Assignments	Percent Meeting CADRs	Post-Secondary Acceptance
Dropout Rate	College Remediation	Restraint and Isolation
Student Engagement Survey		Extracurricular Activities

On the topic of English Learners, the ASW was updated on some of the ESSA EL workgroup recommendations. The recommendations were offered to the ASW for consideration in their work and recommendations on the broader accountability plan. Several of the recommendations that are particularly relevant or impactful to the Achievement Index discussion are summarized below.

- For EL progress toward English language proficiency, the ESSA EL workgroup recommends the use of a series of growth targets that reflect the minimum growth necessary to make sufficient progress.
- For EL English language proficiency, the workgroup recommends setting different targets for reclassification based on students' years in program.
- The workgroup recommends using two separate groups for school accountability: a current EL student group and a Former EL student group composed of Former ELs reclassified for less than two years.

The agendas and meeting summaries for all of the ESSA ASW meetings can be accessed at http://www.k12.wa.us/ESEA/ESSA/AccountabilitySystem/default.aspx.

SBE Survey

The Board has been hearing about the ESSA requirements and discussing the required accountability elements at previous board meetings. Beginning on August 8, the board members had the opportunity to complete a short online survey to express their preference on several statewide accountability issues that will be addressed in the ESSA State Plan to be submitted to the U.S. Department of Education by the Office of the Superintendent of Public Instruction. The results presented below are based on the preferences provided by eight survey respondents.

Question 1 – Design of the Long-Term Goals

The results for the question on the design of the long-term goals (Table 2) indicate a preference for long-term goals framed in reducing achievement gaps. RCW and the ESSA specify that long-term goals be established separately by content area and by subgroup for all schools, but it would be entirely plausible to construct gap reduction goals in a manner that conforms to the ESSA and RCW requirements.

Table 2: Survey responses on the topic of long-term goals.

Design of the Long-Term Goals	Percent
A long-term goal with an end point goal of 100 percent proficient (or graduation) over a specified number of years.	12.5
A long-term goal with an end point goal of less than 100 percent proficient (or graduation) over a specified number of years.	12.5
A long-term goal based on the elimination of the achievement gap.	50.0
Other – Responses shown below. "Elimination of the achievement gap, AND 2-something like this (copied from Colorado's goals) Ensure every student attains proficiency in reading by third grade by increasing proficiency on the state assessment to 80% in 2016, with the goal of 85% by 2018 AND/OR Ensure that all students are proficient or advanced in state summative assessments by increasing the percentage of students scoring at proficient or above in reading, writing, mathematics and science by one percent overall from 2014 to 2016 and five percent by 2018." "The first option, which is our long-term goal, but with interim, reasonably achievable goals. The interim goals could be based on past rates of improvement, but made more ambitious, e.g. annual increases in graduation rates that are twice or three times the present rate of increase. Same with closing achievement gaps."	25.0

Designing long-term goals framed in achievement gap reductions are possible and would need to address the following.

- Which achievement gap?
    - Performance of the Non-Targeted Subgroup to the Targeted Subgroup?
    - Performance by subgroup (Not FRL vs. FRL, Not SWD vs. SWD, etc.)?
    - Separately by content area (ELA-Math-Science) or by indicator (Proficiency and Graduation rate for example)?
- Every school has a "unique" or different gap measure because the makeup of the Targeted and Non-Targeted Subgroups will be a little different for each school. Because the Targeted Subgroup will differ by school, the gap measure might be viewed as a "different measure" for each school which could be described as "identifying schools on different measures."
- How will the long-term goals be set for schools for which no achievement gap can be calculated? The 2015 Index yielded 229 schools with no reportable Targeted Subgroup.
- How will annual improvement goals be established for schools in which the Targeted Subgroup outperforms the Non-Targeted Subgroup?

Question 2 – Updates to the Achievement Index

The results for the question on updates to the Achievement Index (Table 3) indicate no strong preference on the degree to which the Index might be enhanced. The addition of more measures will make the Index more complex (which is undesirable) but could provide more information about schools and students (which is desirable).

The number of major indicator groups will increase from the current three (Proficiency, Growth, and Career and College Readiness) to five with the addition of English Learner and Other Measure of Student Success or School Quality to meet the minimum requirements specified in the ESSA. In other words, the new basic Index will have 67 percent more indicators, and an enhanced Index would have even more.

Table 3: Survey responses on the topic of the Achievement Index.

School Achievement Index	Percent
Basic School Achievement Index that uses the minimally required indicators (proficiency, growth, graduation, ELL progress, and another indicator of student success or school quality).	50
An enhanced School Achievement Index that uses indicators beyond those required by the ESSA. (An enhanced Index might include multiple indicators of student success, school quality, and attendance for example.)	50

Although not mentioned in the survey, it is possible that the composition of Targeted Subgroup might be altered by changing the manner in which English Learners are categorized or grouped in the Index. The ESSA allows the Former ELs (for less than four years) to be included in the EL student group for school accountability. If a change like this were to be made, it would still be possible to include other Former ELs in a Former EL group as part of the Targeted Subgroup.

Question 3 – Factoring in Assessment Participation Rates

The results for the question on how to factor statewide assessment participation into accountability (Table 4) show that the most respondents would prefer to lower the summative rating for a school when the participation threshold rate of 95 percent is not attained. The OSPI submitted a plan to the USED to address low participation rates for some districts, so a recommendation here should be framed specifically as a part of the statewide accountability system for schools.

Table 4: Survey responses on the topic of the how to include participation requirements into the statewide accountability system.

How to Factor Participation in Statewide Assessments	Percent
Assign a lower summative rating (or tier rating) to the school.	50.0
Assign the lowest performance level on the State's Academic Achievement indicator.	0
Identify the school for targeted support and improvement.	12.5
Other – Responses shown below. "Of the three options, C (identify for targeted support) is most palatable. Low ratings based on participation will reduce the meaning of the ratings and cause cynicism in those school communities. Good, broad, consistent marketing is needed to engage students and families in assessment." "Require 95% of the SBAC based statewide test, but allow high school students to use a nationally recognized career and college ready test, rather than the SBAC. (Need to explore this further)" "This could be a multi-year process, with the first year of below 95% resulting in a warning letter and a required action plan to be submitted by the school. Then lower tier the next year if 95% was not reached."	37.5

For schools not meeting the 95 percent participation threshold in any given year, some states allow the use of a two- or three-year average to meet the participation requirement. Should this be a consideration? Another consideration for discussion would be the manner in which to address the different types of participation issues. Should the circumstances described below be addressed in the same or in a different manner?

- Some schools will have the All Students group participating at a rate less than 95 percent.
- Some schools will have the All Students group participating at a rate higher than 95 percent but one or more student groups (ELL and SWD for example) participating at a rate less than 95 percent.

Question 4 – Measures of Student Success and School Quality

The results for the question on the other measures of Student Success and School Quality (Table 5) indicate a strong preference for including currently collected data (Dual Credit and Attendance for example) in the early years of an updated Index and adding or substituting measures not currently collected (statewide climate or engagement surveys for example) in later versions of the Index. The OSPI has a process developed and in place to identify new data elements to collect for statewide reporting.

Table 5: Survey responses on the topic of other Student Success and School Quality measures.

Measures of Student Success and School Quality	Percent
A. Use only the measures that are currently collected, like attendance, dual credit participation, and dual credit attainment for example.	12.5
B. Use other measures like student/parent/educator surveys on engagement, safety, and school climate for example.	0
Start with using the measures that are currently collected (like in A) and add the measures (like those in B) when they become available for widespread use in accountability.	87.5

While the addition of new measures is certainly possible, the year-to-year comparability will be changed to some degree. However, much of the comparability could be maintained through thoughtful weighting schemes that anticipate the addition of new measures. The field would prefer a stable and consistent Index that is not regularly undergoing revisions, so it is noteworthy to avoid creating the perception that the Index changes every year.

Question 5 – Additional Information You Would Like for the Next Discussions
Four respondents wrote in requests or comments for additional information (Table 6).

Table 6: Shows the respondents requests for additional information.

Item	Requested Information
1	"High level research summaries of impact of proposed additional measures identified in #4 - and for discipline."
2	"I need to spend more time reviewing the work of the work group."
3	"I think we should take a strong look & evaluate some other states' Accountability Index like Massachusetts, Ohio or other high performing states. Dropout rates would be an additional indicator I would like to see discussed."
4	"I'm not sure I'd say this is "must have," but if we are going to consider additional measures - the ones most commonly mentioned are discipline and attendance rates, then we should have at the ready a briefing on each potential add-on. While we have explored discipline rates in the past, a summarization of existing research or data might be included. If there isn't a consensus on attendance rates, then a simple overview piece on how that is or may fare elsewhere and here. Beyond this, I would like a summary of ESSA and its requirements available in advance."

Item 1: At the time of this writing, the ASW has zeroed in on 27 separate measures that are variably suitable for possible inclusion in an updated Index. At the latest meeting of the ASW, the workgroup narrowed the list of other measures of Student Success and School Quality to about 18. Once the list is

narrowed even more, high level research can be identified, reviewed for credibility, and summarized for the Board.

Item 2: Go to http://www.k12.wa.us/ESEA/ESSA/default.aspx to learn about all of the work of the ESSA workgroups established by the OSPI.

Item 3: The Dropout Rate is collected and is being considered for recommendation for possible inclusion in the Index. The school rating systems currently used in other states (high and low performing) have been examined.

Item 4: The OSPI uses chronic absenteeism and exclusionary discipline as separate key performance indicators as part of a comprehensive performance management system. Find more about this work at http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx. The OSPI does not publicly report on these data elements at the school level, only at the state level and district level for districts enrolling more than 500 students. This is because the data becomes more unstable when population sizes are lower. In other words, the year to year variance increases, which has the potential to render any designations derived from the annual results unreliable. Only 875 of the 2005 total schools reported on in the 2014-15 Index data file enrolled 500 or more students, meaning that less than one-half of the schools would be reported on if the 500 student threshold were maintained. Because these are important school measures, additional statistical analyses will be undertaken to support the inclusion of school-level discipline and chronic absenteeism measures as part of an updated Index.

SBE staff is compiling the recently released Civil Rights Data Collection (CRDC) in a manner that will allow for the analysis of school-level exclusionary discipline events and chronic absenteeism for all schools and by student group covered under the CRDC data collection. Until the data file is built and analyses completed, refer to the documents below for some of the current high-level research on chronic absenteeism and exclusionary discipline.

Chronic Absenteeism

http://www.ed.gov/news/press-releases/new-data-show-chronic-absenteeism-widespread-and-prevalent-among-all-student-groups

http://www2.ed.gov/datastory/chronicabsenteeism.html?src=pr

http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html

http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

Exclusionary Discipline

https://csgjusticecenter.org/youth/projects/school-discipline-consensus-project/

http://www.air.org/resource/exclusionary-school-discipline

http://cedar.wwu.edu/cgi/viewcontent.cgi?article=1174&context=jec

Action

No Board action is anticipated.

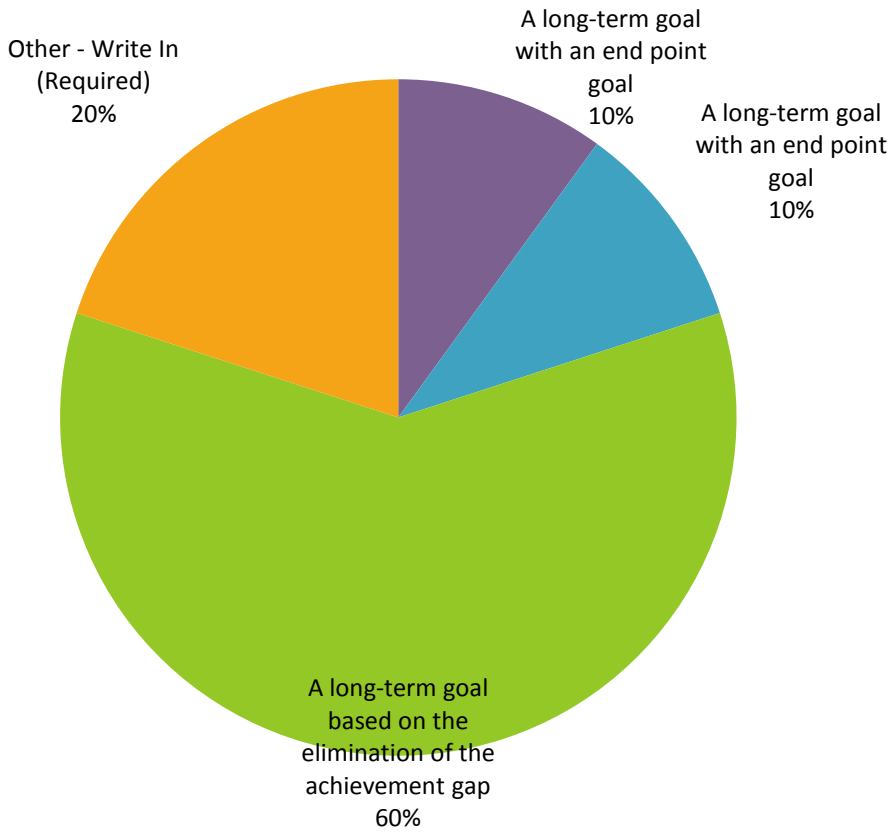
Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

SBE ESSA Survey Report

Survey Response Rate

	Count	*Percent*
Complete	9	90
Partial	1	10
Total	10	100

Q: For the design of long-term goals, which do you most prefer?



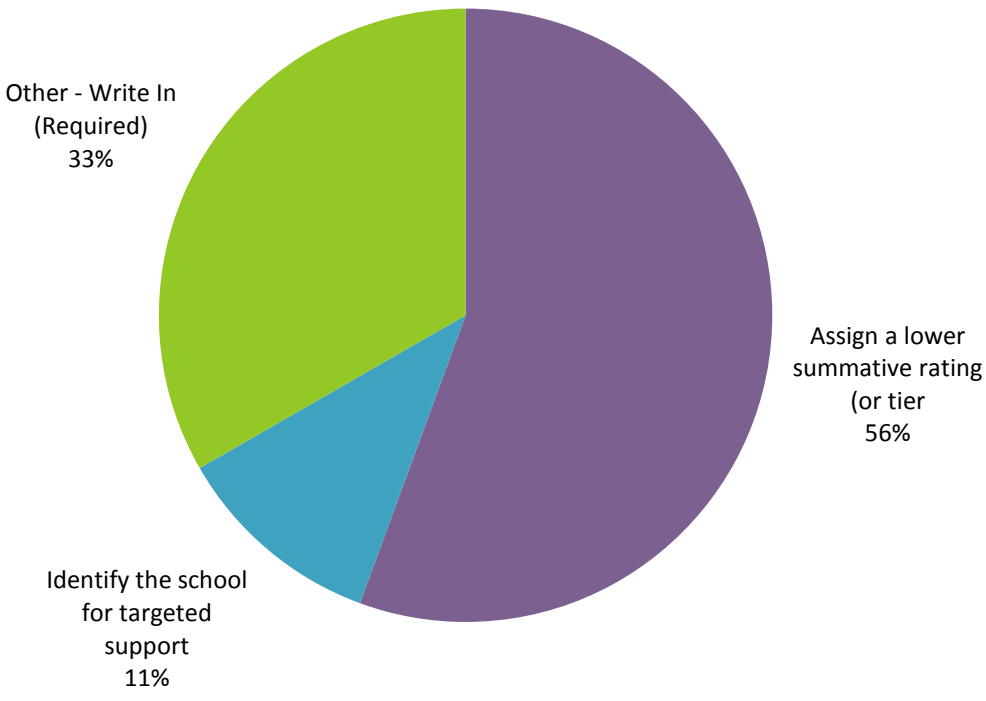
Write In Responses
Elimination of the achievement gap, AND 2-something like this (copied from Colorado\'s goals) Ensure every student attains proficiency in reading by third grade by increasing proficiency on the state assessment to 80% in 2016, with the goal of 85% by 2018 AND/OR Ensure that all students are proficient or advanced in state summative assessments by increasing the percentage of students scoring at proficient or above in reading, writing, mathematics and science by one percent overall from 2014 to 2016 and five percent by 2018.

The first option, which is our long-term goal, but with interim, reasonably achieveable goals. The interim goals could be based on past rates of improvement, but made more ambitious, e.g. annual increases in graduation rates that are twice or three times the present rate of increase. Same with closing achievement gaps.

For Annual Meaningful Differentiation, which do you most prefer?

	Percent	Vote Count
A. Basic School Achievement Index that uses the minimally required indicators (proficiency, growth, graduation, ELL progress, and another indicator of student success or school quality).	50.0%	5
B. An enhanced School Achievement Index that uses indicators beyond those required by the ESSA. (An enhanced Index might include multiple indicators of student success, school quality, and attendance for example.)	50.0%	5
	Total	10

Q: When a school fails to meet the 95 percent participation threshold, which of the following actions would you prefer to be taken?



Write In Responses
Of the three options, C is most pallatable. Low ratings based on participation will reduce the meaning of the ratings and cause cynicism in those school communities. Good, broad, consistent marketing is needed to engage students and families in assessment.
Require 95% of the SBAC based statewide test, but allow high school students to use a nationally recognized career and college ready test, rather than the SBAC. (Need to explore this further)
This could be a multi-year process, with the first year of below 95% resulting in a warning letter and a required action plan to be submitted by the school. Then lower tier the next year if 95% was not reached.

Q: For the accountability indicators, which do you most prefer?

	Vote Count
Start with using the measures that are currently collected (like in A) and add the measures (like those in B) when they become available for widespread use in accountability.	8
Use only the measures that are currently collected, like attendance, dual credit participation, and dual credit attainment for example.	1

Q: What additional information would you like to review before discussing the Every Student Succeeds Act at the September SBE Meeting?

	Vote Count
None	2
Yes , I need more information - Write In (Required)	6

Write In Responses
High level research summaries of impact of proposed additional measures identified in #4 - and for discipline.
I need to spend more time reviewing the work of the work group.

I think we should take a strong look & evaluate some other states\' Accountability Index like Massachusetts, Ohio or other high performing states. Dropout rates would be an additional indicator I would like to see discussed.
I\'m not sure I\'d say this is \"must have,\" but if we are going to consider additional measures - the ones most commonly mentioned are discipline and attendance rates, then we should have at the ready a briefing on each potential add-on. While we have explored discipline rates in the past, a summarization of existing research or data might be included. If there isn\'t a consensus on attendance rates, then a simple overview piece on how that is or may fare elsewhere and here. Beyond this, I would like a summary of ESSA and its requirements available in advance.

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Title:	Wind River Middle School Site Visit
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:	This is a visit to Wind River Middle School, of the Stevenson-Carson School District. Members may wish to consider how the challenges facing Wind River, and the school's approaches to those challenges, inform similar issues across the K-12 system.
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	In this packet you will find: • Student demographics for Wind River Middle School • Achievement Index information for the school • Background information from the school's website

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Wind River Middle School visit

Location: 390 NW Gropper Road, Stevenson 98648
Grade Span: 7-8

Student Demographics:

Enrollment			
October 2015 Student Count		143	
May 2016 Student Count		140	
Gender (October 2015)			
Male	75	52.4%	
Female	68	47.6%	
Race/Ethnicity (October 2015)			
Hispanic / Latino of any race(s)		20	14.0%
Asian		1	0.7%
Black / African American		2	1.4%
White		112	78.3%
Two or More Races		8	5.6%
Special Programs			
Free or Reduced-Price Meals (May 2016)		56	40.0%
Special Education (May 2016)		21	15.0%
Transitional Bilingual (May 2016)		7	5.0%
Migrant (May 2016)		0	0.0%
Section 504 (May 2016)		4	2.9%
Foster Care (May 2016)		N<10	
Other Information			
Unexcused Absence Rate (2015-16)		378	1.6%

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SBE Achievement Index information

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	6.00	4.00	6.00	5.33	4.75
Targeted Subgroups	4.50	3.00	5.00	4.17	

Growth				
	ELA	Math	Average	Growth Average
All Students	5.00	2.00	3.50	3.00
Targeted Subgroups	3.50	1.50	2.50	

2015 INDEX RATING	3.70

Awards and Designations

SCHOOL CLASSIFICATION	
Tier Label	Lowest 5%
Composite Index Rating	3.58
School Designation	Priority
	The school has been identified as a Priority School.

2014-2015 Achievement Award(s)
This school has not received any awards in 2014-2015

Performance Details

	Proficiency			Growth	
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles	
	ELA	Math	Science	ELA	Math
All Students	6.00	4.00	6.00	5.00	2.00
Targeted Subgroup Average	4.50	3.00	5.00	3.50	1.50
Targeted Subgroups					
American Indian/Alaska Native					
Pacific Islander/Native Hawaiian					
Black/African American					
Hispanic	5.00	3.00		3.00	1.00
English Language Learners (ELLs)					
Former ELL					
Students with Disabilities					
Free and Reduced Price Lunch	4.00	3.00	5.00	4.00	2.00
Non-Targeted Subgroups					
Asian					
White	6.00	4.00	6.00	5.00	2.00
Two or More Races					

From the school website:

Welcome to Wind River Middle School

by Sarah Marino, Principal

Wind River Middle School draws its students from the communities of Stevenson, Carson, Home Valley, Hemlock, Stabler and a variety of outlying areas. Students enter WRMS as seventh graders and transition to the high school as ninth graders.

Wind River Middle School provides the full range of supplementary programs for students. These include special education, a learning assistance program, and an extracurricular activities program. It is my belief that our staff members are the key to student success at Wind River. They are dedicated and caring educators who are willing to give of their time and energy above and beyond the call of duty.

Middle school children have special needs. Among these are social, emotional, physical and academic concerns. Because these needs can not always be met within the classroom we believe that our students require a support system. We want children to be confident and to succeed.

The aim of our advisory program, entitled Home Base, is to insure that our middle school students have the support and the opportunity to succeed.Home Base allows students to get to know at least one adult staff member well. It is this staff member's job to "watch over" his or her charges for the duration of their stay at Wind River. The purposes of Home Base are many and varied, but the basic purpose is to give students someone upon whom they can call in times of need.

Sarah Marino, WRMS Principal
marinos@scsd.k12.wa.us
Phone: (509) 427-5631

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

2016 Presentation and Discussion: Ms. Kristen Amundson

Kristen Amundson

National Association of State Boards of Education
Executive Director

The Hon. Kristen Amundson brings more than two decades of experience as a policymaker to NASBE. She represented the 44th District in the Virginia General Assembly from 1999 to 2009. During that time, she was a member of Virginia's P–16 Council and the Southern Regional Education Board (SREB). Before her election to the General Assembly, Amundson—a former teacher—served for nearly a decade on the Fairfax County, Va., School Board, including two years as its chairwoman. Most recently, she was the senior vice president for external affairs at Education Sector, an independent think tank. She writes frequently on education issues and has been published in *The Washington Post* and the *Richmond Times-Dispatch*, among others.

Ms. Amundson has included the following documents for our review in preparation for our discussion:

1. G. Bottoms and K. Sundell. "Career Pathways: Accelerating Access to the Middle Class." Southern Regional Education Board (SREB). July 9, 2016.
2. N. Nayar. "How Are States Reporting on College and Career Readiness?" College & Career Readiness & Success Center. American Institutes for Research. August 2015.
3. A. Nguyen. "Kansas Loops Stakeholders in on Conversations about K-12 Policy." National Association of State Boards of Education. *State Innovations*. 21:3 (October 2016).

Career Pathways: Accelerating Access to the Middle Class

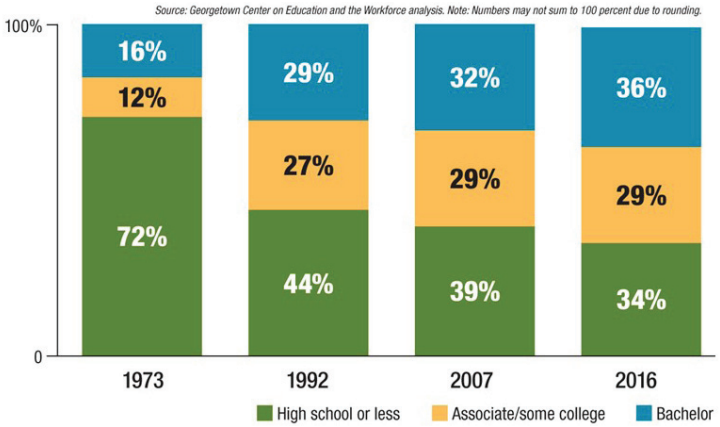
Career pathways and college-ready academics have the power to move more students into the deeper end of the employment pool — and into the middle class.

Gene Bottoms, Senior Vice President, Southern Regional Education Board (SREB)
Kirsten Sundell, Director, Product Development & Communications, Career Pathways, SREB

Since the 1970s, the United States has seen a steady rise in the education needed for a good job. In 1973, 72 percent of all jobs were held by individuals with a high school diploma or less, and 28 percent were held by those with some college. Forty-some years later, our educational and economic landscapes have undergone a seismic shift: In 2016, just 34 percent of all jobs filled since 2010 were held by workers with high school diplomas or less; 65 percent of jobs went to people with associate and bachelor's degrees.

Based on current trends, by the mid-2020s, an even greater percentage of jobs will require some postsecondary education, meaning a credential, certificate, associate or bachelor's degree, or higher.

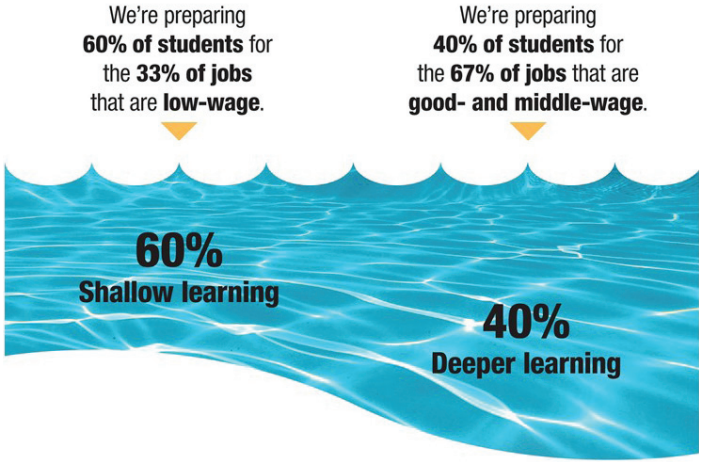
Rise in Education Level for Jobs, 1973 - 2016



In the new economy, good jobs — those paying an annual wage of $52,000 per year or more, often with benefits — mostly go to those with a bachelor's degree or better or highly specialized technical skills. During the recent recovery, 2.9 million of 6.6 million new jobs added to the economy were such good jobs, compared to 1.9 million middle-wage jobs paying between $32,000 and $53,000 and 1.8 million low-wage jobs paying $32,000 or less. Post-recovery, individuals with a high school diploma or less have continued to lose jobs at every wage tier, but especially in the middle- and low-wage categories.

