

The Washington State Board of Education

Governance | Accountability | Achievement |
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State Board of Education Spotlight

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As many of you have read in the news lately, the Washington Policy Center employed our Achievement Index to issue a series of A through F grades for Washington's K-12 schools. For a number of reasons, the State Board opposes this approach. We testified against the concept of A through F grading in the state legislature, and we do not use letter grades in our current Index. Board member Kris Mayer wrote a letter outlining our opposition, available [here](#).

An Index, comprised mostly of test scores, is very useful as an initial evaluative screen. It helps us understand which schools are struggling, but not necessarily why. You can't label a school or its staff a "failure" by merely looking at test scores in a spreadsheet. You need to understand something more about the school and why the data tells the story it does.

The Board sees meaningful accountability as a partnership with schools. The Index exists not just to rank and grade schools but to effectuate change - in strategies, funding, and state school improvement supports. An Index that labels schools as "failures" without having ever actually taken the time to learn about the school is sending the wrong message. In this case, the emphasis is on punishment, not improvement. Also, the initial label of "failure" becomes nearly impossible to overcome in developing a partnership with the school towards meaningful change.

On behalf of the Washington State Board of Education,

Ben Rarick
Executive Director

The Washington Achievement Awards

Over 380 schools are receiving [Washington Achievement Awards](#) as a result of their students' performance on the 2012 state assessments. The Washington Achievement Awards, sponsored by the Office of Superintendent of Public Instruction and the State Board of Education, is a recognition program

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based on the [Washington Achievement Index](#) and the Title I Highest-Performing and High-Progress calculations.

The 2012 Washington Achievement Awards includes "High-Performing" and "High-Progress" schools, identified based on federal calculations of student performance in statewide reading and mathematics tests. The inclusion of these schools signifies the first alignment of state and federal measures in the Achievement Award program.

While the number of schools recognized for "Overall Excellence" remained constant, the number of special recognition awards increased dramatically. The most significant gains occurred in the "Science" category where the number of schools recognized increased from 27 to 146.

Schools are being recognized for being top performers in seven categories, based on two-year averages:

1. Overall Excellence, including Title I schools earning "Highest Performing" designations
2. Language Arts
3. Math
4. Science
5. Extended Graduation Rate (only awarded to high and comprehensive schools)
6. Closing Achievement Gaps
7. High Progress (Title I schools showing gains)

The award-winning schools will be honored during award ceremony on April 30, location TBD.

A Career- and College-Ready Diploma

The State Board of Education is passionate about providing rigorous graduation requirements for all students and the necessary flexibility so that students of all interests - whether they be academic or career/technical in nature - can pursue their aspirations after graduation.

Our [Career- and College-Ready Requirements](#) represent a major change from the original Core 24 proposal from five years ago. The requirements call for 17 core credits, including an additional 7 courses with flexible options tailored to each student's chosen course of study. Students must attempt 24 credits and earn at least 22 to graduate.

Is the State Board of Education backing away from 24 credits by

only requiring 22? No. The requirement to attempt 24 and earn 22 was part of the original [2010 resolution](#) and was a concession made for students who may need to retake one or more of the 17 required, core courses.

It is also important to note that the Career- and College-Ready Requirements include an additional credit of science. Graduating students skilled in Science, Technology, Mathematics, and Engineering (STEM) remains a key-issue for our state. Washington is among the leaders in the nation in our mismatch between the workforce we produce and the skilled jobs we have. The highly paid STEM-related jobs in our state are, at an alarming rate, not going to graduates here in Washington. Employment data suggests we import our STEM talent because we can't fill those openings here at home. Put succinctly, we simply can't fill our own jobs. A third credit of science is perhaps the most concrete advance we could make this session to better prepare our students for the opportunities that await.

Requiring additional science in the context of SBE's Career- and College-Ready Graduation Requirements will positively affect the lives of our students and grow Washington's economy. The benefits are clear, and so we will continue to make the implementation of fully-funding Career- and College-Ready Graduation requirements a top-priority during the 2013 session.

Flexibility in SBE's Career- and College-Ready Graduation Requirements

With ESHB 2261 (2009), the Washington Legislature redefined the instructional program of basic education to include the opportunity for students to earn 24 credits for graduation, subject to a phased-in implementation.

The new graduation requirements for the class of 2013 (WAC 180-51-066) and the class of 2016 (WAC 180-51-067) move the state towards the SBE's Career- and College-Ready Graduation Requirements framework, which will eventually provide the opportunity for students to earn 24 credits. The State Board of Education will only support moving forward on the 24-credit requirements when they have been approved and fully funded by the legislature.

During the 2013 session, SBE will work with the Legislature to develop a schedule for phasing in the full Career- and College-Ready Graduation Requirements framework. SBE will also continue to advocate for funding to support the additional

graduation requirements.

Will a 24-credit schedule allow for electives or remediation? Yes. The State Board of Education's Career- and College-Ready Graduation Requirements framework includes ample flexibility. For example, students can select seven credits of coursework best suited to their individual goals after high school. In addition, up to two credits may be waived by local administrators for students who have attempted 24 credits. This [chart](#) provides a simple overview of the 2013, 2016, and Career- and College-Ready Requirements.

Learn more by watching our [video blog](#).

A Revised Achievement Index Prototype

With the February 13 meeting of the [Achievement and Accountability Workgroup](#) now complete, work has begun in earnest towards the refinement of a revised [Achievement Index](#) prototype. The revised Achievement Index will be an essential component in Washington's overall accountability framework, one that recognizes high-achieving schools and identifies and provides support to the state's persistently lowest-achieving schools.

The revised Index will account for multiple student measures:

1. Proficiency in reading, writing, math, and science.
2. Growth in reading and math.
3. College and career readiness (graduation rates, dual coursework, and industry certification completion).