Where is the economy adding jobs? High-wage professional and technical jobs in health care and science, technology, engineering and mathematics (STEM) are in high demand. So too are managerial and professional office jobs. Middle-wage jobs — those requiring some college or an associate degree — are on the rise in business, education, community services, and such "blue-collar" fields as welding, automotive and industrial technology, and highway maintenance. Many new low-wage jobs are in food service, health care, office support, personal services and retail. Low-wage jobs offering good growth and mobility are found in fields like construction, manufacturing, and transportation, distribution and logistics.

Across every industry, individuals need a mix of skills to secure middle- and high-wage jobs. The Business Roundtable convened leading employers to discuss what they look for when hiring. Business leaders described *personal skills*, like dependability and professionalism, as well as *people skills*, like the ability to function on a team and communicate well. *Workplace skills* include the ability to plan, organize and make decisions carefully and use tools and technologies with ease. Finally, business leaders cited a strong need for *applied knowledge* — the foundational literacy, math, science and critical-thinking skills to adapt in the workplace.



SREB | Southern Regional Education Board

What does the educational and economic landscape look like for our youth?

Just 40 percent of American youth are being taught to college- and career-readiness standards in core academic disciplines. In the middle grades and high school, many students are being tracked into "general" or "basic" English, math, science and social studies classes and outdated career and technical education (CTE) classes with unchallenging assignments that neither enhance students' academic, technical and workplace skills nor nurture the personal qualities employers need.

Most American students may be headed for the shallow end of the employment pool.

As a result, many young people are leaving school unprepared for the rigors of college or the demands of the workplace. A large percentage of those who do enroll in college end up stuck in remedial studies — about 50 percent of first-year community college students test into at least one developmental reading or math course. Many of these students will never finish a certificate or degree. SREB's Commission on Community Colleges reports that, among students assigned to more than one remedial course, less than 10 percent will complete a credential or degree.

Without further education, many young people will spend their 20s in a succession of low-level jobs — or unemployed. Nationwide, 12 percent of youth aged 16 to 24 are unemployed, with much higher rates for minorities — nearly 21 percent for African-American young adults and nearly 13 percent for Hispanic youth. In SREB states, youth unemployment rates are typically higher. Many of the low-wage jobs formerly available to young people with a high school diploma or less and little to no work experience are now being filled by individuals with some college and more work experience. Too few students are graduating ready to pursue and earn advanced industry and postsecondary credentials and degrees in high-demand career fields.

Career Pathways vs. Aspirations: Transcript Outcomes of 2013 Graduates

Source: Education Trust.

Pathway / curriculum completed	% who completed	% who planned bachelor's or higher	% who planned associate or higher
College and Career Ready	8%	77%	11%
College Ready	31%	78%	12%
Career Ready	13%	52%	22%
No Cohesive Curriculum	47%	61%	17%

National data are clear: Educational experiences in the middle grades and high school affect students' readiness for college and careers. The Education Trust examined over 23,000 student transcripts and found that nearly half (47 percent) of all students in the United States completed neither a college-preparatory curriculum (such as a set of college-ready academic courses) nor a career-preparatory curriculum (at least three CTE courses in a pathway, for example). Of these students, 61 percent reported that they planned to pursue a bachelor's degree. Overall, just 8 percent of all students completed a college- *and* career-preparatory curriculum — but 77 percent of them indicated that they planned to pursue a bachelor's degree. Among those who completed *either* a career-ready curriculum or a smorgasbord of non-college and career prep courses, far fewer planned to pursue a bachelor's degree (52 and 61 percent) or an associate degree (22 and 17 percent).

Data from SREB's High Schools That Work network tell a similar story. The table below compares college readiness outcomes and aspirations for 26,844 HSTW students in 2014. Fifteen percent of HSTW students completed a college-ready academic core *plus* at least four rigorous career pathway courses; 73 percent of these students planned to pursue a bachelor's degree. The *HSTW-recommended college-ready core* is four years of college-prep English, four years of college-prep math and three college-prep lab science courses. SREB defines rigorous career pathway courses as those that cultivate students' academic, technical, technological and workplace readiness skills through project-based instruction and assignments (see the sidebar). Most students who completed a college-ready core plus a rigorous pathway met college-readiness benchmarks in reading (81 percent), math (81 percent) and science (78 percent).

Rigorous Assignments in Career Pathway Courses Require Students to:

1. Perform background research (e.g., read technical articles) to support planning.
2. Predict outcomes based on observations or information.
3. Develop logical arguments.
4. Draw inferences from information.
5. Use math to solve complex problems.
6. Apply academic skills to a career area.
7. Apply technical skills to new situations.
8. Develop and test hypotheses.
9. Complete extended projects that require planning solutions and presenting results orally and in writing.
10. Use software and technology related to a career area to complete assignments.

Career Pathways vs. College Readiness and College Aspirations

	College-ready core + rigorous career pathway	College-ready core + weak career pathway	Weak academic core + career-ready pathway
Completed all of HSTW-recommended academic core	15%	14%	71%
1. Met college-readiness standards			
Reading	81%	64%	40%
Math	81%	64%	50%
Science	78%	62%	45%
2. Percentage with postsecondary aspirations			
BS degree or higher	73%	63%	46%
AA/AS/Postsecondary training	19%	20%	24%

Completing a rigorous career pathway appears to enhance the college readiness of students who complete a college-ready core. SREB examined outcomes for students who completed a college-ready core but a weak career pathway — that is, courses in which students experienced less rigorous assignments — and found both lower educational aspirations and much lower rates of readiness in reading, math and science than students who completed a college-ready core and a rigorous career pathway.

Completing neither a college-ready core nor a rigorous career pathway also hurts students' readiness for college and careers. Among students who completed a weak academic core (e.g., those who took "basic" courses) and weak career pathways, just 46 percent sought a bachelor's degree. Far fewer of these students met readiness benchmarks in reading, math and science than students who completed a college-ready core and a pathway.

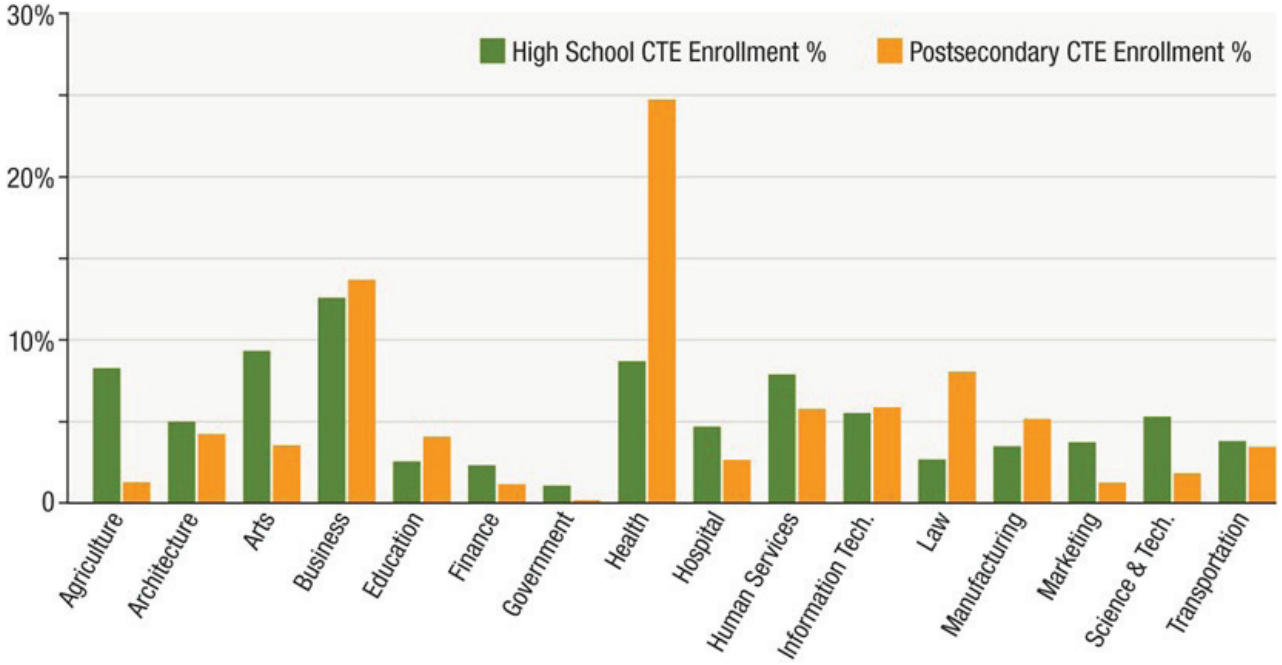
National data show fewer high school students pursuing career pathways to postsecondary studies and employment. In an analysis of high school CTE course-taking data, the National Research Center for Career and Technical Education at SREB found that the number of students completing a concentration of at least three CTE courses has been on the decline since 2007. Eight clusters identified as high-growth occupational areas — like architecture and construction; business management and administration; information technology (IT); manufacturing; and transportation, distribution and logistics — have all experienced declining enrollments, some as steep as 54 percent (IT) and 45 percent (manufacturing). One high-growth exception to this trend is health science.

National data also show a disconnect between high school and postsecondary career pathways and areas of economic growth. The graph below shows five-year average enrollment percentages by occupational cluster for the period 2011-2015. The largest disconnect is in the high-growth field of health science, which enrolled fewer than 10 percent of high school students but about 25 percent of postsecondary students. SREB educational consultants note that many high school health science programs do not teach an intensive health science curriculum in the context of college-ready academics, which would prepare students to not only acquire a credential — such as a nurse's aide credential, for example — but also master the high-level literacy, math and science skills needed to secure careers as licensed practical nurses, registered nurses and related professions.

CTE enrollment is also low in high school and postsecondary IT programs. SREB's Commission on Computer Science and Information Technology reports that jobs in computer science and IT fields are a large and growing sector of the U.S. economy. By 2020, as many as 4.6 million of 9.2 million STEM jobs will be computer-related. Most — by one estimate, over 70 percent — require a bachelor's degree or more. Computer science and IT jobs also pay well, with an average median salary of $81,430. But Code.org reports that as many as 1 million of these jobs may go unfilled. In the absence of homegrown talent, many businesses are recruiting foreign workers with computer science, IT and STEM skills. SREB's Commission on Computer Science and IT urges states to convene advisory councils that bring together secondary and

postsecondary educators, workforce development agencies, industry leaders, parents and other members of the community around the shared goal of creating or expanding career pathways from high school to college to careers in computer science, cybersecurity and other high-demand fields.

High School vs. Postsecondary CTE Enrollments, 2011-2015 5-Year Average



What are all these data telling us?

First, counselors, teachers and parents are not encouraging high school students to take college-ready academic courses or to pursue career-ready technical studies. Advisement systems must encourage *all* students to complete a college-ready core *in addition* to a concentration, which would be (a) a career pathway consisting of four or more courses leading to college credentials and degrees in high-demand fields, (b) a selection of Advanced Placement (AP), International Baccalaureate (IB) or honors courses aligned with their intended college major, or (c) a mix of both career pathway courses and AP, IB and honors courses.

Second, much work remains to align intellectually rigorous career pathways with rising labor market demand in fields like advanced manufacturing, computer science, IT and even business. High school, postsecondary and employer partners share responsibility for creating structured career pathways that show young people how their high school courses lead to advanced credentials and associate and bachelor's degrees. Working with these partners, states need to prioritize the development of pathways in fields that matter to their economies. This means establishing criteria for redesigning pathways that no longer prepare individuals for good jobs and infusing existing pathways with rigorous assignments that enhance students' academic, technical, technological, critical-thinking and employability skills. *Credentials for All*, the report of SREB's Commission on Career and Technical Education, offers strategies for building career pathways that blend college-ready academics with challenging technical studies and put more students on a fast track to credentials, degrees and good jobs.

Steps States Can Take to Build Career Pathways to the Middle Class

We believe that career pathways and college-ready academics have the power to move more students into the deeper end of the employment pool — and into the middle class.

SREB's **High Schools That Work model** transforms high schools by connecting secondary and postsecondary studies with workplace learning. At its heart is a redesigned senior year that blends a college-ready academic core with career pathway courses taught through project-based instruction and assignments. Schools can adopt the model as a wall-to-wall career academy design.

Three broad career pathway options featuring dual enrollment courses allow students to graduate with up to two semesters of college credits (or 30 credit hours) toward an associate or bachelor's degree. Dual enrollment courses are *taught on the same schedule* as at the college using college syllabi, tests and materials, with time built in for students to complete labs, internships and capstones.

- HSTW's **Ready** option puts underprepared students on a path to college studies. Schools use state readiness assessments to identify ninth and 12th graders who need extra help meeting literacy and math benchmarks. Specialized ninth and 12th-grade readiness courses help students meet benchmarks and graduate with up to 15 hours of college credit.
- HSTW's **Accelerated** option allows prepared seniors to complete graduation requirements and up to two semesters of college courses toward an associate degree.
- HSTW's **Accelerated+** option allows seniors to earn credits toward a four-year bachelor's degree.

In all pathway options, academic and career pathway teachers work together to integrate instruction and project-based assignments; all students engage in career counseling and in experiential learning such as job shadowing, service learning or internships. Pathway courses and college courses are offered by certified high school teachers or by college faculty at the high school, online or at the college.

The new HSTW model is designed to help states double the percentage of young people who earn a credible credential or degree before the age of 25. Kentucky, Oklahoma, Tennessee and West Virginia have already started the journey to reshape the senior year of high school through quality career and technical studies.

Many states are also studying their career pathway systems and taking steps to strengthen them. For example, eight SREB states number among the 24 states that received career pathway planning grants from JPMorgan Chase and its partners, the Council of Chief State School Officers (CCSSO) and AdvanceCTE, the association of state CTE directors. Grant recipients are working with organizations like SREB to conduct intensive needs assessments of their education and workforce training systems.

HSTW's Redesigned Framework

In HSTW sites, all students:

- Complete a **career pathway** of four or more courses taught in the context of a **college-ready academic core.**
- Master college- and career-ready **literacy and math skills.**
- Receive **extra time and support** to achieve readiness.
- Have access to **ninth- and 12th-grade readiness courses** that help them meet grade-level literacy and math benchmarks.
- Complete **real-world project-based assignments** that blend academic, technical and workplace skills.
- Participate in a series of **work-based learning experiences** that build skills and encourage career exploration.
- Receive **high-quality career guidance and counseling** that helps them make informed choices about careers and college.
- Spend their senior year taking **college-level courses** that put them on a fast track to earning an advanced credential or degree.
- Learn within a **culture of continuous improvement** in which all school personnel commit to increasing college and career readiness.

SREB strongly advises states to conduct needs assessments to determine whether their existing pathways align with postsecondary studies and high-demand careers.

Following the CCSSO model, needs assessments should determine if state career pathway systems:

- Are informed by real-time labor market data
- Use policies and funding incentives to improve the quality and rigor of career pathways
- Include accountability measures that capture pathway outcomes
- Feature scaled pathways that culminate in a postsecondary or industry credential of value
- Align varied state and federal funding streams
- Foster cross-institutional collaboration among education, industry and community partners

Other steps states can take to build career pathways to the middle class:

- **Align high school and postsecondary pathways with high-demand, high-paying career fields.** States need access to reliable, real-time education, employment and workforce data. Longitudinal data systems can help states assess pathway quality and better align their pathways with workforce needs, now and in the future. States can use these data to determine which career pathways to fund, redesign or retire. In **Delaware**, new career pathways must demonstrate alignment with good job opportunities to qualify for set-aside funding.

- **Reconfigure the senior year of high school to allow students to earn an advanced industry credential and significant college credits toward an associate or bachelor's degree.** Students who meet literacy and math readiness benchmarks take challenging college-level courses while completing academic requirements for graduation and continuing to enjoy high school activities. Ninth- and 12th-grade readiness courses help struggling students get on track for college-level studies. States can offer accelerated pathways in career academies, early college high schools, two- and four-year colleges, technical high schools, shared-time tech centers and online or blended learning programs.

- **Redesign middle grades and high school assignments in all core academic and career pathway courses to align with grade-level college- and career-readiness standards.** Challenging, project-based assignments are critical to student success. In a project-based approach, teachers encourage students to take ownership of their learning and apply a range of academic, technical, technological, cognitive and workplace skills to solve real problems. **SREB's Advanced Career curricula** were explicitly designed to help students master these skills through project-based assignments. Employer partners not only help shape the content of these assignments, they also mentor AC students and judge their work. Between 85 percent and 90 percent of AC students perceive their classes as rigorous and demanding.

- **Create strong career and college counseling programs that show students the many routes to further education and fulfilling careers.** In curriculum-based teacher advisement systems, teachers and counselors work together to design lessons that help students understand their career interests, plan their courses and identify a focus for postsecondary studies.

- **Transform low-performing high schools into career-preparatory cultures.** All students should be prepared for a full range of postsecondary options, including two- and four-year colleges, technology centers and learn-and-earn programs. In career-preparatory schools, all students take a college-ready core plus four or more pathway courses taught through project-based assignments. *Credentials for All* and the new HSTW model offer powerful solutions for transforming schools.

- **Reform middle grades schools using recommendations in *A New Mission for the Middle Grades*.** This report of the SREB Middle Grades Commission offers goals and strategies for preparing students for high school and postsecondary studies. Strategies include focusing the curriculum on literacy and STEM disciplines and requiring students to complete academic and career plans.

- **Establish accountability systems that value both college and career readiness.** States need to set expectations for what it means to be academically college-ready as well as academically and technically career-ready. Multi-measure accountability systems value career readiness by including outcomes that matter regardless of whether high school graduates immediately transition to higher education or enter the workforce. Such outcomes include the percentage of high school students who:
  - meet academic college-readiness benchmarks or academic and technical career-readiness benchmarks, with bonus points for meeting both
  - demonstrate readiness by acquiring industry credentials, completing capstone courses, earning dual credits or passing end-of-course assessments for college credit
  - complete pathways consisting of a college-ready core and at least four career pathway courses
  - immediately transition to postsecondary programs of any kind

Kentucky awards one point for each student who meets (a) college-ready academic benchmarks or (b) career-ready academic and technical benchmarks. Schools earn a bonus half-point for each student who meets both college-ready academic *and* career-ready technical benchmarks. Since adopting this model, Kentucky has seen a significant increase in the percentage of students meeting college- *and* career-ready benchmarks — from 34 percent in 2010 to 67 percent in 2015. And in contrast to national trends toward declining enrollment, the number of Kentucky students in career concentrations has increased. Education-industry partnerships in high-demand fields are also on the rise, spurring the creation of a full-time technical high school, a pre-apprenticeship program and career academies statewide.

Kentucky's College- and Career-Readiness Accountability Measures

College Ready *(1 Point)* A student must meet benchmarks on one of the following	**Career Ready** *(1 point)* A student must meet benchmarks on one from each of the following columns		**College & Career Ready** *(1.5 Points)* A Student must meet benchmarks on one from each of the following columns	
	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT or COMPASS or KYOTE	ASVAB or WorkKeys	KOSSA or Industry Certificate	ACT or COMPASS or KYOTE	KOSSA or Industry Certificate

Closing the Gap with Career Pathways

Rising workplace requirements mean that our young people face serious competition for well-paying jobs from better-educated individuals and even foreign workers. To compete, young people need deeper educational and workplace experiences that equip them with the lifelong learning skills they need to secure — and sustain — a middle-class way of life.

Simply put, our existing educational system is not keeping pace with these rising requirements. It is well past time to address growing skills gaps in fields like advanced manufacturing, business, computer science, health care and STEM. Our national economy and security demand it.

Career pathways offer a solution to the skills gap because they challenge students to solve real-world problems by harnessing college-ready academic knowledge and hands-on technical, technological and workplace skills. Career guidance and counseling empowers students to understand and explore their interests and aptitudes, then create customizable road maps to their postsecondary and career goals.

Career pathways offer a solution to the skills gap because they challenge students to solve real-world problems by harnessing college-ready academic knowledge and hands-on technical, technological and workplace skills.

Implementing career pathways will be a heavy lift. Government agencies, high school and college educators, and employer partners will need to collaborate and share finite resources. Teachers will need many hours of professional development to master the best practices of student-centered, project-based instruction. Schools will need to devote resources to help all students complete a college-ready curriculum and offer support to those who fall short of readiness benchmarks. High schools and two- and four-year postsecondary institutions will need to work together to put more students on an accelerated path to valuable credentials and degrees. The time to take on this heavy lift is *now*, before we lose another promising young person to 10 years or more of unemployment or underemployment.

We can help. SREB offers technical assistance to states, districts, schools and technology centers seeking to design their own career pathways, adopt SREB's Advanced Career curricula or create career academies leading to 21st-century labor market opportunities. Contact **gene.bottoms@sreb.org** to learn more.

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We can help you prepare students for college and career success.

SREB | Southern Regional Education Board

BY NARA NAYAR August 2015

How Are States Reporting on College and Career Readiness?

Introduction

Preparing students for success in college and careers is one of the primary goals of our education system. How states track and report progress toward the goal of college and career readiness is important for public accountability and transparency; making data available publicly provides a window into how students—and the institutions that serve students—are doing. This brief describes the range of college and career readiness measures states are currently reporting publicly. The brief also provides guidance for what states should be doing to measure students' college and career readiness.

What Are States Reporting Now?

Other than federally required indicators (student achievement in mathematics and English language arts, graduation rates), state public reporting on college and career readiness measures varies widely. This brief looks at 2014 public data reporting from all 50 states and the District of Columbia and identifies metrics that might correlate to or predict college and career readiness in the areas of:

- Academic content
- Pathway knowledge
- Lifelong learning skills
- Postsecondary outcomes[1]

The selection process was guided by the indicators outlined in the College and Career Readiness and Success (CCRS) Center's Predictors of Postsecondary Success, with the addition of measures of risk-taking behavior, civic engagement, and other factors that are correlated with postsecondary success.

Specifically, the scan includes measures that were reported:

A. Publicly

B. Between 2013 and 2014

C. By the state or higher education institutions or consortia as part of a data-sharing agreement

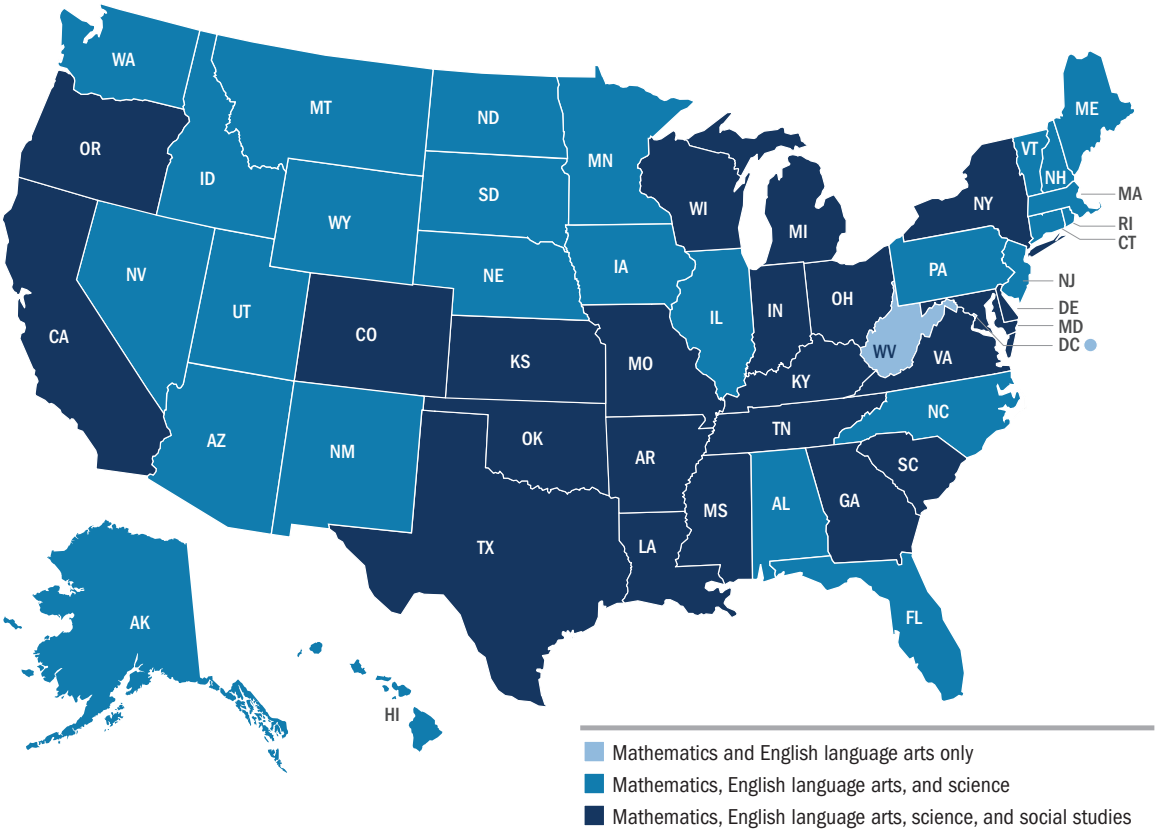
State Academic Content Metrics

The *3 Rs*—reading, writing, and arithmetic—are the most widely understood purpose of schooling in America, and all states have made substantial investments in measuring student academic performance in these areas. As Figure 1 shows, all states and the District of Columbia report student performance on

[1] These areas align with the CCRS Center's College and Career Readiness and Success Organizer.

assessments of mathematics and English language arts (including end-of-course exams and graduation exams). Forty-nine states report student performance on assessments of science. Of those states that report science, 21 states also report performance on assessments of social science.

Figure 1. State Reporting on Common Student Academic Content Measures



Note: Academic content measures reported above include student performance, by subject, on state assessments, including proficiency exams, end-of-course exams, or graduation exams.

Many states choose to report additional academic content measures. ACT and SAT scores are popular measures, because the tests are widely used and the results are easily accessible.