At our March 13-14 Board meeting, members will explore more questions essential to the prototype's development, including the following:

1. Given that the federal Elementary Secondary Education Act (ESEA) flexibility waiver requires Washington to identify schools for recognition (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging), what are the implications for the structure and function of the revised Index in order to establish a coherent system?
2. How should the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools, and would this be preferable to the current AMOs?
3. What relative weight should be assigned to each performance indicator for elementary, middle, high, and

district-level calculations?

Members of the Achievement and Accountability Workgroup tackled these issues during their February 13 meeting. A report detailing members' discussions will be available on our [website](#) by February 28.

Stay up-to-date with our continued work by visiting the Achievement and Accountability Workgroup [page](#) and Board Materials [page](#) on our website.

Charter Schools - Rule-Making Update

SBE adopted rules pertinent to the state's first public charter schools on February 26.

Prior to adoption, members heard public testimony on Chapter 180-19 WAC, proposed rules to RCW 28A.710.090 (Charter School Authorizers - Approval Process). The rules establish an annual application and approval process and timelines for local school boards seeking approval to be charter school authorizers. For example, the rules will require school districts to submit an authorizer application to the State Board by June 15 and for the State Board of Education to make decisions on those applications by August 15. The rules also set requirements for districts applying to authorize charter schools, as well as criteria for the evaluation and approval or denial of those applications.

The rules contain the following provisions:

- Set an initial timeline for submission of authorizer applications by school districts to the SBE and for SBE decisions on the applications.
- Clarify and supplement the required components of an authorizer application.
- Establish a process and criteria for SBE decisions on authorizer applications.
- Clarify terms of the authorizing contract between the approved school district and SBE.

A draft amendment, prepared in response to public comment and member review, makes the following changes:

- Establishes a temporary timeline for charter authorizer approvals in 2013 only and an ongoing timeline for charter authorizer approvals taking place after 2013.
- Provides that SBE shall post authorizer applications

online.

- Provides that SBE may require a personal interview with district personnel to review an authorizer application.
- Makes various clarifications, technical changes, and corrections.
- Replaces references to Initiative 1240 with references to codified law.

Amendments offered at the meeting made the following changes:

- Changes the date in proposed WAC 180-19-030 from January 1 to December 31.
- Changes the date in proposed WAC 180-19-040 from September 1 to September 12.
- Requires SBE to post district notices of intent to submit an application on receipt.

The Board has also approved the filing of a CR 101 (Statement of Inquiry) for rule making on several sections of RCW 28A.710 (below). SBE will hold a public hearing on the proposed rules prior to adoption (time not yet determined).

RCW	I-1240	Subject
28A.710.110	Sec. 211	Authorizer oversight fee.
28A.710.130	Sec. 213	Last date for authorizer to issue and publicize request for proposals.
28A.710.140	Sec. 214	Timeline for charter application submission and approval or denial by authorizers.
28A.710.150	Sec. 215	Maximum number of charter schools - Last date for authorizer to submit report to SBE on action to approve or deny an application - Lottery procedure.

Background: the Board's work with public charter schools began with the passage of Initiative 1240 in the November 2012 General Election. Local school boards seeking to be charter school authorizers must apply to and be approved by SBE. Upon approval, school districts must also submit annual reports to the Board evaluating charter schools' performance under contract. The State Board is also responsible for setting timelines for charter applications to all authorizers, establishing an authorizer oversight fee applying to all authorizers, conducting oversight of the performance of school districts in carrying out the duties of charter school authorizers, and submitting annual reports to the Governor and Legislature, among other duties.

More information on charter schools is available on our [charters](#)

[page](#).

Waivers Update

During the November 8-9, 2012, meeting, Members adopted new and amended rules for districts seeking basic education waivers under [RCW 28A.305.140](#) and [RCW 28A.305.141](#). Members also approved a new waiver for the purpose of parent-teacher conferences.

The Board will not be granting additional, one-year waivers for WaKIDS implementation pending the outcome of legislation in the current session (that may count days used for WaKIDS toward the basic education requirement of a 180-day school year).

You can find more information about waivers rules and applications on our [website](#).

Partial Days and Professional Development Funding

One of the State Board of Education's 2013 legislative priorities centers on strengthening the 180-day calendar.

With the loss of state professional-development funding, many districts are adjusting their calendars, replacing full-day instruction with partial or half days. The use of half-days for professional development directly supports quality teaching but comes at the cost of learning time for our students. In our [video blog](#), Executive Director Ben Rarick provides an overview of the State Board of Education's drive to reinstate statewide professional development funding in order to maximize instructional time.

Board Member Highlight - Kevin Lavery (Mukilteo) Elected



Kevin Lavery has an extensive background in public education. He was appointed to the Central Valley School District Board in February 1993 and served there until moving to Mukilteo in late 1994. In 1999, Mr. Lavery was elected to the Mukilteo School District Board and served for three terms. He also served on the WSSDA Board of Directors 2000-2002 and was elected WSSDA president in

2010.

In addition to his school board experience, Mr. Lavery spent 28 years with Verizon and its predecessor company, GTE, in public relations. He managed the company's Northwest philanthropy for six years, which was heavily weighted toward K-20 education.

Mr. Lavery and his wife, Tomoko, reside in Mukilteo and have two grown daughters. He holds a Bachelor's degree in political science from the University of California Santa Barbara and a Masters in Communication - Digital Media from the University of Washington.

You can learn more about Mr. Lavery and other Board members by visiting our [Board member roster](#).

Upcoming Board Meeting

March 13-14
ESD 113
Tumwater, Washington

Meeting materials are available on our [website](#) one day prior to the meeting. Email your thoughts and questions to SBE at sbe@k12.wa.us.