ACT®

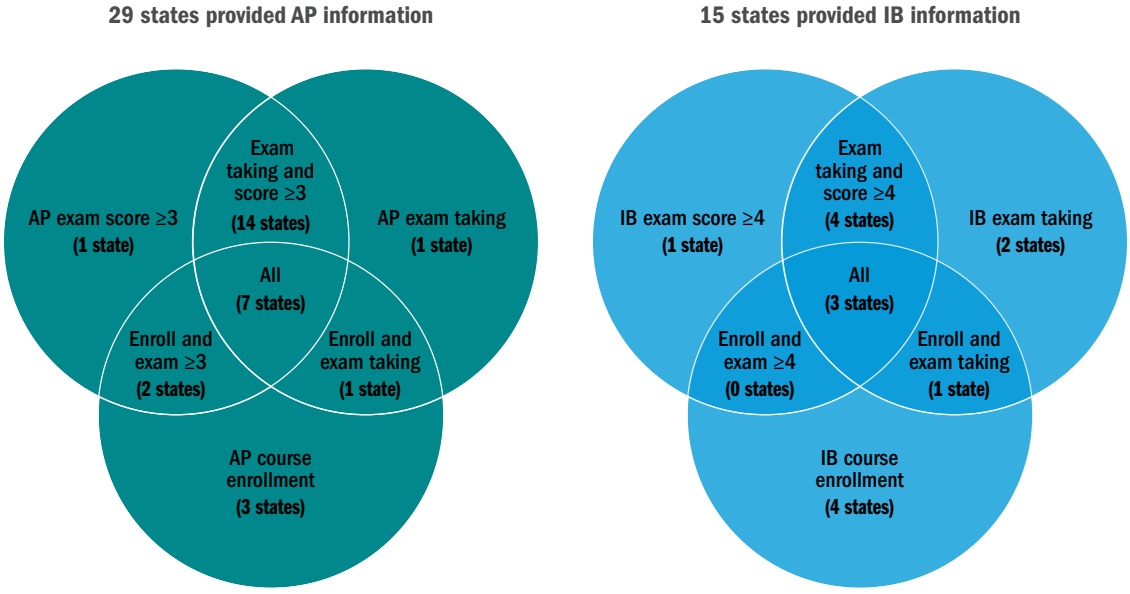
- 24 states reported student performance on the ACT.
- 17 states reported participation in the ACT.
- 12 states reported on the number or percentage of students meeting ACT benchmarks or specific cutoff scores.

achieve more® SAT®

- 21 states reported student performance on the SAT.
- 17 states reported participation in the SAT.
- 6 states reported on the number or percentage of students meeting SAT benchmarks or specific cutoff scores.

Many states also report information about Advanced Placement (AP) and/or International Baccalaureate (IB) scores. This information is easily accessible, but a report of scores on the exams without a report of the number of students taking the course (or at the very least, the exam) does not convey a true picture of student success.

Figure 2. AP and IB Data Reporting Across States



Beyond standardized exam scores, course taking is another source of information regarding students' college and career readiness.

- **College preparatory coursework.** Fifteen states reported student participation in dual enrollment courses, and five states reported students' completion of a college preparatory course sequence (by the states' respective definitions).
- **Art and foreign language coursework.** Five states reported students' enrollment and credits in arts or foreign language, which are requirements for college admission in some states.

State Pathway Knowledge Metrics

Readiness for careers at the end of K–12 education is key for the more than 50 percent of high school graduates who either do not enroll in postsecondary education or who work and attend college at the same time (United States Department of Labor, Bureau of Labor Statistics, 2015). As part of federal Carl D. Perkins Career and Technical Education Act reporting, all states are required to collect and report data on students who participate in career and technical education (CTE), as well as data on those students who "concentrate" (take two or more courses in the same CTE pathway). Industry certifications are the most commonly reported non-Perkins measure of workforce readiness. However, as Figure 3 shows, only 34 states currently report any measures of career pathway knowledge—including Perkins or other measures—to the public.

Figure 3. State Reporting on Common Student Pathway Knowledge Measures

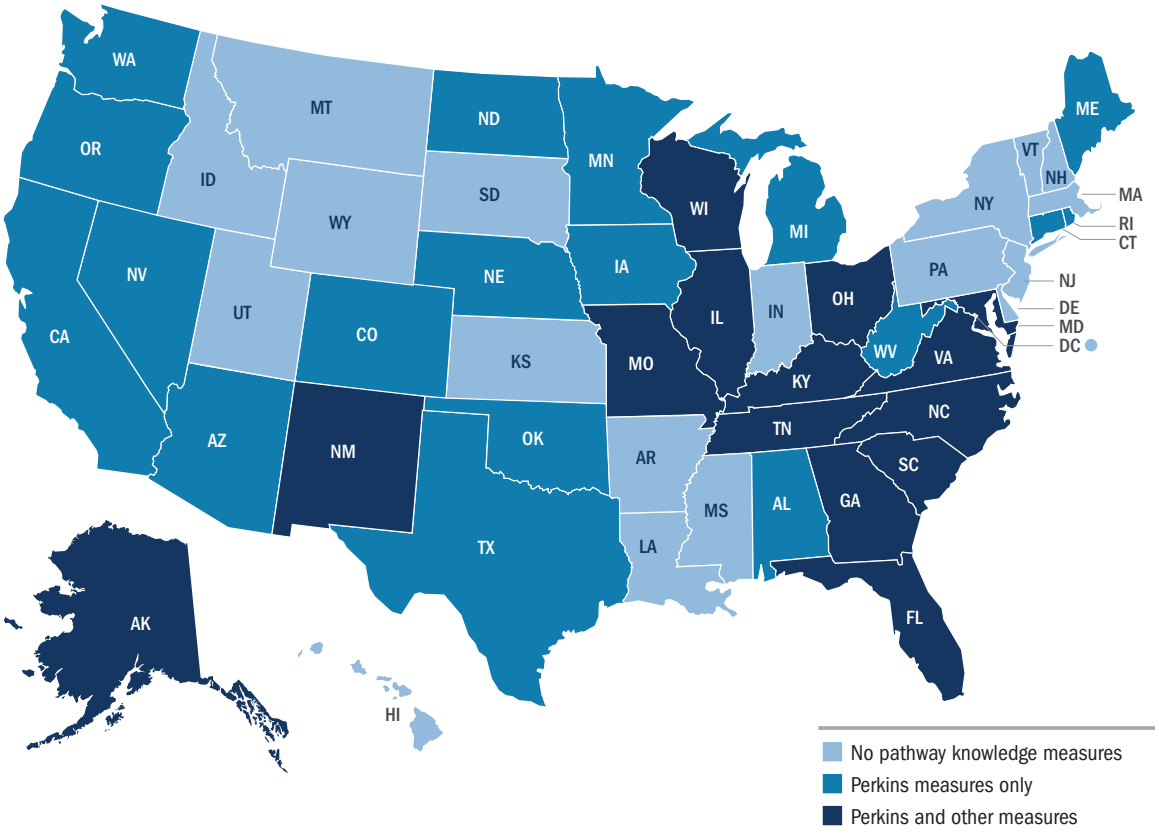
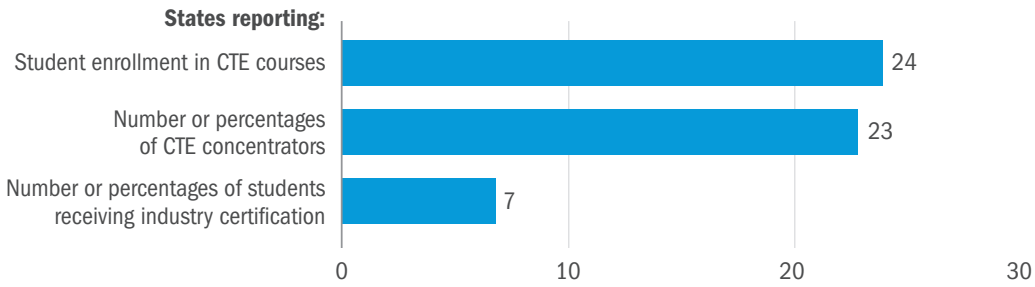


Figure 4. Perkins and Other Common Pathway Knowledge Measures



STATE POLICY Examples

Georgia and Kentucky stand out as examples of states that have made significant efforts to measure and report their students' progress toward career readiness.

Georgia reports career and technical student organization participation; industry credentials; JROTC (Junior Reserve Officer Training Corps) enrollment; CTE-specific dual enrollment; and a number of unique indicators, such as "Grade 5 students with a complete career portfolio" and "middle school students earning a passing score in three career exploratory courses" and "percentage of graduates completing a career-related work-based learning program or capstone program."

Kentucky provides, in addition to CTE participation and concentration percentages and industry certifications, test results for the Armed Forces Vocational Aptitude Battery, ACT WorkKeys (which is tied to the National Career Readiness Certificate), and its own Occupational Skills Standards Assessment.

Other states with unique indicators include North Carolina, which reports students earning CTE postsecondary credit in high school, and Maryland, which reports work-based learning participation by category (for example, internships, mentorships, service learning, CTE work experience).

Lifelong Learning Skills

As presented on the CCRS Center's *College and Career Readiness and Success Organizer*, lifelong learning refers to social and emotional skills, higher order thinking skills, employability skills, civic skills, technology skills, and financial literacy. There are a few common measures that states use as proxies for self-management and related lifelong learning skills: attendance or truancy, dropout, discipline, and risk behaviors. These are imperfect and incomplete proxy measures; more complete measures of student progress and success with lifelong learning skills are needed.

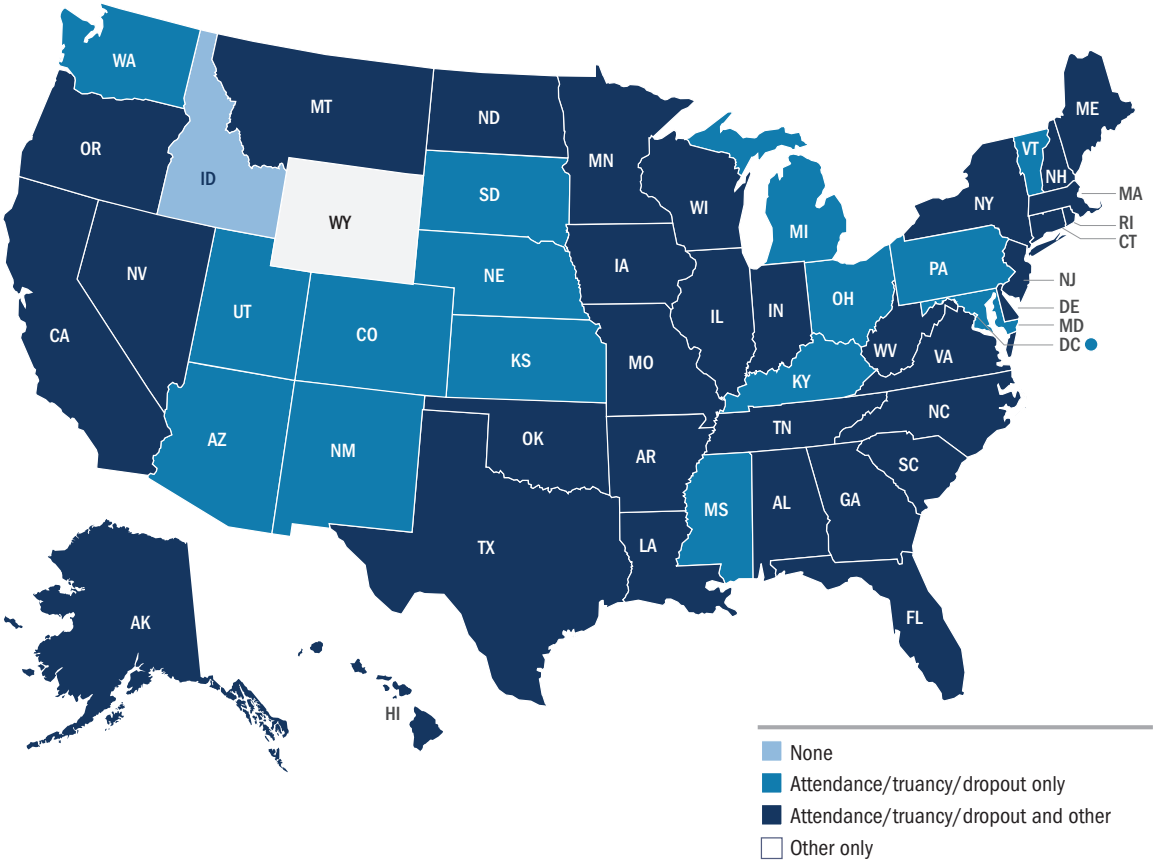
Attendance and truancy are predictive of school success and completion, so it is unsurprising that they are commonly reported state measures. As Figure 5 shows, 48 states and the District of Columbia publicly report student attendance, truancy, and/or dropout information, and 33 of those states report other measures as well, primarily discipline measures.

There is still a real need for reliable, valid measures of student skills in the area of lifelong learning, and many states are doing their best to identify and report proxy information.

- **Discipline and risk behaviors.** Discipline and risk behavior data are negative proxy measures for social-emotional skills. Twenty-five states report discipline information publicly. Seven states report state-level results of the Youth Risk Behaviors Survey, which reports on alcohol/drug use, safer sex practices, physical activity and dietary habits, and behaviors that contribute to violence. Three more states report results of state-specific surveys that cover similar information.
- **Civic involvement.** Hawaii reports student voter registration, and Oklahoma and Alaska indicate the average number of student volunteer hours by school.

- **Extracurricular activities.** Wisconsin tracks student participation in three types of co-curricular activities (academic, athletic, and music).
- **College knowledge.** Two states report student survey results that demonstrate "college knowledge."

Figure 5. State Reporting on Common Student Lifelong Learning Skill Measures

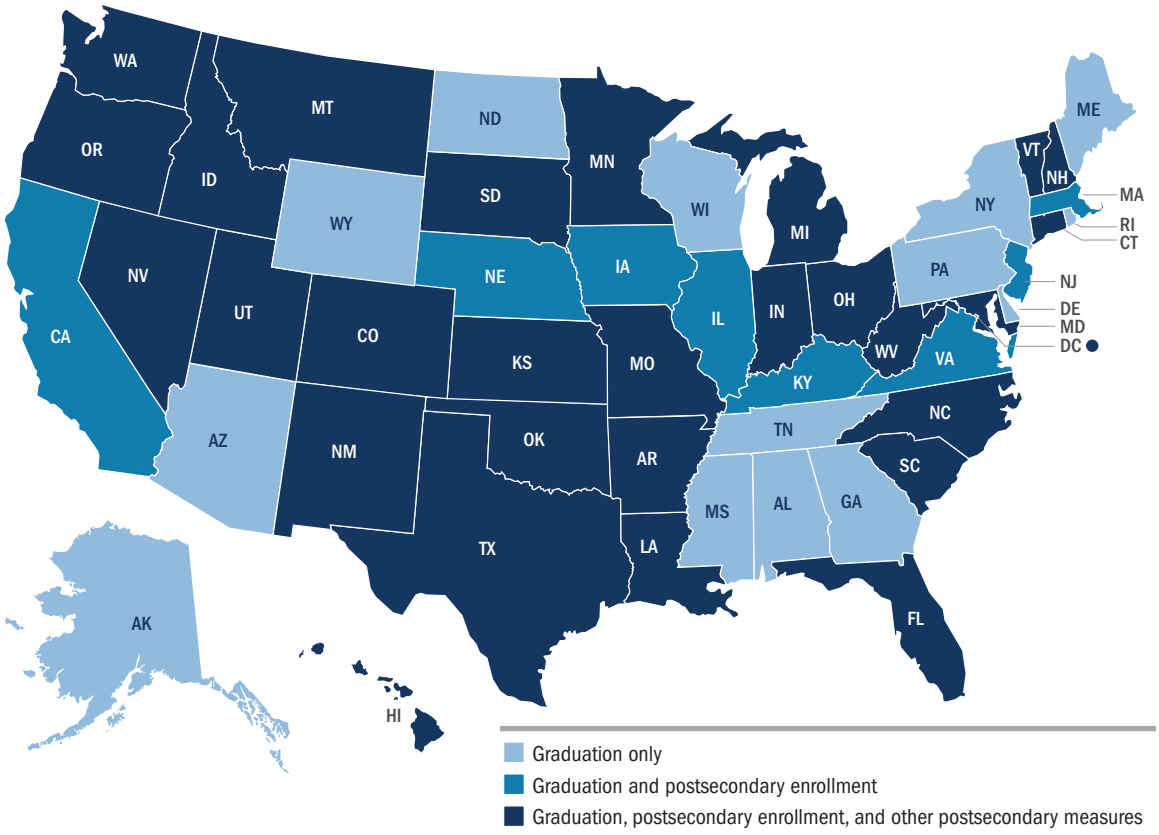


Note: Other measures include discipline and risk behaviors, civic involvement, and extracurricular activities.

State Postsecondary Outcome Metrics

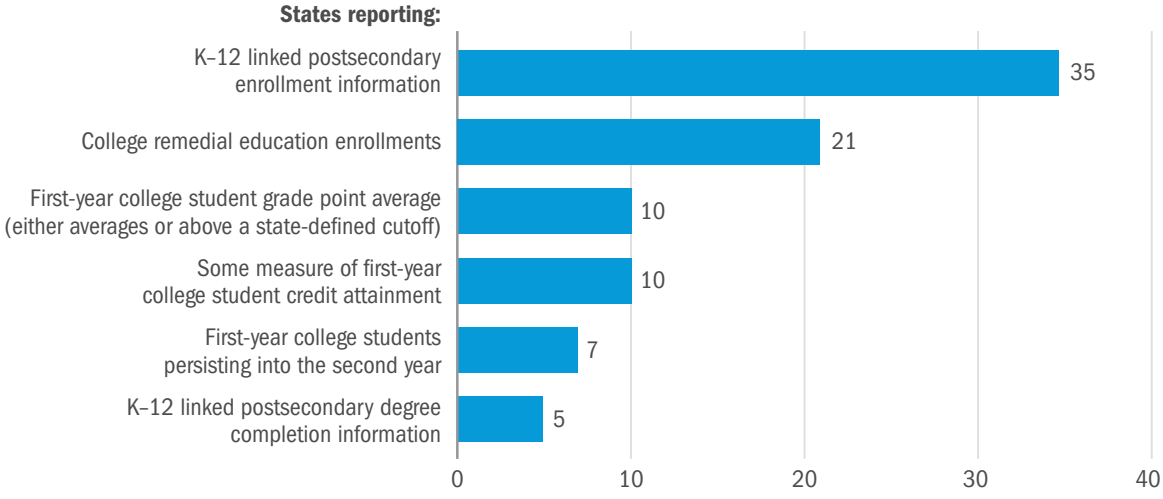
One of the best measures for determining college readiness is examining how students fare in college, but states do not all track or report on student postsecondary success. All 50 states and the District of Columbia report graduation and/or completion rates, but only 36 states provide any information about what their K–12 students do after graduation. As Figure 6 shows, 36 states and the District of Columbia report on postsecondary enrollment; of those, 28 states and the District of Columbia also report other measures.

Figure 6. State Reporting on Common Student Postsecondary Outcome Measures



Postsecondary enrollment, performance, and persistence data vary widely, because there are no federal reporting standards or requirements, and each state brokers the state's own agreements between the state and the university systems to determine what will be measured and reported and how. Many states use National Student Clearinghouse information to track postsecondary education performance; this is the most consistent and reliable source but is a fee-based service (National Student Clearinghouse, 2015). Figure 7 presents some common measures of postsecondary enrollment, performance, persistence, and completion after high school graduation. In addition, 15 states report student participation in dual enrollment—students taking college courses while the students are in high school.

Figure 7. Common Postsecondary Enrollment, Performance, Persistence, and Completion Measures



What Should States Be Doing to Measure Students' College and Career Readiness?

Several clear recommendations emerged from the scan.

Data should be easily accessible. Elimination of data silos within state departments of education is slowly helping easily accessible data become a reality, but there are a few other easy ways to improve public access to most state data reporting:

- Make it easier to *find* the reports (e.g., make better use of metadata, use 301 link redirects to avoid "page not found" errors, and centralize links to data sources from a single webpage).
- Create searchable databases, which are much more transparent for the end user than static and disconnected PDF documents or spreadsheets.

Data should be easily understandable. Create and link to definitions for terms such as *college and career readiness, at risk,* or *on track*. When referring to specific state programs, provide a link to a page that explains the program. Data sources and limitations should be clearly stated (e.g., "college enrollment data include only in-state, public, four-year colleges").

States should increase public reporting of existing data. Most states can make significant improvements simply by reporting the data they already have. Sixteen states and the District of Columbia report no pathway knowledge information to the public, despite reporting the data to the federal government as a requirement of the Perkins act.

States should expand the breadth of data reporting. States should expand the breadth of indicators they report, particularly indicators identified by research as being significant predictors of students' college and career readiness and success:

- Third-grade literacy
- Eighth-grade Algebra I completion (and 10th-grade Algebra II completion)
- Successful core course completion in middle school (Hein, Smerdon, & Samboldt, 2013)

States should increase the depth of reporting on existing measures. For those measures states choose to report, the goal should be to provide the most meaningful information possible about student progress and success. Measure "students enrolled in AP and IB courses," for example, as well as "students scoring at or above benchmark" on the exams. Measure "students earning credit in dual enrollment courses" rather than just "students enrolled in dual enrollment courses." Measure "students requiring remediation" rather than just "students taking remedial courses." Providing data that are disaggregated at the school level rather than the district or state levels also allows for a better picture of student performance.

States should pursue the identification and collection of better measures. States should support districts in understanding multiple ways to assess lifelong learning skills and work with researchers to pilot assessments. The CCRS Center's 2015 report *Lifelong Learning Skills for College and Career Readiness: Considerations for Education Policy* contains several recommendations for states related to identifying, piloting, and verifying assessments of lifelong learning (McGarrah, 2015).

ASK THE CCRS CENTER

Conclusion

As the Elementary and Secondary Education Act goes up for reauthorization, the role of public transparency in reporting is becoming increasingly important. Accountability systems are shifting from federal to state hands, and state governments will be answerable to their citizens for how those systems are constituted and implemented. Greater public transparency allows all individuals who are invested in a state's schools—and in its children—to see how schools and districts are progressing toward the goal of college and career readiness for all.

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Kansas Loops Stakeholders In on Conversation about K-12 Policy

By Anthony Nguyen

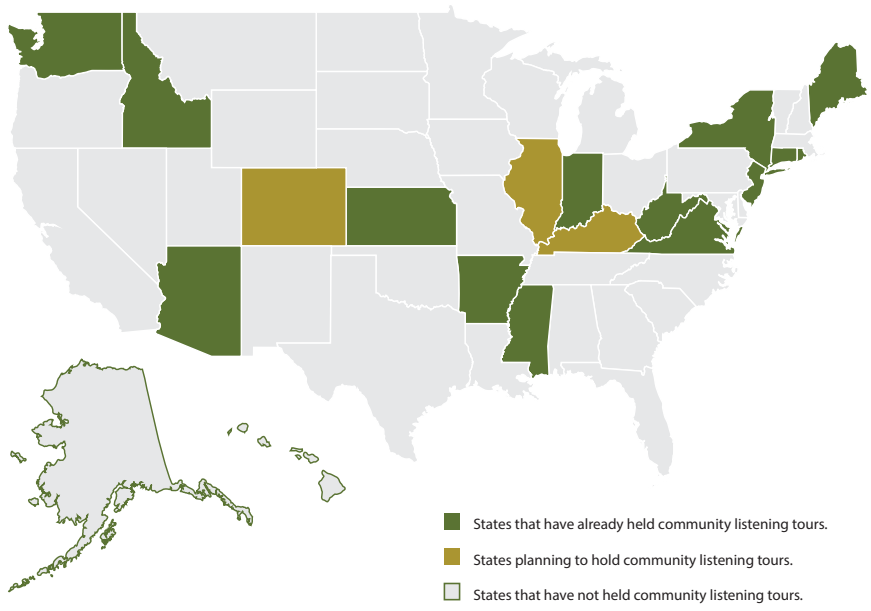
Despite widespread calls by states for a return to local control of education policy and praise for the steps made toward that end in the Every Student Succeeds Act, state boards of education still may find it difficult to engage stakeholders meaningfully to get input on local decisions. Kansas is one example of a state that developed an initiative to ensure that Kansas students, parents, educators, and business leaders have a say in the goals and plans for their state's preK-12 system.

ESSA also calls for strong stakeholder engagement. The US Department of Education has encouraged states to engage communities and local stakeholders before ESSA requirements take effect with the 2017–18 school year. And many states were already doing so, conducting listening tours and regional forums, as Kansas has done (see map).

Through its Kansans Can initiative, state education leaders demonstrated that one way to build community consensus is through local forums and focus groups. By proactively approaching people who make up the education system and listening to their opinions on how to improve, state policymakers in Kansas and elsewhere seek to ensure that all perspectives are considered so they can make better education policy decisions and build support for them.

Kansas education policymakers identified a key challenge in ensuring that their public schools were preparing students for college and careers, according to Kansas State Department of Education Commissioner Randy Watson. In order to get jobs when they graduate, 71 percent of Kansas's eighth graders in 2015 will need a postsecondary certificate or degree. Of those, roughly half need to be bachelor's degrees, and the other half certificate or associate degrees, Watson projects.[1] "That's so different from a generation ago," Watson said. "Even though we're one of the top ten or top five states in educating students, it's still not good enough for this state."

17 States Have Conducted or Are Planning Listening Tours



The Kansas State Department of Education (KSDE), encouraged by the Kansas State Board of Education, formulated a vision: All Kansas students can be successful if they are given the necessary skills to succeed. KSDE staff then sought input on what was necessary to give students the skills to achieve postsecondary success. Before the initiative began, said state board chairman Jim McNiece, "there were many voices telling the state board and the legislators what they could and could not do, but the voice of parents, business, and local stakeholders wasn't part of the process." To kick off Kansans Can, KSDE invited 2,000 local stakeholders to give their opinions.

"As the board was considering changes to its strategic plan for Kansas education, we charged Education Commissioner Randy Watson with finding out what Kansans want in their state education system," said

McNiece. The KSDE and KSBE planned a series of focus groups in more than 20 communities.

Deputy Commissioner of Education Brad Neuenswander and members of the state board began conducting the focus groups in January 2015. Two-thirds of the participants were current or former educators or administrators; the rest were students, parents, members of local chambers of commerce, and other business leaders.

BUILDING CONSENSUS

A majority of respondents agreed on the need to change the Kansas K-12 education system to better equip students for college, careers, and civic life. The forum attendees wanted schools to teach their students skills beyond the traditional academic core. In particular, local business leaders said it was important for schools to focus more on collaboration with employers through sponsorships, internships, job shadowing, and increased community service opportunities.

Forum participants also expressed support for the following:

- strengthening language and social skills within early childhood education with all-day kindergarten and by establishing parental collaboration early on;
- giving guidance counselors and social workers in schools a more dynamic, active role;
- promoting nontraditional postsecondary options such as technical certification and education within K-12 schools and promoting more technical education and two-year colleges.

Although the forum attendees indicated general support for strengthening academic foundations and in-school support structures, there was also interest in how classrooms could build nonacademic skills to better equip students for postsecondary success. The community forum responses reflected this consensus.

NONACADEMIC SKILLS

KSDE's Research and Evaluation Workgroup—which advises the department, state board, and legislature on education issues and which organized the community forums—formulated additional questions for participants:

- How do the views of educators, community members, and Kansas employers agree and differ on these skill goals?
- How can these sectors better collaborate to reach these goals?
- What are the best measures of progress toward these goals?

Researchers also asked forum participants to identify the characteristics, qualities, abilities, and skills of a successful 24-year-old Kansan and how schools should cultivate those ideal characteristics. The research team categorized the responses into traditional academic skills and social-emotional or personality skills.

Participants largely agreed that traditional skills and academics are no longer sufficient to adequately prepare Kansan students. Seventy percent of the time, the groups cited nonacademic skills such as professionalism, teamwork, and communications as essential to success, whereas academic skills were cited 23 percent of the time. Kansan business groups agreed, citing "soft" skills as essential 81 percent of the time.

The research team also identified points of intersection between the "big five" personality skills—conscientiousness, openness, agreeableness, extraversion, and emotional stability—and forum responses regarding the ideal characteristics of a Kansas graduate. These skills are distilled versions of the social-emotional skills already found on Kansas report cards. The research team determined that comments such as "works quietly without disturbing others" or "listens carefully and follows directions" can be classified under the "big five."

Because teachers are already reporting progress on learning these personality skills to parents, the team sought to identify which skills are the most important to career, college, and civic readiness. Researchers found evidence for increasing wage returns for both low- and high-skilled work from nonacademic skills and that these skills are associated with higher academic achievement.[2]

McNiece added that the state board also thought it was important to include civic engagement as part of the definition of a successful high school graduate.

In an October 2015 speech at his department's annual conference, Commissioner Watson told the attending educators and state policymakers that the department would focus on key outcomes for achieving the overall vision: high school graduation rates, postsecondary completion and attendance, postsecondary remediation rates, kindergarten readiness, individual plans of study, and local measurement of social and emotional growth. This new focus reflects community input on how Kansas's education system should change, he said.

NOT "ONE AND DONE"

With researchers from Kansas State University, the KSDE research team discerned common themes for K-12 education emerging from the forum discussions. "We've always assessed and reported nonacademic skills back to parents," said team member Tony Moss. "What's [been] missing is a systematic identification of what skills are most important for academic, career, and life success."[3]

Few representatives from the business community were included in the initial 20 forums, which comprised 287 focus groups with an average of six people each. This prompted Commissioner Watson to reach out to local chambers of commerce and convene focus groups of businesspeople. As a result, seven more focus groups were held.[4]

Upon synthesizing the feedback from the forums and drafting a mission statement, the research team revisited 10 of the communities in September and October and shared their results in order to further refine and tailor the strategic plan. "What we didn't want was a 'one and done' mentality; we wanted to methodically change the foundation of where we're going for the next generation," said McNiece.

With stakeholder feedback from the Kansans Can initiative in hand, McNiece said, the Kansas State Board of Education hopes to set policy to fit the evolving needs of the modern job market and postsecondary institutions and to achieve better outcomes in Kansas high school graduation rates, postsecondary enrollment, remedial rates of postsecondary attendees, kindergarten readiness, individual plans of study, and students' social and emotional growth.

OTHER STATE EXAMPLES

Other states have also conducted listening tours like Kansas's:

The **Illinois State Board of Education** held nine public hearings on ESSA and its implementation over 10 days with stakeholders across the state. Two key issues Illinois is addressing in the listening tour are the inclusion of student growth factors in its accountability system and improvement of state plans to provide coordinated programs and services to schools and districts.

The **Colorado** Department of Education has also finished a statewide listening tour meant to raise public awareness of ESSA and use community input and feedback to form its implementation plan. The department also seeks feedback on potential participation in a pilot program to develop instructionally connected state assessments.

The **Kentucky** Department of Education finished its own listening tour in which Commissioner of Education Stephen Pruitt asked Kentuckians how they defined school success. The input will inform design of Kentucky's new accountability system to make it easier to understand.

The Office of Superintendent of Public Instruction in **Washington** conducted a series of forums across the state to provide an ESSA overview for local communities. The forums were an opportunity for stakeholders to provide feedback and discuss how the new law would affect the state.

If Kansas provides any indication, listening tours and community forums in other states will give policymakers valuable information on what local stakeholders want out of their education system.

CONCLUSION

Education policymakers in Kansas have used the community input to focus on five outcomes by which they can gauge the educational progress of their students:

- increased graduation rates;
- creation of individual plans of study based on career interests;
- local measurement of social and emotional factors relevant to student success;
- increased percentages of students pursuing postsecondary education or completing a credential program; and
- increased kindergarten readiness.

By connecting with the community, the Kansas state board has confidence that the five goals it has set reflect the skills the public has said are most important:

- provide a flexible and efficient delivery system to meet our students' varied and changing needs;
- provide an effective educator in every classroom;
- ensure effective, visionary leaders in every school;
- promote and encourage best practices for early childhood programs;
- develop active communication and partnerships with families, communities, business stakeholders, constituents, and policy partners.[5]

Achieving these goals will help the state board realize its vision of a successful Kansas high school graduate who has attained academic and cognitive preparation, technical skills, skills that make them employable, and civic engagement, McNiece said.

Over the past year, Kansas legislators were embroiled in contentious discussion of the budget for schools, and they considered legislation in March to repeal academic standards based on the Common Core State Standards. The bill, which would have required the state board to get legislative approval for any subsequent standards they would adopt, was defeated 44-78. In this political environment, Kansas education policymakers have nonetheless been able to craft a program in which residents weighed in on policymaking. Rather than become discouraged by partisan gridlock, state education leaders have shown the positive effect listening tours can have.

"What we wanted to do is engage in a thoughtful conversation to work toward a slow and gradual alternative voice in support of each student," said McNiece. "If you don't see substantive change [in the results], it's not worth it."

Anthony Nguyen was the publications and communications intern at NASBE and is an undergraduate student studying political science and history at The George Washington University.

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THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Board Norms Annual Review and Discussion**

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:

Possible questions to consider as part of the annual review of the Boards norms include:

1. With what are members most satisfied regarding board meetings and operations?
2. With what are members least satisfied regarding board meetings and operations?
3. What cultural competencies should be emphasized by the board? Should race and social justice figure more prominently in Board discussion?
4. What products or materials have proven most useful to the Board in its work?
5. Are the members of the Board satisfied with their role in advancing the strategic plan?

Possible Board Action:

- ☒ Review
- ☐ Approve
- ☐ Adopt
- ☐ Other

Materials Included in Packet:

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

Synopsis:

The Board reviews its norms of conduct annually to ensure its continued effective operation. In your packet, you will find:

- A copy of the current Board norms
- A link to a video overview of "SBE Annual Review, with Facts and Figures."
  - https://www.youtube.com/watch?v=aUeE6CQ1M4U&feature=youtu.be

Board Norms for the Washington State Board of Education

Adopted by the Board, November 5, 2015

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

- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.

- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.

- Board members will maintain the confidentiality of executive sessions.

- Members of the SBE should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board to the media (same as Bylaw Article III, section 3).

- Each year, the Board may choose 1-3 issues to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the Strategic Plan. The exploration is not necessarily a commitment to future Board action, but rather lays the groundwork to identify and build the SBE's capacity on possible initiatives where the SBE could have a significant impact.
  Process for selection of these 1-3 issues:
    - During a set time period, Board members send the Executive Director suggestions of issues for the Board to consider.
    - Executive Director gathers suggestions, and where appropriate groups or combines related issues.
    - Executive Director analyzes how the suggestions fit into the present Strategic Plan and SBE staff capacity to work on each issue.
    - Executive Committee reviews suggestions and reports back to Board at a subsequent meeting about suggestions and possible recommendations for 1-3 issues.
    - At a subsequent meeting the Board votes on 1-3 issues to work on in coming year.

- For these selected 1-3 issues , the SBE staff will provide Board members with 1) background materials to read (or links to resources); 2) identification of key outside experts and possible partners for an SBE initiative; 3) identification of key questions and issues (including suitability of the area for SBE involvement); 4) description (tentatively, for initiation of discussion) of possible approaches and solutions, including how other states are addressing the issue; and 5) any other information requested by the Board or Executive Committee, or considered appropriate by the Executive Director.

- At a future Board meeting, probably as part of the annual Strategic Plan review, the Board may vote to include one or more of these issues in the SBE Strategic Plan work plan.

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Title:	Discussion of Strategic Plan
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:	The Board will discuss its priorities as they relate to the three policy areas or buckets.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	This section includes: • Biography of Mr. Raj Manhas and description of the retreat facilitation • Description of the next steps for the strategic planning process • Strategic Plan progress report • Notification that additional Strategic Plan supplementary documents can be found online o Version of the Strategic Plan with elements that are required by law annotated (RCW Version) o Transcript of Strategic Plan submissions from five board members

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2016 RETREAT ROADMAP: STRATEGIC PLANNING DISCUSSION

Discussion: Sept. 14, 1:15 – 5:00pm

Outcome: Clear direction to staff to amend strategic plan, reflecting guiding principles from the Board.

Facilitated by: **Raj Manhas**

Manhas describes himself as "a farm boy from a small village in India." He moved to Seattle in 1973 to pursue a master's degree in engineering from the University of Washington. He has distinguished himself in the private, nonprofit and public sectors. His leadership roles include serving as a banker for Rainer Bank, director of operations for Seattle Public Utilities, chief operations officer and superintendent of Seattle Public Schools and superintendent of North Thurston Public Schools. As executive director of the nonprofit Seeds of Compassion, he brought the Dalai Lama to Seattle in 2008.

Staging:

- Board members sit in a circle arrangement; Raj can either sit in the circle or stand in the center of the circle.
- Post large-scale copy of strategic plan on nearby wall (with stickers Board members applied earlier in the retreat)
- Post poster-sized mission and vision statements (turned toward the wall or covered)
- Set up easels
- The three policy area "buckets" – set up and labeled,
    - Student Transitions,
    - System Transitions,
    - ESSA Implementation

Procedure: Facilitated discussion:

1. Discussion regarding priorities – Raj refers the group to the posted strategic plan and the dots. Staff note taker will work with Raj to help note observations/insights (perhaps write them on an easel,) then facilitate a discussion about overlap, look for areas of consensus and validate/celebrate those, identify any themes, etc.
2. Raj has been asked to assume objective facilitator role, but when asked by board members, will have wealth of knowledge and experience to share on the topics at end (presumptively in facilitator role, ready to offer insights when asked).
3. Raj could then state that the afternoon's purpose is to provide staff with a few guiding principles to revise the Strategic Plan for the next 1-2 years, within the three current buckets. For our purposes, a guiding principle guides the "what," "why," and "how" of a topic.

THE WASHINGTON STATE BOARD OF EDUCATION

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August, 31, 2016

Board Members:

I'm pleased to present our annual review of progress on the Board's strategic plan. As many of you know, over the years we have experimented with various formats for this document. We first started with a structure that created individual progress metrics, trying to represent that we were a particular percent away from full implementation at various points throughout the year (e.g. we're 85% finished with objective 1.2.b). Ultimately, we found that structure to be technically burdensome, and also found that it conveyed a degree of technical precision in how the plan is implemented and measured that could not be supported in most cases, particularly those heavy on process. When we are reporting on student outcome measures – as reflected in our Educational System Health indicators – we are able to achieve that degree of quantification, and we look forward to producing a set of related data presentations for you in the fall.

What we have ultimately landed upon is a report that members find most useful – a chart that provides brief narratives and hyperlinks to the writings, presentations, and collaborations that are most salient to that strategic objective. Our progress report is basically a web-based tool. Our primary challenge with this structure is that there is seemingly no end to the documents that we can link to, so we have held ourselves to the standard of providing a fair representation of the most important work, not necessarily a comprehensive portal to all the work that is conceivably relevant.

As an ED, I have come to rely upon this report as a mechanism to track the relationship of our work to the many individual items in the strategic plan, helping us both track successes and identify areas where our progress is underdeveloped. It's a helpful compendium of significant reports, projects, videos and other materials we've created to the relevant areas of the strategic plan. As staff, we review the document multiple times in a year and incorporate it into our deliberations. Most recently, we briefed Board Chair Isabel Muñoz-Colón on its status at a staff mini-Retreat in Renton in March.

We invite you to review the document and submit any questions you have. The annual review is provided for your reference only. Because of the Board's choice to focus on three particular topics, we will not necessarily be relying heavily on this document during the September Retreat segment, but you may find it helpful as a reference.

What's next?

At the retreat, we hope to receive a set of guiding principles from the Board. We will use those principles to revise the strategic plan between the September and November Board meetings. In addition, we will review the plan for antiquated items – issues that have been altered by changes in law or have been effectively addressed and are no longer relevant. In November, we will present to you our proposed revisions to the strategic plan.

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Highlights of the past year's work

Our review of progress showed we had some particularly strong areas over the past year.

Goal 3. Ensure that every student has the opportunity to meet career and college ready standards.

- Invested time and conducted outreach with 24-credit workshops.
- Developed the set of communication tools and materials with OSPI.
- Spurred the development and advanced the use of an online high school and beyond tool with OSPI and WSIPC

We also made progress on Goal 1: Develop and support policies to close the achievement and opportunity gaps:

- 1.A.1: Developed a draft of the Opportunity to Learn Index. Presented a data spotlight on 5491 indicators and deeper disaggregation of racial and ethnic groups.
- 1.A.6: The Accountability System Workgroup studied metrics for measuring progress by English Language Learners.
- 1.A.7: Held community forums across the state, and reached out to diverse communities. Held regional panels with superintendents.

In Goal 2, Develop comprehensive accountability, recognition, and support for students, schools, and districts, we saw strong work related to ESSA:

- 2.A.3: Released the 2015 Achievement Index with clear information on participation in assessments.
- 2.A.4: Held an ESSA panel discussion shortly after enactment of the new law. Co-sponsored five Accountability System Workgroup meetings with OSPI. Advocated to USED on ESSA rules.
- 2.B.7: Co-sponsored the 2015 Washington Achievement Awards ceremony in Yakima.

Where more work is needed

Part of the value of this annual review of effort is to identify areas that are not being fully leveraged. This year, some subsections of the strategic plan were rendered inoperative over the past year by judicial decisions or changes in law, such as:

- 4.C: Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved school districts.
- 4.D: Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of charter schools.

Other areas simply warrant a greater investment of time and resources. Those include:

- 1.A.5: Advocate for expanded learning opportunities.
- 1.C.2: Research data capacity to inform student transitions at key points in the P-13 pipeline. (It is noteworthy that this is an identified focus area for the 2016 Retreat.)

- 2.A.5: Establish adequate growth targets in the accountability system as an enhancement to year-to-year proficiency level targets (a potential focus point in our response to ESSA requirements).

Takeaways

I believe the Board can be proud of the significant work it undertook over the past 12 months. It is important to maintain a focus not only on the quality and timeliness of our process-oriented work as a policy board, but most importantly, on the student achievement outcomes for our students in the system. Given that we are not meeting our student achievement outcome goals, it is appropriate for the Board's work to avoid a sense of complacency, and maintain an overall sense of urgency. The improved experience of students in our system should be the ultimate barometer of our success as educational leaders.

As always, more remains to be done to ensure our educational system meets the expectations of the public. However, I believe this report demonstrates that the State Board of Education makes the most of its time and effort, targeting the areas that have the greatest impact for our students and following through on its goals.

Please note that this progress includes achievements that are bolded in larger text and un-bolded in smaller text. Bolded achievements in larger text are those made since the last time the Board received this progress report. Un-bolded achievements in smaller text were noted the previous time the Board received this progress report. Together, they inform you of progress on Strategic Plan action steps.

A Word version will be available online in the Strategic Plan Supplementary so that you can access the hyperlinks.

Goal 1: Develop and support policies to close the achievement and opportunity gaps.			
Strategy 1.A: Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.			
Action Step	**Timeline**	**Measure**	**Achievements**
1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.	Annual - March	Achievement Index Results	Data spotlights or analyses on the following: • Migrant education memo and presentation • Special education memo and presentation • Advanced Placement and advanced course-taking memo and presentation • Graduation rate memo and presentation • Hispanic/African American performance gap blog • Foster kids memo • Former- and Current-ELL report with CEE and presentation • **Student board member Madaleine Osmun presented on Opportunity Gaps** • **Developed draft of the Opportunity to Learn Index** • **Data spotlight on 5491 Indicators and deeper disaggregation of racial/ethnic student groups** The Seattle Times has done articles on two of our data spotlights.
1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.	Annual - September	Spotlight Report on Advanced Course-Taking Data	• Data spotlight on advanced course-taking and Advanced Placement memo and presentation
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	• Madaleine presenting on attendance and discipline during the July board meeting • Sent letter to OSPI regarding discipline rules • Recommended incorporating discipline indicator in the ESSB 5491 report on educational system health • Data spotlight on attendance memo and presentation
1.A.4 Advocate for increased access to early learning opportunities.	Annual - December	Legislative Priorities, 5491 Report	• Recommended increased access to early learning opportunities as a reform in the ESSB 5491 report on educational system health
1.A.5 Advocate for expanded learning opportunities.	Annual – Legislative Session	Final ELO Council Report	• Staff attendance at ELO Council meetings • Presentation at ELO Council in Renton • **Staff and member attendance at ELO Council meetings**

1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.	January 2016	Commissioned Research, Revised AMAOs	• Research with the Center for Educational Effectiveness • Presentation at the Council of Chief State School Officers National Conference on Student Assessment • **English Language Learner progress on metrics being studied by Accountability System Workgroup**
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	• Diverse communities roundtable in March in Tacoma • Upcoming attendance at Tribal Leadership Conference on Education • Kids at Hope visit based on a connection made at the diverse communities roundtable • Community forum in May in Pasco • Draft communications plan has been created for outreach to diverse communities • **Held community forums and reached out to diverse communities** • **Held Superintendent regional panels**
Strategy 1.B: Develop policies to promote equity in postsecondary readiness and access.			
1.B.1 Advocate for expanded programs that provide career and college experiences for underrepresented students.	Annual, March 2015	Achievement Index Dual Credit and Industry Certification Data	• Achievement Index now includes Dual Credit data • Data spotlight on advanced course-taking and Advanced Placement memo and presentation • Mara and Madaleine testified on bills to expand access to college in the high school • **CTE Course Equivalencies**
1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.	Annual - December	5491 Report	• Participated with SBCTC Core-to-College project and WSAC Improving Student Learning at Scale collaborative • **WSAC committee for Student Support**
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	• Collaborated with the Core-to-College project to use the Smarter Balanced assessment to test out of remediation • Sent letter to the Core-to-College project • Participation in the WSAC Improving Student Learning at Scale collaborative • **Sent letter to the NCAA regarding acceptance of *Bridge to College* coursework** • **WSIPC HSBP tool**
1.B.4 Collect and analyze data on waivers of career and college ready graduation requirements and	March through July 2015	Briefing	• Data will be presented in September after receiving all graduation requirement waiver requests • **Presentations to the Board, WERA, WSSDA, Summer Counseling Institute in both Eastern and Western Washington**

student course-taking.			
Strategy 1.C: 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	• OSPI presented to the Board on the assessment alternatives that students use
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	• Met with OSPI Student Data Information and Early Learning staff in spring 2015 to discuss student level monitoring through K-12 system. The capacity to track students exists but would require annual delivery of student-level data and approval of K-12 Data Governance Committee. • **Developed memoes and solicited member feedback through surveys on two policy buckets for the September 2016 board retreat.**
Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.			
Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.			
Action Step	**Timeline**	**Measure**	**Notes**
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	• A video on the Indicators of Educational System Health was produced with Julia and TCTV • **A video was produced for the September 2016 board retreat that reflected on Indicators of Educational System Health** • **Memo and presentation to the Board on Indicators of Educational System Health** • **Presented at December 2015 WERA** • **Going to present at December 2016 WERA** • **Going to present at the WSAC Pave the Way Conference with co-presenters from DEL and WSAC**
2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.	Annual – December	Enhanced Website	• Released website that reports 2014 data on the Indicators of Educational System Health • **Updated the website to report 2015 data**
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	• Achievement Index has been released to the public and allows for disaggregated profiles • **2015 Index has been released with clear information on participation.**

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	• Awaiting reauthorization of the Elementary and Secondary Education Act • **ESEA was reauthorized as ESSA** • **SBE co-sponsored Accountability System Workgroup meetings with OSPI**
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	• Awaiting multiple years of Smarter Balanced assessment data to calculate adequate growth
Strategy 2.B: 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	• Reported Dual Credit data in the Achievement Index • Achievement and Accountability Workgroup convened • **Reported Smarter Balanced results with clear explanation of participation rate issues** • **Collaborated with Ready Washington to raise expectations for participation in the Smarter Balanced assessment** • **Issued the 95 participation rate, 10 percentage point reduction of remediation rate goal to the state**
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	• AAW meeting on June 10 • **Board adopted an Index transition position statement** • **Board set Achievement Index weightings**
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	Annual - Spring	Adherence to Rule	• Exited three districts from Required Action District status, kept one in RAD status • The Board will consider Soap Lake's Required Action Plan in July • **Approved Soap Lake's Required Action Plan July 201** • **Updated the Board on Required Action Districts**

considerable approval of Required Action Plans.			
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	• Waiver request submitted • Analysis of ESEA Reauthorization and panel held at March meeting • Trip to D.C. with OSPI to visit Senator Murray • **Advocated on ESSA issues with USED** • **Held an ESSA panel discussion** • **Co-sponsored Accountability System Workgroup with OSPI**
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	• Recommended inclusion of discipline in the ESSB 5491 Indicators of Educational System Health
2.B.6 Partner with OSPI to advocate for the provision of adequate supports for Challenged Schools in Need of Improvement.	Ongoing	Budget	• Staff have testified during the 2015 session • Budget has increases to the provision of adequate supports to Challenged Schools
2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.	Annual - May	Washington Achievement Awards	• The Washington Achievement Awards ceremony • **Held 2015 Washington Achievement Awards in Yakima**

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.

Strategy 3.A: Support district implementation of the 24-credit high school diploma framework.

Action Step	Timeline	Measure	Notes
3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready	Ongoing	Guidance for Counselors on Website	• Linda presented to the Board on 24-credit graduation requirement implementation in May • Upcoming Washington Educational Research Association presentation on 24-credit graduation requirement implementation • Linda and Julia presenting to the Summer Counseling Institute and surveying counselors on the HSBP • **Linda and Parker presented to the Western Washington Summer Counseling Institute**

graduation requirements.			• **Linda presented to the Eastern Washington Summer Counseling Institute** • **Held 24-credit implementation workshops throughout the state** • **Partnered with AWSP—AWSP video (Ben featured)** • **NASBE Deeper Learning Grant to explore career readiness definition with partners**
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	• Graduation requirements website with tabs by graduating class • Graduation requirement video with Linda has had nearly 2,000 hits • Media coverage of graduation requirements • Linda presented to counselors during visits to Bremerton and Sunnyside districts • Civics requirement page • **24-Credit Implementation FAQ** • **24-Credit Implementation Webinar**
Strategy 3.B: 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	• **CTE Course 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	• Linda and Julia presented at the Counselors Summer Institute, June 23; feedback from counselors is informing the development of guidance. • 24-Credit Implementation FAQ • **Linda and Parker presented to the Western Washington Summer Counseling Institute** • **Linda presented to the Eastern Washington Summer Counseling Institute** • **Held 24-credit implementation workshops throughout the state**
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	• Information from counselors is being collected to aid the development of the guidance • **Provided guidance to the field on competency-based crediting** • **24-Credit Implementation FAQ**
Strategy 3.C: 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	• Posted HSBP webpage • Collaboration with WSIPC and other stakeholders • **HSBP webpage** • **WSIPC HSBP tool**

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	• Guidance posted on HSBP webpage • FAQ on the HSBP updated • Ad hoc stakeholder group to discuss high quality High School and Beyond Plan, barriers to implementation, and how to address these barriers • **Student board members Mara Childs and Madaleine presented to the Board and the EOGOAC on the High School and Beyond Plan**
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	• Collaboration with WSIPC and other stakeholders • Posted HSBP webpage • **Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC.** • **Partnered with OSPI Comprehensive Guidance and Counseling** • **Promotion of Issaquah SD video**
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	• Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC. • **Student board members Mara Childs and Madaleine presented to the Board and the EOGOAC on the High School and Beyond Plan**

Strategy 3.D: 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	• A special board meeting will be held on August 5 to consider approval of the threshold score for graduation. • **August 15, 2015 meeting materials**
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	Annual - December	Annual Report, Legislative Priority	• Board approved a position statement on assessments • Conducted research on Collections of Evidence • **Advocated for legislation to streamline the assessment system by eliminating the Biology EOC and promoting alternatives**

system of accountability.			
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	• Panel discussion of the implementation of the Smarter Balanced assessment at the July board meeting • Achievement and Accountability Workgroup convened June 10, 2015 • **Examined the role of assessments in a Career- and College-Ready framework** • **Student video on assessments** • **Produced a Prezi video on assessments**
3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.	January 2015	Scores Established	• Adopted SBAC suggested cut scores in January • Set cut scores for new assessments aligned to the Common Core State Standards for accountability • **Set cut scores using on assessment alternatives**

Goal 4: Provide effective oversight of the K 12 system.			
Strategy 4.A: Ensure compliance with all requirements for the instructional program of basic education.			
Action Step	**Timeline**	**Measure**	**Notes**
4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance	• Will send on July 31. Will be including advisory on future graduation requirements. • Staff meeting in mid-July on revision of BEA compliance report form. • **Ensured compliance by school districts with basic education requirements** • **Provided data to the Board and the field on BEA compliance and graduation requirements.**
4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.	September 2015	Rule Adoption, Revised FAQ	• Staff have responded to numerous questions by phone and e-mail about instructional hour requirements effective SY 2015-16 • **Provided an interpretive statement to the field on compliance with instructional hour requirements**
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	• Graduation requirements website • **Provided data in a presentation to the Board and a spreadsheet the field on BEA compliance and graduation requirements.**
4.A.4 Review and revise rules for private schools on the private school approval process.	January 2016	Feedback from Private School Advisory Council	• Public hearing scheduled for the July board meeting on proposed private school rules • **Conducted private school approval process** • **Revised rules on private schools**
Strategy 4.B: 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	• This action step will begin in 2016. • **Reviewed rules on 180-day waiver requests**
Strategy 4.C: 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 web site and make public presentations on the authorizer application process.	Annual - Summer	Materials on Web Site, Public Presentations	• Application updated and reposted in May • Visuals posted on schools that have opened and are opening • Jack presentation at NACSA charter conference in Miami • **Posted charter school FAQ to website**
4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing	Ongoing	Website Resources	• Charter schools website updated with maps of charter school approvals and pending applications and table of charter school slots • **Rule-making on charter school rules**

and the state's charter school law.			
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	• Revised the charter authorizer application to make sure it is in alignment with the amended rules and revised for clarity; deleted a repetitive element • Piece "describe how your charter school is different from district schools" • Removed jargon • **Posted new charter school application post-6194**
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	• **Did not receive any applications** • **Executed new authorizing contract with Spokane Public Schools per 2016 charter school legislation**
Strategy 4.D: 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	• Phone meeting on June 12, 2015 with Spokane School District • Memo to Spokane School District • Meeting with OSPI Student Information and Assessment for data
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	• Two meetings of staff and consultant on oversight • **Legal challenge to charter school act caused a pause in the authorizer process**
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	• Meeting with district staff to establish procedures • **Legal challenge to charter school act caused a pause in the authorizer process**

Strategy 4.E: 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	• Testimony on rules at OSPI public hearing. • Notice by August 1 • Receiving reports from Spokane and Commission by November 1 • **Issued McCleary funding position statement**
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	• Our report is due December 1 • Planning stakeholder meetings for July-Aug • **Published annual report on the state's charter schools**
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	• Our report is due December 1. • Planning stakeholder meetings for July-Aug. • **Received, reviewed, and posted authorizer annual report**
Strategy 4.F: 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	• Reforms in the ESSB 5491 report • Reports with background information included in the July board packet
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	• AAW convened June 10. Feedback report included in July packet. • Upcoming report on Indicators of Educational System Health may identify reforms • **Developed a communications plan for stakeholder engagement and reform of the educational system**
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	• AAW convened June 10, 2015. Feedback report included in July packet • ESSB 5491 Indicators of Educational System Health

Strategic plan supplementary documents can be found online at www.sbe.wa.gov/materials.php

EXECUTIVE COMMITTEE ELECTIONS

The SBE will conduct an Executive Committee election at the September 2016 meeting for the following seats:

- Member at-large, one-year term
  Current Officer: Peter Maier
- Member at-large, one-year term
  Current Officer: Connie Fletcher
- Member at-large, one-year term
  Current Officer: Judy Jennings

Member Maier has only served one year as a member at-large and he is eligible to be re-elected for a second term.

Member Jennings is considered to have only served one year as a member at-large and she is eligible to be re-elected for a second term. Prior to her current term, Member Jennings served the remainder of Dr. Kristina Mayer's term as immediate past chair. Per the amended bylaws adopted in January 2015, when the immediate past chair is not available to serve, the board member elected to that position serves as a member at-large. (Art. IV, Sec. 4(3).) Time spent finishing a term due to vacancy does not count toward an officer's term limits. (Art. IV, Sec. 3(4)(b).) The immediate past chair position is considered a member at-large position for the purpose of duties and term limits.(Art. IV, Sec. 3(3)(c).)

The elected members will begin serving on the Executive Committee at the end of the September 2016 meeting.

Action

Prior to the September meeting, members were invited to submit nominations to Member Hughes. The following members have been nominated for the three member at-large positions:

- Holly Koon
- Janis Avery
- Judy Jennings
- Peter Maier

A call for additional nominations will be offered on the morning of September 15 and the elections will take place later that day. Ballots will be provided at the time the election is conducted.

Election ballots are required to be signed per the Public Meeting Act RCW 42.30.060(2).

Bylaws
of the
Washington State Board of Education

Adopted January 15, 2009
Amended January 8, 2015

Bylaws Index

ARTICLE I
Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II
Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

ARTICLE III
Membership and Responsibilities

Section 1. Board composition. The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).

Section 2. Meeting attendance and preparation. Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board's projects and policymaking.

Section 3. External communication. Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

Section 4. Board responsibilities. The board may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

Section 5. Member designation as external group liaison. (1) The board chair may designate an individual member as a liaison to an external group.

ARTICLE IV
Officers

Section 1. Designation. There shall be five officers of the board: the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) (a) The immediate past chair shall serve a term of one-year.

(b) Once the immediate past chair has served her/his one year term, the fifth officer position shall be elected as a member at-large.

Section 3. Officer elections. (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060

(2) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(3) **One-year position.** (a) The member at-large officer positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.

(4) **Vacancies.** (a) Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.

(5) **Ties.** (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.

(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.

Section 4. Duties. (1) **Chair**. The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee and liaison appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair**. The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place and shall serve as a member at-large.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

(5) Members serving as officers of the board may continue to participate in board debates and vote on business items.

ARTICLE V
EXECUTIVE COMMITTEE

Section 1. Executive committee. (1) (a) The executive committee shall consist of the chair, the vice chair, two members at-large, and the immediate past chair, if available, or third member at-large as elected.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

(6) Agendas for each meeting of the executive committee shall be provided to all board members prior to each executive committee meeting.

(7) Minutes for each meeting of the executive committee shall be provided to all board members promptly after each executive committee meeting.

ARTICLE VI
Meetings

Section 1. Regular meetings. (1) The board shall hold regularly scheduled meetings, including an annual planning meeting, and other special meetings as needed at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act.

Section 2. Agenda preparation. (1) The agenda shall be prepared by the executive committee in consultation with the executive director.

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair, or executive director at the direction of the chair, will give final approval of all items and changes that will appear on the agenda at a board meeting prior to being sent to board members.

(4) The full agenda, with supporting materials, shall be provided to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) The board chair may modify the agenda and items as needed following finalization and provision to board members.

(6) (a) If a member proposes a new agenda item (as described in subsection 2) and it is not included on the final agenda, any member may bring the agenda item for consideration to the board.

(b) If the board passes a motion in support of including the agenda item, the item shall be included on the agenda at a future meeting.

Section 3. Board action. (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present in person, or by telephone or video telecommunications, to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the voting members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or video telecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair. A roll call vote shall be conducted upon the request of an individual member or the chair.

(5) All regular and special meetings of the board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

Section 4. Consent agenda. (1) Routine matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items shall be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be added to the regular agenda for further consideration.

Section 5. Parliamentary Authority. The rules contained in the current edition of ***Robert's Rules of Order Newly Revised*** shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

ARTICLE VII
Committees

Section 1. Designation. (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board.

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) The board chair or executive director shall inform the board of the formation of any committee and of the appointment of members to that committee.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

ARTICLE VIII
Executive Director

Section 1. Appointment. The board may appoint an executive director.

Section 2. Duties. (1) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(2) The board shall establish or modify a job description for the executive director, as needed.

Section 3. Annual evaluation. (1) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(2) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director. If available, the vice chair shall participate in the communication.

Section 4. Compensation of the executive director. The rate of compensation and terms of employment of the executive director shall be subject to the prior approval of the board at the planning meeting.

Section 5: Termination and discipline of the executive director. (1) Decisions regarding the termination and discipline of the executive director shall be subject to the approval of the board.

(2) Decisions regarding the termination and discipline of the executive director may be made at a regular or special meeting if action is required prior to the next scheduled annual planning meeting.

ARTICLE IX
Amending Bylaws

Section 1. Amending bylaws.

(1) These bylaws may be amended only by a two-thirds affirmative vote of the voting board members present at the meeting.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

Section 2. Suspending bylaws. These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Equity Discussion – Review of Potential Next Steps as a Board**
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:	The Board has set aside some time to discuss actions it may take to advance its understanding of equity issues in the K-12 system.
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics / Other ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will spend some time on Thursday morning discussing potential next steps in advancement of its understanding of equity issues in the K-12 system. This time is reserved to reflect upon discussions had during the Retreat, including how members define equity and how the board operationalizes a definition in its policy work. For the Board's review, a copy of the Oregon Education Investment Board's Equity Lens document is included in the packet. The 7-page document includes definitions, goals, and a series of underlying assumptions used by the OEIB and the State Department of Education in its work.

EQUITY LENS FACILITATION TOOL

EQUITY LENS BELIEFS

This tool was vetted by more than 60 organizations and individuals throughout the state, including high school students. Feedback from the organizations added clarity and guided the development our core beliefs which we've summarized below.

- Every student has the ability to learn
- Speaking a language other than English is an asset
- Special Education Services are an educational responsibility
- Students previously described as "at risk" are the best opportunity to improve outcomes
- Intentional, proven practices must be implemented to return out of school youth to an educational setting
- Supporting great teachers is important
- Ending disparities and gaps in achievement begin in quality delivery
- Resource allocation demonstrates priorities and values
- Shared decision making with communities will improve outcomes
- All students should have access to information about future opportunities
- Community colleges and universities play a critical role in serving diverse, rural and ELL communities
- Rich history and culture is an asset to celebrate

EQUITY LENS GUIDING QUESTIONS

Objective: By utilizing the Equity Lens, we aim to provide a common vocabulary and a guide for decision making. These core questions can guide your work and strategic planning.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance the 40/40/20 goal?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

CHIEF EDUCATION OFFICE

Building a culture of equity requires asking questions through an equity lens and creating meaningful space for dialogue to ensure that programs, policies and systems built are done so in a manner in which each learners needs are met.

Education Investment Board:

Equity Lens

OEIB Vision Statement

To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.

OEIB Equity Lens: Preamble

The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiriting rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output[1] and these losses are compounded every year we choose not to properly address these inequalities.

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[1] Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* www.all4ed.org

The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."

We believe that the students who have previously been described as "at risk," "underperforming," "under-represented," or minority actually represent Oregon's best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in (student) learning."[2] An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Purpose of the OEIB Equity Lens: The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators focused on equity for meaningful contributions to society. The **equity lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

Oregon Educational Investment Board Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that education is a fundamental aspect of Oregon's ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.[3] Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

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[2] Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement. P. 238.*

[3] Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

The following questions will be considered for resource allocation and evaluating strategic investments:

1. **Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
2. **Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
3. **How does the investment or resource allocation advance the 40/40/20 goal?**
4. **What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
5. **How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
6. **How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
7. **How are you collecting data on race, ethnicity, and native language?**
8. **What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

Definitions:

Equity: in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Achievement gap: Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status.

Race: Race is a social – not biological – construct. We understand the term "race" to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology "people of color" or "communities of color" (or a name of the specific racial and/or ethnic group) and "white."

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.[4]

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.[5]

[4] (The Opportunity Gap (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

[5] Ladson-Billings, Gloria (1994). The Dreamkeepers: Successful Teachers of African American Children.

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Public Hearing on Proposed Amendment to WAC 180-51-115
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 Board wish to adopt the proposed amendment to WAC 180-51-115, taking into consideration any testimony or comment by the public from the public hearing conducted on September 7 in Olympia and on September 15 in Stevenson? The Board will consider adoption of the amendment at the November 2016 meeting.
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Included in this packet is the State Register filing for this proposed amendment, WSR 16-16-126. The filing includes information from the CR-102 (Notice of Proposed Rules), the fiscal impact statement prepared by the Office of the Superintendent of Public Instruction, and the proposed amendment. Adoption of the proposed amendment will be an action item at the November 2016 Board meeting.

WSR 16-16-126
PROPOSED RULES
STATE BOARD OF EDUCATION
[Filed August 3, 2016, 11:48 a.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 13-17-077.

Title of Rule and Other Identifying Information: WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs.

Hearing Location(s): Brouillet Room, Old Capitol Building, 600 Washington Street S.E., Olympia, WA 98504, on September 7, 2016, at 4:20 p.m.; and at the Skamania Lodge, Jefferson Room, 1131 S.W. Skamania Lodge Way, Stevenson, WA 98648, on September 15, 2016, at 9:00 a.m.

Date of Intended Adoption: November 10, 2016.

Submit Written Comments to: Linda Drake, P.O. Box 47206, Olympia, WA 98504-7206, e-mail linda.drake@k12.wa.us, fax (360) 664-3631, by September 8, 2016.

Assistance for Persons with Disabilities: Contact Denise Ross by September 8, 2016, TTY (360) 644-3631 or (360) 725-6025.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of amending the existing rule is to clarify that students in a program for special education services are not exempted from participating in the state assessment system.

Reasons Supporting Proposal: The state board of education (SBE) office receives multiple telephone inquiries per year regarding this rule suggesting that educators around the state are confused by the current language of the rule.

Statutory Authority for Adoption: RCW 28A.230.090.

Statute Being Implemented: RCW 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, Implementation, and Enforcement: Ben Rarick, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, (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:** Procedures for granting high school credits for special education students.	**Agency:** SDF - School District Fiscal Impact - SPI.

Part I: Estimates: No fiscal impact, WAC 180-51-115 changes a reference from the phrase "from the certificate of academic achievement graduation requirement under RCW 28A.655.060(3)" to "from a student's participation in the statewide academic system." This change of reference does not create additional costs for school districts.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: No estimated expenditures.

Estimated Capital Impact: No estimated capital impact.

A copy of the statement may be obtained by contacting Thomas J. Kelly, Old Capitol Building, 600 Washington Street S.E., Olympia, WA, phone (360) 725-6031, e-mail Thomas.kelly@k12.wa.us.

A cost-benefit analysis is not required under RCW 34.05.328.

August 3, 2016
Ben Rarick
Executive Director

AMENDATORY SECTION (Amending WSR 07-07-051, filed 3/14/07, effective 4/14/07)

WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs.

(1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures may provide for:

(a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty-one years of age;

(b) A special education program in accordance with chapter 28A.155 RCW if the student is eligible; and

(c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.

(2) ((~~Unless otherwise prohibited by federal or state special education laws, such procedures may not provide for exemption from the certificate of academic achievement graduation requirement under RCW 28A.655.060 (3)(c).~~)) Such procedures may not provide an exemption from a student's participation in the statewide assessment system.

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Title:	**Public Hearing on Proposed Amendments to WAC 180-18-055**
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:	Are there changes Board members wish to make to the proposed amendments to WAC 180-18-055 (Alternative high school graduation requirements), based on public testimony offered at the public hearings conducted on September 7 in Olympia and on September 15 in Stevenson?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	At the July 2016 meeting the Board approved the filing of proposed rule amendments, with directed changes, to WAC 180-18-055 (Alternative high school graduation requirements). The proposed rules were filed with the Office of the Code Reviser on August 3, with a CR-102 (Notice of Proposed Rules) and the fiscal impact statement prepared by the Office of Superintendent of Public Instruction per RCW 28A.305.135. In your packet is the State Register filing, WSR 16-16-127, for public hearing, including the CR-102, the proposed rules, and the fiscal impact statement. Adoption of the proposed rules will be an action item at the November 2016 board meeting.

WSR 16-16-127
PROPOSED RULES
STATE BOARD OF EDUCATION
[Filed August 3, 2016, 11:48 a.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 16-13-056.

Title of Rule and Other Identifying Information: WAC 180-18-055 Alternative high school graduation requirements.

Hearing Location(s): Brouillet Room, Old Capitol Building, 600 Washington Street S.E., Olympia, WA 98504, on September 7, 2016, at 4:40 p.m.; and at 1131 Skamania Lodge Way, Stevenson, WA 98648, on September 15, 2016, at 9:15 a.m.

Date of Intended Adoption: November 10, 2016.

Submit Written Comments to: Jack Archer, Old Capitol Building, 600 Washington Street S.E., Olympia, WA 98504, e-mail jack.archer@k12.wa.us, fax (360) 586-2357, by September 5, 2016.

Assistance for Persons with Disabilities: Contact Denise Ross by September 2, 2016.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: 1. Correct obsolete references and statutory citations, and delete certain unnecessary provisions.

2. Add clarity and specificity to the requirements for an application for a waiver under this section. Establish separate and additional requirements for application for renewal of a waiver under this section for additional years.

3. Make clear that a request for waiver under this section must come from a school district and not an individual high school, though the intent may be to implement it for an individual high school.

4. Establish a due date for submission of a waiver application under this district in relation to the scheduled meeting of the state board of education (SBE) at which it will be considered.

5. Establish criteria for evaluation of a waiver request, and for evaluation of a request for renewal of an existing waiver.

6. Condition the eligibility of a waiver request under this section for a school that has been identified by the superintendent of public instruction as persistently lowest-achieving.

7. Set a due date for the annual report that must be submitted to SBE by a school district that has received a waiver under this section.

Statutory Authority for Adoption: RCW 28A.305.140.

Statute Being Implemented: RCW 28A.305.140.

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 Capitol Building, Room 253, 600 Washington Street, Olympia, WA, (360) 725-6035; Implementation and Enforcement: Ben Rarick, Old Capitol Building, Room 253, 600 Washington Street, Olympia, WA, (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:** Alternative high school graduation requirements.	**Agency:** SDF - School District Fiscal Impact - SPI.

Part I: Estimates: Fiscal impact is indeterminate.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Expenditures From: Indeterminate.

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.*

WAC 180-18-055(3) states that a district's request for a waiver must include "any supplemental information and documentation as may be required by the state board of education."

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.

Since we do not know what supplemental information and documentation may be required by SBE as part of a district's application process, the fiscal impact of these rule changes is indeterminate.

Part III: Expenditure Detail:

III. A – Expenditures by Object or Purpose: Indeterminate.

Part IV: Capital Budget Impact: None.

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

A cost-benefit analysis is not required under RCW 34.05.328.

August 3, 2016
Ben Rarick
Executive Director

AMENDATORY SECTION (Amending WSR 04-23-006, filed 11/4/04, effective 12/5/04)

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)~~)) (1) 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 for a high school from one or more of the requirements of ((~~chapter 180-51~~)) WAC 180-51-067 or 180-51-068.

((~~(3)~~)) (2) The state board of education may grant the waiver for a period up to four school years.

((~~(4)~~)) (3) 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.~~)) request for a waiver under this section must include a completed application, a resolution adopted by the district board of directors and signed by the board chair or president and the district superintendent, and any supplemental information and documentation as may be required by the state board of education. The resolution must identify the provisions of WAC 180-51-067 or 180-51-068 requested to be waived and the high school for which the provisions would be waived, and state the educational purposes for requesting that they be waived.

((~~(5)~~)) (4) 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.~~)) state board of education will develop and post on its public web site an application form for use in requesting a waiver under this section. A completed application must provide at a minimum the following information:

(a) Identification of the specific provisions of WAC 180-51-067 or 180-51-068 proposed to be waived;

(b) Identification of the high school and the school years for which the provisions would be waived;

(c) Identification of the indicators of student performance at the school that motivate the request for the waiver;

(d) Identification and discussion of the educational purposes to be pursued under the waiver plan;

(e) Identification of the measurable goals for improved student achievement proposed to be attained under the waiver plan;

(f) An explanation of why waiver of the provisions named in (a) would increase the likelihood of reaching or making significant progress toward the goals over the term of the waiver plan;

(g) A description of the instructional plan to be used to reach the goals for improved student achievement;

(h) An explanation of why successful implementation of the proposed instructional plan requires waiver of the provisions named in (a) of this subsection.

(i) Identification of the measures and metrics that will be used to determine the degree to which the goals of the waiver for student achievement are being met and identify needs for any changes in the waiver plan;

(j) Evidence of support for the waiver plan by families and the community;

(k) A description of how the district will keep families and the community informed of any changes in implementation of the waiver plan and of progress toward meeting the goals of the waiver for student achievement.

The board resolution, completed application, and any supplemental materials must be submitted to the state board of education in electronic form no later than forty days prior to the meeting of the state board of education at which the request for the waiver will be considered.

((~~(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.~~)) (5) A waiver granted under this section may be renewed on a request of the school district board of directors to the state board of education. Before submitting the renewal request, the school district must conduct at least one public meeting to evaluate and provide opportunity for public comment on the educational program that was implemented as a result of the original waiver. The renewal request to the state board shall include a description of the programs and activities implemented under the waiver plan, a description of any changes made in or proposed to the original waiver plan and the reasons for such changes, evidence that students in advanced placement or other

postsecondary options programs have not been disadvantaged by the waiver, and a summary of the comments received at the public meeting or meetings. In addition to the requirements set forth in subsections (3) and (4) of this section, an application for renewal of a waiver shall include documentation that the school is making significant progress toward the goals for student achievement enumerated in the prior application, as demonstrated by indicators, disaggregated by major student subgroup, such as:

(a) Student performance on statewide assessments and any district- or school-based assessments of student learning;

(b) Adjusted five-year cohort graduation rate for the last three school years;

(c) Follow-up employment data for the students in the school's last three graduating classes as may be collected by the school or district;

(d) Participation in postsecondary education and training by the school's last three graduating classes;

(e) Any other documentation or data that indicates significant progress in student achievement, especially if data described in (a) through (d) of this subsection are not available at the time of application.

((~~(7)~~)) (6) A waiver from one or more of the requirements of WAC ((~~180-51-060~~)) 180-51-067 or 180-51-068 may be granted only if the district ((~~or school~~)) provides documentation ((~~and rationale~~)) that any noncredit-based graduation requirements that will replace the requirements of WAC 180-51-067 or 180-51-068 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,~~)) essential academic learning requirements as developed and periodically revised by the superintendent of public instruction and ((~~the noncredit based requirements~~)) meet the ((~~minimum college core admissions standards~~)) college academic distribution requirements as ((~~accepted~~)) approved by the ((~~higher education coordinating board~~)) Washington student achievement council for students planning to attend a baccalaureate institution.

(7) In the event that the superintendent of public instruction shall determine that the required action plan developed and submitted to the state board of education under RCW 28A.657.050 for a school identified as a persistently lowest achieving school requires compliance with WAC 180-51-067 or 180-51-068, any waiver granted under this section to a district for such a school shall be terminated by the state board of education upon notification of the state board and the district by the superintendent.

(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.~~)) The state board of education shall evaluate a request for a waiver under this section based on whether:

(a) The district has clearly set specific, quantifiable goals for improved student achievement to be attained through implementation of the waiver plan;

(b) The district has described in detail the instructional plan to be implemented to reach the goals for student achievement;

(c) The district has detailed the measures and metrics through which it will determine the extent to which the goals of the waiver are being attained;

(d) The district has provided a clear explanation, supported by research evidence or best practice, of why the proposed instructional plan is likely to be effective in achieving the specified goals for student achievement;

(e) The district has clearly explained why waiver of the specific provisions of WAC 180-51-067 and 180-51-068 named in subsection (5)(a) of this section is necessary for the successful implementation of the instructional plan;

(f) The district has submitted evidence to show that the instruction to be provided to students under the waiver plan is aligned with Washington state learning standards under RCW 28A.655.070; and

(g) The district has presented evidence of support for the waiver plan by families and the community.

(9) In addition to the requirements of subsection (8) of this section, the state board of education shall evaluate a request for a renewal of a waiver under this section for additional years based on the following:

(a) The progress of the school to which the waiver applies in reaching the goals for student achievement set forth in the prior application, as measured by the indicators identified in subsection (4)(i) of this section;

(b) The five-year adjusted cohort graduation rate of the school for the last three years;

(c) Any available data on postsecondary employment and participation in postsecondary education by students who graduated or will graduate during the term of the current waiver;

(d) Performance by the school during the term of the current waiver on indicators in the Washington achievement index developed by the state board of education under RCW 28A.657.110; and

(e) Evidence of support from families, teachers, district and school administrators, and the community for continuation of the waiver of the specified provisions of WAC 180-51-067 or 180-51-068 for the additional years requested.

((~~(9)~~)) (10) The state board of education shall notify the state board for community and technical colleges, the ((~~higher education coordinating board~~)) Washington state achievement council and the council of presidents of any waiver granted under this section.

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

(11) (((~~Any~~)) A ((~~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, no later than July 31 of each year, on the progress and effects of implementing the waiver.

Reviser's note: The typographical errors in the above section occurred in the copy filed by the agency and appear in the Register pursuant to the requirements of RCW 34.08.040.

Reviser's note: RCW 34.05.395 requires the use of underlining and deletion marks to indicate amendments to existing rules. The rule published above varies from its predecessor in certain respects not indicated by the use of these markings.

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Title:	Setting Certificate of Individual Achievement Threshold Scores for the Math and English Language Arts Collections of Evidence
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:	From the perspective of a citizen board, does the process for setting the Certificate of Individual Achievement threshold scores on the math and English language arts collections of evidence seem reasonable and fair for students?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Students receiving special education services may meet their assessment requirement for graduation through multiple assessment options. Students who meet their requirement through such an assessment options earn a Certificate of Individual Achievement (CIA). These options include meeting a CIA threshold score on the state standardized assessment or the collection of evidence. (Formerly, this option was the Basic or Level 2 option.) At the September 2016 meeting, the Board will consider approval of a CIA threshold score for the math and English languauge arts collection of evidence. Similarly to the graduation level score the Board approved for the math and English Language arts collections of evidence at the August 2016 Board meeting, the Office of the Superintendent of Public Instruction will propose CIA scores that are based on an "equal impact" approach, as directed by the SBE's January 2015 position on assessment (http://www.sbe.wa.gov/documents/BoardMeetings/2015/Jan/ExhibitA_PositionStatementonAssessments.pdf). A new score is needed because the Collection of Evidence assessment has changed to align with new learning standards. The new score does not represent a greater or lesser level of difficulty for meeting the CIA requirement. More information about collections of evidence may be found at: http://www.k12.wa.us/assessment/GraduationAlternatives/CollectionofEvidence.aspx. More information about the CIA score option may be found at: http://www.k12.wa.us/assessment/GraduationAlternatives/HSPE-MSP-COEBasic.aspx **Board meeting materials from OSPI were not provided in time to be included in this packet. A brief recorded presentation will be available to members prior to the meeting, and time for questions and answers with OSPI staff is scheduled on the agenda of the meeting.**

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Title: Executive Director Update

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:

The Executive Director Update presents an opportunity to review a variety of timely policy issues impacting the Board's deliberations.

Possible Board Action:

- ☒ Review
- ☐ Approve
- ☐ Adopt
- ☐ Other

Materials Included in Packet:

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

Synopsis:

During this segment, the Board will receive updates on the following topics

- Education System Health Report – Process & Timelines
- Education Funding Task Force & *McCleary* Update
- SBE Proposed 17-19 Core Agency Budget
- Potential Rulemaking on 180-Day Waiver Criteria
- Other Sundry Items as Time Allows

POLICY BRIEFING

LEGISLATIVE EDUCATION FUNDING TASK FORCE (E2SSB 6195, 2016)

The 2016 Legislature created the Education Funding Task Force to continue the work of the Governor's informal work group on implementing the program of basic education.

Work to-date:
Since the legislative session ended, the Task Force has met four times. Task Force members discussed the Washington State Institute for Public Policy's (WSIPP) implementation of SB 6195's mandate to engage an independent consultant to collect and analyze school staff compensation and labor market data. WSIPP selected Third Sector Intelligence (3SI) in partnership with the Edunomics Lab at Georgetown University; WSIPP subsequently presented its the draft data collection plan for each of the required components of the study.

Task Force staff presented follow-up data on salary spending by school districts, focusing on regional differences in additional salary – striking, particularly for certificated and administrative staff. A school district panel made a presentation to the Task Force on basic and non-basic education spending and salary spending, and presentations on collective bargaining by school districts and health benefits.

The Task Force put forth a *Request for Proposed Solutions from the Public: Recommendations to the Legislature on Implementing the Program of Basic Education as Defined in Statute* and in response has received 87 pages of combined input from ten sources to-date. The initial July 31 deadline has been extended to September 11.

Supreme Court order 84362-7 stipulates that on September 7, the *McCleary* parties report to the Supreme Court, at which time the Court will determine whether further sanctions should be made. The Supreme Court ordered the State to provide specific and detailed answers to the following:

a) Whether the State views the 2018 deadline as referring to the beginning of the 2017-2018 school year, to the end of the 2017-2018 fiscal year, to the end of2018, or to some other date;
b) Whether E2SSB 6195, when read together with ESHB 2261 and SHB 2776, satisfies this court's January 9, 2014, order for a plan and, if not, what opportunities, if any, remain for the legislature to provide the plan required by that January 9, 2014, order;
c) The estimated current cost of full state funding of the program of basic education identified by ESHB 2261 (RCW 28A.150.220) and the implementation program established by SHB 2776, including, but not limited to, the costs of materials, supplies, and operating costs; transportation; and reduced class sizes for kindergarten through third grade and all-day kindergarten, with the costs of reduced class sizes and all-day kindergarten to include the estimated capital costs necessary to fully implement those components and the necessary level of staffing;
d) The estimated cost of full state funding of competitive market-rate basic education staff salaries, including the costs of recruiting and retaining competent staff and professional development of instructional staff;
e) The components of basic education, if any, the State has fully funded in light of the costs specified above;

f) The components of basic education, including basic education staff salaries, the State has not yet fully funded in light of the costs specified above, the cost of achieving full state funding of the components that have not been fully funded by the deadline, and how the State intends to meet its constitutional obligation to implement its plan of basic education through dependable and regular revenue sources by that deadline;
g) Whether this court should dismiss the contempt order or continue sanctions; and
h) Any additional information that will demonstrate to the court how the State will fully comply with article IX, section 1 by 2018.

Supreme Court order 84362-7 allows for the State to submit a brief addressing the matters specified above by August 22; in which case, Plaintiffs could file an answer by August 29, and the State could file a reply by September 2. The State did indeed submit a brief on August 22. The State's brief finds that the state will need to increase expenditures by an estimated $261.6 million in fiscal year 2018 (in the 2017-19 biennial budget) to make the expenditures necessary to fund the K-3 class size required by SHB 2776 in the 2017-18 school year. The brief contends that ESSB 6195 constitutes the plan required by the court for achieving compliance with the remaining requirement of *McCleary*, which is to determine the cost of fully funding competitive salaries for staff implementing the state's program of basic education and provide that funding. "The State has submitted a plan. It has purged contempt. There is no further plan to compel," it states, "and thus no justification for the sanction to continue. The Court should dissolve the contempt order and terminate the imposition of sanctions." Plaintiff filed a response on August 29. The State is expected to file a reply by September 2.

This same Supreme Court order required any motions to file amicus briefs be filed by August 3; four such motions were filed (Columbia Legal Services – which includes several organizations, ARC of WA – which includes ten organizations, OSPI, and Washington Paramount Duty). The Court approved amicus briefs by all but the first of these entities, and they were submitted to the Court on August 29.

Pending work between now and the 2017 Legislative session:
WSIPP's consultant(s) will, pursuant to E2SSB 6195, provide an interim report by September 1 and a final report by November 15. In September, the Task Force will meet twice; 6 and 21. The primary purpose of the September meetings is to give the members time to interact with the contractors as they present the preliminary information from school districts, and with PESB as it reports teacher shortage data.

During the final quarter of 2016, the Task Force will discuss, prioritize, and make final recommendations to the Legislature regarding implementing the program of basic education as defined in statute, including recommendations for compensation that is sufficient to hire and retain the staff funded under the statutory prototypical school funding model and an associated salary allocation model, including whether and how future salary adjustments and a local labor market adjustment should be incorporated. Other issues the Task Force is required to make recommendations on:

- Sources of state revenue to support the state's statutory program of basic education
- Whether additional state legislation is needed to help school districts to support increased facility and staffing costs of state funded all-day kindergarten and K-3 class size reduction;
- Improving or expanding existing educator recruitment and retention programs;
- Local maintenance and operations levies and local effort assistance;
- Local school district collective bargaining;
- Clarifying the distinction between basic education and local enrichment services;
- Required district reporting, accounting, and transparency of data and expenditures; and
- The provision and funding method for school employee health benefits.

Current back and forth between the Legislature and Supreme Court makes this iteration of an education funding "group" particularly unique compared to previous iterations. The Supreme Court, in its most recent order request for a September 7 briefing, clearly states that the 2017 session represents the last chance for the Legislature to devise a solution. Legislators are mixed on the Supreme Court's involvement; some see the pressure as positive and others believe school funding is not the Court's purview, rather the Legislature's.

Policy Considerations

The chief issue will likely be determining how to fund the Task Force's recommendations. The final report is anticipated to focus heavily on employee compensation, particularly salary, and discussion as to whether the state should assume more of this cost. This is the primary perceived deficiency. Another key question will likely be how to address districts "grandfathered" in terms of local levy authority.

These issues are of import to the Board. The Board may wish to have conversations regarding what portions of salaries the state should pay to meet its constitutional obligation. The Board may also wish to have conversations regarding the likely benefits, i.e., what outcomes the public can expect if the Legislature more fully funds education, as well as what increased control or influence might the state have over school district expenditures. Another issue of possible import is whether funding educator professional development is a Board priority.

Staff will attend the Education Funding Task Force meeting on September 6 and *McCleary* oral arguments in the Supreme Court on September 7, and will update the Board during its retreat.

If you have questions regarding this memo, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

THE WASHINGTON STATE BOARD OF EDUCATION

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

DRAFT

August 30, 2016

Rachelle Sharpe, Acting Director
Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98502

Dear Ms. Sharpe:

As you are aware, RCW 28A.150.550 (ESSB 5491, C 282 L 2013) tasked the State Board of Education with working on statewide indicators of educational system health, with assistance from a number of peer agencies. The Board has undertaken this work in the past in collaboration with representatives through our Achievement and Accountability Workgroup (AAW). This group has met and discussed ambitious but achievable education goals for our system, and the funding and program challenges inherent in achieving them.

The legislation calls for a report in each even-numbered year outlining "the status of each indicator," and annual progress toward goal attainment. When goals are not on track, the report must recommend "evidence-based reforms" to improve attainment in that area.

While our respective staff work on the data elements, I believe it is also important for the leadership of our boards and agencies to discuss the ultimate message we want to send with these goals – a message I hope will convey values of educational system alignment and an overall belief that all children can achieve college and career-readiness, given the right supports and resources. To prepare for this discussion, Board staff have assembled some data tables and graphics associated with the Report here, and a copy of the 2014 report can be reviewed here.

I would like to invite a representative of your Board to join the State Board of Education's November 9 meeting in Vancouver, WA, where our Chair, Ms. Isabel Muñoz-Colón, hopes to facilitate a discussion about how our organizations wish to proceed with the messaging of this report. Your in-person attendance is preferred as the Vancouver facility is not ideal for conference call participation, but I can have staff explore other options in the event you are unable to send a representative. In advance of this date, I anticipate staff being able to collaborate early in the process to refine the data and seek general input. In advance of the November meeting, there should be draft outline for review, and a list of questions to frame our important discussion.

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

Please email Denise Ross, the Board's executive assistant, at denise.ross@k12.wa.us with information about who on your staff you wish to be involved in this work and who may be attending the November meeting on your Board's behalf. We look forward to this opportunity to collaborate with your agency.

Sincerely,

Ben Rarick
Executive Director

Attachment

Text from relevant section of RCW 28A.150.550 -- SB 5491 (2013)

(5)(a) The state board of education, with assistance from the office of the superintendent of public instruction, the workforce training and education coordinating board, the educational opportunity gap oversight and accountability committee, and the student achievement council, shall submit a report on the status of each indicator in subsection (1) of this section and recommend revised performance goals and measurements, if necessary, by December 1st of each even-numbered year, except that the initial report establishing baseline values and initial goals shall be delivered to the education committees of the legislature by December 1, 2013.

(b) If the educational system is not on target to meet the performance goals on any individual indicator, the report must recommend evidence-based reforms intended to improve student achievement in that area.

(c) To the extent data is available, the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington. If comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the indicator in question.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Option One BEA Waivers: Current Requests

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:

Should each of the requests presented for waiver of the basic education requirement of a minimum 180-day school year be approved? If not, what are the reasons not to approve, based on the criteria for evaluation in board rule, and what deficiencies are there in the applications that could be corrected for possible re-submittal of the request at a subsequent board meeting?

Possible Board Action:

- ☒ Review
- ☒ Approve
- ☐ Adopt
- ☐ Other

Materials Included in Packet:

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

Synopsis:

The Board has requests before it from two school districts for waiver of the basic education requirement of a minimum 180-day school year established in RCW 28A.150.220. The districts are Auburn and Reardan-Edwall.

Auburn's request for waiver of three school days for one year was not approved at the Board's July 2016 meeting. Auburn resubmits its request for consideration at the September meeting with a revised application and school board resolution. Auburn's is a renewal request.. Reardan-Edwall requests waiver of four school day for the 2016-17, 2017-18 and 2018-19 school years for professional development of staff. The Board granted Reardan-Edwall a waiver of two school days for three school years in July 2013.

In your packet you will find the district resolutions and applications, copies of WACs 180-18-040 and 180-18-050, and worksheets for evaluation of each request according to the critieria in WAC 180-18-040 (2) and (3)

OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Considerations

Should each of the requests for waiver of the minimum 180-School day requirement for basic education be approved, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, based on the criteria, for denial of the request? Are there deficiencies in the application or documentation of the request that the district might correct for resubmittal at a subsequent board meeting under WAC 180-18-050(2)?

Background: Option One Waivers

The State Board of Education uses the term "Option One" to designate the 180-Day waiver for which any district is eligible under RCW 28A.305.140. This statute authorizes the Board to grant waivers from basic education requirements including the 180-day requirement of RCW 28A.150.220 "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."

WACs 180-18-040 and 180-18-050, initially adopted in 1995, implement this statute. WAC 180-18-040 provides

> 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 180-Day waiver for up to three years. There is no limit on the number of waiver days that may be requested or granted.

In 2012 the Board added subsections (2) and (3) to WAC 180-18-040, establishing criteria to evaluate the need for a new waiver and for continuation of an existing waiver for additional years.

WAC 180-18-050 sets out the procedures a district must follow in applying for an Option One waiver. In addition to the completed waiver application, the district must submit:

- An adopted school board resolution stating how the waiver will improve student achievement and attesting that the district will meet the minimum instructional hour requirement under the waiver plan;
- A proposed school calendar under the waiver plan.
- A summary of the district's collective bargaining agreement with the local education association, stating the number of professional development days, late-start and early-release days, and the amount of other non-instruction time.

If the Board finds deficiencies in the waiver application or required documentation, the district may make corrections and seek approval of the request at a subsequent board meeting.

Summary of Current Requests

Auburn resubmits its request for waiver of three days for the 2016-17 school years. The district has made extensive revisions to the application presented in July to correct deficiencies identified by the Board.

Changes in the application include, in Part A:

- A more specific explanation of the purposes and goals of the proposed waiver plan in item A1.
- A clearer connecting of waiver activities to school improvement plans in A2.
- A more responsive answer to A3, on measurable and attainable goals for student achievement, linked to district dashboards for formative and summative assessments.
- A more specific response in A4 on professional development activities on proposed waiver days, by grade span, aided by a table on district-facilitated activities and the measurements or evidence for each.
- Addition of a detailed table in A5 on the assessments or metrics that will be used to collect evidence of the degree to which the goals of the waiver are attained.
- A more specific response in A6, though because the request is for one year rather than multiple ones, the question is not applicable.
- A revised description in A7 of participation in development of the waiver plan, in different form.
- A clearer and more detailed presentation of information about the collective bargaining agreement with the local education association, in table form.
- Corrections to the tables in A9 and A10.
- A fuller explanation in A11 of the rationale for additional need of waiver days.

Changes in Part B, for a renewal application, include:

- In B1, the activities conducted are added for each of the goals of the waiver days during the 2015-16 school year.
- In B2, results are shown by individual measure and grades for each of the metrics used in the prior waiver plan. The content is similar but the presentation is clearer.
- The response in B3 better distinguishes between the prior waiver plan and the proposed one.
- The content in B4 is more responsive to the question than in the original application.

Reardan-Edwall, a district of about 500 in Spokane County, requests waiver of four days for the 2016-17, 2017-18 and 2018-19 school years for professional development activities. Reardan-Edwall was granted a waiver of two days for three years in July 2013. (The 2016 request was not received within the 40 days stipulated in rule for consideration at the July meeting.) The new waiver plan would allow the district to hold one day of district-wide in-service training per quarter.

The purpose of the waiver plan is professional development of staff, including in-service training in a K-12 format, time for Professional Learning Communities to work across buildings and grades, development of systems for remediation, and sharing of strategies among staff. School improvement plans to be supported by the waiver are 10% growth in any tested area in which under 50% of students are at a passing score, and 5% growth in areas where 50% or more are at passing.

District-wide activities on the four waiver days, the district says, will center on student achievement through a committee structure, with assessment results for the prior year as the starting point. In-

service training will be provided to both certificated and instructional staff on topics such as remediation, growth mindset, working with children suffering from trauma, and alignment of curricula to state standards. Staff will analyze gaps in student achievement. State and local assessments will be used to determine where learning gaps exist, in order to identify needs for changes to curriculum and assignments.

The waiver plan was developed by the district leadership team of teachers and administrators. Principals sought input from parents about the waiver days.

In Part B, Reardan-Edwall says the prior waiver days were used as planned, and that goals of the waiver were met. "Our increases in student achievement are a direct result of time spent working in PLC teams for both the waiver day and any additional PLC late start Mondays." Data are not provided.

The change in the waiver plan is from one full day per year to one full day per quarter. (The second waiver day under the previous waiver was used to attend a regional professional development day on alignment with Common Core State Standards.) The district says it needs additional time to take its staff development model district-wide, which will allow for vertical alignment of curriculum as well as learning initiatives.

Summary Table

School District	Number of Waiver Days Requested	Number of School Years Requested	Purpose of Waiver Request	School Days	Additional Work Days Without Students	New or Renewal Request
Auburn	3	1	Professional development	177	4*	R
Reardan-Edwall	4	3	Professional development	176	6	N

*New teachers receive four additional days of training.

Action

The Board will consider whether to approve the requests for Option One waivers as presented in the district applications and summarized in this memo.

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

AUBURN SCHOOL DISTRICT NO. 408 KING COUNTY, WASHINGTON

RESOLUTION NO. 1225
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Auburn School District Board of Directors "Board" recognizes the importance of educational reform in Washington as set forth with the adoption of the Common Core State Standards, the Next Generation Science Standards, and the reform bill passed by the Washington State Legislature in 2010 that outlines significant changes in the teacher evaluation system;

WHEREAS, the Board has as two of its goals, "Student Achievement" and "Community Engagement," to

- Create conditions for district wide student and staff success.
- Hold school and district accountable for meeting student learning expectations.
- Engage the local community and represent the values and expectations they hold for their schools.

WHEREAS, the Board of Directors of the Auburn School District have extended the 2013-2016 District Strategic Improvement Plan for one additional year to address student academic achievement through targeted professional development, culturally responsive instruction, collaborative engagement with families, and data accountability; and

NOW, THEREFORE, BE IT RESOLVED,

1. There is a need for a waiver from the State Board of Education from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220(3) to allow for three (3) staff professional development days in the 2016-17, 2017-18, and 2018-19 school years;
2. The District will make available to students at least a district-wide average 1,029.25 hours of instructional offerings in each year as set forth in RCW 28A.150.220 and WAC 180-16-200; and
3. That the superintendent is authorized to immediately prepare and submit a renewal waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

Adopted by the Board of Directors of Auburn School District No. 408, King County, Washington at the meeting thereof held this 22nd day of August, 2016.

AUBURN SCHOOL DISTRICT NO. 408

Secretary, Board of Directors

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 required 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.

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	Auburn School District #408
Superintendent	Dr. Alan Spicciati
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
Contact Person Information	
Name	Heidi Harris
Title	Assistant Superintendent Student Learning
Phone	253-931-4950
Email	hharris@auburn.wednet.edu
Application type:	
New Application or Renewal Application	Renewal 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	One (1) Day
School Years	2016-2017 School Year
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	Two half days
Remaining number of half days in calendar	Two half days
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 Auburn School District is requesting a waiver to provide additional time to support our teachers and administrators in strengthening data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increasing collaborative engagement with families. These additional days will also provide opportunity for teachers, administrators and families to be a part of developing the new 2017-2020 District Strategic Plan.

The goals are aligned with our 2013-2016 District Strategic Improvement Plan and the 2016-2017 School Board Stated District Goals. Our new Superintendent, Dr. Alan Spicciati, along with the School Board, Cabinet, principal leadership, and other stakeholders determined to extend the timeline of our current strategic plan for one additional year. Although many aspects of the Strategic Plan had been accomplished, several areas need additional time and support to accomplish. Because the Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement and the foundation for transformation and cultural change necessary to address the academic success for all students, the extension of our plan is essential before taking on a new three year plan.

Goal One—Student Achievement (2013-2016 DSIP)

All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

- **(2016-2017 Board Stated District Goals- Standard III)** Create conditions district wide for student and staff success.
- **(2016-2017 Board Stated District Goals- Standard IV)** Hold school district accountable for meeting student learning expectations.

Goal Two—Community Engagement (2013-2016 DSIP)

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

- **(2016-2017 Board Stated District Goals- Standard V)** Engage the local community and represent the values and expectations they hold for their schools.

Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click Here - 2016-2017 Board Stated District Goals
Click here –Dashboard – 2013-2016 District Strategic Improvement Plan Progress Reports

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 provides the additional time for professional development and data analysis that is goal-oriented in the areas outlined in the District Strategic Plan and Board Stated

District Goals (above) and are articulated in detail in school improvement plans to strengthen instructional practices and increase collaborative engagement with families.

Every School Improvement Plan is required to be aligned to the District Strategic Plan and Board Stated District Goals. All waiver day activities must directly connect to one of 3 goal areas in the specific School Improvement Plan and to the District Improvement Plan. Every school plan must have three goal areas; Goal 1 includes SMART goals specific to building identified gaps in the area of English Language Arts; Goal 2 includes SMART goals specific to building identified gaps in the area of Mathematics and the Goal 3 includes SMART goals specific to building identified gaps in a nonacademic area (such as parent engagement or building climate). The waiver day activities will allow teachers and administrators to participate in goal oriented professional development and data analysis activities.

Click Here – SIP – School Improvement Plans
Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click here –Dashboard – 2013-2016 District Strategic Improvement Plan Progress Reports

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.**

The goals of the waiver for Auburn School District are to strengthen instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices, and increasing collaborative engagement with families. The District Strategic Plan includes measurable indicators of progress towards obtaining the district goals. Progress on benchmark data is monitored three times a year in large-scale data meetings at the building level and reported to the board in the District Strategic Improvement Plan Progress Reports.

Goal 1 of the District Strategic Plan includes the measurable indicator of decreasing number of “At-Risk” learners at all grade levels. Dashboards include district formative assessments, student academic achievement at semester end, enrollment in accelerated courses and performance on state assessments. Dashboards for district formative assessments and student academic achievement can be found at http://www.auburn.wednet.edu/Domain/49 (data found here).Course corrections are made in the professional development plans which align to school and district improvement plans. See Part B.

Additionally, progress toward school goals are monitored and measured during School Improvement and Professional Learning Community presentations to the School Board. At each regularly scheduled board meeting one school brings their team to the meeting, presents their work and provides a progress update. Presentations contain goals, data, strategies, and professional development related to the plan. School Board Directors have a dialog with the teams about their successes and challenges as well as next steps.

Click Here School Board Presentation Schedule
Click Here School Improvement Plan Board Presentation Example
Click Here Professional Learning Community Board Presentation Example

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.**

Based on the trends in data dashboards the district will offer goal-oriented professional development for teachers and/or teacher teams which are varied by need to strengthen their

instructional skills. Professional Development Activities by grade span level are listed below.

District Facilitated

Level	Professional Development Activities	Measurement/Evidence
PK-2	Print Awareness, Phonemic Awareness, Phonics, Fluency, Written and Oral Language	See DIBELS Dashboards for evidence of improvement in this goal area
3-5	Multi syllabic Decoding, Vocabulary, Math Fact Fluency, Problem Solving CCSS and NGSS Curriculum Alignment	See MAP Reading and Math Dashboards See SBA/MSP Dashboards
6-8	Summary, Research, Problem Solving, CCSS and NGSS Curriculum Alignment, Formative/Summative Assessment Design, Student Engagement Strategies (See MAP, SBA/MSP Dashboards)	See MAP, SBA/MSP Dashboards
9-12	Summary, Research, Problem Solving, CCSS and NGSS Curriculum Alignment, Formative/Summative Assessment Design, Student Engagement Strategies	See Credit Attainment, SBA/HSPE/EOC Dashboards

Additionally, buildings will utilize waiver days to work by grade span or content areas to complete data analysis (DIBELS, MAP, Common Formative Assessments, ICAs or IABs) and/or professional development related to the topics above. After each waiver day schools will complete a post waiver day report detailing the activities they conduct to meet their School Improvement goals and improve teacher practice.

The district level and building level activities work in tandem to create a tiered support system which strengthens teacher practice at the classroom level and results in student achievement. The district focuses on professional development to support the foundational skills for teachers by grade span. The building focuses on meeting the diverse needs of student groups based on data and works to provide more specific professional development for their staff.

Click Here – School Board – Stated Goals for the District
Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click here – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Reports
Click Here - Waiver Day reporting form

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 School Board Goals, District Strategic Improvement Plan, and School Improvement Plan requires on-going progress monitoring of our students in early literacy skills, reading and mathematics. Using the PLC process in weekly meetings, information from benchmark data is made actionable at the classroom level by using local formative assessments and answering PLC questions 1-4.
Q1 – What do we want our students to know and be able to do?
Q2 – How will we know when they have learned it?
Q3 – What will we do when our students don't learn it?
Q4 – What will we do to accelerate students who already know it?

Both the large scale data analysis and the more frequent PLC work are essential for the system to be responsive to student need and set the direction for professional development at the district and building level. The details of the systems work both in data and professional development take place on Waiver Days.

The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

Grade Levels Measured	Data Type	Source	Specific Measures and Summative Targets	What question will this data help answer?	When? How often? Who Collects?	Who reviews & reflects on the data to inform next steps?
K-5	Formative	DIBELS	Phonics And Fluency	Results are disaggregated by subgroup to determine which students need more time and support and which students are ready for enrichment	September – June Progress Monitoring Teachers	Teachers/ Principals/ Parent/ Students
K-5	Summative	DIBELS	Phonics And Fluency		Nov – Feb – June Benchmark Teachers	Teachers/ Principals/ Parent/ Students
3-8 and 10	Formative	NWEA MAP	ELA and Math		Fall – Winter – Spring Teacher	Students/ Teacher
2-10	Formative	Various Locally Created Assessments	ELA and Math		Every 4-6 Weeks	Students/ Teacher/ Principal
3-8 And 11	Formative	ICA/IAB	ELA and Math		Fall – Winter Teacher	Students/ Teacher
3-8 And 11	Summative	SBA	ELA and Math		Annually Teacher	Students/ Parents/ Teacher

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?

This is a one-year waiver request. Through an on-going cycle of data monitoring and progress review we will continue to target district level professional development connected to large group skills and support building level work at the detail level. The district level work addresses the needs of new teachers as they enter our system and teachers who change grade levels to become versed in the foundational skills and practices for each grade span. The building level support ensures that teachers tailor instruction to accomplish achievement goals for each student they serve.

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

Multiple stakeholder groups provided input on the waiver purposes and goals through their involvement at various meetings.

- Superintendent's Cabinet (Superintendent, Associate Superintendent School Programs and Principal Leadership, Assistant Superintendent Human Resources, Assistant Superintendent Instructional Technology, Assistant Superintendent Business Services)
- Student Learning and Family Engagement Student Services (Assistant Superintendent, Executive Director, Assistant Director, Categorical Programs, Special Education, Elementary and Secondary Education Coordinators)
- Inservice Advisory Committee (joint union and district committee comprised of teacher leaders from each building and principals)
- Building Level School Improvement Teams (Principal, teachers, parents/community members)
- School Improvement and Professional Learning Community Presentations to the School Board (Building Principals, Teachers, and Parents)

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 negotiated agreement for September 1, 2015 through August 31, 2018 provides the following:

CBA Category	Number of Days	Purpose	Who Directs
Professional Development Days	2.36	1.5 Days Professional Development .86 Day Professional Development	District Directed Principal Directed
Full Instruction Days	168.4 171.6	K-5 Full days of Instruction 6-12 Full days of Instruction	N/A
Late Start Days	25 24	K-5 PLC 1 hr. late 6-12 PLC 1 hr. late	District Directed
Early Release Days	2	1 on the day before Thanksgiving 1 on the last day of school	N/A
Parent Teacher Conferences	1.5	EL/MS Conferences (3 half-days) (HS are outside the school day)	N/A
Other Non-Instruction Days	2	1 Classroom set up before school starts 1 report card preparation day (end of semester)	Teacher Directed District Directed

Individual Responsibility Contract –
Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours.

Individual Responsibility hours are prorated based upon an employee's FTE status.
Individual Responsibility Contract activities can be documented August 1 through July 31.

The individual responsibilities are outlined below:

A. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
B. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
C. Student assessments
D. Classroom, lesson, and job preparation
E. Parent contacts

Click here **CBA** – 2015-2018 Collective Bargaining Agreement

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	4.36* 8.36**
Total	184.36

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).
**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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
2.5*	100%	X		
1*	100%	X		X
.86*	100%		X	
4**	New teachers	X		
		Check those that apply		

All new teachers are required to attend the 2 day New Educator Orientation.
Teachers who are new to the CEL5D Framework are required to attend the 2 day training.

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).
**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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.

Auburn School District teachers have wisely utilized time over and above the contracted teaching days for over a decade. The activities and work now done on the waiver days was originally part of the state funded Learning Improvement Days (LID). As the state transitioned away from LID, Auburn utilized the waiver to create this additional time to do the focused professional development, benchmark data review days, and systems work essential for our student success.

The three requested waiver days for the next three years are necessary to strengthen instructional practice by:

- Continuing transition and implementation of Common Core State Standards and Next Generation Science Standards,
- Alignment of curriculum and materials to state and district assessments and data review on new state assessments including Smarter Balanced Assessments (SBA),
- Instructional technology trainings to implement high yield strategies,
- Personalize learning to address remediation and acceleration.

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.

During the 2015-2016 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 9, 2015, March 7, 2016, and May 9, 2016.

The primary use of the waiver days was in two categories: district-wide professional development around curriculum alignment and instructional strategies and building-level professional development focused on School Improvement Plan implementation (data review, strengthening instruction, curriculum/assessment alignment and design).The following describe the district strategic plan aligned waiver day activities conducted at the district and building level for Goal One and Goal Two:

Goal One—Student Achievement
All staff in the Auburn School District provides support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college. Waiver Day activities took place at the district-level and school level. Information on the activities is collected after each waiver day and submitted to the Assistant Superintendent of Student Learning.

District Level Activities
- K-5 science curriculum training
- K-5 writing curriculum training
- K-12 SIP planning and implementation support
- Three K-12 seminars on Google Classroom / Drive/ Docs and assessments with Forms and Flubaroo
- K-12 Technology integration in alignment with 1:1 rollout technician training
- 8-12 PSAT/SAT Proctor training
- K-12 TPEP/CEL 5D training (principals and new teachers)
- K-12 Review of student safety, transgender policies and anti-bullying programs and procedures (committee training and policy development for later adoption)
- 6-8 Math teacher training to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra

School Level Activities
- Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
- Developed weekly pre and posttests in ELA, Mathematics, and Science and progress monitoring plan
- Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
- Explored and practiced technology tools to help increasing effective teaching practices
- The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
- Reviewed student achievement data from formative and summative assessments
- PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
- Updated pacing schedules in ELA and Math

Goal Two—Community Engagement

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

School Level Activities

- Communicated with parents / guardians regarding upcoming projects
- Identified underachieving students and contacted parents
- Made phone calls to arrange meetings to develop IEPs
- Review parent input surveys and plan meaningful Family Community Connection opportunities
- Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student.
- Prepared materials to improve teacher-parent communication regarding student learning

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.

In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement. The waiver days provided time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for Tier 3 learners to become successful. As a result of the waiver day work, several of our schools had SBA results that improved as a result of their focused professional development and data review.

DIBELS

- In Kindergarten the ALL subgroup increased On Target performance from 73% on target in winter to 83% on target in spring.
- In First grade the ALL subgroup decreased At-Risk performance from 23% at risk in winter to 18% at risk in spring.
- Third grade performance declined from fall to spring with 65% on target in fall to 59% on target in spring.
- Fourth and Fifth grade performance had no significant change from fall to spring in at risk and on target performance.
- A significant difference of on target performance exists between Pacific Islander students and Asian/White students. Pacific Islander students' performance across grades K-5 was nearly 21% below the performance of Asian and White students.
- Achievement gaps persist between American Indian, Black, Hispanic, Multi-Racial students and the performance of Asian and White students.

MAPS-had overall mixed results

- Elementary reading had little to no gains from Fall to Spring.
- Grade 7 reading showed a 2% increase in at-risk students and a 2% decrease in on-target students.
- Grade 3 math showed a reduction of at-risk students from 24% to 19% and an increase of on-target from 53% to 59%.
- Grade 5 math showed an increase of on-target students from 55% to 62%.

- Grade 6 and 7 math showed moderate improvement from fall to spring
- However, Grade 8 math showed a 5% decrease in on-target students.
- Achievement gaps were substantial between American Indian and Pacific Islander students as compared to other subgroups in both reading and in mathematics across most grade levels.

For Middle School Honors/Acceleration-there was continued access to courses by diverse populations and an overall increase in enrollments

- Enrollments increased from 1,536 enrollments in 2008-2009 to 2,515 enrollments in 2015-2016.
- Diversity has improved in enrollments going from 71% white to 60% white; but students of color are still under represented in middle school accelerated programs.

9th Grade Credit Attainment- we saw very little change from last year.

- Although ASD has seen a significant reduction in students at-risk of not graduating on time since 2009-2010 with 16% at risk to 11% at risk in 2015-2016, really little progress has been made over the last 3 years.
- Achievement gaps were substantial between American Indian and Pacific Islander students as well as gaps persisting with Black, Hispanic and Multiracial students as compared to white and Asian.

High School Honors -we continued to see increased access to courses by diverse populations

- Diversity has improved in enrollments going from 79% white in 2008-2009 to 59% white in 2015-2016; but students of color are still under represented in high school honors programs.

Advanced CTE

- This fall we reset the courses that qualified as Adv. CTE- Dropping Aerospace Assembly 1, Business Marketing Foundations/DECA and MOS1; we added Work Based Learning classes to this dashboard. If all the courses from prior years were included in this dashboard, our total enrollments would have increased to 3,706 enrollments
- Adv. CTE saw continued increases of enrollment of diverse populations from 25% enrollments by students of color in 2008-2009 to 47% enrollments by students of color in 2015-2016

Advanced Placement

- Continued to see access to courses by diverse populations-
- Although a decrease in 2015-2016 in total number of enrollments, we have had a significant increase in the percent of graduating seniors who took 1 or more AP courses during their high school career – going from 31% of graduating seniors taking at least 1 AP course in high school in 2010 to 59% of seniors in 2015-2016
- According to the National Center for Educational Accountability, Students from all races and levels of income are 10-20 percent more likely to complete college if they have ever taken an AP course, regardless of whether or not they took or passed the exam.

SBA Results

Auburn School District students in grades three through five outperformed the state average in math and reading as assessed by Smarter Balanced in the spring of 2016. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners.

At the middle school, grades 6, 7, and 8, SBA scores for spring 2015 showed a mixture of results in comparison to the state. Sixth grade scores in ELA for Auburn were 7.2% lower than the state average while math scores were 2% higher. In grade 7 ELA scores were 2.8% less than the state average. Math results for grade 7 were .7% higher than the state. Grade 8 ELA scores were 7.4% less than the state average. Math scores at grade 8 were 7.4% lower in Auburn than at the state level. Science scores for the Auburn School District decreased from 54.3% in 2014 to 42% in 2015.

STRATEGIES FOR IMPROVEMENT

Focus on the building blocks of differentiated instruction, including:

1. Helping build teacher belief that all students can learn.
2. Fostering teachers' abilities to know the learner- build relationships with students and families.
3. We will continue to create and refine quality curriculum.
4. Focus on the nine characteristics of high performing schools.
5. Increase data driven collaboration and communication.
6. Continue to demand high standards and expectations for all students.
7. Partner with principals to support effective school leadership.

In addition we will emphasize the importance of culturally responsive teaching by

1. Helping teachers understand how to positively reinforce students for academic development.
2. Supporting teachers to make Instructional changes to accommodate differences in learners.
3. Provide tools for teachers and administrators so their interactions stress collectivity as well as individuality.

The following District Dashboards are posted on the Auburn School District website at:
Click here **Dashboard** – Auburn School District DIBELS Progress Reports
Click here **Dashboard** – MAP Reading and MAP Mathematics Progress Reports
Click here **Dashboards** – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports
Click here Elementary SBA ELA and Math two year trend results
Click here Middle School SBA ELA and Math results two year trend results

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.

Based on data and a change in leadership, the Board of Directors and Superintendent's Cabinet have agreed to a one-year extension to the 2013-2016 Auburn School District Strategic Improvement Plan. The work of the waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan specifically in the areas that were still underdevelopment or not yet address. These include: strengthening data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increasing collaborative engagement with families. Our twenty-two schools and staff are held accountable through their individual School Improvement Plans "evidence of impact" to address the number one priority of the Auburn School District "student academic achievement."

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.**

   Providing Auburn School District with additional time through waiver days will allow professional development to strengthen data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increase collaborative engagement with families. These additional days will also provide opportunity for teachers, administrators and families to be a part of developing the new 2017-2020 District Strategic Plan. We expect to be able to significantly decrease "At Risk" learners as a result of having the additional time.

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.**

   Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences. Use of Waiver days are shared during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

   Click here - **District Calendar** for the 2016-2017 School Year.
   Click here- Evaluations for professional development

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.

Resolution #10-2015/2016

Reardan-Edwall School District

Board of Directors

Whereas, the State Board of Education has the authority to grant waivers to the 180 day school year as identified under RCW 28A.150.220,

Whereas, the State has no funded additional learning improvement days (LID) for district staff,

Whereas, the resources to provide additional days of professional development are limited in small rural districts,

Whereas, our school district staff has demonstrated a firm commitment to continually increasing student achievement in the Reardan-Edwall School District,

Whereas, the staff, administrators, and community of Reardan-Edwall School District support decreasing the number of early release days for students,

Whereas, the Reardan-Edwall School District Board of Directors attest the waiver plan will continue to meet the required annual instructional hour offerings under RCW 28A.150.220(2) for each of the years the waiver is requested,

Therefore, the Reardan-Edwall School District requests the State Board of Education to grant four (4) waiver days for school years 2016-17, 2017-18, and 2018-19.

Attested to on June 29, 2016 at Reardan, WA.

Board Secretary

Board Chairman

Board Vice Chairman

Board Member

Board Member

Board Member

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.

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	Reardan-Edwall
Superintendent	Marcus Morgan
County	Lincoln/Spokane
Phone	509-796-2701 x124
Mailing Address	PO Box 215 Reardan, WA 99029
Contact Person Information	
Name	Marcus Morgan
Title	Superintendent
Phone	509-381-1324
Email	mmorgan@reardan.net
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	4 days per year
School Years	2016-17, 2017-18, 2018-19
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	Since the original application, we have eliminated 4- ½ days
Remaining number of half days in calendar	Six, we are currently negotiating to reduce 4 additional early release days
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?
   1) To provide inservice training to our staff in a K-12 format.
   2) To provide time for Professional Learning Communities to work across buildings and grades
   3) To develop systems for remediation in the classroom
   4) To develop and share best strategies among staff

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.)
   Our district has a 7 hour instructional day resulting in 1260 hours. Removing ½ days currently scheduled and late start Mondays scheduled for next year, student sawill still receive more than 1150 hours of instruction annually in grades 7-12. Grades K-12 will receive more than 1100 hours of instruction under this waiver plan.
   The school improvement plans are included with this document. In order to achieve each of the areas, staff needs additional time to develop these starategies and action plans.

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. Our current waiver plan that is just completed has led to improved student achievement as measured on State assessment plans.
   For example, Reardan Elementary is a four time winner of the School of Distinction for high growth in Math and Reading. They received a Academic Achievement Award of 2014-15 for High Progress.
   Reardan MS/HS received two awards this year for graduation rate and overall excellence. They continue to have high academic achievement in ELA and Science.
   Our school improvement plans has called for a 10% growth goal in any tested area under 50% of students passing and a 5% growth in curriculum areas with a 50% or better score.

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.
   1) District wide in-service activities will be center on student achievement through a committee planning structure based on the assessment results of the previous year.
   2) Each day will be planned inservice for both certified and classigfied staff on topics such as remediation, growth mindset, working with students of trauma, specific curriculum alignment work to State standards,
   3) Analysis of current gaps in student achievement.

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?

Our District will continue to utilize data from state assessments, Map testing, and classroom based assessments to determine where student learning gaps exist. We will use the information to implement changes to curriculum and assignments leading to improved 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?

   While our waiver was for one day to conduct district wide inservice with the other county schools, in the past two years we have focused on our own districts needs.

   We have utilized this same model of improving student achievement for the poast two years. We will continue to analze the data and utilize our staff/admin leadership team to plan the learning to focus on the areas of greatest needs.

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

   We utilize our district leadership team made up of teachers and administrators to plan the inservice activities. In a recent poll of staff, more than 90% of the staff stated the days were valuable and wanted to continue with this model. 80% of staff wished to extend the number of sessions per year from 3 days per year to 4 days per year. If approved, this will allow the district to hold one day of district wide in-service per quarter. Principals sought input from parents regarding the waiver days. Parents understand the work but are inconvenienced when school is not in session. We are mindful to send reminders regarding the upcoming dates for late start or changes from the routine calendar

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 contract is currently being negotiated. We do not expect an increase in TRI, or release time. In fact, the district's proposal is to eliminate 4 early release days. The current contract provides:

   Early release days: 10 – four for conferences, ½ day before Thanksgiving and 4 for grading (one at the end of each quarter) and 1 for the last day of school.

   Late Start: The district has 24 – one hour late start Mondays planned for 2016-17.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	6
Total	186

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	.5	.5	
2	0			x
3	0			x
4	0			x
5	0			x
6	0			x
7	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.

As you can see, the District provides additional TRI days but has control of only ½ day for district inservice. This is a moderate number of days which teachers can use for individual inservice, classroom and curriculum preparation, or conferences at their discretion.

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.

   Days were used for in-service training of all staff in core curriculum areas. They were used as planned.

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.

   Goals were met from our previous waiver. Our increases in student achievement are a direct result of time spent working in PLC teams for both the waiver day and our additional PLC late start Mondays.

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.
   The proposed chages will increase the amount of inservice days from 1 full day per year to one full day per quarter. The increased student achievement in our district is a result of our time spent collaborating. We need additional time to take this model to our K-12 staff to collaborate district wide.

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.
   In our current late start model, building staff are working together on initiatives previously mentioned in the application. However, this staff development model needs to be implemented district wide to allow for vertical alighment of curriculum as well as learning initiatives. We have much to learn from each other and need to incorporate extended time for a K-12 model.

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.
   Parent were informed of our inservice dates, work performed, and awards received through our social media, website and district newsletter.

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.

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.]

WAC 180-18-050

Procedure to obtain waiver.

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

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

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

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

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

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

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

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

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

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-050, 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, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-050, 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, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

Option One Waiver Application Worksheet

District: **Auburn**
Date: **9/15/2016**

Days requested: **3**
Years requested: **1**
New or Renewal: **R**

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: Auburn

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					

Option One Waiver Application Worksheet

District: **Reardan-Edwall**
Date: **9/15/2016**

Days requested: **4**
Years requested: **3**
New or Renewal: **Renews 2-day waiver for 4 days**

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					

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:	☐ 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:	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ 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. In her first presentation to the Board, new Student Representative Lindsey Salinas will present on the five lessons, in K-12 or otherwise, that have impacted her.

My Background and Experiences

By Lindsey Salinas

Introduction

Parents

Michele and Albertino Salinas(1/4)

Tupee

Marian Moses(full)

Yaya & Papa

Maxine(1/2) and Aldbert Salinas

Grandparents

Charlene Flammang and Joseph Landreville I

I'm mainly Caucasian, and I and more Mexican than I am Native American.

Children of the Sun

- One of Many
- Language is used in home
- Hunt and Gather Born and Raised
- Knowing Stories

Student Update

- I've just began my junior year at Wellpinit High School
  - Slack off but also such a serious year
- Attending the Spokane Falls Community College
  - Graduate with my AA
- Volleyball

Classroom in a gymnasium

- Fifth grade
- About twenty students
- Brand new teacher
- Multiple months
- Non-focused
- Interruptions throughout the day
- Not every student is going to have this experience

Culture Week

- Preparing the main meal
- Indian games
  - Stick game
  - Bow and arrow
  - Lacross
- Beading
- Baby board making
- Canoe trips
- Historical field trips
- Learning songs

Upward Bound

- WSU
- Low Income
- Field Trips
- Monthly Assignments
- Stipend
- Spring Break Trip
- Tutor if needed
- Check ins every quarter

Spokane Falls Community College

- Two classes
- Online
- Two hour drive to go to the actual college
- Taking a risk as a junior
- The amount of responsibilities

Community Colleges of Spokane

Spokane Falls Community College

Heart Road/Cayuse Mt Fire

- 12,700 acres burned as of Tuesday
- 13 homes gone, 50-60 saved or have some damage
- High School acted as the Evacuation Shelter
- Air Quality
- Uranium Mines (Sherwood&Midnite)
- Jumped the river in two different areas
- Community coming together




Thank You! Questions?

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: 2017 Legislative Priorities

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:

1. Which of the potential 2017 legislative priorities should be considered for adoption at the Board's November meeting?
2. In what ways, if any, should the draft legislative priorities presented be changed?
3. What, if any, are other legislative priorities that should be considered by the Board for adoption in November?

Possible Board Action:

- ☒ Review
- ☐ Approve
- ☐ Adopt
- ☐ Other

Materials Included in Packet:

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

Synopsis:

In your packet you will find memos on six potential legislative priorities for the 2017 Legislative Session:

- Full State Compliance with *McCleary*
- Assessment Alternatives
- Biology End-of-Course Test
- Professional Learning for Educators
- Expanded Learning Opportunities
- Career Readiness

The memos consist of background information, draft legislative priorities, and questions for board discussion. An additional memo lists some potential additional priorities for consideration.

REVIEW OF 2016 LEGISLATIVE PRIORITIES

2016 SBE Legislative Priority	Legislative Action
***MCCLEARY* IMPLEMENTATION** Fully implement ESHB 2261 (2009 Session) and SHB 2776 (2010 Session); Make ample provision for basic education in compliance with Article IX, Section 2 of the state constitution, and eliminate the state's unconstitutional reliance on local levies to meet its paramount duty.	• The 2016 Supplemental Budget does not add to the $1.3 billion in new funding for implementation of SHB 2776 provided in the original 2015-17 budget. • In lieu of action to reduce reliance on local levies, the Legislature passed E2SSB 6195, creating an Education Funding Task Force to make recommendations for K-12 staff compensation sufficient to hire and retain staff funded by the state, together with recommendations on local maintenance and operations levies and Local Effort Assistance, the distinction between services provided as part of the state's program of basic education and those that may be provided as a local enrichment, school district collective bargaining, school employee health benefits, sources of revenue to support the state's program of basic education, and other related subjects. Recommendations are due January 2017. Legislative action must be taken the end of the 2017 Session.
CAREER AND COLLEGE-READY DIPLOMA End the Biology End-of-Course exam as a graduation requirement and adopt a comprehensive science assessment. Expand alternatives to assessments for high school graduation, including successful completion of college transition courses and dual credit courses.	• SHB 2214 eliminated the requirement that students pass the Biology EOC to earn a Certificate of Academic Achievement (CAA) and graduate, and provided for a 2-year transition period following development of a comprehensive science assessment, after which students will be required to meet standard to earn a CAA. It also added completion of a dual credit course in ELA or math as an assessment alternative for graduation. SHB 2214 passed the House but had no action in the Senate. • HB 2734, eliminating the requirement that students meet standard on the high school science assessment to earn a CAA, passed the House policy committee but had no further action.

PROFESSIONAL LEARNING FOR EDUCATORS Incorporate state-funded time for educator professional learning into the state's program of basic education. Adopt a statewide definition and standards for effective professional learning aligned to state and district goals.	• SB 5415 (Professional educator learning days) had a hearing in the Senate but no further action. No funding was provided for this purpose in the 2016 Supplemental Budget. • HB 1345, Adopting a definition and standards of professional learning, passed the Legislature and was signed into law.
HIGH SCHOOL AND BEYOND PLAN Strengthen and fund the High School and Beyond Plan to support career and college-ready graduation requirements. Define the minimum elements of the HSBP to ensure that every student has access to a high-quality plan.	• SHB 2214 specified minimum elements of a High School and Beyond Plan, and directed that the HSBP must be initiated during the 8th grade and updated annually. SHB 2214 passed the House but had no action in the Senate.
EXPANDED LEARNING OPPORTUNITIES Increase access to and funding of high-quality, expanded learning opportunities to reduce achievement gaps for economically disadvantaged students.	• No funding was provided in the supplemental budget to increase access to expanded learning opportunities.
ALIGNING EDUCATOR COMPENSATION AND CREDENTIALING AND ADDRESSING TEACHER SHORTAGES **Joint Priority with Professional Educator Standards Board** Align the new system of professional certification of teachers with a new model of professional compensation, as recommended by the QEC. Support measures proposed by the Professional Educator Standards Board and the Superintendent of Public Instruction to address a persistent and multifaceted problem of teacher shortages.	• No legislation was introduced in the 2016 Session to create a new model for educator compensation aligned with professional certification. Legislation introduced in the 2015 Session had no action in 2016. • ESSSB 6455 passed the Legislature with a variety of provisions intended to relieve the shortage of teachers and substitutes, including measures on teacher recruitment, professional certification for out-of-state teachers, alternative routes for teacher certification, district reporting on teacher hiring, teacher mentor training, new and expanded financial aid for aspiring teachers, and enabling retired teachers, for a period of time, to return to the classroom without suspension of pension benefits.

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

LEGISLATIVE PRIORITY: ACHIEVING FULL STATE COMPLIANCE WITH *MCCLEARY*

Some recent chronology is essential to a 2017 legislative priority on *McCleary*, as we approach the sixth regular session of the Legislature since the Supreme Court's landmark decision in *McCleary* v. *State of Washington* in January 2012. The 2017 session is the critical one for fully complying with the *McCleary* mandate to meet the state's paramount duty under Article IX, Section 1 of the constitution by the 2018 date the state set for itself in ESHB 2261 in 2009.

September 2014 Supreme Court Order. The Supreme Court finds the state in contempt for failing to comply with its January 2014 order to submit by April 30, 2014 "'a complete plan for fully implementing its program of basic education for each school year between now and the 2017-18 school year,' including 'a phase-in schedule for fully funding each of the components of basic education.'" The court holds sanctions and other remedial measures in abeyance to give the state an opportunity to comply with the court's order in the 2015 session.

2015 Legislative Session. The Legislature appropriates $1.3 billion for implementation of SHB 2776 (2010), which specifies the levels and schedule for funding of the revised definition of basic education established in ESHB 2261 (2009). The 2015-17 biennial budget includes:

- $742 million to complete implementation of the materials, supplies and operating costs (MSOCs) component of the prototypical school funding formula established in SHB 2776.
- $350 million for class size reduction in grades K-3 in all schools, as required in SHB 2776.
- $180 million to complete implementation of state-funded, full-day kindergarten statewide in the 2016-17 school year, a year ahead of the statutory deadline in SHB 2776.

The Legislature also funds I-732 cost-of-living adjustments at $231 million, and adds $152 million more for one-biennium salary increases. Implementation of I-1351, lowering class sizes and increasing other staff, is delayed by four years to the 2019-21 biennium, saving $2 billion in the current biennium.

August 2015 Supreme Court Order. The court finds, after the extended 2015 legislative sessions, that the state still has offered no plan for achieving full constitutional compliance by the 2018 deadline the Legislature set for itself in ESHB 2261, and imposes a $100,000 per day penalty for each day the state remains in violation of the court's order of January 9, 2014.

2016 Legislative Session. The Legislature does not add in the 2016 supplemental budget to the $1.3 billion in new funding provided in the 2015-17 biennial budget to implement 2776 funding formulas (though it does make enhancements to non-basic education programs). Nor does it take concrete actions to reduce reliance on local levies for compensation of staff for duties within the program of basic education. Instead it passes and the governor signs E2SSB 6195, creating the Education Funding Task Force, to make recommendations to the Legislature on implementing the program of basic education as defined by law. The act directs the Washington State Institute for Public Policy (WSIPP) to contract for a consultant to collect and analyze school staff compensation and labor market data for use by the task force in making its recommendations. "This foundational data," it states, "is necessary to inform the legislature's decisions." Recommendations and implementing legislation must be submitted by January

9, 2017. The act provides that "Legislative action must be taken by the end of the 2017 session to eliminate dependency on local levies to implement the state's program of basic education."[1]

May 2016 Report of the Joint Select Committee on Article IX Litigation. In its 2016 report to the Supreme Court, the Legislature's bicameral Article IX committee states that with enactment of the 2015-17 budget, the state is on track to fully fund the enhancements in basic education allocations required by SHB 2776 by the statutory deadline. Moreover, "E2SSB 6195 establishes the process for the Legislature to enact legislation to address the remaining aspects of ESHB 2261 and this Court's ruling, with legislation required in the 2017 legislative session to end school districts' reliance on levies to support the state's statutory program of basic education."

July 2016 Supreme Court Order. The court directs the plaintiffs and the state to appear on September 7 for oral arguments to address "(1) what remains to be done to achieve timely constitutional compliance by 2018; (2) how much it is expected to cost, (3) how the state intends to fund it, and (4) what significance, if any, the court should attach to E2SSB 6195 in determining compliance with the court's order to provide a complete plan." The court lists questions the state would be expected to answer in detail, including whether E2SSB 6195, when read together with ESHB 2261 and SHB 2776, satisfies the court's January 9, 2014 order for a plan, what opportunities remain to provide the plan required by that order, if it does not, and whether the court should dismiss its contempt order or continue sanctions.

August 2016 State's Reply Brief. The state responds in detail on August 22 to the questions asked by the court in its July 14 order, including what has been funded in successive biennial budgets to implement the basic education allocations specified in SHB 2776 on the specified schedule, and what remains to be funded in the next biennial budget to complete the K-3 class reduction for 2017-18 identified in the act. The state notes that SHB 2776 did not address compensation, but states that the plan enacted in E2SSB 6195 fills that gap. "Taken together," the state said, "E2SSB 6195 and SHB 2776 constitute a complete plan for implementing the education reforms the State enacted in E2HB 2166." The state said the court should therefore dissolve the contempt order and terminate the daily sanction imposed in August 2015.

Draft Legislative Priority

Complete the funding of the basic education allocations specified in SHB 2776 for implementation in the 2017-18 school year, and take specific legislative actions by the end of the 2017 Regular Session to eliminate the use of local levies to support the state's program of basic education by the 2018 date set in ESHB 2261.

Questions for Discussion

1. Should the Board take positions on specific topics called out in E2SSB 6195 or the Supreme Court's July order, such as staff salaries and benefits, what services are part of the state's statutory program of basic education and what may be provided as local enrichments through local levies, local levy authority, Local Effort Assistance, and capital costs of implementing SHB 2776?
2. Should the Board take a position on the means by which the state should meet its constitutional requirement to eliminate dependency on local levies for the state's program of basic education?
3. How can the Board most effectively advance this priority in the 2017 session?

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

LEGISLATIVE PRIORITY: ASSESSMENT ALTERNATIVES

Background

Since 2004, Washington has required that high school students obtain a Certificate of Academic Achievement (CAA) to graduate with a diploma through successful completion of a statewide assessment or approved alternative. 3ESSHB 2195 provided that beginning with the graduating class of 2008, public school students who pass the high school Washington Assessment of Student Learning (WASL) in reading, writing and mathematics will receive a CAA. A separate but comparable requirement applied for students with Individual Educational Plans to obtain a Certificate of Individual Achievement (CIA). WAC 180-61-061, applying to students entering the ninth grade from July 1, 2004 through June 30, 2009, was the first set of graduation requirements in SBE rule to require attainment of a Certificate of Academic Achievement or Certificate of Individual Achievement.

The Certificate of Academic Achievement and Certificate of Individual Achievement serve the joint purpose of student and system accountability, enabling students to demonstrate achievement of state standards in the assessed content areas. The SBE has repeatedly affirmed its support for the CAA and CIA, including in position statements adopted by the Board in January 2013 and January 2015.

While requiring a summative assessment, or "exit exam," for graduation, the Legislature has recognized that standardized tests are not the only, or always the most appropriate, way to identify whether students are meeting standard. In 2006 the Legislature passed ESSB 6475, directing the Superintendent of Public Instruction to implement three objective alternative assessment methods, comparable in rigor to the skills and knowledge students must demonstrate on the WASL, for students to show achievement of the state standards in areas where they were not successful on the statewide exam. The alternative assessment methods directed in 6475 were:

1. A comparison of the student's grades in applicable courses to the grades of a cohort of students in the same school who took the same courses and met or exceeded the state standard on the high school WASL.
2. An evaluation of a collection of work samples prepared and submitted by the student.
3. For students in an OSPI-approved career and technical program, a collection of work samples relevant to a particular program leading to a certificate or credential.

The 2006 act created a fourth alternative method, a student's score on the mathematics portion of the Scholastic Aptitude Test (SAT) and American College Test (ACT, to demonstrate that the student has met the math standard for the CAA. Subsequent legislation added a student's score on the reading, English or writing portion on the SAT or ACT. The full range of objective alternative assessments today includes as well a score of at least three, on a scale of five, on selected Advanced Placement examinations, and of at least four on International Baccalaureate (IB) examinations. (RCW 28A.655.061.)

For the SBE, support of objective alternatives is not only a matter of fairness to students and respect for legislative intent, but consistency with its statutory mandate to "provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles."

The transition to the new career and college-ready diploma and Smarted Balanced Assessments (SBAs) aligned with Common Core State Standards spurred interest by the SBE in new assessment alternatives to demonstrate readiness for postsecondary education and employment. Members noted that the eventual movement to a Level 3 score on SBAs for a Certificate of Academic Achievement may establish a need for additional alternatives to demonstrate career and college readiness.

In a January 2015 position statement, the Board supported exploration of alternatives such as permitting tenth grade students to take the high school SBA, earning credit in Bridge-to-College transition courses recognized by the higher education system for college placement, earning dual credit in college-level courses, obtaining an industry certification, or completing a CTE program assessment. The Board followed in March with an exploration and discussion of assessment alternatives.

In Legislative Priorities for the 2016 session, the Board called for expansion of alternatives for students who do not pass Smarter Balanced assessments for graduation, to include successful completion of college transition courses and dual credit courses.

The only movement on that recommendation in the session was a provision in E2SHB 2214 that districts prioritize enrolling students in available high school transition courses among "locally determined courses" that students who have not passed Smarter Balanced assessments could take to earn a CAA. "High school transition course" was defined in the bill as an English language, mathematics or science course offered in high school that will ensure the student college-level placement at participating institutions of higher education and satisfy credit requirements for high school graduation requirements established by the SBE.

A governor's request bill, HB 1703, added "college readiness transition courses" in math and English Language Arts as an additional alternative in 2016-17, with science to follow in 2017-18. OSPI, SBE, SBCTC and the Council of Presidents were to annually establish the requirements for these courses. HB 1703 had no action in the 2015 or 2016 sessions.

Draft Legislative Priority

Expand assessment alternatives for a Certificate of Academic Achievement to include:

a. Successful completion of math and English Language Arts courses offering dual credit for high school and college under provisions of RCW 28A.320.195 (Academic acceleration for high school students), and

b. Successful completion of transition courses, developed by OSPI in collaboration with the State Board for Community and Technical Colleges, that are comparable in rigor to the skills and knowledge that each student must demonstrate on the statewide student assessment for each content area per RCW 28A.655.061.

Questions for discussion

1. Can the Board be assured that dual credit courses are of comparable rigor and address a sufficient breadth of learning standards to serve as assessment alternatives?
2. Will there be enough availability of transition courses to alleviate any concerns about equitable access to such courses as an assessment alternative?
3. In seeking to make the system more flexible and individualized, does adding alternatives make it excessively complex and too difficult to communicate to parents, students and educators?

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

LEGISLATIVE PRIORITY: PROFESSIONAL LEARNING FOR EDUCATORS

Background

When the state made its historic commitment to standards-based education reform almost a quarter century ago, it recognized that effective teaching was fundamental to raising the standard of achievement for all students, and that focused time for professional learning was fundamental to effective teaching. In the years that followed, however, the Legislature's commitment to providing funded time for professional learning flagged, and has yet to be renewed.

In Section 1 of ESHB 1209, the Education Reform Act of 1993, the Legislature found "that improving student achievement will require . . . time and resources for educators to collaboratively develop and implement strategies for improved student learning." It supported that finding by funding of the equivalent of three additional staff days for "additional time and resources for staff development and planning intended to improve student learning for all students, including students with diverse needs, consistent with the student learning goals in RCW 28A.150.210."

The commitment the state made in ESHB 1209 did not survive later economic downturns.

- In 2002, the Legislature, seeking to close a budget gap estimated at $1.5 billion, reduced from three to two the Learning Improvement Days (LIDs) that had been added to salary allocations for certificated staff in 1999, saving about $12 million over the rest of the 2001-03 biennium.
- In 2009, the Legislature, with a projected three-year shortfall of about $9 billion, eliminated the second Learning Improvement Day for savings of $36 million in the 2009-11 biennium.
- In 2010, the Legislature, still struggling with the impacts of the Great Recession, eliminated the last Learning Improvement Day for savings of $15 million over the rest of the biennium.

What these successive budget actions had in common were that none were made for reasons of educational policy. Each was made for purely budgetary reasons. The Legislature eliminated state-funded time for professional learning because it needed savings, and because it could. And it could because the funding was not within the state's program of basic education, and so not protected from budget cuts when the economy, as it inevitably will, turns down.

While state support for professional learning has disappeared, the need for it has become the greater. Common Core State Standards with aligned curricula, Smarter Balanced Assessments, the Teacher Principal and Evaluation Program (TPEP), and Next Generation Science Standards are just some of the state policy initiatives demanding time outside of the 180-day calendar for planning, training and educating staff.

In the absence of state-funded time, districts essentially have three choices: (1) Fund the needed time through local levies, raising concerns of both equity and stability; (2) Utilize late starts and early releases, cited often as harmful to instructional quality and disruptive for students and parents, and (3) Seek waivers of the basic education requirement of a minimum 180 school days from the State Board of Education, with resultant loss of time in school for children. Of the 38 districts with waivers approved by vote of the Board for 2016-17, all but four are for purposes of professional development of staff.

In a November 2014 position statement, the Board said that the state's treatment of professional learning time as an add-on, or local enrichment, "flies in the face of what the research tells us, and practitioners know to be true: It is impossible to deliver high-quality, system-wide instruction without embedded time for reflection, collaboration, inquiry and planning for teachers."

> Local district leaders understand this need. Unfortunately, to accommodate these needs, they are unfairly forced to compromise one essential resource for another. The only way they can offer professional development is often by offering half school days, or shortening the school year calendar. Our goal as a state should be to protect instructional time for students by making the necessary investment in professional development statewide.

Days waived from the basic education requirement of a 180-day school year are not – and should not be used as -- a substitute for state funding of the fundamental need for professional development of staff.

In each of the last three years the SBE has advocated for state-funded professional learning time -- within the state's program of basic education -- as one of its select legislative priorities, and testified in support of bills to resume the state's lapsed commitment. The Board also included funding of high-quality professional learning among recommendations for evidence-based reforms to address student achievement in its statutorily mandated report to the Legislature on educational system health.

The Board recognizes that not all professional development is high-quality professional development[1], and that the Legislature needs some assurance of a return on investment of public funds in enhanced quality of instruction and improved student achievement. For that reason, it supported, with OSPI, PESB and other entities, legislation placing in law a definition and nationally recognized standards for high-quality professional learning. Our effort was rewarded when HB 1345 was enacted this year.

Draft Legislative Priority

Establish a program of ten days or equivalent hours of state-funded professional learning for educators, phased in over an appropriate number of years, within the state's program of basic education. Require that professional learning funded by state basic education allocations be designed to meet the standards for high-quality professional learning established by HB 1345, as codified in RCW 28A.300.604. When funding has reached a specified level, eliminate by law the use of basic education waivers for purposes of staff professional development.

Questions for Discussion

1. Should the funding be mandated for certificated instructional staff and school-based administrators only, or for classified staff as well?
2. Should the Legislature be required to specify the topics for state-funded professional learning time in each biennial budget act, as provided in SB 5415?
3. How can the Board most effectively advance this legislative priority?

[1] M. Tooley and K. Connolly, *No Panacea: Diagnosing What Ails Teacher Professional Development Before Reaching for Remedies.* New America. June 2, 2016. See also A. Pennucci, *Teacher Compensation and Training Policies: Impacts on Student Outcomes.* Joint Legislative Audit and Review Committee. May 2012.

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

LEGISLATIVE PRIORITIES: CAREER READINESS

Background

Goal 4 of basic education is to "Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities." (RCW 28A.150.210)

The career and college-ready high school diploma developed by the State Board and adopted, after legislative action in 2014, is intended to equip students with the knowledge and skills needed to be successful in post-secondary education and employment. The 24-credit requirements are designed to offer both the rigor and the flexibility to prepare students for whatever path they choose after graduation. The Legislature also approved adoption of the Common Core State Standards and aligned assessments so that students leave high school better prepared for college and career.

Board members and others have expressed concerns, nevertheless, that both graduation requirements and academic standards – indeed, the entire K-12 system – is still too oriented toward preparing students for college, and not enough toward the world of work. And that the two – college readiness and career readiness -- are not fundamentally the same.

Over the last year the Board, in collaboration with agency partners, has initiated substantial work to explore what work can be done, at the state and district levels, to promote career readiness for all students.

- At the January 2016 meeting the Board received a presentation by senior staff to the National Association of State Boards of Education (NASBE) on their newly released report, *Toward a Better Balance: Bolstering the Second "C" in College and Career Readiness*. NASBE reviewed its findings on what state boards can do to advance career readiness, and highlighted work being done in other states.
- At the same meeting the Board convened a panel of staff and members of the Workforce Training and Education Coordinating to discuss their views of career readiness, their work with the business and labor communities to promote career readiness, and the possibilities for coordinating the work of the SBE and the Workforce Board in support of this goal.
- At the March meeting the executive director updated the Board on a career readiness presentation by staff to the Workforce Board.
- At the May meeting the chair convened a lengthy board discussion of career readiness, and what directions the Board may take to increase its efforts in this area.

As these activities went on, the Board was pursuing a grant from NASBE to support work over the next two years on career readiness. On March 30, NASBE announced that Washington's was one of six state and territorial boards of education to be awarded stipends to advance policy efforts in school leadership and deeper learning to advance career readiness. Said the NASBE statement,

> Washington's $15,000 in stipends will support efforts to define career readiness and align policies to support it. Over two years, Washington will examine best practices across states to develop a shared definition of what it means to be career ready, including the knowledge, skills, and dispositions all

students need for success. This definition will inform policy decisions around accountability and competency-based learning.

Discussions have continued over the summer with the Workforce Board, legislators and other key players on how work can be coordinated on career readiness for K-12 students, and how this goal might be advanced in the Legislature.

Draft Legislative Priority

Advocate for legislation directing the Office of Superintendent of Public Instruction, in consultation with the State Board of Education, the Workforce Training and Education Coordinating Board and the Washington Student Achievement Council, to develop a set of career readiness standards as a guide for K-12 curricula and a support for students, parents and counselors in the development of high school and beyond plans.

Questions for Discussion

1. How can the NASBE stipend most effectively be utilized over the rest of this year to support the work of developing legislation on standards for career readiness?
2. How can the Board most effectively advance this priority in the 2017 Legislative Session?

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

LEGISLATIVE PRIORITY: EXPANDED LEARNING OPPORTUNITIES

Background

Increasing access to high-quality expanded learning opportunities (ELOs), particularly for disadvantaged students, has been a priority of the SBE for the past two years. The 2014 Legislature enacted SSB 6163, which established the ELO Council coordinated by OSPI, authorized a pilot ELO program if funded, and defined ELOs as:

- culturally responsive enrichment and learning activities that may focus on an array of academic and nonacademic areas;
- school-based programs that provide extended learning and enriching experiences beyond the traditional school day or calendar; and
- structured, intentional, and creative learning environments outside the traditional school day that are provided by the community-based organizations (CBOs) in partnership with schools and align in-school and out-of-school learning to complement classroom-based instruction.

In its (ESSB 5492) 2014 report on Statewide Indicators of Educational Health, the SBE made increasing access to high-quality expanded learning opportunities one of its recommended reforms. The report pointed to the inventory of research-based practices for the Learning Assistance Program by the Washington State Institute of Public Policy, which found academically focused summer learning to be one of two evidence-based practice associated with improved outcomes for students.

Funding ELOs was a 2016 SBE legislative priority. The Board urged the Legislature to establish a program of expanded learning opportunities for disadvantaged students, funded by a carefully designed grant program or targeted use of Learning Assistance Program (LAP) allocations. The 2016 Legislature's final supplemental budget supports the continued operation of the ELO Council, but not funds for an ELO pilot program or any other ELO program for students.

During 2016, the ELO Council has conducted numerous focus groups throughout the state. Input from the majority of focus group participants is that ELO should be included within the definition and funding of basic education, that it should include both longer school days and a balanced school year, and that it should be provided by both school districts and community-based organizations.

The SBE has continued representation on the ELO Council, which has met regularly since the passage of 6163 in 2014. The SBE's 2016 report on Statewide Indicators of Educational Health may again recommend increased access to high-quality expanded learning opportunities.

Draft Legislative Priority

Establish and fund high-quality expanded learning opportunities for historically students that are aligned with the quality indicators designed by the ELO Council per SSB 6163.

Questions for Discussion

1. Should the Board prioritize specific grade ranges, e.g., elementary or high school, and/or ELO providers, such as school districts and/or community based organizations?

2. How can the Board most effectively advance this priority in the 2017 session?

If you have questions regarding this memo, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

LEGISLATIVE PRIORITY: BIOLOGY END-OF-COURSE TEST

Background

The Board has long supported thoughtful exit exams to ensure Washington's high school diploma is meaningful. The Board has consistently supported students learning science and demonstrating their knowledge through a science assessment. Currently, the biology end-of-course (EOC) exam is required for high school graduation. The biology EOC stems from a time the Legislature contemplated multiple end-of-course exams to assess a variety of scientific subjects and content, but never enacted such. Biology is one science, and requiring a biology test for graduation necessitates a specific, outdated high school curricular sequence: a biology – chemistry – physics sequence. Washington state has adopted Next Generation Science Standards (NGSS); they are our road map for what we want students to know and be able to do. Biology is important, but ultimately just one part of those comprehensive standards. Focusing Washington students on biology at the expense of a broader exposure to STEM curriculum works against efforts to implement the NGSS.

At the November 2014 SBE meeting, the Board adopted a legislative priority to end the Biology EOC as an exit exam. Since then, the Board has advocated for this and urged the Legislature to end the biology EOC exam as a high school graduation requirement in favor of a comprehensive science exam currently under development that aligns with Next Generation Science Standards. The Board has consistently expressed support for devoting our full attention to implementing NGSS, which replaces a narrow focus on biology and emphasizes integration of the practices, cross-cutting concepts and disciplinary core ideas of science and engineering. Now that we require three credits of science in Washington, using test results from the first course students often take as 9th graders—Biology—to determine their eligibility for a diploma as seniors, seems misplaced.

The 2015 Legislature deliberated for six months and ultimately passed SB 6145, which in effect delayed the use of the Biology EOC as a high school graduation requirement for the classes of 2015 and 2016. The Class of 2017 and beyond, however, still must meet the requirement.

Draft Legislative Priority

Remove the biology end-of-course exam as a high school graduation requirement. Require the Next Generation Science Standards exam beginning in 2019-2020.

Questions for Discussion

1. Existing law stipulates a transition similar to math and ELA test transitions; is this the best process and timeline to transition from Biology EOC to NGSS?

If you have questions regarding this memo, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

OTHER POTENTIAL LEGISLATIVE PRIORITIES

Following is a list of other potential board priorities for the 2106 Legislative Session, drawn from prior years' adopted priorities or board discussions of priorities.

High School and Beyond Plan

Strengthen the High School and Beyond Plan to support career and college-ready graduation requirements. Define the minimum elements of the HSBP to ensure that every student has access to a high-quality plan.

Align Educator Compensation and Credentialing

Align the new system of professional certification of teachers with a new model of professional compensation, as recommended by the Quality Education Council.

Teacher Shortages

Identify and fund additional effective actions to address the multi-faceted problem of teacher shortages, as a follow-up to enactment of ESSB 6455 in the 2016 Legislative Session.

Basic Education Waivers

Harmonize the definitions of "school day" and "instructional hours" or make other legislative changes to bring clarity to basic education requirements and eliminate the need for a 180-day waiver to devote a full school day to parent-teacher conferences.

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

THE SUPREME COURT OF WASHINGTON

MATHEW & STEPHANIE McCLEARY, et al., Respondents/Cross-Appellants, v. STATE OF WASHINGTON, Appellant/Cross-Respondent.	)	**ORDER** Supreme Court No. 84362-7 King County No. 07-2-02323-2 SEA

In our continuing jurisdiction under *McCleary v. State*, 173 Wn.2d 477, 269 P.3d 227 (2012), this court determined last year that despite repeated directives to the State to provide a complete plan for fully complying with its paramount duty under Washington Constitution article IX, section 1, it failed to do so. Accordingly, the court imposed a sanction against the State of $100,000 per day payable to a segregated account for the benefit of basic education.

The State argues that Engrossed Second Substitute Senate Bill 6195, 64th Leg., Reg. Sess. (Wash. 2016) (E2SSB 6195), enacted by the 2016 legislature, when read together with Substitute House Bill 2776, 61st Leg., Reg. Sess. (Wash. 2010) (SHB 2776) and Engrossed Substitute House Bill 2261, 61st Leg., Reg. Sess. (Wash. 2009) (ESHB 2261), constitutes a sufficient plan and shows that the legislature is on pace toward fulfilling its constitutional duty. The plaintiffs argue that none of those laws contain sufficient benchmarks for measuring purposes to satisfy our order for a plan.

Before making a decision on whether the State is in compliance, we will hear from the parties on precisely what the legislature has accomplished, what remains to be accomplished, and what significance we should attach to E2SSB 6195. The 2017 legislative session presents the last

opportunity for complying with the State's paramount duty under article IX, section 1 by 2018. What remains to be done to achieve compliance is undeniably huge, but it is not undefinable. At this juncture, seven years since enactment of ESHB 2261 and six years since enactment of SHB 2776, the State can certainly set out for the court and the people of Washington the detailed steps it must take to accomplish its goals by the end of the next legislative session.[1]

Therefore, by unanimous vote, the court directs the parties to appear before the court on September 7, 2016, for oral argument to address (1) what remains to be done to timely achieve constitutional compliance, (2) how much it is expected to cost, (3) how the State intends to fund it, and (4) what significance, if any, the court should attach to E2SSB 6195 in determining compliance with the court's order to provide a complete plan. A decision on whether to dismiss the contempt order or to continue sanctions will be determined by order following the hearing. The parties should be prepared to address these issues in addition to the other questions enumerated in this order.

Now, therefore, it is hereby

ORDERED:

(1) The parties are directed to appear before the court on September 7, 2016, where the State will be expected to provide specific and detailed answers to the following questions:

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[1] The State notes, correctly, that the legislature may not constitutionally make appropriations beyond the current biennium. WASH. CONST. art. VIII, § 4. But the legislature is not constitutionally prohibited from requiring itself to make future appropriations to implement legislation. *See Wash. Ass'n of Neigh. Stores v. State*, 149 Wn.2d 359, 365-68, 70 P.3d 920 (2003) (initiative requiring legislature to use tobacco sales tax revenues for low-income health not unconstitutional because it only directs future legislatures to make certain appropriations; it does not actually make appropriations). The court rejects any suggestion that the biennial budget system hinders the State from complying with the court's order in this case.

(a) whether the State views the 2018 deadline as referring to the beginning of the 2017-2018 school year, to the end of the 2017-2018 fiscal year, to the end of 2018, or to some other date;

(b) whether E2SSB 6195, when read together with ESHB 2261 and SHB 2776, satisfies this court's January 9, 2014, order for a plan and, if not, what opportunities, if any, remain for the legislature to provide the plan required by that January 9, 2014, order;

(c) the estimated current cost of full state funding of the program of basic education identified by ESHB 2261 (RCW 28A.150.220) and the implementation program established by SHB 2776, including, but not limited to, the costs of materials, supplies, and operating costs; transportation; and reduced class sizes for kindergarten through third grade and all-day kindergarten, with the costs of reduced class sizes and all-day kindergarten to include the estimated capital costs necessary to fully implement those components and the necessary level of staffing;

(d) the estimated cost of full state funding of competitive market-rate basic education staff salaries, including the costs of recruiting and retaining competent staff and professional development of instructional staff;

(e) the components of basic education, if any, the State has fully funded in light of the costs specified above;

(f) the components of basic education, including basic education staff salaries, the State has not yet fully funded in light of the costs specified above, the cost of achieving full state funding of the components that have not been fully funded by the deadline, and how the State intends to meet its constitutional obligation to implement its plan of basic education through dependable and regular revenue sources by that deadline;

(g) whether this court should dismiss the contempt order or continue sanctions; and

(h) any additional information that will demonstrate to the court how the State will fully comply with article IX, section 1 by 2018.

(2) The State may submit a brief addressing the matters specified above no later than August 22, 2016. Plaintiffs may file an answer no later than August 29, 2016, and the State may file a reply no later than September 2, 2016. The briefs may include appendices relevant to the specified matters. Motions to file amicus briefs must be filed by August 3, 2016. If granted, the due date for amicus briefs will be established at that time.

(3) By July 29, 2016, the parties shall confer and inform the court how much time they expect to reasonably need for argument, after which a schedule for argument shall be established.

DATED at Olympia, Washington this 14th day of July, 2016.

For the Court

Madsen, C. J.
CHIEF JUSTICE

STATE BOARD OF EDUCATION - PROPOSED 2017-19 CORE BUDGET

		Budgeted	*Spent*	*% Spent to date*	*Balance*
Total Budgeted State Proviso 071, CR1		$ 1,072,000	$ -	$ -	$ 1,072,000
Core office functions 3000 11068 001 071 & 3000 11068 001 RK1					
Object A	SBE Salary costs	$586,071.42		0%	$586,071
Object B	SBE Benefit costs	$195,763.45		0%	$195,763
Object C	SBE Contract costs	$15,000.00		0%	$15,000
Object E	SBE Goods and services costs (includes NASBE)	$35,000.00		0%	$35,000
Object G	SBE office transportation, and per diem costs	$9,000.00		0%	$9,000
Object J	SBE Equipment costs	$1,000.00		0%	$1,000
IND	OSPI Indirect Charge (HR, Budget, Facility, Etc)	$95,784.00		0%	$95,784
	Subtotal	**$940,618.88**	-	0%	**$940,619**
Board Meetings 3000 11069 001 071					
Object A	SBE Board Member Stipend costs	$16,381.00		0%	$16,381
Object B	SBE Board Member Benefit costs	$1,500.00		0%	$1,500
Object C	Meeting Contracts (A/V recording, facilitators, other)	$2,500.00		0%	$2,500
Object E	Board Member Goods and services costs	$6,000.00		0%	$6,000
Object G	Board Meeting Costs (Travel, Convening, Etc)	$70,000.00		0%	$70,000
PD	Board Member Professional Development & Other	$30,000.00		0%	$30,000
UA	Unanticipated/reserve	$5,000.00		0%	$5,000
	Subtotal	**$131,381.00**	-	0%	**$131,381**
	Subtotal	**$1,072,000**	-	0%	**$1,072,000**